

19 TOP 10 SOURCES FOR
PROFESSIONAL DEVELOPMENT

30 MEGAN FOLLOWS'S
REMARKABLE TEACHERS

MARCH 2015

professionally speaking

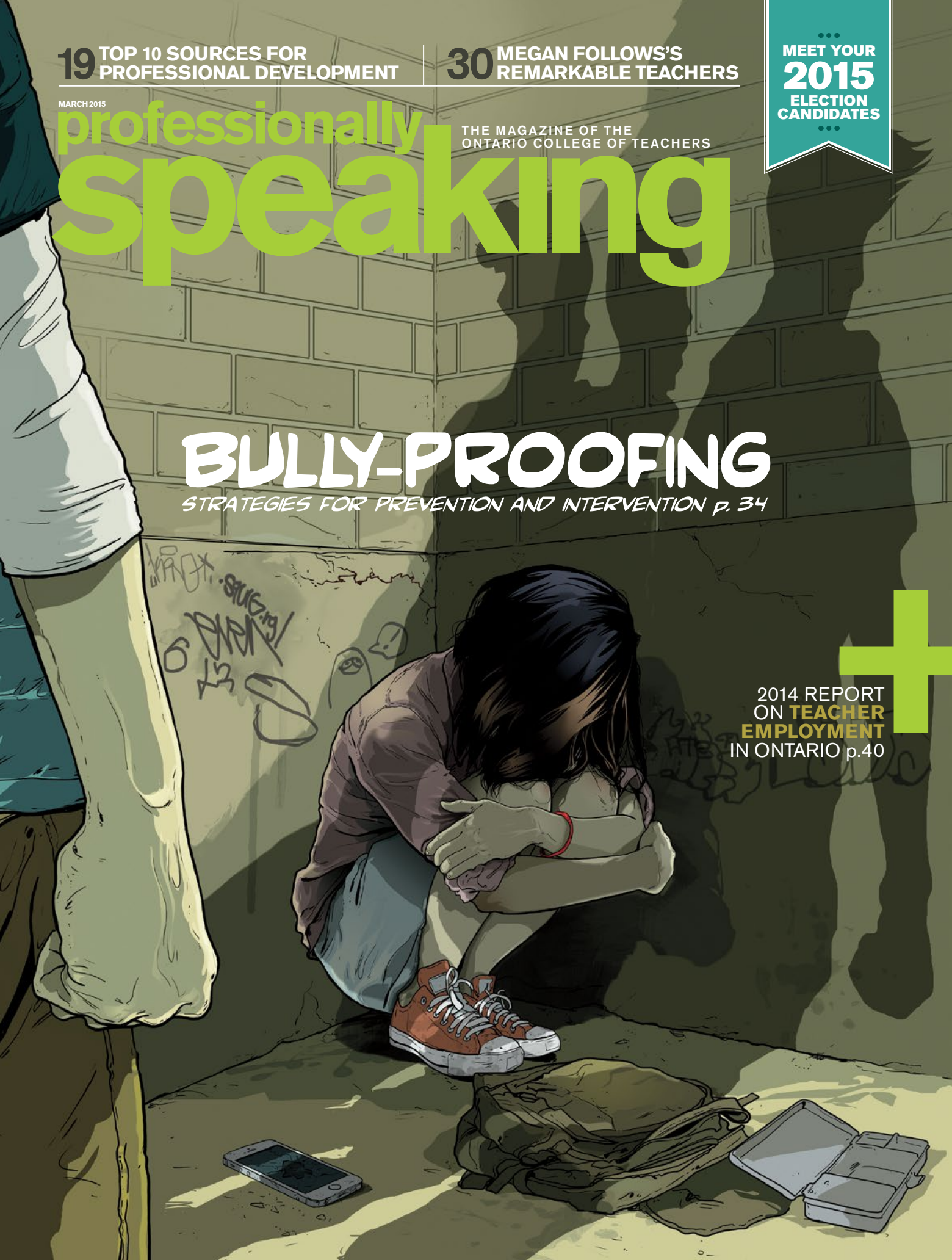
THE MAGAZINE OF THE
ONTARIO COLLEGE OF TEACHERS

MEET YOUR
2015
ELECTION
CANDIDATES

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STRATEGIES FOR PREVENTION AND INTERVENTION p. 34

2014 REPORT
ON **TEACHER**
EMPLOYMENT
IN ONTARIO p.40



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26

UPFRONT

- 11 **AT THE COLLEGE**
- 12 **FROM THE CHAIR**
- 15 **REGISTRAR'S REPORT**
- 16 **LETTERS TO THE EDITOR**
- 19 **CONNECTIONS**
In Your Profession; In Your Classroom;
Tools of the Trade — Ontario Ministry
of Education-suggested websites

DEPARTMENTS

- 26 **GREAT TEACHING**
Stanley Hunter, OCT, and his students gear up
for greatness in the wild world of robotics.
- 30 **REMARKABLE TEACHERS**
Actor Megan Follows honours the three elementary
teachers whose roles behind the scenes inspired her
in front of the camera.
- 128 **FINAL EXAM**
JUNO Awards CEO Allan Reid swaps notes on the
instrumental role of music education in schools.

RESOURCES

- 49 **REVIEWS**
*We are all Treaty People/Nation to Nation/From the
Ivory Tower to the Schoolhouse/Nonfiction Writing
Power/Teaching that Changes Lives/Saving Houdini*
- 52 **TECH CLASS**
Joseph Romano, OCT, and Brandon Zoras, OCT,
organize a hackathon for Toronto high school students.

COUNCIL ELECTION

- 53 Meet your 2015
election candidates.



GOVERNING OURSELVES

- 119 College Conference Highlights/Q&A with Jean
Charest/Policy Development/Council Meetings/
Appointments/Scholarship Winners/Investigation
Committee Case Study/Hearings

FEATURES

- 34 **BULLY-PROOFING**
Strategies for bullying
prevention and
intervention.
- 40 **TRANSITION
TO TEACHING**
Teacher employment
in Ontario 2014 report.
- 43 **PROTECTING THE
PUBLIC INTEREST**
As teaching and learning
evolve in the 21st century,
so too does the way in
which the College regulates Ontario's teaching
profession in the public interest.
- 46 **KNOWLEDGE KEEPERS**
The College introduces a standards-based resource
to support First Nations learners and OCTs.



34

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COLLEGE CONFERENCE

On November 5, 2014, Ontario Education Minister Liz Sandals kicked off the College conference, Inspiring Public Confidence, commending the College for its commitment to setting high standards for Ontario teachers in the public interest. The conference attracted over 200 delegates and featured such keynote speakers as former Québec premier Jean Charest, journalist Sally Armstrong and former Canadian ambassador to Iran Ken Taylor. Read more about the conference on p.119.



SCHOLARSHIP AWARDS

At the December 4–5, 2014, College Council meeting, three teacher candidates were awarded 2014–15 College scholarships: Hélène Lefrançois received the Joseph W. Atkinson Scholarship award; Rosalind McCanny (pictured left) was awarded the Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship; and Stephanie Lum (pictured right) received the Ontario College of Teachers Intermediate/Senior Scholarship award. Read more about the award-winners on p.123.

AUTHOR TALK

On November 20, 2014, the Margaret Wilson Library held its first “Author Talk” with author and lawyer Dustin Milligan. The writer spoke about his new book series, *The Charter for Children* — which introduces children to the principles of the Canadian Charter of Rights and Freedoms — answered questions from the audience and signed copies of his latest series.



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FOREWORD BY MICHAEL FULLAN

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March 2015 | Professionally Speaking 11

GOOD GOVERNANCE STARTS WITH YOU

Participate in the privilege of self-governance by exercising your right to vote.

BY LIZ PAPADOPOULOS, OCT

In my quest to carry out my mandate as Chair of Council, I have focused my own professional learning on best practices in corporate governance. As my term of office concludes at the end of June, I am preparing to leave behind a set of rules and procedures so that ethical leadership continues at the College. Succession planning and policy creation ensure that protocols and procedures are sustained as the faces of Council change cyclically.

Good governance is the key to our success

“Governing Ourselves,” also known as the “blue pages” in *Professionally Speaking*, offers members of the profession a glimpse into the daily matters and decisions that face your governing Council at the College. In addition to the decisions that are made by the Discipline and Investigation committees’ panels, you will also find regulatory and bylaw amendments throughout these pages, as well as policy changes that affect our profession. So what does governance *really* mean?

Take a school board, for example. Trustees are charged with governing the school board. They have the oversight abilities to allocate budget and to establish policies. Staff, in turn, carries out the day-to-day operations within the framework created by the policy-makers.

Within today’s organizations we are seeing a trend toward more robust systems of governance. One only has to look at recent scandals in the financial sector to see what can happen when a board of governors does not fulfil its fiduciary duty to its public stakeholders. When something goes seriously wrong, people ask, “Where was the board of directors during all of this?”

One example of effective corporate governance would be Ombudsman Ontario, an independent office of the Ontario legislature that resolves individual complaints and conducts systemic investigations relating to problems with government services.



The Ontario government recently passed a new bill that, among other things, gives the ombudsman expanded oversight over municipalities, university and school boards. This new bill also creates a separate patient ombudsman within the Ministry of Health and Long-Term Care and empowers the Provincial Advocate for Children and Youth to investigate Children’s Aid Societies.

Help govern your profession

You delegate your responsibility to govern your profession, in part, to the governing Council at the College. Good governance includes appropriate questioning and probing to ensure that risks are mitigated by policies and actions. Looking at our ethical standards, you can see how care, trust, respect and integrity are integral components in the fiduciary duty to govern the profession and adjudicate matters that come before discipline panels.

Now that College elections are underway, it is critical that you participate in the privilege of self-governance by exercising your right to vote. The ethical act of casting a ballot demonstrates good governance. These 23 people, in concert with 14 publicly appointed members, develop public protection policies that ultimately impact the education sector.

Your Council has developed a strategic plan and is establishing a new committee charged with overseeing governance issues for the next term of Council. This will take the organization into the future with a solid footing of accountability, transparency and good governance. This will not only support the protection of the public interest, but will also be good for the education community as a whole.

There are many members of the teaching profession who are capable of governing our profession. Please vote for the people you believe to have the best skills needed for the job. **PS**

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CARE — A DEFINING CHARACTERISTIC OF PROFESSIONALISM IN TEACHING

BY MICHAEL SALVATORI, OCT

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." —Maya Angelou

If we reflect on this statement by the late poet, each of us can recall recent examples that reinforce its truth. It also relates well to the ethical standard of care that we exemplify as members of the teaching profession.

We certainly know care when we see it, but defining care can be challenging. In the context of professional regulation, our ethical standard of care embraces notions of compassion, acceptance, interest and insight for developing students' potential. Members of the profession express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

I witnessed one of the most meaningful observations of care in my first few months as a vice-principal, which has stayed with me. A single parent with a physical disability gathered her three children at the front door of our school to call a taxi to take them home. Our kindergarten teacher was leaving at the same time and, without hesitation and despite a full day of teaching and an evening of conferences, stepped next to the parent whose children she had taught and offered to drive them all home.

It was a generous gesture that recognized the unexpressed needs of another, despite the teacher's long day and personal needs. It was also an example of care in action, sincerely offered without personal gain.

Researcher and former teacher Charlotte Danielson has developed a framework for teaching and, in a 2013 evaluation instrument based on the framework, she describes distinguished practice within the domain of creating an environment of respect and rapport.



"Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals," she writes. "Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks."

Empathy, compassion and care engender reciprocity in the classroom and school environment that strengthens a culture in which civility and respect prosper. Teachers lead by example and students follow.

Our school and school board leaders also live this ethic of care in their practice. I recently had the pleasure of hearing anthropologist and author Simon Sinek speak about leadership. He spoke so passionately of the ethic of care at the heart of leadership that I purchased his book, *Leaders Eat Last*. Drawing on examples from early tribes of hunters and gatherers, he suggests that great leaders are those who sacrifice their own interests and comfort for the good of those entrusted to their care. In so doing, they create a "Circle of Safety" that shelters their wards from the challenges, hardships or obstacles around them.

School and school board leaders embody the ethic of care through the supports they offer to their school communities, the affirmation they provide and the examples they set. In so doing, they create schools and school boards in which care, empathy and compassion thrive.

This new year brings hope and holds promise because you care, and because the students and families you serve know it. **PS**



M. Salvatori

Letters to the editor

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—**Colleen Lebar**, OCT, is an English teacher and guidance counsellor at Chinguacousy Secondary School in Brampton.

Inspired to Skype

I am a teacher from Montréal who subscribes to *Pour parler profession*. I love this magazine!

The December 2014 “Tech Class” column discussed how to use Skype in the classroom. I was motivated to try this with my class. My school board even posted an article about the experience on its website. Thank you for the inspiration!

—**Olivier Forest**, OCT, teaches Grade 5 at the École Vinet-Souigny in Saint-Constant, Qué.



Overseas Opportunities

My husband and I are both teachers who love to travel abroad in the summer months and look for opportunities to volunteer or teach. Our dream is to take a leave in the future to teach overseas together. I was excited to read “Passport to Learning” in the June 2014 issue. I enjoyed reading about other teachers’ experiences and learning about organizations and opportunities. Thank you for this article.

I was disappointed, however, to find some resources were out of date or limited, and there was a lack of resources for secondary school teachers. In the future, I would love to see a more comprehensive list of organizations and overseas opportunities published in time to apply to these.

Questioning the Role of Technology

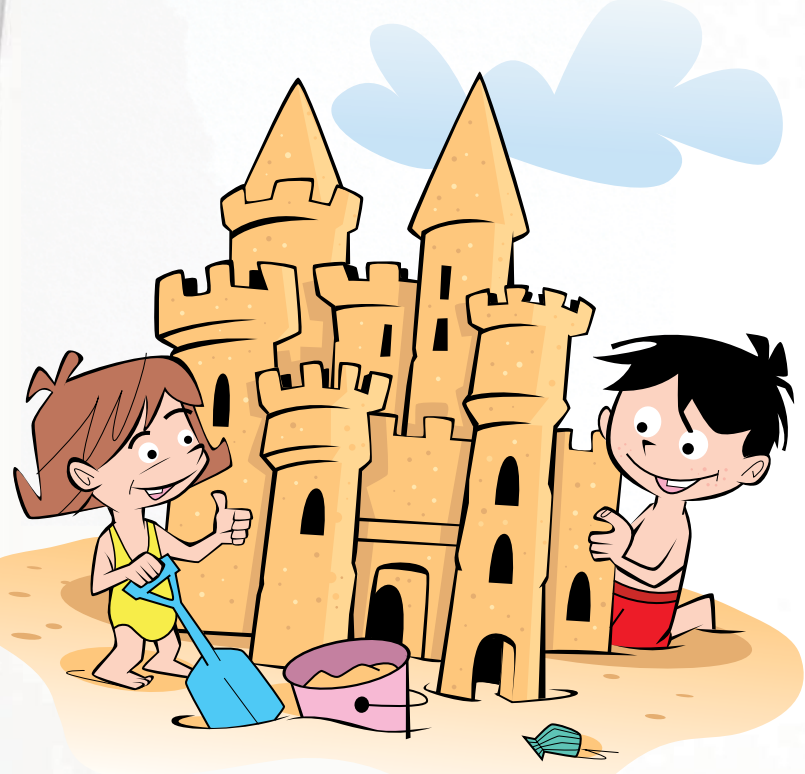
Professionally Speaking is moving in a certain direction, an optimistic embracing of the latest computer technologies. It troubles me, as education ought to be for the questioning of “truths,” offering a space for dissent and critical awareness. The December 2014 *Professionally Speaking* poll on teaching tools indicates that many contemporary educators cannot teach

without recourse to electronics of some type, relegating the dictionary, thesaurus and chalkboard to curated curiosities. As teachers, we rarely ask the difficult questions of our environment or its technology, or of our ethical complicity in technology’s degradation of human life. If we profess anything worth professing, we must speak truly and, in many cases, against the thoughtless and uncritical praises of technology.

—**Joshua Christopher Weresch**, OCT, is a singer-songwriter and an occasional teacher with the Hamilton-Wentworth District School Board.



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- Librarianship
- Mathematics Primary/Junior
- Reading
- Special Education
- Adapting Curriculum for the Catholic School System
- Teaching in the Catholic School System
- ABQ — Junior Division

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CONNECTIONS IN YOUR PROFESSION



Pop Quiz

with Graham Fraser

BY LAURA BICKLE

Ottawa-born Graham Fraser carved out a career for himself at the country's major print media outlets (*Le Devoir*, *The Globe and Mail*, the *Montreal Gazette*, *The Toronto Star* and *Maclean's*) by being one of the few journalists who could work in English and French. His respect for both languages prompted him to write his fifth book, *Sorry, I Don't Speak French: Confronting the Canadian Crisis that Won't Go Away*, which — combined with his bilingual work experience — made him the natural choice for the Commissioner of Official Languages appointment in 2006. Responsible for promoting Canada's two official languages, as well as protecting language rights, Fraser believes that "Every Canadian child should have the opportunity to become bilingual — to participate fully in the country's economy, governance and society." Read on for Fraser's insights into the current (and sometimes complicated) state of bilingual education.

Q Is the French language in danger outside of Québec?

Almost 10 million Canadians speak French, including the approximately 7.3 million who count it as their first language. The number of francophones outside of Québec is about a million, which is an additional 10,000 since the 2006 Census report.

Integrating French-speaking immigrants into francophone communities is more important than ever. The number of fluent speakers whose mother tongue is not French is increasing significantly. In addition, I see a greater solidarity and mobilization in francophone communities — they are growing in Canada, slowly but surely.

Q How important is the opportunity to learn an additional language?

The country needs to provide a true continuum of second-language learning opportunities from the elementary to post-secondary levels.

The broad challenges that we must overcome are the lack of second-language teachers and the increasing number of immigrants outside of Québec who cannot converse in both official languages.

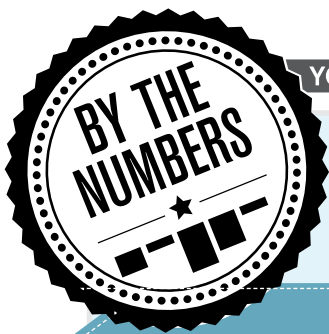
In 2011, more than 341,000 students were enrolled in immersion programs — it was

an all-time high. We hear stories of parents lining up in school parking lots overnight in British Columbia to ensure their child gets a spot. In other districts, coveted slots are awarded via lottery. We've been told that the lack of qualified teachers restricts the number. The federal government has a responsibility to work with the provinces and universities to increase this supply.

I've also recommended that the prime minister take measures to double the number of Canadians who participate each year in short- and long-term language exchanges at the secondary and post-secondary levels.

Q How can OCTs get students excited about French?

We need to remind the government and our schools of the advantages that come from offering French learning opportunities that will give graduates an edge in the labour force. I invite teachers to create daily opportunities for students to converse in their second official language. This practice will help to improve their knowledge and allow them to thrive in the workforce, and as Canadian citizens. My office has created a teachers' corner of resources (bit.ly/1v23p1Y) to help students learn and maintain their second language.



YOUR CHEAT SHEET TO FUN FACTS IN EDUCATION

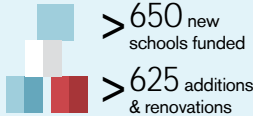
SCHOOL FOUNDATIONS

Examining the nuts and bolts of school structures in Ontario.
BY STEVE BREARTON

BUILDING BLOCKS

\$12 BILLION

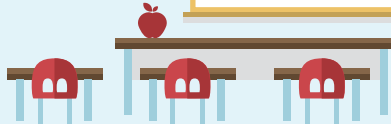
spent on construction and maintenance since 2003:



Source: Ontario Ministry of Education, 2014



An estimated **\$330,000** spent on computers, furnishings, materials and equipment for St. Benedict Catholic ES in Milton.



Source: Halton Catholic DSB, 2013



TWEET SHEET
Follow what's trending in the education Twitterverse



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A roadmap to navigating the Ontario education system for children with special needs.

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#CyberBullying is a real issue in #Ontario Schools. Teach your students.
bit.ly/1CMNaco

SCHOOLS ON CANADA'S HISTORIC PLACES:

- Lisgar CI, Ottawa
- Galt CI, Cambridge
- Stuart Scott PS, Newmarket
- King George PSI, Newmarket



Source: Canada's Historic Places, 2014

OLDEST PUBLIC SECONDARY SCHOOL:

Kingston CVI, Kingston (founded in 1792)



Source: Limestone DSB, 2013

SCHOOL YARDS (& METRES)

25 MILLION
SQUARE METRES:

- Combined size of all public schools in Ontario.

5 million x 5 million

SMALLEST SCHOOL:
Smooth Rocks Falls PS,
Smooth Rocks Falls (242 m²)

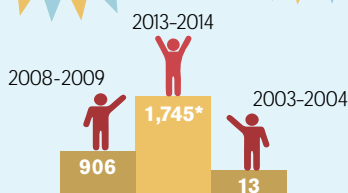
BIGGEST SCHOOL:
Central Technical School,
Toronto (55,080 m²)



Source: Ontario Ministry of Education, 2013, The Road Ahead, p. 48

Source: Ontario Ministry of Education, District School Board Facility Summary, 2010-11

11 SCHOOLS AWARDED LEED (Leadership in Energy and Environmental Design) certification — a designation that recognizes the highest standards in green building practices.



ECOSCHOOLS

*Estimated
Number of schools certified for ecological literacy and environmental practices.

Source: Ontario EcoSchools, 2014



Source: Canada Green Building Council, 2014



Here's an idea for anyone who teaches kindergarten. When setting up or rearranging your classroom, enter kneeling to see how your students experience the space. For instance, what is in their sightline? What resources can they reach? Does the setup facilitate and encourage independent learning? This fun, fresh approach has completely changed my perspective on the ergonomics of my teaching environment; I even lowered the whiteboard and corkboard in a new classroom, so that students would have easy access to them.

—Emily Allen, OCT

Winston Churchill Public School, Waterloo

→ Have a classroom tip to share?

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TWITTER CHAT *for teachers*

You're a hashtag away from joining a conversation created just for you — the first “edchat” for Ontario teachers. Amy Bowker, OCT, and Allison Fuisz, OCT, launched #ONedchat last September (a back-to-school themed discussion), after realizing there was a hole in the Twittersphere when it came to sharing information about the education system among their peers. —Stefan Dubowski

These Ottawa-based OCTs are getting educators across the province talking shop and sharing tips on a variety of topics, including technology, critical thinking, and student mental health and wellness.

For those of you not on Twitter or unable to participate the first Wednesday of every month (from 7 p.m. to 8 p.m.), visit the archives via the ONedchat website

at onedchat.wordpress.com. Check the site as well to see what Bowker and Fuisz have planned for upcoming chats and to suggest topics for discussion. Links to mobile apps and other education resources are available on the Ontario Linked Resources page; feel free to suggest additional tools by clicking Share Ontario Resources.

Follow @ONedchat to strengthen your network of smart, engaged Ontario teachers, and for an opportunity to share richer and deeper insight into modern classroom challenges. “I love Twitter,” says Bowker, a Grade 1/2 teacher at Ottawa’s Elizabeth Park Public School. “It’s another level of support.”

Don't miss out on the next virtual conversation, “Classrooms of the Future: Looking Ahead 10 Years,” scheduled for March 4.

APPS ANALYSIS

By Stefan Dubowski



VocabularySpellingCity

Encourage students to flex their spelling muscles by playing eight (on Android) to 10 (on Apple) free games. This app offers fun challenges, including Sentence Unscramble (sentence-structure practise), Spelling TeachMe (introduces new words) and Missing Letter (improves word recognition). The app comes with 10 word lists targeting particular topics such as homonyms, words used in geometry and compound words. Want to upload your own words? Register as a SpellingCity member (free) to create bespoke lists, or spend \$1.99 to access thousands of pre-determined lists plus two additional games. The premium edition (\$49.99) supports up to 25 players and lets you track their scores.

DEVICE: Apple; Android

SOURCE: iTunes; Google Play; free to \$49.99

RATING: 4+; Everyone

EDULULU RATING: 4/5



Codecademy

Discover how computer coding works in a few easy steps.

Codecademy: Code Hour offers tutorials on basic website construction, providing sample computer code to work with. Users will quickly learn how characters and commands are transformed into sites and software. The app takes what you've practised to the next level by allowing you to publish your own web page. Not convinced? This virtual tutor helped tech entrepreneur Tommy Nicholas learn to code, and he went on to develop one of *TIME* magazine's 50 best websites of 2013 — Coffitivity (coffitivity.com), a site that recreates coffee shop sounds to boost creativity.

DEVICE: Apple

SOURCE: iTunes; free

RATING: 4+

EDULULU RATING: 4.5/5



MoMA

Experience some of the world's most evocative art while you're on the go. Enhance your appreciation of The Museum of Modern Art's (MoMA's) collection of contemporary drawings, paintings and sculptures when you listen to audio descriptions from artists and curators. You can also save your favourite works, so they're easy to peruse for instant inspiration. Planning to visit the New York institution? Browse the calendar of events, exhibitions and film screenings with just a few taps. No need for a tour guide: Refer to the map and recordings associated with specific masterpieces when you're on location.

DEVICE: Apple

SOURCE: iTunes; free

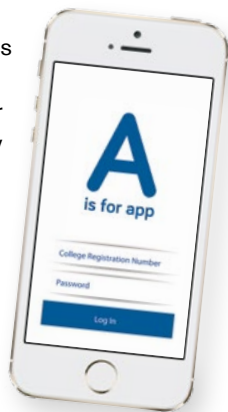
RATING: 12+

EDULULU RATING: 4.5/5

* 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 bit.ly/1CQOQPO to learn how to get involved.

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ONLINE COURSE OFFERINGS **SP:** Spring **I:** Interession **S:** Summer
ADDITIONAL BASIC QUALIFICATIONS**SESSIONS**

Primary	CONT 563	SP	I	S
Junior	CONT 564	SP	I	S

ABQ INTERMEDIATE

English	CONT 770	SP	I	S
Family Studies	CONT 687	SP	I	S
French	CONT 769	I	I	S
Geography	CONT 795	I	I	S
Health & Physical Education	CONT 606	I	I	S
History	CONT 789	SP	I	S
Mathematics	CONT 573	SP	I	S
Science - General	CONT 609	SP	I	S
Computer Studies	CONT 758	I	I	S
Business Studies	CONT 652	I	I	S
Native Studies	CONT 638	I	I	S

ABQ SENIOR

Biology	CONT 773	SP	I	S
Chemistry	CONT 605	I	I	S
English	CONT 771	SP	I	S
Geography	CONT 772	I	I	S
History	CONT 794	SP	I	S
Law	CONT 637	I	I	S
Mathematics	CONT 574	SP	I	S
Physics	CONT 608	I	I	S
Social Sciences	CONT 635	SP	I	S
Science - General	CONT 610	I	I	S
Visual Arts	CONT 614	I	I	S

HONOUR SPECIALIST

Biology	CONT 586	SP	I	S
Business Studies	CONT 640	I	I	S
Chemistry	CONT 587	I	I	S
Dramatic Arts	CONT 588	I	I	S
English	CONT 590	SP	I	S
Family Studies	CONT 688	I	I	S
French	CONT 591	I	I	S
Geography	CONT 592	I	I	S
Health & Physical Education	CONT 596	SP	I	S
History	CONT 593	SP	I	S
Mathematics	CONT 594	SP	I	S
Music	CONT 582	I	I	S
Physics	CONT 595	I	I	S
Science - General	CONT 602	I	I	S
Social Sciences	CONT 636	SP	I	S
Technological Education	CONT 598	SP	I	S
Visual Arts	CONT 599	I	I	S

THREE-PART ADDITIONAL QUALIFICATIONS

Cooperative Education Part 1	CONT 681	SP	I	S
Cooperative Education Part 2	CONT 682	SP	I	S
Cooperative Education Specialist	CONT 683	SP	I	S
English as a Second Language Part 1	CONT 539	SP	I	S
English as a Second Language Part 2	CONT 540	SP	I	S
English as a Second Language Specialist	CONT 541	SP	I	S
Family Studies Part 1	CONT 677	SP	I	S
Family Studies Part 2	CONT 678	I	I	S
Family Studies Specialist	CONT 679	I	I	S
French as a Second Language Part 1	CONT 536	SP	I	S
French as a Second Language Part 2	CONT 537	SP	I	S
French as a Second Language Specialist	CONT 538	SP	I	S
Guidance & Career Education Part 1	CONT 611	SP	I	S
Guidance & Career Education Part 2	CONT 612	SP	I	S
Guidance & Career Education Specialist	CONT 613	SP	I	S

SESSION DATES:

SPRING: April 13 - June 12, 2015
 INTERSESSION: May 4 - June 26, 2015
 SUMMER: June 29 - August 14, 2015

REGISTRATION DEADLINES:

SPRING: March 27, 2015
 INTERSESSION: April 17, 2015
 SUMMER: June 12, 2015

Health & Physical Education (P/J) Part 1	CONT 510	SP	I	S
Integration of Information & Computer Technology in Instruction Part 1	CONT 701	SP	I	S
Integration of Information & Computer Technology in Instruction Part 2	CONT 702	SP	I	S
Integration of Information & Computer Technology in Instruction Specialist	CONT 703	SP	I	S
Kindergarten Part 1	CONT 801	SP	I	S
Kindergarten Part 2	CONT 802	SP	I	S
Kindergarten Part 3	CONT 803	SP	I	S
Librarianship Part 1	CONT 797	SP	I	S
Librarianship Part 2	CONT 798	SP	I	S
Librarianship Specialist	CONT 799	SP	I	S
Mathematics, Primary & Junior Part 1	CONT 542	SP	I	S
Mathematics, Primary & Junior Part 2	CONT 543	SP	I	S
Mathematics, Primary & Junior Specialist	CONT 544	SP	I	S
Reading Part 1	CONT 533	SP	I	S
Reading Part 2	CONT 534	SP	I	S
Reading Specialist	CONT 535	SP	I	S
Religious Education Part 1	CONT 624	SP	I	S
Religious Education Part 2	CONT 625	SP	I	S
Religious Education Part 3	CONT 626	SP	I	S
Special Education Part 1	CONT 504	SP	I	S
Special Education Part 2	CONT 505	SP	I	S
Special Education Specialist	CONT 506	SP	I	S

ONE SESSION QUALIFICATIONS

Occasional Teaching	CONT 825	I	I	S
Special Education - Communication - Learning Disability	CONT 816	SP	I	S
Special Education - Communication - Autism	CONT 812	SP	I	S
Special Education - Behaviour	CONT 810	SP	I	S
Student Assessment & Evaluation	CONT 811	SP	I	S
Teaching and Learning Through e-Learning	CONT 815	I	I	S
Use and Knowledge of Assistive Technology	CONT 820	I	I	S

TECHNOLOGICAL EDUCATION

Communications Technology Grades 9/10	CONT 403	SP	I	S
Communications Technology grades 11/12	CONT 404	I	I	S
Computer Technology Grades 9/10	CONT 490	I	I	S
Green Industries Grades 9/10	CONT 492	SP	I	S
Technological Design Grades 9/10	CONT 487	SP	I	S
Technological Design Grades 11/12	CONT 488	I	I	S

INTEREST COURSES (JULY 6, 2015 - AUGUST 14, 2015)

Effectively Integrating iPads and Tablets in Teaching and Learning	INTR 400	I	I	S
Gamification in the Classroom	INTR 500	I	I	S



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\$735

ABQ Intermediate
 ABQ Senior
 ABQ Technological Education
 Honour Specialist
 French as a Second Language Part 1

SURF

THESE

SITES

BY MELISSA CAMPEAU

Searching for appropriate classroom resources that will satisfy your elementary or secondary students' needs? Browse no further! Click on these eight Ontario Ministry of Education-suggested sites for everything from Canadian history to coping with calculus. For additional links to bookmark visit bit.ly/15MuU6g.

➤ VIRTUAL MUSEUM OF CANADA

What's the importance of sports in culture? How can we use our forests responsibly? Consider these and other questions with museum educators' lesson plans. Browse by theme, location or grade then save your docs in the "My Content" folder for later.
Visit: bit.ly/1yBli7A

➤ CANADIAN MUSEUM OF NATURE

Watch video clips and navigate museum microsites in the Teacher Zone to explore marine ecosystems. Compare polar bears with grizzly bears and access online glossaries to define key terms for climate change and biodiversity, to name a few.
Visit: bit.ly/1yBHY8Z

➤ OPHEA

Can healthy choices *really* be fun? This site offers teaching tools to ensure they are, like a *Hands Up* video series about wellness, a Get Plugged-In program to cultivate community involvement and a Wallet Wellness program for fostering financial fitness.
Visit: bit.ly/1wckQ1i

➤ STATISTICS CANADA

Bring numbers to life. A downloadable teacher's kit (in the Teachers and Educators section) uses statistics to define our impact on the environment. Plus, access research on such topics as technologies in schools, literacy and student demographics.
Visit: bit.ly/1yaHnMD

➤ CANADIAN MUSEUM OF HISTORY

Imagine the lives of Canada's French settlers, investigate the mysteries of ancient Egypt or take a closer look at the 27 most influential Canadians. The Teacher Resources section is packed with grade-specific games, videos and lesson plans.
Visit: bit.ly/1FVs7SY

➤ CURRICULUM SERVICES CANADA

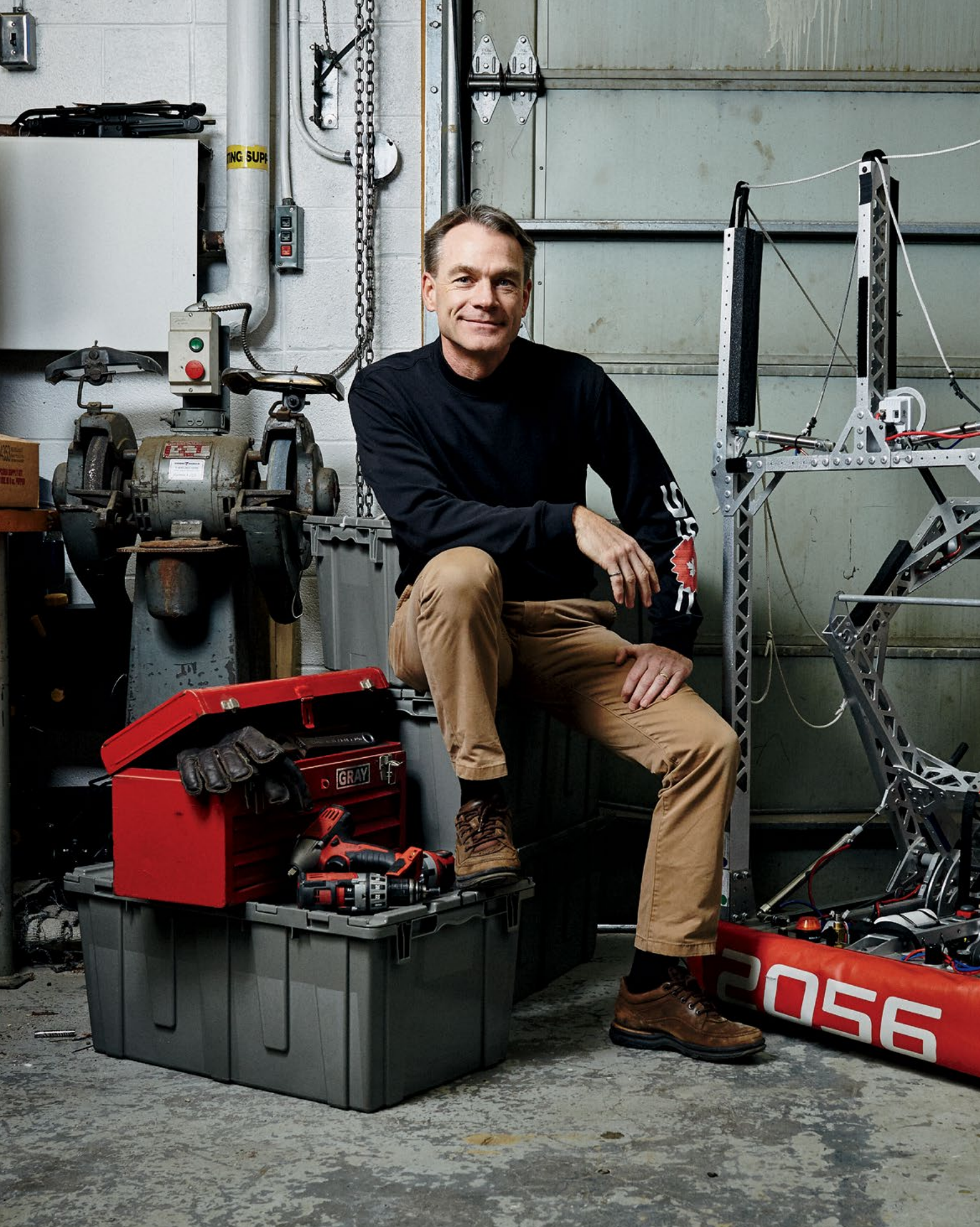
This site's massive educational webcast database includes sessions on play-based learning and student engagement — searchable by subject and grade. Check out the list of webcasts and videos for teachers, plus Ministry-approved textbooks.
Visit: bit.ly/15MxaKB

➤ MATH CENTRAL

Want to make geometry more exciting; calculus captivating? Access the resource room for lesson plans on nearly every mathematical topic. Plus, check out the Outreach Activities for listings of related competitions and camps across Canada.
Visit: bit.ly/1tDWfvz

➤ MEDIASMARTS

Teach students to take charge of their daily media exposure with lesson plans that tackle advertising analysis, cyberbullying and social media savvy. The site also offers workshops for teachers as well as articles covering media literacy issues and trends.
Visit: bit.ly/1ApDFwC





← MAN AND THE → *Machine*

Stanley Hunter, OCT, gears his students up for greatness in the wild world of robotics.

BY TRISH SNYDER

It's the end of the day at Orchard Park Secondary School in the Hamilton-Wentworth District School Board, and as one group of students trickles out of a computer science and engineering class, a fresh batch shuffles in for an after-school meeting. The latter are members of Team 2056, Stanley Hunter's world-renowned robotics squad. They compete at robotics tournaments around North America using machines built to perform tasks with the precision of a *Star Wars* storm trooper while resembling something that escaped a high-tech assembly line. In Ontario, this team from Stoney Creek is the one to beat.

At the meeting, students take turns reporting on team business — everything from a food drive with the Stoney Creek fire department that collected 3.5 tonnes of non-perishables to the robotics workshops that mesmerized visiting Grade 8s. After divvying up the day's to-do list, one pair goes off to fix a stalled robot while another inventories spare parts. Then Hunter delivers a sobering reminder about the team's sponsorship shortfall. They've raised \$43,000 this year, but they still need \$32,000 — robot parts don't come cheap. "Remember, kickoff is in 45 days," says the soft-spoken teacher, who can't help but smile as they burst into chatter in anticipation.

Kickoff happens in January when FIRST (For Inspiration and Recognition of Science and Technology), the U.S.-based organization that runs these contests, releases the game the robots will play at tournaments. Past challenges have required them to sink basketballs or score soccer goals. But this isn't an individual boxing match; the machines must also work *with* their competition at the game to outscore opposing squads. Then there's the ambitious timeline — schools have six weeks to build their concept from top to bottom, which has students working up to 30 hours per week — on top of their classes and homework. One student sums it up for the rookies: "Kickoff is the day you can kiss your social life goodbye."

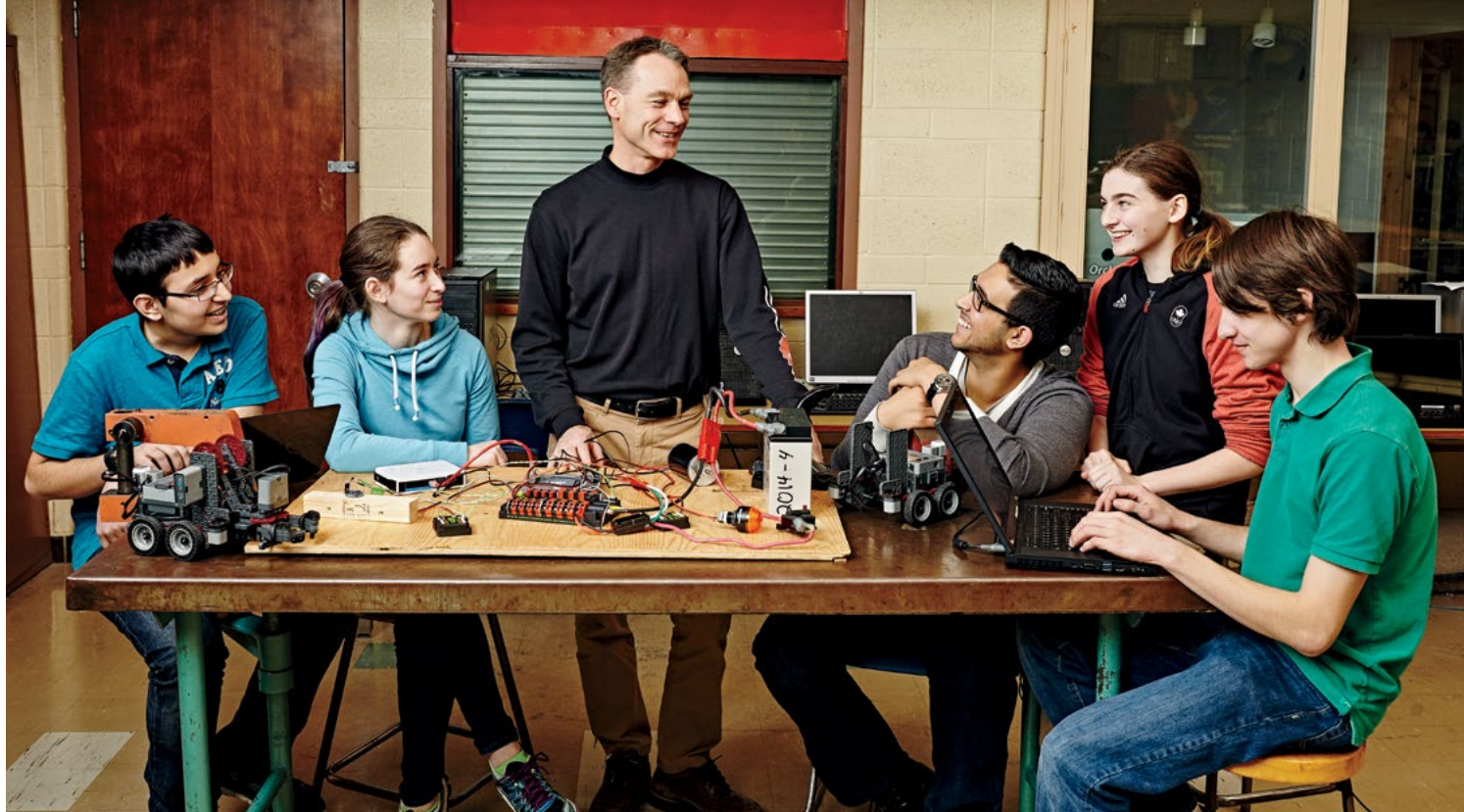


ONLINE

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EXCLUSIVE

PHOTOS: MARKIAN LOZOWCHUK



Stanley Hunter, OCT, meets with members of the Orchard Park Secondary School robotics team (Team 2056) in Stoney Creek.

But it's a sacrifice this group willingly makes. Since Hunter introduced the robotics team, in 2007, they've won 19 straight regional titles (a world record), advanced to eight world championships and earned numerous awards for the calibre of their creations. One hundred per cent of these students graduate and pursue post-secondary studies; 90 per cent of them specialize in STEM (science, technology, engineering and math). In 2010 alone, Hunter's 13 grads scored over \$120,000 in scholarships. But for Hunter, robotics isn't just about the robots. Working together to make a complicated machine from scratch, on budget and on deadline, builds even more valuable life skills — from communication to organization to critical thinking. His efforts have earned him a handful of awards, including a 2014 Prime Minister's Award for Teaching Excellence. "If every teacher involved their students in learning and challenged them with higher-order thinking as much as Stan does, you'd have an entire school engaged," says principal Marco Barzetti, OCT.

Hunter puts in countless hours to run the team on top of his course load, but almost 10 years ago, he faced an even bigger challenge. Disillusioned by young

people who weren't inspired to learn, he was ready to quit teaching — that is, until he attended a robotics tournament. What happened on the field was a revelation: students used remote consoles to coax their constructions to manoeuvre around obstacles and score points while working with machines built by other schools. Off the field, they analyzed the performance of top robots to form strategic alliances for upcoming matches. If a school needed help, an announcement went out on the PA system and teams rushed over with parts. The contest combined the competitive intensity of a sport with the co-operative spirit of a school fun day, while about a thousand spectators cheered like they were watching rock stars. "I was in awe," says Hunter. "Suddenly I had something real to connect my classes to. Robotics gave me back my passion for teaching."

Back in the classroom, Hunter links his computer engineering lessons to the real-life world of robotics. For instance, he launched a Grade 9 lesson on extreme engineering with a discussion about the big news that scientists recently landed a space probe on a comet. Short videos from the European Space Agency reveal the technical stunts required to get the orbiter off the ground. When students sit down

later to draw a model of a machinery plate with SolidWorks, a computer-aided design application, he reminds them that they're using the same software as manufacturers around the globe. "I try to connect them to what's going on in the world so they realize why they're learning this stuff."

One way he builds critical thinking skills is by whipping out his famous problem of the week. That day he asked the students to figure out how to measure four gallons of water using unmarked three- and five-gallon jugs ("Wait, everyone knows what gallons are, right?"). It's the kind of question that demands equal parts logic and creativity. Robotics members get plenty of experience muscling through real-life brainteasers during the design/build phase.

At last year's season-opening tournament, the pit crew got some unexpected practice thinking on their feet when they discovered their robot wasn't working. Because of on-site changes made that morning to improve performance (which is permitted, and common practice), the machine kept missing its target with a ball. While parents were sweating on the sidelines, wondering if the team would have to pull out, their daughters and sons adopted the calm demeanour of their unflappable teacher and started to problem solve

the situation. They checked the robot's power, communications and software systems. Through brainstorming and testing, they tackled each snag and then moved to the next. Not only did the team get the robot functioning, they clinched the competition. "That kind of continuous evaluation, that's what's important in education, in the workplace and in life," says Trish Muchynski, whose teens decided to transfer out of another board to take part in Hunter's program.

Budding engineers and programmers may have taken centre stage that day, but the team welcomes all kinds of talents. Aspiring marketers promote the team and its events. The computer-savvy help update the 2056.ca website. The business-minded take on sponsorship. The other day, for example, a girl cold-called the president of a local company, pitched him the program and convinced him to donate \$500. "What classroom is going to give you that kind of experience?" Hunter asks.

His crew is good at asking for help, but they've also been recognized for giving back to the community. That day at the meeting, Hunter welcomed a guest — a teacher starting robotics at a nearby school. He had no trouble recruiting volunteers to help the fledgling group, and he sent the teacher away with a box of parts. They also run demonstrations at every school pep rally and BBQ. On weekends, members spark interest in STEM by offering LEGO robotics workshops at the local library. Outside of robotics, these teens run clothing and food drives, and have raised thousands of dollars for charities, including one for childhood cancers after one of their schoolmates died of the disease. Such efforts landed them the prestigious Chairman's Award from FIRST for being a role model at inspiring respect and honour for science and technology. "The volunteering habits they start now will be with them for a long time," says Hunter.

So will their appreciation for lifelong learning and mentorship, because both are coded into the team's culture. Senior students are expected to pass along knowledge to younger ones. And everyone learns from the group's mentors. Nine graduates from Team 2056 help coach the teens, some returning home

from university on weekends to assist. The rest of the mentors are professionals who contribute industry expertise. Who exactly are these professionals? They're the students' parents.

Hunter started robotics to nurture a shared hobby with his own teenagers (his son is now a mentor; his daughter, who is in Grade 12, is also on the team). The crew relies on families for everything from technical knowledge to chauffeuring to approaching restaurants to feed the group when they're working until 9 p.m. "It's golden," says Hunter. "The team gets mentors, and parents get to share their skills while staying involved with their children and their education." The teacher remembers one boy exclaiming when his dad, an engineer at GM, solved a construction challenge using the Pythagorean theorem. "It's powerful to see a son learn something from his dad, and to see him realize that's why we learn math formulas," says Hunter. "This is why I do it."

The teens get as much out of robotics as Hunter and their parents do. One gifted boy resisted joining the team until Grade 11 for fear of being labelled a geek. When he finally did, he thrived on the challenge and hands-on learning, and blossomed under the wing of the seniors and mentors. "Not only did robotics help him make a career decision [he's now studying engineering], but being a part of a group that accepted him really boosted his confidence and drew out his social skills," says his mom, Cynthia Mech.

Robotics isn't just a magnet for academically inclined students. Mech, who is also the parent liaison for the team and a steering committee member, recalls another boy who was struggling academically and socially. He found his place within the crew as a videographer. Applying his interests gave him the thrust he needed to graduate and move on to college. "If he didn't have robotics," she says, "I don't know where he'd be today." **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.

PARTS & LABOUR



Stan Hunter, OCT, won't reveal every Team 2056 secret, but he'll happily share his blueprint for building a winning crew.

CHECK OUT THE COMPETITION

Before you commit to starting a robotics team, attend an event to pick up inspiration and information. "That's what got me hooked; seeing what it was all about," says Hunter. Check out what's coming up on the calendar at firstroboticscanada.org.

LEARN FROM THE BEST

Look to an established team in your area for help. You won't be starting from scratch and you'll reduce what can be a very steep learning curve. Experienced teams can share information on building milestones and targets, where to buy materials, etc.

DO ONE THING WELL

Get really good at one aspect of robotics, then tackle other goals. Team 2056 excelled at the technical stuff — building, programming and operating — before they went after the Chairman's Award. Other teams win for team spirit, entrepreneurship or industrial safety.

TAP YOUR RESOURCES

The students on Team 2056 are so keen to help others that they've created a 101 manual for robotics, to share their best practices. Visit 2056.ca and click "resources" to have a look. For answers to technical questions, browse the forums at chiefdelphi.com.

For more information on how to get started and lead your team to victory, check out *Professionally Speaking's* previously published feature "About More Than Robots" at bit.ly/17YNKbl.





BUILDING CHARACTER



Actor Megan Follows honours the three elementary teachers whose roles behind the scenes inspired her in front of the camera.

BY RICHARD OUZOUNIAN

While most of us spent our youth learning life's most basic lessons, Megan Follows spent hers mastering so much more. As a child actor, the iconic Canadian (with that trademark red hair) stepped into show business 35 years ago and recently reclaimed her mark in the spotlight, where she rightfully belongs. Beating the odds in an unforgiving industry, many would chalk her success up to chance. But if you ask Follows, the secret to her longevity stems from her school days at the Institute of Child Study (ICS) — now the Dr. Eric Jackman Institute of Child Study — the first of the University of Toronto's multi-disciplinary research centres.

"There have been so many people, in so many places, who have helped shape my life — and I'm grateful to them all," says the 46-year-old star of stage, screen and television. "But the time I spent at ICS, from pre-kindergarten to Grade 6, was probably the most important."

Follows may be known for her role as Anne Shirley — the feisty orphan in the 1985 adaptation of *Anne of Green Gables* — but three decades later she's winning over a new generation of fans as she takes on Catherine de' Medici, the tempestuous Queen of France, in the acclaimed historical fiction series *Reign*.

Looking back at her formative years, you'd be hard-pressed to recognize the award-winning actor. "I tended to fade into the woodwork, partially out of a well-honed survival instinct. I was the youngest of four children — my brother and sisters were all going concerns," she says of her show business siblings. "Then there was my mother and father [actors Dawn Greenhalgh and Ted Follows], neither of whom were shrinking violets."

At nine years of age, Follows made her official debut in the family business, landing in Diane Wicks's classroom just a year later. "I can still see her in my mind's eye as a tiny girl," says Wicks, the then-budding star's Grade 5 teacher. "Megan was both bright and brave to be carrying a load not asked of many children. She was filming a TV series at the time, and we tried to mesh those two aspects of her life — school and work. ICS was used to accommodating students with unusual schedules."

PHOTO: FRANK OCKENFELS 3/THE CW®

“They taught me many things, but what I cherish most is the way they gave me the courage to use my imagination.”

Follows thinks back on her memories of Wicks and can still see her wandering around the yard during recess, with a steaming mug of tea. “She was always so calm, so reassuring. No matter what drama was occurring in my life at home, at school or on set, she would make me feel like everything was going to be all right.”

Wicks believed that an effective way to help channel her students’ energy was to tap into their wild imaginations with a long-form prose assignment. “I actually had some of them writing novels at 10 years of age,” confirms Wicks. Follows excelled at conjuring up fantastic plots and glamorous heroines but admits that grammar was never a strength. Nevertheless, she remembers the sensitivity her teacher showed in her approach: “Mrs. Wicks would praise me for my energy and imagination and then gently found a way to get me to express it with the correct words.”

Ted Hunter seamlessly picked up in Grade 6 where Wicks left off, by tapping into Follows’s dramatic side. His trick was to strengthen his students’ love of literature through vivid theatrics.

“Mr. Hunter had the most amazing way of setting a scene — he would’ve made a superb art director in film or television,” says Follows. “We went through a period where we were reading a lot of Arthur Conan Doyle (his Sherlock Holmes stories) and when we got to *The Hound of the Baskervilles*, he really went all out.

“I don’t think I’ll ever forget the day he drew the curtains to darken the room and read that story to us in a wonderfully rich and ominous voice. The story instantly came alive for me and, to be honest, he actually scared me half to death! But it made me realize the power that words on

a page could have if somebody brought them to life, and I’ve never forgotten it, especially as an actor.”

After 35 years, Hunter remembers Follows as one of those special students a teacher comes across during one’s career. Although her acting schedule meant that she was away a lot of the time — when she was in class, she didn’t go

enthusiastically leaned on when he expanded his classroom activities to include student-produced films, transforming their regular academic environment into imaginative movie sets.

Although Hunter and Medhurst ensured that their practices had fundamentally serious curricular roots, that didn’t mean their students couldn’t have fun learning.

“They encouraged me to explore my bent for comedy,” laughs Follows. “I remember doing a whole series of sketches with my best friend. We recreated the great comedy teams — Abbott and Costello, Laurel and Hardy. But it wasn’t just silly fun. We learned about teamwork, about timing and about ourselves.”

Wicks sums up the aesthetic of that special time. “We had wonderful teachers who were always ready to integrate the arts into their classroom.

It all developed rather organically — one thing flowing into the next —

but we always made sure to work with the children at their own paces.”

The lessons Follows learned during those early years have stuck with her to this day, and she often catches her mind meandering back to Wicks, Hunter and Medhurst. “They taught me many things, but what I cherish most is the way they gave me the courage to use my imagination. At a certain point in life, that’s the greatest gift a child can receive from her teachers.” **PS**

In this department, notable Canadians honour the teachers who have made a difference in their lives — all of these individuals have successfully embraced the College’s Ethical Standards for the Teaching Profession (Care, Respect, Trust and Integrity).



Ted Hunter and Diane Wicks in a 1977–78 staff photo; art teacher Dorothy Medhurst in conversation with her students — around the time they taught actor Megan Follows at the Institute of Child Study in Toronto.

unnoticed. And her former teacher has followed the performer’s career with great interest ever since.

Hunter tirelessly explored new ways to inject colour and life into both his practice and the arts at ICS. So when former principal John McInnes asked him, “What did you do that was exciting today?” Hunter took that as his cue to think outside of the box whenever possible. In fact, he frequently teamed up with the late Dorothy Medhurst, an art teacher who also had a strong influence on Follows.

“Ms. Medhurst taught us that art could come from anything,” says Follows. “There was one project where she had us collect dryer lint, spin it into wool and then do macramé with it!”

Medhurst’s strong sense of the visual was something that her colleague Hunter



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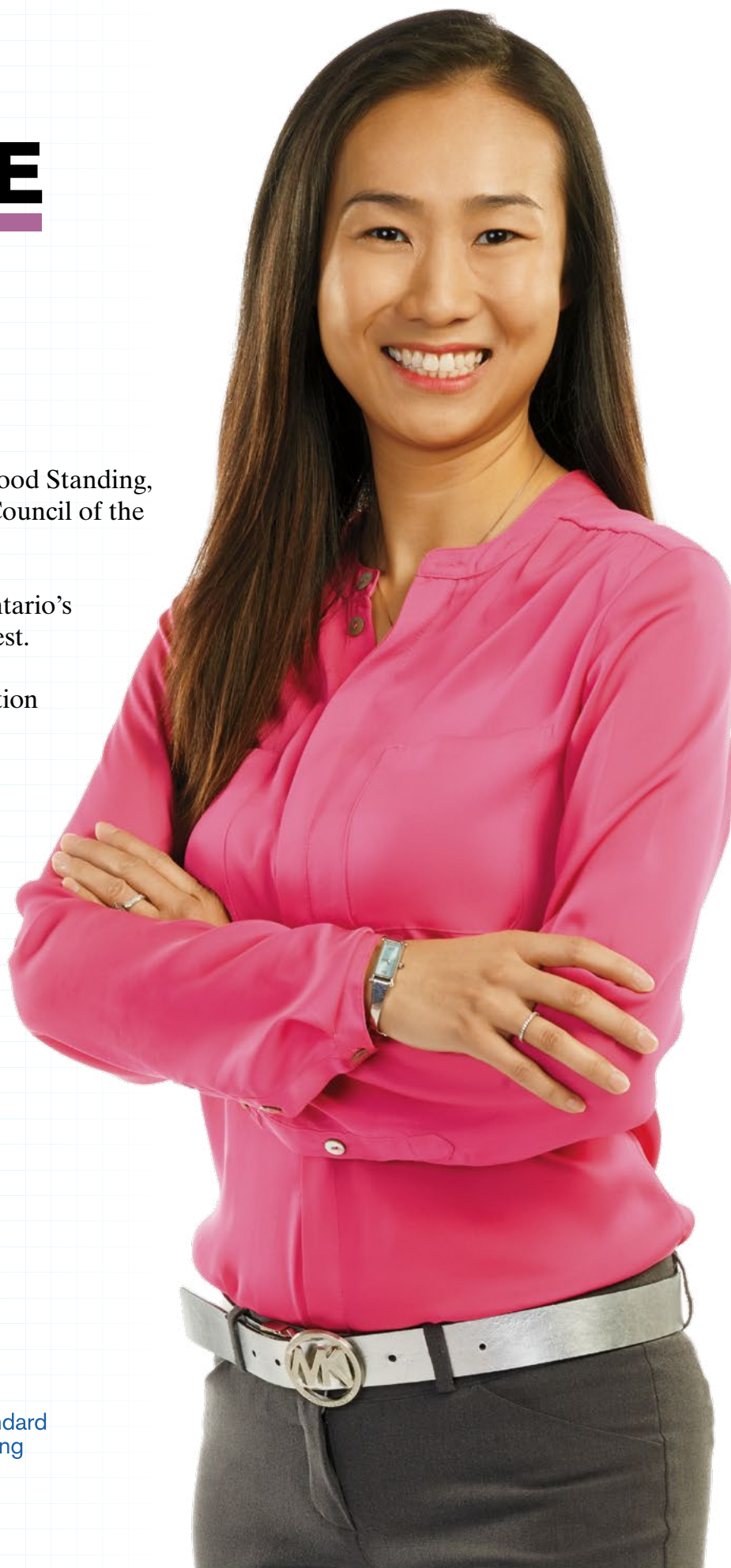
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BULLY-PROOFING

STRATEGIES FOR BULLYING PREVENTION AND INTERVENTION

BY JOHN HOFFMAN



Shona Anderson, OCT, was offended when she first heard the suggestion that teachers seldom intervene in bullying. “In 2005, I took part in an Ontario Principals’ Council workshop where the facilitator mentioned Canadian data that showed that teachers intervene in less than 20 per cent of bullying that takes place in schools,” says the vice-principal at Spruce Ridge Community School in Durham. “I thought, ‘This can’t be right.’ So I started looking into the data. I was going to prove it was wrong.”

But it wasn’t wrong. The data was solid, not just from that study, but others as well. Anderson’s debunking mission morphed into a paper on how to move teachers from the role of witness to the role of intervener. Eventually she wrote a book called: *No More Bystanders = No More Bullies: Activating Action in Educational Professionals*. Anderson now does workshops on how teachers can become effective interveners, something she came to see as a key addition to bullying prevention in schools.

Bystanders have been a topic in bullying

discussions for at least 20 years. But the focus has been on students, not teachers. That’s because of two famous findings from some 1990s research led by Wendy Craig of Queen’s University and Debra Pepler of York University. Their team set up video cameras in classrooms and schoolyards and wired students up with microphones and transmitters to get real-time data on bullying. Two of their findings revolutionized thinking about school bullying. Peers were present during more than 80 per cent of bullying episodes and when they intervened, bullying



stopped within 10 seconds 57 per cent of the time. Those findings captured considerable attention. Bystander intervention programs were developed to teach students how to be effective interveners. But another finding from that study was largely overlooked, a finding that Anderson could not believe at first: Adults seldom intervene in school bullying.

“Focusing on children, including their role as bystander, is important, but we’ve been doing that for years and bullying has not improved,” Anderson says. Her assertion is backed up by data that shows

that the impact of anti-bullying programs, many of which address peer intervention, are rather modest. “If we want to become more effective at preventing bullying we need to focus more on adult bystanders,” she explains. Mindful of how she felt when first confronted by the data on teacher witnesses, Anderson frames the discussion very carefully. “I usually start by saying that I’ve learned to look at bullying through a different lens, and it is an uncomfortable lens at times.”

Part of that discussion centres on how teachers can see (and hear about) bullying more often. In her research conducted with the Bluewater District School Board, Anderson discovered the problem is not that teachers choose not to intervene, it’s that they can’t see bullying a lot of the time.

“When I asked teachers for the reasons they would not intervene in a bullying situation the most common answer, cited by 82 per cent, was that they were not aware of the situation,” says Anderson. “And when asked to what extent different types of bullying were a problem at their school, up to 30 per cent of teachers’ responses were ‘I don’t know.’” That dovetails with other research that illustrates the gap between the extent of bullying observed by children and teachers. A 2007 Canadian study involving students who self-identified as victims of bullying, showed that in more than half of the cases, teachers were unaware that the child in question was being bullied.

Blind spots

Bullying is hard to see for myriad reasons. For one thing, the behaviours are often subtle and indirect — rumours and gossip, smirks, muttered comments or silent exclusion.

Bullying tends to take place out of sight and earshot. Research repeatedly shows that face-to-face bullying (see sidebar “Cyberbullying”) often takes place in school “blind spots.” For example, a survey of Canadian high school students by Egale Canada, an organization that advocates on the behalf of lesbian, gay, bisexual and transgender rights, found that washrooms and change rooms, places that are often teacher-free zones, were the most common sites for bullying behaviour.

The Egale Canada study also reported that 21 per cent of LGBTQ (lesbian, gay,

bisexual, transgender and queer) students report being physically harassed or assaulted due to their sexual orientation, and that washrooms and change rooms are where LGBTQ students feel the least safe.

Data from Anderson’s school’s Safe Schools Survey also showed that stairwells were a key blind spot. This suggests that, along with everything else schools do to address bullying — awareness raising, building a respectful school climate, teaching kids about empathy — revamping supervision, to put teachers in positions where they see bullying more often, should be part of the picture.

Better supervision

Tracy Vaillancourt, professor of education and psychology at the University of Ottawa and Canada Research Chair in Children’s Mental Health and Violence Prevention, says, “If I could change one thing it would be to have increased supervision at times when students are not in class. For example, more teachers monitoring playgrounds during breaks and more secondary teachers standing in the hallways during transition time.” Greg Anderson, a retired superintendent with the Grand Erie District School Board, agrees. “In my time as a superintendent, the schools that had better supervision tended to have less bullying,” he says.

There is an inherent challenge here. Teachers’ supervision time is subject to collective bargaining agreements, and requirements have decreased in recent years. Greg Anderson says improving the levels of voluntary supervision depends on the principal’s leadership skills and relationships with staff. “Bullying prevention starts with the principal,” he says. “The principal needs to be at the school, and principals and vice-principals should be out in the halls and on the playground when students are not in class. If principals are not taking a visible, active role, it’s going to be hard to persuade teachers to do extra supervision,” he says. “But small changes like having secondary teachers take turns standing out in the hall during class changeovers can reduce everyone’s workload by preventing problems, including some bullying.”

Shona Anderson says there are ways to improve supervision without increasing teachers’ official supervision time. For

BULLYING RESOURCES FOR TEACHERS

No More Bystanders = No More Bullies: Activating Action in Educational Professionals

Written by Shona Anderson, OCT, in 2011 — a joint publication with the Ontario Principals’ Council — and published by Corwin, this book offers team-focused strategies for bully-proofing your school. bit.ly/1L3MSI4

Bully Stop Now! A School Superintendent Tells You How

Published by Blueprint, 2013. Written by Greg Anderson, a recently retired school superintendent and principal, this book lays out a 13-point step-by-step guide for how principals can and should deal with bullying. bit.ly/1xFdeAt

Promoting Relationships and Eliminating Violence Network (PREVNet)

PREVNet is Canada’s national network of researchers and organizations working to decrease bullying in Canada. The website has a wealth of resources for teachers, including fact sheets, research summaries and videos. bit.ly/1L3NA1H

WITS

The WITS Programs bring together schools, families and communities to create responsive environments that help children deal with bullying and peer victimization. bit.ly/1Jo5lj6

Egale Canada

An organization that advocates on the behalf of lesbian, gay, bisexual and transgender rights. bit.ly/15vY1u7

example, her school did an audit of routes teachers habitually take when moving around the school. “We asked teachers what hallways and stairwells they walk through on their way to the staff room and which entrances they were using,” she says. “Then we looked at all the routes and identified “staff-free” zones and compared them to the bullying hotspots identified in our Safe Schools data. Once staff became aware of this information some teachers changed their routes so that blind spots had adults walking through them during transition times.”

Denise Canning, OCT, principal of St. Maria Goretti Catholic School in Scarborough, increased the number of schoolyard supervisors during recess. They added three more lunchtime supervisors and adjusted the supervising schedules of teachers and EAs to increase the total number of adults in the yard to supervise the school’s 1,000-plus students. “Our goal was to help students feel safe and to facilitate the school’s focus on nurturing-position relationships between students, and between students and staff as well,” she says. “It wasn’t hard to get staff on board with this. We include yard safety and bullying prevention and intervention in most staff meetings, so staff is well aware of the importance of a safe and welcoming atmosphere in the schoolyard.”

One result of this change, Canning says, is an increase in children reporting inappropriate behaviour to adults. This is very significant because, even with enhanced supervision, some bullying will fly under teachers’ radar. Therefore, another key bullying prevention strategy would be to get more students to report the bullying they see (but staff don’t see) more often. And there’s work to be done because students do not report bullying nearly as often as teachers need them to.

Reluctance to report

Children shy away from reporting bullying for many reasons: what they think of the victim; not wanting to risk becoming a target themselves; or simply not feeling like it is their business. But two other reasons stand out for Vaillancourt. One is that most bullies wield considerable social power. “About ninety per cent of

bullying is done by kids with high social status; popular leaders with good social skills,” she says. “And a lot of it takes place between friends.” If it’s hard to report bullying to begin with, it stands to reason that it would be even harder to inform on a friend or a peer with whom you want to ingratiate yourself.

Dealing with the problem

The second factor that drives children’s reluctance to report bullying is that they lack confidence in adults’ ability to deal with the problem, Vaillancourt says. “In our studies, students have told us repeatedly that they’re afraid that adults won’t handle it right. They worry, for example, that the adults are going to call in the bully for a conference with the victim, and that the bully will manipulate the adults, only making the situation worse.”

Some provisions of the *Accepting Schools Act, 2012* may help to improve students’ confidence that the bullying they report will be dealt with, including a more precise definition of bullying (see sidebar “Defining Bullying”), the legislated requirement for teachers to report suspected bullying and the principal’s obligation to investigate. Specifically, the Act legislates: mandatory reporting by teachers and administrators of all aspects of bullying, including homophobic bullying; mandatory training of all staff in bullying prevention and intervention; mandatory allowance of Gay-Straight Alliances in all secondary public and Catholic schools; and mandatory surveys every two years to be conducted in each school board by students and teachers to catch any discrepancies.

“There is no grey area,” Vaillancourt says. “If a child reports bullying, or a teacher suspects bullying, the teacher has to report it and the principal has to investigate. It’s much like the requirement report suspected child abuse. The logical consequence of having to report and follow up on bullying in a more systematic way is that administrators will get better at handling it.”

Improving relationships

Improving school climate and staff-student relationships and trust are also key to creating an atmosphere where peer bystanders feel safer about reporting



DEFINING BULLYING

The *Accepting Schools Act* defines bullying as aggressive and typically repeated behaviour, which involves a power imbalance and is intended to cause fear, distress or harm to an individual or his or her reputation or property, and which creates a negative environment at school for the victim.

Tracy Vaillancourt, a professor of education and psychology at the University of Ottawa, who is now on the expert panel for the Act, says it was important to get that definition enshrined in legislation.

“Teachers observe and interpret a huge continuum of behaviour, from minor incivilities to conflict between peers to clear physical bullying,” she says. Moreover, the students involved often present conflicting views as to what happened. The legal definition was designed to help education professionals assess behaviours that are sometimes difficult to interpret, not only by teachers, but also by students and parents.

bullying to adults. “We have done staff training to help staff improve their ability to spot and keep an eye on children who might need extra support,” says Canning. “When you have good relationships, the staff understand students and their needs better, and children are more likely to come for help with problems, including bullying.”

Amine Aïdouni, OCT, principal of École élémentaire et secondaire publique Maurice-Lapointe in Kanata, believes that the work he and his colleagues have done to improve

student/staff relationships helped him detect and deal with a recent case of bullying that might otherwise have gone undetected.

“The instigator was a charismatic, popular individual, highly involved in school activities, someone that peers looked up to,” he explains. “And the bullying behaviour was subtle, the kind of thing that teachers hadn’t noticed. Some friends of the student who was the target of the bullying told a teacher, the teacher told me, and I was able to deal with the situation. The atmosphere at our school enabled that to happen.”



CYBERBULLYING

Cyberbullying has emerged as a significant challenge for schools (particularly secondary schools) in recent years. “I’d say we’re now seeing more cyberbullying than face-to-face bullying,” says Dina Salinitri, OCT, principal of Kingsville District High School. Media coverage of cyberbullying — bullying that involves social media, texting or other electronic communication — tends to focus on extreme cases with tragic results. In extreme cases, some victims, such as B.C. teen Amanda Todd and Nova Scotia teen Rehtaeh Parsons, have even taken their own lives. However, these cases are rare. Salinitri says most cases she deals with have been more troubling than tragic. “The incidents we see often consist of indirect statements or threats,” she says. “Usually it begins with social conflicts — jealousy, competition over boyfriends or girlfriends, conflict between two individuals.” Sometimes friends become involved so it becomes a group ganging up on one person.

For the most part, Salinitri deals with

cyberbullying in the same way as face-to-face bullying. However, there are two important differences. One is that while investigating face-to-face bullying relies on eyewitness reports, cyberbullying usually generates hard evidence — a screenshot or printout of a text or Facebook post. In most cases it’s easy to identify the perpetrator. However, many of the apparent cyberbullying cases she investigates turn out to be more about conflict than the use of power to oppress a weaker victim. “Sometimes a student shows us texts sent by the student they are accusing of bullying. Then the bully shows us texts sent by the victim and it starts to look like conflict. Either way, it carries a risk of significant harm, so we need to deal with it.”

The other difference between cyberbullying and face-to-face bullying is that engaging the support of parents becomes even more crucial with cyberbullying. Salinitri says, “We rely on parents to monitor or restrict technology use when students are involved in cyberbullying or conflict.”

Effective intervention

Once the investigation of a reported bullying incident has established that bullying has indeed taken place, one of the keys to successful intervention is working with the parents of both the bully and the victim. Given the media coverage of catastrophic impacts experienced by some victims of bullying, it is very difficult for some parents to accept that their child is a perpetrator. Aïdouni says he broaches the subject very carefully. “I try to relate to the parent as a human being,” he says. “I let them know that I’m not saying that they are bad parents or that their child is a bad person, but we have a serious problem to solve and I need their support to get to the root of it.”

Aïdouni says the Act’s clear definition of bullying helps him explain the difference between bullying and conflict to parents of victims (and also to staff and other students). “Sometimes parents believe their child is the victim of bullying, but really it’s a case of conflict. I can show the results of our investigation and then compare that to the definition to help parents and students understand [the difference].”

Another interesting approach to intervening in bullying, currently used in Shona Anderson’s school, is to have teachers model effective intervention in bullying. In the past, teachers who observed bullying would pull the instigator aside for a private talk. “Now we do it publicly, so that other students hear what we are saying and can learn from it.” Anderson acknowledges that staff found this hard to do at first. “We had to train teachers in how to have these public conversations,” she says. “It’s not a natural thing for most people, so we gave people a script to start off with.”

Anderson says it is too early to know to what extent Spruce Ridge’s new approaches to bullying prevention are reducing bullying at the school. “We don’t have data on bullying yet,” says Anderson. “But we know that our suspension rates and absenteeism are lower, and at our Safe School Committee meeting last fall, everybody was talking about what a better feeling there was in our building.”

That’s a good place to start. **PS**



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TRANSITION

There is good news on the horizon for early-career teachers. The College's 2014 survey results mark a turning point for Ontario's teacher job market. The previously growing surplus of teachers is starting to recede, and this trend will accelerate over the next few years — largely because fewer people are entering the profession.

The survey shows that unemployment rates are now starting to fall for Ontario's recent education graduates. This is welcome news after seven years of steady rises in this key employment outcome measure.

Far too many new teachers are still unemployed or underemployed, the latter being employed teachers who would like the opportunity for more teaching days. The wait time for full employment is still measured in years for the majority;

however, the queues are becoming shorter and new teachers with historically in-demand qualifications are once again finding job success earlier in their careers.

The latest *Transition to Teaching* survey found that first-year teacher unemployment among Ontario-resident graduates dropped to 33 per cent from 41 the previous year. Fewer education graduates over the past few years, fewer teaching licences sought by individuals educated elsewhere, and more early-career teachers leaving the profession produced less competition for teaching jobs in Ontario in the 2013–14 school year than in recent years.

Elementary and most secondary first-year teacher job search outcomes in Ontario in the 2013–14 school year show clear gains over findings the previous year. Unemployment among French as a Second Language

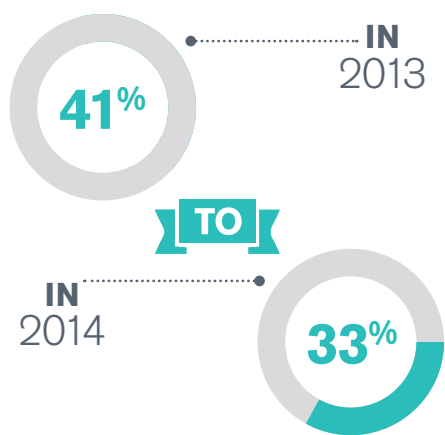
(FSL)-qualified teachers, as well as graduates of French-language programs, is down to about one in 10 through the first school year. And some secondary English-language qualifications that used to bring early career job success are emerging once again as more sought-after credentials. Graduates with secondary mathematics, sciences or computer studies as teaching subjects report much lower rates of unemployment than those without qualifications for any of these subjects.

Many early-career teachers licensed in Ontario continue to wait in long queues as they slowly make their way toward full employment. They proactively seek teaching jobs in Ontario's publicly funded school system, in Ontario's independent schools, in other provinces and abroad. Success is starting to come earlier; however, half of early-career teachers are still not fully settled

“Searching for a first teaching job was very stressful given the limited number of openings in eastern Ontario. After no success with several applications, I applied and got a job teaching French in an English-language school in Montréal. This was a great opportunity for me to start my career, but I hope to get a job with an Ontario school board in the coming years.”

PRIMARY-JUNIOR FRENCH-LANGUAGE PROGRAM 2013 GRADUATE

FIRST-YEAR UNEMPLOYMENT DROPPED FROM



Graduates with secondary mathematics, sciences or computer studies as teaching subjects report much lower rates of unemployment than those without qualifications for any of these subjects.



FEWER PEOPLE ENTERING THE PROFESSION IN 2013 AND 2014 = LESS COMPETITION FOR TEACHING JOBS IN ONTARIO



ABOUT OUR SURVEY

The *Transition to Teaching* study of new teachers in the 2013–14 school year examines the job-entry and professional experiences of teacher education graduates of 2004 through 2013, and new-to-Ontario teachers educated elsewhere and Ontario certified in 2012 and 2013. Web-based surveys were used with large samples

from each of these groups of new teachers.

Responses were received from 4,037 teachers. Response rates varied from 14 to 34 per cent of the samples, with an average 22 per cent return overall. Accuracy rates for the individual surveys range from 2.6 to 6.1 per cent, 19 times out of 20.

The *Transition to Teaching* study is made possible by a grant from the Ontario Ministry of Education. This report does not necessarily reflect the policies, views and requirements of the Ministry.

The full report of this year's study is available at oct.ca.

TEACHING

BY FRANK MCINTYRE

after three years in the profession, and two in five of them after five years.

Improvements in job outcomes appear to be largely a result of fewer new Ontario teachers entering the crowded job market within the past few years. The annual number of new teachers in 2012 and 2013 — both Ontario faculty graduates and newly licensed teachers educated elsewhere — averaged 2,000 fewer per year than during the previous four-year period.

Job competition is also easing because Ontario licensed teachers are allowing their College memberships to lapse in steadily rising numbers. Analysis of College registry data finds that the five-year loss rate among Ontario graduates increased from under one in 10 (9.5 per cent) in 2005 to almost one in eight (12.2 per cent) in 2012. The loss rate now stands

at more than one in seven (15.5 per cent).

New teacher licences in Ontario in 2014 and 2015 are forecast to again fall well below the very high 2008 through 2011 levels that caused much of the teacher surplus. Ontario's enhanced teacher education program, which starts this September, will mean very few new Ontario graduates in 2016 and annual levels thereafter at about half of recent numbers.

With teacher retirements in the province forecast to hold steady through the end of the decade, this adds up to an improving jobs picture for future graduates.

Many of today's surplus pool of unemployed and underemployed teachers have little Ontario teaching experience. Some are Ontario's faculty of education graduates from the past five years who have had years of limited daily supply teaching or unemployment,

or who left Ontario to teach elsewhere.

Others are internationally educated teachers and Ontarians educated abroad who may have substantial teaching experience elsewhere but have largely been unemployed since first acquiring Ontario teaching licences.

As the shrinking Ontario teacher surplus improves new education graduate job prospects, Ontario school boards will likely need to recruit more vigorously for occasional, long-term occasional and regular teachers than in recent years; especially for French language school and FSL in English school staffing and secondary teaching subject specializations, which are already starting to show reduced unemployment rates. Some of this staffing may come from Ontario teachers licensed in years past with very little teaching experience or experience limited to other jurisdictions. **PS**

AFTER
3 YEARS



AND



Ontario's enhanced teacher education program, which starts in 2015, will mean very few new Ontario graduates in 2016 and annual levels thereafter at about half of recent numbers.



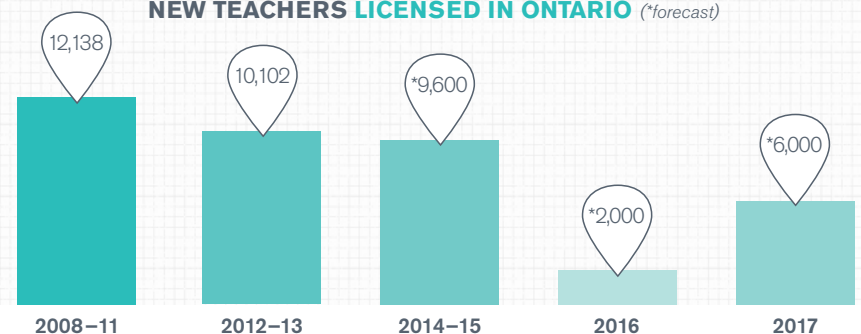
1 YEAR

2 YEAR

2016 AND BEYOND:
HALF THE NUMBER OF RECENT GRADUATES



NEW TEACHERS LICENSED IN ONTARIO (*forecast)



TEACHER HIRING PROCESS

Legislation introduced in the fall of 2012 supports transparency in hiring by Ontario publicly funded school boards. The standardized procedures define a pathway to permanent employment that normally requires new teachers to start with daily and short-term occasional

teaching, then apply for longer term occasional assignments and eventually compete for permanent employment opportunities with a board. This context is important for understanding the 2013-14 survey findings. As employment opportunities continue to improve

for early-career teachers, this staged progress toward full employment is expected to continue for most new Ontario teachers. The legislation does not apply to Ontario independent school hiring processes.

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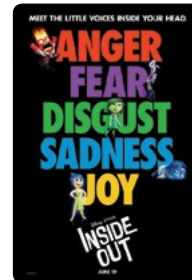
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PROTECTING THE

As teaching and learning evolve in the 21st century,
so too does the way in which the Ontario College of Teachers
regulates Ontario's teaching profession.

BY GABRIELLE BARKANY AND BRIAN JAMIESON

Every day teachers like you create learning opportunities to make a difference in the lives of your students. To inspire students and help them realize their potential, members of the profession exemplify the standards of care, trust, respect and integrity. These are the same qualities that members of other professions — including nurses, doctors and social workers — bring to their communications, interactions and decision-making.

Public expectations

The Ontario College of Teachers' mandate is to serve and protect

the public interest. The public expects that professionals possess a specific knowledge base and a distinct skill set. As with any other regulated profession, the public wants assurance that the professionals who are licensed are current in their practice and committed to ongoing learning.

Evolving context

As teaching and learning evolve in the 21st century, so does the way in which the College regulates Ontario's teaching profession. We have to because public expectations of professional self-regulators like the College have changed significantly.

We live in an age of accountability. As members of society today, we are better informed, more assertive and ask more questions. We want to ensure that when professionals make decisions — whether it's a doctor prescribing medication or a teacher evaluating a student on a class presentation — those decisions are made fairly, consistently, impartially and in accordance with clearly defined and understandable standards.

Simply said, we, the public, are holding decision-makers responsible for their decisions. We want to see how and why decisions are made, and whether individuals or institutions are meeting the

needs of the groups they were intended to serve. We, as parents, students, clients or patients, expect that a professional or an organization will account for its activities, accept responsibility for them and disclose the results in a transparent manner.

Accountability is a fundamental part of teaching. When we think about a teacher's accountability, we think about the teacher's responsibility for their students' well-being and their learning progress. But what does this term mean for professional regulators like the Ontario College of Teachers, the Ontario College of Trades or the College of Veterinarians of Ontario? It means that we are bound to carry out our regulatory activities in ways that serve and protect the public interest.

The College fulfils its mandate by advancing the 11 objects cited in our Act. As such, we establish and enforce professional standards and ethical standards for teaching professionals, certify only those who have the required qualifications, language proficiency and are of good character. We also accredit teacher education programs and courses, provide ongoing professional learning opportunities for teachers, and remove or suspend teaching certificates of those who violate the professional and ethical standards established by teachers for teachers.

It is in the public interest to have certified, qualified teachers who aspire to and demonstrate high professional standards. The public deserves to know that students are safe in the care of teachers, and that teachers are providing students with meaningful learning opportunities. Professional learning is integral to teachers maintaining high professional standards in order to improve these



opportunities for students. This is directly connected to the public's interest in the teaching profession.

The College also has the legal responsibility to provide for the ongoing education of its members (see sidebar "The Role of Professional Learning"). This includes accrediting the programs and courses that enable teachers to become certified and to learn throughout their careers. The College has a role, among other organizations, in professional learning. We provide for the professional learning of our members (which is one of our

11 objects) by accrediting Additional Qualification courses (AQs), issuing professional advisories to our members to enhance their professional judgment, and by communicating with them regularly through *Professionally Speaking* and the e-newsletter, *Your College and You*, about information that supports their professional practice and knowledge — two of the College's standards of practice. The College also provides for ongoing learning directly related to its work through standards institutes, presentations about the College in AQ courses and the College conference.

While the College's mandate has not changed, the context in which we regulate is ever-changing. For example, the College has a leadership role in the development of the enhanced teacher education program in response to Ontario's evolving education system, and it continues to ensure that teachers are prepared for today's conditions and tomorrow's challenges. The College's professional advisory on social media usage is another example of the evolving context in which we regulate.

LEADING BY EXAMPLE

Like many members of the profession, Harriet Simand, OCT, understands what it means to provide students with meaningful learning experiences. Simand, a Toronto elementary school teacher and winner of the 2012 Prime Minister's Award for Teaching Excellence, has a gift for showing her students the joy of learning. She's staged a relaxation test to ease math anxiety, escorted students to city hall to plead for a ban on plastic bags, and introduced them to inner-city schools to help them understand diversity.

"I think you can cultivate that sense of social justice at a young age — that idea that 'I can

make a difference and I have a responsibility to," she explained in a 2013 interview in *Professionally Speaking*.

Simand instils a sense of responsibility in her students to help them become caring, open and responsible citizens. The concept of responsibility is linked to the expectations that the public has of any professional. As professionals who are always evolving, teachers have the responsibility to constantly review their own level of competence and effectiveness, and to make improvements where necessary. The College has that same responsibility.

It is in the public interest to have certified, qualified teachers who aspire to and demonstrate high professional standards. The public deserves to know that students are safe in the care of teachers, and that teachers are providing students with meaningful learning opportunities.



Communicating with the public

To regulate in the public interest, a regulator must have a relationship with its members in order to provide advice and support for their careers through a variety of communication vehicles.

The College also has a legal responsibility to communicate with the public on behalf of its members. However, more efforts need to be made in this area. Recent focus group studies indicate a lack of awareness of the College's roles and responsibilities among its members and the public.

In response to this lack of awareness, in 2014, the College launched a public awareness initiative — including a comprehensive print, radio and online communications program and a robust series of presentations to trustees and parent involvement committees in district school boards — to educate the public about who we are, what we do, how we regulate teaching in Ontario and, most importantly, how highly qualified our members are.

Engaging members

Whether it's through the development of professional advisories or articles in *Professionally Speaking*, the College is committed to helping members to reflect on and enhance their professional practice.

To inspire confidence in the professionalism of teaching, the College highlights aspects of professionalism on its website — not as advocacy for individuals but, rather, to inspire confidence in the profession as a whole.

The context in which the College regulates is not static. As it continues to evolve, the College must and will adapt to the ever-changing regulatory landscape. **PS**

THE ROLE OF PROFESSIONAL LEARNING

Ontario College of Teachers Registrar and CEO Michael Salvatori, OCT, caught up with the first Registrar of the College, Margaret Wilson, OCT, who shared her thoughts about professional learning, the College's role in it and why it matters to the public.

Michael Salvatori: *As I reflect on commitment to ongoing professional learning as a standard of practice, I see two elements: professional and learning. It's the individual exercising judgment about what learning, what professional development, what information will help inform their practice. I think professional learning takes a variety of different forms such as conferences, workshops, seminars, professional dialogue, engagement in professional learning communities and mentoring, among others.*

Margaret, can you share the view of professional learning as the College began in 1997?

Margaret Wilson: Back then, what was starting to emerge was the real need for targeted professional learning, which would be available to teachers dealing with the new curriculum or new technologies. For instance, the substantial curriculum shift that followed the elimination of Grade 13 should have been supported by a province-wide professional learning initiative. What I have not seen happen is a system where the College provides input to the Ministry at the point of development of some of these initiatives.

MS: *In a profession as diverse and rich as teaching, many organizations play a role in professional learning. From your perspective, as the leader who established the College as a*

self-regulatory body, what is the College's role in the ongoing professional learning of its members?

MW: The College should establish reasonable, basic expectations for ongoing professional learning. The other responsibility is quality control in those areas where it accredits providers. For instance, what do we know of the members' experience with Additional Qualifications courses? I think the College could also publish examples of best practices. This is really what *Professionally Speaking* is doing when it provides stories about what teachers are doing in the classrooms that is working well, that is new and different.

The advisories on professional issues are also very useful because they are practical. The discussions with the Ministry could produce some very productive new ways of looking at professional learning for new initiatives.

MS: *What should the public expect to know about members' ongoing professional learning?*

MW: For now, all the public has access to is the information on Additional Qualifications courses and any university courses that teachers ask to be recorded on their teaching certificate.

I think school boards could do a much better job of publicizing the fact that their teachers are engaged in professional learning. The members

of every other professional regulatory body in Ontario report their professional learning to their professional body.

MS: *One of our objects is communicating with the public on behalf of our members. e communicate to the public about professional learning through our magazine and through newsletters and presentations. Are there are other communication vehicles we should consider?*

MW: Social media can capture a very large audience.

MS: *Why is communicating with the public important?*

MW: Every profession wants the public to have confidence in its competence and professionalism. A teacher can be in a career for 25 to 35, and even 40 years now, so it's really important that the public knows that the teacher is aware of changing student needs and new curriculum demands, and is reasonably competent in new technologies.

It's a matter of having confidence in the profession and, therefore, in the schools — public and private — and in the whole range of institutions in which members of the College work, including faculties of education.



KNOWLEDGE KEEPERS

The College introduces a standards-based resource to support First Nations learners.

BY HELEN DOLIK

From an early age Debbie Debassige, OCT, wanted to be a teacher, just like her mother. However, only a few years after high school, Debassige found herself a single mother moving from job to job with no post-secondary education.

Just when she had all but given up on her dream of teaching, Debassige's grandmother was accepted into the Faculty of Education at Laurentian University at age 74.

"Feeling much pride, I said: 'If Grandma can do it, so can I!'" recalls Debassige, now the director of school services at the Kenjgewin Teg Educational Institute on Manitoulin Island, responsible for delivering the First Nation Student Success Program to 11 K-12 schools.

Today, there are four generations of university graduates in Debassige's family, from her daughter, Deana, to her grandmother, who was already a teacher in the traditional First Nations sense but wanted a formal education. Debassige and her grandmother both graduated from Laurentian. Then Debassige, who enrolled in Queen's University's Aboriginal Teacher Education Program, earned her bachelor of education, overcoming many personal challenges to realize her goal.

As an administrator on Manitoulin Island and a leader in the M'Chigeeng First Nation community, Debassige has helped numerous First Nations children receive an education. The Kenjgewin Teg Educational Institute provides educational services, such as college and university accredited programs, pre-employment training programs and small business learning. It also provides an emotional, spiritual and social learning environment that nurtures the whole student.

"It's critical that our children learn who they are and about themselves, their culture and traditions, and how to keep those alive," Debassige says. "It's our culture and traditions that make us stronger."

Joseph Hare, chief of the M'Chigeeng First Nation, says Debassige is very involved in the community. "I've known her all of her life. Besides her being a teacher, she's a great volunteer."

"She's my rock," adds daughter Deana Debassige, OCT. "She's very inspiring and motivating. She taught me the difference between right and wrong, how to make responsible decisions ... she made me who I am today."



Fay Mackenzie, OCT, with her kindergarten students at Mnjikaning Kendaasin Elementary School in Rama, Ont.

Debassige's inspirational story is captured in *Knowledge Keepers*, a standards-based resource created by the Ontario College of Teachers in collaboration with her and the M'Chigeeng First Nation community.

Knowledge Keepers includes a video and discussion guide for teacher candidates and for the continuing education of OCTs. The video touches on many concepts embedded in the standards found in all Additional Qualification (AQ) course guidelines.

These resources were created to encourage reflection, inquiry and discussion, and will help AQ providers and education partners deliver courses and programs related to aboriginal education. *Knowledge Keepers* dovetails with the new extended initial teacher education program that takes effect September 2015. The enhanced areas of focus include a knowledge of and appreciation for First Nations, Métis and Inuit traditions, cultures and perspectives.

All teachers can benefit from watching the *Knowledge Keepers* video and reading the discussion guide. Debassige's tale inspires hope and demonstrates the love she has for her family, students and community. It is infused with messages of care, trust, respect and integrity. Her story reinforces the standards of practice: commitment to students and student learning, professional knowledge, professional practice, leadership in learning communities and ongoing professional learning. **PS**

PHOTOS: MATTHEW PLEXMAN

ONLINE

Go to bit.ly/1sqKiiM to watch the inspiring *Knowledge Keepers* video of Debbie Debassige, OCT, an administrator on Manitoulin Island who, after years of overcoming life challenges, is helping First Nations children receive an education. The discussion guide and video are designed to enhance professional practice in incorporating First Nation, Métis and Inuit perspectives into teaching.



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We are all ... Treaty People

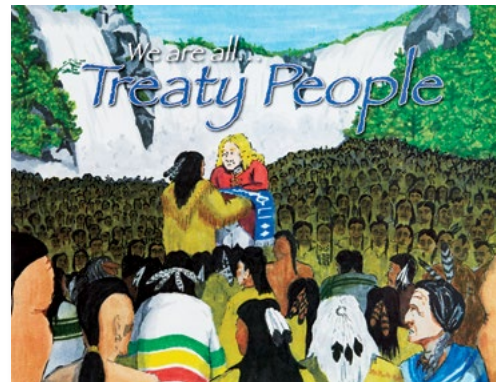
BY MAURICE SWITZER

We are all ... Treaty People is a beautifully illustrated graphic history that presents an Anishnaabek perspective on native treaty rights. After describing the historical and cultural roots of the Anishnaabek, it chronicles the early contact and relationships with Europeans and the resulting tensions as First Nations clashed with the newcomers.

In outlining the treaties formulated between the native peoples and the Europeans, Switzer shows how peaceful settlements were made possible and how they came to be interpreted by successive Canadian governments. He touches on the cultural climate of the 19th century with the waves of immigrants moving

into the country and their need for increasingly large swaths of land. He goes on to describe the *Indian Act* of 1876, the system of Indian reserves and the residential school system, the creation of the Assembly of First Nations in 1982, the high-profile standoffs between First Nations and the provincial and the federal governments in the 1990s, and the recommendations from the *Royal Commission on Aboriginal Peoples* in 1996.

The concluding message is targeted and to the point: "Treaty promises will be fulfilled when First Nations children can look forward to accessing the same educational opportunities, the same quality health care and the same job prospects as their neighbours."



Nadira Baksh, OCT, is enjoying an extended parental leave. She has recently completed a combined honours specialist degree in English and history.

We are all ... Treaty People, Union of Ontario Indians, North Bay, 2011, softcover, ISBN 978-0-9868211-0-3, 34 pages, \$25, anishinabek.ca

Nation to Nation: A resource on treaties in Ontario

BY DAVID SHANAHAN, ALAN CORBIERE AND EDITED

BY MAURICE SWITZER

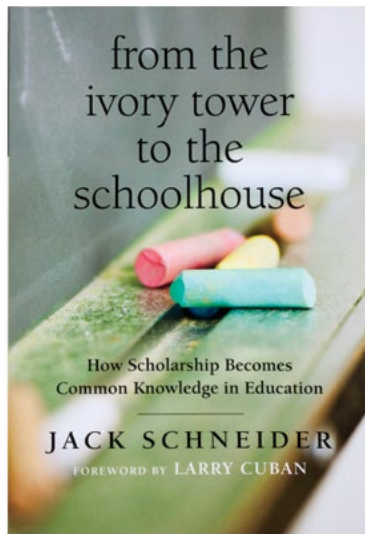
In *Nation to Nation: A resource on treaties in Ontario*, Switzer collaborates with David Shanahan and Alan Ojiig Corbiere to compile a highly readable compact text on the treaties between the First Nations and Europeans. Explanations contextualizing official treaties with current events offer deeper understanding of what the issues are. The illustrations and photographs, together with the descriptions of the treaties could be used as a prompt to consider primary documents. The articles clearly show alternative perspectives to those of many textbooks used in

Grades 6 to 8 studies. Middle-school students will practise their critical reading skills as they develop their inquiry and historical thinking abilities. The book could also be used as a resource at the secondary level.

We are all ... Treaty People and *Nation to Nation*, published by the Union of Ontario Indians-Anishinabek Nation, can easily be incorporated into the Grade 6 social studies curriculum or into the Grade 7 and 8 history curricula. They provide a rich understanding of First Nations' perspectives and extend the specific expectations outlined in the curriculum.

Nadira Baksh, OCT, is enjoying an extended parental leave. She has recently completed a combined honours specialist degree in English and history.

Nation to Nation: A resource on treaties in Ontario, Union of Ontario Indians, North Bay, 2013, softcover, ISBN 978-0-9868211-1-0, 68 pages, \$40, anishinabek.ca



From the Ivory Tower to the Schoolhouse

BY JACK SCHNEIDER

Education historian Jack Schneider sets out to answer two questions: first, what are the common characteristics of educational research that teachers adopt into the classroom, and second, what do they reveal about the connection between research and practice in American education?

To answer the first question, the author compares and contrasts four ideas that have successfully transferred from research into the classroom context — Bloom’s Taxonomy, Multiple Intelligences, the Project Method and Direct Instruction. He then looks at four counterparts that did not fare as well — Taxonomy of the Affective Domain, Triarchic Theory, Generative Learning and the Behavior Analysis Model.

Apart from the inherent quality of the research, Schneider concludes that the outcome was determined by four critical factors: perceived significance to classroom instruction, philosophical compatibility, occupational realism and transportability. Simply put, the four factors translate into whether the ideas answer important questions for teachers, fits with teachers’ self-image as professionals and whether they can be used without extensive training or changes to their practice.

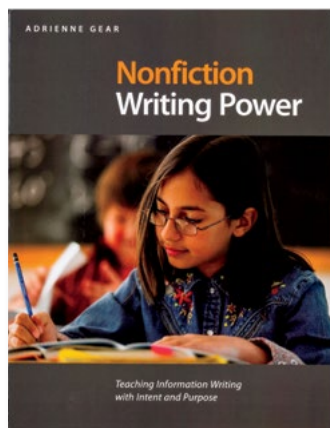
Some may find the answer to the second question most interesting, which is frankly predicated on effective marketing by researchers who are trying to make a reputation for themselves and by authors and publishers seeking a profit. (In that regard, the description of the multiple intelligences movement is fascinating). Is the argument sound? Here’s my thoughtful challenge: read the book and decide whether you can apply the principles to other currently successful ideas in education such as Differentiated Instruction, Backwards Design and 21st Century Learning.

Fred DuVal is a program officer with the Accreditation Unit of the College.

..From the Ivory Tower to the Schoolhouse: How Scholarship Becomes Common Knowledge in Education, Harvard Education Press, Cambridge, ME, 2014, softcover, ISBN 978-1-61250-669-2, 276 pages, \$28.45, hepg.org

Nonfiction Writing Power

BY ADRIENNE GEAR



Young writers aspiring toward a career in writing will likely find themselves producing non-fiction — by far the largest industry for professional writers in Canada. *Nonfiction Writing Power* encourages teachers to develop a comprehensive program focusing on the six key forms of non-fiction writing: description, instruction, persuasion, comparison, explanation and reporting.

With its nuts-and-bolts approach, this fourth book in a series about writing shows teachers how to help their elementary school students recognize what type of writing they should use for a project, how to frame their thoughts, and how to generate intent and purpose in their writing. Literacy periods begin with students engaging in a free for all brainstorming session. That is followed by examining professional models or anchor books. Students are then encouraged to organize their ideas using graphics, maps and anchor charts, followed by the drafting, editing and publishing process.

Several memory charts are suggested so that students can recall how each kind of non-fiction writing is structured. For example, “Descriptive writing says ... what what what; instructional writing says ... what what how; persuasive writing says ... what why why...”

Gear is a practiced teacher — each chapter of *Nonfiction Writing Power* walks the reader through examples of the types of writing expected, clearly flowing through an organized course of activities so students can hone their skills. Chapters conclude with unique ways of assessing and reflecting on the finished results. What every good writer knows and very few students follow is emphasized repeatedly — students must immerse themselves in the writing and work at it. Just like playing the piano, you have to practise, practise, practise!

Kara Smith, OCT, is an instructor, curriculum creator and writer for the Faculty of Education, University of Windsor.

Nonfiction Writing Power, Pembroke Publishers, Markham, 2014, softcover, ISBN 978-1-55138-293-7, 160 pages, \$24.95, pembrokepublishers.com

Teaching that Changes Lives

BY MARILEE ADAMS

Stories with life lessons can be powerful agents of change. In *Teaching that Changes Lives*, Emma Shepherd, a Grade 6 teacher on the brink of burnout finds dynamic ways to overcome her teaching torpor, mostly by changing her mindset.

Through her struggles, insights and breakthroughs, Emma illustrates what the author calls “the learner mindset system” that is at the heart of this pedagogical resource. In so doing, she invites you to travel with her on her journey. Emma’s story is supported by a series of lessons designed to show you how to apply her learning path to your own by encouraging honest critical thinking, communication, collaboration and creativity.

Learner mindset skills encourage you to think of yourself first and foremost as a fellow learner, taking the same journey as your students. It’s a way of thinking that can lead to an opening of ideas and skills that would not be revealed through a more authoritarian pedagogy. The learner mindset system is fundamentally based on the idea that inquiry is intrinsic

to all learning environments — that questions are the fuel that will ignite classrooms and propel young minds toward a deep love of learning.

Included in the book are numerous graphics and lesson ideas. A website is also available for further research and for contacting the Inquiry Institute, which offers training programs for teaching the leadership skills needed to guide others toward experiencing their own breakthroughs. If you have ever wished that you had the right tools to fix something in your classroom but were confused about what to do, learner mindset tools may be a good place to start.

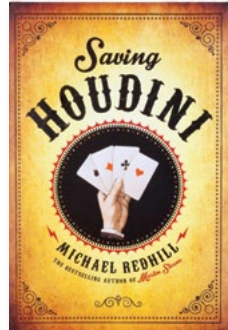


Mary Veronica Moloney, OCT, teaches Grades 4 to 6 at D’Arcy McGee Catholic School in Toronto.

Teaching that Changes Lives: 12 Mindset Tools for Igniting the Love of Learning, Berrett-Koehler Publishers, San Francisco, 2013, softcover, ISBN 978-1-60994-569-5, 216 pages, US\$18.95, bkconnection.com

Saving Houdini

BY MICHAEL REDHILL



“Not me, not me, not me —” The year is 2011. Dash has just been chosen to go onstage in front of a thousand people with his favourite magician, Bloom the Beguiler. As if that isn’t scary enough, the trick

he is about to help with is The Soap Bubble Vanish. Invented by Bloom’s grandfather, Blumenthal the Believer, it was only performed once in 1926, after which Blumenthal retired the trick, and refused to speak of it ever again. Dash enters the metal ring and a large soap bubble is formed around him. Bloom pricks it with a pin, and with a large pop, Dash finds himself alone, in the middle of the stage, in an empty auditorium.

After several confusing hours walking from the theatre to his house along the streets of downtown Toronto, Dash begins

to believe and accept that the magic trick has sent him back in time, to 1926. All the men seem to be wearing hats and ties. His neighbourhood is filled with new houses. There are gravel roads where paved roads once were, tiny new trees that, just that morning, were huge.

Luckily, Dash meets Walt, a kid his age, who, while initially very skeptical of Dash’s story, quickly becomes his confidante, right-hand man and partner in the adventure that follows. And what an adventure it is! The boys realize that the only way Dash can get back to 2011 is to find Blumenthal and have him perform the trick once again. They track him down, but of course Blumenthal doesn’t believe them; he hasn’t even invented the Soap Bubble Vanish yet. This leaves the boys little choice (in their minds anyway) but to travel to Montréal by hopping the train — leading to several run-ins with railway police and child protection agents throughout the second half of the book — to ask Harry Houdini for help. Will they find Houdini? Will Houdini help them? Will they be able to prevent the famous Pickleman Punch that

eventually killed Houdini? Most importantly, can they get Houdini to convince Blumenthal to invent the trick and perform it, so that Dash can go home?

Saving Houdini is a marvellous work of historical fiction, a rollicking adventure story, packed with action, time travel and magic. It is also a lovely story about the importance of friendship. Through Redhill’s wonderful descriptions of Toronto and Montréal in the 1920s, and the people Dash meets (both good and bad), the reader gets a glimpse into how society has changed in the past 100 years. Written for ages 9 to 12, this book has enough action to keep even the most reluctant reader hooked, and can easily be tied into the social studies strands (“heritage and identity” and “people and environments”), as well as the oral communication, reading and writing skills taught under the language curriculum.

Terri Lawrence-Taylor, OCT, is an anatomy and physiology instructor with the nursing program at St. Clair College in Windsor.

Saving Houdini, Harper Collins Canada, Toronto, 2014, softcover, ISBN 978-1-44340-994-0, 272 pages, \$19.99, harpercollins.ca

REAL APPTITUDE

Toronto teachers challenge high school students to team up to develop education-related apps in just two days.

BY STEFAN DUBOWSKI



Joseph Romano, OCT, and Brandon Zoras, OCT, organized a hackathon for Toronto high school students.

THE CHALLENGE: Help high school students learn to identify and solve problems quickly, combining tech and teamwork.

THE SOLUTION: Organize a “hackathon” in which Toronto students and teachers compete to design school-related software in under 48 hours.

LESSONS LEARNED: Sometimes, the best way to teach is to question the status quo. College members like Joseph Romano, OCT, and Brandon Zoras, OCT, strive to be current in their professional knowledge, which led them to introduce a new teaching concept to a number of Toronto students.

Romano, a teaching and learning coach with the Toronto District School Board’s Model Schools for Inner Cities Program, and Zoras, a technology-minded science and International Baccalaureate

teacher at Monarch Park Collegiate, help colleagues and administrators integrate teaching and tech. The high-tech duo noticed a pattern in the way students and teachers use technology: a company develops software for a particular need; then teachers and students either employ the software, if they find it helpful, or deem it lacking and wait for another solution to hit the app stores.

Romano and Zoras had a better idea. The two arranged a hackathon — an event they dubbed “EdAppHack,” where students spend a weekend developing tablet and smartphone apps to address education-related challenges.

Over the course of an October weekend, approximately 100 students and 50 teachers gathered together to get programming using computers, tablets and smartphones. On day one, each team identified a problem and worked with a student from a Humber College

YOU CAN DO IT TOO!

What You’ll Need:

- Computers
- Application-development tools such as Mozilla Appmaker
- Presentation software such as Google Presentation

STEPS TO TAKE:

- 1) Create a website to house background material such as the event’s schedule and links to the software participants will use. Invite participants through social media. See edapphack.com for resources.
- 2) Partner with technology-minded colleagues in schools and elsewhere. These advisers can help you and your students learn to use presentation and app-development software.
- 3) During the event, have students brainstorm problems and potential apps.
- 4) Get the students to create a three-slide pitch to share their solutions with the panel of judges.

web-development program to create an app. On day two, the participants honed their solutions and then pitched their app.

Ultimately, one app was deemed the winner: SwitchOn. Envisioned by a joint team of students from Vaughan Road Academy and Kipling Collegiate Institute, the program makes a school’s daily announcements available in different languages on smartphones.

OBSERVATIONS: EdAppHack’s participants discovered that they can identify their own problems and develop their own solutions. They also learned how to work quickly and create effective teams while under the pressure of a tight deadline. **PS**

The College’s professional advisory on the use of electronic communication and social media (bit.ly/1u47PmM) guides members’ professional judgement in the use of technology.

PHOTO: JOANNEK

HELPFUL HINTS: Don’t be afraid to tap into your professional network. Call on tech experts such as your board’s chief technology officer and members of the computer-programming faculty at a local college for their expertise and guidance.

COUNCIL ELECTION

MARCH 2 – APRIL 7, 2015

Meet your candidates for election to the seventh Council of the Ontario College of Teachers. They've stepped forward, met the requirements and now ask for your vote. Learn who they are, what they stand for and how you can support them by casting your vote.

It's your College. You decide!



Voting easier than ever

Online

- Go to **oct.ca** and click “Vote Now.”
- Log into your Members’ section account.
- A ballot will appear with the positions you are eligible to vote for.
- Select the candidates of your choice.
- A link beside each candidate’s name will take you to their biographical information. You can also link to candidate blogs and the online forum for further information and discussion. You are not required to vote for a candidate for every position. The votes you cast are counted. Where you decline to vote, your ballot is registered as unmarked.
- Review your ballot choices.
- When you are satisfied with your selections, click “Finish/Cast My Ballot” to submit your votes.

By mobile app

- Open the OCT Membership app.*
- Log in.
- Tap eVote 2015.

- A ballot will appear with the positions you are eligible to vote for.
 - Tap the Council position you wish to vote for.
 - To learn more about candidates, tap their name.
 - Select the candidate of your choice by tapping the circle beside their name.
 - Tap “Continue” to return to your ballot.
 - When you have voted for the last position, tap “Review Choices.”
 - Tap “Submit Vote.”
- * If you don’t have the app, go to **bit.ly/1qqV7Am**.

Vote online

Electronic voting in the Council election begins on Monday, March 2, 2015, at 9 a.m. (EST). It continues until 11:59 p.m. (EDT) Tuesday, April 7, 2015.

As a College member in good standing you may cast votes for up to nine positions, depending on your current employment. You are not required to vote for all these positions.

Access your ballot through your private account in the Members’ section of the College at **oct.ca**.

IT’S YOUR COLLEGE

Your vote is your voice in your professional licensing body. Participating in the Council election is good professional citizenship.

By helping to elect members to Council, you help to determine the direction of the College and its far-reaching impact on matters such as:

- the enhanced teacher education program;
- reviewing content for Additional Qualification course guidelines; and
- reviewing and recommending regulatory change.

The people you elect will make decisions in these areas and more. The electoral process gives you an opportunity to discuss the issues with the candidates and your colleagues. The votes you cast will determine the leaders who act in the public interest to make the best decisions possible regarding the governance of Ontario’s teaching profession.

Get to know the candidates

There are plenty of opportunities to get to know the candidates running for election to Council. Discover their hopes and plans for taking office.

Some candidates are choosing to blog to share their views and are using the online forum to answer your questions. Go to **bit.ly/1KKJHOY** to join the online conversation and to read the candidate blogs.

Candidates were also invited to respond to questions about their vision of the teaching profession, how they see themselves contributing to it, what actions the College needs to take to build greater respect for the teaching profession, and what knowledge, skills and experience they have to contribute to the College’s mandate.

Their blogs and comments appear online as they were submitted. The College translates the questions and answers unless the candidates themselves have chosen to submit their texts in English and French.

See all of the election communications at **oct.ca**.

Candidate information

The Registrar has determined that all candidates are eligible to be nominated for the position for which they are listed. Biographical and other candidate information reflects what candidates provided to the College in their nomination forms.

Additional information regarding candidates — including answers to three questions posed by the Election Committee, candidate blogs and an online forum — is available at **bit.ly/1ykwmx8**.

Required statement

The second question on p. 5 of the nomination form asks the candidate to list any current or past memberships or involvement in any of 13 organizations designated by the Minister of Education.

In the candidate's statement on p. 6 of the nomination form, candidates:

- attest to their eligibility for the position they seek
- list the positions they hold in the designated organizations
- promise that, if elected, they will swear an oath or affirm that they will serve on Council in the public interest.

How to set up an account

You can access your ballot only through your private, password-protected Members' section account.

If you haven't created an account, do it now. It's fast and easy.

- Go to the "Members" section at oct.ca in the top navigation bar.
- Click "My Account" and then the "Creating an account" link in the text.
- Provide your College registration number, your Social Insurance Number* or College-supplied PIN** and type the characters you see in the picture.
- Click "Continue."
- Provide your street and email addresses, and create a password.

*The College already has your Social Insurance Number. We ask you to provide it or a PIN to ensure the security of your private account. ** To create a Personal Identification Number (PIN), call Client Services at 416-961-8800 or toll-free in Ontario at 1-888-534-2222.

Election Q&A

Q. I think I may have been given the wrong ballot. How can I get the right one?

A. For more information call 416-961-8800, ext. 558 or toll-free in Ontario at 1-888-534-2222, ext. 558. We will issue a new electronic ballot if it has not been cast.

Q. Can I change my choices on my ballot?

A. Yes, as long as you do not click on the Finish/Cast My Ballot button, which submits your ballot as final.

Q. I don't know candidates for some of the positions I can vote for. Do I have to vote for every position I'm eligible to vote for?

A. No. If you are presented with an opportunity to vote for a group of candidates you don't know and would rather skip that category, just move on to the next category. It won't affect your other votes.

Q. Is there a time limit on how much time I can spend reading candidate information and deciding who to vote for?

A. For your security, your ballot will time out after 30 minutes if there is no activity. However, it will remain active as long as you are moving around it. After a time out, you can log in and begin the process again. The

ballot is only disabled when you click on Finish/Cast My Ballot to complete your vote.

Q. Why does the ballot time out?

A. To protect your privacy. If you were voting and got called away, this feature prevents others from accessing your ballot in your absence.

Q. Why are some positions labelled as acclaimed? Why can't I vote for them?

A. There is no need for a vote since the sole nominee for the position has been acclaimed and will take the position on Council.

Q. What happens to my ballot if I don't select any of the candidates for a position?

A. Your choice for that position will be tagged "unmarked vote" and your ballot will be submitted showing the rest of your choices.

Q. I accidentally submitted my ballot before I finished voting. Can I get another ballot?

A. No. A ballot may be reissued if the College issued it in error, but only if the original ballot has not been cast.

Q. I am an elementary teacher in the public system living in Ottawa. Which Council positions am I

eligible to vote for?

A. When you access the Members' section to vote, you will automatically receive a personalized electronic listing of all positions you are eligible to vote for. Go to bit.ly/1ykwmX8 for details on the electoral categories and candidates.

You are entitled to cast two votes for your regional positions — one full-time and one full-time/part-time — and one vote for each of the seven provincewide system positions for a total of nine votes.

Q. I am employed as a principal in Windsor. Which Council positions can I vote for?

A. As a principal you are entitled to cast two votes for your regional positions and one vote for the principal/vice-principal position. Go to bit.ly/1ykwmX8 for details on the electoral categories and candidates.

Q. I recently assumed new responsibilities as a supervisory officer. What do I do if my electronic ballot no longer applies to my current employment status?

A. You must provide written proof to the College of your eligibility to vote in another category. When the College verifies your eligibility, we will issue a new electronic ballot and the original ballot will be disabled.

Election Q&A

Q. I am a retired teacher and a member of the College. Can I vote in the College Council elections?

A. Yes. As long as you were a member in good standing by 5 p.m. (EST) on Wednesday, February 25, 2015, you are eligible to cast two votes for your regional candidates and one vote for each of seven provincewide system positions.

Q. How is information, including my ballot, kept confidential?

A. The protection of confidential information is of paramount importance to the College whenever the Members' section of the College website is used. Information flowing to and from the Members' section is protected by the same encryption used by banks for their online transactions.

Members are required to authenticate their identity to set up their private account. The e-voting system ensures that no one can tell who you voted for

— only whether you completed and submitted a ballot. Overall system security and privacy have been reviewed by Richter, the independent audit firm.

Q. I have recently moved to another region. How will this affect my vote?

A. If you notify the College of your change of address online, you will have access to a new ballot that will reflect your new electoral region. You will also continue to be eligible to cast one vote for each of the provincewide system positions, or one vote in one of the additional categories.

Q. I became a member in good standing after Wednesday, February 25, 2015. Can I vote?

A. No. An individual who becomes a member in good standing after 5 p.m. (EST) Wednesday, February 25, 2015, will be added to the College registry but will not be eligible to vote.

Q. When will new Council members take office?

A. Council members will take office at the inaugural meeting of the seventh Council on July 6, 2015.

Q. When will I know which candidates were elected?

A. Voting closes at 11:59 p.m. (EDT) April 7, 2015. At the conclusion of the count the independent election auditor will complete a statement of the results accounting for all ballots received.

Q. Where can I find out more about about voting?

A. For more information please call 416-961-8800 (in Ontario at 1-888-534-2222), ext. 558. You can also reach our election information staff at youdecide2015@oct.ca.

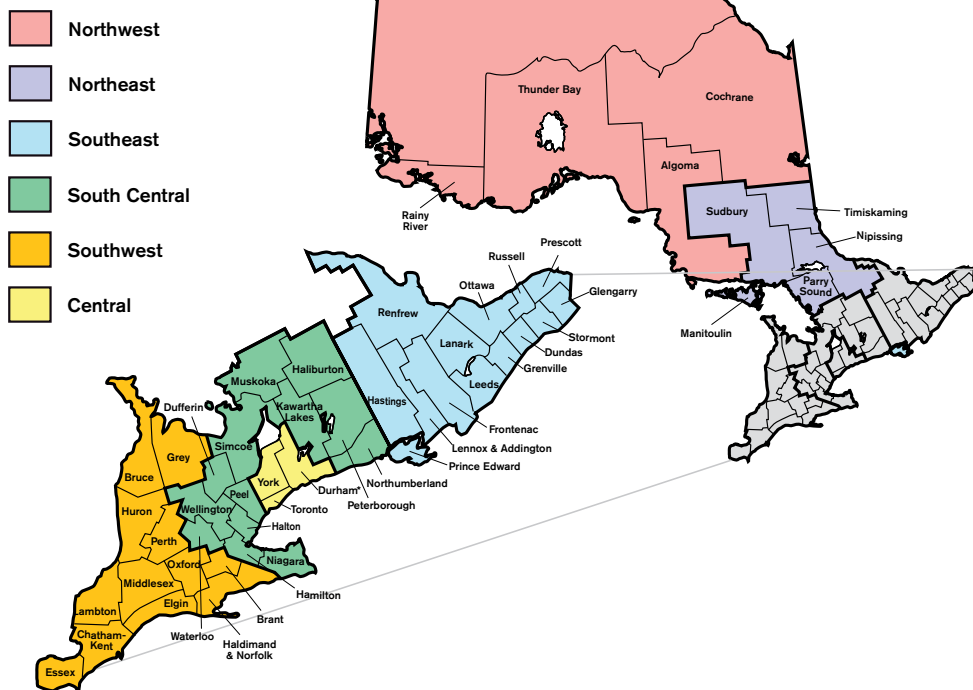
CHAT WITH YOUR CANDIDATES ONLINE

Want to know what Council candidates are thinking? Where they stand on issues in education? Want to ask Council hopefuls specific questions?

Learn more about your candidates by visiting their blogs and chatting with them in the online forum.

Visit bit.ly/1KKJHOY to chat with the candidates.

Electoral Map



Index to Candidates BY POSITION/BY CANDIDATE

Central Region FT	58
Maryse Fleury, OCT.....	58
Bruce Forsyth, OCT.....	58
Tim Gernstein, OCT.....	59
Stephanie Katherine	
Mandziuk, OCT.....	60
Sofia Saleem, OCT.....	61
Alana Sardi Levine, OCT.....	62
Phillip Spalierno, OCT.....	63
Central Region PT/FT	64
Marie Agius, OCT.....	64
Judy Fiebig, OCT.....	64
Jacqueline Karsemeyer, OCT.....	65
Emily Macklin, OCT.....	66
Terry Price, OCT.....	67
Vesna Sofkoska, OCT.....	68
Flaubert Tshidimu, OCT.....	69
Stella Nkasi Ugwunegbe, OCT.....	70
Northeast Region FT	71
Northeast Region PT/FT	71
Northwest Region FT	71
Shanlee Linton, OCT.....	71
Michael Lutz, OCT.....	72
Northwest Region PT/FT	73
Darlene Mead, OCT.....	73
Louis Sloan, OCT.....	74
Denise Sullivan, OCT.....	75
Stéphane Vallée, OCT.....	76
South Central Region FT	77
Jay Keddy, OCT.....	77
Clint Lovell, OCT.....	77
Gerard Shkuda, OCT.....	78
Gregory Toller, OCT.....	79
Nicole van Woudenberg, OCT.....	80
South Central Region PT/FT	81
Yvonne Bienko, OCT.....	81
Jacqueline Gray, OCT.....	82
Stefan Adam Kusinski, OCT.....	82
Mark Palmer, OCT.....	83
Jennifer Lynn Stewart, OCT.....	84
Southeast Region FT	84
Pier-Olivier Arsenault, OCT.....	84
Evie Basztyk-Benishek, OCT.....	85

Irene Cheung, OCT.....	86
Casey E. Wells, OCT.....	87
Southeast Region PT/FT	88
Krissy Mayer-Craigie, OCT.....	88
Richard Michaud, OCT.....	88
Hanz Jurgen Schulz, OCT.....	89
Clément Yonta Ngouné, OCT.....	90
Southwest Region FT	91
Christopher Karuhanga, OCT.....	91
Wes Vickers, OCT.....	92
Southwest Region PT/FT	93
Réjean Dufresne, OCT.....	93
Robert Alan Ryan, OCT.....	94
English-Language Roman Catholic Board Elementary	95
Angela De Palma, OCT.....	95
Patrick Volante, OCT.....	96
English-Language Roman Catholic Board Secondary	97
Matthew Kavanagh, OCT.....	97
English-Language Public Board Elementary	98
Ann Ciaschini, OCT.....	98
Natasha E. Feghali, OCT.....	99
Asima Kazi-Coutinho, OCT.....	100
George Lehto, OCT.....	101
Adannaya Nwaogu, OCT.....	102
Stella Vittoria Sicilia, OCT.....	102

English-Language Public Board Secondary	103
Christine Bellini, OCT.....	103
Anthony Samchek, OCT.....	104
French-Language Roman Catholic Board Elementary	105
Myreille Loubert, OCT.....	105
French-Language Roman Catholic Board Secondary	106
William Ngassam, OCT.....	106
French-Language Public Board Elementary and Secondary	107
Merzak Damou, OCT.....	107
Sara Souad Nouini, OCT.....	108
Faculty of Education	109
Susan E. Elliott-Johns, OCT.....	109
Principal/Vice-Principal	110
Michael A. Moore, OCT.....	110
Vicki Shannon, OCT.....	111
Ron Zagordo, OCT.....	113
Private School	113
Stefanie Achkewich, OCT.....	113
Anne-Marie Goodwin Stevenson, OCT.....	114
Punita Lumb, OCT.....	115
Shannon Marcus, OCT.....	116
Supervisory Officer	116
Brian Beal, OCT.....	116

Who votes for whom

When you log into the Members' section at oct.ca to vote, your ballot will be personalized to include all the positions you are eligible to vote for.

- All members may be able to vote for two candidates in the region where they reside.
- All members, except those employed as a principal, vice-principal, supervisory officer or at a private school or faculty of education in a tenured or tenure-track position, can vote for a candidate in each of the seven provincewide systems.
- Members who are qualified and employed as a principal, vice-principal, supervisory officer or at a private school or faculty of education in a tenured or tenure-track position can vote for the appropriate position.

CENTRAL REGION FULL-TIME



Maryse Fleury, OCT

Registration: 430282

marysedf@yahoo.com

Certified to teach in Ontario: 2000

Current employment: Grade 2 French Immersion teacher

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
B.Ed.	1996	Université du Québec à Montréal

Required biography

Has taught French Immersion for the past 17 years. Began career as a French Immersion teacher in Montreal at a private school. For the next two years worked at the downtown campus of the Toronto French School as a kindergarten teacher. Subsequently joined York Region DSB and taught for 10 years all the French-based subjects at the Primary, Junior and Intermediate levels and provided preparation coverage. Joined Toronto DSB in 2010 and is currently working as a French Immersion teacher.

Worked with the Ministry of Education to develop exemplars to support assessment and evaluation of Grade 9 reading. Corrected mathematics EQAO tests for Grade 3 French students.

The Ontario College of Teachers is responsible to guide ethical decisions and actions and promote public trust and confidence in the teaching profession. The College must promote a common language that develops teachers' understanding of the standards of practice and the ethical standards to ensure their effective implementation throughout the school system. Believes that Council members are obliged to ensure that all students can learn in an equitable, safe, inclusive and caring environment.

Optional biography

None provided.

Eligible nominators (Registration)

1. Cara Ahmad, OCT (438852)
2. Christina Bey, OCT (106671)
3. Sue Gulley, OCT (563073)
4. Chantal Leclerc, OCT (457123)
5. Lynn Mirams-D'Souza, OCT (191332)
6. Erin Morgan, OCT (500134)
7. Margaret Peach, OCT (101132)
8. Catherine Shaw Chitayat, OCT (464145)
9. Agnieszka Szklanny, OCT (437478)
10. Krista Willoughby, OCT (265098)
11. Dionne Woods, OCT (518910)

Required statement

1. Maryse Fleury attests that she meets all the requirements to run for the Central Region – FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Maryse Fleury does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Bruce Forsyth, OCT

Registration: 448401

b.forsyth75@gmail.com

Certified to teach in Ontario: 2001

Current employment: Assistant curriculum leader, gifted

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
BA	2000	University of Ottawa
B.Ed.	2001	Nipissing University
M.Ed.	2010	Nipissing University

Required biography

2009–present: assistant curriculum leader, gifted intensive support program, Don Mills CI. Has taught English at the applied, college, academic, university and gifted levels in all secondary grades. Taught GLE learning skills as part of a withdrawal assistance program for students with unique learning challenges.

2006–09: permanent full-time teacher, Westview Centennial SS. Taught a range of English and Core French courses.

2005–06: one year of unpaid teaching.

2004–05: permanent full-time teacher, West Toronto CI. Taught English, Core French and history.

2001–04: permanent full-time teacher, John A. Leslie PS. Taught intermediate Core French.

The College serves a critical role in overseeing Ontario's teaching profession. It is responsible for setting and upholding standards of conduct and accreditation, investigating and ruling on disciplinary matters involving members, issuing, restricting or withdrawing teaching certificates when required and maintaining clear communications with all stakeholders, including members, district school boards, the Ministry of Education and the public. Fundamentally the College sets the tone for Ontario's teaching profession.

CENTRAL REGION FULL-TIME *CONTINUED*

Council members are responsible for attending the required minimum number of meetings, serving on committees and applying sound judgment and due diligence in consultative processes related to the College's duties. Council members offer insiders' perspectives on issues relating to the profession.

Optional biography

None provided.

Eligible nominators (Registration)

1. Sylvia Cascone, OCT (560864)
2. Amrit K. Dhillon, OCT (430421)
3. Bruce Elliot, OCT (215681)
4. Ryan Gibson, OCT (437333)
5. Blakely McAlister, OCT (506556)
6. Karin Phillipson, OCT (185595)
7. Jeffrey Shaw, OCT (259263)
8. Andrea Simpson, OCT (459731)
9. Garry Thoms, OCT (455339)
10. Yen Vi Tuong, OCT (433844)

Required statement

1. Bruce Forsyth attests that he meets all the requirements to run for the Central Region – FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Bruce Forsyth does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

**Tim Gernstein, OCT**

Registration: 476805

timgernstein@hotmail.com

Certified to teach in Ontario: 2004

Current employment: Grade 1 teacher

Employer: York Region DSB

Professional qualifications

Degree	Date	Institution
BA Spec. Hons	2002	York University
B.Ed.	2004	Nipissing University
M.Ed.	2011	University of Toronto

Required biography

In 11th year working as a full-time elementary teacher with qualifications and experience in the Primary, Junior and Intermediate levels. In addition to teaching at three different schools also ran drama clubs for several years and was involved with chess clubs, dance clubs and student leadership. Currently runs school's drama club and serves as technology lead. Worked on positive climate for learning and timetabling committees at previous schools.

Outside school serves as secretary-treasurer of the Weston King Neighbourhood Centre — a drop-in site for homeless and socially isolated individuals living in Toronto's Weston-Mount Dennis neighbourhoods.

An active member of York Region's ETFO local currently serving fourth year on political action committee. Previously sat on credentials committee and served as union steward at two schools. A regular delegate to ETFO annual general meetings.

The College regulates the teaching profession through licensing, setting and enforcing professional standards and accrediting teacher education programs. Through its complaint process it investigates and determines culpability.

Optional biography

By the time he graduated high school, Tim Gernstein had attended 17 different public schools — 14 of them before reaching Grade 9. Although there were many teachers he adored, Tim had no ambition to become one. After completing a theatre studies degree at York University, Tim worked in television production. As someone who enjoys volunteering Tim eventually devoted time to an inner-city kindergarten classroom. He became hooked and decided his future was in education.

He obtained a bachelor of education degree from Nipissing University and embraced his first assignment — teaching a Junior Kindergarten to Grade 3 class in a two-room school in a Manitoba fly-in community. This rewarding experience helped him land a position with the York Region DSB where he has worked since 2005.

In 2011, Tim earned a master of education degree from the University of Toronto where he focused on curriculum, teaching and learning. He regularly takes Additional Qualification courses to advance his skills. He is also actively involved with his teaching federation, serving as a steward and member of various committees.

Outside teaching, Tim continues as an avid volunteer. He is secretary-treasurer of the Weston King Neighbourhood Centre — a west-end Toronto agency providing programs for the homeless and socially isolated. He previously served on the boards of the York Lions Club and Mount Dennis United Church.

Given his diverse background, academic knowledge, leadership and board governance experience, Tim hopes to be a valuable addition to College Council.

CENTRAL REGION FULL-TIME *CONTINUED*
Eligible nominators (Registration)

1. Darren Campbell, OCT (198209)
2. Michelle Chitiz, OCT (214290)
3. Ester Fejer, OCT (277158)
4. Jessica Foster, OCT (559447)
5. Debbie Guglielmin, OCT (476610)
6. Laurina Hewitt, OCT (167027)
7. Andrea Jackson, OCT (454526)
8. Beatrice Kolade, OCT (472068)
9. Jennifer Nutting, OCT (395861)
10. Kirn Sohal, OCT (514382)
11. Renée Trivelli, OCT (586887)
12. Bonita Turner, OCT (436251)
13. Kathryn Wright, OCT (419315)

Required statement

1. Tim Gernstein attests that he meets all the requirements to run for the Central Region – FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Tim Gernstein does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Stephanie Katherine Mandziuk, OCT

Registration: 501466

smandziuk@yahoo.com

Certified to teach in Ontario: 2006

Current employment:

Secondary English teacher

Employer: Durham Catholic DSB

Professional qualifications

Degree	Date	Institution
BA Honours	1987	Queen's University
Master of Science	1990	Boston University
B.Ed.	2006	Queen's University

Required biography

Since 2006 has been a permanent secondary teacher with the Durham Catholic DSB. English is primary teachable but has also taught religion and business. Prior to teaching was a broadcast journalist for 15 years and brings this experience daily into the

classroom. Is passionate about teaching and incorporates life experiences into lessons as much as possible.

OECTA activities:

- Leadership, conflict management and grievance training, 2010–11
- Councillor, Durham's secondary executive, 2008–14
- Chair, political action, PD and social committees
- Unit's school board representative for adult faith formation and mental health steering committees
- Member, unit's collective bargaining team, 2007–09 and 2014–15
- Provincial chair, secondary school committee, 2013–14
- Provincial chair, communications and public relations committee, 2007–09.

Teachers' responsibility is to ensure that students get the education they need and are on the right track to decide their future pathways. It is a colossal responsibility and the public trusts them to do this. Thus believes that Council members' duty is to protect this trust and ensure that the lines of communication remain open. Teachers must continue to work together to support and strengthen their profession and always keep the best interests of students and the public in mind.

Optional biography

I continue to be involved with extracurricular activities at school, most recently coaching our girls' fastball team to the LOSSA championship. I am active in our local community as well, currently coaching Special Olympics athletes twice a week in bocce and five-pin bowling. I also serve as the fundraising chair for the Greater Durham Council of Special Olympics Ontario. In 2010–11, I served on the board of directors of the Durham Children's Aid Society.

In addition to my extensive OECTA work, I also helped develop teacher resources on equity and inclusive education for the joint OTF/Ministry of Education Safe@School project in 2009–10.

Eligible nominators (Registration)

1. Vince Accardi, OCT (284772)
2. Allan Alcantara, OCT (498135)
3. Ed Arko, OCT (180563)
4. Shelley Cecchetto, OCT (259391)
5. Caroline Gallagher, OCT (216264)
6. Sheila Jensen, OCT (259201)
7. Christine Klobucar, OCT (458117)
8. Sharon Leonard, OCT (453354)
9. John Neundorf, OCT (467696)
10. Patrick O'Prey, OCT (258691)
11. Rachelle Slater, OCT (260708)
12. André Tacchino, OCT (459546)
13. Jean-Marc Tessier, OCT (218735)
14. Roger Maxwell Travis, OCT (438675)
15. Peter Van Ryn, OCT (254176)

CENTRAL REGION FULL-TIME *CONTINUED***Required statement**

1. Stephanie Katherine Mandziuk attests that she meets all the requirements to run for the Central Region – FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Stephanie Katherine Mandziuk does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

**Sofia Saleem, OCT****Registration:** 463820**teachinglife@hotmail.com****Certified to teach in Ontario:** 2003**Current employment:** Elementary teacher**Employer:** Toronto DSB**Professional qualifications**

Degree	Date	Institution
BSc Honours	2001	University of Toronto
B.Ed.	2003	York University
M.Ed.	2008	University of Ottawa

Required biography**Teaching experience:**

- Bayview MS, Toronto DSB: Grades 6, 7 and 8 ESL, 2014–present
- Zion Heights JHS, Toronto DSB: Grades 7 and 8 science and Grade 9 applied math, 2004–09
- Earl Haig SS, Toronto DSB: Grades 9 and 10 applied math and Grade 11 biology, 2007
- Woodroffe HS, Ottawa-Carleton DSB: Grade 10 applied math and Grade 11 workplace math, 2007
- Pierrefonds Comprehensive HS, Montréal: Grades 7 and 10 science and Grade 11 math, 2006
- Cumber Valley MS, Toronto DSB: Grade 7 science and Grade 8 ESL, 2003–04
- Rick Hansen SS, Peel DSB: Grade 10 applied math and Grade 11 biology, 2003.

The College and Council members serve and protect the public interest by:

- Meeting the needs of students by adhering to College guidelines when adapting and innovating teaching practices to

coincide with the ever-changing landscape of modern educational systems, programs and learners.

- Ensuring that professional standards' guidelines maintain open communication and transparency and consider the input of relevant stakeholders when planning, organizing, devising and implementing educational policies and programs representative of different perspectives and voices.

Optional biography**Statement of Professional Goals**

The College's professional standards have provided me with a framework to develop educational programming that focuses on high academic expectations, cultural competencies and critical-thinking skills in students by embodying equity and social justice. I hope to further my experience, knowledge and leadership skills by obtaining a guidance specialty and fully integrating digital-based programming for my mathematics, science and ESL classes through additional PD and AQ opportunities in technology, including Google Apps For Education (GAPE) and Google classroom, over the next three to five years.

Professional Development

Over the years I have participated in a number of PD activities to enhance my teaching practice with ESL and special needs learners. I have also attended Toronto DSB's Google Camp and GAPE workshops to better help me integrate technology into my programming, and participated in collaborative learning communities for culturally responsive and relevant programming in science.

Other Education-Related Activities

- Lead teacher for student council at Bayview MS with a focus on developing students' leadership capacity through a series of outreach activities.
- *Huffington Post* blogger for women in STEM (science, technology, engineering and mathematics) writing on educational topics of concern to females with the goal of encouraging more young women to enter these fields.
- MathWhisperer (2012–13), an online interactive whiteboard website I created. The focus of this enterprise was to develop mathematical skills, competencies and confidence in students struggling in high school mathematics by working with them one-on-one using a technology-based platform.

Eligible nominators (Registration)

1. Yasmin Aziz, OCT (420934)
2. Leonardo De Benedictis, OCT (447837)
3. Mike Hammer, OCT (278327)
4. Nizam Hussain, OCT (447451)
5. Margarita Leventis, OCT (274038)
6. Debbie Magil, OCT (104125)

CENTRAL REGION FULL-TIME *CONTINUED*

7. Jonathan Robinson, OCT (509487)
8. Teresa Szandtner, OCT (428783)
9. Roderick Ward, OCT (199171)
10. Otto Wevers, OCT (180739)
11. Erin Yoshida, OCT (457624)

Required statement

1. Sofia Saleem attests that she meets all the requirements to run for the Central Region – FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Sofia Saleem does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Alana Sardi Levine, OCT

Registration: 474594

alanasardi@yahoo.ca

Certified to teach in Ontario: 2004

Current employment: Elementary teacher

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
BA Honours	2003	York University
B.Ed.	2004	York University
M.Ed.	2006	York University

Required biography

With intermediate qualifications and 10 years' experience teaching primary/junior students in the Toronto DSB, has taught in diverse environments and earned a reputation for effective collaboration among stakeholders. Regularly pursues different teaching assignments to promote professional growth and demonstrate flexibility. Seeks innovative learning tools and invests in opportunities to support specific learner groups. Embraces new challenges that benefit students and colleagues.

Committed to responsibilities that highlight capabilities and readiness for Council participation. Involvement in school, board and broader organizations suggest an expansive repertoire:

- Lead learner/facilitator: critical pathways and moderated marking
- Staffing committee
- Ontario Focused Intervention Partnership: three training sessions and model classroom

- AQ guest lecturer at York and Nipissing
- Grades 3 and 6 EQAO literacy and mathematics marker
- Family of schools and board beginning teacher committees
- Aspiring leaders membership
- Board mentor steering committee
- ETFO's Presenters on the Road
- Rotman School of Management's I-Think Initiative

Principal's and Mentoring AQs ground experiences in relevant theory. Diverse memberships support the College's prerogatives to investigate allegations, accredit learning institutions and make ongoing learning accessible to members. Serving on Council is an honourable role and Alana's skill set is applicable to serving colleagues.

Optional biography

I hold an interdisciplinary undergraduate degree in law with four years of summer internship experience at an international firm. The application of law on educational practices is significant. My graduate research aimed to marry law with standard educational policy around assessment and testing schemas, including TPA, EQAO, OTQT and others, all of which do or have impacted Council members. As a self-governing body, the College is a convergence of law and education; personal experiences and interests are well aligned with Council objectives.

At the board level, I am most involved with the NTIP strategy. I am committed to working with beginning teachers through mentoring, classroom modelling and facilitating grade or subject-specific segments, for example, the annual Toronto DSB summer institute. Support for new teachers is crucial to the success of the profession and our students as well as for the maintenance of public approval, which is the impetus for my investment of time.

In addition to educational policy on assessment methods and involvement with NTIP initiatives, I make it a priority to incorporate health and wellness into my classroom and facilitations through building safe environments and pausing for active collaboration and team building. Mental and physical health and well-being lends to the most effective learning.

Eligible nominators (Registration)

1. Julie Abrahams, OCT (281448)
2. Romy Budlovsky, OCT (610973)
3. Stephen Dow, OCT (194894)
4. Lisa Epstein, OCT (275612)
5. Jacqueline Floh-Hilts, OCT (514203)
6. Jill Green, OCT (190487)
7. Hakeekat Khosla, OCT (490457)
8. Stephen Porter, OCT (157102)
9. Gillian Rusak, OCT (466303)
10. Galit Zupnik, OCT (274229)

CENTRAL REGION FULL-TIME *CONTINUED***Required statement**

1. Alana Sardi Levine attests that she meets all the requirements to run for the Central Region – FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Alana Sardi Levine does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

**Phillip Spalierno, OCT****Registration:** 612128**spaliernophillip@gmail.com****Certified to teach in Ontario:** 2011**Current employment:** Full-time Grade 7/8 homeroom teacher**Employer:** York Region DSB**Professional qualifications**

Degree	Date	Institution
BA	2007	The University of Western Ontario
Bachelor of Professional Studies	2011	College of Education, Niagara University

Required biography

Teaches a Grade 7/8 homeroom class at Pine Grove PS in Vaughan. Represents school at York Region DSB events. In 2014, this included Together We're Better, a student conference on antiracism and ethnocultural equity and another on how to become a LGBTQ ally. Was chosen last year to be one of the first participants in the legislative assembly of Ontario teachers' forum at Queen's Park — one of just 20 given the opportunity to learn first-hand about the legislative process.

The duty of the College and Council is to serve and protect the public interest. This statement has many meanings including protecting Ontario's hard-working teachers, their students and families and the province's myriad communities. For individual Council members it means going beyond the role of an educator by contributing to, building and strengthening the teaching profession.

Serving the broader education community and protecting the public interest may not be taken lightly, and Phillip will make every effort to represent and protect his colleagues and the profession. Developing standards of the teaching practice, regulating teacher certification and professional development and accrediting teacher education programs are things he is eager to be part of.

Optional biography

I take a great deal of pride in all the professional activities in which I am involved in my local and school communities. Participating in activities outside my classroom allows me to be more involved in the learning community while developing as a professional. I have been taking courses since 2011 to earn my specialist qualifications in Special Education and media literacy. In my community, I teach evening catechism classes to Grade 8 students at my local church and participate in a reading program at the local library. At school I lead the Free the Children and creating positive climates for learning committees as well as our homework club, intermediate volleyball and badminton teams. I also represent my school at board-level conferences and workshops.

I have worked for EQAO scoring Grade 10 literacy tests. Last summer, I worked in China for one month representing York Region DSB at Shenyang University teaching Chinese educators about Ontario educational practices and pedagogy.

I will begin working toward my master of education degree at the University of Western Ontario this year. Remaining up to date with current educational innovations and trends is important to me, as it allows me to be the most effective educator I can be.

Eligible nominators (Registration)

1. Gisella Avsec, OCT (275057)
2. Rita Di Carlo, OCT (203436)
3. Kersti-Li Fischer, OCT (447542)
4. Saeeda Fotheringham, OCT (478195)
5. Merav Halperin, OCT (499435)
6. Heidi Israelsohn, OCT (406084)
7. Helen Kurtzman, OCT (177690)
8. Athina Lakoseljac, OCT (200116)
9. Diana Matheson, OCT (195325)
10. Antonina Meleca, OCT (197713)
11. Vanessa Meli, OCT (594357)
12. Annette Quenneville-Stacey, OCT (402435)
13. Mitu Monica Sood, OCT (421754)

Required statement

1. Phillip Spalierno attests that he meets all the requirements to run for the Central Region – FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Phillip Spalierno does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

CENTRAL REGION PT/FT



Marie Agius, OCT

Registration: 532842

marie_agius@durham.edu.on.ca

Certified to teach in Ontario: 2011

Current employment: Teacher

Employer: Durham DSB

Professional qualifications

Degree	Date	Institution
Diploma in Education	2011	Queen's University

Required biography

Has worked 12 years in the dual-credit, OYAP and apprenticeship programs. Has supply taught and held LTO positions in the Durham DSB since 2005. Has 30 years of professional trade experience as a salon owner and hair stylist. Believes experience as a skilled labourer and hair stylist will benefit the College Council and hopes to be a representative for all teachers and trade workers. Is also an author who has published material in magazines.

The College and Council set ethical standards of practice, issue teaching certificates and can suspend them. They also investigate and hear complaints about members. The College accredits teacher education programs and courses. Council has 37 members — 23 are elected and 14 are appointed.

Optional biography

None provided.

Eligible nominators (Registration)

1. Kristin Bennett, OCT (535891)
2. Scott W. F. Brinning, OCT (159986)
3. Kristen Brunshaw, OCT (516497)
4. Thomas Foster, OCT (477570)
5. Art Hanke, OCT (199751)
6. David J. Lewis, OCT (441237)
7. Sharon Matchim, OCT (453021)
8. Gillian Maxwell, OCT (444178)
9. Jan Mazzulla, OCT (428182)
10. Sarah Rule, OCT (477572)
11. Candida Thompson, OCT (498466)
12. Chandra Wilson, OCT (632799)

Required statement

1. Marie Agius attests that she meets all the requirements to run for the Central Region – PT/FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).

2. Marie Agius does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Judy Fiebig, OCT

Registration: 418074

judy.fiebig@yahoo.com

Certified to teach in Ontario: 1998

Current employment: Elementary homeroom and FSL teacher

Employer: York Region DSB

Professional qualifications

Degree	Date	Institution
B.Sc.	1997	Brock University
B.Ed.	1998	Brock University

Required biography

Has been teaching for 16 years yet jokes that she is a new teacher again for the fourth time. Began career as a Core French teacher in the DSB of Niagara. After a few years travelled to Japan to teach English, have some adventure and learn another language. Upon return to Canada was drawn to the multiculturalism of Toronto. In North York worked in an inner-city school with a high population of new Canadians who impressed daily with their energy and optimism. Has now landed in the York Region DSB, where almost in a full circle, is again teaching FSL along with a homeroom.

Although has not held a position with the ETFO, has been a supporter and attended several meetings to keep current on important issues.

Hopes it will be her duty as an elected Council member to help the College strengthen and support the teaching profession. Is particularly interested in serving on the Standards of Practice and Education Committee and Editorial Board to give input on and communicate policy issues that affect students, teachers and the public.

Optional biography

Being a member of the College Council is a significant role. I believe I can contribute to the Council because of my commitment to continuous improvement and leadership within my school and board. It is imperative to keep our profession strong, meaningful and effective and I can bring my skills and ideas to the College on behalf of the Toronto, York and Durham regions. I have been teaching for 16 years and every year I have been grateful for the good fortune of being a teacher.

I am grateful to be able to do something that matters and has a positive effect on people — and not just the students in my class.

CENTRAL REGION PT/FT CONTINUED

We affect the kids we coach and the ones we greet in the halls. We engage parents and make them feel welcome to ask questions and contribute to the community that is a school. We bring in performers, athletes and community members to show positive messages to our children about being excellent people.

I am thankful that we are professionals and continue to learn, reflect and improve our teaching. It doesn't mean reinvention, simply refinement. By doing this and communicating our efforts to the public we will keep their trust and respect.

Being able to govern ourselves is important. So I step forward with optimism and energy and ask for your support in running for the Central Region – Part-time/Full-time position in this 2015 College Council election.

Eligible nominators (Registration)

1. Nicole Bressel, OCT (261396)
2. Christine Chen, OCT (470422)
3. Jodi Coulton, OCT (424917)
4. Shital Goyal, OCT (433651)
5. Michelle Guthrie, OCT (277937)
6. Brian Higgins, OCT (213589)
7. Melissa King, OCT (426926)
8. Lisa Kluchert, OCT (451323)
9. Jeff Laughlin, OCT (429685)
10. Fawna Lovatsis, OCT (642256)
11. Allison McGeorge, OCT (425760)
12. Nancy O'Reilly, OCT (185256)
13. Mahmood Pournasrola, OCT (277130)
14. Melissa Puglisi, OCT (490336)

Required statement

1. Judy Fiebig attests that she meets all the requirements to run for the Central Region – PT/FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Judy Fiebig does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Jacqueline Karsemeyer, OCT

Registration: 149514

jacqueline.karsemeyer@tdsb.on.ca

Certified to teach in Ontario: 1994

Current employment:

Special Education consultant

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
BA	1974	York University
B.Ed.	1994	University of Toronto
M.Ed.	1993	Mount Saint Vincent University
PhD	2000	University of Toronto

Required biography**Teaching experience:**

- Special Education consultant, Toronto DSB, 2004–present
- Kindergarten early language intervention teacher, Warren Park PS, 2002–04
- Resource teacher, kindergarten to Grade 6, English and French Immersion, Regal Road PS, 2000–02
- Classroom teacher and resource teacher, kindergarten to Grade 6, English and French Immersion, Yorkview PS, 1995–99.

Began career in teaching as an educational assistant.

Association experience:

- Currently serving as ETFO steward
- ETFO executive assistant for equity and women's services, 2008–09.

The central mandate of the College and Council is related to teachers' licence to teach: how they get it, how they keep it, how they upgrade and maintain it and how they can lose it.

The College and Council serve and protect the public interest by regulating and enforcing standards of practice and ethical standards in each of these domains. The public is further served and protected when transparency and professionalism are the hallmarks of College and Council operations. Communication with members and the public is critical in demonstrating how and why the College and Council fulfil their duties. This contributes to public confidence and member engagement. Both are important in shaping the evolution of the College as teachers' regulatory body.

Optional biography

Our professionalism as teachers comes through formal studies and lived experiences. My degrees in educational psychology and measurement and in curriculum, teaching and learning are leavened by enthusiasm for the arts in education and a lifelong study of dance. As a Special Education specialist I support peers in welcoming students with complex needs into their classrooms. My deepest lessons come from exemplary teachers, parents who trust us with their children and children who have touched my heart.

Born in Guyana and educated as a francophone in Québec I have lived in India, worked in China and studied in West Africa. These experiences enhance my understanding of diversity issues. Publishing an article on poverty in *VOICE* and piloting a program for refugees for Canadian Save the Children Fund are ways I have kept equity in the foreground of my work.

CENTRAL REGION PT/FT CONTINUED

Serving on the Toronto DSB's human rights and model inner-city schools committees has enabled the application of my classroom learning to board-wide initiatives. While on the ministry's Urban Aboriginal Education Advisory Committee, I was humbled by the wisdom of First Nations elders who held us under their care as we oversaw the research and planning of provincial projects.

Secondment to the College's Standards of Practice and Education Unit grounds my perspective of our regulatory body. I have had many collaborative opportunities with teachers in designing and delivering pre- and in-service programs. Working throughout the province with members has inspired me to seek service on Council.

Eligible nominators (Registration)

1. Elizabeth Aiello, OCT (455473)
2. Lorraine Bell, OCT (457806)
3. Julia J. Carter, OCT (182475)
4. Sarah Ellerker, OCT (462129)
5. Heather Grossman, OCT (418771)
6. Jaya Karsemeyer, OCT (531712)
7. Julie Lookshin, OCT (467253)
8. Kathryn Marcus, OCT (259813)
9. Hiren Patel, OCT (475857)
10. Kristine Sitwell, OCT (486503)
11. Thomas Widstrand, OCT (426894)

Required statement

1. Jacqueline Karsemeyer attests that she meets all the requirements to run for the Central Region – PT/FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Jacqueline Karsemeyer does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Emily Macklin, OCT

Registration: 495275

emily_jax@yahoo.ca

Certified to teach in Ontario: 2005

Current employment: Elementary teacher

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
BA Honours	2002	The University of Western Ontario
Professional Program in Education	2005	Medaille College, New York
M.Ed.	2013	OISE/UT

Required biography

Nine years of teaching includes full-day kindergarten, primary/junior grades, reading recovery, health, physical education and music classes.

As a member of local Toronto ETFO has been school's union steward for the last three years.

The College is Canada's only self-regulating body where Ontario teachers can regulate and govern their profession in the public interest. Its duty is to carry out the objectives stated in its mandate and protect and serve the public interest. It also establishes and enforces ethical and professional standards for members and provides ongoing member education. The College reviews public complaints and accredits teacher education programs and courses to ensure that teachers are certified and practise their profession to the highest standards. It also issues and controls qualification and registration certificates.

Council members must comply with the provisions of the *Ontario College of Teachers Act*, the regulations made under the Act and College bylaws. Council members must take part in College work and serve actively on committees to which they have been appointed. The College communicates with the public on behalf of members. Public perception of the College and teaching profession is of utmost importance, and the College works to promote positivity and trust in teaching.

Optional biography

Teaching and learning are my passion and I take pride in my public position. I have coached extracurricular activities and worked on staffing, principal's advisory, school improvement, budget and other committees. I have maintained my lifelong learner status by completing Special Education and Guidance AQs and the Principal's Qualification Program, Parts 1 and 2.

I serve on my family of schools' early years and mental health strategy committees and am an elementary ward representative. In 2014, I received a union steward award through colleague nominations for my work in a very rewarding position. ETFO provides support, PD and opportunities to share pride in being a teacher.

I have had many opportunities to learn about our educational system through being a teacher, parent, student, volunteer and community member. Knowledge of the College's principles and standards of practice, our collective agreement, board policies and procedures and

CENTRAL REGION PT/FT CONTINUED

learning in my role as ward representative have allowed me to teach with passion and a commitment to student learning.

I work closely with ECEs, SNAs, caretaking and support services staff. Public education is an area in which we can make a lasting impact as we work together to serve the public interest and teach students the skills they need to be successful contributing members of society.

I am both a teacher and a parent of young students in our education system. I have a vested interest in education for myself, my children and the future of all children in Ontario.

Eligible nominators (Registration)

1. Rosemarie Cedeno, OCT (441355)
2. Greg Deitcher, OCT (272611)
3. Bojan Djuricic, OCT (469602)
4. Constance Douglas, OCT (239013)
5. Robert Fulford, OCT (466991)
6. Karen Jostiak, OCT (431811)
7. Sophie Kroesen, OCT (509301)
8. Scott Maudsley, OCT (191035)
9. Kisrene McKenzie, OCT (629086)
10. Cindy Tomita, OCT (532322)

Required statement

1. Emily Macklin attests that she meets all the requirements to run for the Central Region – PT/FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Emily Macklin does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

**Terry Price, OCT**

Registration: 142900

thprice@me.com

Certified to teach in Ontario: 1975

Current employment: Occasional teacher

Employer: York Region DSB

Professional qualifications

Degree	Date	Institution
B.Sc.	1972	York University
M.Sc.	1974	York University
B.Ed.	1975	University of Toronto

Required biography

1975 to 2005: Science teacher and department head in York Region DSB, the former North York School Board and the Department of National Defence Schools in Germany.

1992 to 1997: Summer AQ instructor at OISE/UT.

2005 to present: Occasional teacher with the York Region DSB.

1998 to 2015: OSSTF District 16 (York Region) member of the district executive, including district president from 2003 to 2005. Currently district treasurer and occasional teacher branch president.

As a member of the College Council will comply with the provisions of the *Ontario College of Teachers Act* and the College bylaws. In addition to protecting the interests of the community at large, Council members must also protect the interests of the teaching profession. As a Council member elected by teachers will ensure that concerns and issues identified by teachers, teacher organizations and other educational partners are addressed in a fair and timely manner.

Optional biography**Science Teachers' Association of Ontario (STAO)**

- Chair of STAO 2002 conference
- Chair of exhibits committee for annual conferences from 1992 to 2006
- Advertising manager for *Crucible* (STAO's magazine) from 1992 to 2005
- Executive member in 1992, 1993 and 2002
- Member of board of directors from 1989 to 1993

Paramount Canada's Wonderland

- Chair of the annual physics roller coaster competition from 1997 to 2015

Ontario Association of Physics Teachers

- President from 1998 to 2000
- Annual Grade 12 prize contest co-ordinator from 1998 to 2006
- Section co-ordinator for the American Association of Physics Teachers

York Region Secondary School Science Olympics

- Chair in 1992, 1994 and 1995
- Organizer of many school-based science activities, including science olympics, Sir Isaac Newton Test and elementary school science demonstrations by senior students

Youth Science Foundation, Ottawa

- Member of board of governors from 1979 to 1987
- Co-chair of the 1982 Canada-Wide Science Fair

Queen's University and OISE/UT

- Associate teacher from 1980 to 2002

Awards

- Prime Minister's Award for Teaching Excellence in Science, Technology and Mathematics, 1994
- STAO Life Member Award, 2003
- Outstanding Teacher Award from the University of Manitoba. A

CENTRAL REGION PT/FT CONTINUED

former student who graduated first in her class at the University of Manitoba in 1994 nominated me for this award.

Eligible nominators (Registration)

1. Christopher John Creighton, OCT (158342)
2. Teresa Cunningham, OCT (431925)
3. Dana Deutch, OCT (199458)
4. Kai Deutch, OCT (200944)
5. Michael Franchino, OCT (587332)
6. Donald Malcolm Jones, OCT (167940)
7. Muna Kadri, OCT (529369)
8. Kelly Le Ber, OCT (169037)
9. Rick Lemmens, OCT (180340)
10. George Alexander Niles, OCT (460995)
11. Agostino Paradiso, OCT (193085)
12. Tanja Randoja, OCT (101802)
13. Alan Rover, OCT (253696)
14. Tracy Rae True, OCT (201258)
15. Blair Vowles, OCT (605118)

Required statement

1. Terry Price attests that he meets all the requirements to run for the Central Region – PT/FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Terry Price does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Vesna Sofkoska, OCT

Registration: 497008

vesna.sofkoska@tdsb.on.ca

Certified to teach in Ontario: 2008

Current employment: Secondary school teacher and acting visual arts/drama assistant curriculum leader

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
Diploma	1997	University of St. Cyril and Methodius, Macedonia
M.Ed.	1999	University of La Verne, California

Required biography

A visual arts and English teacher and acting visual arts/drama assistant curriculum leader at Humberside CI. An engaged, proud and dedicated Toronto DSB employee for the past 10 years who has also taught Grades 9–12 ESL and music/vocal in addition to visual arts and drama. Previously taught society & culture, literature studies and writer's craft undergraduate courses at the University of La Verne in California.

The College regulates and implements initiatives that directly influence teachers' professionalism. Council members serve and protect those interests and actively participate in "establishing vision, mission, values and strategic priorities-legislated mandates" on behalf of members and stakeholders.

Elected Council members' duties include:

- Engaging in face-to-face dialogue with the Minister of Education about current educational issues
- Overseeing regulatory changes to implement new initial teacher education programs
- Engaging in dialogue with other members to report statutory committee achievements, attend focus groups, make decisions on content guidelines for AQ courses and participate in the selection process for scholarship funding.

Being a teacher continues to be a rewarding and inspiring profession. Vesna walks into the classroom every day feeling empowered and eager to help make the world a better place for teachers, children and the future.

Optional biography

I have taught and strongly encourage learning through an arts-based integrative methodology empowerment program that embraces at-risk students. It is crucial that students take a dynamic role in its design development through active observations, real-life applications and hands-on activities in the creation process.

I am Humberside CI's acting assistant curriculum leader for visual arts and drama and sponsor a literacy/visual arts PLC. I like to emphasize the importance of digital art as a tool for modelling the understanding of equity in our schools that includes anti-racism and cyberbullying concepts and gender-based policies. I am presently organizing a series of PD workshops for teachers and parents so Humberside may become the board's seventh CyberARTS-certified school offering a multidisciplinary program that integrates Ontario's curriculum expectations with art and modern technology skills. I have also mentored new teachers and shared diverse teaching methodologies.

When I was an active ESL teacher I directly assessed the language barriers of newcomers and their families by assisting them in adjusting to a new culture and school climate. ESL students best describe their emotions through pictures, drama and dance, which are their safest ways to communicate. Learning through

CENTRAL REGION PT/FT CONTINUED

pictographs, movement and graphic organizers was common in these open teaching environments.

I have hosted various artists from OCAD, the AGO and the award-winning Second City School Program. As a member of OSSTF's eco committee, I have supervised an eco club and sponsored the first greenhouse gardening initiative at Scarlett Heights Entrepreneurial Academy.

Eligible nominators (Registration)

1. Donald Corea, OCT (488002)
2. Sascha Dallas, OCT (425272)
3. Dejan Jokanovic, OCT (531801)
4. Jennifer Kurtz, OCT (426086)
5. Holly Leclair, OCT (414269)
6. Cindy Levesque, OCT (174609)
7. Caroline Schoales, OCT (429361)
8. Heidi Schwartz, OCT (216040)
9. John Teskey, OCT (460036)
10. Melanie Tricker, OCT (468934)

Required statement

1. Vesna Sofkoska attests that she meets all the requirements to run for the Central Region – PT/FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Vesna Sofkoska does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Flaubert Tshidimu, OCT

Registration: 505089

flauberttshidimu@hotmail.com

Certified to teach in Ontario: 2006

Current employment: Full-time teacher

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
LL.L.	1989	University of Kinshasa, Zaire
B.Ed.	2005	University of Ottawa

Required biography

Professional teaching experience began several years before September 2006, when he was hired by the Toronto English

Public School Board to teach Core French and theatre arts to students in Grades 6 to 8 at the D.A. Morrison Middle School, a position held for seven years.

During the 2013-14 school year, was a classroom teacher for Grades 5 to 6 (Intensive French) at Cedarbrook Public School. Since the beginning of the 2014 school year, has been a classroom teacher for Grades 7 to 8 (Intensive French). Uses a teaching style always adapted to the learning styles of his students, and also applies differentiated instruction. Relies heavily on technology as a way of connecting with students who are sometimes less interested in school.

In principle, education falls under the purview of the government, particularly under the responsibility of the Minister of Education. As such, the ministry should be both the sole regulator/manager of teaching and the protector of the public interest. This is not the case, however, and the government has granted powers acknowledging the very purpose of the College by empowering it not only to protect the profession through regulation of entry requirements and establishing standards of practice/ethical standards to govern members' professional practice but also by endowing the College with the responsibility to promote public trust in the teaching profession.

Optional biography

It is quite obvious that College Council members have a sacred duty and enormous responsibility to manage the teaching profession in a fair and equitable way and to reconcile the interests of all stakeholders, including teachers, students and the public. Since Council is largely made up of members who are primarily qualified teachers, it can be rightly concluded that the College is regulating its own profession. This means that the government and the public have not only placed their trust in the College but that they have also entrusted it with a responsibility vis-à-vis the government, students and the public. This is why I consider that College Council members need to be aware of the trust placed in them by the public (parents and students) and of the responsibility of self-management delegated to them by the government. It is therefore incumbent on them, as stressed above, to create fair, transparent and equitable rules for governing the teaching profession in the best interest of teachers and the public alike.

Eligible nominators (Registration)

1. Pierre Lisomba Ayoga, OCT (439364)
2. Phany Baata-Lobondo, OCT (485898)
3. Elizabeth Campbell, OCT (241343)
4. Aimé Dibundu, OCT (585300)
5. Janelle Giroux, OCT (656926)
6. Tshibangu Ilunga, OCT (500364)
7. Carl-Henri Jean-Baptiste, OCT (639065)
8. Fernande Jean-Louis, OCT (646135)
9. Angela Luca, OCT (455703)
10. Carmen Mihai, OCT (206899)

CENTRAL REGION PT/FT CONTINUED

11. Vasile Mihai, OCT (219087)
12. Kadima Mukeba, OCT (266362)
13. Assine Nakhle, OCT (564308)
14. Maisom Shirazi, OCT (216230)
15. Linda Sui-Tit-Tong, OCT (272955)

Required statement

1. Flaubert Tshidimu attests that he meets all the requirements to run for the Central Region – PT/FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Flaubert Tshidimu does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Stella Nkasi Ugwunege, OCT

Registration: 475516

nkasi2222@hotmail.com

Certified to teach in Ontario: 2004

Current employment: Occasional teacher

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
Nigeria Certificate in Education	1986	Lagos State College of Education, Nigeria
B.Sc.	1992	University of Calabar, Nigeria

Required biography

Has over 14 years' experience with the Toronto DSB starting with serving as an emergency teacher substitute, which led to a full-time position as a special needs assistant in 2004 and then getting onto the board's occasional teacher roster in 2005.

Has excelled as an occasional and LTO teacher and received excellent administrator assessments. Assignments have included:

- Grade 9 and 10 geography and computer studies in 2006
- Grades 9–11 English and history in 2010
- ESL, history and career studies at a learning centre with a goal to focus on success in 2011.

Understands that the College's duty is to serve and protect the public interest. The College regulates and develops a teaching profession in which the public may have confidence and that puts students' well-being first.

Council consists of elected and appointed representatives who work together to make decisions on public shared interest in supporting and strengthening the teaching profession. It is responsible for managing and governing College affairs. Council members attend a minimum of four meetings a year, their term of office is three years and during that time they promote the standards of the teaching profession.

Optional biography

I am the third of the 10 living children of the late Gaius and Justina Ukwunna of Mbieri, in Imo State, Nigeria. My father worked and retired from a shipping company and my mother retired from her private retail business. I remain eternally grateful for the values my parents instilled in all their children, some of which are love, charity, diligence, integrity, self-respect and respect for others. My father used to say that the hood does not make the monk. By that he meant that true character comes from within an individual.

My primary and secondary education took place in Imo State. I subsequently completed a three-year education program and graduated in economics and business management from Lagos State College of Education with a Nigeria Certificate in Education — the equivalent of a bachelor of education. After that I completed a four-year program in sociology and earned an honours bachelor of science degree from the University of Calabar in Nigeria. I am a firm believer in lifelong learning, which led me to take AQ courses from OISE/UT and ETFO after I immigrated to Canada.

I am blissfully married to an educator, Evarist Ugwunege, and we are very passionate about what we do.

Eligible nominators (Registration)

1. Carmela Bertone, OCT (181504)
2. Chris Bis, OCT (443667)
3. Oliver Carroll, OCT (587610)
4. Russel Chichester, OCT (523416)
5. Saraya Elwin, OCT (513478)
6. Carmen Fuentes, OCT (490281)
7. Derrol Hewitt, OCT (429175)
8. Shannon Marrocco, OCT (514623)
9. Lorianne Stuckless, OCT (202275)
10. Sandra Ventura, OCT (513237)

Required statement

1. Stella Nkasi Ugwunege attests that she meets all the requirements to run for the Central Region – PT/FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Stella Nkasi Ugwunege does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

NORTHEAST REGION FT

No eligible candidate was available for this ballot at the time of nomination. An invitation to apply will be included in the June 2015 issue of *Professionally Speaking*. The seventh Council will appoint a candidate to the position.

NORTHEAST REGION PT/FT

No eligible candidate was available for this ballot at the time of nomination. An invitation to apply will be included in the June 2015 issue of *Professionally Speaking*. The seventh Council will appoint a candidate to the position.

NORTHWEST REGION FT



Shanlee Linton, OCT

Registration: 464595

shanlee_linton@lakeheadschoos.ca

Certified to teach in Ontario: 2003

Current employment: Full-time
Grade 8 teacher

Employer: Lakehead DSB

Professional qualifications

Degree	Date	Institution
BA	2003	Lakehead University
B.Ed.	2003	Lakehead University

Required biography

Has had various experiences working in Thunder Bay since 2004, including elementary and secondary occasional and full-time teacher in both boards and educational assistant. Has taught many grades and abilities and for the last five years has taught Grades 7 and 8.

Association activities:

- Chair, status of women and new teacher committees
- Local union's vice-president for three years
- Since completing ETFO's union school, has been a member of local constitution, health & safety, policies & procedures and collective bargaining committees
- Currently represents elementary teachers on Lakehead DSB's equity & inclusive education working committee.

The College and Council have a duty to serve and protect the public interest, and Shanlee is happy to be part of an organization that regulates the profession. The College sets professional standards to maintain order and public confidence in members. Self-governance is vital to ensure that members continue to maintain order and confidence. Council is composed of teaching and appointed members; this composition is important for self-governance. Teachers can be assured that their College is maintaining all standards for their profession, and the public can be assured that Ontario's teachers are held accountable to uphold the standards of practice.

Optional biography

I have my Reading, Specialist and Mathematics, Primary and Junior Specialist qualifications, which have helped me develop my skills as an Intermediate division teacher. I have a passion for school and community social justice programming and partnerships. Social justice and equity are the foundations of my programming. I believe my purpose as a teacher is to support students through their educational journey and provide as many opportunities as possible for them to succeed. In addition to my teaching qualifications, I also completed Confederation College's two-year Developmental Services Worker diploma program in 1996.

Over the past two summers I have taught at Lakehead University in a Native Language education program teaching classroom management and balanced literacy.

I was elected to the current College Council in the Northwest Region Full-Time position. I am a member of the Standards of Practice, Education and Discipline committees and serve as vice-chair of the Fitness to Practise Committee.

Eligible nominators (Registration)

1. Jennifer Barry, OCT (419408)
2. Helena Doherty, OCT (398191)
3. Kerrie Etienne, OCT (287069)
4. Jon Hotson, OCT (534745)
5. Carrina Loffredo, OCT (443446)
6. Brett Morgan, OCT (442767)
7. David Muir, OCT (199246)
8. Allison Pavletic, OCT (516114)
9. David Pennycook, OCT (481912)
10. Ashley Sandberg, OCT (576154)

Required statement

1. Shanlee Linton attests that she meets all the requirements to run for the Northwest Region – FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Shanlee Linton does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

NORTHWEST REGION FT CONTINUED



Michael Lutz, OCT

Registration: 602013

michaeledwardlutz@gmail.com

Certified to teach in Ontario: 2009

Current employment: Native Languages teacher, Grades 1–8

Employer: The Northwest Catholic DSB

Professional qualifications

Degree	Date	Institution
B.Admin	1991	Lakehead University
B.Ed.	2010	Lakehead University

Required biography

The College exists for teachers as a professional and regulatory organization, and for the public as an organization of moral and ethical decisions as it relates to the capacity of teachers to continue teaching in extreme examples.

The College governs, licenses and regulates Ontario's teaching profession. It sets the tone for ethical and moral professionalism in schools, and encourages compassion and understanding of the needs of students, their families, school staff and fellow teachers. Teachers serve as a community of leaders in schools and set the example for students.

As an active and vocal OECTA member teaching in Sioux Lookout in northwestern Ontario, Michael believes that the College exists to manage the profession in a proactive, highly effective and constructive manner. It maintains the moral and ethical standards of the profession, provides accreditation and ensures that public complaints are investigated on their merit and not supposition. It sometimes determines courses of professional correction to be followed by members, and in extreme cases, may take away their accreditation, and the authorities may become involved separately.

The College must ensure maintenance and compliance with the professional code of ethics and establish standards and responsibilities to ensure the best possible education for children.

Optional biography

Hello everyone. I have been an educator my entire life. I started working in aquatics at the age of 13. Throughout my youth I continued developing my skills, qualifications and education related to my occupation. As I aged my interests changed; however, I maintained my interest in teaching swimming and lifeguarding off and on for 30 years.

As an entrepreneur developing several different business models, I was continually training myself and my co-workers. As a restaurant owner I used my skills and knowledge to build and supervise renovations, develop business plans and manage daily operations including staff training and business development.

I have been a lifelong learner taking college and university courses in my pursuit of learning. I am an avid daily news reader and stay current on local and global events. In addition to my undergraduate degree I have also earned my Special Education, Specialist, Intermediate Division, Business Studies – General and Mathematics and Primary and Junior, Part 2 basic and Additional Qualifications.

I have 30 years of municipal government and small business experience actively managing and training between 25 and 300 employees annually.

Being OCT certified is an honour and a privilege. I believe that a potential College Council member must have and maintain an open-minded, fair perspective when considering all decisions related to the College, its members and all public concerns, and remain multidisciplinary with a focus of protection and education for all. — *Miigwech, Merci, Ahnee, Thank you.*

Eligible nominators (Registration)

1. Andrew Bridge, OCT (439783)
2. Angela Comhaire, OCT (255539)
3. Michael Esposito, OCT (524079)
4. Brooke Fontana, OCT (630144)
5. Nicole Fontana, OCT (655594)
6. Brenda A. Glenn, OCT (283825)
7. Dan Maltais, OCT (250482)
8. Manuela Michelizzi, OCT (477938)
9. Cynthia O'Donovan, OCT (216220)
10. Lauren Parkinson, OCT (577178)
11. Teena Spooner, OCT (635321)

Required statement

1. Michael Lutz attests that he meets all the requirements to run for the Northwest Region – FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Michael Lutz does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

NORTHWEST REGION PT/FT

**Darlene Mead, OCT****Registration:** 148030**darlenemead@sympatico.ca****Certified to teach in Ontario:** 1972**Current employment:** Occasional teacher**Employer:** Algoma DSB**Professional qualifications**

Degree	Date	Institution
BA	1971	University of Toronto
Professional education program	1972	Toronto Teachers' College

Required biography

Has an extensive teaching background having taught in the Primary, Junior and Intermediate divisions with the former Metropolitan Toronto Separate School Board and the Algoma DSB. During career has been a classroom teacher, Core French teacher, Special Education teacher, release teacher of the arts, occasional teacher and teacher-librarian in both English and French Immersion schools. With this varied background understands first-hand the challenges teachers face in various areas of the profession.

Has been actively involved with ETFO locally and provincially and is a strong advocate for teachers. Served locally on the Algoma ETFO executive and has presided over and sat on a number of committees including political action, newsletter, health & safety and collective bargaining. Participated provincially in workshop presentations and was appointed to the ETFO collective bargaining committee between 2006 and 2010.

Having served on the fifth College Council (2009–12), understands that the duty to serve and protect the public interest involves placing the well-being and academic success of students at the forefront of every decision. With a proven record of commitment to the public interest, acting fairly, transparently and impartially, and respecting the interests of all stakeholders, looks forward to the opportunity to continue representing teachers in regulating their own profession.

Optional biography

As an active federation leader since the inception of ETFO I am always attuned to teachers' professional concerns. Throughout my career I have made academic and federation presentations at board, local and provincial events, including one to a consultation of the College. With extensive experience in many different areas of the teaching profession I am very aware of the challenges

facing our profession today and the importance of taking an active role in our own governance through participation in the College.

In 2009, I had the privilege of being elected to the fifth College Council and served as chair of the Discipline Committee, vice-chair of the Finance Committee, member of the Editorial Board and member of the Executive Committee. In addition I was a member of three accreditation panels that reviewed and accredited teacher education programs. From 2012 to the present I have served on the roster of the Discipline Committee. With this experience, as well as a strong background of federation training in legal issues, public relations, communication and political action, I look forward to the opportunity to represent you on the seventh College Council.

I bring to this candidacy a strong and varied background of teaching, federation and Council experience that makes me cognizant of the rights of teachers while remaining committed to serving and protecting the public interest. I seek your support for re-election to the Northwest Region Part-time/Full-time position on College Council.

Eligible nominators (Registration)

1. Vicki Aiudi, OCT (470962)
2. Lauren Amin, OCT (531028)
3. Suzanne Beltrano, OCT (524398)
4. Ann Ciaschini, OCT (178368)
5. Tawny Huff, OCT (192841)
6. Cathryn Hussey, OCT (171665)
7. Christine Hutton, OCT (468136)
8. Don Laity, OCT (146569)
9. Carol Manzo, OCT (195016)
10. Peter Mead, OCT (130860)
11. Nancy Nix, OCT (174590)
12. Nancy Pinelli, OCT (425260)
13. Kim Turner, OCT (474844)
14. Laura Waters, OCT (621788)

Required statement

1. Darlene Mead attests that she meets all the requirements to run for the Northwest Region – PT/FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Darlene Mead does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

NORTHWEST REGION PT/FT CONTINUED



Louis Sloan, OCT

Registration: 258709

Email: lsloan@tbaytel.net

Certified to teach in Ontario: 1986

Current employment: Teacher

Employer: Thunder Bay Catholic DSB

Professional qualifications

Degree	Date	Institution
BA	1986	Lakehead University
B.Ed.	1986	Lakehead University
Master of Religious Education	1996	Saint Paul University, Ottawa

Required biography

A career teacher with a distinctively broad variety of experiences over a 28-year career. Has taught in English public, French Catholic and English Catholic boards. Career began in remote northern Ontario and includes two years in one of Ontario's last one-room schools. A diversified career reflects working four years as a JK/paternelle teacher and teaching almost all Primary/Junior/Intermediate grades in regular, rotary, itinerant, French and French Immersion settings. Has worked as a vice-principal and lectures in the university setting.

Association involvement includes AEFO collective bargaining spokesperson and grievance officer. OECTA committee experience includes political action, political advisory, collective bargaining, PD, board staff recognition and staff rep.

Believes the duty of the College and Council is achieved when student success is the principal focus of the educational enterprise. The ideal educational bureaucracy exists to facilitate the best for students. The College promotes student success by setting and maintaining standards for an ethical, disciplined and well-trained profession. At the heart of student success is parental endorsement, community confidence and support. Through fulfilling its legislative mandate and effectively maintaining and nurturing the public's confidence in the profession, Council's and the College's duty and contribution to student success and the public interest is achieved.

Optional biography

A member of the current council, chair of the Fitness to Practise committee and a member of the Executive, Quality Assurance and Discipline committees.

A career practitioner with extensive and varied experience in a multitude of assignments in schools and university. This includes 12 years' experience serving the public trust in policy and governance as board member, president and past-president of the Thunder Bay Children's Aid Society.

Since 2004, has worked as a contract lecturer at Lakehead University and in 2009–10 taught full time there. Has taught 15 different courses and served in a faculty adviser role with student teachers in their professional year. Has served the profession as an associate teacher mentoring many student teachers, and participated in curriculum and committee work at school, board and regional levels that complement his broad professional knowledge and experience.

Possesses a resumé that contains the experience, skills and background to oversee and ensure the effective implementation of the College's objects, as well as the credibility for members to elect and place their confidence to manage and protect the public trust.

Experience and qualifications most supportive of his candidacy for the College Council include:

- Substantial engagement in governance and policy with the sixth College Council
- Extensive and varied experience in a variety of assignments in the publicly funded school setting
- Curricula development
- Administrative and federation involvement
- Many years of community board governance, policy and administration
- University experience in teacher training.

Eligible nominators (Registration)

1. Helen Grace Baxter, OCT (445976)
2. Marc Blais, OCT (430936)
3. Cathy Cho-Chu, OCT (202560)
4. Jason Cupp, OCT (475180)
5. Mary DeLuca, OCT (516559)
6. Nicole Dupuis, OCT (621465)
7. Isabella Franzen, OCT (643416)
8. Kristen Grillo, OCT (261980)
9. Ryan McKeown, OCT (457892)
10. Jennifer Melchiorre, OCT (444151)
11. Frank Quaresima, OCT (471294)
12. Laura Racco, OCT (520171)
13. Geri Richardson, OCT (442834)
14. Tim Slongo, OCT (449698)
15. James Wood, OCT (259942)

NORTHWEST REGION PT/FT CONTINUED

Required statement

1. Louis Sloan attests that he meets all the requirements to run for the Northwest Region – PT/FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Louis Sloan does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Denise Sullivan, OCT

Registration: 449215

denise.sullivan@dsb1.ca

Certified to teach in Ontario: 2000

Current employment: Section 23
program teacher

Employer: DSB Ontario North East

Professional qualifications

Degree	Date	Institution
BA	1996	Laurentian University
B.Ed.	2000	OISE/UT
Master of Science Education	2013	Walden University, Minnesota

Required biography

Supply taught in the elementary and secondary panels from 2000 to 2003. Has gained invaluable full-time teaching experience in the area of Special Education from 2003 to present. While teaching in Special Education developed, implemented and maintained a behaviour program at the elementary level (2007–09) and a life skills program at the secondary level (2010–13). Currently teaches in a Section 23 program.

ETFO involvement includes serving as a school council teacher representative, 2000–07. OSSTF involvement includes serving locally as school branch president and educational services officer, and at the district level as secretary and educational services officer, 2012–14.

Members of the College Council shall:

- follow provisions of the *Ontario College of Teachers Act*
- familiarize themselves with the Act, regulations, bylaws and documents necessary to fulfil Council duties

- actively participate on committees
- maintain Council confidentiality
- recognize differences in corporate and individual authority as Council members and act accordingly with College staff, members of the College and the public
- practice care, diligence, skill and prudence while carrying out College business
- conscientiously perform duties on behalf of the College
- seek to enhance the public perception of the College and teaching profession.

Optional biography

2000–07: Developed and delivered workshops, coached girls' and boys' volleyball and basketball.

2011–13: Served as major department head for Special Education, OYAP, guidance, the arts, library and co-operative education.

2013: Coached junior girls' basketball and senior boys' basketball.

2014–present: Serving as minor department head for Special Education, library and the arts. Also supervising robotics club, coaching senior boys' basketball and serving as teacher representative for youth advisory council.

Eligible nominators (Registration)

1. Kaley Allen, OCT (492102)
2. Tammy Chapleau, OCT (206043)
3. Josh Clarke, OCT (616506)
4. Michelle Durant-Dudley, OCT (101798)
5. McEwen Gillespie, OCT (489714)
6. (Harriette) Cécile Johnson, OCT (191010)
7. Stacey Larocque, OCT (562049)
8. Connie MacMullin, OCT (101815)
9. Don MacRobert, OCT (443934)
10. Shane Martin, OCT (480399)
11. William (Bill) McGillis, OCT (130321)
12. Trina McKinnon-Gelinas, OCT (202209)
13. Megan Olaveson, OCT (515865)
14. Wendy Pajala, OCT (520845)
15. Pam Wilson, OCT (571712)

Required statement

1. Denise Sullivan attests that she meets all the requirements to run for the Northwest Region – PT/FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Denise Sullivan does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

NORTHWEST REGION PT/FT CONTINUED



Stéphane Vallée, OCT

Registration: 262576

svallee@tbcdsb.on.ca

Certified to teach in Ontario: 1993

Current employment: Grade 2 French Immersion teacher

Employer: Thunder Bay Catholic DSB

Professional qualifications

Degree	Date	Institution
BA	1993	Laurentian University
B.Ed.	1993	Laurentian University

Required biography

Teaching experience:

- Grades 1–8 French Immersion, single and multiple/split grades
 - Grades 3 and 4 English stream
 - Special Education resource teacher
 - Grade 6 francophone drama class
 - Educational consultant in French-Language consultative services for the Ministry of Education.
- The College and its Council serve and protect the public interest by:
- ensuring that programs and Additional Qualifications meet specific criteria
 - maintaining high levels of professionalism within the profession
 - ensuring that programs are available to teachers who wish to further their qualifications
 - promoting professional standards
 - disciplining members who do not conduct themselves in accordance with standards and regulations
 - ensuring the public is aware of sanctions against an individual who does not adhere to standards of the profession
 - ensuring the public and its members are notified of new regulations, available programs and policy changes
 - providing members with appropriate tools to allow them to further their education and broaden their horizons
 - establishing healthy relationships so that students can learn and grow in a positive environment.

Optional biography

I completed both my undergraduate and B.Ed. degrees at Laurentian University. I have also completed several specialist AQs including French as a Second Language, Special Education and Mathematics, Primary and Junior.

Over the years I have acquired various work-related experiences including primary to intermediate classroom teacher, Special Education resource teacher and educational consultant for the Ministry of Education. I also became a DELF/DALF evaluator for levels: A1, A2, B1 and B2.

I believe in creating a distinct, mutual and positive relationship with students within a motivating and creative learning environment. Such a relationship fosters success while increasing students' self-esteem, which in turn, lays the groundwork for making learning a positive and lifelong experience. Ultimately education draws the very best from all individuals while recognizing their varied stages of development and learning styles.

There are a number of issues specifically affecting teachers in our region. Small rural boards throughout the North may come under attack following the Ministry of Education's recent announcement of a \$500-million cut in education this year alone. If elected, I will diligently work with boards and hundreds of dedicated teachers throughout the region to protect and continue to promote our profession.

Eligible nominators (Registration)

- Susan Louise Baldassi, OCT (260896)
- Renee Michelle Chouinard, OCT (494942)
- Daina Lauren Duce, OCT (533775)
- Jennifer Susanne Edwards, OCT (490590)
- Kerrie Etienne, OCT (287069)
- Adriana Filice, OCT (197445)
- Michelle Dawn Gale, OCT (462623)
- Ashley Ann Garofalo, OCT (631469)
- Mary Catherine Hughes, OCT (520108)
- Sherrie Anne Lampi, OCT (433109)
- Michelle Anne Lemmetty, OCT (463882)
- Shanlee Linton, OCT (464595)
- Lori Parkes, OCT (258696)
- Rita Scarcello, OCT (210635)
- Anna Jean Tocheri, OCT (261008)

Required statement

- Stéphane Vallée attests that he meets all the requirements to run for the Northwest Region – PT/FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
- Stéphane Vallée does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

SOUTH CENTRAL REGION FT



Jay Keddy, OCT

Registration: 398992

jaykeddy@rogers.com

Certified to teach in Ontario: 1985

Current employment: Kindergarten teacher

Employer: Hamilton-Wentworth DSB

Professional qualifications

Degree	Date	Institution
BA	1984	The University of Western Ontario
B.Ed.	1985	University of Windsor

Required biography

Began career in 1985 at a private school in Windsor. Served as an occasional teacher for the London Board of Education in 1987–88. Was hired in 1989 by the former Hamilton Board of Education as an occasional teacher. Taught for two years at an international school in Chad, Africa, from 1997–99. Moved into a full-time position with the Hamilton-Wentworth DSB in 2000 and continues to teach kindergarten for this board.

The College of Teachers has a duty to serve and protect the public interest by ensuring that members have pedagogically sound training and correct qualifications. The College should offer helpful resources and additional professional development opportunities to help teachers do their job guiding and directing students' learning. The College needs to ensure that classrooms are safe professional environments and respect teachers' professional judgment. The College needs to be seen as teachers' ally as it assists them in doing their job. The College needs to help teachers partner with the community as they teach in engaging, safe, open and inviting manners. The College needs to help foster and maintain the trust and confidence between the public and the teaching profession.

Optional biography

None provided.

Eligible nominators (Registration)

1. Christine Banga, OCT (422007)
2. Katie Clause, OCT (565259)
3. Rebecca Dickson (Mothersole), OCT (532669)
4. Karrie Falls, OCT (488005)
5. Mike Feeney, OCT (269164)
6. Brigitte Gear, OCT (455832)
7. Shawn McEwen, OCT (504904)
8. Ray Phibbs, OCT (519559)
9. Eric Romero-Sierra, OCT (274024)
10. Lori Swackhammer, OCT (429643)
11. James Tillbury, OCT (522083)
12. Vandana Verma, OCT (452606)

Required statement

1. Jay Keddy attests that he meets all the requirements to run for the South Central Region – FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Jay Keddy does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Clint Lovell, OCT

Registration: 178048

cllovel@scdsb.on.ca

Certified to teach in Ontario: 1989

Current employment: Teacher

Employer: Simcoe County DSB

Professional qualifications

Degree	Date	Institution
BA Honours	1984	The University of Western Ontario
MA	1988	University of Guelph
B.Ed.	1989	University of Windsor

Required biography

- Teacher of history and English, 1989–90, École secondaire Base Borden Collegiate Institute, CFB Borden Board of Education
- Teacher of history, politics, philosophy and English, 1990–present, Simcoe County DSB

OSSTF activities:

- Provincial councillor, District 17, Simcoe
- Chief negotiator, District 17, Simcoe (two terms)
- Co-chair, political action committee, District 17, Simcoe
- Collective bargaining committee representative, Eastview SS

Also served as parent council representative for Eastview SS. Teachers, administrators, parents and other stakeholders work together to ensure that the public interest is protected by members of the College. Council members work to ensure that students are taught by qualified professionals upholding the ethics of the teaching profession. This includes investigating complaints. Teacher members elected to the Council must represent the interest of the teachers who elect them in their deliberations and decisions.

Optional biography

I am a frontline classroom teacher. Any decision I make on Council I will have to live with in my classroom. For 20 years I've taught a full load of history, politics, philosophy and/or English.

SOUTH CENTRAL REGION FT CONTINUED

During Premier Rae's social contract and Mike Harris's Common Sense Revolution, I left my classroom to serve two terms as chief negotiator for my OSSTF district. This experience provided me tremendous experience in working to bring together people and groups with highly varied interests. My service done I returned to where I belong – the classroom. I also served on the previous College Council.

Over the years I've won teaching awards, published, protested, mentored student teachers, served on countless committees but above all, felt the joy of helping students learn. As society changes and governments come and go, teachers and students are faced with new pressures and stresses as well as opportunities.

Your vote is important as you will choose colleagues who will form a majority on the College Council. It is a great honour and responsibility to serve. Elect me and you will have an experienced representative who respects your dedication and understands the challenges you face in the classroom today.

Eligible nominators (Registration)

1. Mark Alexander, OCT (515088)
2. Miles Allemano, OCT (172235)
3. Doug Court, OCT (446629)
4. Marc Gelinas, OCT (185598)
5. Michael (Mike) Goss, OCT (439217)
6. John LaRose, OCT (201994)
7. Krista Pain, OCT (174575)
8. Colleen Peck, OCT (181938)
9. Wendy Roberts, OCT (173592)
10. April Robertson, OCT (471644)
11. Ernie Spiess, OCT (171445)
12. Scott Webb, OCT (423516)

Required statement

1. Clint Lovell attests that he meets all the requirements to run for the South Central Region – FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Clint Lovell does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Gerard Shkuda, OCT

Registration: 284588

shkudage@hcdsb.org

Certified to teach in Ontario: 1983

Current employment: Elementary teacher

Employer: Halton Catholic DSB

Professional qualifications

Degree	Date	Institution
BA Honours	1974	Loyola College, Université de Montréal
MA	1976	University of Waterloo
Diploma in Education	1977	McGill University

Required biography

Has taught with the Halton Catholic DSB since 1997 in both Intermediate and Junior panels. For the past two years has served as teacher-in-charge at school. Prior to 1997, supply taught in all three panels for one year in Halton Catholic DSB, Peel DSB, Dufferin-Peel DSB and the Hamilton-Wentworth DSB. Began teaching career in Québec as a secondary school history and geography teacher.

Since joining the Halton Catholic DSB full-time has served OECTA as:

- staff rep
- collective bargaining committee rep for 15 years
- councillor on the Halton elementary unit executive for two years
- vice-president of the Halton elementary unit executive for two years.

College and Council members have a sacred duty to serve and protect the public interest by ensuring that the highest possible moral, ethical and professional standards are demonstrated and enforced by our teachers, thereby protecting, nurturing and educating the students in their care. The College serves and protects the public interest by providing the best education today for society's greatest asset — its children, who are tomorrow's citizens and leaders.

Optional biography

Born and raised in Montréal, I am a bilingual, well-educated (BA, MA, Diploma in Education) professional who believes in maintaining and demonstrating the highest professional standards. My career in education began in Québec where I worked as a history and geography secondary teacher.

After relocating to Ontario, I worked in educational publishing at Oxford University Press and John Wiley & Sons developing publishing programs and producing textbooks, supplements and teacher guides for the elementary and secondary curricula across Canada. The experience allowed me to study the curricula and teaching standards in all 10 provinces as well as interact with educators from classroom teachers to deputy ministers of education.

For the last 18 years, I have worked as an elementary teacher at the Junior/Intermediate levels and for most of those years I have served as an OECTA staff rep, collective bargaining rep and as a councillor and vice-president of the Halton elementary unit executive. For the past two years, I have served as teacher-in-charge whenever administrators have been away from my school.

I believe our profession provides an invaluable service to our society, but we can only meet this responsibility if we maintain and demonstrate the highest degree of professionalism through our policies and

SOUTH CENTRAL REGION FT CONTINUED

behaviours. As a Council member I would strive to achieve this excellence by serving our profession and our society on a broader scale.

Eligible nominators (Registration)

1. Daniel Byrnes, OCT (424084)
2. Tara Brie Grande, OCT (477922)
3. Dina Knight, OCT (282671)
4. Nathalie MacRae, OCT (422722)
5. Louie (Lou) Masi, OCT (171330)
6. Sarah Muvrin, OCT (513750)
7. Jeremy Petitti, OCT (521724)
8. Brenda Polizzi, OCT (417402)
9. Rosario Pomponio, OCT (197296)
10. Tony Porco, OCT (402889)
11. Camilla Pulsone, OCT (201375)
12. Erin Smyth, OCT (596895)
13. Mary Zvonar, OCT (433865)

Required statement

1. Gerard Shkuda attests that he meets all the requirements to run for the South Central Region – FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Gerard Shkuda does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

**Gregory Toller, OCT**

Registration: 494715

gregory_toller@wrdsb.on.ca

Certified to teach in Ontario: 2007

Current employment: Full-time high school mathematics teacher

Employer: Waterloo Region DSB

Professional qualifications

Degree	Date	Institution
Bachelor of Mathematics Honours	2003	University of Waterloo
Master of Teaching	2005	Griffith University, Australia

Required biography**Teaching experience:**

- August 2005 to June 2008: Grades 9–12 mathematics/science/computer science teacher at John Arnalukjuak HS in Arviat, Nunavut

- January 2009 to present: Grades 9–12 mathematics teacher at Eastwood CI in Kitchener.

OSSTF experience:

- District 24 alternate delegate to AMPA 2013.

The duty of the College is to serve the public by setting the standards that govern teaching in Ontario. The College chooses who can become a teacher in Ontario through accreditation of programs and the judgment of the qualifications of potential teachers. Teacher qualification and certification is a process designed to satisfy the public's expectation of quality teachers in the province's classrooms. Throughout a teacher's career, the College is responsible for ensuring that teachers follow its ethical and professional standards when teaching in Ontario schools; this is accomplished through education of teachers and complaint investigation.

A Council member's duty would be to offer professional experience to various committees tasked with different aspects of the administration of the College's goals. Council members on all committees are responsible for carrying out their duties in a way that supports public confidence in the profession.

Optional biography

Greg Toller currently teaches intermediate/senior mathematics in the Waterloo Region DSB where he has worked full-time for the past six years. His previous experience includes three years teaching science, math and computer studies full-time at John Arnalukjuak HS in Arviat, Nunavut, where he was also the on-site network technician.

Greg earned a bachelor of mathematics degree from the University of Waterloo and a master of teaching degree from Griffith University in Australia.

He has acted in the role of an associate teacher and has participated in numerous conferences as both a participant and presenter. He also represented OSSTF District 24 as an alternate delegate to AMPA 2013.

As a Council member, Greg would be proud to offer his professional experience to the College by carrying out the duties of a Council member in a way that supports public confidence in the self-regulation of the teaching profession.

Eligible nominators (Registration)

1. Daniel Reed Cressman, OCT (474381)
2. Chantal Diane Grenier, OCT (259150)
3. Sara Jean Jain, OCT (437051)
4. Stefan Tadahiko Mitani, OCT (277886)
5. Christopher William Mulligan, OCT (463889)
6. Christine E. Packull-McCormick, OCT (262178)
7. Amanda Victoria Pileggi, OCT (616957)
8. Barbara Joan Power, OCT (439592)
9. Trevor Ray, OCT (444320)
10. Michael (Mike) Roy Reinhart, OCT (505280)
11. Gursev Singh, OCT (207017)

SOUTH CENTRAL REGION FT CONTINUED

12. Darryl H. Weber, OCT (200804)
13. Margaret Denise Wood, OCT (215006)

Required statement

1. Gregory Toller attests that he meets all the requirements to run for the South Central Region – FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Gregory Toller does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Nicole van Woudenberg, OCT

Registration: 285635

nvanwoudenberg@smcdsb.on.ca

Certified to teach in Ontario: 1998

Current employment:

Special Education co-ordinator

Employer: Simcoe Muskoka Catholic DSB

Professional qualifications

Degree	Date	Institution
BA Honours	1997	McMaster University
B.Ed.	1998	OISE/UT
MA	2005	University of Toronto

Required biography

Has been a certified teacher for 16 years. Experience includes classroom teacher in junior and intermediate grades, teacher-librarian, prep teacher for kindergarten through Grade 8, as well as a Special Education resource teacher. She fulfilled the role of Special Education consultant for several years before choosing to return to teach at a school. Is currently the Special Education co-ordinator for the Simcoe Muskoka Catholic DSB.

Is an active member of local OECTA. First elected to local unit in 2007 and has served the membership as chair of the professional development and legislation committees. Currently holds the position of recording secretary and is in her second year as the unit's human rights chair and has also twice served as provincial educational aid committee chair.

Understands that as an elected member will take an oath to work together with Council members on behalf of the public to make decisions regulating and developing a teaching profession that maintains public confidence by prioritizing the well-being and academic success of all students.

Optional biography

As the co-ordinator of Special Education with the Simcoe Muskoka Catholic DSB, Nicole is responsible for creating, organizing and delivering professional development for teachers including those enrolled in NTIP. Her role requires her to liaise with ministry staff, collaborate with colleagues from regional boards, and develop appropriate Special Education protocols and resources used within her own board. Nicole is TOSEL certified and has taught ESL in Europe during summer months. She has taught face-to-face and online AQ courses and delivered several weeks of professional development for teachers in Africa and the Caribbean. She is also a frequent conference presenter and guest lecturer for university-level courses. Teaching is her life's passion.

Nicole is a strong advocate for social justice and most recently organized a board-wide walk for social justice, which drew local media attention. As a member of OECTA's provincial educational aid committee she helped select projects and distribute funds to developing countries in need of the basic necessities of life including access to education. Nicole continues to work with organizations that support local and international sustainable projects.

Her varied teaching, service and leadership roles coupled with her personal experience of the increasing expectations placed on all teachers will be assets when serving as a member of Council.

Eligible nominators (Registration)

1. Perry Cavarzan, OCT (179420)
2. Catharine Douris, OCT (420432)
3. Lora Gande, OCT (191928)
4. Maria De Fatima Gomes, OCT (198714)
5. Malcolm Hamilton, OCT (170911)
6. Michele MacDonald, OCT (186984)
7. Joe Martone, OCT (417757)
8. Alanna Milligan, OCT (420482)
9. Mark Molasy, OCT (173965)
10. Karen Pond, OCT (180374)
11. Jonathan Rajalingam, OCT (462360)
12. Kathy Robinson, OCT (194680)
13. Renata Szczurek, OCT (279333)
14. Sonja Whitehead, OCT (274975)

Required statement

1. Nicole van Woudenberg attests that she meets all the requirements to run for the South Central Region – FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Nicole van Woudenberg does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

SOUTH CENTRAL REGION PT/FT



Yvonne Bienko, OCT

Registration: 287153

yvonne.bienko@yahoo.ca

Certified to teach in Ontario: 1996

Current employment:

Secondary teacher

Employer: Dufferin-Peel Catholic DSB

Professional qualifications

Degree	Date	Institution
BA	1996	York University
B.Ed.	1996	The University of Western Ontario
MA	2005	University of Toronto

Required biography

Has taught English, reading and Grade 6/7 at the elementary and secondary levels for the past eight and a half years.

Previously served six years as safe schools and religious education consultant. Duties included:

- Supporting teachers with religion curriculum resources
- Providing safe-schools legislation training to various employee groups
- Collaborating with community partners to support student safety
- Facilitating school climate survey implementation and analysis
- Collaborating in the development of Dufferin-Peel Catholic DSB's improvement plan
- Developing and implementing a safe schools certification program.

Association involvement:

OECTA local

- Served as school representative for five years
- Participated in four annual general meetings.

OECTA unit

- Presented MA thesis "Workplace Bullying Among Ontario Secondary Teachers"
- Served as a Dufferin-Peel secondary unit interview panellist
- Participated in leadership program with a focus on conflict resolution.

OECTA provincial

- Presented bullying prevention workshops to teachers and at various OECTA beginning teachers conferences.

The College's duty is to strengthen the teaching profession and public confidence by addressing the well-being and academic needs of students in an equitable and fair manner by listening to the voices of students, parents/guardians, teachers, systems and community partners while working collaboratively with Council members.

Optional biography

Yvonne Bienko has worked at the Dufferin-Peel Catholic DSB for almost 16 years as an English and religion teacher and safe

schools consultant.

As a teacher she worked in both the elementary and secondary panels. During this time she worked collaboratively with the safe schools committee and served as an OECTA school representative, AGM participant and provincial workshop presenter.

As a safe schools consultant, Yvonne took the lead and implemented various ministry safe schools-related legislation and policy memoranda including but not exclusive to the *Keeping our Kids Safe at School Act*, the *Accepting Schools Act* and "Progressive Discipline and Promoting Positive Student Behaviour" while working with various board officials.

She worked with community partners including Peel Health, Peel Police, Crime Stoppers and Safe City Mississauga to develop student-friendly safe-schools programs. She also worked with her board's research team to develop and analyze school climate data and develop safe online reporting protocols. Yvonne also worked with OTF to provide development input on Safe@Schools resources for le Centre ontarien de prévention des agressions — known in English and French as COPA.

Yvonne's MA thesis explored the problem of workplace bullying among Ontario secondary school teachers. While studying she also served on the University of Toronto's graduate appeal committee representing student voice. She subsequently earned a Mediation Certificate in Dispute Resolution from York University. Her current doctoral work explores the problem of how workplace bullying is resolved.

Eligible nominators (Registration)

1. Mark Bronson, OCT (390432)
2. Joanne Danko-Dumais, OCT (167594)
3. Maureen Dugo, OCT (178227)
4. Sandra Falcone, OCT (205904)
5. Andrea Lahey, OCT (534739)
6. Eva Lamanna, OCT (284457)
7. Marko Marasovic, OCT (534490)
8. Marlene Matyszczyk, OCT (188450)
9. Christian McCann, OCT (459011)
10. Marija Milicevic, OCT (563786)
11. Donatina (Tina) Pace, OCT (204929)
12. Armando (Remberto) Roque Coello, OCT (442739)
13. Leanne Stone-Osmond, OCT (101804)
14. Annalisa Storelli, OCT (275874)

Required statement

1. Yvonne Bienko attests that she meets all the requirements to run for the South Central Region – PT/FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Yvonne Bienko does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

SOUTH CENTRAL REGION PT/FT CONTINUED



Jacqueline Gray, OCT

Registration: 500932

research@golden.net

Certified to teach in Ontario: 2006

Current employment:

Daily occasional teacher

Employer: Upper Grand DSB

Professional qualifications

Degree	Date	Institution
BA	1989	University of Guelph
B.Ed.	2006	Brock University

Required biography

Has taught with the Upper Grand DSB as both a daily and long-term occasional elementary teacher since 2007. Prior to this earned a Library and Information Technician two-year diploma from Sheridan College in 1994 and was a school librarian and computer instructor/site administrator for 10 years with the Waterloo Catholic DSB. While there served on various committees including health and safety and others pertaining to library programming and automation.

Has served as an executive member on the Upper Grand ETFO occasional teachers' local since 2007 and as a certified member of the multi-site joint health and safety committee since 2008.

The College is a self-regulating body that serves and protects the public interest. It establishes standards of practice and professional conduct for Ontario's teachers to ensure that only highly skilled and competent individuals are certified to teach. As such it may also suspend or revoke teaching certificates upon investigation of allegations of professional misconduct or incompetence. Additionally the College accredits teacher education programs and courses and provides ongoing professional learning opportunities for members. It also hosts a teacher registry whereby the credentials, qualifications and current status of its members are made available to the public.

Optional biography

I joined the education profession after working as a business and legal information specialist in the library of a large Canadian law firm. Wanting work closer to home I became a school librarian with the Waterloo Catholic DSB where I worked for 10 years. I have been a career occasional teacher for the Upper Grand DSB since 2007.

I believe in community involvement and it has been my privilege to volunteer locally and nationally as:

- Executive member, Upper Grand ETFO occasional teacher's local
- Certified member, Upper Grand DSB multi-site joint health and safety committee
- Library volunteer, Homewood Health Centre, Canada's leading addiction and mental health treatment facility

- Performer and technical crew at numerous community theatres
- Costumed historical interpreter at Westfield Heritage Village
- Treasurer for the Indexing Society of Canada.

A background in legislation and research has proven valuable in my current role as a member of the sixth College Council. I presently sit on the Standards of Practice and Education Committee and serve as vice-chair of the Investigation Committee.

Having been a full-time support staff member of a school as well as an occasional teacher in both long-term and daily positions, I bring a broad perspective to my role on Council. As an occasional teacher I am aware of the challenges faced by our under- and unemployed members. In seeking your support for re-election I will continue to be diligent and fiscally responsible in carrying out the College's mandate.

Eligible nominators (Registration)

- Andrew Aloe, OCT (284191)
- Mary-Kathryn Barbier, OCT (529441)
- Jennette Christine Bretherick, OCT (181264)
- Kathleen Dropka, OCT (254278)
- Laurie Garbutt, OCT (185795)
- Donna M. Henderson, OCT (240625)
- Marina Howlett, OCT (122533)
- Mark Kidd, OCT (512952)
- Michelle Kreitzer, OCT (188181)
- Catherine Moreau, OCT (397059)
- Ralph Rainford, OCT (130704)
- Jennifer Self, OCT (491913)
- Jessie Steinberg, OCT (405507)
- Susan Tyndall, OCT (486549)
- Barbara Walkey, OCT (144205)

Required statement

- Jacqueline Gray attests that she meets all the requirements to run for the South Central Region – PT/FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
- Jacqueline Gray does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Stefan Adam Kusinski, OCT

Registration: 627267

adam.kusinski@peelsb.com

Certified to teach in Ontario: 2012

Current employment: French teacher

Employer: Peel DSB

SOUTH CENTRAL REGION PT/FT CONTINUED

Professional qualifications

Degree	Date	Institution
BA	2008	The University of Western Ontario
MBA	2011	Palm Beach Atlantic University, Florida
B.Ed.	2012	York University

Required biography

A teacher with the Peel DSB who in three years has taught in the Primary, Junior, Intermediate and Senior divisions. Subjects include Core French and Immersion, physical education, drama, dance history and media in secondary schools. Strives to become an active member of the school community by sitting on leadership, budget and technology committees. Has experience coaching and managing sports teams at the university level.

Understands that as a Council member will faithfully and impartially, to the best of his knowledge and skill, perform the duties of a member and serve on any assigned committees. In so doing will ensure that the guiding principle in the performance of duties will be to serve and protect the public interest. Will perform duties without favour or ill will to any person or entity, and will familiarize himself and comply with the provisions of the *Ontario College of Teachers Act*, 1996, the regulations made under the Act, the College's bylaws and any other records and documents that may be necessary for the performance of such duties. Will exercise care, diligence, skill and prudence in carrying out the College's business.

Optional biography

I hold an MBA from Palm Beach Atlantic University, a teaching degree from York University, a BA in world history from Western, a paralegal diploma from Loyalist College and I have completed French-language studies at Université du Québec à Trois-Rivières and Polish-language and culture studies at the Jagiellonian University in Poland. I have also completed AQ courses in French and guidance and taught ESL at various private schools in Canada.

I look forward to enhancing the public perception of the College and the profession of teaching.

Eligible nominators (Registration)

1. Tariq Ayubi, OCT (522643)
2. Beverly (Bev) Chan, OCT (528133)
3. Annie Eapen, OCT (284332)
4. Rupinder Gill, OCT (296533)
5. Margaret (Marg) Harrison, OCT (208872)
6. Lois MacLaughlan, OCT (249580)
7. Vicki McCracken, OCT (254863)
8. Joanne Mulder, OCT (436302)
9. Sandra Pong, OCT (488431)
10. Chris Reid, OCT (197017)
11. Katie Spurgiasz, OCT (654807)

Required statement

1. Stefan Adam Kusinski attests that he meets all the requirements to run for the South Central Region – PT/FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Stefan Adam Kusinski does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

**Mark Palmer, OCT**

Registration: 195632

markpalmer11@yahoo.ca

Certified to teach in Ontario: 1990

Current employment: Teacher

Employer: Kawartha Pine Ridge DSB

Professional qualifications

Degree	Date	Institution
HBPE	1990	Lakehead University
B.Ed.	1990	Queen's University

Required biography

Has been teaching full-time for over 25 years in Peterborough and also supply taught while completing university. Has covered many classes when classroom teachers were participating in sports. Earned HBPE degree from Lakehead University specializing in teaching, which led to completion of B.Ed. at Queen's. Has primarily taught Special Education throughout career and recently taught math and physical education. Coached extensively after school for at least two sports seasons each year. Has always desired to see students succeed athletically and scholastically in education.

Was an ETFO school steward for more than 10 years before switching to OSSTF and is looking forward to attending its AMPA conference in March.

Has refereed hockey for more than 30 years in Ontario. Believes in fair and just treatment. Comes from a family of teachers, law enforcement officers and has a sister who is a retired judge.

Would like to see College fees reduced and the budget stripped to the bare essentials. Has an interest in reducing annual fees for retired teachers and qualified teachers who are not working in the field. Looks forward to serving the interests of all members in this professional college.

Optional biography

None provided.

Eligible nominators (College registration number)

1. Andrea Ball, OCT (195138)

SOUTH CENTRAL REGION PT/FT CONTINUED

2. Brent Begg, OCT (564966)
3. Karen Christie, OCT (168488)
4. William Clarke, OCT (275405)
5. Alan Cook, OCT (174684)
6. Gregory Dymont, OCT (190441)
7. Joanne Hipkin, OCT (186558)
8. Chris Hobin, OCT (164570)
9. Bubba Loughheed, OCT (457227)
10. Terri-Anne Madill, OCT (203369)
11. Glenn Moloney, OCT (182464)
12. Rick Nelson, OCT (190542)
13. Blaine White, OCT (449579)

Required statement

1. Mark Palmer attests that he meets all the requirements to run for the South Central Region – PT/FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Mark Palmer does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Jennifer Lynn Stewart, OCT

Registration: 621691

jennifer.stewart@dsbn.org

Certified to teach in Ontario: 2011

Current employment: First Nation, Métis and Inuit support teacher

Employer: DSB of Niagara

Professional qualifications

Degree	Date	Institution
BA Honours	2009	Laurentian University
B.Ed.	2011	Laurentian University
M.Ed.	2014	Brock University

Required biography

Occasional teaching in all divisions with the DSB of Niagara and the Niagara Children's Centre were invaluable experiences that strengthened effective teaching abilities. In LTO positions took every opportunity to appreciate a rich professional learning community and grow as an educator through collaboration with colleagues. Is currently in third year as the board's First Nations, Métis and Inuit support teacher providing students with literacy and numeracy skills, collaborating with teachers, students and parents in creating individualized

programs and leading several curriculum-writing teams.

Is significantly involved in board's Summer H.E.A.T. program (Helping Everyone Achieve Together) designed to improve literacy skills for students in kindergarten to Grade 4. Designs program curriculum and provides teachers with professional development prior to implementation. Has had the privilege of sharing and discussing these programs with the Ministry of Education.

Is dedicated to the profession, committed to providing quality learning experiences to all students and strongly believes in giving a voice to all. Would be honoured and committed to represent the public's shared interest in supporting and strengthening the teaching profession while placing students' well-being and academic success at the heart of all discussions.

Optional biography

None provided.

Eligible nominators (Registration)

1. Becky Bartel, OCT (420543)
2. Jerome Black, OCT (277295)
3. Ryan Brens, OCT (456897)
4. Andy Dermatas, OCT (436462)
5. Georgia Groat, OCT (204335)
6. Blair Janzen, OCT (185597)
7. Perry Schlanger, OCT (510590)
8. Michael Snow, OCT (616668)
9. Nicole Wallace, OCT (196527)
10. Kristin Willms, OCT (203674)

Required statement

1. Jennifer Lynn Stewart attests that she meets all the requirements to run for the South Central Region – PT/FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Jennifer Lynn Stewart does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

SOUTHEAST REGION FT



Pier-Olivier Arsenault, OCT

Registration: 563504

parsenault.oeeo@gmail.com

Certified to teach in Ontario: 2009

Current employment: Full-time teacher

Employer: Conseil des écoles publiques de l'Est de l'Ontario

SOUTHEAST REGION FT CONTINUED

Professional qualifications

Degree	Date	Institution
BA	2008	University of Ottawa
B.Ed.	2009	University of Ottawa

Required biography

Has been teaching full-time since September 2009. First position was in a French-language public school in Hamilton teaching physical education, music and English. Then taught physical education, arts, science, ALF (French proficiency for francophones), Junior Kindergarten and kindergarten for three years in Orangeville. Moved to Ottawa in September 2013 and taught full-time in the ALF-PANA (support program for the integration of new arrivals) stream in a public elementary school. Has been a resource classroom teacher since arriving in Trenton.

During the 2011–12 school year had an opportunity to serve as school's union representative and sit on the bargaining committee for Conseil scolaire Viamonde Local 58 from November 2011 to March 2012.

The College is the voice that speaks for teachers in establishing professionalism in teaching. It serves the public interest in many ways to ensure that Ontario students receive quality education, for example, through issuing, suspending or revoking Certificates of Qualification and Registration. The College protects the public interest by accrediting and ensuring consistency among teacher education programs and Additional Qualification courses and by establishing a minimum knowledge and skill level for Ontario teachers.

Optional biography

In recent years I have had the opportunity to take part in a variety of professional development activities. A few examples are listed below:

- Four teaching, learning and assessment courses toward a master of education, University of Ottawa
- Special Education, Specialist AQ, Laurentian University
- Solution Tree training on implementing PLCs in schools
- Brain Gym 101, an introductory course to Brain Gym, offered by the Brain Gym® International/Educational Kinesiology Foundation
- Yoga teacher training, Sivananda Ashram Yoga Vedanta Camp, Val-Morin, Qué.

My work in the field of education covers more than a decade, including five years as a teacher. Examples of my activities include:

- Secretary-clerk in Conseil des écoles catholiques du Centre-Est (CECCE) schools for two years
- Library activity leader in a CECCE school
- French teacher for civil servants for one year
- Language monitor for one year
- Teacher's assistant in CECCE schools for two years
- Review committee member for the HIV/AIDS Online School

Support Kit for Ophea, a not-for-profit organization that champions healthy, active living in schools and communities

- Review committee member for Steps to Inclusion for Ophea.

I urge you to email me at arsenault.oeeo@gmail.com or to visit facebook.com/Arsenault.OEEO

Eligible nominators (College registration number)

1. Lysanne Bédard, OCT (482679)
2. Andrée Campbell, OCT (465860)
3. Valérie Cantagrel, OCT (639093)
4. Amale Haykal, OCT (434364)
5. Nadine Laperrière, OCT (303236)
6. Francine Laviolette, OCT (402518)
7. Sylvanna Lavoie, OCT (475266)
8. Marcellin Lefebvre, OCT (399240)
9. Albert Mande Petu Mpeny, OCT (605258)
10. Julie Mongeon, OCT (303344)
11. Chantal Paquin-McAlpine, OCT (424530)
12. Chantal Perreault, OCT (218776)
13. Mathieu Sylvain, OCT (301038)
14. Rachida Terki, OCT (628693)

Required statement

1. Pier-Olivier Arsenault attests that he meets all the requirements to run for the Southeast Region – FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Pier-Olivier Arsenault does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Evie Baszyk-Benishek, OCT

Registration: 477752

jbaszyk-benishek@hpedsb.on.ca

Certified to teach in Ontario: 2004

Current employment:

Full-time classroom teacher

Employer: Hastings and Prince Edward DSB

Professional qualifications

Degree	Date	Institution
BA	2002	McMaster University
BA	2003	McMaster University
B.Ed.	2004	OISE/UT
M.Ed.	2012	Charles Sturt University, Australia

SOUTHEAST REGION FT CONTINUED

Required biography

Upon graduation from OISE/UT in 2004 taught Grades 9–12 English for Acheron College operated by Correctional Services Canada. In January 2005 began teaching in a full-time secondary contract position for Hastings and Prince Edward DSB. Has since taught English, history, classics, civics, guidance, social sciences, humanities, family studies, business, IB, Special Education and alternative education.

Has been involved with OSSTF at the school level as status of women rep since 2010 and has served as the status of women and human rights co-chair since 2011.

Understands the College's duty to serve and protect the public interest as it pertains to a role on Council and the various committees on which Council members serve. This includes improving transparency and awareness both for the public and College members.

Optional biography

Evie Baszyk-Benishek has been a secondary school teacher for the Hastings and Prince Edward DSB since becoming a member of the profession in 2004.

She has taught a wide variety of subjects including English, history, classics, social sciences, family studies, humanities, business, career education and Special Education. She also led various departments as head of social sciences, language and Native Studies. She previously taught Grades 9–12 English at Acheron College, which is operated by Correctional Services Canada.

She is currently involved with OSSTF as a school representative on a status of women committee and has been the co-chair of a human rights/status of women committee since 2011.

She holds a master of education from Charles Sturt University, two bachelor of arts degrees from McMaster University and a bachelor of education from OISE/UT.

Eligible nominators (Registration)

1. Kirsten Babb, OCT (473327)
2. Kathleen Cockburn, OCT (438276)
3. Cindy Cooper, OCT (492277)
4. Dave Corbett, OCT (253410)
5. Andrew Cranshaw, OCT (466674)
6. Janeen Ferriss, OCT (457358)
7. Joanne Fisher, OCT (473343)
8. John Graszat, OCT (287022)
9. Tina-Marie Graszat, OCT (423706)
10. John Harpell, OCT (418224)
11. Tammy Kenzie, OCT (453081)
12. Devin Lunny, OCT (475141)
13. Jane Thompson, OCT (469016)
14. Kim Weinhold, OCT (182817)
15. James West, OCT (436871)

Required statement

1. Evie Baszyk-Benishek attests that she meets all the requirements to run for the Southeast Region – FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Evie Baszyk-Benishek does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Irene Cheung, OCT

Registration: 517371

irene.cheung@ocdsb.ca

Certified to teach in Ontario: 2007

Current employment:

Secondary school teacher

Employer: Ottawa-Carleton DSB

Professional qualifications

Degree	Date	Institution
BA Honours	2006	University of Toronto
B.Ed.	2007	Queen's University

Required biography

Teaches French and social sciences at Longfields-Davidson Heights SS in the Ottawa-Carleton DSB. In seven years has had a wide range of experiences including teaching at the elementary and intermediate levels in both urban and rural neighbourhoods. Has also been involved in teacher training as a mentor and academic adviser to teacher candidates at OISE/UT.

Has served the OSSTF as a school staff representative.

Believes that a strong teaching profession is the cornerstone of a high-quality public education system. The College and its Council members must act to support teachers' interests by engaging and communicating with all stakeholders. They bear the important responsibility of raising the professional profile of educators and promoting public confidence in teachers' work.

Optional biography

Irene is a member of the Canadian Association of Second Language Teachers. She leads research projects to understand best practices in language instruction and teacher professionalism for the benefit of both teachers and students. Born in Hong Kong and raised in Toronto, Irene values diversity in background, experience and perspective.

She holds a BA from the University of Toronto, a B.Ed. from Queen's University and recently completed all the requirements for an M.Ed. at OISE/UT where she studied educational policy and

SOUTHEAST REGION FT CONTINUED

took a special interest in teacher professional development. Irene's M.Ed. major paper focused on exploring how some Ontario citizens, the government, teachers' unions and teachers themselves view teachers' professional roles. This research helped her understand society's various expectations of teachers and ways in which organizations that represent teachers' interests, such as the College, can better communicate with the public. Irene believes that through improved communication the public will further appreciate and value Ontario teachers' important contributions to their local communities.

Eligible nominators (Registration)

1. Michelle Atkinson, OCT (506442)
2. Ann-Marie Babineau, OCT (256904)
3. Tom (Tony) Christoforatos, OCT (621631)
4. Lisa Heneberry, OCT (431048)
5. Derek Herfst, OCT (505600)
6. Lindsay Herfst, OCT (505440)
7. Andrea Jensen, OCT (202411)
8. Andrea Johnston, OCT (586649)
9. Valérie Leloup, OCT (528615)
10. Sharon Martinson, OCT (428013)
11. Deanna Millard, OCT (101986)
12. Dominique Morin, OCT (636018)
13. Kent Van Dyk, OCT (598228)

Required statement

1. Irene Cheung attests that she meets all the requirements to run for the Southeast Region – FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Irene Cheung does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

**Casey E. Wells, OCT****Registration:** 527596wellcase@alcdsb.on.ca**Certified to teach in Ontario:** 2008**Current employment:**

Full-time Grade 7 teacher

Employer: Algonquin and Lakeshore Catholic DSB**Professional qualifications**

Degree	Date	Institution
BA Honours	2007	University of Guelph

B.Ed.	2008	Lakehead University
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Required biography

A Grade 7 classroom teacher with the Algonquin and Lakeshore Catholic DSB who has been teaching for nearly seven years. Began as a daily occasional teacher before receiving first long-term occasional assignment in a rural setting near Algonquin Park. Then received a contract position near the Bay of Quinte and currently teaches in an urban centre.

Previously represented occasional teachers as a member of the occasional teacher committee for OECTA and currently serves as school's staff representative. Served as team lead for a collaborative learning community activity sponsored by the Ministry of Education, CPCO and OECTA to examine practices and better support marginalized students. Worked with the Ministry of Education to develop e-learning lessons for the newest social science curriculum released in 2013.

It is the Council's duty to ensure that students are fully prepared for modern society. Council serves as a regulatory body for teachers, and its duty is to serve the current and future needs of the public. Council must ensure that it identifies the best standards of practice, maintains high ethical standards, operates in a transparent way and is accountable to the public and all its members.

Optional biography

None provided.

Eligible nominators (Registration)

1. Amanda Boden, OCT (616341)
2. Dan Chapman, OCT (480233)
3. Jennifer Chicoine, OCT (476593)
4. Melanie Clair, OCT (434073)
5. Brenda Dillon, OCT (275221)
6. Kurtis Hartnell, OCT (616363)
7. Kate Jordan, OCT (593113)
8. Serge Lavoie, OCT (450567)
9. Kim Mahoney, OCT (432487)
10. Carol Ann Sabean, OCT (194440)
11. James Michael Walsh, OCT (161259)

Required statement

1. Casey E. Wells attests that he meets all the requirements to run for the Southeast Region – FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Casey E. Wells does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

SOUTHEAST REGION PT/FT



Krissy Mayer-Craigie, OCT

Registration: 487850

kmcoct2015@gmail.com

Certified to teach in Ontario: 2005

Current employment: Occasional teacher

Employer: Ottawa-Carleton DSB

Professional qualifications

Degree	Date	Institution
BA	2003	Carleton University
M.Sc. in Teaching	2004	State University of New York

Required biography

Has been an occasional teacher for 10 years and has taught every subject in the elementary level within the Ontario curriculum. Has had the privilege of ushering very young children into Junior Kindergarten and the honour of preparing Grade 8 students for secondary school. Occasional teaching experience has been varied in its scope thanks to not having a grade-level preference or shying away from the often considered challenging schools.

Is currently a member-at-large of the Ottawa-Carleton Elementary Occasional Teachers Association executive.

By simply having a transparent professional organization like the Ontario College of Teachers, students, parents and communities alike may be assured that Ontario's teachers uphold the *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*. Council members are selected by peer election or provincial government appointment and thus it is the public itself that deems the Council fit to effectively serve and protect the public interest.

Optional biography

I have worked for the Ottawa-Carleton DSB in various daily occasional and long-term occasional teaching positions for 10 years. My educational focus for the past six years has been teaching French as a Second Language.

I have had several LTO positions both in English and French that have greatly contributed to my growth as a professional. I have acquired invaluable experience and knowledge with regards to student development, learning theory, assessment and evaluation, and resources and technology, all of which have helped my continued professional development.

I am confident that my experience and commitment to teaching will be an asset to the College Council.

Eligible nominators (Registration)

1. Katlyn Bartlett, OCT (564422)
2. Sonja Black, OCT (521157)
3. Christine Deschambault, OCT (273911)
4. Kimberley Eadie, OCT (174135)
5. Grant Lines, OCT (287258)
6. Irene Lupin, OCT (492133)
7. Gerard Meunier, OCT (213110)
8. Victoria Nedko, OCT (565498)
9. Kimberley Strickland, OCT (575177)
10. David Wildman, OCT (114353)

Required statement

1. Krissy Mayer-Craigie attests that she meets all the requirements to run for the Southeast Region – PT/FT position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Krissy Mayer-Craigie does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Richard Michaud, OCT

Registration: 193683

rickmich@rogers.com

Certified to teach in Ontario: 1988

Current employment: Grade 7 and 8 mathematics, science and technology teacher

Employer: Conseil des écoles catholiques du Centre-Est

Professional qualifications

Degree	Date	Institution
BA	1988	University of Ottawa
B.Ed.	1988	University of Ottawa

Required biography

Has had an opportunity to teach nearly all subjects over the course of career, is a resource and mentor for many colleagues and is able to forge effective links between new developments in teaching and the various required curricula.

Is a member of OCTE's (Ontario Council for Technology Education) Elementary Committee and sits on the 21st Century Skills Committee. Promotes the use of Google applications at school in an effort to stay open-minded to the various paths that teachers may follow with their many ideas.

SOUTHEAST REGION PT/FT CONTINUED

Became involved in union activities early in career. During four years on the local AEFO board of directors, developed an understanding of the interactions and obligations linking the school boards and teachers' associations. For the past three years, has been the union representative for Grade 7 and 8 teachers in his school.

Ontario students are owed fair and equitable training to enable them to complete their secondary education and stand out in society. Considers that it is the College's responsibility to play a leadership role vis-à-vis the development and implementation of guidelines. Children then learn to enjoy success, their peers see them as worthy of respect and the foundations of a solid society are established. Every student is unique and needs to experience successes regardless of his or her skills. It is up to the College to work with its partners and to govern activities that might be offered to the next generation.

In a changing world where the amount of information available is expanding exponentially, it goes without saying that the College must react and encourage post-secondary institutions to provide the teaching profession with valid, current benchmarks so that members can be part of the best education system in the world.

Optional biography

After rather unconventional training in various subjects early in teaching career, he successfully invented curriculum applications for subjects in which he had specialized. With a fondness for math, technology and science, he quickly developed a taste for teaching these subjects in an innovative and inventive way. Thanks to these early successes, he was able to join the CFORP (Franco-Ontarian pedagogical resources centre) team as a software trainer and developer.

It is easy to understand why the advent of ITC in education presents a new challenge, namely, the challenge of promoting and making the best use of these tools to advance teaching.

As a result of teaching woodworking and building techniques, has been able to integrate technology into the classroom in an easy and practical way whenever required.

Thanks to versatility in the areas of training, development applications and program management — and as a current member of the OCTE — he is able to act as a mentor and leader at both the school and provincial levels.

Eligible nominators (Registration)

1. Dominique Bellehumeur, OCT (286721)
2. Sylvie Breton, OCT (431122)
3. Suzanne Cadieux, OCT (174202)
4. Fannie Desforges, OCT (644344)
5. Karine Duquette, OCT (278845)
6. Isabelle Genest, OCT (463769)
7. Nathanielle Lagacé, OCT (517782)

8. Joel Lavoie, OCT (497636)
9. Kimberly Lefebvre, OCT (262876)
10. Anne Léger, OCT (423601)
11. Nikolas McCauley, OCT (515396)
12. Natacha McKeown, OCT (276370)
13. Geneviève Séguin, OCT (564028)

Required statement

1. Richard Michaud attests that he meets all the requirements to run for the Southeast Region – PT/FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Richard Michaud does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Hanz Jurgen Schulz, OCT

Registration: 210323

Email: hanzschulz@hotmail.com

Certified to teach in Ontario: 1993

Current employment: Occasional teacher

Employer: Upper Canada DSB

Professional qualifications

Degree	Date	Institution
BA	1976	University of Saskatchewan
B.Ed.	1989	University of Saskatchewan

Required biography

Began teaching in 1989 as an occasional teacher until obtained full-time employment with the Catholic DSB of Eastern Ontario. Taught English in the French system for just over nine years before moving to the Upper Canada DSB. Over the next 15 years taught history, English, law, civics, math, geography and Native Studies.

From 1990-99 was a member of AEFO while employed by the Catholic DSB of Eastern Ontario. For eight of the past 10 years was OSSTF shop steward at Char-Lan DHS.

The duty of the College and Council is to serve and protect the public interest — meaning that the welfare of the general population of Ontario comes first and foremost. The College is not mandated to be teacher advocates, although serving the public interest does not necessarily exclude this function. There may be times when advocating in or for the interest of teachers may be the best policy toward serving the public interest.

SOUTHEAST REGION PT/FT CONTINUED

Optional biography

None provided.

Eligible nominators (Registration)

1. Steven Blois, OCT (274286)
2. Darlene Burningham, OCT (439629)
3. Craig Carlisle, OCT (259057)
4. Natasha Charpentier, OCT (481958)
5. Clem DiStefano, OCT (253745)
6. Gale Does, OCT (285271)
7. Sheryl Fontaine, OCT (215175)
8. Robert Goodbun, OCT (258252)
9. Sandy (Alexander) McDonald, OCT (574523)
10. Darrell McDonell, OCT (510263)
11. Sean O'Farrell, OCT (206302)
12. Kelly-Anne Rogers, OCT (204581)
13. Frances Vander Burg, OCT (262416)

Required statement

1. Hanz Jurgen Schulz attests that he meets all the requirements to run for the Southeast Region – PT/FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Hanz Jurgen Schulz does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Clément Yonta Ngouné, OCT

Registration: 628559

clefonta@gmail.com

Certified to teach in Ontario: 2012

Current Employment: Permanent part-time teacher

Employer: Conseil des écoles catholiques du Centre-Est (CECCE)

Professional qualifications

Degree	Date	Institution
Maîtrise	2001	Université de Dschang, Cameroun
Doctorat	2010	Université Henri Poincaré, Nancy I, France
B.Ed.	2012	University of Ottawa

Required biography

Over the past three years, has taught for both the Conseil des écoles catholiques du Centre-Est (CECCE) and the Conseil des écoles publiques de l'Est de l'Ontario (CEPEO). In the 2012–13 school year, taught science and history courses in Grade 8 and 7, respectively, at Collège catholique Franco-Ouest (CECCE) in Ottawa. During the first semester of the 2013–14 school year, taught Grade 9 geography and Grade 10 history and physical fitness training at École secondaire publique Gisèle-Lalonde (CEPEO) in Ottawa; and, in the second semester, taught Grade 8 French, history and Religious Education at the Collège catholique Franco-Ouest (CECCE). Currently teaching at École catholique Sainte-Marguerite-Bourgeoys in Merrickville.

Over the past two years, has held several union positions with AEFO. During the first semester of the 2013–14 school year, was the AEFO-Est publique (Local 59) representative for supply teachers and sat on the supply teachers' bargaining committee for the same local. From the second semester of the 2013–14 school year to the present time, has been a member of the advisory committee and supply teachers' bargaining committee for AEFO-Centre-Est catholique (Local 66). Has always participated actively at meetings on the future of the teaching profession and its members, most recently at AEFO's seventh policy conference in March 2014 in Ottawa.

College and Council members need input from the public via public discussion groups on such topics as school bullying, positive media use by teenagers, social justice and the like. Council members must make the right decisions for the good of the school communities. Another way to serve and protect the public interest is to contribute directly or indirectly to teachers' professional development, quality teaching and student safety. The public expects the College to promote diversity, equity and inclusion in Ontario schools, along with quality education and a safe school environment. Serving and protecting the public interest also entails the ongoing application of disciplinary sanctions on members whose professional misconduct undermines the relation of trust between the College and the public.

Optional biography

Is married and the father of two children. A dedicated and committed teacher who decided to take up the same profession as his father. Works with the Coopérative Enseignants Pas À Pas (CEPAP), which coaches young ethnocultural francophones in Ottawa and the surrounding area who are at risk of dropping out of school.

Eligible nominators (Registration)

1. Blaise Bassolé, OCT (461499)
2. Mylène Bigras, OCT (106588)
3. Julie Tanguay Cooke, OCT (643611)

SOUTHEAST REGION PT/FT CONTINUED

4. Ariane Fotieu, OCT (500627)
5. Tahar El Hadj Kacem, OCT (434727)
6. Levit Ledoux Koloko, OCT (491917)
7. Erick Kouayep Ngatchoua, OCT (616471)
8. Catrina Neelin, OCT (619603)
9. Nicole Nkouayi Ngatchua, OCT (640130)
10. Isabelle Paquette, OCT (477492)
11. Kevin Roy, OCT (617635)
12. Julie Terpstra, OCT (205160)
13. Godefroy Tsane, OCT (622778)

Required statement

1. Clément Yonta Ngouné attests that he meets all the requirements to run for the Southeast Region – PT/FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Clément Yonta Ngouné does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

SOUTHWEST REGION FT



Christopher Karuhanga, OCT

Registration: 261844

c.karuhanga@yahoo.com

Certified to teach in Ontario: 1991

Current employment: Itinerant French as a Second Language teacher

Employer: St. Clair Catholic DSB

Professional qualifications

Degree	Date	Institution
BA	1978	Makerere University College, Uganda
B.Ed.	1991	The University of Western Ontario
M.Ed.	2003	The University of Western Ontario

Required biography

Career began in home country of Uganda teaching high school FSL from 1978 to 1980. While living in Kenya as a political exile taught high school FSL between 1982 and 1984 before coming to permanently live in Canada in 1984. On resuming career here in 1991 became an elementary FSL teacher with the Lambton Roman Catholic Separate School Board, which later merged with the Kent Roman Catholic Separate School Board to form the St. Clair Catholic DSB.

Has been an OECTA member since 1991 serving in various positions and roles. First as a local St. Clair president for three years, then as provincial treasurer, next as third-, second- and then first vice-president, and currently serving as treasurer over the last 12 years. Over a 24-year teaching career has spent five years working outside the classroom.

The College and Council members have a legal mandate and duty to serve and protect the public interest in Ontario's publicly

funded schools. They carry this out by ensuring the professional competence and integrity of the teachers who are daily charged with the responsibility of looking after young Ontarians' educational needs and life-skills preparation.

Optional biography

In addition to his professional qualifications listed above, Christopher also concurrently earned a diploma in education in 1978 from Makerere University College in Uganda and a diploma in international development from the University of Ottawa in 1985.

Eligible nominators (Registration)

1. Margaret Kerry Baertsoen, OCT (254639)
2. David Bertrand, OCT (257653)
3. Ryan Cann, OCT (462570)
4. Mandy Guenette, OCT (470034)
5. Laura Huybers, OCT (456039)
6. Kristen Korpan, OCT (590671)
7. Michelle Restivo, OCT (477372)
8. David Ross, OCT (419459)
9. Stephanie Thibeault, OCT (561761)
10. Josie Van Aert, OCT (561591)
11. Tracy Verstraeten, OCT (418324)

Required statement

1. Christopher Karuhanga attests that he meets all the requirements to run for the Southwest Region – FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Christopher Karuhanga holds an excluded position that would prevent him from serving on Council and has agreed to resign from the position if elected (in response to question 2 on p. 5 of the Nomination Form).

SOUTHWEST REGION FT CONTINUED



Wes Vickers, OCT

Registration: 442848

wes.vickers@publicboard.ca

Certified to teach in Ontario: 2001

Current employment: Full-time elementary teacher

Employer: Greater Essex County DSB

Professional qualifications

Degree	Date	Institution
BA	2000	University of Windsor
B.Ed.	2001	University of Windsor
Advanced B.Ed.	2004	Nipissing University

Required biography

Currently teaches Grade 8 at A.V. Graham PS in Tecumseh and has spent nearly 14 years as a certified teacher with the Greater Essex County DSB. Has taught students from Junior Kindergarten to Grade 8. Has earned Computers in the Classroom, Specialist and Mathematics Education (Primary/Junior) Specialist AOs. Continues personal education to help promote an unfailing responsibility toward lifelong learning.

Is involved with the Greater Essex ETFO and is heavily active with ETFO's professional development fund, public relations and teacher education liaison committees, allowing the opportunity to serve ETFO's members.

Elected members of the Council of the Ontario College of Teachers have a responsibility to regulate the teaching profession and uphold the policies that govern its members. If elected will use strong communication, interpersonal, organizational and leadership skills to ensure that Ontario's students "are taught and supervised by certified, qualified, competent professionals."

Optional biography

I believe in education and the right of success for all students. It is with commitment and enthusiasm that I am running for re-election to the Southwest Region Full-time position. With almost 14 years as an educator, nearly three years of administrative experience and as a current elected member of the College Council, I am confident I possess the knowledge and skills the College requires to promote its standards, policies and goals.

I have demonstrated professionalism, curriculum knowledge and consistent responsibility toward lifelong learning. I have participated in board-level initiatives, including:

- teacher education
- student success

- new teacher in-service and editing a new teachers' manual
- vision to practice
- performance appraisals.

My provincial activities include working as an EQAO scoring supervisor and range finder. I was fortunate to be elected to the College Council in 2012 where I currently serve on the Discipline and Accreditation committees and chair the Human Resources Committee. These opportunities are a privilege that have enabled me to further develop communication, interpersonal, organizational and leadership skills, cultivate supportive learning environments and reinforce the College's philosophy and goals.

I am enthusiastic and outgoing and if afforded the opportunity, I aspire to again represent the Southwest Region with professionalism, diligence and integrity. I am dedicated to make decisions that affect our profession and be a voice for members. If re-elected I promise to uphold the highest standards, serve all members and protect the public interest.

Eligible nominators (Registration)

1. Mary Apolloni, OCT (418610)
2. Russell Brown, OCT (432744)
3. Jennifer Cruickshanks, OCT (452808)
4. Debbie Demers-Hewitt, OCT (194911)
5. Randy Falsetta, OCT (198381)
6. Kathy Greaves, OCT (187768)
7. Valerie Houston, OCT (245232)
8. Kim Howell, OCT (419645)
9. Janet LaBute, OCT (246589)
10. Heather Lokun, OCT (184705)
11. Leslie Luker-Agnew, OCT (445380)
12. Nicolette Marion, OCT (180522)
13. Theodore (Ted) McGeen, OCT (277992)
14. Janice Mustar, OCT (183584)
15. Thadeus (Thad) Whited, OCT (450116)

Required statement

1. Wes Vickers attests that he meets all the requirements to run for the Southwest Region – FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Wes Vickers does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

SOUTHWEST REGION PT/FT

**Réjean Dufresne, OCT****Registration:** 106367**duffreje@cscprovidence.ca****Certified to teach in Ontario:** 1989**Current Employment:** Learning Consultant, Junior Kindergarten to Grade 12**Employer:** Conseil scolaire catholique Providence**Professional qualifications**

Degree	Date	Institution
Bachelor of Theology	1987	Université Laval
French Language Certificate	1988	Université Laval
Program of Teacher Education secondary/college level	1989	Université Laval

Required biography

Has 25 years of teaching experience in Ontario. From 1989 to 2010, as a teacher in a high school French Immersion program, taught French, French as a Second Language and religion to students in Grades 9 to 12. Learning consultant (JK–12) since 2010 with the Conseil scolaire catholique Providence. Principal responsibilities are in the areas of Religious Education, school chaplaincy and identity-building, as well as training new teachers hired by the board. Participated in writing curriculum documents and a number of immersion and Religious Education instructional tools. In addition, currently working on the Catholic French version of a document about inclusive schools and LGBTQ in high schools, and on reviewing teaching strategies for ABQ Religious Education courses.

As a member of the College, considers that the College has a duty to maintain a high standard within the teaching profession. It also has a duty to contribute to the advancement of professionalism in teaching in order to ensure that students receive a high-quality education delivered by qualified members who are committed to the success and safety of Ontario students.

Optional biography

The father of three beautiful daughters, aged 19, 17 and 15, and a proud and committed Franco-Ontarian since November 1989. Taught for 21 years in the Windsor-Essex Catholic DSB before accepting the position of learning consultant (JK–12) with the Conseil scolaire catholique Providence. Has been in charge of identity-building, Religious Education, school chaplaincy and

training new educators since 2010. In addition to his tasks as a learning consultant, has taken part in drafting curriculum documents as well as a number of instructional tools and Religious Education and French Immersion assessment tools. With a keen interest in professional development, takes part in many provincial training courses such as those offered by OSSTF and the CFORP Cultural Leadership and Pedagogy workshops, to name but a few. In addition, considers it important to raise awareness in students and adults of social injustice in the world; and it is for this reason that he has been organizing and participating in humanitarian trips to Third World countries with high school students from his board for the past four years. As a professional, his priorities are a passion for the teaching profession, a desire to transmit the French language, culture and faith, and a commitment to student success and safety.

Eligible nominators (Registration)

1. Jeremy Adam, OCT (623142)
2. Joseph Normand Bourque, OCT (106744)
3. Catherine-Josée Durocher, OCT (599158)
4. Rachelle Levesque, OCT (646065)
5. Nadine Maillet (Mousseau), OCT (631235)
6. Sonia Marceau, OCT (451484)
7. Christa Marier, OCT (434203)
8. Russell Minnis, OCT (426283)
9. France Monette, OCT (458822)
10. Stéphane Mousseau, OCT (631816)
11. Jeannine Pellerin, OCT (428188)
12. Cristina Popa, OCT (439965)
13. Jolayne Soullière, OCT (655624)
14. Mélanie Szwed, OCT (505743)
15. Marissa Wood, OCT (639848)

Required statement

1. Réjean Dufresne attests that he meets all the requirements to run for the Southwest Region – PT/FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Réjean Dufresne does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

SOUTHWEST REGION PT/FT CONTINUED



Robert Alan Ryan, OCT

Registration: 432535

robert60ryan@gmail.com

Certified to teach in Ontario: 2000

Current employment: Full-time Special Education teacher

Employer: Greater Essex County DSB

Professional qualifications

Degree	Date	Institution
Technological Studies	2000	Queen's University
Dip. Ed.	2001	Queen's University

Required biography

Teaching experience:

- Adapted programs: manufacturing, woodworking, painting & decorating
- STEPS (Skills To Enhance Personal Success): numeracy & numbers, personal health & fitness, social & life skills, language communication, choice-making for healthy living, personal finance, exploring the work world, self-help & self-care and culinary skills.

Programs taught:

STEPS: Westview Freedom Academy, 2014–present
STEPS: J. L. Forster SS, 2009–14
STEPS: Vincent Massey SS, 2005–09
Adapted: Western SS, 1999–2005.

OSSTF committee involvement:

- Member, district and teachers' bargaining unit (TBU)
- Chair, educational services
- Chair, health and safety
- Secretary, TBU
- Member, TBU PD
- Member, responsible investment work group
- Member, parliamentary and constitutions council
- Member, joint employee assistance program.

The College's responsibilities include:

- Certifying members
- Establishing and enforcing ethical and professional standards
- Accrediting professional teacher education programs
- Establishing and maintaining member qualifications
- Regulating and governing members of the profession
- Investigating complaints against members
- Dealing with discipline and fitness to practise

- Protecting the rights of students, parents and the general public under the *Education Act* and the *Ontario College of Teachers Act*
- Communicating with the public on behalf of members.

Optional biography

My name is Robert Ryan and I am running for election to the seventh College Council. I worked very hard on the fifth Council protecting the interests of the public school system, its students, parents and all of its members. I firmly believe that the teachers in Ontario are among the finest in the world. It is through communication with and education of the public that I will again serve, and I wish to continue to improve our image. We as teachers have taken far too much negative press in the last 15 to 20 years.

I currently teach in the STEPS program at Westview Freedom Academy in Windsor. I am the father of two wonderful children, Melissa and Kevin. I have been married for over 30 years to Therese. The brightest spots in my life are my four-year-old grandson, Ethan, and my son's future child. I am passionate about what I do and completely enjoy my interactions with parents, students, public agencies and my peers. If elected to the seventh College Council, I will continue to work hard as the Southwest Region's PT/FT representative.

Eligible nominators (Registration)

- Robert Adlam, OCT (443671)
- Andy Adzic, OCT (526499)
- Emily Anderson, OCT (479653)
- Lynn Andrews, OCT (501257)
- Grace Baldo, OCT (537655)
- Richard Bolton, OCT (423651)
- J. J. Dowhan, OCT (471494)
- Amanda Dunmore, OCT (592430)
- R. Clarke Ellis, OCT (423648)
- Roger Jaarsma, OCT (470895)
- Jenna Mongeau, OCT (577591)
- Deirdre Roberts, OCT (286732)
- Margaret Stanley, OCT (416627)
- Carolyn Vogt, OCT (204485)
- Hiba Yacoub, OCT (507552)

Required statement

- Robert Alan Ryan attests that he meets all the requirements to run for the Southwest Region – PT/FT position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
- Robert Alan Ryan does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

ENGLISH-LANGUAGE ROMAN CATHOLIC BOARD ELEMENTARY



Angela De Palma, OCT

Registration: 200278

angela_dp@yahoo.com

Certified to teach in Ontario: 1993

Current employment: Itinerant Special Education resource teacher

Employer: Halton Catholic DSB

Professional qualifications

Degree	Date	Institution
BA Honours	1992	The University of Western Ontario
B.Ed.	1993	University of Toronto

Required biography

Has served in Catholic education since entering the profession in 1993 with the Halton Catholic DSB. Positions include:

- FSL teacher
 - Grades 2, 3, 4, 5, 6 and 8 classroom teacher
 - Special Education resource teacher
 - Itinerant Special Education resource teacher, gifted and generalist
- Has also taught in the United Arab Emirates and South Korea. Earned Religious Education and Special Education Specialist AQs and completed Principal's Qualification Program, Parts 1 and 2. Currently pursuing a master of arts in Catholic leadership part-time at University of St. Michael's College in the University of Toronto.

Professional activities include:

OECTA

- Joint association day planning committee
- Young author's committee
- Summer PD projects
- Annual general meeting delegate
- Good works club.

Ministry of Education

- Exemplars projects
- Policy to practice project
- Sustaining quality curriculum.

The privilege of self-regulation grants teachers the ability to regulate and govern their profession in the public interest. The College and Council maintain accountability to education stakeholders and ensure that policies regulate the profession in a collaborative and transparent manner. This should inspire public confidence in the profession because it supports an environment where children learn and succeed to their greatest potential.

Optional biography

A passion for education and a love of learning influence my participation in a variety of professional development and educational activities. An initial particular interest in curriculum led to contributions to board-level writing teams and working groups, including religion, numeracy, literacy, science and technology, report card comments and technology standards. Work in assessment has included acting as a marker, field test reviser and EQAO group leader. More recently I have served in the area of Special Education following an instructional coaching model, and will soon complete a certificate course for educators in applied behaviour analysis through the Geneva Centre for Autism.

Other contributions to Catholic education include leading a workshop at the When Faith Meets Pedagogy 2013 Conference and developing curriculum and related instructional documents for the Catholic Curriculum Corporation addressing science and technology and 21st-century teaching and learning.

My dedication to education paired with a desire to challenge myself personally and professionally motivated me to seek an elected position on the previous Council of the Ontario College of Teachers. During my term I have served as Accreditation Committee vice-chair and chair and as a member of the Executive and Fitness to Practise committees. I remain committed to protecting the public interest through successful collaboration and respectful dialogue.

Eligible nominators (Registration)

1. Eileen Bukvic, OCT (195587)
2. Regan Dore-Anderson, OCT (444726)
3. Teresa Foster, OCT (210891)
4. Domenico Grande, OCT (487626)
5. Elaine Lypko, OCT (397297)
6. Sandra Miller, OCT (190184)
7. Mario Mule, OCT (190591)
8. Peter Nolan, OCT (467435)
9. Robert Rath, OCT (193628)
10. Wendy Reid-Purcell, OCT (192747)
11. Penny Uniacke, OCT (303366)

Required statement

1. Angela De Palma attests that she meets all the requirements to run for the English-Language Roman Catholic Board – Elementary position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Angela De Palma does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

ENGLISH-LANGUAGE ROMAN CATHOLIC BOARD ELEMENTARY *CONTINUED*



Patrick Volante, OCT

Registration: 428565

volantep@hotmail.com

Certified to teach in Ontario: 1999

Current employment: Full-time
Grade 6 and 7 teacher

Employer: Toronto Catholic DSB

Professional qualifications

Degree	Date	Institution
B.Technology – Architectural Science	1983	Ryerson University
B.Ed.	1999	OISE/UT
M.Ed.	2006	University of Toronto

Required biography

Teaching experience includes Primary, Junior, Intermediate and Senior panels in both elementary and secondary institutions in the Dufferin-Peel and Toronto Catholic DSBs from 1999 to the present.

Has a genuine interest in and commitment to the duties of College Council members. Research interest is in professional development with a focus on teacher and student assessment and the impact of leadership in education. This interest took root in qualifying research paper graduate studies at OISE/UT with Carol Rolheiser. *An Investigation of an In-service Teacher Evaluation Program as a Professional Development Initiative* measured the current practice and effectiveness of the teachers' performance appraisal program. This research provided a framework for new implementation processes with the ultimate goal of student success.

In addition to theory, policy studies, leadership positions in teaching and private sector management experiences, Volante has an applied understanding of the many committees the College Council facilitates. He fully understands that his commitment is to protect the public interest and is thus interested in the Accreditation, Investigation, Quality Assurance and Standards of Practice and Education committees. He looks forward to experiencing the areas where he will be able to make the most contribution within the College Council.

Optional biography

Professional qualifications:

- Religious Education, Specialist, 2013 — OECTA
- Senior Division, Mathematics, 2008 — U of T
- Principal's Qualification Program, Part 2, 2007 — OPC
- Primary and Junior Division, 1999 — OISE/UT
- Intermediate Division, History, 1999 — U of T

I've had the opportunity to teach at both the college and university levels for approximately seven years where I developed and delivered curriculum in my professional field of expertise. Prior to entering the teaching profession, I held numerous leadership and management positions in the private sector for approximately 16 years.

My teaching experience has not only extended into all educational panels but also into the different streams of academic, applied and locally developed. I've taken many leadership responsibilities within numerous schools, from before-and after-school support groups to academic enrichment programs and from coaching school teams to leading cultural clubs, just to name a few. I also led teams in government incentive EQAO numeracy and literacy as both a group and subject leader in anchor (assessment) and marking selection. I currently hold the Toronto elementary Catholic teacher position within my local federation.

Eligible nominators (Registration)

- Marie-Maxime Bolduc, OCT (630377)
- Shirley Cerezo, OCT (476150)
- Diana Ciccalé, OCT (187082)
- Anna-Maria Di Maulo-Zanini, OCT (203463)
- Elizabeth Janicas, OCT (465016)
- Lisa Lupinacci Christopoulos, OCT (192194)
- Manuela (Manny) Neri, OCT (405100)
- Mario Neri, OCT (432288)
- Rui Pedrosa, OCT (465370)
- Jennifer Marie Turk, OCT (463332)

Required statement

- Patrick Volante attests that he meets all the requirements to run for the English-Language Roman Catholic Board – Elementary position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
- Patrick Volante does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

ENGLISH-LANGUAGE ROMAN CATHOLIC BOARD SECONDARY ACCLAIMED


Matthew Kavanagh, OCT

Registration: 460029

sunshine.kavanagh@utoronto.ca

Certified to teach in Ontario: 2002

Current employment: Secondary teacher

Employer: York Catholic DSB

Professional qualifications

Degree	Date	Institution
BA Honours	1996	University of Toronto
B.Ed.	2002	Brock University
MA	2002	University of Toronto

Required biography

During 12 years of teaching, including the past three serving as an elected member of College Council, has developed an understanding of the professional challenges facing members working in the elementary and secondary panels by having taught in the Junior, Intermediate and Senior divisions. Simultaneously developed a keen sense of service by sitting on many committees for the benefit of teachers and the wider community addressing such concerns as scheduling, staffing allocation and governance.

Became involved with OECTA when elected to the position of staff representative and later appointed staffing allocation officer. Has been elected to the York unit executive as a councillor and completed both levels of OECTA's leadership training program. It was through these leadership roles and experiences that the need for strong professional leadership, governance and advocacy crystallized.

Is keenly seeking re-election to Council to continue representing, protecting and advocating for the public and professional interests surrounding education through his work on the current College Council as well as on the Accreditation and Election committees.

Optional biography

Since entering the profession I have engaged in various PD opportunities through OECTA and the acquisition of AQs, mentor teaching, curriculum writing and conducting PD seminars. I was selected to travel to Asia on the 2014 Peace & Reconciliation Study Tour for Educators sponsored by the Association for Learning & Preserving the History of WW II in Asia. I also coached my school's rugby team to OFSAA and am staff adviser to the environmental council, which just achieved Ontario EcoSchools' platinum certification. I have been delivering a history AP program

for several years and serve as staff adviser to gifted students participating in the Global Ideas Institute at U of T's Munk School of Global Affairs.

The above experiences coupled with my time spent on Council's Accreditation and Election committees has been invaluable to my professional development. Accreditation plays a critical role in ensuring the output and quality of experience faculties of education provide teacher candidates, which speaks to the future health of the profession. Accreditation contributions have led to a critical juncture in shaping the profession's future and it is my sincere wish to help shepherd this work through the next Council. Simultaneously the work shouldered by the Election Committee was important in its attempt to create an engaged membership and active electorate. The portal for the importation of strong leadership and fresh ideas is this election, and I would like to build on the changes implemented in this election to ensure vigorous Councils to come.

Eligible nominators (Registration)

1. John Dawson, OCT (256875)
2. Josephine Florio, OCT (425107)
3. Anthony Ganuelas, OCT (516387)
4. Lisa Joseph, OCT (442714)
5. Paul Legace, OCT (182913)
6. Dave Markle, OCT (179284)
7. Christopher Martinello, OCT (283316)
8. Liliana Meschino, OCT (181353)
9. Anita Nassr, OCT (259492)
10. Marisa Palma, OCT (260644)
11. Tony Paniccia, OCT (442860)
12. Dino Sorrentino, OCT (256297)
13. Jim Stewart, OCT (253162)
14. Rosarina Tassone, OCT (461915)
15. Milena Ventrella, OCT (444933)

Required statement

1. Matthew Kavanagh attests that he meets all the requirements to run for the English-Language Roman Catholic Board – Secondary position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Matthew Kavanagh does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

ENGLISH-LANGUAGE PUBLIC BOARD ELEMENTARY



Ann Ciaschini, OCT

Registration: 178368

aciasch@hotmail.com

Certified to teach in Ontario: 1982

Current employment: Elementary classroom teacher

Employer: Algoma DSB

Professional qualifications

Degree	Date	Institution
BA	1981	Algoma University College
B.Ed.	1982	Nipissing University

Required biography

Over the past 32 years has honed a vast array of skills and assets that will greatly benefit Council. Has taught triple grades (3/4/5), Core French (1–8), split SK/Grade 1, Grades 1/2 and 2/3.

Teaching in outlying areas, teaching half-time/full-time, job sharing, writing/planning/developing curriculum, presenting workshops both locally and provincially, piloting programs, peer coaching and mentoring, serving on parent council, coaching sports and participating in community outreach/volunteerism have all contributed to professional growth and equipped Ann to provide valuable expertise to Council.

Currently serving a second term on the Algoma District ETFO (ADETFO) executive as unit rep. ETFO experience also includes serving as chair of Algoma District's political action committee, school steward, AGM delegate, active participant in leadership and other conferences, including And Still We Rise and was the key presenter of a social justice and peace workshop for the Algoma District.

The College is responsible for developing and approving policies that regulate the teaching profession in Ontario. Its duties include assuring that accredited teacher education programs reflect a commitment to student learning, ensuring that students are taught by Ontario certified teachers who have the necessary knowledge and skills to help students learn and achieve, and investigating/resolving complaints about members.

Optional biography

My 32 years' experience is a testament to the expertise I am poised to provide Council. Early in my career I was a zone rep and steward for the Federation of Women Teachers' Association of Ontario. I continue serving as steward and unit rep on the ADETFO executive and previously served on several ad hoc budget committees.

As chair of ADETFO's political action committee I attended ETFO's leadership conferences. I also represented ETFO as a presenter at a town hall hearing organized by the Commission on Quality Public Services and Tax Fairness to address the Drummond Report and its drastic implications on education. I spoke vehemently on your behalf suggesting savings specifically from EQAO's grossly inflated annual budget. I participated in crucial events in Toronto including rallies at Queen's Park and Allan Gardens. Meeting with the local MPP was another role I served.

Community and global citizenship are my forte. As keynote speaker for ADETFO's "Learning and Understanding: Cultural and Religious Differences" workshop I explored social justice complexities of a Middle East region I visited. I am a leader in my church community and also serve on the board of directors of the Sault YMCA, and am a philanthropy committee member and chair of the governance committee.

As your Council member I am a strong voice. I vow to stand firm and steadfast in our professional goals. I have made it my business to know the issues and am ready to serve on your behalf.

Eligible nominators (Registration):

1. Cheryl Artuso, OCT (470350)
2. Allan (Jim) Beckerson, OCT (480026)
3. Francis (Frank) Comery, OCT (458520)
4. Sharon Dearing, OCT (284756)
5. Diane Douville, OCT (490586)
6. Lena Fata, OCT (173253)
7. Tawny Huff, OCT (192841)
8. Jane Krivan, OCT (197359)
9. Lee-Ann Matteau, OCT (203418)
10. Sheri Minardi, OCT (188516)
11. Susan G. Ritchie, OCT (427874)
12. Liana Seccareccia, OCT (276528)
13. Jo Tappenden, OCT (180676)

Required statement:

1. Ann Ciaschini attests that she meets all the requirements to run for the English-Language Public Board – Elementary position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Ann Ciaschini does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

ENGLISH-LANGUAGE PUBLIC BOARD ELEMENTARY *CONTINUED*

Natasha E. Feghali, OCT

Registration: 525235

natashafeghali@hotmail.com

Certified to teach in Ontario: 2008

Current employment: Junior/intermediate French as a Second Language Teacher

Employer: Greater Essex County DSB

Professional qualifications

Degree	Date	Institution
BA	2007	University of Windsor
B.Ed.	2008	University of Windsor

Required biography

Teaching experience:

- Ministère de l'Éducation Nationale France (Académie de Bordeaux)
- Grade 3 French Immersion
- Grade 1 French Immersion
- French as a Second Language

Natasha is active in her community and ETFO. Currently serves as alternate steward for school and sits on the PR local committee and provincial FSL committee. In 2013, Natasha's classroom was featured in ETFO's *VOICE* magazine. She sits on the board of directors for the OMLTA, ACFO Windsor-Essex, ENCORE Detroit and is a community outreach member for her city ward councillor.

As professionals educators are responsible for ensuring that students benefit from the highest standard of practice. Students must be educated by knowledgeable, caring and well-trained professionals. The College Council serves as a regulating body ensuring that educators are held to the highest degree of efficacy while engaging students.

The College Council serves its members by providing effective client service, knowledgeable advice and a trust-based partnership that is transparent in action. College Council members are required to respond to situations where members may not fulfil their responsibilities. College Council members investigate complaints and if necessary take disciplinary action.

Optional biography

Natasha has taught in the Primary, Junior and Intermediate divisions. She is a DELF-DALF formatrice with CIEP Paris (French-language proficiency test) and a certified AIM language learning instructor. She completed her French as a Second Language and English as a Second Language Specialist qualifications in 2014 and earned her Primary ABQ in 2011. She is working toward her M.Ed. in educational administration at the University of Ottawa.

Natasha's classroom is a regular presence on local media as

she works collaboratively with Société Radio-Canada. She has presented PD sessions locally and provincially and has published research articles on educational pedagogy, which were circulated nationally and in the UK and Denmark. She is also a freelance journalist in the arts, lifestyle and fashion fields.

Natasha was honoured to receive a 2014 Governor General's Caring Canadian Award.

Other professional activities include:

- Projet à Québec, FSL Curriculum Institute and Ministry of Education, 2014
- New Teacher Induction Program, 2009–10
- Administrator of the DELF–DALF exams 2011 (Diplôme d'études en langue française)
- Leaders for Tomorrow 2013–14, ETFO provincial, Toronto
- Reflections on Practice 2014–15, ETFO provincial, Toronto
- Teachers Institute on Canadian Parliamentary Democracy, Ottawa, 2013
- BELC d'été (Teacher Summer Institute), Université de Nantes, Ambassade de France au Canada, 2012
- Concours et festival d'art oratoire, Canadian Parents For French, 2012
- Grade 4 pilot class with Les Éditions CEC for the FSL program, C'est Partii, 2012–13.

Natasha's blog: natashafeghali.blogspot.ca. Follow her on Twitter: @NEFeghali.

Eligible nominators (Registration)

1. Kelly Barbarich, OCT (566426)
2. Tammy Belanger, OCT (419781)
3. Michelle Chartier, OCT (419575)
4. Vittoria Demarco, OCT (534191)
5. Julie Dupuis, OCT (581811)
6. Michelle Furlotte, OCT (203040)
7. Nada Jasey, OCT (525890)
8. Jamal Kazoun, OCT (215951)
9. Rosa Marrello, OCT (198334)
10. Jodie Lee Nardone, OCT (442672)
11. Anita Noble, OCT (443438)
12. Sandra Rabideau, OCT (468241)
13. Melissa Silvestri, OCT (504798)

Required statement

1. Natasha Feghali attests that she meets all the requirements to run for the English-Language Public Board – Elementary position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Natasha Feghali does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

ENGLISH-LANGUAGE PUBLIC BOARD ELEMENTARY *CONTINUED*



Asima Kazi-Coutinho, OCT

Registration: 492727

Email: asimakc@gmail.com

Certified to teach in Ontario: 2007

Current employment: Full-time elementary teacher

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
B.Sc.	1980	Bombay University
B.Ed.	1998	Mumbai University

Required biography

Currently a full-time Grade 1/2 teacher. Taught full-day kindergarten last year. Began working at Toronto DSB in 2005 as a special needs assistant for students with autism after arriving as an internationally trained professional. After becoming OCT certified in 2007, was placed on the board's occasional roster in 2008 and taught several grades in LTO positions. Previously worked in various training and educational positions in Bombay and Dubai.

Has attended many PD courses; most recently explored inter-professional collaboration and ethical leadership in early learning. Believes that the best teaching comes from the heart and that students deserve opportunities to acquire a true love of learning in safe and caring environments led by happy educators — those who understand the paramount value of having high self-esteem and possess a genuine interest in humanity.

As a College member understands Council's responsibility to serve, protect and improve the teaching vocation. Might be able to serve on the Council's Investigation, Discipline or Fitness to Practise committees and be a key figure in how the College responds to complaints about individual members. As a Council member will be able to participate actively through ongoing professional development to protect the public interest and benefit College members.

Optional biography

I am here to learn and teach. In my classroom I learn from students, team members, parents and community helpers. As an educator I am the facilitator, guide and role model — an engineer fabricating and scaffolding students' learning — and a data gatherer and strategic contributor to children's learning capacities.

I worked in various countries as my husband travelled with his

profession, including Dubai where I taught part-time Montessori programs and hotel management courses. After immigrating to Canada and supply teaching in several grades I discovered my true passion was with kindergarten children and using an inquiry approach. I have earned a Kindergarten, Specialist and several other ABQ and AQs, and as a lifelong learner aiming to keep myself professionally well informed, I am always looking for opportunities to learn, grow and give the best to my students. With a knowledge of seven languages, I have found teaching ESL to be an exciting opportunity and look forward to completing my English as a Second Language, Specialist.

Education is a remarkable tool that should bring happiness, opportunities and curiosity for more. I understand the importance of teaching by example and using as many different methods as possible including athletics and the arts. As such I introduced a girls' cricket team in 2011, the first of its kind in Scarborough, which enhanced the girls' self-esteem and brought together parents and teachers for the benefit of our youth.

"If you get, give. If you learn, teach." Maya Angelou.

Eligible nominators (Registration)

1. Puja Nikki Chadha, OCT (498727)
2. Debra Grosman, OCT (158464)
3. Lori Hayward, OCT (212184)
4. David Lynch, OCT (462048)
5. Rita McCann, OCT (251397)
6. Krithiga Palasandiran, OCT (475123)
7. Saroj Patel, OCT (271549)
8. Anne Pietropaolo, OCT (192604)
9. Frances Russell, OCT (187449)
10. Amina Shaikh, OCT (432719)
11. Sandra Tropea, OCT (262167)
12. Jenny Zhang, OCT (615034)

Required statement

1. Asima Kazi-Coutinho attests that she meets all the requirements to run for the English-Language Public Board – Elementary position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Asima Kazi-Coutinho does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

ENGLISH-LANGUAGE PUBLIC BOARD ELEMENTARY *CONTINUED***George Lehto, OCT****Registration:** 435018**northernspirit1@outlook.com****Certified to teach in Ontario:** 2000**Current employment:** Grade 4/5 elementary school teacher**Employer:** Toronto DSB**Professional qualifications**

Degree	Date	Institution
BA	1989	Lakehead University
BA Honours	1989	Lakehead University
B.Ed.	2000	University of Windsor

Required biography

Has taught for the Toronto DSB since 2000. With over 14 years' experience working in an inner-city school understands the complex issues that teachers and community members face in the inner city. Has taught Grades 2, 5 and 6 and gained an appreciation of how to collaborate with parents, children, educators and community leaders to build a strong and progressive society.

Has been an active ETFO Toronto member serving as a union steward for a number of years and as a regional co-ordinator.

Believes that the College's role is to maintain the highest possible teaching standards of its members. The College must encourage students to enter the profession who reflect the multicultural, multilingual character of the province. The College must continue to inspire children and build classrooms that will prepare students for the complexities of today's world. The very best teachers must lead this process. While the challenges are immense, the College must advocate for the public and its members to ensure that Ontario leads the world in educational excellence.

Optional biography

I have been an elementary school teacher at an inner-city school in the Toronto DSB for over 14 years. During this time I have gained from this experience an appreciation of how to collaborate with parents, children, educators and community leaders to build a strong and progressive society.

I come from northern Ontario. I spent a year in France where I attended the Université Canadienne en France to improve my French-language skills. After graduating from Lakehead University with an honours BA in political science, I worked as an assistant for the Honourable Lyn McLeod.

Later, as a caseworker at Toronto Social Services, I spent five years working with youth, new Canadians and the under-employed helping them achieve positive change by linking them with training programs and jobs.

In 1999, I returned to university to pursue my dream of becoming a teacher. After graduating with a bachelor of education degree I chose to work at an inner-city school where my grass-roots skills and commitment to community initiatives would have the greatest significance.

My life experience is broad and my commitment to community service is deep and passionate.

I will listen to your ideas, empathize with your concerns and I will passionately represent you. I ask for your support so that we may achieve great things together.

Eligible nominators (Registration)

1. Elizabeth Aiello, OCT (455473)
2. Drew Buckingham, OCT (484110)
3. Stephanie Castronaro, OCT (533975)
4. Dianne De Sousa, OCT (427571)
5. Tina Ginglo, OCT (195269)
6. Fiona Kwong, OCT (285586)
7. Nellie Le Donne, OCT (431275)
8. Maria Mesburis, OCT (287820)
9. Alice Rivers, OCT (462777)
10. Hannah Rotmensz, OCT (498023)
11. Jennifer Schaffenburg, OCT (396765)
12. Allison Smyka, OCT (160909)
13. Suzette Tsuji, OCT (101559)
14. Andy Watkins, OCT (501589)

Required statement

1. George Lehto attests that he meets all the requirements to run for the English-Language Public Board – Elementary position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. George Lehto does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

ENGLISH-LANGUAGE PUBLIC BOARD ELEMENTARY *CONTINUED*


Adannaya Nwaogu, OCT

Registration: 270788

adanwaogu@hotmail.com

Certified to teach in Ontario: 1999

Current employment: Full-time classroom teacher

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
Teachers Grade Two Certificate	1982	Women's Training College, Nigeria
BA	1994	York University
BA	1995	York University
MEd	1999	York University

Required biography

Has been a teacher with the Toronto DSB since 1999. Currently teaches Grade 8 at Henry Kelsey Senior PS. While teaching art at Beverly Heights MS students' winning posters were among those used at the 2006 launch of the board's Model Schools for Inner Cities initiative.

Is an ETFO Toronto member and delegate to its annual meetings, as well as a former steward and regional councillor and a current member of the anti-racism, equity and social justice committee.

Discussions with the Minister of Education provide the basis for the College's regulatory changes and advisories that keep teachers engaged in best practices that serve the diversity of learners. The enhancement of the pre-service program with Special Education and youth mental health components addresses the academic, behavioural and mental health issues in Ontario's schools. The College and Council members' activities serve and protect the public interest because they are directives from the Ministry of Education.

Optional biography

Professional activities also include serving as the access initiative adviser at York University and as a host teacher at Maple Leaf PS mentoring teacher candidates and providing an environment for successful classroom practica. Adannaya also served as a site lead in the summer literacy and numeracy program at Albion Heights Junior MS in 2005 and 2006. She has completed the Principal's Qualification Program, Parts 1 and 2 and is currently a PhD candidate at the University of Toronto.

Eligible nominators (Registration)

1. Renee Abrenica, OCT (273754)
2. Suzana Boucaud, OCT (519254)
3. Sandra Esedafe, OCT (439856)
4. Grace Faiazfar, OCT (206953)
5. May Ifejika, OCT (206855)
6. Ingrid Lee, OCT (230040)
7. Renee Lee, OCT (517090)
8. Alice Michaelides, OCT (424929)
9. Maki Nishikaze, OCT (459405)
10. Nancy Nnawuchi, OCT (271014)
11. Uloma Onyido, OCT (207005)
12. Betty Ann Persad, OCT (271805)
13. Kelly Sherrard, OCT (201140)
14. Francesca Ukwuoma, OCT (287383)
15. Ming Won, OCT (422549)

Required statement

1. Adannaya Nwaogu attests that she meets all the requirements to run for the English-Language Public Board – Elementary position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Adannaya Nwaogu does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Stella Vittoria Sicilia, OCT

Registration: 654323

stella.sicilia@tdsb.on.ca

Certified to teach in Ontario: 2014

Current employment: English-language public board elementary teacher

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
BA	2013	York University
B.Ed.	2014	Lakehead University

Required biography

Has been teaching since studying as an undergraduate and has always considered the profession an honour and a privilege.

ENGLISH-LANGUAGE PUBLIC BOARD ELEMENTARY CONTINUED

Served as a French directress teaching privately at the Primary/Junior level. Volunteer taught for over five years helping junior students seeking moral and personal guidance. Mentored adolescents and taught them life skills to be successful in society.

Has co-created lesson plans and units with department heads and experienced the benefits of moderated marking. Has run an arts club for junior students and built relationships to further their success. Has taught in privileged and model communities always keeping equality and equity at the forefront. Has had experience with students of special needs and expanded lessons to cater to every learning style.

Understands the importance of the College to protect and govern the needs and interests of its members and the public. Recognizes the importance of keeping checks and balances in every situation. Understands that situations may arise that will need to be handled with regulation, strength and compassion to understand individuals as well as the College as a whole. Would take action using caution, wisdom, care and diligence, and behave with honesty and good faith while serving as an exemplary professional.

Optional biography

None provided.

Eligible nominators (Registration)

1. Larissa Aradj, OCT (514042)
2. Ilir Barmashi, OCT (484871)
3. Sylvie Cartier, OCT (446619)
4. Justin Dockery, OCT (439103)
5. Kellie Hand, OCT (450474)
6. Mary-Ellen Morgenstern, OCT (387480)
7. Corina Potor, OCT (654322)
8. Paula Quintana, OCT (466417)
9. Laura Segreto, OCT (586538)
10. Natalina Sicilia, OCT (575550)
11. Ben Yanchyshyn, OCT (565567)

Required statement

1. Stella Vittoria Sicilia attests that she meets all the requirements to run for the English-Language Public Board – Elementary position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Stella Vittoria Sicilia does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

ENGLISH-LANGUAGE PUBLIC BOARD SECONDARY

Christine Bellini, OCT

Registration: 498172

christine.bellini@utoronto.ca

Certified to teach in Ontario: 2006

Current employment: Full-time secondary teacher

Employer: Peel DSB

Professional qualifications

Degree	Date	Institution
BA Honours	1987	York University
BA	1997	York University
B.Ed.	2006	OISE/UT
M.Ed.	2011	University of Toronto

Required biography

Is a full-time secondary media arts and Special Education teacher with the Peel DSB, and is a former psychotherapist and has served on three boards of directors:

- sixth Council, Ontario College of Teachers
- new Toronto Cooperative Nursery School, president and vice-president, 2002–05
- Ontario Society of Psychotherapists, executive, 1998–2001.

The College is a self-regulating body whose mandate is to serve and protect the public by following and implementing Ministry of Education policies such as the *Ontario College of Teachers Act* and Regulation 437/97. It sets professional standards and accredits Additional Qualification and bachelor of education programs across Ontario, and is responsible for certifying teachers.

Council members' duty is to serve and protect the public interest and work in harmony with College staff. Members must remain non-biased and make informed, democratic decisions, and commit to attend and participate in Council meetings and training.

Has served for the past three years as vice-chair of the Discipline Committee and chair of the Editorial Board, applying her strong academic and professional background in self-regulation, education law, policy and the broader educational field. She hopes to continue bringing her professional and academic knowledge to the seventh Council.

ENGLISH-LANGUAGE PUBLIC BOARD SECONDARY CONTINUED

Optional biography

Christine Bellini is a parent, teacher, faculty of education instructor and a doctoral student. A former clinical psychotherapist, she won a Canadian National Volunteer Award in 2004 for her outstanding contributions to the field of mental health and early childhood education. She also won two Awards of Distinction for Excellence in Teaching at the Peel DSB in 2010 and 2011.

Bellini has taught education law at Brock University and currently teaches Special Education, Part 1 at Lakehead University. She has published articles and presented papers on education law and policy, youth advocacy and social justice at the American Educational Research Association and Canadian Society for the Study of Education and for the Canadian Association for the Practical Study of Law in Education.

Bellini continues to be a child advocate and is a gay-straight alliance adviser in her school. She has facilitated workshops in her board and at faculties of education on mental health and social justice. She is a lifelong learner who holds four university degrees and is close to finishing her doctorate in educational leadership and policy at OISE/UT.

Christine Bellini brings a vast amount of experience from dual professions with expertise in mental health, media arts and education law.

Eligible nominators (Registration)

1. Kirsten Anthon, OCT (278319)
2. Peter Belanger, OCT (231819)
3. Scott Gould, OCT (282699)
4. Christine Hill, OCT (202419)
5. Paul Jaimungal, OCT (251308)
6. Effie Lagoudis, OCT (442581)
7. David McNee, OCT (518148)
8. Ross Newhook, OCT (437297)
9. Janet Seebach, OCT (457104)
10. Susan Somerset, OCT (232565)
11. Eugene Spanier, OCT (253436)
12. Naomi Stewart, OCT (484302)

Required statement

1. Christine Bellini attests that she meets all the requirements to run for the English-Language Public Board – Secondary position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Christine Bellini does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Anthony Samchek, OCT

Registration: 443342

anthony.samchek@peelsb.com

Certified to teach in Ontario: 2001

Current employment:

Secondary school teacher

Employer: Peel DSB

Professional qualifications

Degree	Date	Institution
B.Sc.	1984	Dickinson State University, North Dakota
B.Sc. in Education	1984	Dickinson State University, North Dakota
Master of Theological Studies	1993	Tyndale University College & Seminary, Ontario

Required biography

Teaching experience:

- Currently teaching Special Education and co-op/vocational transition programs at Judith Nyman SS, and serving as appointed chair for a Discovering the Workplace course. Has also taught student success, credit recovery, guidance, art and music
- Night school and online continuing education
- Board resource teacher with Special Education responsibilities
- Elementary teacher at Parkholme School
- Has established special interest groups, delivered system and school professional development and participated in teacher equity and mentoring programs.

Represented school executive on OSSTF's political action, collective bargaining and human rights committees.

The College establishes and maintains the trust of the public by ensuring that teachers are working for its best interest in every way, through life and practice. The College does this by setting ethical standards and standards of practice, issuing, suspending or revoking teaching certificates, accrediting teacher education programs and courses and investigating and hearing complaints about members.

Feels strongly that a Council member's challenge is to not compromise the College's high standards, especially concerning disciplinary action when considering all facts, both extenuating and fixed. By allowing for mitigating circumstances, integrity with the public is more likely to be balanced with members' interests.

Optional biography

Anthony Samchek: "Creativity, Integrity, Respect, Excellence."

ENGLISH-LANGUAGE PUBLIC BOARD SECONDARY CONTINUED

From the beginning of his academic studies to his 13-year career as an educator Anthony has worked with colleagues to develop visionary programs. Placing high value on integrity and excellence he has established respectful relationships with staff and students, and developed meaningful and sustainable programs and resources.

His dynamic leadership has led to collaborative ventures that include:

- Students Against Violence Everywhere, a student focus group
- professional learning teams
- a staff technology action team encouraging 21st-century learning and teaching
- district lead mentor
- Opening minds network that builds awareness of cultural proficiency strategies
- side-by-side and new teacher induction programs.

His passion for equitable and inclusive education led to his involvement with Peel DSB's initiative on *The Future We Want; Manifesting, Encouraging and Respectful Environments* and an anti-bullying committee. He developed conferences and facilitated workshops on teaching for diversity and social justice, anti-bullying, equity and inclusive education. In support of this work he is also an active member of the inter-agency Antiracist Multicultural Educators Network of Ontario.

Known for his collaborative and encouraging nature, Anthony demonstrates equity and inclusive practices with his responsibilities both in and outside the classroom. Dedicated to his students first, he is convinced that this is of primary importance for teacher

success. His goals as an educator include maintaining an outward focus on others and their success, providing visionary leadership and being an agent of change through taking on new challenges.

Eligible nominators (Registration)

1. Victoria Conde, OCT (425057)
2. Helen Louise Dea, OCT (447760)
3. Arthur Hagner, OCT (507635)
4. Karen Haley, OCT (251399)
5. Robin Hoffman, OCT (402422)
6. Jasmine Jackman, OCT (281600)
7. Annie Jos, OCT (512071)
8. Dennis McWhinney, OCT (450243)
9. Susanne Molitor, OCT (246126)
10. Anthony Persaud, OCT (497872)
11. Jeannie Sroka, OCT (229374)
12. Jeffrey J. Wilkinson, OCT (254450)

Required statement

1. Anthony Samchek attests that he meets all the requirements to run for the English-Language Public Board – Secondary position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Anthony Samchek does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

FRENCH-LANGUAGE ROMAN CATHOLIC BOARD ELEMENTARY ACCLAIMED



Myreille Loubert, OCT

Registration: 460779

myreilleloubert@gmail.com

Certified to teach in Ontario: 2002

Current employment:

ALF-PANA specialist

Employer: Conseil des écoles catholiques du Centre-Est (CECCE)

Professional qualifications

Degree	Date	Institution
BA	1986	Université du Québec à Montréal
B.Ed.	1988	University of Alberta

Required biography

- French Immersion Program, Late Immersion and French as a Second Language (FSL) in public schools (CBE), Calgary, Alta.: Junior Kindergarten, Grade 2, Grades 7, 8 and 9
- Francophone program in a French-language school with the Calgary Catholic School Board (CCSB): Grade 6
- Francophone program in an Ottawa French Catholic school (Conseil des Écoles Catholiques du Centre-Est): Grade 6, Integrated Arts, ALF-PANA (French proficiency for francophones — Québec Support program for the integration of new arrivals).

Current or past memberships, involvement or experience with the organizations listed on p. 2:

- Member of the AEFO Executive, Local # 66 (2009–11). Represented the Executive on the Political and Social Action Committee
- Union Steward (2005–07)
- Participated in developing the Social Studies curriculum for

FRENCH-LANGUAGE ROMAN CATHOLIC BOARD ELEMENTARY *CONTINUED*

the Ontario Ministry of Education (MOE), July 2011.

- Participated in revising the Social Studies curriculum for the Ontario Ministry of Education (MOE), November 2010
- Participated in drafting the provincial reading and writing tests for ETS, Toronto, January 2009
- Completed LSQ (Québec Sign Language), Part 1, Centre Jules-Léger, University of Ottawa
- Participated in drafting provincial mathematics and French tests for the Alberta Ministry of Education, 1998 and 1999.

The Ontario College of Teachers licenses, governs and regulates Ontario's teaching profession in the public interest. The College sets ethical standards and standards of practice: delivers, suspends and revokes teaching certificates; accredits teacher education programs and courses; and investigates and hears complaints about members.

Optional biography

None provided.

Eligible Nominators (College registration number)

- Charlotte Bernard, OCT (513401)

- Jean François Bernard, OCT (218921)
- Gabriella De Leo, OCT (506093)
- Diane Marcotte, OCT (279819)
- Lucie Parisien-Mainville, OCT (174206)
- Monique Perron-Audet, OCT (196520)
- Katryn Petit, OCT (617601)
- Hugo Prud'homme, OCT (596482)
- Anne Surprenant, OCT (198817)
- Marie Touchette, OCT (164223)

Required statement

- Myreille Loubert attests that she meets all the requirements to run for the French-Language Roman Catholic Board – Elementary position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
- Myreille Loubert does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

FRENCH-LANGUAGE ROMAN CATHOLIC BOARD SECONDARY *ACCLAIMED*



William Ngassam, OCT

Registration: 562490

william.ngassam@gmail.com

Certified to teach in Ontario: 2009

Current employment: Mathematics and physics teacher

Employer: Conseil scolaire de district catholique Centre-Sud

Professional qualifications

Degree	Date	Institution
Maîtrise de Mathématiques	2004	Université de Paris-Sud XI, France
Master professionnel Sciences et Technologies	2005	Université de Savoie, France
B.Ed.	2009	University of Ottawa

Required biography

Has taught in Ontario since September 2009. Previously taught Grade 7 and 8 math and presently teaches Grades 9–12 math and physics.

Has been a member of the College since 2009. The College

regulates the teaching profession in Ontario, accredits programs and conducts investigations into complaints brought against members.

A Council member's duty involves working with colleagues to help members gain a better understanding of the College's mission and vision. The services provided to members should fit their needs and teachers must be able to take advantage of such services. A platform must be developed to convince members that they need to join the College.

If elected to Council, duty would also include contributing at all levels, when requested, to the areas of assessing members' qualifications and developing standards of practice and ethical standards. Having studied in various countries, including Cameroon, France and Canada, has an opportunity to bring relevant viewpoints to the assessment of the qualifications of members coming from diverse backgrounds.

Optional biography

None provided.

Eligible nominators (College registration number)

- Emad Awadalla, OCT (512929)
- Maryse Bisson, OCT (619668)
- Patrice Blais, OCT (183296)
- Morcos Gendi, OCT (526403)

FRENCH-LANGUAGE ROMAN CATHOLIC BOARD SECONDARY *CONTINUED*

5. Stéphanie Gibbs, OCT (534315)
6. Philippe Kirchmayer, OCT (510956)
7. Florence Kulnieks, OCT (561173)
8. Robin Leacock, OCT (633656)
9. Gisele Libawo, OCT (590238)
10. Marie-Claude Malette, OCT (640613)
11. Jules Ngnadjo Njinkoue, OCT (583834)
12. Brendan Ritchie, OCT (519974)
13. Jacques Touré, OCT (507322)
14. Mbambi Umba, OCT (568756)
15. Jean Claude Wembou, OCT (533596)

Required statement

1. William Ngassam attests that he meets all the requirements to run for the French-Language Roman Catholic Board – Secondary position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. William Ngassam does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

FRENCH-LANGUAGE PUBLIC BOARD ELEMENTARY AND SECONDARY

Merzak Damou, OCT

Registration: 510859

Merzak.damou@cepeo.on.ca

Certified to teach in Ontario: 2007

Current employment: Teacher

Employer: Conseil des écoles publiques de l'Est de l'Ontario (CEPEO)

Professional qualifications

Degree	Date	Institution
Diplôme des études supérieures en physique	1981	Université des Sciences et de la Technologie Houari Boumediène, Algeria
M.Sc.	1984	University of Manchester, U.K.
PhD	1988	University of Manchester, U.K.
B.Ed.	2007	University of Ottawa

Required biography

Has taught all Grade 7 to 12 math courses since 2007. Has demonstrated commitment to serving the public as a member of College Council, as a teacher and as a participant in a number of school councils as a parent or teacher's representative.

Is experienced in assessment practices, having sat over the past six years on the Item-Writing and Range-Finding committees for the EQAO's Grade 9 Assessment of Mathematics. Is a math examination reviewer for the Middle Years Program (MYP) of the International Baccalaureate and a math examiner for the IB degree program. Participated in writing the Ontario Ministry of Education's series, *A Guide to Effective Instruction in Mathematics*, for the Intermediate division (Grades 7–9). Facilitated workshops at educational meetings (2014 Bilingual

Ottawa Google Summit; Ontario Ministry of Education's 2013 mathematics symposium; AFEMO's [Francophone association for instruction in mathematics in Ontario] 2012 and 2014 mathematics conferences; CFORP's 2013 and 2014 summer institutes; and CEPEO's [Franco-Ontarian pedagogical resources centre] professional development days).

Works for the protection and respect of the public interest by striving to increase public confidence in public education and by ensuring that student learning and well-being remain the unchallenged top priorities.

Optional biography

Over the last seven years, has taught mathematics, science and geography at the CEPEO.

In addition to the above-mentioned professional background, serves as a mentor to new teachers. Has been the co-ordinator of an administrative unit and has initiated a Professional Learning Community in numeracy. Trains colleagues in the use of new technologies while also suggesting resources to help students master skills for the 21st century. Has led a number of workshops for the Ministry, the CFORP (Franco-Ontarian pedagogical resources centre) Summer Institutes, AFEMO conferences, professional development days and staff meetings. Has sat on a number of school councils over a six-year period and participated in parents' committees.

In October 2014, was appointed to College Council to fill a vacant position. In addition to his academic credentials, has completed Part I of the Principals' Additional Qualification course.

Eligible nominators (College registration number)

1. Marie Lucienne Alphonse, OCT (442016)
2. Paul Bastien, OCT (533545)
3. Noura Belkadi, OCT (436525)
4. Richard Dextraze, OCT (585239)

FRENCH-LANGUAGE PUBLIC BOARD ELEMENTARY AND SECONDARY *CONTINUED*

5. Jamila Ghannou, OCT (614464)
6. Lise Beauchamp-Gravelle, OCT (464852)
7. Tej Kouraichi, OCT (480825)
8. Mélanie Levert, OCT (617672)
9. Sonya Mazerolle, OCT (498034)
10. Lotfi Mejri, OCT (604106)
11. Nicole Ménard-Séguin, OCT (284553)
12. Bendida Sahouli, OCT (469943)
13. Rachid Teklal, OCT (566872)

Required statement

1. Merzak Damou attests that he meets all the requirements to run for the French-Language Public Board – Elementary and Secondary position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Merzak Damou does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Sara Souad Nouini, OCT

Registration: 417749

snouini@sympatico.ca

Certified to teach in Ontario: 1998

Current employment: Grade 2 teacher

Employer: Conseil scolaire Viamonde

Professional qualifications

Degree	Date	Institution
B.Ed.	1998	University of Ottawa

Required biography

Began career at the Metropolitan Toronto French-Language School Council in 1997 as a supply teacher. Since 1998 has been teaching full-time for the Conseil scolaire Viamonde. Has taught various subjects to Junior Kindergarten to Grade 6 students including computer studies, art, physical education, literacy, Special Education and French proficiency for francophones. Has also taught single- and multi-level classes including JK/SK, Grade 2/3 and a Special Education class with Grades 3 to 6 students.

Sat on the local AEFO executive committee and served as school's union delegate. Has taken part in a number of EQAO activities as a member of the exemplar selection, test review and marking teams.

The College and its members have a duty to serve and protect the public interest by regulating the teaching profession to ensure students' well-being and success.

Every Council member sits on approximately three committees (standing or special, as provided by law) that meet three or four times a year to determine policies and recommend regulatory amendments aimed at the ongoing improvement of the teaching profession and reinforcing public trust.

Optional biography

To complement my teaching experience, I have also completed the Principal's Qualification Program, Parts 1 and 2 and earned Specialist AQs in Special Education and Computers in the Classroom and completed my FSL, Part 1 AQ and Intermediate Division, Physical and Health Education Basic Qualification.

The world of education is an exciting one where I find daily opportunities to grow and develop. I have always been actively involved. For several years I was an associate teacher and mentor as well as the co-ordinator and/or moderator of several committees, including those concerned with bullying, social events, student success, PLCs, numeracy, literacy, robotics, ICT, culture and healthy schools. I have also served on school councils.

Education cannot be dissociated from values. There is no question that our judgments, actions, collective commitment, efforts, generosity, sharing and respect for cultural diversity contribute to students' success and well-being, and hence to better performance.

As for emerging questions in education, my understanding is that we need to select some of these issues as priorities. There are challenges we can meet. My real motivation to become involved can be attributed to, on the one hand, the fact that I want and am determined to continue working and moving forward in the field of education and, on the other hand, to my belief that the expertise, skills and solid foundations I have acquired have prepared me well to take on challenges of all types.

Eligible nominators (College registration number)

1. Nabila Bensadek, OCT (524723)
2. Marie-Claude Bouchard, OCT (522787)
3. Joanne Bourgeois, OCT (274631)
4. Stéphane José Ethier, OCT (106065)
5. Xavier François Didelot, OCT (510747)

FRENCH-LANGUAGE PUBLIC BOARD ELEMENTARY AND SECONDARY *CONTINUED*

6. Luc Fournier, OCT (432566)
7. Brigitte Gobert, OCT (302368)
8. Doris Isles, OCT (203927)
9. Daniel Lajeunesse, OCT (192152)
10. Ioana Murray, OCT (521195)
11. Danièle Picard, OCT (215038)
12. Fatma Sghaier, OCT (615566)
13. Zoumeratou Tchadouwa, OCT (617196)
14. Corina Vasilescu, OCT (273621)

Required statement

1. Sara Souad Nouini attests that she meets all the requirements to run for the French-Language Public Board – Elementary and Secondary position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Sara Souad Nouini does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

FACULTY OF EDUCATION *ACCLAIMED*


Susan E. Elliott-Johns, OCT

Faculty of Education

Registration: 106746

susanej@nipissingu.ca

Certified to teach in Ontario: 1989

Current employment: Associate professor

Employer: Nipissing University

Professional qualifications

Degree	Date	Institution
B.Ed.	1979	University of London, U.K.
M.Ed.	1986	McGill University
PhD	2005	McGill University

Required biography

Began career teaching in London, U.K. (1979 to 1982) before emigrating to Canada. In Ontario taught junior/intermediate grades and was a literacy consultant and elementary school vice-principal and principal. Also had the privilege of working in Québec, Northwest Territories and Prince Edward Island as a teacher and administrator. Now a full-time teacher educator and researcher at Nipissing University teaching pre-service and graduate education.

Has maintained College membership and is active in a number of leading national and international organizations, including Canadian Society for the Study of Education (CSSE), Canadian Association for Teacher Education (CATE), International Congress for School Effectiveness and Improvement (ICSEI) and International Study Association on Teachers and Teaching (ISATT). Experiences in these networks enables sharing of knowledge and expertise across a range of stakeholders with vested interests in education as well as the exchange of

innovative ideas for developing professional learning that enhances and enriches both students' learning and teachers' teaching.

The College is accountable to the public for how it carries out its responsibilities — including the accreditation of teacher education programs. Effective communications with advocates of pedagogy for contemporary teacher education promote valuable opportunities to further strengthen leadership in rigorous teacher preparation, which in turn inspires public confidence.

Optional biography

Susan E. Elliott-Johns is an associate professor and member of the School of Graduate Studies at Nipissing University in the Schulich School of Education, where she teaches courses in literacy teacher education and supervises M.Ed. and PhD graduate work. Research interests include teacher education, reflective inquiry and educational leadership.

Prior to joining the faculty at Nipissing, Susan enjoyed a very successful career in public education as a Junior Kindergarten to Grade 10 teacher, literacy consultant, elementary school administrator and teacher educator. An active member of several professional organizations including ICSEI, American Educational Research Association, ISATT, CSSE and CATE, Susan frequently provides leadership through workshops, conference presentations, keynotes and publications for teachers, administrators and teacher educators across Canada, Europe, the United States and Australia.

She is an associate editor for the ISATT journal *Teachers and Teaching: Theory and Practice*, a member of the international advisory board for the journal *Studying Teacher Education* and a member of the editorial review board for the International Reading Association's *Journal of Adult and Adolescent Literacy*. Her most recent book is *Leadership for Change in Teacher Education: Voices of Canadian Deans of Education* (2015), and she was co-editor of *Perspectives on Transitions in Schooling and Instructional Practice* (Elliott-Johns & Jarvis, 2013). Her

FACULTY OF EDUCATION *CONTINUED*

professional goals continue to focus on the development of pedagogy, praxis and informed leadership for teacher education in contemporary contexts.

For more information please visit nipissingu.ca/about-us/people/Pages/Susan-Elliott-Johns.aspx.

Eligible nominators (Registration)

1. John Allison, OCT (191112)
2. Jennifer Barnett, OCT (260338)
3. Glenda Black, OCT (417738)
4. Julie K. Corkett, OCT (417774)
5. Kristen Ferguson, OCT (440606)
6. Daniel Jarvis, OCT (421243)
7. Callie Mady, OCT (261767)
8. Kathy Mantas, OCT (201080)
9. Michelann Parr, OCT (192870)

10. Carole Richardson, OCT (106114)

11. Tim Sibbald, OCT (403004)

12. Astrid Steele, OCT (167130)

Required statement

1. Susan E. Elliott-Johns attests that she meets all the requirements to run for the Faculty of Education position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Susan E. Elliott-Johns does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

PRINCIPAL/VICE-PRINCIPAL



Michael A. Moore, OCT

Registration: 198619

michael.moore@tdsb.on.ca

Certified to teach in Ontario: 1992

Current employment: Vice-principal

Employer: Toronto DSB

It is Council's responsibility to reflect on the standards and ensure that teachers are meeting them. Council members also review policies and procedures such as accreditation, certification, investigation and discipline, and where necessary, make changes or seek independent reviewers to examine practices and assist in making changes. As an elected Council member will encourage and facilitate dialogue and ethical decision-making that makes self-regulation transparent and strengthens the public's confidence in teachers.

Optional biography

Michael Moore is a vice-principal with the Toronto DSB. He began teaching in 1992 and has taught kindergarten, primary and junior grades and Special Education in three schools in Toronto. Michael embraces lifelong learning and has 19 additional qualifications. He has been a teacher mentor, workshop presenter on homework and classroom management, and has networked globally with teachers via his own website for teachers. Michael is in his fourth year as vice-principal at Fairbank PS, where he provided leadership during its transition from a middle school to a JK–8 school. Michael is currently actively involved with the literacy and aspiring leaders committees in his family of schools. He is a strong advocate for equity education and, as someone living with Becker Muscular Dystrophy, he is helping raise awareness of accessibility issues in Ontario schools.

Eligible nominators (Registration)

1. Cassandra Alviani-Alvarez, OCT (262662)
2. Reta Favrod, OCT (144113)

Professional qualifications

Degree	Date	Institution
BA Honours	1989	Brock University
B.Ed.	1992	Brock University
MA	1993	University of Guelph

Required biography

Began teaching in 1992 with the Toronto DSB and has taught in three schools in Toronto. Now in fourth year as vice-principal at Fairbank PS. Time here included providing leadership during transition from a middle school to a full Junior Kindergarten to Grade 8 elementary school. Is a strong advocate for equity education and, as someone living with Becker Muscular Dystrophy, helps raise awareness of accessibility issues in Ontario schools.

It is in the public's interest that schools are the very best they can be. That means holding the teaching profession accountable to the highest standards for educating and protecting students.

PRINCIPAL/VICE-PRINCIPAL CONTINUED

3. Wilfred Frenette, OCT (215912)
4. Lise Medd, OCT (466913)
5. Jill Norman, OCT (202708)
6. Bev Purchase, OCT (183372)
7. Hripsik Sarkissian, OCT (258803)
8. Stavroula Skordakis, OCT (193889)
9. Lois Stewart, OCT (266848)
10. Christie Trialonis, OCT (197015)
11. Mary Zervas, OCT (194960)
12. Jennifer Zurba, OCT (204383)

Required statement

1. Michael A. Moore attests that he meets all the requirements to run for the Principal/vice-principal position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Michael A. Moore does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Vicki Shannon, OCT

Registration: 182129
vshannon@lakeheadschoools.ca
Certified to teach in Ontario: 1984
Current employment: Principal
Employer: Lakehead DSB

Professional qualifications

Degree	Date	Institution
BA	1984	Lakehead University
B.Ed.	1984	Lakehead University
M.Ed.	2010	Lakehead University

Required biography

Has AQ specialist qualifications in French as a Second Language and Éducation au cycle primaire. Completed the Principals' Qualification Program as well as all Supervisory Officers' qualification modules with practicum underway. Taught kindergarten through Grade 8 French Immersion and English before becoming a curriculum resource teacher working with K–8 teachers. Has been a school administrator for 21 years including 15 as a principal.

Was a member of the OPC provincial executive/council from 2004–12 including serving as president and past-president. Was

local OPC president for two years prior to provincial involvement.

Is working with Council members and College staff as the current Principal/vice-principal representative on Council to responsibly serve and protect the public interest. Believes the College is responsible as the self-regulating body for certified educators to reflect “the ethical aspirations of our profession and to be consultative, proactive, transparent, accountable and fair.” The high standards teachers have set for themselves as teachers and participation in this self-regulation demonstrate an intent to honour this public trust. Vicki remains committed to serving on Council to build public confidence in Ontario's educators as strong, professional advocates for students.

Optional biography

Vicki Shannon's passion for being a school leader stems from the conviction that we must continually work to make education the great equalizer for all students. Ensuring the provision of a powerful educational experience is critical to helping students be safe, nurtured, academically challenged and ultimately successful, regardless of personal situation. As the daughter of a residential school survivor, Vicki has witnessed the strength needed to overcome obstacles to personal growth and well-being, which has benefited her work with students experiencing similar challenges. Working alongside strong, committed school teams also underlies exemplary teachers' impact on students.

Vicki presently serves as the elected Principal/vice-principal College Council representative. During her tenure she has been a member of the Discipline and Finance committees and completed training for both. She has been a strong supporter of peer review for principals and vice-principals to ensure fair and due process.

Vicki has provided national, provincial and local leadership as an environmental fellow, global education mentor, Lakehead University lecturer, ETFO planning/programming course instructor, principal/vice-principal mentor and as an OPC president. She currently serves as the Americas rep on the International Confederation of Principals' executive.

Vicki's most exciting role is that of mother of a 17-year-old son whose sense of humour and good spirit are amazing. Watching first-hand the growth in confidence to succeed demonstrated by a child who is loved, protected, challenged and nurtured, Vicki is determined that her time in education will be dedicated to ensuring similar opportunities for all children.

Eligible nominators (Registration)

1. Charles Bishop, OCT (172339)
2. Val Bodak, OCT (181845)
3. Peter Creer, OCT (256648)
4. Mary Edwards, OCT (245392)
5. Donna Flasz, OCT (189152)



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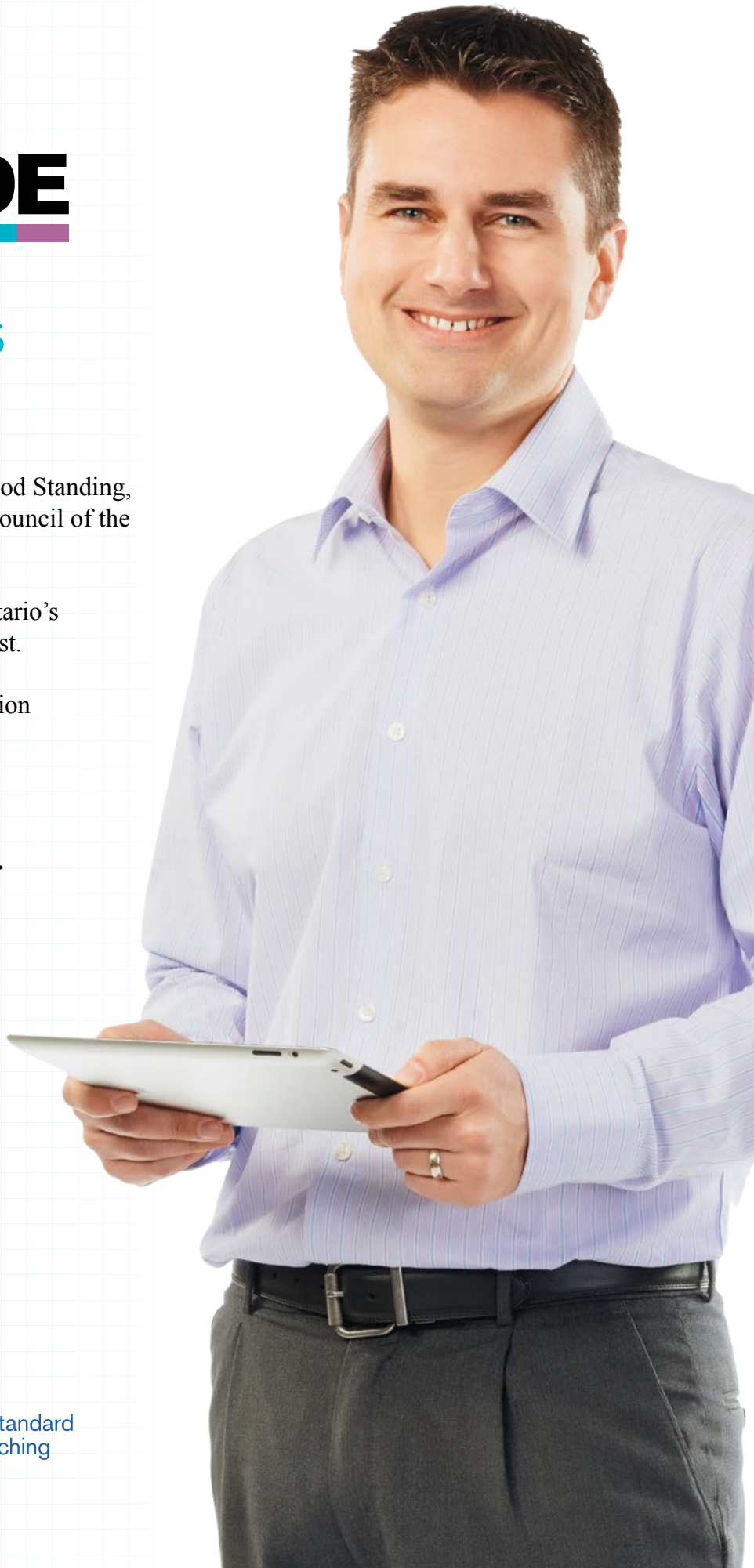
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PRINCIPAL/VICE-PRINCIPAL CONTINUED

6. John Hamilton, OCT (253700)
7. Kelly Kempel, OCT (184233)
8. Mary Linton Brady, OCT (193627)
9. Jeff McKibbin, OCT (184727)
10. Larry O'Malley, OCT (255832)

Required statement

1. Vicki Shannon attests that she meets all the requirements to run for the Principal/vice-principal position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Vicki Shannon does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Ron Zagordo, OCT

Registration: 188390

rzagordo@shaw.ca

Certified to teach in Ontario: 1989

Current employment:

Vice-principal, St. Basil SS

Employer: Huron-Superior Catholic DSB

Professional qualifications

Degree	Date	Institution
B.Sc.	1989	University of Windsor
B.Ed.	1989	University of Windsor
M.Ed.	2000	Nipissing University

Required biography

Prior to becoming a vice-principal gained invaluable professional and personal experience as a classroom teacher, which was the impetus to seek new challenges and opportunities as an educator. Assignments included working as a secondary school science teacher, Special Education teacher and summer school teacher. Teaching and administrative career has been very rewarding and so continues to seek new opportunities for professional growth. It would thus be a great honour and privilege to serve on the College Council as the Principal/vice-principal elected representative.

Has been an active member of the Catholic Principals' Council of Ontario (CPCO) for the past 10 years at the local level. Positions have included vice-president and secondary representative. As an active CPCO member has been involved with terms and conditions negotiations, board policy development and AGM participation.

Ultimately the duty of the College and Council members is to ensure that students learn in a caring and safe environment in the province of Ontario. This must be done through the co-operative efforts of teachers, administrators, parents and the community. The College is the regulatory body for the teaching profession that looks out for the public's and students' best interests.

Optional biography

None provided.

Eligible nominators (Registration)

1. Joe Chilelli, OCT (205292)
2. Kristen Coulter, OCT (425980)
3. Mike Currier, OCT (162495)
4. Christine Durocher, OCT (197949)
5. Wayne Greco, OCT (163203)
6. Val Nott, OCT (162724)
7. Larry Pezzutto, OCT (184836)
8. Domenic Rosso, OCT (205274)
9. Cindy Sawyer, OCT (176755)
10. Lou Spadafora, OCT (256607)

Required statement

1. Ron Zagordo attests that he meets all the requirements to run for the Principal/vice-principal position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Ron Zagordo does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

PRIVATE SCHOOL



Stefanie Achkewich, OCT

Registration: 535545

[sachkewich@](mailto:sachkewich@columbiainternationalcollege.com)

columbiainternationalcollege.com

Certified to teach in Ontario: 2008

Current employment: Teacher

Employer: Columbia International College

Professional qualifications

Degree	Date	Institution
BA Honours	2000	The University of Western Ontario

PRIVATE SCHOOL CONTINUED

B.Ed.	2002	University of Calgary
M.Ed.	2010	University of Toronto

Required biography

Has dedicated teaching career to private education. Since 2007 has been teaching at a ministry-accredited Grade 7–12 school. Completed M.Ed. at OISE/UT focusing on curriculum, teaching and learning and B.Ed. at the University of Calgary. Has completed ESL, Reading and Special Education AQs. Drive as a teacher comes from a desire to instil critical-thinking skills in students to foster real-world readiness.

As the incumbent for the Private School position on Council has come to understand that the duty to protect the public interest means advocating for the public. This means putting the concerns of parents, students and other stakeholders above own concerns as a teacher. As a member of the Discipline Committee maintains the ethical standards of practice at the forefront of every decision made. Is mindful of the expectations of the public to safeguard the students, whose safety and education are entrusted to the teachers of this province.

Optional biography

I serve as the Private School representative for the current Council focusing my time on the Discipline Committee. Working as a member of this committee means that I participate as part of a panel whose job it is to set professional rehabilitative goals intended to get teachers up to the standard of excellence set for them. Understanding how these hearings function has resulted in a huge learning curve, and I look forward to serving with further efficiency and having time to use what I have learned to mentor new Discipline Committee members.

To augment my work with the College I attended the 2014 Council on Licensure, Enforcement and Regulation Conference where I focused my time on learning about my role as a board member and how to make the most of my participation at both committee and Council levels.

Eligible nominators (Registration)

1. Ryan Bacon, OCT (621204)
2. Katherine Braedley, OCT (627169)
3. Jeremy Galea, OCT (460241)
4. Teresa Galluzzo, OCT (582908)
5. Denice Garell, OCT (259873)
6. Erika Green, OCT (407131)
7. Krist Hayes, OCT (631792)
8. Shamini Jacob, OCT (536669)
9. Diana Karan, OCT (263806)
10. Dana Lopatnyuk, OCT (424699)
11. Dagmar Strobl, OCT (454597)

12. Mary Jane Toal, OCT (136418)
13. Ken Van Abbema, OCT (629308)
14. Xu Wan, OCT (624668)
15. Rebecca Wellum, OCT (532462)

Required statement

1. Stefanie Achkewich attests that she meets all the requirements to run for the Private School position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Stefanie Achkewich does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Anne-Marie Goodwin Stevenson, OCT

Registration: 639414

anne_stevenson@hotmail.com

Certified to teach in Ontario: 2014

Current employment: Grade 1 teacher

Employer: Kitchenuhmaykoosib Inninuwag First Nation

Professional qualifications

Degree	Date	Institution
BA	1995	Saint Mary's University
B.Ed.	1998	University of New Brunswick

Required biography

During 16-year career has taught in a variety of classroom settings from kindergarten to Grade 12 in both public and private schools. Some experiences include teaching multi-grade classes, kindergarten to Grade 8 students in a one-room Hutterite colony school and in remote First Nation communities.

Has been certified and taught in Manitoba, Saskatchewan, Alberta and Ontario. Has spent many years teaching in the Intermediate division as well as one year working as a secondary school administrator. Since returning to Ontario in 2012 has been teaching in the Junior and Primary divisions in a First Nation community school.

While in Manitoba served as a teacher welfare representative on the local teachers' association for two years.

Understands the important role that the College and Council play in protecting the public interest by regulating and providing leadership to Ontario's teachers and through their continued

PRIVATE SCHOOL CONTINUED

commitment to reforming educational policies. Together they support teachers in professional development as they strive to foster excellence within Ontario classrooms while maintaining accountability to the public.

Optional biography

None provided.

Eligible nominators (Registration)

1. Jemima Cutfeet, OCT (493226)
2. Lucy Cutfeet, OCT (508629)
3. Amber Fiore, OCT (519321)
4. Rose-Marie Hill, OCT (623809)
5. Terry-Lynn Johnson, OCT (519445)
6. Annette Charlene McKay, OCT (449801)
7. Anna-Marie Nadeau, OCT (299899)
8. Roxanne Alexis Pellew, OCT (605769)
9. Suzanne Song, OCT (491418)
10. Barbara Stewart-Edwards, OCT (583692)

Required statement

1. Anne-Marie Goodwin Stevenson attests that she meets all the requirements to run for the Private School position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Anne-Marie Goodwin Stevenson does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).



Punita Lumb, OCT

Registration: 528220

lumb.punita@gmail.com

Certified to teach in Ontario: 2008

Current employment: Teacher

Employer: Islamic Foundation School

Professional qualifications

Degree	Date	Institution
BA Honours	2001	York University
B.Ed.	2008	OISE/UT

Required biography

Has taught in the private sector since 2001 including teaching adults in preparation for college, secondary school Grades 9 to 11, elementary Grades 3 to 8 and presently teaches Grade 8.

Also worked as a United Nations online volunteer by advising and networking with schools in impoverished areas of India. Is a passionate educator and recently completed the requirements for an M.Ed. Thesis work focused on teacher training and the recent push from the Ministry of Education for inclusive teaching practice to accommodate Ontario's growing diversity. Is now looking to enhance professional experience with the College and contribute to the voice of private schools and teachers by becoming a College Council member.

Maintaining transparency and integrity in the teaching profession is core to the role of the College and Council members. Ensuring that policies and procedures are clearly defined creates trust in the general public and maintains teachers' integrity. The Council understands the role of teachers and the College, and Council members contribute knowledge, experience and diverse perspectives that respect the guiding ethics of care and equity, which in turn uphold the teaching profession.

Optional biography

None provided.

Eligible nominators (Registration)

1. Syed Viquar Ahmed, OCT (488546)
2. Arshia Alam, OCT (284438)
3. Muhammed S. Bukhari, OCT (647590)
4. Omar Essawi, OCT (647737)
5. Ali Haroon, OCT (576650)
6. Zafira Hoosainny, OCT (561607)
7. Maryam Mahmood, OCT (620502)
8. Chafiq Moustachir, OCT (524242)
9. Osman Senel, OCT (642559)
10. Nillab Whahedi, OCT (618404)
11. Stori Whahedi, OCT (659559)

Required statement

1. Punita Lumb attests that she meets all the requirements to run for the Private School position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Punita Lumb does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

PRIVATE SCHOOL CONTINUED



Shannon Marcus, OCT

Registration: 507760

s.marcus@woodland.on.ca

Certified to teach in Ontario: 2006

Current employment: Teacher

Employer: Woodland Christian High School

Professional qualifications

Degree	Date	Institution
BA (Program of Teacher Education)	2005	Calvin College, Michigan

Required biography

Has been teaching for 10 years in a variety of contexts.

- 2011–present: ESL, French and food & nutrition teacher at Woodland Christian HS near Kitchener. Enjoys introducing students from all over the world to life in Canada.
- 2009–11: French as a third language at the American International School of Egypt. An adventure-filled challenging experience made easier by students' cheerful enthusiasm.
- 2005–09: Grades 9–12 French at Durham Christian HS in Bowmanville. Appreciated the challenge of making French enjoyable and easy to understand. Students found her classroom sage, consistent and engaging.

The role of the College and Council to set policies and procedures that ensure students' safety is paramount. It is also Council's role to be aware of changes and trends in education to ensure that the teaching profession stays current and relevant in today's society.

Teachers are also in need of protection. They are not always perceived well in the public eye and it is important they have a good image moving forward. The College and Council play a significant part in that image.

Optional biography

Shannon sees education as one of the key foundations upon which society should be based. Every child should have the right to learn and be taught regardless of where they come from or what they believe. She is excited about new ways of teaching and developing good relationships with students. She recently earned her M.Ed. from OISE/UT in curriculum, training and learning with an emphasis on second language education.

Shannon believes that professional standards are important. Schools should be a safe place for anyone who enters them. Safety is not limited to physical needs — students' emotional and social safety are also important. This means that the relationship between students, teachers and parents should be one of openness and transparency. Teachers are called to act professionally and ethically in all circumstances.

Eligible nominators (Registration)

- David Graham, OCT (262681)
- Nathan Johnson, OCT (474440)
- Mary Ann Krotz, OCT (462576)
- Mandy Mantel, OCT (564533)
- Audrey McGregor, OCT (502775)
- Marjorie Pasma, OCT (423614)
- Scott Stevens, OCT (646661)
- David Vance, OCT (573565)
- Jennifer Vanderkooy, OCT (593456)
- Jodi Wildschut, OCT (450637)
- Jameson Wright, OCT (533737)

Required statement

- Shannon Marcus attests that she meets all the requirements to run for the Private School position and to serve on Council, and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
- Shannon Marcus does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on p. 5 of the Nomination Form).

SUPERVISORY OFFICER ACCLAIMED



Brian Beal, OCT

Registration: 173615

bbeal@smcdsb.on.ca

Certified to teach in Ontario: 1984

Current employment:

Director of education

Employer: Simcoe Muskoka Catholic DSB

Professional qualifications

Degree	Date	Institution
BA	1983	The University of Western Ontario
B.Ed.	1984	University of Windsor
M.Ed.	2003	Nipissing University

SUPERVISORY OFFICER *CONTINUED*

Required biography

Began career in 1984 teaching English at Father Bressani CHS in Woodbridge. Moved to then Simcoe County RCSSB in 1989 and worked for five years as chair of English at St. Theresa's CHS in Midland. Between 1994 and 2003 served as vice-principal at Patrick Fogarty CSS in Orillia and then as principal at St. Dominic CSS in Bracebridge and St. Joseph's CHS in Barrie. Became a supervisory officer in 2003 and then commenced current role as director of the Simcoe Muskoka Catholic DSB in 2011.

In director role and as a member of the Ontario Catholic Supervisory Officers' Association, currently serves as one of the regional representatives on the English Catholic Council of Ontario Directors of Education and on the Council of Ontario Directors of Education.

The College fulfils several crucial roles. It promotes and protects education in Ontario. It certifies and supports teachers in their lifelong commitment to professional learning. It serves a significant role in reviewing and certifying teacher education programs to ensure that the programs are world-class. The College also plays an important role in regulating teacher professionalism.

Optional biography

None provided.

Eligible nominators (Registration)

1. Denise Andre, OCT (249755)
2. Stephen Charbonneau, OCT (171115)
3. Jane Dillon-Leitch, OCT (247784)
4. Phyllis Eikre, OCT (171882)
5. Abe Falconi, OCT (192851)
6. Catherine Montreuil, OCT (177886)
7. Dan Parr, OCT (255235)
8. Valerie Pichette, OCT (209043)
9. Patricia Preston, OCT (238187)
10. Chris N. Roehrig, OCT (257923)
11. Glenn Sheculski, OCT (181540)
12. Linda Staudt, OCT (169688)
13. Pino Tassone, OCT (259413)

Required statement

1. Brian Beal attests that he meets all the requirements to run for the Supervisory Officer position and to serve on Council, and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on p. 6 of the Nomination Form).
2. Brian Beal holds an excluded position that would prevent him from serving on Council and has agreed to resign from the position if elected (in response to question 2 on p. 5 of the Nomination Form).



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March 23 to
June 5, 2015

Opens

December 2, 2014

Closes

March 4, 2015

SUMMER

July 6 to
July 31, 2015

Opens

April 8, 2015

Closes

June 5, 2015

Closing dates
will be extended
if spaces are
still available.



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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 CONFERENCE HIGHLIGHTS



Journalist Sally Armstrong speaks to 2014 Inspiring Public Confidence attendees.

CONFERENCE ATTRACTS THOUGHT LEADERS IN REGULATION AND EDUCATION

The College's 2014 Inspiring Public Confidence conference brought together regional and global thought leaders who provided insight into trending topics in education and self-regulation. Building on the success of the 2012 conference, this year's conference focused on critical issues concerning regulators, teacher educators and the public.

POPULAR WORKSHOPS

Held November 5–7, 2014, in Toronto, the conference attracted over 200 participants. Presenters addressed topics in three streams: professional regulation, acting in the public interest and effective practices and research in teacher education. There were over 30 workshops in English and French on topics such as mental health,

best practices to prepare teachers for the 21st century and creative solutions to challenges faced by professional regulators.

HIGH-PROFILE SPEAKERS

Former Québec premier Jean Charest, journalist Sally Armstrong and former Canadian ambassador to Iran Ken Taylor were the keynote speakers and

HERE'S WHAT MEMBERS HAD TO SAY ABOUT THE 2014 CONFERENCE ...

"I find it very enjoyable because there are provocative speakers and good debates ... It provides opportunities for any professional to take a step back and reflect on how and why we do things. I also have a chance to meet with other regulators and realize we have similar issues."

—Jennifer Macdonald,
General Teaching Council for Scotland

"Your keynote speakers are always stimulating, and the diversity of topics is a pleasant surprise."

—Jacqueline Boulianne, OCT

delivered this powerful message: Never take for granted that the public is confident in your work; transparency, for any worker or organization, is key to gaining that public confidence.

DIVERSE PARTICIPANTS

The conference brought together Canadian and international delegates as far away as Ireland, Scotland and South Africa. They included professional regulators, members of the public, school board administrators, professional education associations, government officials, teacher educators, members of the teaching profession, school trustees and First Nations, Métis and Inuit community members. It also attracted representatives from many regulatory bodies in Ontario, Canada and abroad.



(Left) IPC award-winner Melanie Silva, OCT; (Right) keynote speaker Ken Taylor chats with 2014 conference attendees.

MINISTER COMMENDS COLLEGE COMMITMENT

Ontario Education Minister Liz Sandals kicked off the conference commending the College for its commitment to setting high standards for Ontario teachers in the public interest.

“The College has worked to support its members and I have every confidence it will continue to do so in the coming years,” Sandals said in her opening remarks. “Our government values the

partnership we have with the College because together we are building a strong publicly funded education system for our province — and helping to prepare our young people for success.”

INSPIRING PUBLIC CONFIDENCE AWARD

Melanie Silva, OCT, a music teacher at St. Peter Catholic Elementary School in Milton, was awarded the College’s 2014 Inspiring Public Confidence Award at the conference.

The \$1,000 award is given to an individual who works in public education and has significantly contributed to the public’s confidence in Ontario education.

“Melanie inspires public confidence by living and breathing the College’s standards of care, trust, respect and integrity,” said College Deputy Registrar Joe Jamieson.

The award presentation at the College’s conference in Toronto included an inspiring video on Silva’s impact. Watch the video at bit.ly/1xLbups. **PS**

Q&A WITH JEAN CHAREST

Professionally Speaking interviewed Jean Charest, the 29th premier of Québec and former deputy prime minister of Canada, and one of the keynote speakers at this year’s College conference, Inspiring Public Confidence. Read on to hear his thoughts on transparency, his favourite teacher and lessons learned.

Professionally Speaking: Your public service career extended almost 30 years. What is the most important lesson you learned during that time?

Jean Charest: You have to be passionate about life. I have a deep love for Canada and its people. You have to continually relearn how to be a good listener. If I could go back and change one thing, I would have worked harder to communicate more often and more effectively.

PS: Did you make mistakes?

JC: Oh, yes! I always joked with cabinet members that they should never repeat the same mistake, because there are so many new mistakes to make. If you take risks, you’re going to make mistakes, and you have to learn from them. My mistakes weren’t due to negligence — I made them because I believe that change happens if you take action and thus run the risk of making mistakes.

PS: Your government tried to establish a college of teachers in Québec. Why was that important and why was the idea abandoned?

JC: It was inspired by the Ontario model. In the first year of our mandate, we passed some controversial laws that were unpopular with unions. I realize that we — and I as premier — did not do enough to communicate our goals. As a result, we were misunderstood and failed to earn support. So we abandoned the project. I still think it’s a good idea. The goal was to support teachers and foster the public’s respect for the teaching profession.

PS: Why is transparency so important when it comes to government?

JC: It establishes trust in a context where the public has to be continually reassured. It’s important to communicate in a way that really reaches people.

COLLEGE CONFERENCE HIGHLIGHTS



Jean Charest discusses public confidence at the 2014 College conference.

PS: *How can you satisfy the public's desire for transparency while ensuring that disciplinary hearings remain fair for all parties involved?*

JC: That's a challenge! You need to explain the process to the public, which isn't always easy. In defending basic rights, you sometimes come up against a populist belief [touted by] the media that everything should be out in the open.

PS: *Tell us about a teacher who influenced you.*

JC: I had a Grade 5 teacher, Serge Christiaenssens, who was also a professional actor. History class was always an event: he played all sorts of characters and completely captivated us. He made me fall in love with history.

PS: *If you could spend a day with any person in history, who would it be?*

JC: I am not very religious, but I think I'd choose Pope John Paul II. People underestimate his accomplishments. He played a key role in the fall of communism and affected the lives of millions of people. The Berlin Wall would never have fallen without him. His work behind the scenes had a significant impact.

PS: *What character traits do you appreciate in your colleagues?*

JC: I always find it helpful when people

around me are frank and direct.

In politics, people often stop speaking openly to whoever is in charge because they're dealing with intimidating individuals.

When you're in a position of authority, like premier, it's not easy for a deputy minister or assistant deputy minister to say, "Frankly, you've made a serious mistake." You have to create a stimulating work environment that allows people to be at their best.

When it comes to politics, people don't realize how strong your relationships are, the kind of friendships you forge.

PS: *What are some traits you dislike?*

JC: Intolerance,

closed-mindedness, laziness, people who don't listen, and those who love to hear themselves talk.

PS: *Do people soften with age?*

JC: Very much.

With age comes happiness. You learn not to take things too seriously, that it's OK to be contradicted. And you learn to accept that life doesn't always go according to plan.

This is a good question for teachers, because I think adolescence is one of the hardest periods in life. These are very intense years, full of great joy and discovery. But at the same time, our clothes are always either too big or too small. It's a difficult period for young people and a challenge for the teachers who guide them.

You realize all this later in life, when you reach the end of your 40s. The people I know in their 50s are often happier than they were at 30 or 40. **PS**



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Studies completed outside Ontario can still be considered for equivalent standing after September 2015. Members who are interested in applying for equivalent standing can access the forms and additional information at bit.ly/1wwtmTt. **PS**

The Ontario College of Teachers Scholarship Program recognizes excellence in teacher education through the awarding of scholarships, bursaries and prizes to assist in the education of teachers or those wishing to become teachers.



2013 Joseph W. Atkinson Scholarship for Excellence in Teacher Education

Her vast experience, which includes

APPOINTMENTS (CONT. from p.122)

Basztyk-Benishek holds a master of education from Charles Sturt University, two bachelor of arts from McMaster University and a bachelor of education from OISE/UT. She has also completed two years of her PhD in education at Charles Sturt University. **PS**

LeFrançois has received numerous awards and distinctions throughout her academic career at the University of Ottawa, where she earned an honours bachelor of arts in French Literature (*summa cum laude*) and a bachelor of arts with a minor

“As future teacher I will strive to provide shared experiences to help foster a welcoming environment where all class members,

SCHOLARSHIP WINNERS (CONT.)

teachers and students alike, are recognized as valuable contributors,” she adds.

Deeply interested in ecology, she has been volunteering with a non-profit organization called The Otesha Project, helping to lead educational cycling tours throughout Canada, presenting workshops and plays to students about sustainability and social justice. As part of this project, she once cycled from Calgary to Vancouver with a group of young adults to present the project’s ideas to various communities.

McCanny has received numerous awards including Carleton University’s Senate Medal for Outstanding Academic Achievement for excelling in her courses within her bachelor of arts, a degree she designed herself on the theme of culture and imagination.

Ontario College of Teachers Scholarship — Intermediate/Senior level

Stephanie Lum, a teacher candidate in the consecutive education program at the University of Ottawa, is committed to positively impacting children’s lives. She has been a summer camp activity leader in science and engineering, and a science teaching assistant.

Lum is the recipient of the Ontario College of Teachers Intermediate/Senior Scholarship.

She has a bachelor of science in biopharmaceutical sciences with medicinal chemistry, and received the Faculty Plaque for achieving the highest standing in her program.

Lum will strive to promote a diverse and inclusive environment in her future classrooms to facilitate her students’

success. Her volunteer work has led her to Germany, on missions trips to Guatemala and to Manitoulin Island. Her interactions with aboriginal children from impoverished and broken families helped her to gain their trust by treating them with respect.

“There is power in a smile, a kind word and a listening ear. I strive to be a caring teacher, and dream of making a positive difference in the lives of my students,” she says.

Every Sunday morning, for the past four years, Lum has taught Bible studies to 30 two- and three-year-olds, including some with developmental delays.

“Educating children isn’t always easy; it takes a lot of hard work and dedication,” she admits. “But at the end of the day, it’s all worth it to see students succeed and feel good about their learning. Teaching is truly a rewarding career.” **PS**

INVESTIGATION COMMITTEE CASE STUDY

SMOKE SIGNALS

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’s appropriate and what isn’t. Details have been altered to respect confidentiality.

It happened on a cloudy winter day. Police officers, as part of a criminal investigation, knocked on the door of a teacher’s residence. They were there to execute a search warrant. Once inside the home, the police immediately smelled a very strong odor of marijuana.

In the teacher’s basement, the police

found jars containing two ounces of marijuana and a napkin with a little over four grams of marijuana. They also found marijuana seeds and digital scales.

The teacher and her husband were charged with possession for the purpose of trafficking marijuana. They appeared in court to answer to these charges.

During the court proceedings, the teacher’s husband pleaded guilty to charges that included simple possession of marijuana. As a result, the court withdrew the charges against the teacher.

The court heard that the teacher’s husband had the marijuana, seeds and scales in the basement. The teacher indicated that she was completely unaware that there were drugs in her residence, and that she was shocked by the news.

The Investigation Committee reviewed all the relevant information about the matter including letters, emails, police and court information, and correspondence from the member’s legal counsel.

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

The committee noted that the alleged behaviour did not occur in the context of the school setting, but reminded the teacher that teachers are significant role models in our society, and they should therefore avoid behaviour that could lead to criminal charges. **PS**

The committee decided not to refer the matter to the Discipline Committee. However, members of the committee decided to issue a reminder to the teacher.

THE OUTCOME

HEARINGS

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: Heather Anne Ashford-Smith
Registration No: 169392

Decision: Reprimand, conditions
A Discipline Committee panel directed Heather Anne Ashford-Smith, a Brampton private school teacher, to receive a reprimand for engaging in unprofessional behaviour with students.

Ashford-Smith, who was certified to teach in June 1977, did not attend the October 31, 2014, hearing, nor was she represented by a lawyer.

From the 2008 to 2011 school years, she occasionally spoke in a loud and shrill voice and/or yelled at her students. Her facial expressions were interpreted as angry and the students felt that her anger and frustration were directed toward them.

Ashford-Smith's teaching strategies were also inappropriate for the age group for which she was responsible. For example, she had expectations that the children help themselves before she offered her support. Therefore, her students felt she refused to help them. Her classroom management strategies were not suitable, respectful or conducive to learning.

The member's employment was terminated by the board in May 2011.

The Discipline Committee panel found the member guilty of professional misconduct based on the evidence, onus and standard of proof, an agreed statement of facts and joint submission on penalty, the submissions made by College counsel, and a guilty plea.

She was directed to appear before the panel to receive a reprimand. As well, she was ordered to complete a pre-approved course at her own expense regarding classroom management and discipline strategies.

Member: Samantha Jane Biggs
Registration No: 469131

Decision: Revocation

A Discipline Committee panel revoked the certificate of Bluewater District School Board former teacher Samantha Biggs for physically, verbally, psychologically and emotionally mistreating students in her care and neglecting her teaching duties during class time.

Licensed to teach in July 2003, Biggs did not attend the hearings held on April 3 and 4, and September 15, 2014, nor was she represented by legal counsel.

Between September 2007 and December 2010 she committed acts of professional misconduct such as:

- pushing a student's head into a water fountain at the school while the student was getting a drink, causing the student's tooth to chip, and laughing at the student about the incident
- calling a male student "rat face" on more than one occasion and telling him that he looked like he had rat teeth
- making several comments about a student with autism "spazzing out" and told the student not to touch her.

The panel heard evidence that Biggs exhibited a pattern of behaviour involving different students in different classes and different schools. Her behaviour also included instances of verbal, psychological and emotional abuse in her interactions with colleagues, parents and administration.

Administrators said she was defiant, full of denial and quick to blame others.

Having considered the evidence, submissions by College counsel and case law provided, as well as the advice of independent legal counsel, the Discipline Committee panel found the member guilty of professional misconduct and directed the Registrar to revoke her Certificate of Qualification and Registration.

The panel was troubled by her

repeated behaviour of picking on the weak and vulnerable and found that "The member's ongoing pattern of professional misconduct, with no evident interest on her part to remediate her practice, makes revocation the appropriate penalty."

Member: Stephen John Courtney
Registration No: 494600

Decision: Reprimand, conditions
A Discipline Committee panel directed Stephen John Courtney, a former teacher of the Near North District School Board, to receive a reprimand for expressing remarks that constituted verbal, psychological and emotional abuse, and for using physical force with students.

Courtney, who was certified to teach in August 2005, attended the September 23, 2014, hearing, and was represented by a lawyer.

In December 2011, Courtney used inappropriate force while addressing a physical altercation between two male students. The board initiated an investigation and placed him on an administrative leave. The Children's Aid Society confirmed the altercation resulted in superficial injury.

In its investigation, the board heard that Courtney made inappropriate gestures and insensitive comments to students, including:

- calling students "idiots and stupid"
- drawing pictures of students on the board and saying "I'm going to love killing you guys"
- threatening to "cut off students' fingers"
- calling a student "gay" and making references about the student being gay.

He was suspended by the board for five days without pay.

In March 2012, Courtney raised his finger at the vice-principal and stated in an admonishing tone "If you continue to conduct yourself in this manner, you are going to piss a lot of people off."

His employment was terminated in February 2013.

The Discipline Committee found him guilty of professional misconduct based on a memorandum of agreement (MOA), a plea of no contest, a joint submission

on resolution and submissions from legal counsel. He faced the Discipline Committee panel immediately after the hearing to receive a reprimand and was ordered to take a course(s) on professional boundaries and cultural sensitivity.

In its written decision, the panel said, "It is important for teachers to establish strong, professional relationships with their students and colleagues.... It is deplorable for a teacher to embarrass and belittle students."

Member: Ignatius George, OCT
Registration No: 269241

Decision: Reprimand, conditions
A Discipline Committee panel directed Ignatius George, a teacher of the Toronto Catholic District School Board, to receive a reprimand for using physical force with a male student.

The member, who was certified to teach in June 2002, attended the August 27, 2014, hearing with his legal counsel.

In May 2010, George intervened to end a situation where his student was spitting, hitting and kicking his educational assistant. When he approached the student, who attempted to punch him, George struck his face with his hand causing the student's head to hit a wall behind him. His head was checked for swelling and there was none.

The Catholic Children's Aid Society conducted an investigation and George was suspended for five days by the board.

The Discipline Committee panel found the member guilty of professional misconduct based on the evidence, onus and standard of proof, a statement of uncontested facts, a joint submission on penalty, a plea of no contest, and legal submissions. The member was directed to appear before the panel to receive a reprimand immediately following the hearing. As well, the member was ordered to complete a course on classroom management, which he did successfully.

Member: Jean-Paulo Guilherme, OCT
Registration No: 471610
Decision: Reprimand, conditions

A Discipline Committee panel directed Jean-Paulo Guilherme, a teacher of the Dufferin-Peel Catholic District School Board, to receive a reprimand for depositing a money order of \$500 collected for a school trip into his personal credit union account.

Guilherme, who was certified to teach in October 2003, attended the October 22, 2014, hearing, and was represented by a lawyer.

In May 2009, Guilherme organized and collected students' money for a school field trip. One student provided him with a \$500 money order. It was never cashed and was believed to be lost. On March 2011, the money order in the amount of \$500 was deposited into Guilherme's credit union account through an automated teller machine.

He was charged with fraud under \$5000 in 2011, terminated from his board in 2012 and given a conditional discharge on the fraud charge in 2012. He successfully appealed the discharge, which resulted in the charges being withdrawn by the Crown in 2013.

Based on the evidence, a memorandum of agreement and a joint submission on resolution the Discipline Committee ratified the memorandum of agreement and found the member guilty of professional misconduct. He was ordered to complete a course on professional ethics at his own expense. In its written decision, the panel said, "As a teacher, the member was expected to be a role model for his students. In this he failed."

Member: Denis Joseph Marcel Levesque, OCT

Registration No: 265721

Decision: Reprimand, conditions
A Discipline Committee panel directed Denis Joseph Marcel Levesque, a teacher of the Halton District School Board, to receive a reprimand for engaging in unprofessional behaviour with students.

Levesque, who was certified to teach in August 1996, attended the September 15, 2014, hearing, and was represented by a lawyer.

Between January 2009 and January 2010 Levesque provided a female

student with his personal email address and contact information for the purpose of communicating with the student's father, and engaged in personal communications with the same student via MSN instant messaging.

He also drove her with other students in his personal vehicle and, on one occasion, drove her home alone after her father failed to pick her up.

Between January 2009 and February 2010, Levesque visited dating and other inappropriate websites on a computer belonging to the board. As a result, pornographic images were present on the board's computer.

The Discipline Committee panel found the member guilty of professional misconduct based on the evidence, onus and standard of proof, an agreed statement of facts, a joint submission on penalty, submissions from both counsel, and a guilty plea.

He was directed to appear before the panel immediately following the hearing to receive a reprimand. As well, the member was ordered to complete a pre-approved course at his own expense regarding boundary violations. In its written decision, the panel said, "The development of electronic media is now firmly entrenched and has revealed many dangers for members of the profession. The ease of communication with students that this form of contact allows makes it easy to fall into precarious communication practices that could be deemed conduct unbecoming a member."

Member: Joseph Mpitabakana
Registration No: 522280

Decision: Suspension, reprimand, conditions
A Discipline Committee panel ordered the Conseil scolaire de district catholique Centre-Sud teacher Joseph Mpitabakana to receive a suspension and, prior to accepting any teaching position requiring a Certificate of Qualification and Registration, the member is to appear before the Committee to receive a reprimand for professional misconduct.

HEARINGS

Licensed to teach in July 2007, the member did not attend the March 24, 2014, and September 2, 2014, hearings, and was not represented by legal counsel.

During the 2010–11 school year, Mpitabakana established an inappropriate relationship by being in a pool, whirlpool bath and shower room with a female student.

Having considered the evidence, onus and standard of proof, testimony, and the submissions of College counsel, the Discipline Committee panel found the member guilty of professional misconduct, and ordered that his certificate be suspended for three months — starting on September 2, 2014.

Prior to accepting any position that requires a teaching certificate, he must appear before the Discipline Committee to receive a reprimand, and must successfully complete, at his own expense, a pre-approved course on maintaining appropriate boundaries between teachers and students.

In its written statement, the panel noted, “This penalty is appropriate, preserves the integrity of the teaching profession, maintains public confidence in the teaching profession and serves and protects the public interest.”

Member: Deren Ellis Sanli

Registration No: 515040

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Deren Ellis Sanli, a former College member who was teaching in Marlborough, Mass., in connection with a criminal conviction for taking pictures of students under their skirts.

Licensed to teach in March 2007, Sanli attended the October 21, 2014, hearing, and was represented by legal counsel.

During the 2011–12 school year, Sanli asked female students wearing skirts to stand on chairs and desks to hang artwork high up on his classroom walls. Sanli

stood behind them, held a camera down low and took a picture up their skirts.

He was terminated as a result of his conduct, resigned his membership with the College and had his certificate cancelled, convicted in a criminal court and agreed that he should not be in a classroom setting.

Having considered the evidence, onus and standard of proof, an agreed statement of facts, a joint submission on penalty, a guilty plea, and submissions made by legal counsel, the Discipline Committee panel found Sanli guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

The panel found that his “conduct was unacceptable, disgraceful and illustrated an abuse of power and trust.” **PS**

Copies of the full decisions are available at bit.ly/1gklGOS.

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NAME: *Allan Reid*

- Born and raised in Kelowna, B.C., on June 9, 1966
- His father, Robert Dow Reid, is an accomplished artist and his mother ran their gallery
- Attended Mission Primary (1972–74), Dorothea Walker Elementary School (1975–79) and Okanagan Mission Secondary School (1980–84)
- Worked as a gardener at a local radio station; by high school graduation he was the music director
- Planned to attend the University of British Columbia to become a high school teacher but instead became involved in music
- Signed artists such as Jann Arden and Hedley as senior VP of A&R (Artists and Repertoire) at Universal Music Canada from 1999 to 2007
- Worked with artists such as Joel Plaskett and Kathleen Edwards as general manager of indie label, Maple Music, from 2007–10
- Became the director of MusiCounts, The Canadian Academy of Recording Arts and Sciences' (CARAS) music education charity in 2010
- Also in 2010, established his own management agency with artists such as Royal Wood and Hawksley Workman
- Named president & CEO of The JUNO Awards, MusiCounts and CARAS in 2014
- Lives in Toronto with his wife, singer-songwriter Kim Stockwood, and their two sons
- The JUNO Awards will air on March 15 (CTV)

MUSIC PREACHER

Music industry veteran Allan Reid swaps notes on why music education should play an instrumental role in schools.

BY LAURA BICKLE

Describe your elementary school self.

Tall, outgoing and curious.

Describe yourself in high school.

The tallest, outgoing and entrepreneurial.

Lessons learned in kindergarten?

Be kind. It's easier than being mean.

Best advice from your school years?

Stay true to your friends, 'cause they'll save you in the end — a great lyric from a Sam Roberts song called *Hard Road*. I learned that lesson early; some of those schoolboy friendships are still going strong today.

Who are your non-fiction heroes?

There is one true hero that inspires me to this day and that's Terry Fox.

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

Business. I wish they had a course that prepared students for the real world of business, and how to do your income tax.

Favourite era to attend school in?

I wouldn't change a thing about when I went — it was the best time of my life.

Quality you appreciated in a teacher?

Compassion and dedication. Teachers are a special breed of people.

Most memorable teacher?

I had three in high school who made a significant impact. Doug Gray (physical education), Mickey Patryluk (French and peer counselling) and Jim Jacques (math). They taught me to believe in myself and encouraged me to strive to be the best I could be. Thirty years later, I still keep in touch with them.

Do your organizations contribute to Ontario-based education programs?

Music education is very important to The JUNO Awards, MusiCounts and CARAS — it truly is the foundation of

our industry. Since MusiCounts' inception 17 years ago, we have awarded more than \$3 million to support music education in Ontario. This has impacted more than 275 schools and communities, as well as 100 scholarship recipients. We've also honoured four Ontario teachers with the MusiCounts Teacher of the Year Award.

How would you like to see school music programs evolve?

I'd like to see more school board funding of music programs. We get hundreds of applications from schools every year that are running programs with instruments that are 20 to 40 years old and in a state of disrepair. Music education should not be a charitable endeavour, but as long as it's being underserved MusiCounts will continue to put instruments in the hands of the students who need them most.

PHOTO: MATTHEW FLEXMAN

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