

SEPTEMBER 2017

professionally speaking

THE MAGAZINE OF THE
ONTARIO COLLEGE OF TEACHERS

RESPONDING TO BULLYING

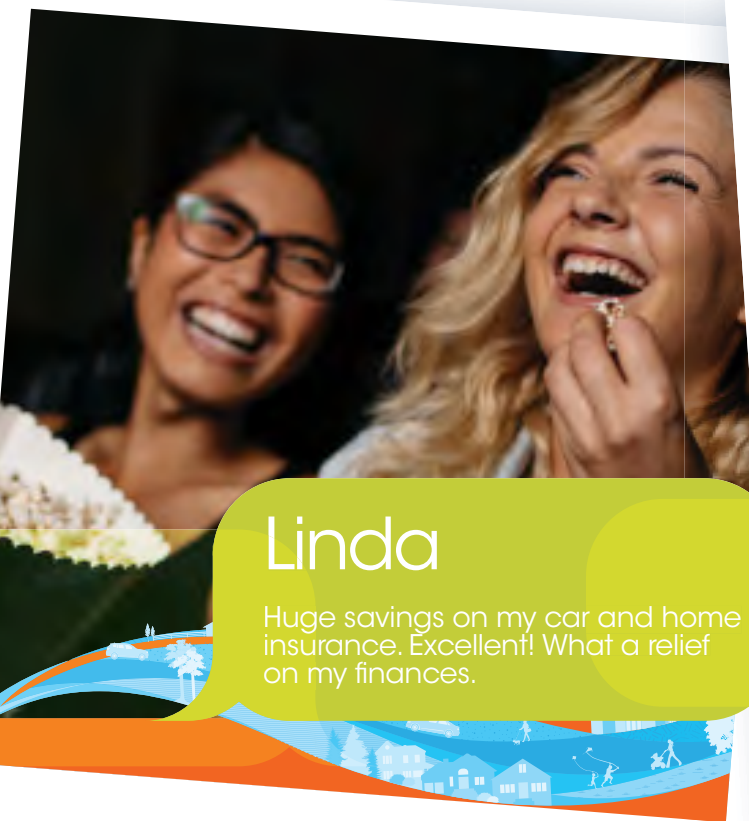
THE COLLEGE'S NEW PROFESSIONAL ADVISORY
PROVIDES ADVICE TO TEACHERS ABOUT HOW
TO RESPOND TO BULLYING p.40



**SPECIAL
ELECTION
SECTION P.51**



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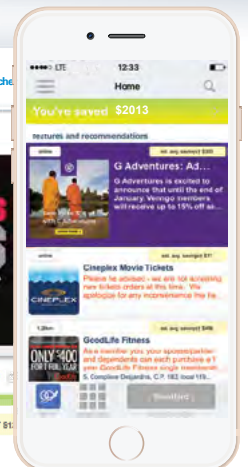
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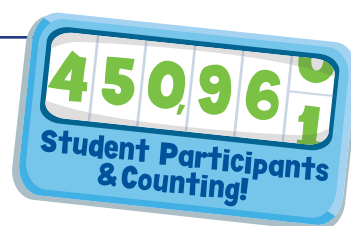
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History	• ▲
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Music	• ▲
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THREE-PART ADDITIONAL QUALIFICATIONS

Cooperative Education Part 1	• ♦ ▲
Cooperative Education Part 2	• ▲
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First Nations, Metis & Inuit Peoples Part 2	• ▲
First Nations, Metis & Inuit Peoples Specialist	• ▲
French as a Second Language Part 1	• ▲
French as a Second Language Part 2	• ▲
French as a Second Language Specialist	• ▲
Guidance & Career Ed Part 1	• ♦ ▲
Guidance & Career Ed Part 2	• ♦ ▲
Guidance & Career Ed Specialist	• ♦ ▲
Health & Physical Ed (P/J) Part 1	• ♦ ▲
Health & Physical Ed (P/J) Part 2	• ▲
Health & Phys Ed (P/J) Specialist	• ▲
Integration of Information & Computer Technology in Instruction Part 1	• ♦ ▲
Integration of Information & Computer Technology in Instruction Part 2	• ▲
Integration of Information & Computer Technology in Instruction Specialist	• ▲
Kindergarten Part 1	• ♦ ▲
Kindergarten Part 2	• ▲
Kindergarten Specialist	• ▲
Mathematics, Primary & Junior Part 1	• ♦ ▲
Mathematic, Primary & Junior Part 2	• ♦ ▲
Mathematics, Primary & Junior Specialist	• ♦ ▲
Reading Part 1	• ♦ ▲
Reading Part 2	• ♦ ▲
Reading Specialist	• ▲
Religious Education in Catholic Schools Part 1	• ♦ ▲
Religious Education in Catholic Schools Part 2	• ♦ ▲
Religious Education in Catholic Schools Specialist	• ▲
Special Education Part 1	• ♦ ▲
Special Education Part 2	• ♦ ▲
Special Education Specialist	• ♦ ▲
Teaching English Language Learners Part 1	• ♦ ▲
Teaching English Language Learners Part 2	• ▲
Teaching English Language Learners Specialist	• ▲

Teacher Leadership Part 1	• ▲
Teacher Leadership Part 2	• ▲
Teacher Leadership Specialist	• ▲
Teacher Librarian Part 1	• ♦ ▲
Teacher Librarian Part 2	• ▲
Teacher Librarian Specialist	• ▲

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Classroom Management	• ▲
Safe & Accepting Schools	• ▲
Special Ed - Behaviour	• ▲
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Student Assessment & Evaluation	• ▲
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TECHNOLOGICAL EDUCATION

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5 Easy Ways to be Retirement Ready



by Jim Grieve, Executive Director, RTO/ERO

@JimAwesomeYears

Planning for retirement is a big step. From our experience talking to pre-retirees, here are five easy ways to get ready for retirement.

1. Be fearless

We all dream about retirement, but we're not necessarily eager to grow older. So we may put off retirement planning — even though we may be retired longer than we're employed. Conquer your fear of retirement. RTO/ERO has many resources to help you get started.

2. Ask your retired friends for advice

Many of our RTO/ERO members say they wish they'd started planning earlier. For you, these retired members are like your personal time machine — connect with them to gain advice and perspective.

3. Embrace being retired-ish

Education is hard work, but it's also "heart work." So it's important to be retiring to something, not just from something. Becoming retired-ish is an easy way to explore new passions without giving up old ones — or breaking the bank to finance them.

4. Show me the money

Not sure how much money you need to retire? Learn about retirement income, lifestyle options and speak one-on-one with retirement experts at one of RTO/ERO's Retirement Planning Workshops.

5. Join RTO/ERO to smooth the transition

Joining RTO/ERO a few years before you retire helps you to build a new network to ensure a smooth transition when you're ready for the next life stage.

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RTO/ERO is the bilingual trusted voice on healthy, active living in the retirement journey for the broader education community. RTO/ERO insurance programs are designed by members for members. RTO/ERO welcomes members from the broader education community — including teachers, principals, administrative, support and school board staff.



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The views expressed in the articles are those of the authors and do not necessarily represent the official position of the College.

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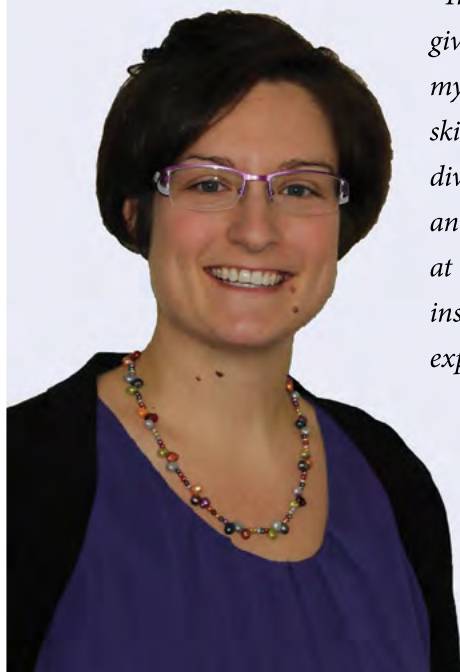
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Regulators from across Canada gathered at the College for the Toronto regional CLEAR (Council on Licensure, Enforcement and Regulation) symposium. College leaders spoke to the audience about anticipating and mitigating risk.



SHOWING OUR PRIDE

In June, College staff met with members of the public at Pride Toronto to inform them about the different ways in which the College sets the standard for great teaching in Ontario.



#AQTWITTERCHAT

Over the summer the College's Standards of Practice and Education staff held a Twitter chat on ecological sustainability within teacher education. Educators provided input into the development of Additional Qualification guidelines via social media and through in-person consultation.

GOLFING FOR A CAUSE

Education stakeholders participated in the College's annual charity golf tournament in July. Proceeds go to the College's Teacher Scholarship Program, which awards scholarships to exemplary teacher candidates.



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RUN FOR COLLEGE COUNCIL

Consider contributing to the future of education.

BY ANGELA DE PALMA, OCT

The final course I completed as part of my Master of Catholic Leadership program studies focused on the ways teachers deliver pastoral care in their work. Educators know that students must have a sense of well-being before active learning can occur, and they regularly respond to that need — often instinctually. Because the well-being of teachers is also important, school and system staff step up to provide it to one another.

My course colleagues included Ontario Certified Teachers working in elementary and secondary schools, serving in positions ranging from guidance counsellor to classroom teacher, principal, Special Education teacher and itinerant teacher. Service is at the heart of the teaching profession in all its individual roles, and is one of its many rewards and challenges. Rewards and challenges tend to have that kind of reciprocity.

Of course, the relationship between OCTs and the act of serving goes well beyond school structures and systems. The notion of assistance and enrichment, in fact, sparked my interest in running for a position on College Council.

Although the College has regulated the teaching profession in Ontario for the past 20 years, I wasn't familiar with the organization until well into my teaching career. A cautionary note I share with teacher candidates in faculty of education programs during presentations is my regret at not becoming familiar with the College at an earlier stage. I consider myself an engaged member, who, like my OCT colleagues, seeks out ways to develop my ongoing professional learning. And yet the Ontario College of Teachers only recently entered my professional radar.

Confirming that hindsight is everything, my time on Council has proved to be one of the most personally and professionally enriching experiences of my teaching career, securing a place on my "Top 10" professional highlights list.

The benefits of serving on College Council are abundant and reflect the rewards and challenges of teaching. My two terms have allowed me to collaborate with and learn from Council colleagues from diverse backgrounds on issues that are central



to the teaching profession. As we ask questions, debate issues and make policy recommendations at Council and committee meetings, we enhance one another's understanding of board governance and what it means to serve the public interest. If you have ever prioritized the needs of a student, you already have a sense of what the public interest means.

Council helps ensure that Ontario's teacher education programs are sufficiently robust to prepare new teachers for diverse school communities. We examine the College budget to make sure it reflects — and is sufficient to support — the College's operational needs, such as Additional Qualification course reviews. We collaborate with College staff to help ensure the College's mission, vision, values and strategic priorities are appropriately reflected in our work.

The seventh Council has proudly contributed to teaching and leadership on a provincial scale. Soon, this privilege will transition to the eighth Council.

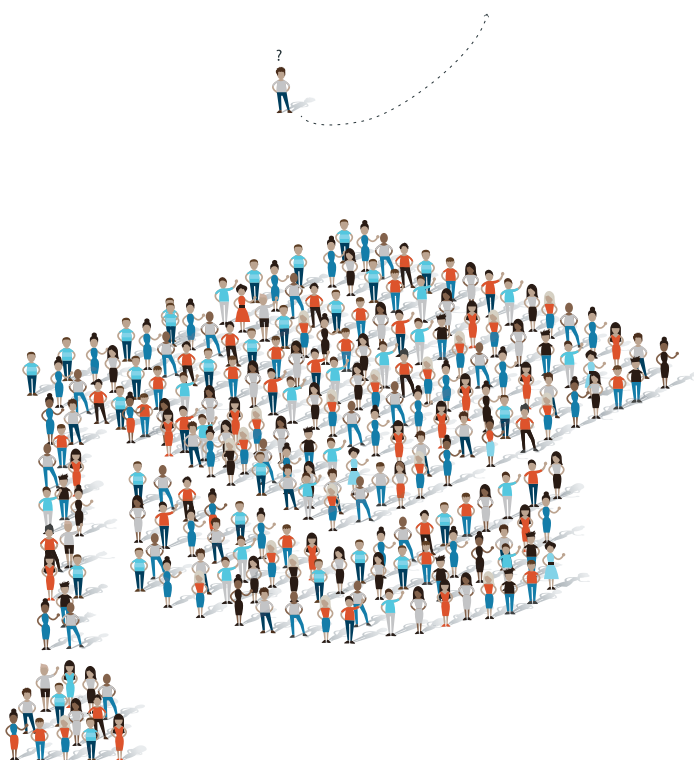
The election section in this issue outlines what College members need to know in order to seek one of 23 elected positions to serve the teaching profession for a three-year term. I encourage you to review it as you consider the opportunity to contribute to the education sector in a unique and valuable way. A video at oct-oeo.ca/councilelection2018 also provides a snapshot of need-to-know facts about the nomination process. Watch it, reflect, put your name forward, and serve. **PS**

Angela De Palma



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FRAMING YOUR NARRATIVE

The Master of Suspense meets the power of teachers

BY MICHAEL SALVATORI, OCT

Last spring, I was asked to deliver a keynote speech on the power of teachers to alumni and friends at a university function. My first challenge was to choose a path within this broad and stimulating theme. I settled on three notions, which I listed in the presentation title: “Recall, Rigour and the Master of Suspense.” My objective was to weave together all three to illustrate the powerful impact teachers have on students and on society.

I'll begin by ending the suspense. Some of you may recognize the “Master of Suspense” as the well-deserved nickname for classic film director Alfred Hitchcock. I have long been a great fan of his films such as *Rear Window* and *The Man Who Knew Too Much*. Although I know the films well, I did not know that he had provided his cast with two scripts — one blue and one green.

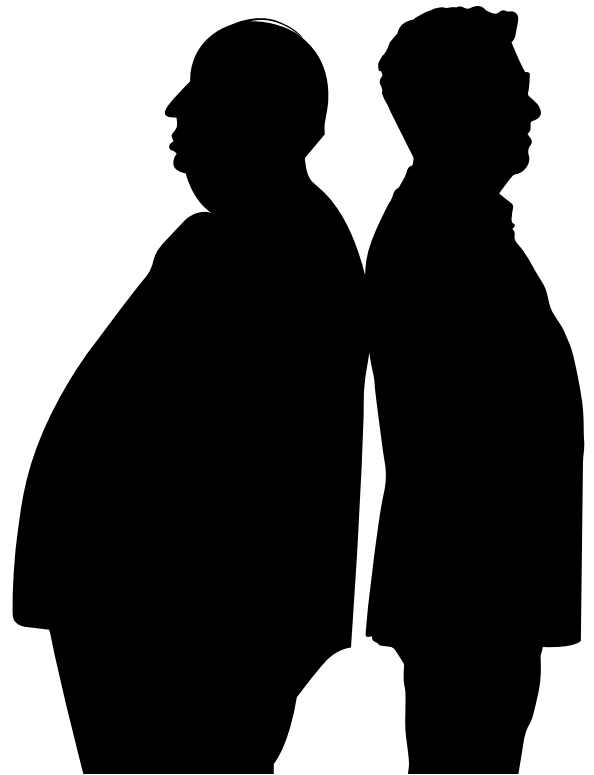
A presenter at a recent communications seminar explained that Hitchcock's blue script was what one would expect: the lines the actors would recite, the stage directions, the description of the set and so on. The green script, however, was more interesting and nuanced. It described how the scene was intended to make the audience feel.

Through this script, Hitchcock telegraphed the feelings he wished to evoke. As I reflected on this approach, I thought about the work we do to prepare students for the future and their role in our civil society. What would it look and sound like if we asked young people *how* they want to be rather than *what* they want to be?

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It's our green script that allows us, as practitioners, to help students to develop the skills and attributes they will need to prepare for their futures, and to solve the problems they will face. Often, we set the scene for students by sharing our own stories.



I invite you to reflect on the College's standards of practice and ethical standards as one means to frame your stories.

Recall, another notion in my presentation, allows us to recount narratives and anecdotes to engage with students and to encourage them to connect their own experiences with their learning.

I invite you to reflect on the College's standards of practice and ethical standards as one means to frame your stories and to engage students in discussion. Member vignettes and narratives available at oct.ca reinforce our shared standards and offer a lens to explore how we embed care, trust, respect and integrity in our professional practice, and how this impacts our students.

The ethical standards, whether as the frame for a narrative or as ways to instil values in our students, serve as a strong foundation for our work in the service of students.

Alas, it would seem that I've run out of room to discuss the third notion — *rigour*. That will have to wait for a future instalment. Or, to quote the famed director, “Always make the audience suffer [in suspense] as much as possible.” **PS**

M. Salvatori

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letters to the editor

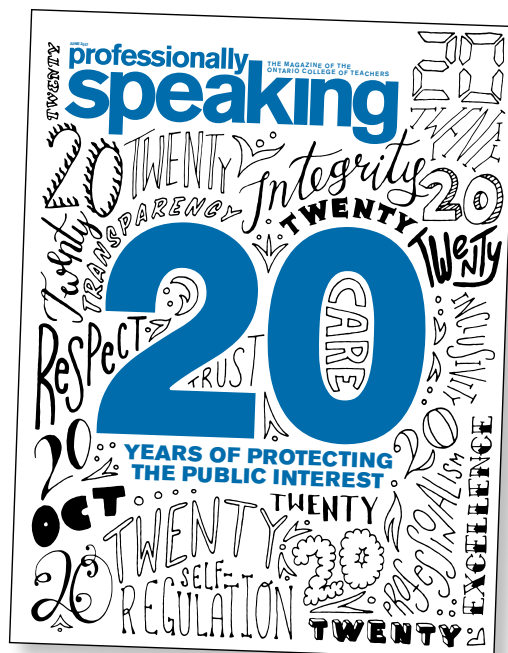
Professionally Speaking welcomes letters and articles on topics of interest to teachers. We reserve the right to edit letters for length and to conform to our publication style. To be considered for publication, letters must provide the writer's daytime phone number and registration number. Address letters to: The Editor, Professionally Speaking at ps@oct.ca or 101 Bloor St. W., Toronto, ON M5S 0A1.

What's in a Name

The June issue of *Professionally Speaking* touts 20 years of protecting the public interest. Words such as “inclusivity,” “respect,” “care” and “integrity” adorn the cover. Within the issue in the article titled “20 Years of Protecting the Public Interest” are the subtitles “A New Level of Openness,” “Planting the Seed” and “Broadening Perspectives.” But in the At the College section, there is a picture of international visitors. Five people are in the picture: three of them are White and two are Black. The names of all the White people are given, but the two Ugandan delegates are simply identified as “members” [of the delegation].

Beliefs about race emerge from the quotidian, the ordinary, and the day-to-day ways of being and doing things; how things, and especially people, are portrayed. The two Black men in the photo are not ciphers, quantities of

no importance; they are men who have names, and their identities should have been respected. By carelessly ignoring the personal identities of these two individuals, your editors quietly and easily contributed to the normative framework of how Black people are seen (or not seen even though their bodies are there). The history of Black people is rife with examples of the careless disregard of names and the imposition of namelessness upon Black bodies. And the ironic kicker is Angela De Palma's article, “Answering to Your Name: Names contain meaning, contributing to who we are,” is spot on — names are important.



— **Carl Cooke**, is a retired teacher who taught Grades 3 and 8 in the Toronto District School Board and **Rachel Cooke**, OCT, is an assistant curriculum leader of English at Silverthorn Collegiate Institute, Toronto District School Board.

Declining number of male teachers disheartening

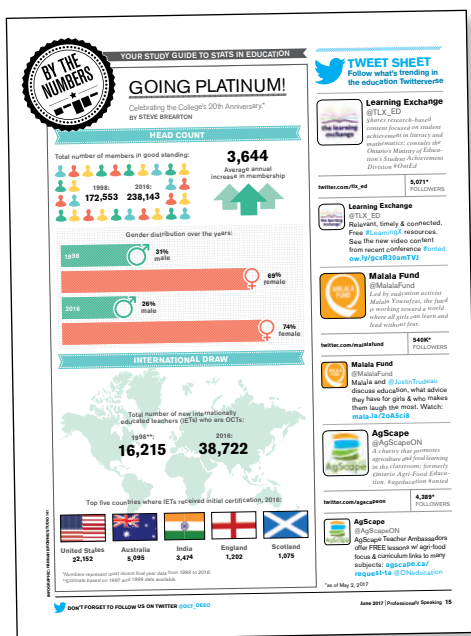
I find it worrisome that the number of male teachers, as reported in *By the Numbers* in the June edition, has been declining over the past 20 years, dropping from 31 per cent in 1998 to 26 per cent in 2016. Meanwhile, the number of male teachers found in this issue's Hearings in the Governing Ourselves section exceeds the number of female teachers 12 to one.

Is it really because men have less self-control and are generally more violent? Or is it because their behaviour is scrutinized more closely than that of women?

At one point I actually thought the teaching profession could be a possibility for my son, who is in his 20s. Now, I'm having second thoughts. My son is social and friendly, and for those reasons I'd be afraid he'd end up in the Hearings pages for touching the shoulder of a student. It's very unfortunate because boys drop out of school more often than girls and need successful male role models in education. As former College Chair Donna Marie Kennedy says on page 29: “I think a profession can be over-regulated.” And I sometimes wonder when I'm reading these Hearings summaries if the College has already gone too far.

(This letter has been translated from the original French version.)

— **Hélène Dompierre**, OCT, teaches French as a Second Language and biology at Philemon Wright High School in Gatineau, Que.





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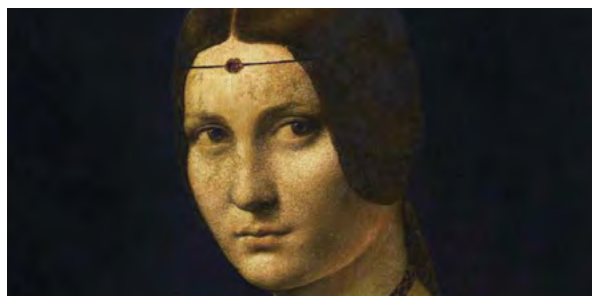


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1. To search Find a Teacher.
2. To print my tax receipt.
3. To search Find an AQ.
4. To update my member profile.
5. To pay my membership fees.
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8. To stay current on College news.
9. To read an issue of *Professionally Speaking*.
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CONNECTIONS IN YOUR PROFESSION



Pop Quiz

with Mike Downie

BY LAURA BICKLE

Four years ago, documentary filmmaker Mike Downie heard a CBC radio documentary about the tragic tale of Chanie Wenjack, a 12-year-old determined to make the 600-kilometre journey back to his family after fleeing a residential school in Kenora, Ont. Sadly, Wenjack died of exposure beside the railroad tracks, six days into his trek. Downie went on to research Chanie Wenjack's story and then recounted what he read to his brother Gord, lead singer of The Tragically Hip. They realized that his story deserved acknowledgment on a larger scale. As a result the brothers, along with the Wenjack family, created The Gord Downie & Chanie Wenjack Fund to raise awareness and understanding. As well, a related multimedia project, *Secret Path* (a music album, graphic novel and animated film with artwork by Jeff Lemire), was released in October 2016. Here, Downie shares how he hopes Wenjack's legacy will resonate with today's students.

Q Tell us about The Gord Downie & Chanie Wenjack Fund.

Its focus is cross-cultural education, bringing two solitudes together to learn from each other — with the goal to both let Indigenous people know that non-Indigenous people care about what happened, and to inspire action and improve lives. The fund has an Indigenous-led board that makes decisions about which programs to fund.

Q Why was it important to tell Chanie's story in this format?

It's a universal story — a boy trying to get home; it was like a dagger right to the heart. The key to reconciliation is awareness, education and, ideally, action. I hardly knew anything about residential schools. A piece of art can start a dialogue and provide a deeper understanding.

Q Did you intend for *Secret Path* to become a learning resource?

It's a useful tool to better understand and discuss residential schools. It doesn't have all the horror in it. We were confident it would work in the classroom because it can be used in so many ways — in relation to art, music and animation.

Q How are teachers using the resources in the classroom?

They're malleable. They can span the grades depending on how deep you go. High school classes are looking at the lyric sheets. We're seeing related artwork from younger students. The feedback has been incredibly gratifying. [A searchable platform will be available in the fall where teachers can find lesson plans and get inspiration from other educators who have used the resources.]

Q How has this multimedia project influenced you?

The knowledge and traditions within Indigenous cultures is fascinating. Drum circles, smudging, the medicine wheel — it's mind-blowing. We have a lot to gain in allowing these teachings into the mainstream, which have been right under our nose the whole time. They are so willing to share with an open heart. And for Gord, it has been a great opportunity to do something he believes in, outside of his own story, and to put his weight behind something that is so important to the country.



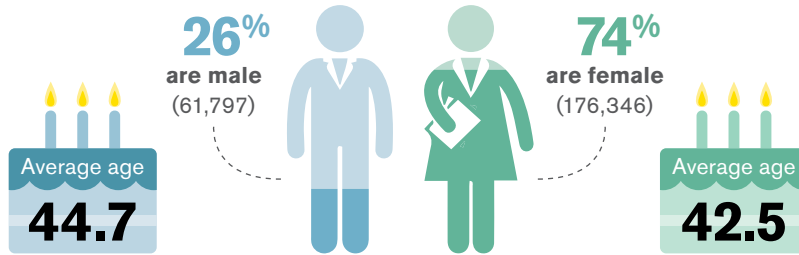
ANNUAL REVIEW

A look at the College's 2016 Annual Report.
BY STEVE BREARTON

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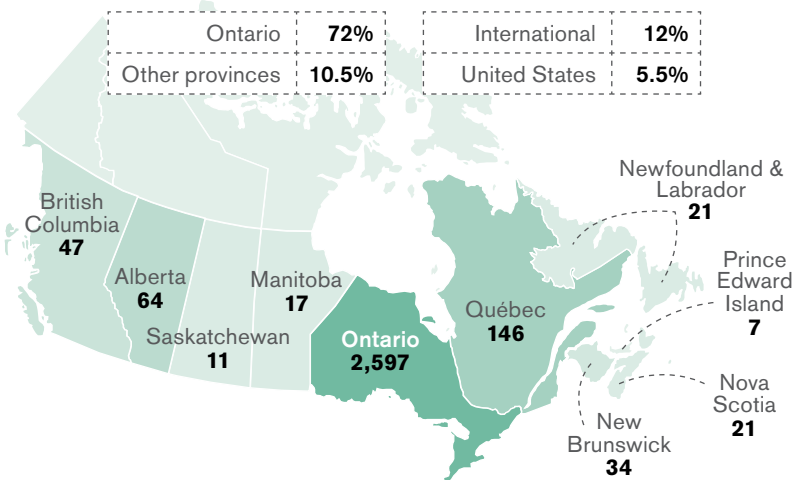
238,143
College members in good standing

2%
are new members



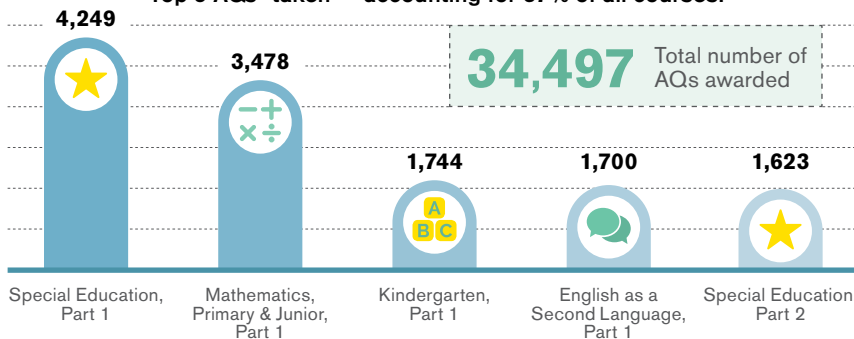
GEOGRAPHIC DISTRIBUTION

Where new members received their initial certification:



ADDITIONAL QUALIFICATIONS

Top 5 AQs* taken — accounting for 37% of all courses:



Source: Ontario College of Teachers, 2016 Annual Report
*For the complete list of AQs offered, visit oct-oeeo.ca/AQs



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*as of August 3, 2017





Instilling a growth mindset in our students is essential. I've been reading *Ready-To-Use Resources for Mindsets in the Classroom: Everything Educators Need for School Success* by Mary Cay Ricci — a fantastic tool for understanding how to develop our abilities through dedication and hard work. Ricci provides practical tools that you can put to use from K–8. I particularly enjoyed the page about everyday items that were invented by mistake, like Play-Doh, popsicles and chocolate chip cookies. This helps students understand that it's OK to make mistakes, and that they in fact make our brains grow! Creating a growth mindset culture encourages our youth to be more confident, take risks and show what they know!

— Chrys Fraipont, OCT
District School Board of Niagara

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

THE POWER OF SONG

BY STEFAN DUBOWSKI

A new youth campaign is reinforcing key messages surrounding anti-bullying, tolerance and compassion through music. We Vow (wevow.ca), a national initiative, offers tools that are tied to the Ontario curriculum and promote social justice in schools and communities.

The idea for the movement stems from a discussion between co-founder Robert Cribb and his daughter, Alexandra, on the negativity that exists in the world. As a result, they wrote a song that asks children to “vow” to make their community a better place. Alexandra’s

school choir sang it first, and then it spread to other school and community choirs. Eventually professional musicians joined the cause, donating their time and expertise to record the official version of “We Vow.”

Access to class activities that complement the uplifting song are available at wevow.ca/teaching-tools. The site provides lessons that are suitable for Grades 4 to 8 in music, dance, drama and visual arts. One music activity, for instance, invites Grade 7 and 8 students to consider how the lyrics make them feel and to develop musical compositions that reflect their emotions.

We Vow also encourages students to take positive action within their community by, for instance, clearing snow from a neighbour’s driveway, volunteering for a school breakfast program or fundraising for a local charity. As well, the initiative welcomes your young social activists to create their own songs and artwork on anti-bullying, tolerance and other affirmative messages. Your class can submit their work (or youths can do this independently) for a panel of artists to consider for an online gallery, some of which will be featured at a Toronto event next year. Visit oct-oeeo.ca/wevow for the complete details.

APPS ANALYSIS

By Stefan Dubowski



Hoopa City

If you can dream it, you can build it with Hoopa City — an app that helps budding urban planners develop their problem-solving skills and spatial awareness. Students (six to eight years old) construct cities, beach resorts, commercial strips and a variety of other landscapes by using virtual bricks, asphalt, water and a range of other materials they'd like to try. Players combine these to come up with different structures; experimentation is a must! No need to complete builds in one go — the autosave feature allows you to pick up where you left off and the Building Glossary & Guide keeps track of all creations, including instructions on how to recreate each. You might even want to try this game, too. It's a fun one!

DEVICE: Apple, Android

SOURCE: iTunes, Google Play (\$3.99)

RATING: 4+; Everyone



Explain Everything Interactive Whiteboard

A tool for middle and high school students who want to express ideas visually. This app allows users to develop presentations with pictures, drawings, annotated PDFs, audio and video and other digital elements. Students can share their projects on YouTube or Vimeo, or upload presentations to the Explain Everything Cloud portal. Access to all features (there are a lot!) is free for the first 30 days. After that, users face a relatively hefty subscription fee (up to US\$49.99 per year) to continue with the full-fledged version. Students can use the free version once the trial period is over but they won't get all the features.

DEVICE: Apple, Android

SOURCE: iTunes, Google Play (free trial)

RATING: 4+; Everyone



Cleanopolis VR

In the city of Cleanopolis, Captain Clean is wiping out greenhouse gas pollutants for good. Players aged eight to 12 do their part by diving into mini-games that, for instance, help propel wind turbines and keep energy-hogging appliances from leaving factories. Students can also take short quizzes to learn how their carbon footprints affect the environment, and what they can do in their everyday lives to improve them. The app helps establish a basic understanding of climate change, which will receive more in-depth coverage later in Ontario's Grade 10 science curriculum. Don 3D glasses for a more eye-popping experience!

DEVICE: Apple, Android

SOURCE: iTunes, Google Play (free)

RATING: 4+; Everyone

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LESSON UP!

Take your lesson plans to the next level with these eight free digital resources that will lead you to your best year yet! En route, explore endless classroom ideas, swap effective approaches with your colleagues and discover strategies to keep everything organized. Get planning and enjoy the ride!

BY MELISSA CAMPEAU

1. Planboard

Take the BIY (Build-It-Yourself) approach and map out your academic year with this online lesson plan organizer. Assemble quizzes, research links and assessments, integrate standards from Ontario curricula and create custom templates. Plus: access and edit remotely, on any device.

Visit: planboardapp.com

2. Share My Lesson

It's like Yelp but for teachers. You can upload plans, search for new ones, then offer comments and suggestions on colleagues' ideas. The site has partnered with PBS (among others) to deliver a new resource called "Today's News, Tomorrow's Lesson" where you can zero in on lessons that relate to current events.

Visit: sharemylesson.com

3. Learn Boost

If keeping things in order gives you a thrill, then you'll appreciate this intuitive tool that sorts your plans in a snap. Prompts that include "goals" and "materials needed," guide you through the process. There's even a "reflections" section where you can add reference notes for the next year!

Visit: learnboost.com

4. Infusing Indigenous Perspectives

What does the design and shape of a teepee represent? How does traditional Blackfoot governance compare to parliament? This Ontario Institute for Studies in Education page links to lesson plans that will help you and your students explore the history, traditions and perspectives of First Nations, Métis and Inuit people.

Visit: oct-oeo.ca/IndigenousPerspectives

5. Ontario Educational Resource Bank

The lessons on this provincially created site align with the Ontario curriculum, and are useful in public and Catholic school systems. Although some content is outdated, there is still value to browsing the bank. Filter plans by grade, course, learning style and more. Contact your school board for login information.

Visit: oct-oeo.ca/OERB

6. Historica Canada

Introduce students to the first female Canadian police officer, or have them imagine that cold December day in 1909 when the first Grey Cup was played. From the makers of the beloved Heritage Minutes shorts comes a creative collection of lesson plans, searchable by grade, time period and themes.

Visit: oct-oeo.ca/HistoricaCanada

7. MediaSmarts

How do TV shows create heroes and *sheroes*? How do real families compare to screen families? And how do companies use sports-fan loyalty to sell products and influence customers? You'll find an abundance of media-related lesson plans and curriculum outcome charts on this searchable site.

Visit: mediasmarts.ca

8. The Royal Canadian Geographical Society

Where does our country's energy come from and how do we use it? What is life like in Canada's North? These and plenty of other questions about our world are explored in curriculum-aligned lesson plans — written by qualified Can Geo Education teachers — all searchable by theme and instruction level.

Visit: oct-oeo.ca/RCGS

For effective practices in technology, consult the College's professional advisory *Use of Electronic Communication and Social Media* (oct-oeo.ca/socialmedia).



Agent of Change

Principal Andrea Taylor, OCT, sets an inclusive tone while transforming a misunderstood high school into a force to be reckoned with.

BY JESSICA LEEDER

It's just a regular spring afternoon at M. M. Robinson High School but as principal Andrea Taylor, OCT, walks the hallways, a buzz begins to grow. Crossing a second-floor mezzanine that overlooks a lineup of global flags hanging in the foyer, Taylor calls out to several students whom she knows by name. They lift their heads at the sound of her voice and smile at the sight of her — a petite beacon in a red leather jacket. She knows just what to say to get the teens to drop their guard: she strikes up easy conversations about what they're doing, learning, looking forward to as she moves past wood and machine shops and onto cosmetology, where students are learning how to do manicures and up-dos.

Pausing at the gym doors, Taylor watches for a moment as a group of phys-ed students take instructions on how to play wheelchair basketball. When the game is over, a group of five rosy-cheeked girls encircle Taylor, chattering with excitement at her invitation to explain what it feels like to make baskets when you cannot use your legs.

What they're showing is empathy; seeing it in action practically makes Taylor burst with pride. For the past five years, the principal [who is now in a new job within the Halton District School Board] has been reshaping the high school into a place of equity that offers inclusive, diverse and respectful education.

"No one here is better than anyone else. We all do it together," Taylor says firmly, outlining an oft-repeated mantra that has galvanized both staff and students. "We have no cliques and there is minimal bullying."



ONLINE

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

EXCLUSIVE

PHOTOS: MARKIAN LOZOWCHUK



Andrea Taylor, OCT, helps students sort and organize donations in Robinson's Closet, a Community Pathways Program initiative.

Much has been accomplished since 2012, when the 27-year teaching veteran arrived to lead the school. M. M. Robinson has been transformed, literally and figuratively, into a vibrant, engaged and more fulsome community.

"When I came here, the school had a reputation of being a big, tough school in Burlington," Taylor says. "It was a misunderstood school. But you've got to work with what you've got."

Immediately, Taylor — who was recently named one of Canada's Outstanding Principals by The Learning Partnership, a national charity that supports public education — set about changing the high school's image from the inside out.

Signs of this effort are everywhere. The entryway has been converted into what Taylor calls the "Community Commons," adorned with the aforementioned flags that represent nations of the school. The message Taylor intends to send — loudly and clearly from the first moment one walks into her school — is that everyone is welcome.

"Symbolically, they represent our diversity. We suspend judgment at the door," she says, adding: "The facility has moved from being a traditional school to feeling like a community base. All of our students really are engaged."

Getting to this point, though, was not without a learning curve. In her first year, Taylor learned that M. M. Robinson was one of five (now one of six) schools in the Halton District School Board that would be instituting the Community Pathways Program (CPP), an alternative program for students with a host of learning and developmental disabilities. They range from mental health issues and learning exceptionalities to forms of autism or physical limitations. Arriving at age 13 or 14, CPP students remain in the school for seven years, until they are 21, to maximize learning and development. During their time at the school, Taylor says, students work to develop independence and, in some cases, earn an employability certificate that will help them get work in the community.

It was Taylor's job to ensure the program's implementation and success. To do this, she would have to take on both an old school built in 1963 and dated mindsets that might not be open to the learning requirements of a new non-mainstream student population with different needs, tools and appearances.

Nevertheless, Taylor took on the challenges with gusto. Washrooms had to be accessible and the school's existing elevator could not accommodate the new students' needs. So Taylor, a big picture thinker, had a larger elevator creatively installed in the school's courtyard. While she was at it, the high school principal also found the budget to give the courtyard a facelift, transforming it into an "Outdoor Learning Commons." Complete with a flower garden and open-air classroom, the commons is used by many classes for outdoor lessons in warm weather.

She also hired a crack team of teachers, a strategy Taylor credits with having made the CPP a success — it has grown from a mere 10 to more than 40 students.

“Andrea allows us to run with our ideas. She gives us the freedom and support ... then stands behind us to make it work.”



Stephanie Clapham, OCT, the CPP Lead Teacher, was one of those hires.

Clapham says that, from day one, Taylor set an inclusive, welcoming tone for the school. “Andrea’s leadership helped shape respect and acceptance for our students.”

Taylor continues to uphold those values, which she preaches daily. “It is about getting everyone to understand that everybody has ability within a disability,” she says. “Nobody is perfect.”

CPP students are invited to all school assemblies and expected at each. “Andrea has never said that we can’t attend because people need to be quiet,” Clapham says. “She knows our world isn’t quiet.”

Neither is it easy, although Taylor does what she can to smooth the bumps. In an effort to prepare CPP students before they venture out into the community, the team helps to develop some skills for individual independence and the workplace. Taylor has supported an effort by Clapham and other teachers to create what they call “Robinson’s Closet.” Located in a third-floor classroom, the CPP students have created a thrift store that offers free clothing, school supplies, hygiene and other items to students. Open two times per week, Robinson’s Closet teaches CPP students how to do everything from taking and replenishing stock to folding clothes and organizing community donations. But setting it up — and getting the appropriate board clearances — has taken more than a year. Taylor has steadily backed the cause despite its experimental status. “As a principal, you’ve got to trust your staff,” she says.

That mindset serves to both inspire and fuel Taylor’s team.

“She allows us to run with our ideas,” Clapham says. “She never says ‘No’ if [our ideas] are in some way beneficial. She gives us the freedom and support ... then stands behind us to make it work.”

Taylor is also a supreme motivator. “She wants you to do more to achieve your potential,” explains Clapham.

“You can spin your wheels, sometimes, with that old typical curriculum. Here, you never spin your wheels. Andrea is always pushing people to do their best.”

Students also get that message and there is data to prove it. The Ontario Secondary School Literacy Test (OSSLT) scores have gone up eight per cent over the past two years; visits to the school library — which has been revamped into what Taylor calls the “Learning Commons,” complete with a cozy electric fireplace and bistro-style tables — recently logged a remarkable 10,000 visits (the student population is about 700).

Inside the school, Taylor makes sure students see her day in and day out, leading by example. “She is the type of principal who will go outside with the Eco Club and clean up the courtyard or plant flowers in the front of the school. She will stop by the music room to tell the band how great they played at yesterday’s performance,” says Caroline Mahut, a Grade 12 student. “She stops students in the hall to congratulate them on a personal achievement, compliment them about something they have done. As a principal, she is a person we all look up to, respect and thank for her hard work.”

For Taylor, that is more than enough validation for her approach.

“If staff are feeling energized and honoured for what they’re doing, it trickles down to your students,” she says, adding: “If the kids believe that you believe in them, they will do their best. They don’t want to fail.” **PS**

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

Five

Ways to Create Community

Try these five approaches that award-winning principal Andrea Taylor, OCT, uses to drive positive change that inspires, motivates and can transform a struggling school into one that is successful and brimming with spirit:

1 Trust your people.

It’s so important to create a safe space. If your staff feel that you trust them, then they will trust the students and you will inevitably get good work out of everyone.

2 Gear it up.

Equip your teachers with instructional strategies that they can put to use in their classrooms. These tools will help them build relationships and empower their students to attain their goals.

3 Shift it up.

The goals are to move students up within the board’s four levels of achievement. We all know that a teacher’s job is to increase the achievement of a child. This is the ultimate goal.

4 Stay the course.

Every year, when I have new staff, I give a history of what we’ve done. They see what we’ve accomplished as a community, where they fit in and where we’re going.

5 Track it and celebrate it.

Track changes, including credit accumulation and sense of belonging, with data; then celebrate the successes individually (for instance, with personal notes to teachers), or as a school.





RIGHT ON CUE

Cityline host Tracy Moore speaks candidly about the English teacher who came into her life at just the right time and changed the course of it soon after.

BY BILL HARRIS

How well do you remember high school? Tracy Moore thought she had a clear picture of her teenage years until a reunion with her all-time favourite teacher taught her otherwise.

“I thought I was this perfect little prudish kid,” laughs the TV personality, “I guess not.”

The host of *Cityline* — Canada’s longest running lifestyle show — had the opportunity to visit Anne Houlding last year for a back-to-school special.

“I wanted to tell Miss Houlding how much she meant to me,” says Moore. “How much she helped direct my career at that really young age.”

Among the memories shared was one that Houlding told of Moore’s final day at Langstaff Secondary School in Richmond Hill, Ont.

“I was responsible for doing the announcements that day; every so often they would get the students to help out,” Moore explains. “During my time at the mic, I did my announcements and then played what Miss Houlding called a very edgy, off-colour song over the PA system.”

The reaction was immediate and the office was livid. But before Moore realized that there was even an issue — there was Houlding, by her side.

The now-retired teacher recalls the unravelling controversy vividly: “I had encouraged Tracy to volunteer as the PA announcer; it was a big job in the school. So when they descended on her in the office, of course I rushed down to defend her.”

Although Moore was a diligent student who always did her homework and loved school, she would have also described herself as a little self-possessed and a bit bold. “I had a lot of opinions and wasn’t afraid to speak out.”

PHOTO: ROBERTO CARUSO, LEAD PHOTOGRAPHER, ROGERS MEDIA

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**“MISS HOULDING TOOK AN ACTIVE INTEREST IN MY BRAIN.
SHE HELPED ME COME UP WITH IDEAS FOR WHAT I COULD DO
WITH MY STRENGTHS ... SHE VALIDATED ME.”**

Houlding read the situation as a textbook case of youthful exuberance getting the better part of a student and explained that Moore, who was about to graduate, was a smart girl — one with personality and perspective. “After five years of high school as a great student, I didn’t want this one incident to be their focus.”

Although the then-OAC English teacher offered the same level of support to all of her students, it is fair to say that she spotted something special in Moore. Houlding gained insight into the teen’s strengths while teaching her creative writing and literature over the course of three years, and it quickly became obvious that this student excelled at presenting and was a strong leader.

Moore also loved to write, but she didn’t know how to apply that skill in terms of career possibilities. “At one point Miss Houlding asked me what I was going to do, and I said, ‘I don’t know what to do with writing. Does this mean I’m going to be a creative writer and write a novel?’”

“And she said, ‘No, no, no, there’s a lot of things you can do if you love to write. You might want to think about politics. You might want to think about law. You might want to think about journalism.’”

Even though Moore grew up in a house where she and her parents read newspapers and magazines, it had never occurred to her that she could actually pursue a career in journalism.

“Miss Houlding took an active interest in my brain. She helped me come up with ideas for what I could do with my strengths,” says Moore, who was a

reporter before transitioning into hosting. “My parents were supportive but they weren’t tied into the world of academia. It was nice to have this teacher who took this interest. She validated me.”



TV personality Tracy Moore (right) visits with her former Langstaff Secondary School English teacher Anne Houlding in Uxbridge, Ont.

The 35-year teaching veteran admits that validating students was actually her mantra throughout her career in education, which took her to a private school in British Columbia, before moving to Langstaff, then wrapping up at Sir William Mulock Secondary School in Newmarket, Ont. Following Moore’s high school years, Houlding became the head of history at both Langstaff and Mulock.

“A big goal of mine was to encourage students as much as possible, both the boys and the girls,” Houlding says. “And not just in the classroom. I would encourage them to help with drama or music or student council. I wanted to bring out their leadership qualities. I wanted to teach the whole person.”

She also wanted students to question authority and had a sign on the front

of her desk that said just that. “Young people too often sit back and let the teachers spout off at them. I used to say, ‘You need to question them every now and then — we’re human beings. We have our

own biases,’” Houlding explains. “There’s nothing wrong with questioning respectfully.”

So would it be correct to assume that Houlding is not surprised by Moore’s successful career in television?

“Well, I’m surprised that she ended up in that particular role,” Houlding says. “I thought she would’ve made a good investigative journalist or a good lawyer — she’s very good with words.

“But she would have succeeded at anything, I’m sure. She was a remarkable student.

I’m very proud of her.”

Moore insists that she wouldn’t be where she is

today without Houlding’s influence, guidance and unwavering support.

“I was never lacking confidence but she helped to boost that. It’s a very important thing for a 16- or 17-year-old to have. You’re young; you’re impressionable; you’re self-conscious; you think everyone’s looking at you when you walk down the hall. Everything seems so important,” says Moore. “But to have that adult figure who believes in you — it’s an amazing thing. That was a gift.” **PS**

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

NEW BEGINNINGS



Education stakeholders are collaborating to bring Indigenous culture, knowledge, perspectives and language into the Ontario curriculum.

BY JENNIFER LEWINGTON

Last year the Ontario College of Teachers published new teacher education resource guides that explored the *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession* from the perspective of a First Nations visual artist.

Then, something very unexpected happened.

The Anishinaabe images created by lifelong artist Bruce Beardy, OCT, to represent the knowledge, skills and dispositions of teachers and their ethical commitment to care, respect, trust and integrity, proved so popular that the College received more than 100,000 reprint requests from teachers, school boards and non-education organizations. (The posters may be downloaded at oct-oeeo.ca/posters.)

“It is really a gift to the profession and the public,” says Déirdre Smith, OCT, manager of the College’s Standards of Practice and Education Unit.

Two years after the Truth and Reconciliation Commission’s (TRC) call for Canada to write a new history with its Indigenous peoples, the

collaboration between the College and Beardy is one example of steps now being taken in Ontario teacher education on the road to reconciliation.

“It is really good to see that the Ontario College of Teachers is including the Aboriginal perspectives into the curriculum it is designing,” says Beardy, a member of Muskrat Dam First Nation. “It’s a start to begin listening to Aboriginal ideas and perspectives on education.”

An artist, Indigenous languages teacher and former university instructor, Beardy is currently education adviser to the Independent First Nations Alliance that serves five communities in northwestern Ontario.

Formal relationship-building between the province’s education sector and First Nations, Métis and Inuit predates the TRC, but its 94 “calls to action” are widely credited with accelerating the pace of change.

“The College has been working with the faculties of education and the Ontario Ministry of Education to set the groundwork for successful programming in the province,” says

Roch Gallien, OCT, the College’s director of Standards of Practice and Accreditation.

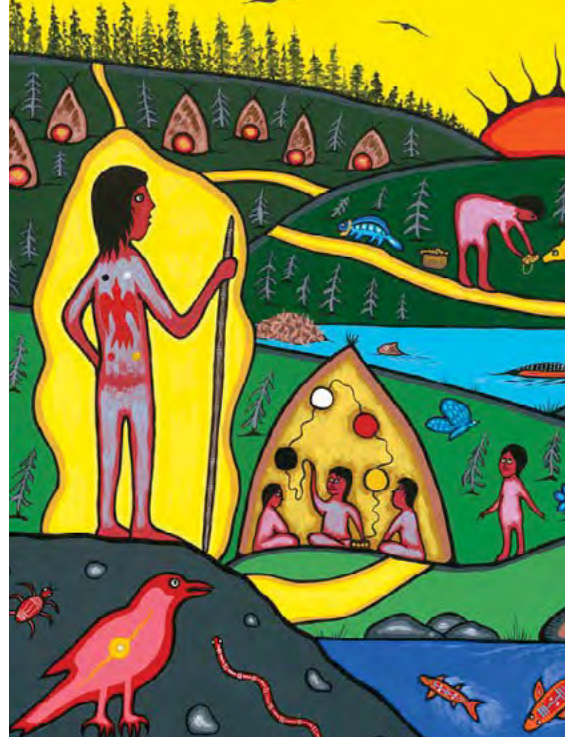
Over the past two years, the College has accredited a new teacher education program for self-identified First Nations, Métis and Inuit students (with more pending), has developed new teaching guidelines and resources with input from Indigenous education organizations, has offered treaty education sessions to developers and instructors of Additional Qualifications courses, and has approved 22 new (and draft) First Nations, Métis and Inuit ongoing education courses for teachers.

Stephanie Roy, OCT, executive director of Kenjgewin Teg Educational Institute (KTEI), an Indigenous education institution at M’Chigeeng First Nation on Manitoulin Island that works with the College and Queen’s University faculty of education, also sees promise in the work being done by education stakeholders. “[The TRC] has allowed those difficult conversations to happen in a safe space, and allowed everyone’s voice and intention to be heard,” she says.



An Anishinaabe
interpretation of the
*Ethical Standards for
the Teaching Profession*
by Bruce Beardy, OCT.





“ONE TEACHER DOING SOMETHING IMPORTANT EACH DAY
WITH EVERY STUDENT...WILL CREATE CHANGE.”

— FORMER TRC CHIEF COMMISSIONER MURRAY SINCLAIR

As the College, faculties of education and the provincial Ministry of Education respond to the TRC’s education recommendations — including respect for Indigenous Peoples, closing the gap on student achievement, promoting Indigenous language rights — teachers are seen as key to the new beginnings expected in and beyond the classroom.

“One teacher doing something important each day with every student they come in contact with will create change,” says former TRC chief commissioner Murray Sinclair, Canada’s second Indigenous judge and a member of Canada’s Senate.

Sinclair sees “very positive” first steps since the release of the Commission’s report two years ago. But he also thinks it will take generations to overcome Canada’s tragic legacy of residential schools.

Lagging education attainment is one measure of the negative repercussions that have reverberated through generations. Statistics Canada reports that, among 25- to 64-year-olds, 45 per cent of those of Indigenous descent

had a post-secondary qualification in 2011 compared to 64.7 per cent among non-Aboriginals. In the same cohort, 34 per cent of Aboriginal people had no certificate, diploma or degree compared to only 12.1 per cent of those of non-Aboriginal ancestry.

“I hear from people who run institutions — whether it is schools, school boards or universities — about what they are intending to do,” says Sinclair. “The question is not whether we want to do the right thing; the question is ‘are we doing the right thing?’”

For many in education, the answer to Sinclair’s question begins with some of the Commission’s own calls to action to engage with First Nations, Métis and Inuit representatives as allies. These include “the full participation and informed consent of Aboriginal peoples,” “respecting and honouring treaty relationships,” an acknowledgment that “Aboriginal rights include Aboriginal language rights” and the creation of new post-secondary degree and diploma programs in Aboriginal languages.

“The TRC operated as a further catalyst,” says Cathy Bruce, dean of education at Trent University, which has a long history of First Nations engagement. There were a lot of things that were already in play but [the Truth and Reconciliation Commission] gave us even more opportunity.”

In early 2016, after the province expanded new teacher education programs to four terms from two, Trent received accreditation from the College for a new bachelor of education program designed for First Nations, Métis and Inuit students.

“We believe that students need to see themselves in their teacher,” says Bruce, “and right now there are very few First Nations, Métis and Inuit teachers in our schools.” Importantly, she adds, the degree program introduced last fall was developed with local First Nations leaders, Trent’s department of Indigenous studies and other on-campus Indigenous advisers and elders.

Trent is among a growing number of faculties introducing a mandatory course for all teacher candidates to gain



Indigenous knowledge and understand perspectives. This September, at the University of Toronto's Ontario Institute for Studies in Education (OISE), candidates in the Grade 7–12 Master of Teaching program will take a new required course on Indigenous experiences of racism and settler colonialism in Canada.

“[Now teachers will] have a more accurate, more complete historical understanding of essentially the very harmful colonial practices that have happened,” says Arlo Kempf, associate program director of the Master of Teaching Program.

Meanwhile, other education faculties with established relationships with Indigenous partners have created new programs for First Nations, Métis and Inuit teacher candidates so they can pursue a degree without leaving their home, a job or family.

Queen's University has offered a part-time Indigenous teacher education program on Manitoulin Island since 1991 but has developed a new model with KTEI. The program will be full-time, delivered largely on the island with a language immersion component (consistent with KTEI priorities for language preservation). Instead of a 15-day alternative practicum, students can opt to complete 90 hours of activities to qualify for KTEI's Anishinaabe Odziwin certificate.

“It is very important to support the learning of languages in those communities in a way that helps them recover some of the cultural and historical knowledge that was lost because of residential schools,” says Rebecca Luce-Kapler, OCT, dean of Queen's education faculty.

Starting in summer 2018, students will attend Queen's for the first summer term and spend the remaining terms at KTEI. The experiential-based program provides 17 weeks of practice teaching in First Nations or provincial schools, with required course content in Indigenous teacher education, theory and practice.

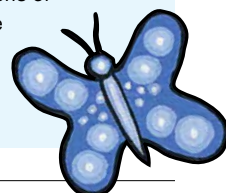
KTEI's Stephanie Roy says the revised community-based program illustrates the deepening relationship between her institute, Queen's University and the College, fuelled in part by the commission.

“What the TRC has done for us, working with our partners in education and training like the College and Queen's, is that we have been able to go beyond not just looking at what we do but how we do it,” says Roy. “We have been able to look at the relationship that we have together, really looking at respect and diversity. It is an Indigenous voice that seems valued.”

At Lakehead University's faculty of education, with long-standing ties to Indigenous communities in northwestern Ontario, students of Indigenous descent who want to teach kindergarten to Grade 6 earn a four-year Honours bachelor of

INDIGENOUS RESOURCES FOR PROFESSIONAL LEARNING

- Ontario College of Teachers' ethical standards through Anishinaabe art: oct-oeo.ca/Anishinaabe and oct-oeo.ca/AnishinaabeVideo
- Knowledge Keepers Discussion Guide: oct-oeo.ca/knowledgekeepers
- Queen's University Library Aboriginal Curriculum Resource Collection: oct-oeo.ca/Queens
- Métis Nation of Ontario: oct-oeo.ca/Metis
- Ontario Native Education Counselling Association: oct-oeo.ca/ONECA
- Indigenous-owned bookselling business for First Nations, Métis and Inuit teaching and education resources vetted by Indigenous reviewers: goodminds.com
- Truth and Reconciliation Commission “Calls to Action”: oct-oeo.ca/TRC
- National Centre for Truth and Reconciliation: oct-oeo.ca/uManitoba
- University of British Columbia project on facilitating discussions of Aboriginal issues in the classroom: whatIlearnedinclass.today.com





education, while those who want to teach Grades 7 to 12 take the Native Teacher Education Program, both focused on Indigenous heritage, identity and language. The faculty also offers a certificate and diploma program for Indigenous language instructors during the summer.

“Lakehead University was strongly committed to Indigenous education but the TRC really pressed that home,” says education dean John O’Meara. This fall, in a new agreement with Sandy Lake First Nation, the faculty plans to offer its Honours bachelor of education as a six-year program on site in the northern community, with an expected cohort of 20 to 25 students.

“We wanted to increase the opportunity for people [to become teachers] by doing on-site instruction and using online delivery for some courses as well as some face-to-face [time] in Thunder Bay,” says O’Meara. “We see [the Sandy Lake agreement] as a model for working on future agreements. We would like to extend those opportunities to other parts of northwestern

Ontario where there is a real pressing need for teachers.”

At North Bay’s Nipissing University, which has offered programs for people of Indigenous descent for 35 years, recent initiatives to boost recruitment of self-identified Indigenous students and mandate learning about Indigenous history and culture for all teacher candidates respond to the expectations of the TRC, says Carole Richardson, OCT, dean of the university’s Schulich School of Education.

“[The TRC] did cause us to step back and look at what we have been doing and how can we make those efforts more consistent throughout the institution,” she says.

In a new option, the school offers its long-running Indigenous classroom assistant program in the community in partnership with the 10-community Bimose Tribal Council in Kenora. “They asked us to bring the program to their area in Ontario because of the need to build professional development in their education assistants and teachers,” says Richardson.

Collaboration, a distinguishing feature of new programs for teacher candidates,

is an increasingly important component in the offering of authentic professional learning for teachers already certified by the College.

“Our members are living out those ethical standards by engaging in ethical practices with First Nations, Métis and Inuit communities,” says the College’s Déirdre Smith. “That is a principal that guides our processes. We recognize ownership lies with those communities at all levels of the process.” She adds: “We have been able to remove barriers to enable access, ownership and leadership [by Indigenous organizations] of those Additional Qualifications.”

For example, the Ontario Native Education Counselling Association (ONECA), which has delivered its own native counsellor program since 1977, now sits as an equal partner with College and other officials to draft guidelines for a new AQ course for teachers who counsel Indigenous students.

“Now I am seeing, maybe as a direct result of the TRC, a shift where the Ontario College of Teachers is asking



[THE TRC] HAS ALLOWED THOSE DIFFICULT CONVERSATIONS TO HAPPEN IN A SAFE SPACE AND ALLOWED EVERYONE'S VOICE AND INTENTION TO BE HEARD.

— STEPHANIE ROY, OCT, EXECUTIVE DIRECTOR OF KTEI

Indigenous people to help write the guidelines,” says Roxane Manitowabi, executive director of ONECA. In the past, she says, her organization was expected to fit into already-set guidelines with little flexibility on their application in a First Nations, Métis and Inuit context.

Another participant in drafting the counselling guidelines is Tungasuvvingat Inuit, a 30-year-old organization that provides social support, cultural activities and counselling to its community in Ontario.

“Half the battle for Inuit organizations and Inuit living in the south [of Canada] is that nobody knows about the Inuit,” says Qauyisag Etitiq, education policy adviser for Tungasuvvingat Inuit. “It is a much-needed engagement with the educators.”

In working with the College as an equal, he says. “We are walking toward reconciliation together.”

In a significant milestone, Six Nations Polytechnic, an Indigenous-founded post-secondary institution of the Grand

River First Nation in southern Ontario, is the second Indigenous education organization certified to provide AQs. “It is not that all of a sudden we appeared on the scene,” says Six Nations president Rebecca Jamieson, OCT, whose 25-year-old institution is currently assisting the College on a new AQ guideline for teaching and leadership in a First Nations, Métis and Inuit setting.

“We have always kept at the periphery of what is happening in education,” she says. “That is changing.”

Six Nations is working with the College to become a provider of a College-accredited Indigenous-focused Principal’s Qualifications Program. “This helps us impact the profession at the leadership level as well as at the instructional level,” she says.

True to its roots, Six Nations is also working on the development of new immersion-language programs, as recommended by the TRC, so students can learn in their own language.

Meanwhile, a charitable foundation, the Martin Family Initiative, established

by former prime minister Paul Martin to raise educational outcomes for Indigenous youth, approached the College in 2015 to discuss accreditation of a Principal’s Qualifications course for leaders of federal government-funded First Nation schools.

“We know in First Nation schools there is very little opportunity for professional development and focusing on leadership activities as they do in the provincial system,” says Carlana Lindeman, OCT, education program director at the foundation, which worked with OISE to put the course together.

Despite some new beginnings in teacher education and professional learning, there is universal agreement that only a sustained commitment by all parties can ensure a brighter education future for Indigenous students.

To those who have taken the first steps, the commission’s Murray Sinclair offers encouragement: “If we hold to the vision we set out in the [TRC] report, we will begin to see systemic changes that ultimately will achieve reconciliation.” **PS**

RESPONDING TO BULLYING

The College's new professional advisory provides advice to teachers about how to respond to bullying.

BY BRIAN JAMIESON

Millions of words have been written about bullying — more, unfortunately, about causes and effects than prevention.

Why?

It's complicated.

Experts agree that bullying is about power. It's about control. Typically, it's repetitive. Ontario's *Education Act* defines bullying this way:

Bullying means aggressive and typically repeated behaviour by a pupil where,

- a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii) creating a negative environment at a school for another individual, and
- b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation").

The presence of bullying in the legislation underscores its pervasiveness as a societal issue and the responsibility that educators have to identify, intervene and, to the degree possible, eradicate it and its new-age offspring, cyberbullying.

However, there is no consensus about how to manage it.

Is it social conditioning? Part of growing up? Do we make too much of it? Not enough?

In preparing its advice to Ontario Certified Teachers, the Ontario College of Teachers sought effective practices from experts and stakeholders.

Like any good response to bullying itself, the College adopted a considered, reflective approach.

"Bullying is a complex and critical issue in education," says the College's Deputy Registrar Joe Jamieson. "It affects students at all ages and in different ways. The Ministry advocates a whole-school approach. We believe it requires a sector-wide response. Professional dialogue and personal reflection are key."

The latest professional advisory, *Responding to the Bullying of Students*, provides a context for discussion and action that includes a definition, statistics, typical characteristics, and consideration of ethical standards and legal and disciplinary outcomes.

"It provides a self-reflective framework to address bullying," explains Jamieson.

"It encourages members to intervene early, support students, promote disclosure, provide guidance and review protocols."

The advisory includes questions for professional self-reflection such as:

- How do I remain current with my responsibilities under my employer's policies, procedures, protocols and expectations regarding bullying?
- How do I encourage students to safely disclose bullying behaviour?
- How do I address a bullying/cyberbullying situation?
- How do I ensure fairness in my treatment of students who bully and those who are bullied?

The advisory is responding to focus group research that identified bullying as a need-to-know topic. It applies to all College members.

In addition to publishing the advisory, the College will meet with members and the public in six Ontario communities this fall to discuss bullying. The discussions will include additional information and guest speakers.

"We learn best from each other," Jamieson said. "By collectively sharing our experience and our knowledge about what works best, we can make learning environments safer places for all students."

To access the College's complete list of professional advisories, please visit oct-occeo.ca/professionaladvisories. **PS**

“Bullying is a complex and critical issue in education. It affects students at all ages and in different ways.”





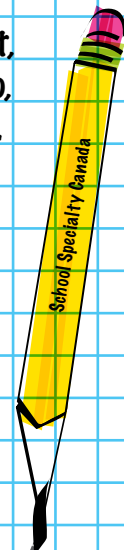
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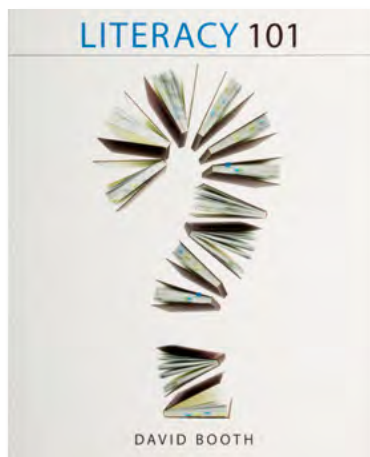
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Literacy 101

BY DAVID BOOTH

Using his customary frank style, David Booth writes clearly and succinctly about what has and has not worked for him during his many decades of teaching. In this wide-ranging overview of literacy education, he outlines the many definitions of what literacy means and looks like. He points

Literacy 101 answers questions about how to turn research and theory into effective teaching practices. It examines the multiplicity of text forms that literacy can take like prose, comics, poetry and songs (Bob Dylan did, after all, win the Nobel Prize in Literature in 2016). In addition, it suggests a wide range of teaching strategies that can be applied — from phonics and word walls to literature circles, journal writing and dramatic exploration. The book further delves into how teachers can develop a literacy community and outlines techniques for creating a cohesive group. Using tests as a teaching tool is a key part of Booth's approach. Testing not only monitors how students are doing but provides a scaffold for the students themselves to monitor and evaluate their strengths and weaknesses.

out that while its foundation of reading and writing is always pivotal, it extends to many other arenas like drama, role-playing, art and other expressions of the written word.

Majella Atkinson, OCT, is a Grade 8 teacher at St. Pius X School with the Toronto Catholic District School Board.

Literacy 101: Questions and answers that meet the needs of real teachers in K-8 classrooms, Pembroke Publishers, Markham, Ont., 2016, softcover, ISBN 978-1-55138-315-6, 128 pages, \$24.95, pembrokepublishers.com

L'Atlas Gallimard Jeunesse (The Gallimard Youth Atlas)

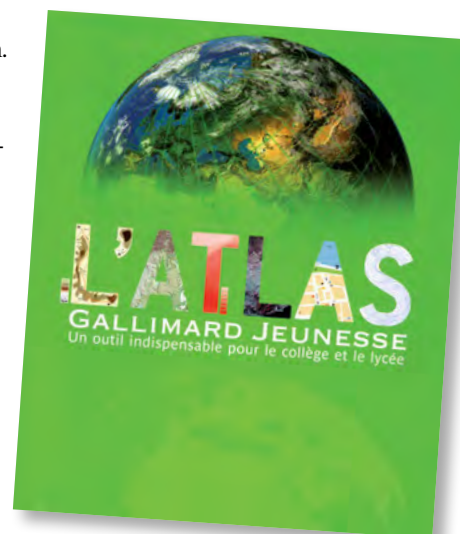
TRANSLATED BY SYLVIE DERAIME
AND CATHERINE ZERDOUN

For anyone interested in this world (doesn't that mean all of us?), this atlas, originally written in French, is an ideal resource to get lost in. It opens with a clearly written, multi-page guide to maps that show readers how to draw the world, make and read maps, and use the atlas. Illustrations help students to fully grasp the copious amount of information that fills every page of this work. Every region of the world and many parts of continents and countries are explored in detail through texts, graphics, symbols and maps. (Each page includes a map or an image.) The book is particularly effective in drawing our attention

to lesser-known sectors of our planet, and providing a wealth of information about them.

Although approximately 20 pages are devoted entirely to France (where the book is published), the rest of the atlas collects an impressive amount of information about all other major world geography topics, including cartography, the physical world, populations and the economy. This youth atlas is not just for geography teachers; it's for anyone who would like to learn more about our world.

Jean-François Maheu, OCT, teaches French, history and geography at the École secondaire catholique Franco-Cité with the Conseil des écoles catholiques du Centre-Est in Ottawa.



L'Atlas Gallimard Jeunesse, Gallimard Jeunesse, Paris, France, 2015, ISBN 978-2-070-66679-9, 160 pages, \$29, gallimardmontreal.com

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REVIEWS

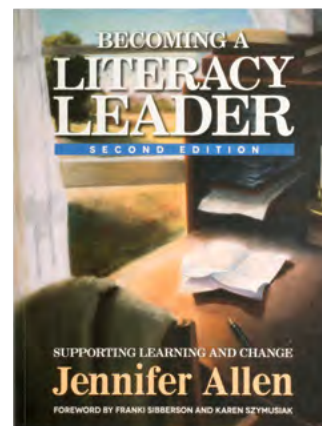
Becoming a Literacy Leader

BY JENNIFER ALLEN

A decade ago, teacher Jennifer Allen published a book analyzing her early days as a new literacy specialist for an American school district. Now she's back with a second edition in which she rethinks and broadens her take on literacy leadership.

To get started, Allen focuses on the three-part foundation that she has developed for her work: layered leadership, making meaning together, and, as a school community, rowing in the same direction. The book clearly outlines how to create the many layers of support that literacy coaches can implement within a school or district, how these layers can work together to support teacher learning, and perhaps most importantly, how these supports can be used to improve student achievement. Allen writes extensively on managing and using student data to drive instructional practices. With solid data to support them, she shows how to align teaching and learning with implementing new initiatives in education. She tackles these seemingly overwhelming demands with a fresh, manageable, can-do spirit of shared vision and explicit team goal setting.

For those who plan professional development, the book offers advice on setting up the conditions for promoting collaborative inquiries into student learning. Allen shares key ingredients to design agendas for staff meetings and workshops that promote



teacher engagement and ongoing professional dialogue. She highlights the role of encouraging teachers with appreciation, guidance and support. As a follow-up to her original work, Allen provides extensive research from a variety of fields to reinforce the evolution of her thought about leadership roles. She openly challenges some of her old ways of thinking with the wisdom gained through 10 more years of experience. Sections end with prompts to make the reader pause and reflect. There are also links to online video clips that model effective teaching and coaching practices.

Scattered throughout *Becoming a Literacy Leader* are lists with classroom read-aloud ideas, using book bins and other best practices, and ways to teach specific aspects of reading and writing for primary and junior students. The book is a great resource to expand your thinking about literacy leadership.

Anne Marie Landon, OCT, is a principal with the Renfrew County Catholic District School Board.

Becoming a Literacy Leader: Supporting learning and change (2nd edition), Stenhouse Publishers, Portland, Maine, 2016, softcover, ISBN 978-1-62531-096-5, 256 pages, \$35.95, distributed by Pembroke Publishers, pembrokepublishers.com

Symptoms of Being Human

BY JEFF GARVIN

Jeff Garvin does an incredible job delving not only into the thoughts and life of a teenager struggling with school and relationships, but a teenager who struggles with gender identity and finally finds a term that feels right for him/her/themselves. Some days, Riley Cavanaugh feels like a girl. Other days, Riley feels like a boy. And yet others, Riley feels like neither. Riley's new term to describe the self inside is "gender fluid."

Symptoms of Being Human evokes laughter and tears, leaving the reader with a real connection to the smart and keenly observant main character. Riley has a lot to deal with, but is also lucky to have great friends, supportive parents and many resources enabling him/her/themselves to find a voice.

Each moment of the book is well crafted and unforgettable as Riley navigates personal growth within the difficult territory of being non-binary.

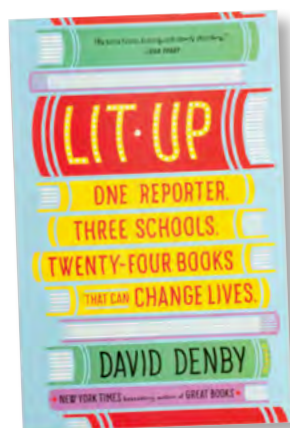
Garvin's book is packed with information about gender fluidity, rendering it an important read, especially for young people or those working with them.

It is an essential addition to a classroom at the intermediate or high school levels. Many of the issues raised in this book apply to all teenagers, but it also functions as a springboard for a broader conversation about what it means to be male, what it means to be female and what it means to be both or neither at the same time.

Janet Cottreau, OCT, is an occasional elementary school teacher with the Ottawa-Carleton District School Board.



Symptoms of Being Human: Boy or Girl? Yes, HarperCollins Canada, Toronto, 2016, hardcover, ISBN 978-0-06-238286-3, 352 pages, \$21.99, harpercollins.ca



Lit Up

BY DAVID DENBY

Being disconnected from the online world makes teens anxious, says David Denby in his introduction to *Lit Up*. Reading a book — paper or electronic — cuts them off from their phones, from their friends, from everything that matters in their world. For teens, being connected means being alive. How then do we create a love of reading in our students?

How do we connect them to a literate life? Can non-readers be made into readers? Denby, a staff writer at *The New Yorker* magazine, figured that being in a school was the place to find some answers to those questions. So, he spent the 2011–12 academic year with a Grade 10 English class at a well-respected New York public school. Worrying that his experience might be too narrow, he also visited two other English classes — one at a troubled inner-city school in New Haven, Conn., primarily populated by low-income African-Americans; the other, in a wealthy New York suburb.

This was not Denby's first foray into non-fiction in English curriculum and education. In the early '90s, he sat in on English courses at Columbia University, reading the classics to find out whether the Western canon should be imposed on kids from multicultural backgrounds. At the time, his answer to that question was a definitive "yes."

Denby's research for *Lit Up*, however, was done two decades later — when the humanities are being downplayed in favour of science and mathematics, with the seeming importance of non-fiction over fiction and electronic communication over face-to-face encounters. And yet, he argues, reading can be so transformative, so potentially life-altering, that it must remain a critical component of literacy education.

So, can readers be made from non-readers? Denby's answer is not nearly as clear as his question. It's not entirely apparent if the students are getting as much out of the books assigned to them as Denby and the teachers. What is clear is that the students are getting assigned some fantastic books, and that dedicated and passionate teachers can and do devote themselves to creating lifelong readers out of their well-connected students.

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

Lit Up: One Reporter, Three Schools. Twenty-Four Books That Can Change Lives, Henry Holt and Company, New York, 2017, softcover, ISBN 978-1-250-11703-8, 288 pages, \$25, distributed by Raincoast Books, raincoast.com

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The Four Roles of the Numerate Learner

BY MARY FIORE AND MARIA LUISA LEBAR

Teaching the big ideas in the Grade 1 to 8 math curriculum is the primary aim of this highly practical how-to guide. Teachers familiar with the four roles of the literate learner will recognize the template defining the roles that students must play to become literate: “meaning maker,” “code user,” “text user” and “text analyzer.”

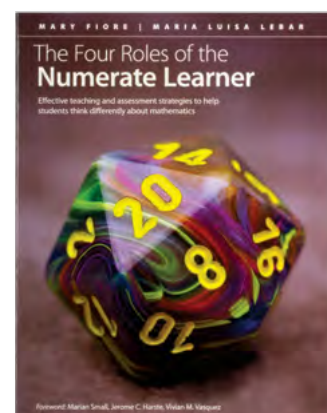
In *The Four Roles*, the literacy roles have been adapted to the needs of students learning mathematics. The framework suggests that math students must become “sense makers,” “skill users,” “thought communicators” and “critical interpreters.” As in literacy education, teachers are expected to begin their instruction from where students currently are in their learning journey. From there, “the roles are interconnected and support integrative thinking and differentiated instruction for learners who have diverse learning needs at any given time.”

According to the book, the goal of effective mathematics instruction is to produce students who can reason, argue, communicate and think critically about how mathematics is used in the world around them. To that end, the authors recommend that educators employ a wide range of familiar, high-yield

instructional and classroom strategies like accountable talk, assessment for learning, criteria building and the selection of rich mathematical questions. Within this context, teachers must appreciate that when it comes to enhancing student achievement, effective teaching, or the teacher’s belief in his or her ability to help students learn, is more important than having a wide-ranging math background.

Educators familiar with the three-part lesson format for teaching mathematics will be reassured by the research cited in this book. But perhaps more appropriately, the book is a solid guide for principals and other school leaders who wish to learn more about best practices in mathematics teaching and learning.

Michael Bellrose, OCT, is the principal of A. B. Ellis Public School for the Rainbow District School Board in Espanola, Ont.



The Four Roles of the Numerate Learner: Effective teaching and assessment strategies to help students think differently about mathematics, Pembroke Publishers, Markham, Ont., 2016, softcover, ISBN 978-1-55138-311-8, 96 pages, \$24.95, pembrokepublishers.com

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READING WITH THE WORLD

A middle-school class in Zurich, Ont., takes part in the Global Read Aloud project and opens the door to respectful communication.

BY STEFAN DUBOWSKI



Caroline Thuss's students answer questions about a book being read by classes globally.

THE CHALLENGE: Help students communicate effectively and respectfully in the internet era.

THE SOLUTION: Take part in the online Global Read Aloud project (theglobalreadaloud.com), and use Twitter (twitter.com), Padlet (padlet.com) and other technologies to communicate with classes around the world.

LESSONS LEARNED: Caroline Thuss, OCT, a Grade 6 and 7 teacher at St. Boniface Catholic School in Zurich, Ont., wanted to help students learn to communicate with other people, no matter how far away or how different their cultures and perspectives may be.

So this OCT and her class participated in the Global Read Aloud project. During this multi-week initiative, teachers around the world read the same book with their students. Then they use web technologies to connect with other classes.

The idea is to introduce youngsters to people elsewhere through a shared experience, with an eye toward helping them respect different points of view.

For the fall of 2016, Thuss and her class read *Pax* by Sara Pennypacker. It's the story of a boy named Peter and his pet fox, Pax. With war approaching, Peter is forced to release Pax into the wild, and the boy is sent to live at his grandfather's house hundreds of miles away. But Peter misses Pax, and he sets out to reunite with his pet. Thuss and her students read about five chapters a week. Through the class Twitter account, they followed the hashtag **#PaxSlowChat**, where participating teachers and classes from the United States, New Zealand, Singapore and elsewhere posted ideas about the story, addressing questions such as: How do you think Peter got the fox for a pet? Do you think Peter regrets leaving home? Will Pax be able to adapt to the wild?

YOU CAN DO IT TOO!

WHAT YOU'LL NEED:

Access to Global Read Aloud, a class Twitter account, online word-processing software such as Google Docs or Padlet

STEPS:

- 1) Read one of the books on the Global Read Aloud list with your class.
- 2) On Twitter, follow discussions from other classes reading the same book. Tweet your class's thoughts and opinions.
- 3) Connect with another class directly by exchanging a Google Doc or a Padlet to generate deeper discussion.

Thuss's students would come up with their own individual responses, jotting their answers in school-provided Chromebooks, usually using online word-processing software such as Google Docs or Padlet. Thuss would review the students' responses and narrow them down to a short list of exceptionally good answers. She would discuss the list with the class to decide which ones to tweet out. Then a student, under Thuss's close supervision, would post the answers on Twitter. Each week, a different student had that privilege.

The class also connected directly with a school in Alaska to further those discussions. Using Padlet, Thuss's students posed questions about the story's content and how it was written. The children at the other school would open the same Padlet and write back, generating thoughtful dialogue.

OBSERVATIONS: By reading tweets from around the world, Thuss's students learned that different points of view are shaped by the culture and society in which people live.

"We're examining a book, but it's not just for a deeper understanding of literature — we're expanding our vision." **PS**

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

PHOTO: PETER POWER

HELPFUL HINT: Prepare early, says Caroline Thuss, OCT. The first year she participated in Global Read Aloud (which kicks off in October), she didn't have enough time at the beginning to set up a direct connection with a class elsewhere.



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COUNCIL ELECTION CALL 2018



Notice is hereby given that an election will be held from

**Monday, March 5, 2018,
to Monday, April 9, 2018,**

to elect 23 representatives to the College Council,
in accordance with the provisions of Regulation 293/00
under the *Ontario College of Teachers Act*.



A message from the Registrar

The election for the eighth Council of the Ontario College of Teachers has begun.

We've prepared information in the next few pages — and the next two issues of *Professionally Speaking* — to help you:

- understand what Council members do;
- seek a position on Council yourself or nominate a colleague;
- vote in your region and system/category.

For the first time, you can nominate someone electronically by completing the process online. You will also be able to vote electronically beginning on Monday, March 5, 2018 — provided you are a member in good standing as of Wednesday, February 28, 2018. A ballot in the Members' Area of the College's website will list all the positions for which you can vote.

The list of qualified candidates will be posted on the College's website on January 10, 2018, along with a voter forum and candidate blogs. The March 2018 issue of *Professionally Speaking* will include voting information and detailed biographical information for each candidate. Candidate and voting information will also be available on the website for reference. Where possible, we will also place ads in stakeholder publications.

An external auditor will oversee the process.

If you have a question about eligibility requirements, the nomination process or simply need more information, please call our election information line at **416-961-8800** (toll-free in Ontario **1-888-534-2222**), ext. 558.

— Michael Salvatori, OCT
Chief Executive Officer and Registrar

Call for Nominations

The College is accepting nominations for 23 elected Council positions.

The deadline for nominations is Friday, December 1, 2017.

To serve on Council, you are required to:

- be a College member in good standing;
- reside in Ontario;
- meet the residential or employment requirements (see pages 54–55) for the position you are seeking;
- not be employed by, elected or appointed as an official of one of 13 excluded provincial organizations

(see below) or serve as a president of a local branch of any of these organizations. If you are, you must resign your position before you take a seat on Council in July 2018;

- not be employed by the Ontario College of Teachers for the 12 months preceding July 1, 2018;
 - be eligible to serve the entire three-year term of Council; and
 - meet the terms of the conflict-of-interest guidelines set out in regulation.
- To be nominated, you must meet

all these requirements, except the one requiring you to resign a post in the organizations listed under "Exclusions."

As part of your nomination, you must complete an attestation agreeing to meet all the requirements.

Nominations can be completed online for the first time. Go to **oct-oeeo.ca/nominations**. Assistance is available by calling the election information line at **416-961-8800** (toll-free in Ontario **1-888-534-2222**), ext. 558 or via email at **youdecide2018@oct.ca**.



CHECK OUT OUR VIDEO

Interested in running for Council elections? Watch this short video at **oct-oeeo.ca/council election2018** to find out about how you can serve your profession, the nomination process and other important information.

Exclusions remove possible conflicts of interest

Are you employed by or serve in an elected or appointed capacity with any of the 13 provincial organizations listed below? If so, you can run for Council but must resign your post and find employment suited to your nomination category before you can be elected.

- Association des directions et directions adjointes des écoles franco-ontariennes
- Association des enseignantes et des enseignants franco-ontariens
- Association des gestionnaires de l'éducation franco-ontarienne
- Catholic Principals' Council of Ontario

- Council of Ontario Directors of Education
- Elementary Teachers' Federation of Ontario
- Ontario Catholic Supervisory Officers' Association
- Ontario English Catholic Teachers' Association
- Ontario Ministry of Education
- Ontario Principals' Council
- Ontario Public Supervisory Officials' Association
- Ontario Secondary School Teachers' Federation
- Ontario Teachers' Federation

Mark Election 2018 on your calendar



Twenty-three College members will be elected to the eighth Council in 2018, in accordance with the following schedule:

August 2017

Notice of election and call for nominations published in the September edition of *Professionally Speaking* and posted on the College's website.

September 1, 2017

Nomination period opens Friday, September 1, 2017. Online nomination process available on the College website.

December 1, 2017

Nomination period ends at 5 p.m. EST. Candidates must submit biographical information and completed nominations.

January 10, 2018

List of confirmed candidates posted on College's website; candidate blogs and voter forum available.

February 16, 2018

Candidate biographies and voting information published in the March edition of *Professionally Speaking* and posted on the College's website.

February 28, 2018

Members must be in good standing as of 5 p.m. EST to vote.

March 5, 2018

Eligible voters can cast their ballots on the College app and in the Members' Area of the College website.

April 9, 2018

Election day. Voting ends at 11:50 p.m. EDT.

April 10, 2018

Ballots tabulated, candidates notified.

April 11, 2018

Election results posted on the College's website and in the June issue of *Professionally Speaking*.

Who Serves on Council?

College members elect 23 of the 37 members of Council, the governing body of the Ontario College of Teachers.

Members are elected from Ontario's English, French, Catholic, and public elementary and secondary school systems, and serve three-year terms.

Principals and vice-principals, supervisory officers, private schools and faculties of education elect Council members to four of the 23 positions.

The provincial government appoints the remaining 14 members of Council from parents, various professions and the general public.

Objects of the College

The College's objects, as set out in the *Ontario College of Teachers Act*, are to:

- regulate the profession of teaching and govern its members;
- develop, establish and maintain qualifications for membership in the College;
- accredit professional teacher education programs offered by post-secondary educational institutions;
- accredit ongoing education programs for teachers offered by post-secondary educational institutions and other bodies;
- issue, renew, amend, suspend, cancel,

revoke and reinstate Certificates of Qualification and Registration;

- provide for the ongoing education of members of the College;
- establish and enforce professional standards and ethical standards applicable to members of the College;
- receive and investigate complaints against members of the College and to deal with discipline and fitness to practise issues;
- develop, provide and accredit educational programs leading to Certificates of Qualification additional to the

- certificate required for membership, including but not limited to the Certificates of Qualification as a supervisory officer; and to issue, renew, amend, suspend, cancel, revoke and reinstate such additional certificates;
- communicate with the public on behalf of the members of the College; and
 - perform such additional functions as are prescribed by the regulations.

In carrying out its objects, the College has a duty to serve and protect the public interest.

What a Council member does

Council ensures that policies are established in accordance with the College's objects as set out in the *Ontario College of Teachers Act*.

Council provides oversight and direction to the Registrar, the College's chief executive officer.

During their three-year term, Council members protect the public interest, serve their profession, grow as leaders and develop skills in board governance.

The Chair of Council is a full-time position and is responsible for representing Council publicly as well as presiding over Council and Executive Committee meetings. There are at least four Council meetings each year. Each Council member attends Council meetings and, in addition, serves on at least two committees, each of which meets three or four times a year. All committees of Council are composed of elected and appointed members. Some committees — such as Accreditation or Discipline — require additional time to serve on panels. Most committee chairs also serve on the Executive Committee, which meets about five times a year.

On average, Council members dedicate 25 to 60 days a year to Council business, depending on their committee assignments. Meetings are held in Toronto.

The College provides thorough education sessions to orient new Council members to the College and its activities, current issues, policies and procedures before they assume their Council and committee responsibilities.

The College reimburses an elected member's employer for the member's absence while attending Council and committee meetings during regular workdays. If summer meetings are required, the member is compensated directly at a rate of \$150 per day. Travel, accommodation and meal expenses are reimbursed.

COMMITTING TO COUNCIL

Q: What is the time commitment for Council members?

A: Council members attend a minimum of four Council meetings a year. Members also serve on at least two of Council's statutory, standing or special committees. Some committees require additional panel work from its members. Bilingual Council members may be asked to serve on additional committees or panels because of their French-language fluency. Chairs of Council committees usually have additional responsibilities. Council members require 25 to 60 days of leave per school year on average. On occasion, work may take place on weekends and during the summer.

Q: How long is the term of office?

A: The term of office for Council is three years.

Q: When would I assume responsibilities as a Council member?

A: If elected in April 2018, you will take office on July 1, 2018. You will be expected to attend a two-day orientation session from May 24–25, 2018. The inaugural meeting of the eighth Council will take place on Wednesday, July 4, 2018. Your term of office will continue until June 30, 2021.

What position are you seeking?

Each of the 23 elected positions represents a separate electoral category to ensure a balance of geographic, elementary, secondary and system perspectives. Each position also has its own nomination criteria.

There are:

- 12 regional positions (reflecting six geographic regions in Ontario);
- seven system positions (reflecting English public, English Roman Catholic, French public and French Roman Catholic school systems in Ontario);
- one principal/vice-principal position;
- one supervisory officer position;
- one faculty of education position; and
- one private school position.

To serve on Council, you must be in good standing with the College, reside in Ontario and — if you're seeking a regional or system seat — hold a regular teaching assignment in an elementary or secondary school.

All regional and system positions are open to full-time staff. Six of the regional positions are open to regular part-time or occasional teachers. Part-time and occasional teachers are eligible to serve if they teach for at least 10 days during each year of their term of office. A partial day of teaching is considered a full day for these purposes. If you are elected to a part-time position, you will need to remain employed and provide evidence of 10 teaching days each year to stay in office. If you are a guidance counsellor, librarian, mentor or consultant directed to supervise or co-ordinate subjects or programs, you are considered to be providing instructional services and are eligible to run for regional and system positions.

To be eligible to run for one of the category positions (principal/vice-principal, supervisory officer, faculty of education and private school), you are required to be qualified for and employed in that position. You are not eligible to serve on Council if you are employed by or are an elected or appointed official of any of the 13 organizations at the provincial level or serve as a president of one of these organizations at the local level (see "Exclusions" on page 52). If you do occupy one of these positions, you may run for election but must resign your position and obtain the necessary employment before you can take your place on Council.

If you are a former employee of the Ontario College of Teachers, you are eligible to run for a position if at least 12 months have elapsed between when you last worked at the College and the start of the Council term on July 1, 2018. A College member who previously served on Council is eligible to run if at least three years has elapsed since they last served on Council.

You must be eligible to serve the entire three-year term of Council. Those who sign your nomination papers — your nominators — must meet the same eligibility requirements for the position.

You cannot stand for election for more than one position.

If you are unsure about eligibility, please call the information line at **416-961-8800** (toll-free in Ontario **1-888-534-2222**), ext. 558.

Regional positions

You can run for one of these 12 regional positions provided:

- you are a College member employed full time (FT) or part time (PT) as a classroom teacher by a district school board, school authority, private school or the Provincial Schools Authority;
- you live in one of the municipalities or areas specified for each region.

Southeast Region — PT/FT

Southeast Region — FT

The Southeast Region includes:
Ottawa, Prescott, Russell, Stormont,
Dundas, Glengarry, Hastings, Lennox,
Addington, Lanark, Renfrew, Leeds,
Grenville, Frontenac and Prince Edward.

Southcentral Region — PT/FT

Southcentral Region — FT

The Southcentral Region includes:
Northumberland, Kawartha Lakes,

Peterborough, Clarington, Simcoe,
Haliburton, Muskoka, Dufferin,
Wellington, Peel (including
Mississauga), Halton, Waterloo,
Niagara and Hamilton.

Southwest Region — PT/FT

Southwest Region — FT

The Southwest Region includes: Brant,
Essex, Lambton, Elgin, Middlesex,
Huron, Perth, Bruce, Grey, Oxford,
Haldimand, Norfolk and Chatham-Kent.

Central Region — PT/FT

Central Region — FT

The Central Region includes:
Toronto, York and Durham (excluding
Clarington, which is in the Southcentral
Region).

Northwest Region — PT/FT

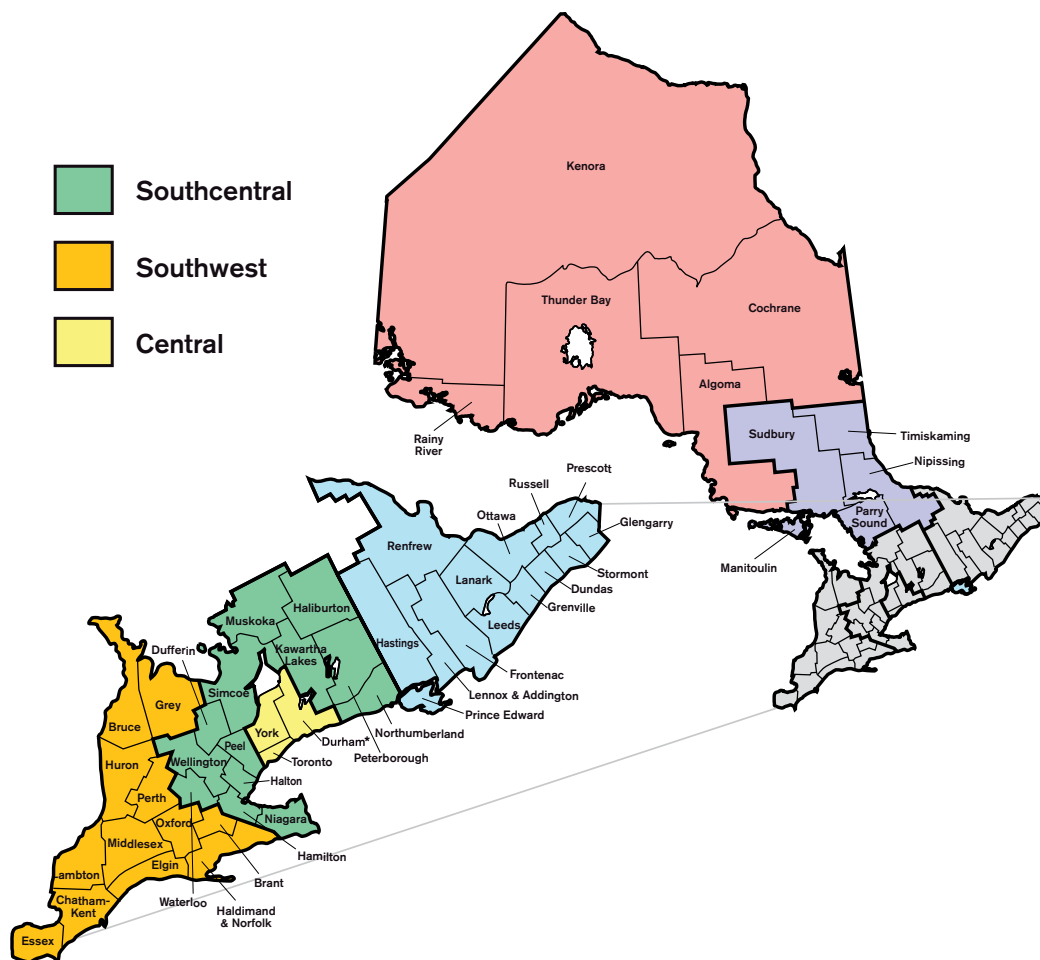
Northwest Region — FT

The Northwest Region includes:
Algoma, Cochrane, Kenora, Rainy River
and Thunder Bay.

Northeast Region — PT/FT

Northeast Region — FT

The Northeast Region includes: Sudbury,
Manitoulin, Timiskaming, Nipissing and
Parry Sound.



*excluding Clarington



WHY I SERVED

“Professional standards need to be regulated so that the public feels safe.”

WES VICKERS, OCT – LaSalle, Ont.

Wes Vickers, OCT, has a unique perspective on professional regulation. Not only is the Grade 8 teacher an elected Council member for the Ontario College of Teachers, he's also an appointed member of the Council of the Ontario College of Pharmacists.

As Vickers notes, anyone making use of a professional wants their own best interests served. Just as a teacher filling a prescription likes to know that Ontario's pharmacists are regulated, pharmacists are comforted that their children's teachers are similarly governed.

“Professional standards need to be regulated,” he says, “so that the public feels safe.”

Vickers, who teaches with the Greater Essex County District School Board, has served with two regulators and was elected to a second term with the Ontario College of Teachers. He has served on three College committees: Fitness to Practise, Discipline (vice-chair) and Human Resources (chair).

As a Council member, he had to adjust to the travel and hotel living involved, as well as to voluminous reading and debating in a public forum. “It was daunting,” he says.

Yet the challenges have been far outweighed by the rewards. For instance, Vickers has served on well over 100 Discipline and Fitness to Practise panels, and feels proud of his role in protecting the public.

He takes seriously his fiduciary and regulatory duties, and sees them tied as well to the public interest. “It's my responsibility to make sure we're fiscally responsible so we can maintain our viability,” he says. Ensuring that the College fulfils its mandate (and stays within it) also supports public confidence in self-regulation.

“In an ideal world everyone would serve two terms,” Vickers adds. “The College's training is phenomenal but it takes time to get your feet wet and fully understand your role as a Council member.”

Vickers has had more time to grow into the position and make an impact. When his term ends he will sit out the required three years but can already foresee a return run.

System Positions

If you are a College member who is not employed as a vice-principal, principal or supervisory officer, by a private school or by a faculty of education as a tenured or tenure-track faculty member, you are eligible to run for the provincewide position related to the system (reflecting English public, English Roman Catholic, French public and French Roman Catholic school systems) in which you are employed full time. You must be part of your employer's regular teaching staff.

English-Language Public Board Elementary

You may run for this position if you are employed full time as a qualified elementary classroom teacher by an English-language public district school board, the Provincial Schools Authority or a school authority, other than a Roman Catholic school authority or a board of a secondary school district. You may not be employed in a French-language instructional unit.* You are also required to hold the qualifications required to teach a course or class in the Primary or Junior division or in the first two years of the Intermediate division.

English-Language Public Board Secondary

You may run for this position if you are employed full time as a qualified secondary classroom teacher by an English-language public district school board, public school authority or the Provincial Schools Authority. You may not be employed in a French-language instructional unit.* You are also required to hold the qualifications required to teach a course or class in the last two years of the Intermediate division or in the Senior division.

English-Language Roman Catholic Board Elementary

You may run for this position if you are employed full time as a qualified elementary classroom teacher by an English-language Roman Catholic district school board, or a Roman Catholic school authority and are not employed in a French-language instructional unit.* You are also required to hold the qualifications required to teach a course or class in the Primary or Junior division or in the first two years of the Intermediate division.

English-Language Roman Catholic Board Secondary

You may run for this position if you are employed full time as a qualified secondary classroom teacher by an English-language Roman Catholic district school board. You are also required to hold the qualifications required to teach a course or class in the last two years of the Intermediate division or in the Senior division.

French-Language Roman Catholic Board Elementary

You may run for this position if you are employed full time as a qualified elementary classroom teacher by a French-language Roman Catholic district school board or school authority and work in a French-language instructional unit.* You are also

System Positions

required to hold the qualifications required to teach a course or class in the Primary or Junior division or in the first two years of the Intermediate division.

French-Language Roman Catholic Board Secondary

You may run for this position if you are employed full time as a qualified secondary classroom teacher by a French-language Roman Catholic district school board. You are also required to hold the qualifications required to teach a course or class in the last two years of the Intermediate division or in the Senior division.

French-Language Public Board Elementary or Secondary

You may run for this position if you are employed full time as a qualified elementary or secondary classroom teacher by a French-language public district school board or the Provincial Schools Authority at Centre Jules-Léger or a public school authority that operates a French-language instructional unit.* You are also required to hold the qualifications required to teach a course or class in the Primary, Junior, Intermediate or Senior division.

**French-language instructional units do not include immersion programs. If you are not certain about whether you are part of a French-language instructional unit, contact the election information line.*

Category Positions

If you are a College member who is qualified and employed in any of the following categories, you are eligible to run for the province-wide position related to your area of qualification and employment.

Principal/vice-principal

You may run for this position if you are qualified and employed as a principal or vice-principal and are not employed at a private school.

Faculty of Education

You may run for this position if you are employed by a post-secondary institution at a school or faculty of education offering programs accredited by the College and are in a tenured or tenure-track position.

Private school

You may run for this position if you are employed by a private school that has submitted to the Ministry of Education a current notice of intention to operate a private school. (Private school classroom teachers who are members of the College may also run for regional positions.)

Supervisory officer

You may run for this position if you are qualified and employed as a supervisory officer.

Tour the College

If you're considering whether to run as a candidate in the 2018 Council election, tour the College to see what we do.

You can book a visit to view the Council chambers, call centre, hearing rooms, the Margaret Wilson Library and the departments that support Council's work.

Please call **416-961-8800** (toll-free in Ontario **1-888-534-2222**), ext. 558 or email youdecide2018@oct.ca to secure a spot.

Tours are scheduled to take place:

→ French:

November 14, 2017, 4–5 p.m. EST

→ English:

November 16, 2017, 4–5 p.m. EST

Book your tour before Friday, November 10, 2017. Potential candidates assume their own travel and accommodation costs.

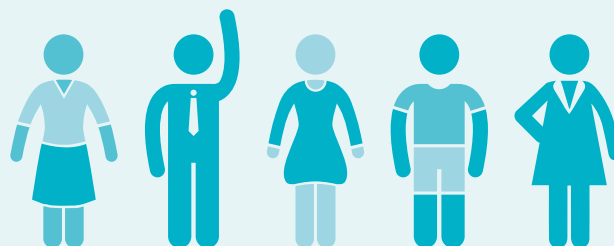
SUBMIT MORE THAN THE MINIMUM

Even though you only need 10 qualified nominators, it's best to sign up a few more.

Each person who nominates you must also be a current member of the College and eligible to seek election in your category.

By adding a couple of extra qualified nominators, you'll be covered in the event that one or more is judged ineligible.

Ensure that your nominators are in good standing by checking our public register at oct.ca under Find a Teacher.



See the candidates in our March issue

Watch for the **March 2018** issue of *Professionally Speaking* for a complete and alphabetized list of all candidates by position.

Candidate information will also be posted to the College's website by **February 16, 2018**, and will include:

- ✓ biographical statements;
- ✓ attestations;
- ✓ photos; and
- ✓ information from their nominations.

You will also be able to learn more about those running for election in the categories relevant to you via the College's website, candidate blogs and an online voter forum.

The list of confirmed candidates will appear on **oct.ca** on January 10, 2018, along with candidate blogs and the online forum.

Youdecide 2018 information

Nomination procedures have been developed in accordance with Regulation 293/00.

The procedures are available to College members on the College's website.

Please contact us if you have any questions.

ELECTION INFORMATION

416-961-8800
(toll-free in Ontario)
1-888-534-2222, ext. 558

EMAIL

youdecide2018@oct.ca

Council decisions shape the teaching profession

The colleagues you nominate in the 2018 Council election — 23 positions are now open — will be responsible for helping to shape the future of Ontario education in the public interest.

The College is accepting nominations until December 1, 2017.

Nominees are people just like you. They share the same professional dedication and commitment to providing quality learning experiences for students. And, like you, they care about professionalism in teaching.

If you haven't considered running for Council before, think about it now. You can:

- bring your classroom and school-based experience to bear on the policy decisions Council makes to continuously improve the teaching profession;
- share your knowledge, insights and the benefits of the relationships you've developed to expand your horizons in the interest of the profession.

As a member of Council, you — or a colleague you nominate and help to elect — might serve on the Accreditation Committee. You could directly influence the classroom

readiness of new teachers who will work alongside you for years to come via decisions that affect the preparation they receive in pre-service programs.

Or you might serve on an Investigation, Discipline or Fitness to Practise committee and be a key figure in how the College responds to complaints about individual members.

The Investigation Committee determines how the College responds to the 150-plus complaints it receives annually. Discipline Committee or Fitness to Practise Committee panels hear allegations about 80 to 100 members per year and determine if they will be allowed to continue in the profession.

Council members serving on the Standards of Practice and Education Committee are responsible for ensuring that ethical and practice standards influence the quality of teaching in Ontario.

When *Professionally Speaking* drops into your mailbox, you are receiving an award-winning magazine whose overall editorial policy and content have been reviewed and approved by the Editorial Board, which comprises Council

members. The board reviews all material gathered for each issue and determines what is published.

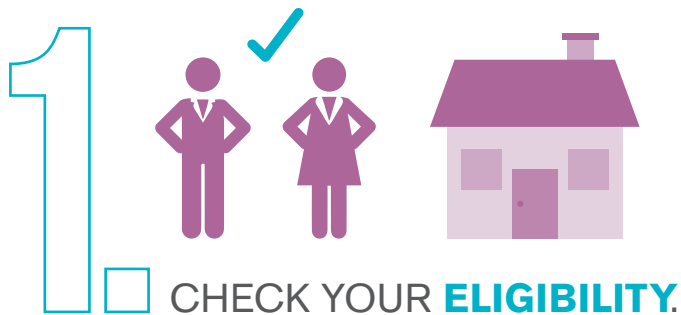
As a Council member you will play an active role in reviewing the content of Additional Qualification courses and a vast range of issues concerning teachers' qualifications. You will also participate in decisions on issues such as the transparency of the College's processes.

You can expect to discuss the role the College has in advancing the teaching profession. Each year, you will also, either as a member of the Finance Committee or as a member of Council, decide on the annual budget and the membership fee that funds the College's work.

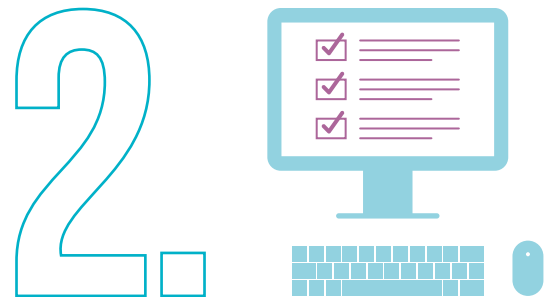
These are important topics for every College member. You already debate many of these issues regularly with your colleagues. At least one might give you pause to consider actively participating.

It's your College. Run, nominate, vote. You owe it to yourself as a professional, to your colleagues and to the teaching profession to play your part.

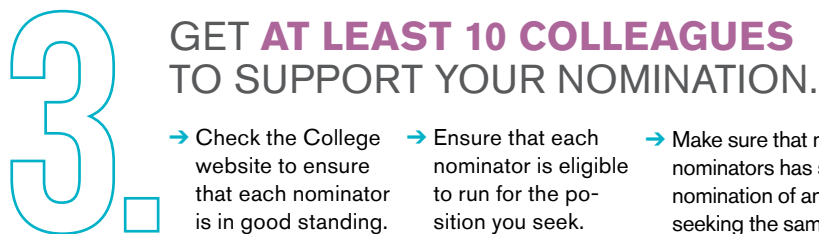
Nominations at a glance



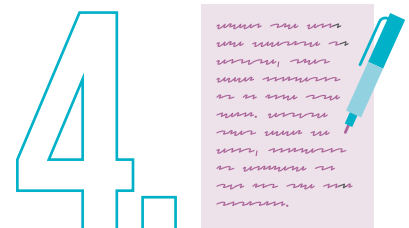
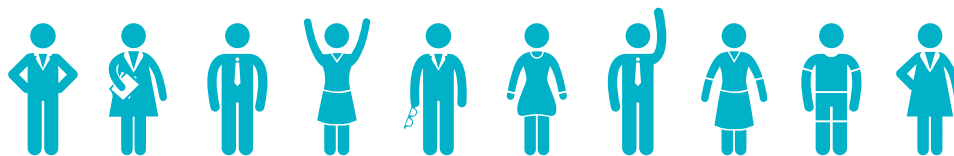
- Are you in good standing? You are required to be a College member in good standing to stand for nomination.
- Do you meet the residential and/or employment requirements for the position you seek?



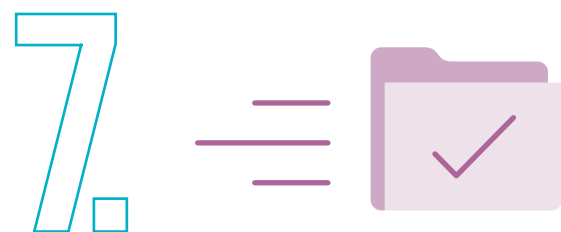
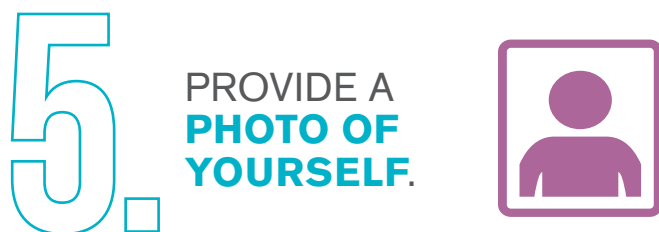
COMPLETE THE STEPS OF THE NOMINATION PROCESS ONLINE.



- Check the College website to ensure that each nominator is in good standing.
- Ensure that each nominator is eligible to run for the position you seek.
- Make sure that none of your nominators has supported the nomination of any other person seeking the same position.



WRITE YOUR BIOGRAPHY.



COMPLETE ALL REQUIREMENTS AND SUBMIT YOUR NOMINATION PACKAGE NO LATER THAN 5 P.M. EST ON DECEMBER 1, 2017.

Please note: Strict election timelines prevent the College from accepting nominations after this date.

Nominees required to attest Know the nomination requirements

When you stand for Council election, your nomination package must include a signed statement indicating that you are eligible for the position and that the information in your submission is accurate.

You must attest that you are prepared to take the oath of office and to disclose whether you are employed by or an elected or appointed official of one of 13 excluded organizations (see page 52). If you are, you must affirm that you are prepared to resign from any such position held at the local or provincial level and obtain the necessary employment required by the position you are seeking before taking office as a member of Council.

CHECK IT OUT

Every election a candidate submits a nomination in which one or more of their nominators are ineligible.

Your nominators must be able to run for the position you are seeking.

To be safe, why not ask more than 10 colleagues — the minimum requirement — to sign and support your nomination.

If you're seeking nomination for one of the **23 available positions** on Council, be mindful of the requirements.

1. Review the nomination requirements carefully.

The information you are asked to provide is specified in regulation and intended to help electors choose the best candidates.

2. Acquire supporting signatures from at least 10 College members who are eligible to run for the position you are seeking.

For example, if you are running for the English-Language Public Board Elementary position, you must have 10 or more people support your nomination who also qualify to run for that position. Please note: *A member can nominate only one colleague per position.* However, members can nominate other colleagues for any other position they are eligible to seek.

The names and membership numbers of each of your nominators will be published in the March 2018 issue of *Professionally Speaking*.

3. Submit your nomination no later than 5 p.m. EST on Friday, December 1, 2017.

The College will review each nomination to ensure that the candidate and nominators meet the position requirements.

Each candidate will receive written confirmation of receipt of their nomination. Nominees will be notified whether they are a confirmed candidate within 10 working days.

A list of confirmed candidates will appear on the College's website in January 2018 and in *Professionally Speaking's* March 2018 issue.

Learn more about the nomination process and eligibility requirements in the Question and Answer section on page 61.

You can also call the College's election information line at **416-961-8800** (toll-free in Ontario **1-888-534-2222**), ext. 558 or send an email to youdecide2018@oct.ca.

Regulation changes make voting easier in 2018

The regulation governing the election process has changed. **Recent amendments will make voting easier.** Some rules for nomination have also changed.

Voting will be easier in the 2018 Council election because OCTs will:

- receive a streamlined ballot to vote for candidates in the school systems where they work;
- be able to cast up to four votes (instead of the nine from previous years) including:
 - two regional positions based on where you live plus
 - one additional category position (if applicable);
 or
 - up to two system positions (reflecting English public, English Roman Catholic, French public and French

Roman Catholic school systems) depending on the system in which you work.

If you are unemployed or not employed in education, you will continue to receive ballots for the two regional positions based on where you live.

Rules for nomination have also been amended:

- All Provincial Schools Authorities are now recognized as eligible employers.
- Former Ontario College of Teachers employees can seek election to Council provided their employment has ended at least 12 months before the Council term starts on July 1, 2018.
- A College member who previously served on Council is eligible to run if at least three years have elapsed since they last served on Council.
- A current Council member is eligible to run if they will be eligible to serve the entire term of the next Council without exceeding the maximum consecutive service allowed under the College's Act.

Oath/affirmation of office

Before they can take their seat on Council, elected members and provincial appointees must take an oath or affirmation. Failure to do so renders them ineligible to serve.

The College makes a Commissioner of Oaths available to swear in new Council members.

The oath/affirmation is:

I will faithfully and impartially, to the best of my knowledge and skill, perform the duties of a member of the Council of the College and any committees of the Council on which I sit.

In so doing, I will ensure that the guiding principle in the performance of my duties is the duty to serve and protect the public interest, which is my duty as a Council member and a duty of the College.

I will perform the duties of my position without favour or ill will to any person or entity.

I will ensure that other memberships, directorships, voluntary or paid positions or affiliations that I may hold will not interfere or conflict with the performance of my duties as a Council member.

So help me God.

(The last line is omitted in an affirmation.)

Questions and Answers

Looking to run in the 2018 Council election? Have someone else in mind to nominate? Wondering whom you can vote for?

We've compiled the following series of frequently asked questions and answers to address some of your most common queries.

If you're thinking about running or nominating someone to stand for office, it's best to begin early. It can take a little time to obtain the right nominators to properly complete and submit your nomination. The good news is that, for the first time, you can apply online, at your own pace. Complete your nomination at oct-occeo.ca/nominations.

We'll also send election updates to all *Your College and You* subscribers. If you haven't already, please sign up in the Members' Area on oct.ca to get on the list.

Q: I have a busy lifestyle. Why should I consider standing for Council election?

A: College Council sets the policies and priorities that regulate your profession. Council members are people like you, teachers, school and board administrators, and parents from across Ontario, who share your commitment to students' well-being and make decisions on matters of importance to the profession.



WHY I SERVED

"This has been some of the best professional development I've ever had."

VICKI SHANNON, OCT – Thunder Bay, Ont.

As an elementary school principal in Thunder Bay, Vicki Shannon, OCT, engages with many constituencies. She deals with staff, parents, board colleagues, community partners and, of course, the students. All have their own interests, but Shannon knows that her decisions must ultimately serve the children who attend her school daily.

She has the same mindset as a member of the College's Council. "For me the public interest boils down to the kids."

The discussions she has can involve anything from complaints to budgeting. In all cases, Shannon asks herself how the result will make children safer or healthier, or help the people teaching them to be as effective as possible. "That's my barometer," she says.

Shannon was a French Immersion, English and elementary curriculum resource teacher before becoming a vice-principal and principal with the Lakehead District School Board. She has been active in education outside her school, whether as a sessional lecturer at Lakehead University, an executive with the Ontario Principals' Council or a representative to the International Confederation of Principals.

Initially, she was attracted to Council by the chance to bring the school leader point of view. Working in a governance model of elected and appointed members has been rewarding. As a principal, she can articulate what happens in the profession to help inform decisions. At the same time, she learns from Council members who come from outside the education system.

"Hearing those perspectives makes you measure your own," she says.

Shannon has served on three College committees: Discipline, Fitness to Practise and Finance. "It has provided me with in-depth knowledge in many areas. This has been some of the best professional development I've ever had."

The experience has solidified her personal mission. "The work we do in the College revolves around ensuring that educators are able to do the best job they can."

Questions and Answers

Q: How do I know if I am eligible to stand for election to the College Council?

A: You are eligible to run if you are a College member in good standing, reside in Ontario and meet the specific eligibility requirements for a position.

Candidates for the regional and system positions (reflecting English public, English Roman Catholic, French public and French Roman Catholic school systems) must be employed by their board as regular teaching staff on a full-time (most positions) or part-time basis (some positions). Elected Council members may not hold or be seconded to any other position.

Q: Can I run for more than one position?

A: No. You can stand for nomination in one category only.

Q: How many positions are available and what are the eligibility requirements?

A: There are 23 positions. Four are designated for supervisory officers, principals/vice-principals, faculties of education and private schools. Six regional and seven system positions are open to full-time regular teaching staff. Six regional positions are open to full-time as well as part-time regular teaching staff.

Q: Are there exceptions to the eligibility requirements?

A: Candidates who are employed by or hold an elected or appointed position in one of 13 specified federation, professional or government organizations at the local or provincial level (see page 52) must sign an attestation that they will resign from that position if elected to Council.

A College member who previously served on Council is eligible to run if at least three years have elapsed since they last served on Council.

A current Council member is eligible to run if they will be eligible to serve the entire term of the next Council without

exceeding the maximum consecutive service allowed under the College's Act.

Q: Are employees of the College eligible to run for office?

A: No. In addition, a former employee of the College is only eligible if at least 12 months have elapsed between when they last worked at the College and the start of the Council term.

Q: Can I be a candidate if I am a College member in good standing and I am retired or teach occasionally?

A: If you taught 10 days in the 12 months preceding December 1, 2017, you can seek nomination for one of the six regional positions open to part-time teachers.

If you are elected to that position, you must continue to teach at least 10 days in each year of the Council term.

Q: Some positions are open only to full-time classroom teachers. How are full time and part time defined?

A: A full-time teacher is one who is employed as part of any employer's regular teaching staff and who is assigned in a regular timetable to provide instruction to elementary or secondary school students on a full-time basis.

A College member who would otherwise be a full-time classroom teacher but who is on parental, sick, family or compassionate leave is considered a full-time teacher.

A part-time teacher is one who is employed as a part of any employer's regular teaching staff and assigned in a regular timetable to instruct elementary or secondary school students on less than a full-time basis or to teach on an occasional basis.

A College member who would otherwise be a part-time classroom teacher but who is on parental, sick, family or compassionate leave is considered a part-time teacher.

Part-time teachers must teach 10 days per year minimum during their Council term.

Q: Can I run for election if I am on a negotiated leave?

A: No. Only those on parental, sick, family or compassionate leave are eligible to run. No other leaves, such as four-over-fives or educational leaves, qualify.

Q: Are teacher-librarians, guidance counsellors, consultants and other College members who are employed full or part time eligible to stand for election?

A: Yes. They are considered classroom teachers and are eligible to run for positions open to those who are full-time or part-time classroom teachers.

Q: How do I get nominated?

A: Submit a completed nomination package to the Registrar by 5 p.m. EST on December 1, 2017. Complete and submit the package online at oct-oeeo.ca/nominations.

You will need the signatures of 10 College members who, at the time of signing, are eligible to run for the position you are seeking and who have not signed the nomination form of anyone else for the same position.

Q: When will I know whether I have been confirmed as a candidate?

A: The Registrar will respond to your nomination in writing within 10 business days.

Q: As an official nominee, can I circulate campaign information through the College?

A: Candidates are required to submit biographical information that will appear in the March 2018 issue of *Professionally Speaking* and on the College's website. All candidate information will be available in English and French. The College will translate the material.

Candidates are required to supply information about their teaching experience, current teaching assignment, federation experience and involvement (if any),

Questions and Answers

other education-related activities or memberships, participation in professional development and personal professional interests, plus a statement describing their understanding of the duty to serve and protect the public interest.

Candidates will also be able to communicate with the electorate using their own blog accessible via the College website, and will have the chance to take part in an online forum where members can post questions and comments.

Q: Are elected Council members paid?

A: If you are an elected Council member and you are on a leave of absence to attend a Council or committee meeting, the College will reimburse your employer for salary expenses incurred in the hiring of a temporary replacement. If you are required to attend a meeting during a vacation period, you will receive an honorarium of \$150 per day of service or \$75 for meetings and preparation time that are less than three hours. The College also reimburses members for expenses incurred during College-related business.

Q: How can I get more information as a potential candidate?

A: If you are thinking about seeking a Council position, please visit the College's

website at oct.ca for the latest election news, or call the College at **416-961-8800** (toll-free in Ontario **1-888-534-2222**), ext. 558 or email youdecide2018@oct.ca.

Q: If I've served on Council for two consecutive terms, can I run again in 2018?

A: No. One full term of Council (three years) must elapse before you can run again.

Q: I work for a Provincial Schools Authority. Am I eligible to run for election?

A: Yes. Recent changes in election legislation recognize all Provincial Schools Authorities as eligible employers.

Q: There are too many positions to vote for and candidates I don't know. How can I be an informed voter?

A: The College is using every available platform — including its website, *Professionally Speaking*, e-newsletters, videos, webinars and social media — to provide election information. You can also call our information line or access oct-oeeo.ca/councilelection2018.

Q: If I am a candidate in the next election, who is going to vote for me?

A: New for the 2018 election, the ballot is now streamlined through a change in

legislation. Only voters who live in your region and work in your school system (or additional category) position will be voting for you. Voters will no longer be asked to vote for candidates in systems where they don't work.

Q: I am employed as a part-time vice-principal. Am I eligible for the principal/vice-principal position?

A: You are eligible to run for the position if you hold the required qualifications (PQP Part 1 and Part 2) and are part of your employer's regular teaching staff and assigned on a full-time or less than full-time basis to work as a vice-principal or principal.



PRÉFÉREZ-VOUS NOUS LIRE EN FRANÇAIS?

Rien de plus facile!

Pour mettre à jour vos coordonnées, il suffit de vous rendre dans la section réservée aux membres du site de l'Ordre à oeeo.ca.

Council has a duty to serve the public interest

The College exists to regulate Ontario's teaching profession so that the public can be confident that practitioners put students' well-being and academic success first.

Elected and publicly appointed Council members — teachers, administrators, parents and others — make decisions as a Council based on the public's shared interest in supporting and strengthening the profession.

To describe their understanding of that duty, candidates must include a

statement in their nomination packages that describes what they believe it means to serve and protect the public interest. Candidates must also disclose whether they hold any elected or appointed position in one of 13 excluded organizations (see page 52) and to attest that they will resign from that position if they are elected.

Council members put their service to the public above all other interests. Accordingly, each member of Council is required to take an oath of office or

affirmation (see page 61) and promise in writing not to take direction from any other organization. Those elected will also be required to report, in writing to the Registrar, all funding related to the election process, including amounts and sources.

In addition to their personal commitments, a Public Interest Committee made up of non-College members appointed by the government advises Council on matters relating to the College and Council's duty to serve the public interest.



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oct-oeeo.ca/fb



oct-oeeo.ca/pi

OCT.CA



Ontario
College of
Teachers

Setting the Standard
for Great Teaching

Cast your votes electronically

You can vote electronically to elect members to the eighth Council — provided you are a member in good standing with the College as of 5 p.m. EST on Wednesday, February 28, 2018.

The election will be conducted entirely online via the Members' Area of the College website at **oct.ca**. You can vote there or via the College's smartphone election app.

It's simple: Log in to your Members' Area account from the main page of the College website and follow the instructions. If you have not opened an account, you can do so now. Just visit **oct.ca** and click on the Members tab at the top of the page.

Election ballots will be available in the Members' Area from **9 a.m. EST on March 5, 2018**, until **11:59 p.m. EDT on April 9, 2018**, after which the voting function will be removed. You will have access to a ballot that includes all of the positions for which you are eligible to vote.

Ballots will be tabulated and verified on **April 10, 2018**, and the results will be posted to the College website on **April 11, 2018**.

Submit your nomination electronically

New for this election, you can submit your nomination electronically through a simple online process.

Nominations are due before 5 p.m. EST on Friday, December 1, 2017. You can start the process as early as September 1, 2017, by going to **oct-oeeo.ca/nominations** and creating an account.

That account will allow you to prepare and compile the information you need for your application — at your own pace and when your schedule allows. Simply follow the instructions for each step.

You can edit your biography, upload your photo, start collecting information about your minimum of 10 nominators, decide how you want to share your understanding with voters about the duty to serve and protect the public interest.

Once all the pieces are complete, press "Submit" and your nomination package will be sent to the College. You will receive an automatic response confirming it has been received, and you will hear within 10 business days whether you are a confirmed candidate.

Help is always available through the information line at **416-961-8800** (toll-free in Ontario **1-888-534-2222**), ext. 558 or via email at **youdecide2018@oct.ca**.

Want to learn more? Come talk to us!

Interested in running for Council but want to know more? Not sure what's involved in becoming a candidate? Want to know more about what a Council member does?

Come and meet with us. We're in your area!

Throughout the fall, the College is hosting late afternoon information sessions around Ontario. The Chair of Council will share insights about what it's like to serve on Council. College staff can answer questions about how to become a candidate. **Come and learn more about serving your profession.**

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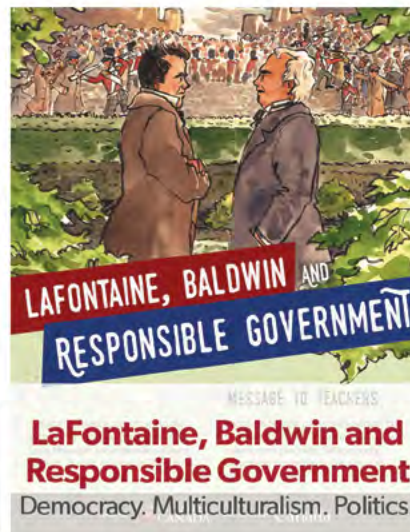
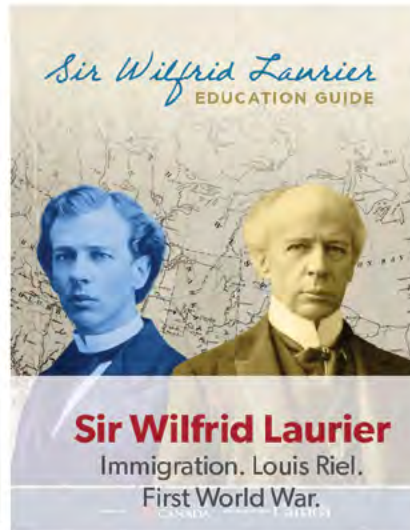
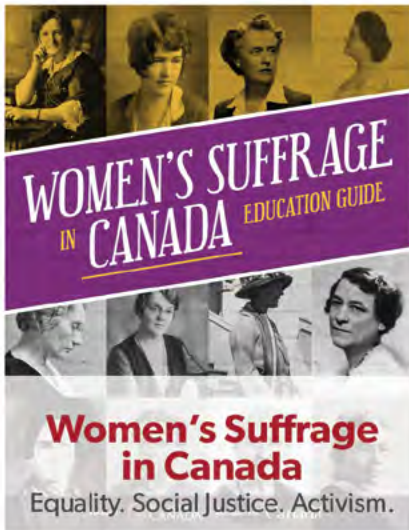
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governing ourselves

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

COLLEGE NEWS

2016 KEY ACCOMPLISHMENTS

The recently released *2016 Annual Report* offers a snapshot of College activities and accomplishments over the course of the past year.

Visit oct-oeeo.ca/2016AR to read summaries on student safety enhancements, ongoing campaigns to connect with parents, teachers and the public, *Transition to Teaching* statistics, member demographics and more.

Student safety enhanced

The Registrar's message brings a focus to the *Protecting Students Act, 2016*, passed in December of last year. The new legislation reflects the College's work to enhance and improve its disciplinary processes and procedures.

"The changes in legislation will help improve efficiencies and accountability in the investigations and hearings process that protects Ontario students," writes Michael Salvatori, OCT, CEO and Registrar, in his message. The Act now gives the Registrar authority to appoint a special investigator to acquire information sooner. In addition, it fast-tracks cases to the Discipline Committee where there have been criminal convictions and defines timelines for school boards to provide information to the College following a complaint.

Continued public outreach

The Registrar's message also spotlights some of the College's public awareness initiatives over the course of 2016.

These included public awareness presentations — connecting trustees and Parent Involvement committees — that helped to enhance awareness

of the College, and also provided the College with valuable feedback from participants.

Last summer, the College also held focus groups with members and parents in six cities across the province. Insights gathered at those events will help the College improve its communications products and services in the months and years ahead.

In October of last year, the College engaged in a social media campaign called "Just One Word," in support of UNESCO's international celebration of World Teachers' Day. The event asked Ontarians to describe their favourite teacher, using one word, and one in seven people used the word "inspiring." The initiative highlighted the words "care," "trust," "respect" and "integrity"—all associated with the *Ethical Standards for the Teaching Profession*. By the end of the campaign, the College received 1,425 comments, reached 1.8 million people, generated 928 new followers on social media and had 4,584 new visitors to oct.ca.

Brightening employment outcomes for new teachers

The 2016 *Transition to Teaching* survey (oct-oeeo.ca/T2T), which looks at the early careers of new Ontario teachers, indicated the third straight year of improved early-career employment outcomes.

For new English-language teachers, first-year full employment is now at 47 per cent, up from 34 per cent in 2014. For those with qualifications in intermediate-senior math, science and computer studies, the unemployment

rate was 16 per cent compared with 28 per cent for those without these qualifications.

French as a Second Language and French-language program teachers continue to be in high demand, with first-year unemployment at only five per cent and nine per cent, respectively.

The report predicts that for the remainder of the decade, the province will see a much lower supply of new Ontario teachers and an increase in the number of teachers retiring. With supply and demand coming into a better balance, job outcomes for future graduates and opportunities for under-employed teachers should improve.

Finance Committee report

The College is financed primarily by members' fees, so membership numbers have a significant impact on revenue. In its report, the Finance Committee notes the 2016 budget was set at \$40,285,456 and the College recorded an operating surplus for the year of \$241,483.

At the end of 2016, the College had 238,143 members in good standing. This was 4,372 more members than anticipated, due to a higher number of pre-Enhanced Teacher Education Program (ETEP) graduates processed in 2016, as well as an increase in the number of grandfathered concurrent and multi-year graduates. An increase in reinstatements and fewer retirements than forecasted had an impact on revenue, as well. **PS**

To read the full report, including more financial details, statistics and highlights, visit oct-oeeo.ca/2016AR.

COLLEGE FOCUS GROUPS

This past summer, the College held focus group sessions with its members and the public to gauge their knowledge of the College's mandate, their preferred topics for professional advisories and their opinions on various communication products and initiatives.

The College conducted these sessions in English and French in Ottawa, Kingston, London, Sudbury, Toronto and St. Catharines. These cities were selected to reflect different geographical regions, demographics and languages.

Each focus group session brought together participants randomly selected from among College members in good standing, as well as parents with children in the public education system.

The engagement process was designed to:

- gather insights into what College members and the public know about the College and how they become informed about the organization;
- identify topics for future professional advisories and better understand which subjects are important to College members and parents and

why. (For example, the professional advisory *Responding to the Bullying of Students*, included in this issue of the magazine, was developed after focus group participants told us that bullying should be the College's priority in providing guidance to the profession); and

- gather opinions about the College's current communications products and services to learn how we can refine them to meet our audiences' needs.

The feedback helps the College's 37-member governing council and College staff act with increased agility and efficiency in its regulatory role of serving the public interest. By better anticipating arising needs and forthcoming changes on the horizon, Ontario Certified Teachers and the public can both be better served. **PS**

OPENING DOORS

Did you know that the College's office at 101 Bloor Street West was designed by architect John H. Daniels and was built in the postmodern design?

In honour of the College's 20th anniversary, it took part in the 18th annual Doors Open Toronto event last May, which provides free and rare public access to 150 of Toronto's most architecturally, historically, culturally and socially significant buildings.

More than 400 people visited the College, where they learned more about who we are, what we do and how we set the standard for great teaching.

Visitors heard how the College licenses, governs and regulates Ontario's teaching profession in the public interest. They visited the library, browsed through some of the thousands of teacher resources, learned about the governing process by exploring the hearing rooms, and found out what it takes to become a licensed teacher in Ontario.

They walked through the halls and admired artwork created by students across Ontario. They also stopped to take in the College's photo montage, which depicts defining moments in its rich history. **PS**

COLLEGE MAGAZINE WINS AWARDS

Professionally Speaking has once again received international recognition at the 2017 Tabbie Awards, receiving three honours — one Bronze for Department (Great Teaching), and two Top 25 for Best Single Issue (March 2016) and Feature Article ("No Limit to Learning," March 2016). This is in addition to the national attention the College's official publication garnered as a finalist in the Trade Magazine of the Year category at the 2017 Editors' Choice Awards.

Pour parler profession has been enjoying the spotlight too with a nomination in the Professional Article category at the 40th National Magazine Awards, whose mission is to celebrate excellence in Canadian consumer and business publications.

The Tabbies, presented by TABPI (Trade Association Business Publications International), recognize editorial and visual excellence in English-language trade, association and business magazines worldwide. The 2017 Editors' Choice Awards, presented by the Canadian Society of Magazine Editors, honour the high-quality work of editors within the Canadian magazine industry. **PS**



COLLEGE 20TH ANNIVERSARY

20th ANNIVERSARY HIGHLIGHTS

In June, the College celebrated 20 years of protecting the public interest. Here's a snapshot of some of the events that brought together education stakeholders and the public in the name of regulatory excellence.



DOORS OPEN

The College opened its doors to the public on May 27–28 as part of Doors Open Toronto, which provides free access to 150 of Toronto's most architecturally, historically, culturally and socially significant buildings.



College staff hosted tours for more than 400 people who visited its office at 101 Bloor St. W., as part of Doors Open Toronto. The public learned about who we are, what we do and how we set the standard for great teaching in Ontario.



REFLECTING ON THE PAST

College Registrars came together to recognize the College's 20 years of service in protecting the public interest. From left to right: Michael Salvatori, OCT, Registrar and CEO, and former Registrars Margaret Wilson, OCT, Doug Wilson and Brian McGowan.



College chairs past and present reminisced about pivotal points in the College's history. From left to right: Former chairs Elizabeth Papadopoulos, OCT, Donna Marie Kennedy, Larry Capstick and Marilyn Laframboise, OCT, with Chair Angela De Palma, OCT, (centre).



ANNUAL MEETING OF MEMBERS

A panel discussion about the College's 20-year history was held at the annual meeting of members on June 8. From left to right: Dave Cooke, former Minister of Education; Dr. Avis Glaze, former commissioner of the Royal Commission on Learning; Margaret Wilson, OCT, the College's first Registrar; and Donna Marie Kennedy, the first Chair of Council.

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Members can now opt to receive their renewal package via email only.

Log into your account in the members area to make the change.

→ oct.ca/members/services/login.

Please note this only applies:

- if you haven't renewed for this year; and
- to future membership years.



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The Ontario College of Teachers would like to extend a heartfelt thank you to the sponsors and donors who helped raise more than \$29,000 at the College's annual charity golf event in June to support the College's Scholarship Program.

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LOOKING BACK, LOOKING FORWARD

“Our mandate is clear, our goals are aligned, and our efforts consistently bring us closer to enhancing teacher professionalism in the public interest,” said Michael Salvatori, OCT, College CEO and Registrar, during his report at the Annual Meeting of Members on June 8 in Toronto.

“New” was *the* word for the College in 2016 — new legislation, new practices and developments, and new and greater connections.

Student protection was strengthened with the passing of the *Protecting Students Act*, enabling the College to streamline and improve its disciplinary process. “The new laws,” said Salvatori, “reflect most of our recommended changes. We believe that Ontario students will be safer as a result.”

The Registrar also spoke of the College’s close work with Ontario’s faculties of education to implement the Enhanced Teacher Education Program to prepare teacher candidates for today’s diverse classrooms. The program adds two more semesters to teacher training.

The College continued to increase outreach to parents and members, launched a new Applicant Eligibility Assessment tool to help internationally educated teachers through the application process, and shared best practices with the Regulatory Communicators’ Network.

Last year was also one of firsts. It was the first time the College ran a social media-only campaign to engage Ontarians.

Held in support of UNESCO’s international celebration of World Teacher’s Day, “Just One Word” asked the public to describe their favourite teacher using a single word.

Angela De Palma, OCT, Chair of Council, spoke of another first — the first time the College used art as a strategy to talk about the ethical standards. Created by First Nations College member Bruce Beady, *Exploring the Ethical Standards for the Teaching Profession through Anishinaabe Art* is an educative resource and series of posters that support ethical conversations within teacher education and expose teacher candidates to First Nations cultures and worldviews.

De Palma also reported on Council’s work in 2016 to improve the way it governs, amends professional advisories, streamlines the accreditation process for teacher education programs, and updates or develops new Additional Qualification courses for members.

“With our strategic plan as a compass, we continue to refine and sharpen the focus of our work to ensure that we, your Council, and committee decisions best serve, and better protect, the public interest,” the Chair said.

The meeting also marked the College’s 20th anniversary. A panel discussion entitled “Looking Back, Looking Forward,” explored the College’s history and also spoke to its future.

Moderated by Salvatori and De Palma, panellists included: Margaret Wilson, OCT, the College’s first CEO and Registrar; Donna Marie Kennedy,

the College’s first Chair of Council; Dave Cooke, former Minister of Education; and Dr. Avis Glaze, former commissioner of the Royal Commission on Learning. Each of the panellists played a significant role in the creation of the College.

Among other things, the panel discussed why the College was created.

“There had to be an organization that looked out for the public interest — the student interest,” said Cooke, the Minister of Education at the time. “The College should be seen as a consumer protection organization.”

Wilson spoke of the logistics of creating the College. She recalled needing to hire staff, find office space and arrange for a governing Council.

“Progress was hard-fought,” she said, “but as the College grew, people started to believe the wheels weren’t going to fall off this bus.”

Kennedy recalled the numerous debates that took place in the early days, but that everyone involved was invested in “making it work.” She also added that the diverse group of individuals on Council contributed to the College’s early success, especially when it came to ensuring that Bill 160, which would have put non-teachers in the classroom, didn’t pass.

Glaze, a former commissioner on the Royal Commission that recommended creating the College, was pleased to see how far it had come.

“The College,” she said, “is a leading edge, world-class organization.”

Looking to the future, Kennedy stressed the need to engage more teachers in the work of the College, while Glaze hoped the College would continue to push issues such as inclusivity and diversity in education. Wilson believes the profession — College, the Ministry and the federations — needs to work more closely together.

Cooke agreed, but added, “The College’s role is to protect the public interest. If we always keep that in the forefront, progress will be made.” **PS**



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MISSION

The College regulates the teaching profession in Ontario in the public interest by setting and enforcing high ethical and professional standards for its members.

VISION

To be trusted to regulate the teaching profession.

VALUES

The Ontario College of Teachers commits to:

- protect the public interest;
- quality, excellence and professionalism;
- honesty and integrity;
- accountability and transparency;
- efficiency, effectiveness and fiscal responsibility;
- sustainability;
- inclusivity and respect for diversity; and
- respectfulness and teamwork between the College Council, staff and stakeholder community, each respecting the other's role.

STRATEGIC PRIORITIES

- 1) Broaden membership engagement in the work of the College, and in particular, engage members in non-traditional settings, including retired teachers, and First Nations, Métis and Inuit teachers.
- 2) Develop strategies to facilitate the ongoing professional learning of members.
- 3) Develop a comprehensive, long-term communication plan that includes other regulators and leverages the College's website and other communication vehicles to:
 - inform the public about the objectives and processes of self-regulation;
 - develop, among the public, an appreciation of the value of self-regulation; and
 - improve the transparency of the College.
- 4) Enhance Council and committee effectiveness and accountability through:
 - professional development on good governance;
 - clarification of the appropriate roles of Council members and staff;
 - streamlining and improving Council's processes;
 - identification, review and improvement of committee practices;
 - implementation of formal accountability measurements; and
 - periodic third-party review.

COUNCIL MEETINGS

At its June 8–9, 2017 meeting, College Council:

- welcomed the reappointments of Jean-Luc Bernard, OCT (July 18, 2017, to July 17, 2019), Godwin Ifedi (March 19, 2017, to March 18, 2020), Elizabeth Edgar-Webkamigad, OCT (March 19, 2017, to March 18, 2020) and Ronna Warsh (April 16, 2017, to April 15, 2020) as public appointees to Council;
- received the Registrar's quarterly report to Council;
- received a quarterly report from the Chair;
- approved the professional advisory *Responding to the Bullying of Students* for distribution to all College members;
- supported continuing the practice of inviting public presentations related to the College's mandate to Council as a standard Council item;
- accepted the December 31, 2016, audited financial statements of the Ontario College of Teachers;
- reappointed KPMG as College auditors for the 2018 fiscal year;
- approved a policy for Council members' use of laptop computers for College business;
- referred the publication of discipline decisions on third-party websites to staff for further research to be reported to the Investigations and Discipline committees and to Council for consideration;
- approved adding four full-time positions to the Investigations and Hearings Department to address increased workloads and timelines; and
- recommended to the Minister of Education that the Teachers' Qualifications Regulation be amended to allow applicants who previously held certification in another Canadian jurisdiction, but whose certificate/licence is not in good standing solely because of non-payment of fees, to apply to the College without having to reinstate their certificate/licence in good standing from their originating province or territory. **PS**

INVESTIGATION COMMITTEE CASE STUDY

BLURRED BOUNDARIES

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

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

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

The College received a letter of notification from a school board regarding Stephanie, a music teacher. The letter alleged that Stephanie:

- 1) made inappropriate use of electronic communication by text messaging with Grade 10 and 11 students;
- 2) invited students to her condo for lunch;
- 3) discussed details of her personal life with students, including her dating life; and
- 4) had an inappropriate personal relationship with a male student.

After the school board's investigation, Stephanie was suspended for three days and was required to complete a course on boundaries.

Stephanie acknowledged that she gave her phone number to students while on school choir trips. She also acknowledged having students over to her condo

for lunch after choir practice. She said that her actions were well-intentioned and that the full context of these events should be considered.

Stephanie denied discussing details of her personal life with students. She also denied that she had an inappropriate relationship with a student and indicated that she had become a friend of the student's parents.

The board's investigation revealed that Stephanie went on a trip to British Columbia with the student and his parents. She also went out for a coffee alone with the student and had him over to her condo to fix a plumbing issue.

The parents and their son provided letters supporting Stephanie and did not want any action to be taken against her.

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

THE OUTCOME

The panel decided not to refer the matter to the Discipline Committee, but admonished Stephanie in writing. An admonishment is a way to communicate the concerns of the Investigation Committee that is not disciplinary in nature.

In their decision, the panel members noted that Stephanie and the witnesses agreed that the text messaging occurred and students were invited to her condo for lunch. Panel members also noted that several students said Stephanie disclosed information about her personal life.

Panel members believed that the relationship with the student and his parents, including the trip to British Columbia with them, was inappropriate.

The panel admonished Stephanie to exercise good judgment in all circumstances and to use electronic communication and social media appropriately, as referenced in the College's professional advisory Use of Electronic Communication and Social Media.

The panel also admonished her to ensure she maintains, at all times, appropriate boundaries and professional relationships within the school community. She was strongly advised to avoid situations that could be interpreted as boundary violations. **PS**

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*.

The College publishes professional advisories, available at oct-oeo.ca/advisories, which are intended to inform members' professional judgment and practice. For more information about the *Ethical Standards for the Teaching Profession*, please visit oct-oeo.ca/ethical.

Member: Francesco G. Canacari

Registration No: 194270

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Francesco G. Canacari, College member and former teacher at the Greater Victoria School District in British Columbia, for criminal offences.

Canacari, who was certified to teach in October 1992, did not attend the public hearing on December 20, 2016, nor was

he represented by legal counsel.

The panel heard that he was found guilty of one count of criminal harassment and two counts of unlawfully entering or being in a dwelling house. For each of the three counts, he received a two-month custodial sentence to be served in the community subject to a number of conditions, followed by two years' probation.

The British Columbia Ministry of Education subsequently cancelled his teaching certificate.

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

In its written decision, the panel stated, "Criminal conduct by teachers, whether inside or outside the school context, is wholly unacceptable."

Member: Roberto Castellano

Registration No: 212742

Decision: Revocation

A Discipline Committee panel ordered the revocation of the teaching certificate of Roberto Castellano, a Dufferin-Peel Catholic District School Board former teacher, for continuously engaging in verbally and sexually abusive conduct.

Certified to teach in February 1997, Castellano did not attend the hearings on November 28 and 29, 2016, and was not represented by legal counsel.

His conduct was very serious, involving the repeated abuse of female students in his classes through sexual comments and sexual touching over a number of years.

The panel heard that Castellano was using pet names for students, making sexual innuendos, and touching female students repeatedly without justification.

He also committed sexual acts such as grabbing a student's buttock, pushing a student into her chair with his hands close to her breasts, and pressing up against the back of a student and whispering in her ear.

Other examples of inappropriate conduct included:

- telling a student that she should be in "adult movies," or words to that effect;
- using inappropriate language to tell a

student to sit down;

- talking to a student about her virginity; and
- telling a student that he had not had sexual intercourse in a while.

He was charged with sexual assault. The charges were subsequently dropped after he signed a peace bond not to be on school/board property and not to have contact with the students who made the allegations.

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

In its decision, the panel stated, "Rehabilitation of Mr. Castellano is not realistic at this time. His pattern of misconduct has escalated over time, despite attempts to correct his behaviour through a caution issued by the principal and coursework assigned on boundary violations. Mr. Castellano has shown that he is not willing or able to reform his behaviour."

Member: Barbara Jeffries (formerly Cheechoo), OCT

Registration No: 585421

Decision: Reprimand

A Discipline Committee panel reprimanded College member Barbara Cheechoo for failing to communicate effectively with parents and school administration.

Certified to teach in June 2010, the member was represented by legal counsel, but neither she nor her counsel attended the hearing on December 8, 2016.

The panel heard that Cheechoo's teaching duties included planning, chaperoning and fundraising for an annual school trip. The parents and guardians of students signed contracts with the member requiring students to keep up with school work and to raise funds for the trip.

Over the course of the year, she became aware that some students were keeping the money they raised from fundraising activities and that some were not keeping up with their school work as required.

As a result, the member advised her vice-principal that she was cancelling the trip.

Some students were upset about the cancellation. Their parents were also upset because they had heard about the cancellation from their children and not from the member or the school. The parents called the school and requested to meet with the member. The member did not return their calls.

She eventually advised her principal that she was stepping down from the responsibility of the trip.

Subsequently, some parents, including two board members, discussed the issue further at a board meeting. At that meeting, the board directed that the member and parents work out the issue. The parents attempted to meet with the member so they could take over the planning and organization of the trip, but the member refused to meet with them.

The Discipline Committee panel found Cheechoo guilty of professional misconduct and ordered that she receive a reprimand.

In its decision, the panel stated, "The written reprimand will allow the Committee to address its concerns with the Member and will serve as a specific deterrent."

Member: Pascal Chéron, OCT

Registration No: 533351

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Pascal Chéron, a teacher at the Conseil scolaire de district catholique Centre-Sud, for his involvement in irregular practices related to the development of Individual Education Plans (IEPs).

Certified to teach in September 2008, Chéron attended the hearing on March 8, 2017, and was represented by legal counsel.

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

Within 120 days of the decision, Chéron must also successfully complete, at his own expense, a course on professional ethics.

In its decision, the panel stated that it "acknowledges that the member was

HEARINGS

obeying his supervisors' instructions, that he was on probation and that he was genuinely fearful of losing his job when he became involved in irregular practices related to the development of the IEPs, but he failed to maintain the standards of the profession and his misconduct must be addressed."

Member: James Robert Mervyn Coulter
Registration No: 205068

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of James Robert Mervyn Coulter, a former teacher at the Toronto District School Board.

The revocation is related to criminal convictions for accessing and possessing child pornography. He was sentenced to six months' incarceration and three years' probation for his crimes.

Coulter, who was certified to teach in June 1994, was self-represented and did not attend the public hearing on January 17, 2017.

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

In its written decision, the panel stated, "The Member's conduct is a serious breach of public trust, and he must not be permitted to teach in Ontario."

Member: Adam Terrance Thomas Coysh
Registration No: 623508

Decision: Revocation

A Discipline Committee panel revoked the certificate of Adam Terrance Thomas Coysh, a former teacher at the Toronto District School Board, for engaging in the sexual abuse of a student.

Certified to teach in September 2011, Coysh attended the hearing on March 9, 2017, and was self-represented.

He was found criminally guilty of sexual exploitation, sentenced to 90 days in jail to be served intermittently, and 12 months' probation.

The Discipline Committee panel found Coysh guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked.

In its decision, the panel stated, "The Committee finds that the Member has abused his position of trust and authority, and that through his sexually abusive conduct he failed to maintain appropriate professional boundaries with a student."

Member: Remi Gagnon
Registration No: 106296

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Remi Gagnon, a Conseil des écoles publiques de l'Est de l'Ontario teacher, due to a sexual relationship with a student.

Gagnon, who was certified to teach in June 1995, did not attend the public hearing on December 14, 2016, nor was he represented by legal counsel.

Gagnon engaged in an inappropriate personal relationship with a student. The relationship was sexual in nature.

Gagnon was criminally charged with and found guilty of sexual exploitation. However, the Superior Court allowed his appeal and ordered a new trial.

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

In its written decision, the panel stated that his conduct was reprehensible. "Sexual relationships between teachers and students are strictly prohibited and have severe consequences."

Member: John Robert D. Gerwin
Registration No: 264903

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended John Robert D. Gerwin, a teacher at the Upper Grand District School Board, for boundary violation issues.

Certified to teach in June 1990, Gerwin attended the hearing on January 26, 2017, with his legal counsel.

His misconduct includes failing to maintain the standards of the profession in committing boundary violations with a female student through unwanted actions and conversations.

He disregarded his employer's

instructions "not to discuss personal problems with students and not to be alone with any student," which led to his failure to comply with this requirement.

Gerwin engaged in multiple conversations with the student, which made her uncomfortable. He invaded her personal space by touching her arm and shoulder. He also made comments about her physical appearance that made her uncomfortable, which was brought to his attention by both the student and her boyfriend.

His employment with the board was subsequently terminated. After three years without work and pay from the board, he was eventually reinstated by the board to teach adult students.

The Discipline Committee panel found Gerwin guilty of professional misconduct and suspended his Certificate of Qualification and Registration for three months. He was directed to appear before the committee immediately after the hearing to receive a reprimand.

He must also successfully complete, at his own expense, courses of instruction regarding appropriate professional boundaries and classroom management. He needs to do so prior to returning to a teaching position or any position for which a Certificate of Qualification and Registration is required.

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

In 2014, Gerwin was also found guilty of professional misconduct for an inappropriate relationship with a student.

Member: Michel Joseph Guilbault
Registration No: 580243

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Michel Joseph Guilbault, a former teacher at the Conseil scolaire catholique de district des Grandes Rivières, for engaging in an inappropriate personal relationship with a student, and exchanging romantic and sexual communications.

Guilbault, who was certified to teach

in July 2009, did not attend the public hearing on January 30, 2017, nor was he represented by legal counsel.

The panel heard that the inappropriate communications between him and the student took place using various methods, including MSN Instant Messenger, text messages and Facebook.

He was arrested and charged with one count of communicating by means of telecommunication with a person under the age of 16 for the purpose of facilitating sexual interference. The criminal charge were subsequently withdrawn in exchange for a peace bond.

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

In its written decision, the panel stated, “The Member abused the trust and authority associated with his role as a teacher and undermined public confidence in the teaching profession.”

Member: Eric William Hamm

Registration No: 622716

Decision: Revocation

A Discipline Committee panel revoked the certificate of College member Eric William Hamm, a former teacher, for engaging in the sexual abuse of a student.

Certified to teach in July 2011, Hamm was represented by a lawyer, but neither he nor his lawyer attended the hearing on March 1, 2017.

Hamm was not criminally charged, but his name is noted as having been a suspect in a sexual assault investigation. This means that his name will appear on any vulnerable sector screening.

The Discipline Committee panel found Hamm guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked.

In its decision, the panel stated, “The Member’s conduct in having a romantic and sexual relationship with Student 1 was reprehensible conduct. This student was particularly vulnerable because she was a foreign student away from home and under the Member’s care as resident supervisor.”

Member: Nicole Laura Jones, OCT

Registration No: 571310

Decision: Reprimand, conditions

A Discipline Committee panel ordered that Nicole Laura Jones, a Grand Erie District School Board teacher, be reprimanded for improper evaluation practices.

Certified to teach in August 2009, she attended the January 18, 2017, hearing with her legal counsel.

Jones worked with students in an alternative program composed of co-operative education placements and independent study assignments.

Three of her students received final report card marks and comments for work that had not been completed by the students and/or assessed by the member.

Following a school’s investigation, she received a letter of discipline and was suspended from her employment, without pay, for four days.

The Discipline Committee panel found her guilty of professional misconduct and directed that she appear before the committee immediately following the hearing to receive a reprimand.

In addition, she must successfully complete, at her own expense, a course regarding assessment and evaluation of students.

In its decision, the panel stated, “The Committee finds that the Member’s improper evaluation practices warrant a reprimand by her peers. “The reprimand will allow the Committee to directly address its concerns with the Member and will serve as a specific deterrent.”

Member: Roman Zenon Kalarus, OCT

Registration No: 441145

Decision: Reprimand

A Discipline Committee panel reprimanded Roman Zenon Kalarus, a teacher at the Toronto District School Board, for making offensive and disrespectful comments about a colleague. He also acted disgracefully and disrespectfully toward a student.

Certified to teach in May 2001, Kalarus attended the hearing on March 10, 2017, and was represented by legal counsel.

The Discipline Committee panel found Kalarus guilty of professional

misconduct and directed that he appear before it immediately after the hearing to receive a reprimand.

In its decision, the panel stated, “The Member’s actions were the antithesis of the respectful, inclusive behaviour a teacher is expected to model.”

Member: Steven Michael Kastner, OCT

Registration No: 459836

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Steven Michael Kastner, a former teacher at the York Region District School Board, for a repeated pattern of inappropriate and unethical conduct.

Kastner, who was certified to teach in August 2002, attended the December 19, 2016, hearing and had legal representation.

The panel heard that the unethical conduct included:

- removing two textbooks from the school and attempting to sell them;
- removing a wallet from a purse in the school’s staff room, though he did not take any money from the wallet and left it in the staff room; and
- removing a wallet from a purse in the school’s staff room, removing money from the wallet and replacing it in the purse.

He subsequently resigned from the board.

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

In addition, he was directed to complete, at his own expense, a course of instruction in ethics.

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

Member: Riaz Khamis, OCT

Registration No: 429402

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Riaz Khamis, a Toronto District School Board teacher, for violating

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boundaries with female students.

Certified to teach in August 1999, Khamis attended the hearing on February 28, 2017, and was represented by legal counsel.

The panel heard that Khamis took photos of female students without their knowledge or consent. He betrayed their trust and violated their sense of security. As well, the member gave a student access to his phone, knowing that it contained downloaded pictures of naked women.

The board suspended him for three days without pay and required him to provide his principal with evidence that he had satisfactorily addressed his professional development needs regarding parameters that define appropriate interactions between students and teachers.

The suspension was subsequently reduced to two days upon resolution of his grievance.

The panel was troubled by the fact that, years before, the member had

been suspended by his school board and administratively transferred to another school, along with other conditions, for similar professional misconduct.

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

In addition, he must successfully complete, at his own expense, a course in appropriate professional boundaries with students.

In its decision, the panel stated, “The coursework should address an apparent pattern of misconduct regarding the Member’s insensitive and inappropriate treatment of female students.”

Member: Marc Lamoureux

Registration No: 262654

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended

Marc Lamoureux, a former vice-principal with the Conseil scolaire de district catholique Centre-Sud, for his involvement in irregular practices related to the development of Individual Education Plans (IEPs) and the administration of EQAO tests.

Certified to teach in June 1994, Lamoureux attended the February 13, 2017, hearing with his legal counsel.

His irregular practices included:

- signing IEPs for 11 students without ensuring that the parents were consulted and asked to sign the IEPs when they were developed, or that the other teachers concerned were informed that these students had IEPs;
- allowing students to write the tests in a manner that contravened the EQAO instructions.

The board returned him to a teaching position with no possibility of attaining a management or senior administrative position within the board for a period of one year.

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The Discipline Committee panel found Lamoureux guilty of professional misconduct and suspended his Certificate of Qualification and Registration for eight months. He was directed to appear before the committee immediately after the hearing to receive a reprimand.

He must also successfully complete, at his own expense, a course on professional ethics. He needs to do so within 90 days of the date of the order. If he does so successfully, the last two months of the suspension will not take effect.

In its decision, the panel stated, “School principals and vice-principals must fulfil the role and responsibilities entrusted to them, and provide a model example of respect for professional ethics. The Member failed to live up to these expectations and contravened the instructions issued by the EQAO and the Ministry of Education.”

Member: Sheila Angela O'Shea

Registration No: 421862

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended Sheila Angela O'Shea, a Hamilton-Wentworth Catholic District School Board teacher, for verbally and physically abusive conduct.

Certified to teach in September 1998, O'Shea attended part of the hearings on March 23, 2016, and January 12, 2017, and was self-represented.

The panel heard that she had yelled at students, made physical contact with them, disciplined students by sending them into the hallway without instructing them to go to the principal's office and without notifying the office, and yelled at staff and administrators (which included threatening to sue her principal).

Examples of her physical abuse include:

- lifting a student off the ground to shove him;
- grabbing a student by the arm and pushing him outside of the classroom, even after he had repeatedly asked her not to touch him; and
- grabbing a student by the shirt and pushing him in the chest with her hand.

The panel also heard that her misconduct occurred at three different schools and took place over a significant period of time.

The Discipline Committee panel found O'Shea guilty of professional misconduct and suspended her Certificate of Qualification and Registration for six months. She was directed to appear before the committee to receive a reprimand. She needs to do so prior to starting a teaching position or any position for which a certificate is required.

She must also successfully complete, at her own expense, a course(s) regarding anger management and appropriate boundaries and boundary violation issues.

In its decision, the panel stated, “Members of the teaching profession, regardless of their personal circumstances, are all expected to treat students and staff with respect and to provide a safe learning environment.”

Member: David Andrew Renn

Registration No: 527319

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of David Andrew Renn, a Grand Erie District School Board former teacher, for repeated conduct toward students that formed a reprehensible pattern of behaviour.

Renn, who was certified to teach in January 2008, did not attend the public hearing on January 31, 2017, nor was he represented by legal counsel.

The panel heard that Renn sent inappropriate and sexually explicit text messages to a student, and knowing that it was unacceptable, asked that she delete these messages.

He also made inappropriate and lewd remarks containing sexual innuendo to the student in class, which made her feel uncomfortable.

He exchanged personal and inappropriate text messages with another student, in which he made reference to drinking and drugs, among other things.

The Children's Aid Society investigated the allegations. It did not verify child protection concerns based on the ages of the students. However, the Society

concluded that there is significant future risk regarding Renn in a position of authority as he did not show remorse or take any responsibility for his actions.

His employment with the board was subsequently terminated.

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

In its written decision, the panel stated, “The Member's conduct was abusive towards students and it jeopardized the public's trust in the teaching profession.”

Member: Gary George Somerfield

Registration No: 169611

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Gary George Somerfield, a former teacher at the Lakehead District School Board, for repeated episodes of inappropriate conduct in which he made a student feel frightened and uncomfortable.

Certified to teach in June 1986, Somerfield did not attend the hearing on October 13, 2016, and was not represented by legal counsel.

The panel heard that Somerfield was alone in his classroom with a female student. He had closed the door. He showed the student a photograph of her, which the member downloaded from the student's Instagram account, and asked her if it looked familiar.

The student asked him where he got the photograph and he stuck out his hand and said to her, “I'm Gary.” The student did not shake the member's hand and felt confused. He asked her if what he did made sense and she said it did not. He then told her, “Well, we need to talk then.” She repeatedly asked why and he said that he could not tell the student at that time.

The student left his classroom. She cried and felt very uncomfortable with the exchange. Somerfield subsequently retired from the board.

The Discipline Committee panel found Somerfield guilty of professional misconduct and directed that he appear before the committee to receive a reprimand. He needs to do so

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prior to commencing or returning to a teaching position or any position for which a Certificate of Qualification and Registration is required.

In addition, he must successfully complete, at his own expense, a course regarding appropriate boundaries and boundary violation issues prior to commencing or returning to a teaching position.

In its decision, the panel stated, “Teachers are expected to provide a safe learning environment for students, but the Member did the opposite.”

Member: William Douglas John White, OCT
Registration No: 432924

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded William Douglas John White, a teacher at the Toronto District School Board, for repeated verbally and physically abusive conduct, despite having been previously counselled by his principal to model appropriate behaviour toward students and staff.

Certified to teach in November 2002, White attended the hearing on February 22, 2017, and was represented by legal counsel.

The inappropriate conduct included raising his voice and yelling at a student to get off the floor.

After the student refused the member’s request to take her seat and return to her assigned task, she sat down cross-legged on the floor. After she refused to get up, White put his left hand under her right armpit and put his right foot against her right thigh, as an attempt to pull her up off the floor. He pulled twice to lift her bottom off the floor; however, he was not able to lift her to her feet.

The student’s mother reported that her daughter had been complaining of a sore right arm since the incident.

The board suspended him for five days without pay. The suspension was reduced to two days following a grievance.

The Discipline Committee panel found White guilty of professional misconduct and directed that he appear before the committee immediately after the hearing to receive a reprimand. In

addition, he must successfully complete, at his own expense, a course regarding anger management with a focus on dealing with students with special needs.

In its decision, the panel stated, “Members of the profession are expected to treat students and staff with respect at all times. They must conduct themselves in a composed and professional manner, without resorting to the unnecessary use of physical force, even under difficult or challenging circumstances.”

Member: Carole Wilson
Registration No: 259137

Decision: Suspension, reprimand, conditions
A Discipline Committee panel suspended Carole Wilson, a former principal at the Conseil scolaire de district catholique Centre-Sud, for her involvement in irregular practices related to the development of Individual Education Plans (IEPs) and the administration of EQAO tests.

Certified to teach in June 1992, Wilson attended the February 13, 2017, hearing with her legal counsel.

Her irregular practices included:

- approving the preparation of IEPs for certain students in order to implement accommodations for the EQAO tests. Specifically, she signed IEPs for two students without ensuring that the parents were consulted or asked to sign the IEPs when they were developed, or that the other teachers concerned were informed that these students had IEPs;
- granting and approving EQAO test deferrals for certain students that did not comply with the relevant rules, in that they were arranged without consultation with the students or their parents; and
- failing to adequately supervise and train a colleague who allowed students to write the tests in a manner that contravened EQAO instructions.

The board demoted her to a vice-principal position with no possibility of promotion to a senior management position for one year.

The Discipline Committee panel found Wilson guilty of professional misconduct and suspended her Certificate of

Qualification and Registration for nine months. She was directed to appear before the committee immediately after the hearing to receive a reprimand.

She must also successfully complete, at her own expense, a course on professional ethics. She needs to do so within 90 days of the date of the order. If she does so successfully, the last two months of the suspension will not take effect.

In its decision, the panel stated, “School principals should fulfil the role and responsibilities entrusted to them, and model respect for professional ethics. The Member failed to live up to these expectations and contravened the instructions issued by the EQAO and the Ministry of Education.” **PS**

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NAME: *Diana Panton, OCT*

- Born in Hamilton, Ont.
- Attended Earl Kitchener Elementary School (K–Grade 5), Ryerson Middle School (Grades 6–8) and Westdale Secondary School (Grades 9–OAC), all in Hamilton
- Studied jazz at the Banff Centre for the Arts at age 19
- Graduated with honours in humanities, a minor in music and a masters in French literature from McMaster University in Hamilton
- Earned a teaching degree at Brock University at its Hamilton campus
- Released her first album, *...yesterday perhaps*, in 2005
- Won a 2015 Juno for Vocal Jazz Album of the Year for her sixth album, *Red*
- Named 2017 Woman of Distinction in Arts|Culture|Design by the Hamilton YWCA
- Won a 2017 Juno for Best Children's Album for her first children's album, *I Believe in Little Things*
- Teaches Grade 9 and 10 French Immersion art and drama at Westdale Secondary School in Hamilton

SOLO SENSATION

Awarding-winning jazz singer Diana Panton, OCT, shares how her education nurtured her work ethic and love of the arts.

BY LAURA BICKLE

Describe yourself in elementary school.

Creative, unique, unusual.

Describe yourself in high school.

Active, diverse, independent.

What was your favourite subject?

French. I always felt that it was an honour and a privilege to study another language at school.

Favourite literary pieces studied?

Cyrano de Bergerac, *Romeo and Juliet* and *Manon des Sources*.

Who are your favourite writers?

Pablo Neruda and Maryse Condé.

What books are you reading?

Milk and Honey by Rupi Kaur and *Quiet* by Susan Cain.

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

Architecture.

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

Textile design in art.

Favourite way to spend recess?

Playing kickball with my classmates or performing rescue missions with a small group of friends, which involved pulling someone up the slide. Otherwise, I liked to sit quietly in a green corner of the playground and reflect.

Favourite school lunch?

Swapping my friend for her Kraft peanut butter sandwiches, which I didn't get at home.

Lesson learned in kindergarten that still applies today?

How to spell my name.

What areas did you tend to excel at in school?

Verbal and artistic skills.

Favourite era to attend school in?

I would probably like to go to school now; there are so many interesting and diverse classes to choose from that weren't around when I attended.

If you could create a new course, what would you choose?

I think nutrition and financial planning should be mandatory for all students. A course in organization and test preparation wouldn't hurt either.

Do you recall what ignited your passion for music?

As of six years old, I would walk home from the bus stop. It was during those solo walks that I would start to sing songs about nature that I made up on the spot.

Quality you appreciated in a teacher?

Wit.

Best advice given at school?

Do what you love.

What did your schooling best prepare you for in life?

How to juggle many hats, organize my time, prioritize tasks, how to put forth my best effort and how to work as a team.

How did your schooling shape your teaching philosophy?

I was always told that the arts were fine as a hobby but not as a career. I try to stress to my students that the arts are not merely elective courses, with no job pathways. They can provide fulfilling careers. **PS**

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