

DECEMBER 2012

# professionally speaking

THE MAGAZINE OF THE  
ONTARIO COLLEGE OF TEACHERS

OSCAR-WINNING ACTOR  
**CHRISTOPHER  
PLUMMER'S**  
REMARKABLE  
TEACHERS

OCTs in the  
**CANADIAN  
FORCES**



*food for*  
**Thought**

HOW WELL DO  
**SCHOOL LUNCHES**  
SERVE STUDENT BRAINS?





Think  
Life



# Relevant. Reliable. Focused.

Over 70 years ago when a group of teachers started Teachers Life they had one goal in mind – to develop and provide relevant, affordable insurance products to fit the needs of the education community.

Whether you are just starting your career in education or you're about to retire, our range of products and services is geared to support your goals and help you on the way to financial security.

We think of you as a member not a number. If you have a claim or a concern we're there

supporting you. Making sure you receive reliable, caring advice about your situation.

Our understanding of the education community is focused into every member benefit and insurance product we develop. That's what makes us a different type of insurance company.

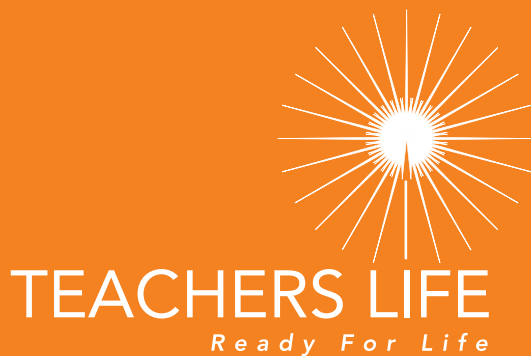
Improving the lives of our members and the communities in which we work and live is our mission. To find out how Teachers Life can help you plan and build for a secure future, please visit our website.

## Insurance Protection at Affordable Prices

*District Plans: Life • Disability*  
*Individual Plans: Life • Critical Illness*



[teacherslife.com](http://teacherslife.com)  
[facebook.com/teacherslife](https://facebook.com/teacherslife)



# READY FOR A VACATION?

With OCT TRAVEL PERKS you can relax knowing you are getting the best we have to offer:

- ✓ **Member-only pricing** plus daily discounts on vacations, flights, hotels, cars & more
- ✓ **Plus:** Friends & Family can take advantage of the same great offers

## SAVE \$100

on your March Break vacation

Choose from a wide variety of Sunquest vacation packages including:

### JAMAICA

Sunset Beach Resort, Spa & Waterpark

7 nts • Mar 10, 2013 • All Inclusive • Family Std Select  
From Toronto • Flight with WestJet

### CURAÇAO

Sunscape Beach Curaçao Resort, Spa & Casino

7 nts • Mar 10, 2013 • All Inclusive • Best Deal of the Day Room  
From Toronto • Flight with WestJet

### ARUBA

Renaissance Aruba Ocean Suites Resort & Casino

7 nts • Mar 9, 2013 • All Inclusive • Sunquest Family First Island Suite  
From Toronto • Flight with WestJet

Please enquire for pricing

**Sunquest**

# OCT Travel Perks™



Sign up for our [eNewsletter](#) for a chance to

**WIN A MARCH BREAK**  
TRIP FOR 2 TO THE GRAND BAHIA PRINCIPE COBA  
IN RIVIERA MAYA MEXICO\*

CLICK OR CALL TODAY:

**octtravelperks.ca**  
**1-877-229-2212**

\*No purchase necessary. Odds of winning depend on number of entries received. Approximate retail value \$3,100 based on Toronto departure. Taxes and surcharges are not included. Full rules and regulations can be found at octtravelperks.ca. Contest closes December 15th, 2012. New bookings only - \$100 per person savings to be adjusted from system pricing and base on availability and subject to change without notice. Savings applies to March Break departures from Toronto Mar. 9th, 10th, or 11th, 2013. Effective for bookings made from Nov. 15, 2012 to Jan 15, 2013, and discount valid outside 60 days from departure. Not applicable to groups, land only or cruise bookings. ©2012 Thomas Cook Canada Inc. Ont. Reg. #50010226 - 75 Eglinton Ave. E. Toronto, ON, M4P 3A4.



DECEMBER 2012



## UPFRONT

- 8 AT THE COLLEGE**
- 10 FROM THE CHAIR**
- 12 REGISTRAR'S REPORT**
- 14 LETTERS TO THE EDITOR**
- 19 CONNECTIONS**

## DEPARTMENTS

- 26 EXEMPLARY OCT**
- 30 REMARKABLE TEACHERS**
- 84 FINAL EXAM**

## RESOURCES

- 58 TECH CLASS**  
How Debra Crep, OCT, brings the world to her classroom.
- 61 REVIEWS**  
So What Do They Really Know?/Guiding Readers/Intelligence Quest/Media Literacy in the K-12 Classroom/Write Like This/Math Work Stations/Literacy Smarts/Middle of Nowhere/La première guerre de Toronto

## GOVERNING OURSELVES

- 71** Website redesign/Committees and chairs/Investigations/Dispute resolutions/Hearings

## FEATURES

- 34 FOOD FOR THOUGHT**  
How well do school-supplied lunches serve students' brains?
- 44 FORCES FOR CHANGE**  
Meet four OCTs who serve in the Canadian Forces.
- 49 DEALING WITH AGGRESSIVE PARENTS**  
Most teachers will face an intimidating mom or dad at some point. Discover coping strategies from OCTs who've been there.
- 52 ALGOMA'S APPROACH**  
Should Grade 7s and 8s be in the same school as Grades 9 to 12? Find out why three schools in the Algoma DSB say yes.
- 57 ETHICAL LEADERSHIP**  
A look at highlights and insights from the two one-day ethical standards sessions.



# Special Offer for Ontario Teachers



from **\$20/month\***



- 250 Daytime Minutes billed by the second
- UNLIMITED Local Early Nights and Weekends (6PM)
- UNLIMITED Local Incoming Calls
- UNLIMITED National text messaging\*
- Optional 6GB Data Plan add on
- No hidden fees\*\* *plus many more included features*



**Account Consultant:** Adeel Rajput  
**Email:** Adeel@maxximobility.com



Visit [www.maxximobility.com](http://www.maxximobility.com) and enter promotional code: **GOOMAXXAR** for more information and to place your order.

Limited time offer. Pricing and availability may vary. TELUS reserves the right to modify or remove this program without notice. Up to a maximum of four activations allowed per Ontario Government employee. Offer restricted to Government of Ontario employees and any individual who are employed by an entity funded by the Government of Ontario. New TELUS activations only. \*Picture and video messaging not included. \*\*\$10 SIM card fee is applicable; \$2.00 per month applies for paper-billing. E-Billing is free. Long distance calls made to or received from your mobile phone is subject to additional roaming and/or international charges. TELUS, the TELUS logo, are trademarks of TELUS Corporation, used under license. All rights reserved. Samsung Galaxy SIII, HTC One V and the Apple iPhone 4s are trademarks of Samsung Electronics Canada, Inc., Apple Inc and HTC © 2012 TELUS.

### Editorial Board

Christine Bellini OCT (Chair)  
Danny Anckle; Jean-Luc Bernard, OCT; Monika Ferenczy, OCT;  
Kara Smith, OCT

### Publisher

Richard Lewko

### Editor

Philip Carter

### Managing Editor

Jacqueline Kovacs

### Senior Editor

Leata Lekushoff

### Production Editor

Stephanie McLean

### Copy Editor

Geri Savits-Fine

### Reviews

Wendy Harris

### Translation

Julie Fournel, Véronique Ponce, Marie-Josée Roy

### Contributors

Gabrielle Barkany, OCT; Nadine Carpenter; Tan Crombie; Lori Hall;  
Tracy Huffman; Brian Jamieson; Joanne Knight, OCT; Lynne Latulippe;  
Pamela Lipson; Liz Papadopoulos, OCT; Wyley Powell; Michael Salvatori, OCT;  
Simon Young

### Circulation

Kerry Walford

### Art Direction, Design and Production

Studio 141 Inc.

### Cover Photography

Reena Newman



*Professionally Speaking* is published quarterly by the Ontario College of Teachers to inform its members about the activities and decisions of the College. The magazine provides a forum for discussion of issues relevant to the future of teaching and learning, teachers' professional learning and standards of practice.

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

Reproduction, in whole or in part, of articles from this issue of *Professionally Speaking* is encouraged. Please credit the Ontario College of Teachers and *Professionally Speaking*, December 2012.

Letters to the editor and submissions on topics of interest to the profession are welcome. Unsolicited manuscripts cannot be returned.

ISSN 1206-8799

Canadian Publications Mail Product Sales Agreement No 40064343

Return undeliverable Canadian addresses to:

### Address

*Professionally Speaking*, Ontario College of Teachers, 101 Bloor St. W.,  
Toronto, ON M5S 0A1; [ps@oct.ca](mailto:ps@oct.ca) or [subscriptions@oct.ca](mailto:subscriptions@oct.ca)

### Advertising

Dovetail Communications  
t. 905-886-6640 f. 905-886-6615 e. [psadvertising@dvetail.com](mailto:psadvertising@dvetail.com)

Publication of an advertisement in *Professionally Speaking* does not constitute an endorsement by the College of any advertiser's product or service, including professional learning opportunities.

### Printing

Printed with vegetable-based inks on FSC®-certified stock at Transcontinental Printing, Owen Sound, ON.

*Professionally Speaking* is proud to participate in Ontario's Blue Box Recycling Program through Stewardship Ontario.



OMLTA/AOPLV Invites you to:

collegamenti  
conexiones conexões  
connections 关系  
OMLTA/AOPLV 2013  
connexions 关系 Verbindungen

**Thursday, March 21 – Saturday, March 23, 2013**  
@ Doubletree by Hilton Toronto Airport

Keynote Speaker:

**Jim Howden.**

lecturer McGill University and UQAM –

For conference information please visit [www.omlta.org](http://www.omlta.org)

The Ontario Modern Languages Teachers' Association offers its members many benefits:

*Professional Development, Online Resources and Publications,  
Curriculum Development, Advocacy, Language Contests,  
Conference Registration Discounts*

Become a member today! Visit:  
[www.omlta.org](http://www.omlta.org)







## CONTINUING TEACHER EDUCATION

*Move to the  
head of the class*

DISCOVER WHERE OUR **AQ** CAN TAKE **YOU!**

Redeemer's Department of Education offers Additional Qualification (AQ) courses in a unique blended online and in-class format.

REGISTER NOW FOR THE SPRING OR SUMMER 2013 SESSION:

- Special Education Part I
- Kindergarten Part I
- Teaching Students with Communication Needs  
(Autism Spectrum Disorders)

---

For more information, additional courses, or to  
register go to **[www.redeemer.ca/conted](http://www.redeemer.ca/conted)**

The College is responsible to the public and the profession for ensuring that

## COLLEGE COUNCIL

### Chair

Liz Papadopoulos, OCT

### Vice-Chair

Marc Dubois, OCT

### Members

Danny Anckle; Alexander (Sandy) Bass, OCT; Christine Bellini, OCT; Jean-Luc Bernard, OCT; Ahmed Bouragba, OCT; Maria Bouwmeester, OCT; Shabnum Budhwani; Marie-Louise Chartrand; Monique Châteauvert; Angela De Palma, OCT; Irene Dembek, OCT; Gale Does, OCT; Monika Ferenczy, OCT; Dobi-Dawn Frenette; Robert Gagné; E. Clyde Glasgow; Jacqueline Gray, OCT; Mel Greif; Allyn Janicki, OCT; Matthew Kavanagh, OCT; Bill Kirkwood; Shanlee Linton, OCT; Myreille Loubert, OCT; Mary Lou Mackie, OCT; Terry Price, OCT; Susan Robertson; Vicki Shannon, OCT; Louis Sloan, OCT; Pauline Smart; Kara Smith, OCT; John Tucker; Demetri Vacratsis, OCT; Wes Vickers, OCT

### Registrar

Michael Salvatori, OCT

### Deputy Registrar

Joe Jamieson, OCT

### Directors

Francine Dutrisac, OCT, Investigations and Hearings  
Richard Lewko, Corporate and Council Services  
Michelle Longlade, OCT, Standards of Practice and Accreditation  
Linda Zaks-Walker, OCT, Membership Services

## Do you know someone — a parent, student or friend — interested in the world of teaching?

They can subscribe to *Professionally Speaking* for insightful articles and current reports on the teaching profession in Ontario.

**Four issues only \$10/year in Canada (outside Canada \$20/year)**

To subscribe, provide payment (by cheque or credit card) and the following information:

NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ PROVINCE \_\_\_\_\_  
COUNTRY \_\_\_\_\_ POSTAL CODE \_\_\_\_\_

by fax at 416-961-8822 or by mail to Ontario College of Teachers, 101 Bloor St. W., Toronto, ON M5S 0A1.

For members of the College, this cost of subscription is covered by your annual membership fee. For subscription information contact [subscriptions@oct.ca](mailto:subscriptions@oct.ca), tel 416-961-8800 (toll-free in Ontario 1-888-534-2222), ext 656.

## NORDIC WALKING

A FUNDRAISER TO BENEFIT  
Osteoporosis Canada

More than 2 million Canadians  
are affected by osteoporosis  
**TRAIN // RAISE FUNDS**  
**TRAVEL FREE // EXCITING INCENTIVES**

**WHISTLER // June 7 - 9, 2013**  
**MONT TREMBLANT // September 20 - 22, 2013**  
**NIAGARA-ON-THE-LAKE // October 4 - 6, 2013**

To register & for more information contact  
**1-800-463-6842 x 286** or [nordicpolewalking@osteoporosis.ca](mailto:nordicpolewalking@osteoporosis.ca)  
**Osteoporosis.ca**

\*Photo credit Tourism Whistler \*\*Photo credit Tourisme Mont-Tremblant



Osteoporosis Canada  
Ostéoporose Canada





BrightLink®

# Interactivity 3.0

Switch Sources and Keep Writing



iPhone®



iPad®



Document Camera



VCR



DVD



Computer

Also Featuring...

HDMI

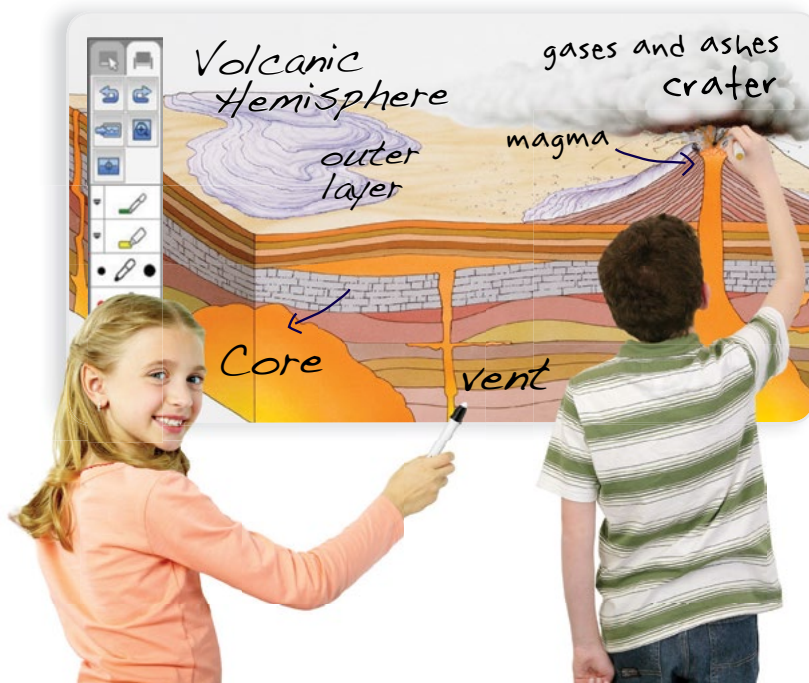
Instant Annotate

Dual Pen

Ultra-Short-Throw

(Up to 100" diagonal from 10" away)

16 W Speaker



Only with Epson's new BrightLink® 475Wi, 480i, or 485Wi interactive projectors can you connect your iPad, document camera, VCR, DVD player, or nothing at all (not even a computer) and keep writing.

With instant annotation tools, you get something no other interactive whiteboard or interactive projector provides—the freedom to switch between tools and keep the interaction and engagement going.

## Write On!

[epson.ca/WriteOn-PS](http://epson.ca/WriteOn-PS)



### 3 NEW Ultra-Short-Throw Interactive Projectors

BrightLink® 475Wi

BrightLink® 480i

BrightLink® 485Wi

Resolution

WXGA

XGA

WXGA

Lumens\*

2,600

3,000

3,100

\*White and colour light output will vary depending on mode selected. White light output measured using the ISO 21118 standard.

EPSON and PowerLite are registered trademarks, and EPSON Exceed Your Vision is a registered logomark of Seiko Epson Corporation. Brighter Futures and BrightLink are registered trademarks of Epson America, Inc. All other product and brand names are trademarks and/or registered trademarks of their respective companies. Epson disclaims any and all rights in these marks. Copyright 2012 Epson America, Inc. Product specifications are subject to change without notice.

**EPSON®**  
EXCEED YOUR VISION



## GUESTS AT THE COLLEGE

The College was delighted to host three international delegations recently, including guests from Denmark (left), Afghanistan (below) and Sweden (further below).



Why do educators from around the world come to consult with the College? Simply, we are Canada's only regulatory body for teachers and have best practices to share. Want to learn more about the College's international visitors? Turn to From the Chair on page 10.



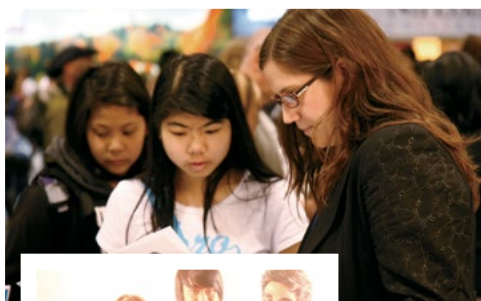
## CLINT LOVELL HONOURED

Congratulations to former College Council member Clint Lovell, OCT, who recently received the Prime Minister's Award for Teaching Excellence.



## GETTING THE WORD OUT

The College had a strong presence at this year's Word on the Street in Toronto. College representatives were on hand to meet the public, answer questions and hand out resources in reusable OCT bags.



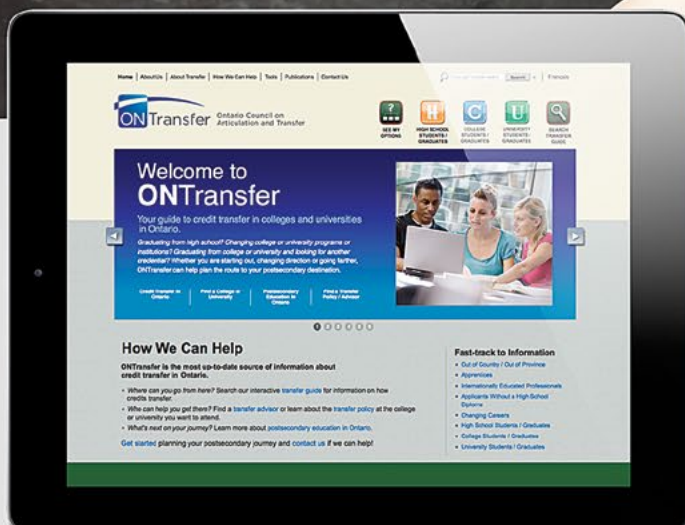
## YOUR COLLEGE AT THE ONTARIO UNIVERSITIES' FAIR

The College team from External Relations saw a steady stream of students at the annual Ontario Universities' Fair, held in Toronto in September.



# HELP STUDENTS FIND THEIR WAY

**ONTransfer.ca** helps students find routes to their goals through Ontario's postsecondary institutions. A simple tutorial demonstrates how to find pathways they save for future reference. Clearly explained facts about colleges and universities — including their different credentials — help make sense of the system. Constantly updated, ONTransfer.ca reflects the most current information from Ontario's postsecondary system.



[www.ontransfer.ca](http://www.ontransfer.ca)



ONTransfer is funded by the Government of Ontario

# PASSING ON PRACTICAL KNOWLEDGE TO THE WORLD

Delegations from all over the world come to the College to gather and share information on a wide range of education issues.

BY LIZ PAPADOPOULOS, OCT

Many countries are seeing an increase in primary school enrolment. In countries like Afghanistan, the jump is substantial — from 1 million to 7 million between 2001 and 2010, and the proportion of girls rising from virtually zero to 37 per cent.

After decades of tumult and since the Taliban regime was toppled in 2001, the country is dealing with a supply of students that far exceed the pool of teachers — and most teachers only have the equivalent of a high school education or did not complete their postsecondary studies.

Afghan educators are looking at ways to rebuild and improve their education system. One of their objectives is to establish a system for certifying teachers and accrediting teacher training institutions.

And where do they turn to get the help they need? They reach out to countries like Canada, more specifically to the College, which is the country's only self-regulatory organization for teachers. We recently met with senior directors within the Teacher Education Directorate in Afghanistan who spent time at the College to learn our role in certifying teachers and accrediting teacher education programs.

Whether they are teachers, principals, administrators, researchers or parliamentarians, delegations from all over the world visit the College to share and gather information on a range of education issues related to accreditation, certification and professional practice. Over the years, the College has hosted delegations, developed and nurtured relationships with individuals, schools and organizations from various countries

throughout the world — in Asia, Africa, the Middle East, Latin America, and other places. These delegations travel to Ontario to meet with education leaders to examine best practices in education and student success.

What do they want to know specifically?

Representatives from Japan recently visited the College because they were exploring the development of principal qualifications and wanted to know how we teach English as a Second Language. They were interested in creating programs on how to teach Japanese as a second language as they said they were welcoming an influx of immigrants — mainly from South America — who move to Japan to work and send their kids to schools.

A delegation from the Netherlands wanted to learn about our public register Find a Teacher — why we created one and how people reacted to it. Swedish parliamentarians wanted to know about our role as a self-regulatory body and were interested in our relationships with stakeholders. Municipal politicians and members of the Swedish Association of Local Authorities and Regions were also at the College to learn about teacher education and certification, support for teachers' professional learning, and the ways in which teachers understand students' educational needs.

Chile had specific questions about our discipline procedures and Denmark was keen to understand more about the



respectful culture within the teaching profession in Ontario.

Whether they are representing Mexico, Kuwait or China, education leaders also want to know how we look at credentials of applicants from outside the country and how we set standards for the teaching profession. The education system or the curriculum might be different country to country, but the common glue for any teacher in any country is our children — they are a precious commodity in any culture.

In today's knowledge-based global economy, countries have strong incentives to provide higher levels of education and training to as many of their citizens as possible. We hope that the good practices we share will assist education leaders in different parts of the world in their efforts to improve education. **PS**

A handwritten signature in black ink, appearing to read 'Liz Papadopoulos'.



# We have solutions.

"We're not sure how to fit intervention into our schedule."

"I wish all our schools in the district got the same results as the superstars."

"We get the principles of formative assessment, but we need better classroom strategies."

**Solution Tree's on-site professional development is driven by one thing—student achievement.**

No matter which direction you're moving, you'll want an ongoing support system of seasoned and successful educators to keep you on track with your PD goals.



**Learn more at [solution-tree.com/whyST](https://solution-tree.com/whyST)**



**Solution Tree** Education Canada Inc.

**888.763.9045**

# UNPACKING THE PUBLIC INTEREST

*What it means and why you should care*

The public holds high expectations of Ontario's teachers, but none higher than teachers hold for themselves.

BY MICHAEL SALVATORI, OCT

What does it mean to serve and protect the public interest? What exactly is the public interest and what about it needs serving and protecting?

These are questions I ask teacher candidates each year during the College's annual visits to teacher preparation programs at Ontario's faculties and schools of education. And I usually get one question in return: What interest does the public have in the College's work? It's an important question. Here's how I unpack it for those who want to know why the College exists.

A common element inherent in the public's interest in any profession is its vibrancy. The public wants to know that the members of the profession are qualified, competent practitioners who are dynamic, enthusiastic and engaged in ongoing learning to enhance their practice. While that's also true of those in law, medicine and other regulated professions, teaching draws uniquely caring, empathetic and compassionate individuals who help young people reach their potential, exceed their dreams and shape the world.

That vibrancy lives each day in classrooms around the province. At the heart of it are thousands of exceptionally qualified teacher practitioners whose impressive academic credentials can be seen on our website in the Find a Teacher portal. Each year, Ontario teachers also complete more than 40,000 Additional Qualification courses, expanding their own learning so that they can further enrich the lives of others.

The public has confidence in our profession because our members keep students safe in their care, and because they ensure students have meaningful learning experiences as they prepare to become contributing members of our society.

It's no surprise that teaching in Ontario is guided by ethical standards of care, trust, respect and integrity. The words, concepts and everyday examples come from the teachers themselves. Developing students' potential, safeguarding their well-being, modelling fairness, openness and honesty, honouring human dignity, emotional wellness and cognitive development, embracing social justice, freedom and democracy, respecting the environment, acting honestly, reliably, morally and professionally — are the hallmarks of teaching in Ontario. These are the standards the profession aspires to and that the public expects.

The Ontario College of Teachers is responsible for establishing these standards in collaboration with the members of the profession who live them. The College licenses every teacher and administrator in publicly funded schools and school systems in Ontario according to those aspirational statements. Through certification, we grant passage to teach. Through discipline, we can take the privilege to teach away from the small minority of members who do not uphold the standards of the profession. The public is served and protected accordingly.

Parents and members of the public want to know that their trust in our profession is well placed. Classroom



teachers, school leaders and district school board leaders advance that trust and earn the respect of their students, parents and the public every day in their work.

Our work as a regulator is to advance the highest ideals of the teaching profession itself. We certify teachers to Ontario's high standards. We work closely with our teacher preparation institutions to watch over the uniform application of those standards in initial teacher education programs and Additional Qualification programs and courses. And we ensure that the standards are upheld through the appropriate discipline and rehabilitation of those rare few individuals who abuse their privilege to teach.

When I listen to beginning teachers speak passionately and eloquently about students and the reasons they chose our profession, I am often left speechless.

But not quite. You see, I will never be silent about the importance of teaching in the public interest or the privilege I have to champion and counsel the privileged professionals who, to the best of their abilities, serve our students and, in turn, our society. **PS**

*M. Salvatori*





# “When I choose an AQ, I look for value and support.”

I take ETFO AQs because they are current and practical, taught by teachers working in the field, so I'm able to take what I learn directly into my classroom.

I know that other teachers rate the courses as exceptional in exit surveys, and the word of mouth about the courses among my colleagues is positive.

I like that there are no hidden costs: in most cases, the fee of \$650 a course covers everything I need. From what I hear, that's not the case with other AQ providers.

I'm a Grade 2 teacher, and in my ETFO Reading AQ I could choose to focus on what worked for my students right now. I like being able to differentiate my learning!

I appreciated that ETFO supported me throughout the learning process. I hadn't taken an online course before and they made the whole thing far less intimidating from registration to course completion.

Another bonus was that I had access to a helpful electronic database of research and articles that I could use as I wanted.

ETFO doesn't just provide AQs, they stand up for teachers like me in the workplace. Their values mean they are also long-time leaders in teachers' rights, social justice, and equity – themes that are embedded in their courses.

That's why I'll choose ETFO again for AQs!

## ETFO AQ

BY TEACHERS / FOR TEACHERS

[www.etfo-aq.ca](http://www.etfo-aq.ca)



## AQS THAT WORK WITH YOUR LIFE



Visit [www.etfo-aq.ca](http://www.etfo-aq.ca) to register for one of over 60 exemplary ETFO AQ, PQP, and destination courses!



# 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](mailto:ps@oct.ca) or 101 Bloor St. W., Toronto, ON M5S 0A1.

## Swooning for the June issue

I suppose I'm like many busy educators in that I spend some time in the summer catching up on my professional reading. I will admit that when copies of *Professionally Speaking* arrived in the past I didn't make reading them a priority.

I just finished the June edition, reading it cover to cover in one sitting. I am so impressed with the quality of the writing, the layout and graphics, as well as the

chosen topics. As a principal and AQ instructor I apply a pretty high professional learning standard, and this issue definitely met that standard. Being visually appealing certainly kept me flipping the pages. Bravo!

—**Kerry Norris**, OCT, is the principal at Westmount PS in the Kawartha Pine Ridge DSB.



## A distinct designation

### Re: "Rethinking Kindergarten"

I read your article "Rethinking Kindergarten" in last month's edition (*Professionally Speaking*, June 2012) and, as a Registered Early Childhood Educator working in a full-day Kindergarten classroom, I thought it provided great insight into the program. However, I wanted to point out one important oversight that was made in the article. The teacher in the article was referred to as OCT, but the early childhood educator was not referred to as an RECE (Registered Early Childhood Educator) or DECE (Designated Early Childhood Educator). In order to work for the board of education, an Early Childhood Educator must belong to the College of Early Childhood Educators, a professional body much like the Ontario College of Teachers. I think the RECE or DECE is an important designation to make, especially when your magazine clearly promotes the importance of belonging to a professional College.

—**Samantha Ainge**, RECE, teaches full-day Kindergarten at Rosedale PS in the Lambton Kent DSB.

## Creative work ideas

### Re: OCTs Are Employable

The letters "OCT" do not stand for "Only a Classroom Teacher." While the classroom is the first love and ultimate goal for most of us, the OCT designation can be promoted in other occupations.

OCTs have a specific professional skill set that allow us to instruct, to care, to explain and to make complex ideas simpler. Anyone who has driven through Kitchener knows that the city planning department could benefit from an OCT on staff to place signs in a less confusing way. Museums would be more marketable if curated under the guidance of an OCT. Instructions for assembling appliances would be clearer if written by an OCT. So would income tax forms. Corporate training would be more efficient under an OCT's direction.

The problem is not, as some authors suggest, that there are too many OCTs. The problem is that the College, and all OCTs, need to be more creative about all that the admirable OCT designation denotes, and we need to promote ourselves and each other accordingly.

—**Vance McPherson**, OCT, teaches science at Fond-du-Lac Denesuline First Nation in Fond-du-Lac, Sask.



## Thoughts on LeSage

### **Re: Focus on LeSage**

As a teacher and mediator with both the school board and union, I read with great interest the “Focus on LeSage” article (*Professionally Speaking*, September 2012). His (and Mahoney’s) forward thinking “no-fault” approach was both refreshing and necessary to find solutions to the problems outlined in the report. However, I do have some concerns about the recommendations and how the College will address them. For example, through mediation at the school board or union level, issues that have been deemed “resolved” can (and are) still forwarded to the College for investigation. This seems both redundant and unnecessarily punitive. Perhaps, in conjunction with school boards and teacher unions, a “who does what” discussion would help clarify the roles of each body. Perhaps the College should look at relinquishing investigating non-sexual/non-criminal matters and allow these issues to be dealt with exclusively at the local level. This may not only create a better partnership among each body, but may also act to stem vexatious complaints from threatening the reputation and career of those wrongly accused. Mediation is the answer to most of these complaints, not punishing and publishing.

—**Paul Wesley**, OCT, teaches at East York CI, Toronto DSB and is a mediator with the Toronto DSB and OSSTF.

**Former Ontario Chief  
Justice Patrick LeSage**



## Frequent freshening for AQs

### **Re: Additional Qualifications**

I noticed the announcement regarding experience for AQs in the September *Professionally Speaking* and wanted to share my experience. I recently took my Special Education Part Two and Specialist course. For Part Two, I waited until I had a full year of Special Education experience in the role of a Special Education Resource Teacher and for the Specialist two years in the SERT role. I was surprised when I logged into the classes that many of my classmates had never taught in a Special Education specific role.

I found the specialist course to be mainly based on discussions-requirements to post on each others comments, to work

in groups and, ultimately, to learn from one another. This was somewhat difficult when most of the topics were new to my classmates. For example, I worked with a group to create a safety plan. They were new to developing safety plans, and I, having made many, was looking for new advice and successful strategies for improving student safety. I would have enjoyed hearing from and learning from other experienced special educators, especially for the specialist course.

If teachers can enrol in any AQ, I hope course developers take that into consideration when reviewing and updating the courses, but knowing that this process is only every few years, there may be others feeling a bit disappointed.

—**Susan Royal**, OCT, is a teacher in Simcoe County DSB.

## The retired teachers debate continues

**Re: Teaching after retirement**

The OCDSB is considering volunteers to support extracurricular activities (“Board seeks to save clubs,” Jennifer McIntosh, Orleans EMC, September 27, 2012). Retired teachers who wish to give their life meaning and be an asset to students can do so by volunteering, or don’t retire.

David Suzuki, one of my favourite teachers I never had, taught me to “Share — don’t be greedy.” (*Professionally Speaking*, September 2012).

—Mark Shulist, OCT, is an occasional teacher in the Ottawa Catholic SB.

## Miss teaching? Consider volunteering

**Re: Mary LaGrotteria**

In regards to the letter written by retired principal Mary LaGrotteria in the September 2012 issue of *Professionally Speaking*, several threads need to be addressed.

LaGrotteria strongly disagrees that supply teaching should not be done by retired teachers. She asks whether or not a retired teacher will be judged negatively by taking some other type of employment — thus taking away a spot for a young person. To my mind the answer is “yes.” With a student unemployment rate in Ontario of 20.9 per cent (July 2012), there are others who would benefit from that job.

LaGrotteria is also speaking from a very personal point of view. She assumes that her presence in the classroom after retirement is valuable. While it may be, retired teachers need to be reflective in their practice and assess whether their methods and skills are current enough and whether their efforts are actually productive in their post-retirement practice. Furthermore,

if such employment gives LaGrotteria “meaning,” then — if one is financially secure with a comfortable pension — why not volunteer your valuable skills for the benefit of your school community? Why not perpetuate the cycle of selfless giving?

In my undergraduate years, I volunteered at a Catholic elementary school in my hometown. Every week, a certain retired teacher volunteered her time to assist groups of primary students who needed help with reading. Currently, at Immaculata HS, there are several retired teachers who return to coach sports or participate in charity work. Those acts have made more of an impression on me than any retired teacher who “double dips.” I’m tired of hearing the argument “that teacher could easily have remained employed for many more years as a full-time teacher.” It implies that we should give such teachers extra accolades; such an argument is becoming stale. When I’m retired from teaching, I’ll volunteer my time.

—Joshua Blank, OCT, teaches English and social studies in the Ottawa Catholic SB.



## Work is a choice

**Re: “The profession should do more to help new teachers” (Professionally Speaking, June 2012) and “Personal reasons for teaching after retirement” (PS, September 2012)**

Nobody expects senior businesspeople to stop working because their jobs are in demand. The same holds for firefighters, factory workers or municipal employees. The question of whether or not senior teachers should continue to work after leaving full-time teaching is predicated upon the unfair belief that teachers should have to live by entirely different rules than the rest of society. Instead of engaging in that conversation and validating its underlying assumption, teachers young and old should take every opportunity to assert that we deserve the same basic freedoms as everyone else. **PS**

—Jeff Clemens, OCT, is a high school occasional teacher in the Waterloo Region DSB.



TEACHERS  
ARE  
BEAUTIFUL



*Like to shop.  
Love to save.*

GET A \$25 SAVINGS CARD FOR EVERY \$50  
YOU SPEND FROM NOW  
UNTIL DECEMBER 24<sup>TH</sup> 2012  
SAVINGS CARD REDEEMABLE  
BETWEEN JANUARY 27 AND MARCH 2, 2013  
ON EVERY PURCHASE OF 75\$ OR MORE\*

\* After applicable discounts, before taxes. Not applicable for online purchases, the purchase of gift cards or previously purchased merchandise. Each savings card is valid for one-time use only, may not be redeemed for cash and must be surrendered at the time of purchase. Offer may not be combined with any other offer on promotion. Savings card has no cash value. No mechanical or other reproductions accepted.

PRESENT THIS COUPON  
AND YOUR ONTARIO CERTIFIED  
TEACHER CARD AND GET A  
**FREE JEWELLERY ITEM!\*\***

Visit [reitmans.com/teachersarebeautiful](http://reitmans.com/teachersarebeautiful) to sign up to be the first to know about our promotions, collections and more or subscribe here:

Email

☐ I would like to receive emails from Reitmans

\*\* This coupon and your Ontario Certified Teacher card will be required to redeem the coupon and receive the free jewellery item of your choice, amongst a selection of necklaces, rings, bracelets, and earrings only. Does not apply on watches. One coupon per customer. Coupon can be redeemed in any Reitmans store across Canada before December 24th, 2012. Not applicable for online redemption. No reproductions accepted. Coupon must be surrendered at time of purchase. Selection of styles may vary per store. While quantities last. No cash value.

*Reitmans*

## UOIT DELIVERS ABQ AND AQ COURSES

### Learning that meets your needs

Practice life-long learning and accelerate your career – choose to enrol in one of UOIT's additional basic qualification or additional qualification courses. All courses are accredited by the Ontario College of Teachers and offered in a variety of delivery formats for flexible learning.

Find out more about our **AQ** and **ABQ** courses at [www.education.uoit.ca](http://www.education.uoit.ca) or call **905.721.8668 ext. 2892**.

**10** UNIVERSITY  
OF ONTARIO  
INSTITUTE OF TECHNOLOGY

FACULTY OF EDUCATION



# Ee



## Effortless

Managing your day-to-day finances is as easy as ABC with the all-new DirecTCU™. As a member, you'll benefit from 24/7 online access to unique products, services and exclusive savings tailored to your financial needs. And it's all just a click away. Visit the newly designed [directcu.ca](http://directcu.ca) today, so you can worry a little less and live a little more.

**Dir**ecTCU™  
by Teachers Credit Union  
It pays to be you.

**Freedom** Chequing Plan

Sign up today and escape monthly fees and transaction service charges.



# connections

...in your profession and in your classroom



## MAKING THE GRADE

With exams around the corner, we wanted to find out where you do the bulk of your marking. Here's how you responded in our Facebook poll:

15%

### **At school...**

Fewer distractions to contend with.

42%

### **At home...**

There aren't enough hours in the day.

43%

### **It's a mix...**

Multiple locations keep me sharp.

**Stress levels on the rise?** Read how some OCTs cope under pressure in "Dealing with Aggressive Parents" on p. 49.

## Bringing the real world into your classroom



Free classroom resources & lesson plans created from the curriculum

Free classroom presentations by industry professionals

Visit our website to order resources, request presentations and learn more about our resources and how they connect to your curriculum!

[www.career-connections.info](http://www.career-connections.info)



**CURRICULUMCONNECTIONS™**  
understanding how insurance works

## IN YOUR PROFESSION



# Pop Quiz

## with Ed Barbeau

BY LAURA BICKLE

How can we instill a love of numbers in our students? According to Ed Barbeau, professor emeritus of mathematics at the University of Toronto, the key is play, exploration and a good game of bridge! Read on for more insights from the author of several scholastic math books and former chair of the Education Committee of the Canadian Mathematical Society.

### Q What are your concerns about how math is being taught?

A lot of it is focused on mastering skills. The danger of this is that mathematics amounts to the mechanical application of techniques and formulae, rather than a set of tools that can assist in the analysis of various problems.

People are often left with the impression that mathematics has an authority it does not really possess, and they don't fully appreciate its strength in clarifying and analyzing situations.

### Q How do we keep up with technology?

Technology has not so much created new issues as sharpened existing ones. While we do not need the same emphasis on paper-and-pencil algorithms, students still need to do enough to gain an understanding of the underlying structure of arithmetic. They also need to realize that every computer algorithm has been programmed by somebody, and that the programmer had to make choices. They should always regard the output with due skepticism and have the mathematical sense to monitor what they see.

### Q What mathematical lesson should every student master?

Pupils should be encouraged to play — looking for number patterns or constructing solid geometric figures. Many

games and puzzles require mathematical thinking, such as Reversi (Othello), Hex, Sprouts and tic-tac-toe. I decry the loss of bridge among the young, as it develops many skills also required for math, from the need to adhere to fixed rules to the solution of problems by creative insight.

### Q What is key to teaching math effectively?

Understanding that the student is not a blank slate. Both the teacher and the student come to the scene with their own view of what is being taught. The art of teaching is negotiating these differences so that students will progress.

Also, many teachers do not foster good mathematical hygiene. By this, I mean helping students arrive at a clear idea of what is being discussed, insisting on clear presentation of solutions, having students check their work and giving them the tools to know when something is going wrong.

### Q Any tips to help students appreciate and enjoy math?

The best motivation is to be among adults who enjoy mathematics. Get young people acquainted with authors such as Martin Gardner, Ivars Peterson, Ross Honsberger, Ian Stewart and Sherman Stein. There is also traditional material on the Net; for example the eighth-century monk Alcuin of York's *Problems to Sharpen the Young*.

## Disability Claim Denied?

Don't Give Up.  
Don't Give In.



**SHARE LAW  
GUARANTEE**

No Fees Unless We Win.

**Toronto's Leading Disability Law Firm**

**Call Us Today for a Free Consultation.**

Teachers with denied insurance claims need knowledgeable lawyers on their side. Put our 25 years of experience to work for you.

- Disability Claims (Short & Long Term)
- Critical Illness Claims
- Life Insurance Denials
- Accidental Death & Dismemberment
- Mortgage Insurance



**SHARE LAWYERS**

**1-888-777-1109**

[www.ShareDisabilityLaw.com](http://www.ShareDisabilityLaw.com)

3442 Yonge Street, Toronto, ON M4N 2M9

**SERVING ONTARIO SINCE 1987**





## Enriched classrooms

Canadian education just got a whole lot richer — thanks to Curriculum Services Canada's (CSC) new website, **MyClassNeeds.ca**, an online charitable crowdfunding platform where donors fund classroom projects with a click of the mouse.

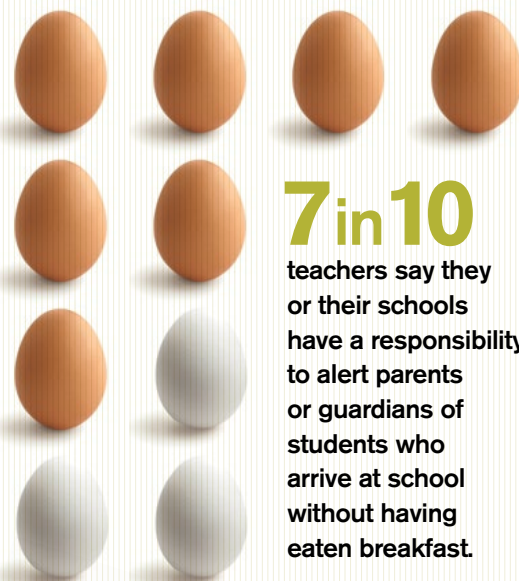
"Canadian teachers post a project idea on the site and anyone who logs on can donate," says Michael Simmonds, CSC's interim executive director. The parameters are broad — teachers can request anything from microscopes the school can't afford to educational experiences, such as field trips or guest speakers. All the project needs is a demonstrable educational impact (no cash requests) and school approval. Tax receipts are supplied once the donation is made.

Once a project is fully funded, the organization buys and delivers the school goods. If the funding goal is not met within 150 days, donors can either reassign the money, or the original teacher can propose a new project or have MyClassNeeds choose a project on his or her behalf.

The best part? All elementary and secondary schools can participate, regardless of their resource level, Simmonds says. "We're happy to help Canadian schools reach their fundraising goals and we're proud to create a connection that allows them to help each other."

— Randi Chapnik Myers

## MORNING MEALS



**77%**  
of teachers have  
provided food to students  
who they thought  
were hungry.



Source: 2012 Canada's Breakfast Report



## teacher tip

As a primary teacher, I often take my young students on trips to the music room. As you can imagine, it's filled with tempting instruments. To avoid damage and injury, I elect a student per trip to take on the role of our instrument bodyguard. The job is to keep an eye on the instruments and make sure none of the children are touching them when they shouldn't be. This works especially well when you elect the student who tends to touch the instruments the most!

—Sanja Vujinovic, OCT,  
Terry Fox PS, York Region DSB

→ Got a great classroom tip to share with your fellow teachers? Send it to us at [ps@oct.ca](mailto:ps@oct.ca). If we choose to publish yours, you will receive an Indigo gift card.

## MUSICALLY GIFTED

We all remember our first live concert. Why not help your students experience classical, jazz, blues or world music by the likes of Gilberto Gil, Yo-Yo Ma, Herbie Hancock, Ravi and Anoushka Shankar and Bobby McFerrin? They are just a few of the greats who have graced the stage at Roy Thomson Hall and Massey Hall since the Toronto outreach program, Share the Music, kicked off in 1999.

Although the program prioritizes seats for the underprivileged and students of the arts between the ages of eight to 18, teachers from all schools are welcome to request tickets. Lucky ticket holders also enjoy a 30-minute pre-concert workshop where local performers, and sometimes the artists themselves, discuss and demonstrate their craft.

"My jazz band finds it totally inspiring to see musicians in their own setting," says Cathy Whiteside, OCT, a band teacher at Don Mills CI in Toronto who is a long-time Share the Music participant. "Many kids who have attended the program have gone on to become real concertgoers."

Be a rock star teacher and visit [roythomson.com](http://roythomson.com) → **Share the Music** for its world-class 2013 concert lineup, featuring Paco Peña, Wynton Marsalis, Ladysmith Black Mambazo, Gabriela Martinez, Esperanza Spalding and Buddy Guy. Call 416-593-4822 ext. 326 for information.

And while you've got music on the brain, stop in at Roy Thomson Hall's 16th annual free noon-hour Choir & Organ concert series featuring the magnificent Gabriel Kney pipe organ alongside the artistry of Canada's finest choirs and organists. For reservations of 20 or more, call 416-593-4822 ext. 225.

— R.C.M.



## TWEET SHEET

Follow what's trending in the education Twitterverse



### Drizzy

@Drake

Canadian Platinum recording artist (3 Juno Awards / 9 Grammy nominations) and former Degraasi: The Next Generation actor

[twitter.com/Drake](https://twitter.com/Drake)

9,428,969  
FOLLOWERS



### Drizzy @Drake

97% on my final exam. 88% in the course. One of the greatest feelings in my entire life. As of tonight I have graduated high school!

October 17, 2012, 5:50 p.m.



### Drizzy @Drake

Thank you to my teacher Kim Janzen for spending the last 5 months working tirelessly with me!!

October 17, 2012, 5:53 p.m.



# GET IN THE ZONE

An estimated one-third of Canadian classrooms are equipped with interactive whiteboards, the majority of which are Smart Boards. However, the technology has limited usefulness without appropriate and engaging content — something TVO had been hearing from teachers. In response, the Ontario public broadcaster recently launched a series of **10 Smart Board lessons**, which teachers can download free of charge from [tvoparents.com/tvokidsteacherzone](http://tvoparents.com/tvokidsteacherzone) and from Smart Exchange's [exchange.smarttech.com](http://exchange.smarttech.com).

Covering math, social sciences, language arts and science, the lessons were developed with an on-staff educator and link specifically to Ontario curriculum strands for K–6. Each has been tested with children in their classrooms.

The Smart Board lesson plans are outlined in a step-by-step format that lists what students will learn, as well as which of the embedded multimedia resources to use, and in which order.

Wish you could customize one of the ready-made lessons? You can easily add and alter the whiteboard resources. For example, in the science lesson on simple machines — which is preloaded with photos of a ramp, wheel, axle and dolly — you can upload photos of additional machines you'd like to discuss with your class, such as a pulley.

If you're new to using a Smart Board, you can watch online tutorials, hosted by Mark Sykes, OCT, a TDSB teacher and former TVO on-camera personality (you'll recognize him in some of the fun, three-minute videos that kick off each lesson).

For help after school, TVOKids Homework Zone (**homeworkzone.tvokids.com**) is a rich resource of practice sheets, teacher-led video lessons (such as tricks for remembering how to spell words) and study tips. It's all linked to the Ontario curriculum, free and searchable by subject. — *Sandra E. Martin*

## Looking for homework resources in French?

SOS DEVOIRS offers free interactive online help for students in all grade levels at [sosdevoirs.org](http://sosdevoirs.org).



Faculty of Education

[brocku.ca/education](http://brocku.ca/education)

## Brock offers exceptional AQ courses at a new price

Now only \$685 plus material fess

Not all AQ courses are created equal. Whether you want to refine your teaching skills, work in a new subject area, or advance your career, the Centre for Continuing Teacher Education at Brock University offers exceptional AQ courses that are research- and knowledge-based and are recognized around the world.

**Courses start January 7, 2013 and run to March 8, 2013**

- 9F04 Kindergarten I
- 9F21 Reading I
- 9F22 Reading II
- 9F23 Reading Specialist
- 9F27 Librarianship I
- 9F28 Librarianship II
- 9F29 Librarianship Specialist
- 9F61 Integrat. of Info & Comp Tech in Instr I
- 9F62 Integrat. of Info & Comp Tech in Instr II
- 9F63 Integrat. of Info & Comp Tech in Instr Spec
- 9F64 Guidance I
- 9F65 Guidance II
- 9F66 Guidance Specialist
- 9F67 ESL/English Language Develop. I
- 9F68 ESL/English Language Develop. II
- 9F69 ESL/English Language Develop. Specialist
- 9F77 ABQ Junior Division
- 9F78 ABQ Primary Division
- 9F91 Business Studies: Entrepreneurship I
- 9F97 Special Education I
- 9F98 Special Education II
- 9F99 Special Education Specialist
- 9M20 ABQ Senior Division: English
- 9M21 ABQ Senior Division: Mathematics
- 9M22 ABQ Senior Division: Science General
- 9M23 ABQ Senior Division: History
- 9M24 ABQ Senior Division: Geography
- 9M26 ABQ Senior Division: Social Science General
- 9M50 Honour Specialist: English
- 9M51 Honour Specialist: Mathematics
- 9M52 Honour Specialist: Science
- 9M53 Honour Specialist: History

For further information or registration concerns please contact the Registrar's Office:  
[aqaded@brocku.ca](mailto:aqaded@brocku.ca) | 905 688 5550 x 3158 | [brocku.ca/registrar](http://brocku.ca/registrar)

# OCT.CA RELAUNCHED AND BETTER THAN EVER!



We've redesigned  
our website  
with you in mind.

Restructured FAQs to  
provide fast answers.

Improved navigation with  
user-organized content.

Easier access to  
Find a Teacher.

Cutting-edge responsive  
web design.

Clearer layout with larger  
images and engaging fonts.

Content that meets  
the provincial  
accessibility standards.

Prominent links to  
social media platforms  
and new sharing capabilities.

A list of Notices of  
Hearings for upcoming  
disciplinary hearings.

## CLICK ON [OCT.CA](http://OCT.CA) TODAY AND EXPERIENCE THE DIFFERENCE.





# APPETITE FOR LEARNING

Six delicious resources coming right up!

BY DANA DOUGHERTY REINKE

## 1 The milky way

Need a healthy dose of inspiration? The Dairy Farmers of Canada serves just that when you and 15+ of your closest teaching friends book a free two-hour workshop with one of their registered dietitians. Soak up tips and resources as the pros facilitate the cross-curricular healthy living program that's perfect for your K to Grade 8 students. You'll leave with plenty of health-related topics for in-class consumption as well as grade-specific program manuals that complement the suggested curriculum fits and rubrics. Additional online games and resources are available.

**ontario.teachnutrition.org**



presentations and resources that you can download or order for children (five to 11), youth (12 to 17) and adults (that's you!). While you're at it, get your copy of Canada's Food Guide and other related resources on the same site.

**hc-sc.gc.ca** → Canada's Food Guide → Educators and Communicators

## 3 Chefs in training

The key to healthy eating is healthy food and many kids have no idea how to prepare it for themselves. Enter ActiveChefs, a not-for-profit organization that offers free, fun and affordable cooking classes for five- to 12-year-old students in Hamilton, Peel and Halton. Kid-friendly recipes from around the globe are used to teach healthy eating habits, develop basic cooking skills and encourage multicultural awareness. ActiveChefs will visit any school upon request, and their interactive classes can be set up anywhere from a school's gymnasium to the local library — no kitchen required.

**activechefs.ca**



## 4 Food evolution

The Ministry is cooking up a plan to bring healthier fare to school cafeterias. In collaboration with the Food Network's David Rocco — as well as Real Food for Real Kids and Foodland Ontario — the Eating Well Looks Good on You pilot project is delivering nutritional recipes to schools using fresh locally grown food. Watch the celebrity chef prepare a couscous salad with Hospitality and Tourism Specialty High Skills Major (SHSM) students, then browse the full list of Rocco-approved recipes, get the skinny on how healthy your school is and learn how to make it even better. You'll also find provincial links to public health and recreation departments.

**edu.gov.on.ca** → Teachers → Popular Topics → Healthy Schools → Information for Teachers and Principals or Links

## 5 Bringing baking back

Bake sales aren't dead — they just need a makeover. That's why the dietitians at Eat Right Ontario developed Bake It Up!, a downloadable collection of recipes that comply with the Ministry of Education's School Food and Beverage Policy. Distribute these tasty ideas to staff, parents and school council to revive the fundraising goldmine of yesteryear.

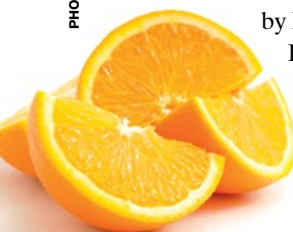
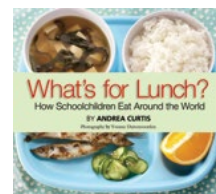
**eatrightontario.ca** → Resources → Bake it Up!



## 6 It's 12 o'clock somewhere

In *What's for Lunch? How Schoolchildren Eat Around the World* (\$12.95, Red Deer Press), author Andrea Curtis peeks into the lunch bags and trays of children from 13 countries, with a stop in Toronto along the way. Her website and blog feature teaching tools that help nine- to 12-year-olds navigate nutrition, investigate poverty and understand food production within the Ontario curriculum.

**unpackingschoollunch.wordpress.com PS**











# BRAIN CANDY

Meet Sheri Alcorido, OCT, the award-winning teacher who celebrates student success one jelly bean at a time.

BY DEBRA BLACK

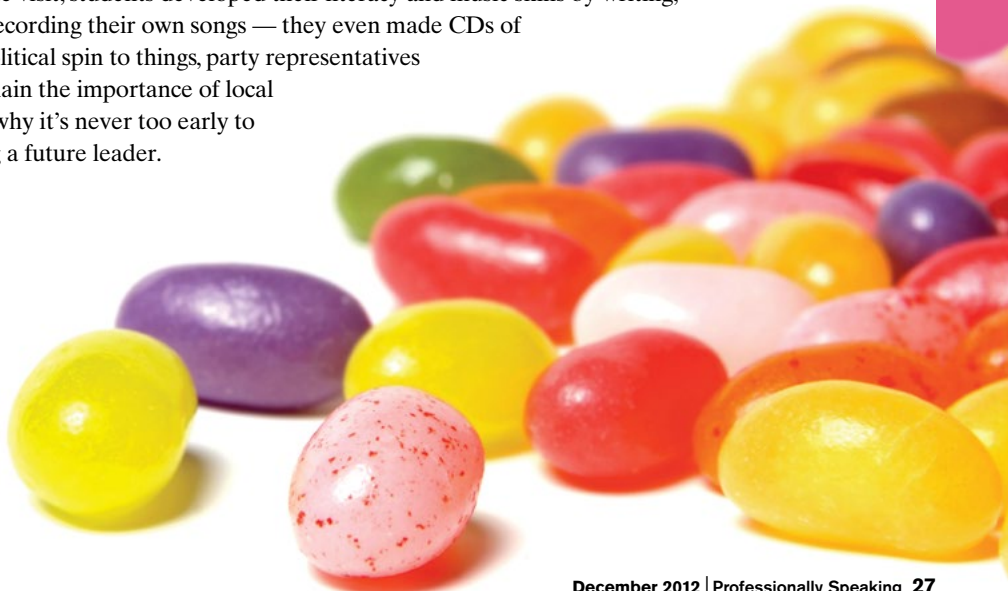
**O**n a rainy Friday morning, Sheri Alcorido stands in front of her Grade 5 class at Driftwood PS and explains their morning assignment. “Remember this is an activity to build your vocabulary, acquire reading strategies and increase your focus,” she says to 37 students. “So you should be highlighting with a pencil or a highlighter. I’ll give you five minutes to silent read and then we’ll talk about it.”

A 2012 winner of the Premier’s Awards for Teaching Excellence, Alcorido thinks it’s important to squeeze as much teaching as possible into each lesson. So something as straightforward as discussing a reading assignment on the merits of exercise becomes not only about understanding the content, but also developing new vocabulary, listening to arguments and supporting fellow students.

Alcorido is now questioning her students on what they’ve read, and instead of calling out their names, she tosses a Nerf ball from one student to the next. “Some students need to move around a little,” she explains. “So I try to tap into those kids as well — kids who are different learners.”

Her award-winning teaching style is nothing less than creative. Alcorido keeps students on their toes by introducing a variety of hands-on activities that involve student mentoring, acting, writing plays and comic strips, audio and video reporting, and integrating computer technology.

Guest speakers also keep the excitement level high and the inspiration flowing. An Aboriginal spoken-word artist (and musician) dropped by last year to talk about Anishnaabe traditions and culture. During the visit, students developed their literacy and music skills by writing, performing and recording their own songs — they even made CDs of them. To add a political spin to things, party representatives stopped in to explain the importance of local government and why it’s never too early to plan on becoming a future leader.





**“SOME STUDENTS NEED TO MOVE AROUND. I TRY TO TAP INTO THOSE KIDS AS WELL — KIDS WHO ARE DIFFERENT LEARNERS.”**

But before students take on the world, Alcorido believes they should understand the need to be respectful and resourceful. She invited a FoodShare representative to help communicate this message and discuss topics ranging from energy conservation to stewardship. “As we learn about citizenship, rights and responsibility, students begin to understand the importance of using resources and contacts within their community,” explains Alcorido.

### Building diversity

Driftwood PS is located in an ethnically mixed Toronto neighbourhood where poverty, guns and gangs have caused more than a few problems. Alcorido has been a fixture at the school for 18 years and builds on the diverse community by integrating arts, crafts, dance and conflict resolution into her Grade 5 curriculum.

As you walk through the school, it is clear that Alcorido does not limit her dynamic approach to the confines of her classroom. A hallway mural — designed

and painted by students — depicting people of different ethnicities holding hands in a circle, along with scenes from the neighbourhood, is one example of how she thinks outside of the box, drawing on teamwork, creativity and social activism. Another project they took on was making a quilt for those affected by a recent earthquake and tsunami in Japan. The idea behind the gesture was to spread peace and love while offering their support, and the project also tied in mathematics and art with the cross-stitch design.

Whatever the activity, Alcorido insists that students show respect toward one another and cultivates this by introducing a rich range of cultural backgrounds — it’s one of the reasons she won the Premier’s Award. And, she needn’t go far to accomplish this with students’ families hailing from such countries as Hungary, Somalia, China, Vietnam, Jamaica, Pakistan, Turkey, Guyana, Ghana and Nigeria. Alcorido involves parents in the process by asking them to share their cultural traditions. For

example, last year one parent gave a mehndi decorating lesson and then explained its relevance to the class.

Since mutual respect doesn’t always come easy, Alcorido comes at it from every angle — even through dance. Visiting b-boy dancers helped students join the mini flash-mob fad while a ballroom-dancing program, Dancing Classrooms, added a number of cultural dances to their repertoire.

### Negotiating innovation

The Tribes Project and Peace by PEACE (Playful Explorations in Active Conflict-resolution Education) program supply the tools to master the invaluable skills students need to collaborate, negotiate, offer opinions and solve problems. “As we work together with a common purpose, these activities foster a sense of community in the classroom,” Alcorido says. “They also encourage caring and kindness — character traits that the TDSB promotes.”

When it comes to her dedication, passion and conviction, it seems no one can say no to Alcorido. She’s put her negotiation skills to the test when she managed to convince Scholastic and Frontier College to donate books to her students, relied on her resourcefulness to apply for a grant that allowed her class, and others, to take a Toronto International Film Festival workshop, and she’s used her contacts when she appealed to a retired math teacher to help develop a program for them. The duo came up with the innovative Junior Super Hero program that encourages reading, writing, math skills and more. Check it out at [youtube.com/watch?v=0bfyejDSP3k](https://www.youtube.com/watch?v=0bfyejDSP3k).

### Modelling inner strength

Alcorido works hard to be a good role model for her students. “I tell them that I’ve gone through many challenges and show that you can overcome anything — as long as you have inner motivation and someone there for you. I want to be that person, along with their parents, to help them.”

And, she doesn’t mind sharing her mistakes and the lessons she’s learned if it’ll help her students grow. Alcorido reveals



that as a student, she wasn't good at math and had to seek extra help. She also tells them of the grief she experienced when one of her children died.

## R-E-S-P-E-C-T

This respect that Alcordo shows her students can be traced back to her own school-day experiences. Growing up as the child of a divorced mother who was one of the few visible minorities in the small town of Shelburne, Ont., Alcordo felt ostracized in her own Grade 5 class. "The classroom environment was not inclusive at that time," Alcordo recalls. "As a teacher, I'm reflective in my practice — I don't want others to have to go through that same feeling of isolation."

To make every child feel like an important part of her class, Alcordo contacts each one over the summer — before school begins — to let them know what they can expect and ask them about their likes and dislikes. She looks at their student records to develop strategies on how to work with those who have learning challenges or are painfully shy. (Her Master's degree is in Special Education and adaptive instruction.)

One of her strategies is to celebrate student success, so every time they reach a goal, they place a jelly bean in a jar. When the jar is full, the class celebrates — usually over lunch. It could be playing an educational or cultural game, making a bracelet or just spending time chatting.

Alcordo also ensures that her students spend time out of the classroom. Last year, they gardened, cleaned up the neighbourhood, participated in public library programs, attended and performed at African heritage celebrations and took part in the Black Creek Revitalization Project. And this year, they'll visit the Friends of Simon Wiesenthal Center for Holocaust Studies where they'll learn about the six million Jews who died in Europe, as well as those who survived and have made Toronto their home. They'll also stop by a local seniors home to read to the residents, and perform plays and music.

Alcordo's inclusive style is widely known and respected — in fact, last year, the Toronto DSB selected Alcordo and her teaching methods as

a model for equity and inclusion for Culturally Relevant and Responsive Pedagogies (CRRP) for beginning teachers. Throughout the year, teachers came to her classroom to watch, learn and share best practices. They were often overwhelmed. "I had teachers in tears when they saw how the children were respectfully connecting with one another," says Alcordo.

In the eyes of her colleagues, Alcordo is a champion in the classroom. "Sheri is a passionate and caring teacher who holds an open-door policy for learning to be shared, and for colleagues, families and community members to become co-teachers and co-learners throughout the learning process," says Sharron

Rosen, OCT, who worked with Alcordo on the CRRP project.

"She is a strong advocate for her students and teaches them to be strong advocates as citizens," says Driftwood PS Principal, Debra Lavine, OCT. "In my many years as a principal, I have never had so many parents request for a child to be in a teacher's class as I do for Sheri Alcordo."

Alcordo takes this all in stride and focuses always on the students. "I value that they are in my care," she says. "I am determined to provide a space where students feel safe and comfortable to be who they are and to be able to take risks to reach their full potential socially, emotionally and academically." **PS**



## ROUND-UP OF ALCORDO'S SIX SECRETS TO TEACHING SUCCESS:

**1 CREATE A SAFE CLASSROOM COMMUNITY BY MAKING IT INCLUSIVE AND EQUITABLE.** Build students' confidence by reinforcing a positive attitude. Build respect and show the children how to help each other with a student-mentor program.

**2 BE OPEN AND TRANSPARENT.** Invite parents into the classroom. Write or phone parents frequently to let them know how their children are performing — talk about the positives as well as what needs to be improved. Let students know how they're doing and work with them to make a plan to do better. Share your teaching ideas with your colleagues.

**3 CELEBRATE ACCOMPLISHMENTS.** Encourage the class to applaud their peers by putting jelly beans in a jar with each achievement and then reward the students with a special celebration.

**4 CELEBRATE ETHNIC DIVERSITY IN THE CLASSROOM.** Learn about your students' heritage, and use it in the classroom to build respect for cultural diversity. Ask them to share their ethnic backgrounds with their fellow students through oral and video presentations, art and drama.

**5 TAKE INTO ACCOUNT THOSE WHO LEARN DIFFERENTLY,** those who have learning difficulties or have physical disabilities, as well as those who come from different ethnic and cultural backgrounds. This is especially helpful when doing your lesson plans.

**6 TAP INTO OUTSIDE RESOURCES.** Bring speakers into the classroom and take your students into their community. The sooner they understand the importance of using resources and contacts within their community, the better off they'll be.





**“I have  
learned something  
new every single day  
of my life.”**

*– Christopher Plummer*

# UPSTAGING *the* DRAMA

BY RICHARD OUZOUNIAN

**Academy Award winner Christopher Plummer shares his love of literature and remembers the two teachers who helped mould his career.**

**T**he 83-year-old actor is generally regarded as one of the finest in the English-speaking world and has been so for over 60 years. In February, Christopher Plummer became the oldest person to win an Oscar for his performance in *Beginners* and in August, he held sold-out audiences spellbound at Stratford with *A Word or Two*, his one-man show devoted to the joys of literature.

A person with such a richly varied career could easily cite many mentors who steered him along his path, but Plummer zeroes in on two. “The single most remarkable teacher in my life? No question about it — that would have been Mr. Wright, the amazing man who taught me English at The High School of Montreal.”

Before Plummer met the late Henry E. Wright in the early 1940s, he had already been through a childhood that had formed him in distinctive ways. His father was a lawyer and his mother was the granddaughter of John Abbott — the third Prime Minister of Canada — but by the time Plummer was born, the marriage was already done.

“Do I know why my parents divorced? Of course not! *Verboten!* A disgrace! Not to be discussed,” says Plummer. “My mother never said anything. My father would send me Christmas presents, which were always sent back to him. Years later, he came backstage after a performance and introduced himself to me. It was too late for that.”

So, although those iconic Plummer tones were first heard as a wailing child in Toronto — where he was born on December 13, 1929 — he soon found himself living with his mother’s family in Montréal. “I was an only child raised in

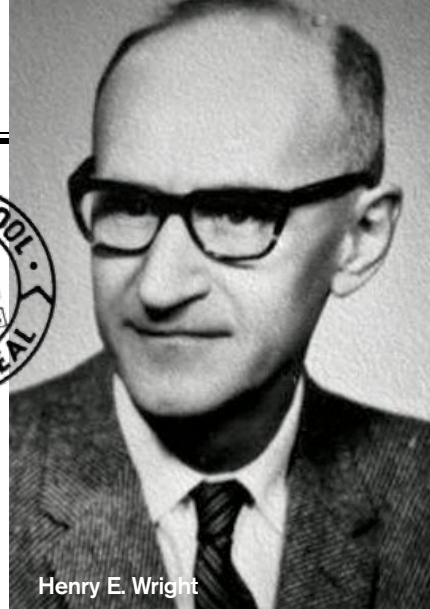
a society of doting women who coddled me — God, I must have been a little monster!” he chuckles. “But I do remember clearly how we would sit around and read poetry aloud in the evening.”

It was those experiences that set the stage for the first time Plummer encountered Wright in high school. “He walked in and told us to open our copies of Shakespeare — *A Midsummer Night’s Dream*, I believe it was — and then he had us all stand up and start reading the roles aloud,” Plummer recalls. “It was a wonderful way of dealing with terrific literature that didn’t make it a chore. We were playing parts. It was great for massaging the ego and you had such fun doing it. But I’ll tell you the best thing — you always understood and remembered the works you acted out.”

Plummer appreciates now that Wright’s low-key classroom style was the secret to his success. The teacher didn’t try to oversell the plays they were studying — he let the power of those works emerge on their own.

Wright’s educational methods weren’t restricted to Shakespeare, and the result of his eclectic selections can also be seen in the varied authors whose presence fill Plummer’s script for *A Word or Two*. “He had us study poetry as well, really difficult works for kids our age. But he never





Henry E. Wright

**“Wright had us all stand up and start reading the roles aloud. It was a wonderful way of dealing with terrific literature that didn’t make it a chore.”**

condescended,” says Plummer. He believed we could handle them. So I would stand up there and read Wordsworth and my God, I would understand it and love it and remember it all my life.”

Plummer’s teacher remained with the school for many years and eventually became principal. A former student recalls his student body speeches from the ’60s — and, sure enough, Wright employed that same low-key persuasive style which had impressed Plummer so greatly.

The taste for drama that Plummer acquired in Wright’s classes propelled him into his school’s dramatic society, where his performance in *Pride and Prejudice* caught the eye of theatre critic and director Herbert Whittaker, the man who set him on the path toward his professional career.

Plummer honed his craft at the Stage Society (later named Canadian Repertory Company) in Ottawa and by the time he was 22, he was starring opposite American theatre legend Katherine Cornell on Broadway; but something new and important was going on back home in his native Canada.

“I missed the first few seasons of the Stratford Festival,” he says wistfully. “I regretted it at the time, but I suppose everything worked out for the best, because when I did get there in 1956, it was with a magnificent role, Henry V, and for a brilliant director, Michael Langham — the other great teacher of my life.”

Langham passed away in 2011, leaving a rich legacy behind him. After spending 12 seasons as artistic director of the Stratford Festival — helping to form

the company and give it the distinctive verse-speaking style it employs to this day — Langham went on to perform the same service for The Guthrie Theater in Minneapolis from 1971–77 and then became director of the Drama Division at the renowned Julliard School in New York, spending eight years there until 1992. He frequently returned to Stratford, working with the Young Company, and the current training program for young directors at the Festival bears his name in tribute.

“Michael was unique in the theatre,” says Antoni Cimolino, the newly appointed Artistic Director of Stratford, who worked with Langham for many years. “He was as great a teacher as he was a director, and that is a rare combination indeed.”

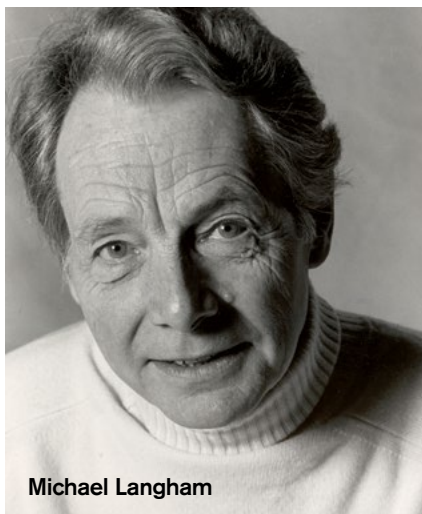
Langham combined both of those gifts when directing Plummer in the

1957 production of *Hamlet* at Stratford. The actor was concerned about Hamlet’s tendency to complain about his fate at every opportunity. “An audience will not stand for three hours of that. They have no patience with someone so sorry for themselves,” Plummer says. But Langham guided him around that trap with one incisive piece of advice. “He told me that, before I said anything, I should approach it with a sense of wonder, as if I had just thought, ‘How extraordinary!’ He told me that everything was a discovery with Hamlet.”

Even in his latest work, *A Word or Two*, Plummer’s musicality of speech and speed of diction are joys to hear, and he credits Langham with those as well. “He always told me not to break speeches up. ‘No, no, no,’ he’d say. ‘They’re all one thought. All the great soliloquies are one thought. Drive through them smoothly and it’s perfectly clear. But if you try to make every line a gem, you’ll bore us to death.’”

And it’s no coincidence that boredom is a word you’d never associate with Christopher Plummer.

How does he maintain such a vibrant energy at his age? Plummer recalls his early classroom days with Wright. “Every time I approach a project, I take my script, open it up and stand there like a schoolboy, as Shakespeare would say, ‘with smiling morning face.’ I am back in Mr. Wright’s class, ready to launch into another adventure, simply by reading great words aloud to other people and bringing them to life,” he says. “That is the greatest lesson I have ever learned.” **PS**



Michael Langham

# We've got eBooks!

## Have you checked out our collection of English and French eBooks?

The College's Margaret Wilson Library has expanded its free services and added electronic resources on a variety of topics including Special Education, classroom management, leadership strategies and teaching strategies.

**You can download these and view the full range of free materials at [oct.ca](http://oct.ca) → Members → Library.**



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario



## 2013 MEMBER FEE

### Payment due January 1, 2013

If you do not pay your annual College fee through payroll deduction, please ensure that you pay your 2013 membership fee of \$138 directly to the College.

**We're working to make paying your fee as convenient as possible.**

#### → ONLINE THROUGH YOUR FINANCIAL INSTITUTION

If you prefer not to use your credit card, this option is the way to go. Use the seven-digit invoice number we assigned to you last time you paid your membership fee as your online account number.

#### → ONLINE THROUGH THE COLLEGE WEBSITE

You can pay with Visa, MasterCard or Amex via the College website at [oct.ca](http://oct.ca), available 24/7.

#### → BY PHONE

You can pay over the phone 24/7 using the College's automated voice system. Just call the College (416-961-8800 or 1-888-534-2222 in Ontario) and follow the voice prompts to the payment system, where you will be guided through the payment process automatically.

**To maintain your Ontario Certified Teacher (OCT) status, you must pay your annual fee by April 15, 2013.**



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario





## HOW WELL DO SCHOOL-SUPPLIED LUNCHES SERVE STUDENTS' BRAINS?

**IF THERE'S ONE THING STUDENTS IN THE '90s HAD IN COMMON, IT WAS A COLLECTIVE LOVE OF PIZZA DAY.**

A lot has changed in Ontario's schools in the past couple of decades. In high schools, there's more at the cafeteria than the fatty fare we gorged on as teens. And in elementary schools — while kids still get the excitement of Pizza Day — there are other dishes served on special days. Thanks to the *Healthy Food for Healthy Schools Act*, which resulted in a province-wide ban on junk food and vending machine pop and goodies in 2011, all publicly funded schools now sell healthier snacks and lunches based on the nutrition standards set in Canada's Food Guide.

The goal, explains Zannat Reza, a registered dietitian in Toronto, is to provide lunches that are full of fibre-rich carbohydrates and protein. This combination slows digestion and releases sugar into the bloodstream evenly so there's no sugar spike and subsequent crash. "This means your students will have energy for a longer period of time," Reza says. "It will help them stay alert and allow them to concentrate better, and it will curb hunger."

With this in mind, we checked out some popular hot lunchtime dishes in a few schools and discovered that while there are plenty of wholesome offerings, menus could still be better.



Consider turkey or  
chicken instead  
of beef meatballs.

## PARKVIEW PS THAMES VALLEY DSB

### LUNCH SPECIAL: PASTA

**PROS:** Spaghetti and meatballs is a classic, and it's usually served with beef meatballs and tomato sauce. Using whole-wheat pasta is a must — kids won't tell the difference when their noodles are swimming in tomato sauce which, Reza says, counts toward their daily servings of vegetables. "Serve each child about one or 1½ cups of cooked spaghetti. That gives them two to three of their daily grain servings," she says. "A quarter of the plate should be meatballs." Ask for chicken or turkey balls (instead of beef) for something different but equally delicious.

**CONS:** Too much pasta can leave kids feeling sluggish in the afternoon, so it's important to get the right serving size.

**IMPACT:** "Meatballs have vitamin B12, which helps with brain function," Reza says. The B12 boosts concentration and helps to combat fatigue, which keeps kids sharp.



# CANADIAN Agriculture Literacy WEEK

March 3 - 9, 2013



careers  
environment  
healthy eating  
food production

Learn  
Connect  
UNDERSTAND

**Ontario Agri-Food Education Inc.**  
in collaboration with  
**Agriculture in the Classroom**  
programs nationwide  
proudly presents  
the 2nd annual celebration of  
**Canadian Agriculture Literacy Week**

*Helping students gain an  
understanding and appreciation  
of where food comes from.*



**Learn more about Canadian Agriculture Literacy Week at [www.oafe.org](http://www.oafe.org)**  
*Register your class early for classroom resources and materials!*

*Thanks to the generous support of Farm Credit Canada this program is available to teachers across Canada.*



**Ontario Agri-Food Education Inc.**

Ontario Agri-Food Education Inc. receives  
support from the Ontario Ministry of  
Agriculture, Food and Rural Affairs.

Registered Charitable Number 13237 2285 RR0001



**Farm Credit Canada**  
Financement agricole Canada



**NEPEAN HS** OTTAWA-CARLETON DSB  
FOOD-SERVICE PROVIDER: CHARTWELLS CANADA

## POPULAR AT THE CAF: MADE-TO-ORDER FAJITAS

**PROS:** Beef strips are rich in protein, and peppers are loaded with antioxidants and vitamin C. The fajitas are rolled in whole-wheat tortillas and topped with salsa and light sour cream.

**CONS:** Seasoning the beef will increase the sodium in the dish, warns Stacey Segal, a registered dietitian with Toronto's Hospital for Sick Children. Since salsa adds so much flavour, go easy on the salt.

**IMPACT:** Since beef is packed with protein, which slows digestion, students who order fajitas will stay full longer, Reza says. Grumbling stomachs won't interfere with their post-lunch classes.

*Cheese adds  
a hit of  
calcium.*





Whole-wheat  
thin crust is a  
healthier option.



## ST. BERNARD OF CLAIRVAUX CATHOLIC ES

DUFFERIN-PEEL CATHOLIC DSB  
FOOD PROVIDER: PIZZA PIZZA

### LUNCH SPECIAL: PIZZA

**PROS:** Most schools generally order pepperoni pizza and cheese pizza. But they no longer have to order regular crust. "Ordering whole-wheat, thin-crust pizza is ideal," Reza says.

**CONS:** One small slice of cheese pizza has about 180 calories and five grams of fat and a small slice of pepperoni has 200 calories and seven grams of fat, so it's not the most nutritious choice. Instead of indulging in that second slice, "schools can also offer an apple to go with the pizza, and some schools have parent volunteers come in and cut up vegetables on Pizza Days," Segal says.

**IMPACT:** The fibre in the whole-wheat crust levels out blood sugar, and halts afternoon sugar spikes and crashes.



**ST. PATRICK HS** THUNDER BAY CATHOLIC DSB  
FOOD-SERVICE PROVIDER: ARAMARK CANADA

## POPULAR AT THE CAF: SWEET & SOUR BEEF STIR-FRY

**PROS:** This dish is chock full of fresh, colourful vegetables like carrots, celery, onions, broccoli and peppers. It has protein from the beef, and a healthy serving of carbs — the stir-fry is dished up on steamed rice or Cantonese noodles. “Using brown rice would offer a scrumptious, nutty taste and a hit of fibre,” says Segal.

**CONS:** “Sweet-and-sour sauce is a condiment that contains mostly sugar,” Segal says. “Two tablespoons contain about nine grams of sugar, which is equal to two sugar cubes.” Good, low-sugar substitutes are chili and garlic sauces.

**IMPACT:** Students who lunch on this meal will keep their energy levels up, thanks to the vegetables and rice. Reza says both help to break down glucose, which is the body's fuel.

*Go easy on the  
sweet-and-sour  
sauce.*

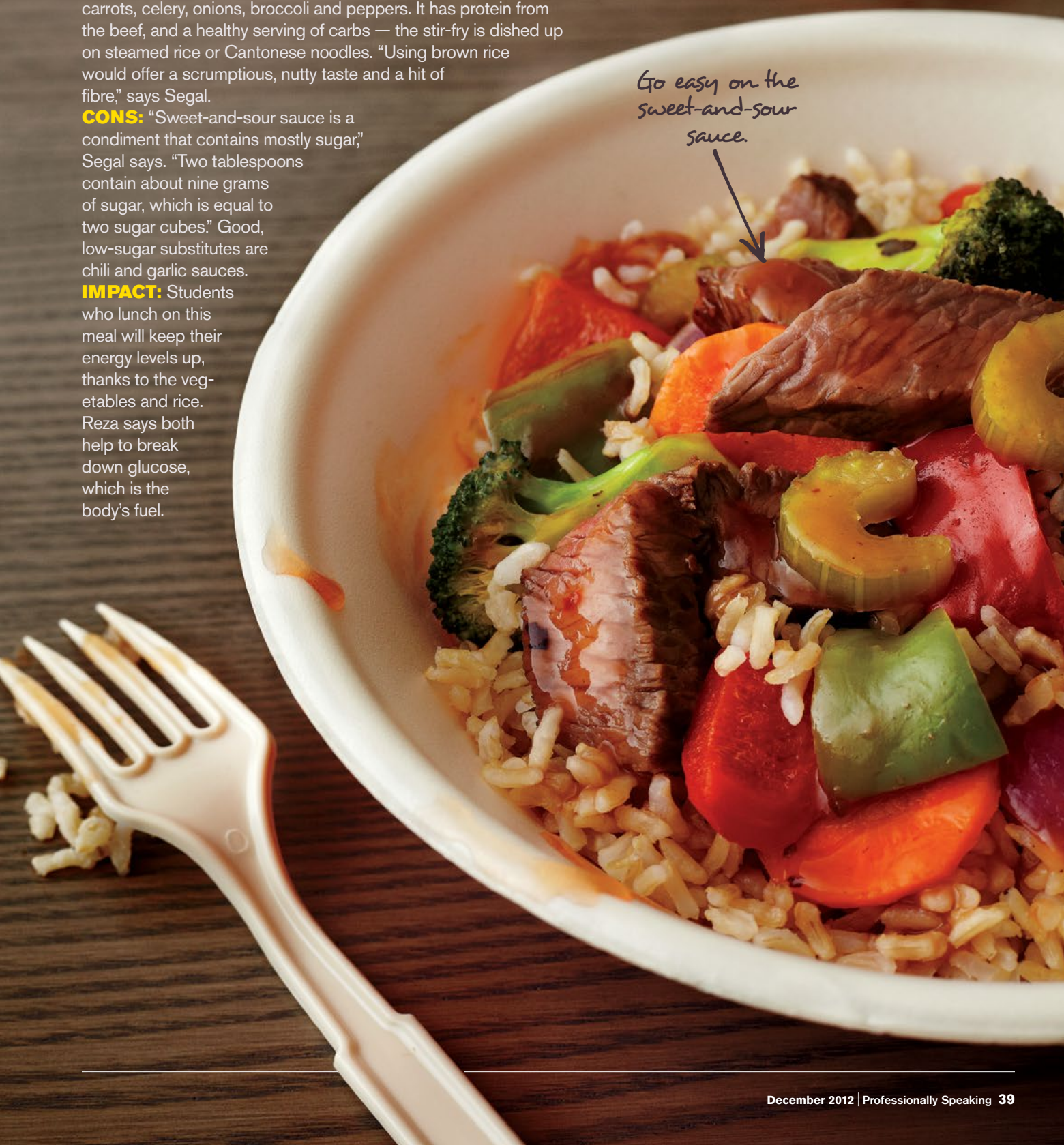






Photo: Chi Yan Lam

Website [educ.queensu.ca/graduate.html](http://educ.queensu.ca/graduate.html)

Email [educmed@queensu.ca](mailto:educmed@queensu.ca) for M.Ed. information  
[edphd@queensu.ca](mailto:edphd@queensu.ca) for Ph.D. information

Phone 613.533.6206

Fax 613.533.6057



## Graduate Studies in Education

*Fostering a community of inquiry*

- Full-time M.Ed. on-campus
- Part-time online M.Ed. in Aboriginal and World Indigenous Educational Studies (on-campus the first July only)
- Full-time Ph.D. in Education on-campus

Graduate study is a time for you to explore your compelling interests in education. We encourage you to bring your questions and invite you to contact us for further information about our programs.

# Freggie™

## CHILDREN'S PROGRAM

### CURRICULUM FOR CANADIAN EDUCATORS

#### GRADES 1-6

Children are more likely to respond to something they can relate to. With that in mind, CPMA developed the Freggie™ Children's Program to encourage consumption of fresh fruits and vegetables for overall better health and to help children understand the benefits of making healthy food choices. By doing so, our children will begin to learn about taking responsibility for their overall health.

[Freggietales.ca](http://Freggietales.ca) CPMA



**ÉCOLE ÉLÉMENTAIRE PUBLIQUE DE LA RIVIÈRE CASTOR** EMBRUN, ONT.  
FOOD PROVIDER: SUBWAY RESTAURANTS

## **LUNCH SPECIAL: MINI TURKEY SUB SANDWICH**

**PROS:** This sandwich consisting of a nine-grain whole-wheat bun filled with turkey slices, lettuce, tomatoes, cucumbers, green peppers and light mayonnaise scores high marks from Lysanne Trudeau, a dietitian with the Eastern Ontario Health Unit. It's high in fibre, low in sugar and packs 10 grams of protein. Plus, students are getting a variety of vegetables, 6 per cent of their vitamin A, 15 per cent of their vitamin C and 10 per cent of their required iron.

**CONS:** "This is not a complete meal," says Trudeau. "It will need to be supplemented with yogurt, fruit, additional vegetables, milk or cheese, for example. Obviously, it should not be the only meal of the day and, ideally, the student will have started the day with a balanced breakfast."

**IMPACT:** "This is a good lunch choice that meets the nutritional standards of the School Food and Beverage Policy," says Trudeau. (According to the standards set out in this policy, developed by the Ontario Ministry of Education, these standards comply with the recommendations of Canada's Food Guide and aim to ensure that the food and beverages sold in schools support healthy growth and development in children.) "We all know that eating healthy foods promotes success and well-being. A child who eats this sub sandwich for lunch should be able to perform well in the afternoon." **PS**

Turkey slices  
pack the  
protein.



# Edvantage members can **SAVE** this holiday season!

Edvantage members have access to great discounts, contests and special events from over 45 partners across Ontario.

Here are just a few of their special offers.

Check out [www.edvantage.ca/ps](http://www.edvantage.ca/ps) for a full listing.

Exclusively for members of Edvantage.



**GoodLife  
FITNESS**

**SAVE  
40-50%**

As an Edvantage member, you can purchase a one-year GoodLife membership and save 40 - 50% off regular annual club rates.

**Sign up today!**

Call 1-866-750-6847 to speak with an Edvantage GoodLife sales representative.



OTIP RAE0.

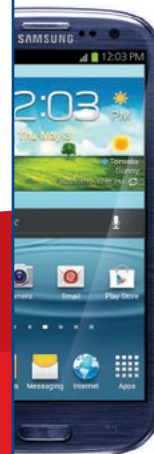
## Free \$5 gift card

**You own Us. Get to know Us.**

Contact OTIP today for a free, no-obligation quote and choose a \$5 gift card from either Chapters or HMV.

[Maximum of \$20 in gift cards - one \$5 gift card per home/auto insurance quote, life/retiree health, and critical illness insurance consultation.]

**Call OTIP for a quote at 1-800-267-6847.**



**BAKA**  
mobile

**Being an Edvantage member just got better!**

Save today on your Mobility, TV, Internet and/or Home services.

**Call 1-888-495-7555 or 416-641-2837**  
Email: [eppsals@baka.ca](mailto:eppsals@baka.ca)

Offer available to new subscribers and only available from Baka Mobile. Terms and conditions apply call for details. Ontario residents only.

**Questions or comments? Call Edvantage at 1-800-267-6847 or e-mail [esupport@edvantage.ca](mailto:esupport@edvantage.ca)**



# Medieval Times

DINNER & TOURNAMENT

## SAVE 30%

Treat your family and friends royally! Book up to 15 people at 30% off; book on-line and we'll waive the handling fee so you can save even more!

Go to [www.edvantage.ca/partners](http://www.edvantage.ca/partners) and follow link to Medieval Times!

Edvantage members must have valid identification at check-in. If valid ID is not presented upon arrival, regular rates will apply. Not valid with any other discount offers. Advance reservations are required. Valid at Toronto Castle only.



## Buy 2, Get 1 FREE!

Buy two gallons of Dulux Lifemaster paint at your current member discount by December 31, 2012, and get the third gallon absolutely FREE!

Available at any Dulux Paints store – present your Edvantage card, and account number 721130, at time of purchase and mention COUPON #52027.

Visit [www.dulux.ca](http://www.dulux.ca) for a location near you.

Pricing and discounts subject to change.

©2012 AkzoNobel. All rights reserved.



## Cool-Aids™ Anniversary Celebration



Edvantage members save 10% off regular-priced hearing aids at ListenUP! Canada all year round. But right now we're offering fantastic savings on our exclusive **Cool-Aids™** brand hearing aids which will cost you as **low as \$495** and come with a **5 year warranty** and **everything you need for 5 years** of worry-free and cost-free enjoyment. But hurry, this limited-time offer ends December 24, 2012.

ListenUP! Canada has over 100 locations across Ontario. For more information, call toll-free (no area code required) **310-2244** or visit [ListenUPcanada.com](http://ListenUPcanada.com).

## Save 50 - 70%

on all your window covering needs

Includes blinds, shutters, shades and drapes.

To find out more, call Finecraft Window

Fashions at **416-661-2126** or e-mail

[sales@finecraftshutters.com](mailto:sales@finecraftshutters.com).



**Edvantage**  
**Hotel**  
**Discounts**  
exclusive **10-20% savings**

## WINTER VACATION GIVEAWAY

Book today at

[www.edvantage.ca/hotels](http://www.edvantage.ca/hotels)

**800-892-2136 (code Edvantage)**

for your chance to win a free hotel stay



Each room night booked between Oct 1 - Mar 30 qualifies for entry in a draw to win the value of your first night booking.

visit [www.edvantage.ca/ps](http://www.edvantage.ca/ps) to find out more about our great partners!



"I SEE SOME COLLEAGUES GET BOGGED DOWN BY BUDGET CUTBACKS AND CONSTANT CHANGES. BUT, HONESTLY, IT'S NEVER BOTHERED ME. I'M USED TO THE MILITARY WHERE YOU CAN HAVE YOUR OPINION, BUT IN THE END YOU SHUT UP AND DO YOUR JOB."

— JENNIFER MARTIN



Jennifer Martin, OCT, doesn't necessarily share her naval experience with students.





FOUR ONTARIO TEACHERS WHO ARE

# *Forces for change*

When they aren't preparing lessons, teaching, marking and guiding their students, these OCTs can be found in such places as Afghanistan, Haiti and Sudan, helping improve the lives of people in these struggling countries.

BY JOHN HOFFMAN

**A**s Jennifer Martin, OCT, approached the school in Kabul, she could see children peering out at her through the bars on the windows. Martin, a lieutenant with the Royal Canadian Naval Reserve, on leave from her job as a mathematics teacher at Collingwood CI in 2010, was visiting an Afghan police outpost in Kabul when she became curious about the nearby dilapidated school building.

"It looked awful, like it should be condemned," she says. "There had been no maintenance in years. The paint was flaking and it still had some wounds from war on the outer walls. The courtyard was a pool of filthy water with a few bare spots."

Inside, the building was damp and dimly lit. Floors were rotting or non-existent. Even so, this school served 1,800 students a day, in three shifts. "The children were literally sitting on top of one another. Some had to sit on the floor when they couldn't squish into the benches. Some of the classes had a blackboard, but no chalk," says Martin. "Most had no books, pencils or paper."

It was a stark contrast to Martin's life back home in Collingwood. There, she seems like just another math teacher. But Martin leads a double professional life: working full-time as a teacher and part-time for the Naval Reserve. And she's not the only one. A fair number of Ontario

teachers serve in the Canadian Forces. What drives them to join up varies with each individual, but the impact of the experience is something they all bring back to their homes and their classrooms.

Martin's disgust at the Kabul school's physical setting was matched only by the charm of the children inside it. "As I walked around the school they jumped with excitement to see me, all happy and bouncing around. I think I represented hope to them."

Through an interpreter the children and Martin traded questions. "They would say, 'I'm going to be the president,' or 'I'm going to be a lawyer,'" she says. "It was heartbreaking, and I felt rude because I was thinking in my head. 'How? You have nothing.'"

Although Martin's job in Afghanistan had nothing to do with helping schools, she began to amass school supplies with the help of her family and friends, teachers and students from Collingwood CI, some colleagues from the American army, and even strangers who heard of the project.

In the end Martin raised \$10,000 worth of supplies — enough to outfit all 1,800 students at the Kabul school and hundreds more at a nearby orphanage and a school in Helmand province. "Each child got a pencil case and within it would be scissors, pencils, pencil crayons, a highlighter and a notebook," says Martin.

## **Improving women's lives**

Sarah Surtees, OCT, and member of the Canadian Army Reserve, also volunteered for deployment to Afghanistan in 2010, where she worked to build co-operation among the military, local government officials and the local population. One achievement the Grade 7/8 French Immersion teacher at St. Theresa Catholic ES in Callander is particularly proud of was setting up a program to help Afghan women upgrade their sewing and weaving skills. "Along with making clothing for their family," says Surtees. "They could make money selling garments in local markets and a women's co-operative."

Surtees also had turns on patrol. One day, in a village in Kandahar province, Surtees noticed a little boy with a gash on his leg. "It was covered with what looked like a piece of plastic wrapping," she says, which she later found out was due to lack of proper first aid supplies and knowledge. Surtees worked with local leaders for months to gain their trust and to find Afghan nurses willing to make the perilous road trip from Kandahar City. In the end, 30 women were trained in first aid and given supplies. "Each of those women would have been responsible for looking after 10 to 20 people, so I like to think we had a micro-impact on a lot of lives," says Surtees.



Martin feels she represents hope to Afghan students.

### The longest day

That impact goes both ways. Daniel Stepaniuk, OCT, vice-principal at Ancaster HS in Ancaster, had one of the most grisly days of his life, on his daughter's 11th birthday. Stepaniuk, on leave from his teaching job at Westdale SS in Hamilton to participate in a UN peacekeeping mission in Haiti, was the lead planner for rescue and recovery at a school that collapsed in a suburb of Port-au-Prince. "It was a three-storey school. It just pancaked to the ground," he explains. "The third floor ended up in the basement." About 100 people died — most of them children.

Stepaniuk's job included everything from contacting the US embassy to requesting an urban search-and-rescue team, and co-ordinating security to co-ordinating on-site planning and troubleshooting as the situation unfolded. Stepaniuk arranged water delivery for diggers, found generators to power their equipment, schlepped lumber and jack posts to be used for shoring timbers, lent his headlamp to a medic,

and, at one point entered the structure with a team of experts to map the inside of the building to make sure no rooms were missed. It was a gut-wrenching and, at times, haunting experience. In his journal entry about the search, Stepaniuk wrote:

"I feel like we are visiting a tomb and I treat everything with respect. Here is a junior grade classroom. The teacher has had the children make colourful fish, which have been attached together to form chains. These hang from the ceiling to decorate the classroom. Over there, amongst the broken desks and chunks of concrete I see lunch bags. Some of the kids were probably wondering what mom sent for lunch when disaster struck... In this room the ceiling is buckled, but not down. I hope all these kids got out."

Fortunately Stepaniuk also had the chance to be part of projects that yielded happier outcomes during his time in Haiti and when he served in Bosnia in 1998 as part of NATO's peacekeeping and stabilization efforts after the civil

war in the former Yugoslavia.

"One of the things NATO peacekeepers did is what we called quick impact projects, to build relationships with communities," he explains. "We'd go into a community and ask, what do they need? How can we help," he says. "In the area I was in, many people had been in refugee camps or hiding in basements, children hadn't been going to school and the schools had been either destroyed or damaged. Our soldiers and engineers put roofs on schools, painted them, built playgrounds and even school desks. We also donated school supplies. Getting kids back to school is a big part of the healing process for people in war-torn areas."

### Bringing it back to the classroom

Martin and Surtees don't necessarily talk to their students about these experiences, but agree that they gained skills and insights to use in the classroom.

Surtees's time in Afghanistan gave her stories that helped make learning more





Helping Haitian students helps Stepaniuk cope with witnessing tragedies.

tangible for her students. “At the intermediate level, we’re trying to get students to look at the bigger world. When I was teaching a science unit on energy and heating, a student asked, ‘How are homes heated in Afghanistan?’ That led to a discussion about bukharis, the metal wood-burning stoves most Afghans use to heat their homes.”

Martin says her Afghanistan experience was a jarring lesson that many Canadian kids take their right to an education for granted. “I met two little girls who’d had acid thrown in their faces simply because they had attended school. Yet still they came back to school,” she says. “It actually hurt to think that these kids fought to go to school, yet some of my own students back in Ontario skipped school when they felt like it and were too privileged to realize what they had.”

His 2006 deployment in Sudan gave Christopher Federico, OCT, co-ordinator of the Canadian and World Studies Department at University of Toronto Schools, an up-close perspective in

conflict resolution and international relations that he brought back to the classroom. “I worked with Sudanese people and UN observers from almost 100 countries, including people from Rwanda, Pakistan, India and former Soviet-bloc countries,” he says. “That experience helps me convey to my students that history is not just a litany of facts, but a tool for understanding why decisions have been made and the impact of those decisions.”

Of course, civilians all wonder if military experience makes you a better disciplinarian? Yes, but not in the way you might think, says Federico, “The cliché version is that military leadership is about being directive — my way or the highway. But that’s rarely the case in the military. Most of the time it’s more about motivating people to do a job and empower them to have good ideas. Working with students is very much like that too.”

Stepaniuk agrees. People have said to him, “You have a background in the army, so you’ll be able to sort these kids out.” But Stepaniuk says military

**“OUR SOLDIERS AND ENGINEERS PUT ROOFS ON SCHOOLS, PAINTED THEM AND BUILT DESKS. GETTING KIDS BACK TO SCHOOL IS A BIG PART OF THE HEALING PROCESS FOR PEOPLE IN WAR-TORN AREAS.”**

leadership is about bringing people together. “My strategy with students is to build relationships. I have the best chance of getting through to them when I can show them I have their best interests at heart. I like to think that our school boards give us time off to do a mission with the armed forces and then we can come back and do a better job, a more humanistic job, as teachers.” **PS**



MINIMIZE  
PENSION INCOME  
GAPS

**Unexpected pension income gaps can lead to unexpected lifestyle changes.**

In times of uncertainty, it's important to plan ahead. Our financial specialists can help identify possible pension income gaps, then work with you to develop a plan that will help you maintain your ideal lifestyle. It's the kind of support reserved just for you, because after over 35 years of working exclusively with the education community, we have an intimate understanding of your unique financial needs and goals. To chat with a specialist about our specialized pension advice, call 1.800.263.9541, or visit us online.

One focus, many solutions.





## Dealing with

BY RANDI CHAPNIK MYERS

# AGGRESSIVE parents

At some point or other, most teachers will be faced with an upset mom or dad who tries to intimidate them. Read on to find out coping strategies from OCTs who've been there.

The coach expected some students at his Scarborough elementary school would be disappointed when they didn't make the school hockey team. What he didn't count on was the backlash from angry parents. In fact, Jeff\*, a physical education teacher, says that nothing could have prepared him for the small mob waiting to blast him outside the principal's office.

It starts out innocently enough, with parents concerned about their children's well-being. The heat rises when they feel that a teacher is working against them. "It's about expectations," says Janice\*, an Ottawa special education teacher. "When parents are unhappy with their child's progress, they sometimes need someone to blame." And that's when a discussion can turn personal.

While confrontations with angry parents are nothing new, there are far more opportunities for them these days — especially when access to teachers by email is so easy. Plus, in an age when some parents can be overinvested in their children's success, there may be a tendency to blame teachers when students bring home less-than-stellar results.

"The clash happens because it's hard for many parents to just sit on the sidelines and let kids learn in school," says Toronto psychologist Alex Russell, author of *Drop the Worry Ball*, a new book



that's full of strategies for parents who are worn out from worrying about their children. He says it's this passion about their child's future that fuels emotion — which can easily turn to anger — in Mom and Dad.

For teachers, the first step in dealing with that emotion is to try to understand it, Russell says. "You have to remember that aggressive parents are usually anxious, obligated parents," he says, explaining that parents have been conditioned by society to feel responsible for their children's successes and failures. "They're told to get involved in homework time, but not to be helicopter parents," he says. "It's hard to do sometimes."

But understanding only goes so far. At some point, there is a line that emotional parents should not be allowed to cross, he says. And since most teachers are

likely to face extreme reactions at least once during their career, it's important to be aware of the policies and procedures that can support them and help keep the situation from getting out of hand.

Remaining calm was Coach Jeff's top priority. It all started after he held hockey team tryouts and posted the list of players. When the teacher received aggressive emails from parents, he arranged a face-to-face meeting. But when he started to explain his rationale — choosing players based on which positions they wanted to play — the parents would have none of it.

"They didn't hear a word," Jeff says. Instead, someone thrust a spreadsheet in his face. "They had somehow compiled a list of the goals and assists of all players who made the team compared with the stats of their boys who didn't."

“THE DISCUSSIONS ABOUT HER SON’S BEHAVIOUR PUT HER ON THE DEFENSIVE. THERE WAS A LOT OF YELLING, POINTING FINGERS AND ALMOST SPITTING OUT WORDS. SHE WOULD GET VERY CLOSE TO ME, RIGHT IN MY SPACE.”

Next came the angry questions: *How on earth could he choose a boy who had only played house league? What possessed him to pick someone with 10 points less than their son to play on the team?*

Jeff knew not to react. “The key is to stay even-keeled when you see things from another perspective, to resist getting sucked into the drama.” But the hostility didn’t stop.

“At a second meeting, one mother got so furious she started yelling at me,” Jeff recalls. “I wanted to tell her that trying to bully me into accepting her child onto the team wouldn’t work, but instead, I just listened.”

A month later, Jeff got a call from the head of the athletic council requesting his side of the story. Next, the parents took their grievance to the principal and then to the superintendent — who all supported the teacher. “Those parents were still trying to get me in trouble with the administration even though the hockey season was almost over,” he says. “It was no longer about the students. At

this point, it was all personal.”

“Boards and unions have to deal with all kinds of bullying — and it’s not just among students,” says Déirdre Smith, OCT, Manager of the Standards of Practice and Education Unit at the Ontario College of Teachers. As a result, Smith says, school boards have developed policies and procedures to guide and support teachers.

On its website ([etfo.ca](http://etfo.ca) → Advice for Members → PRS Matters), the Elementary Teachers’ Federation of Ontario offers conflict resolution procedures for teachers dealing with angry parents. (See bulletins “Anger in the Workplace” and “Assertive versus Aggressive Behaviour.”) Tips include taking time to consider your response, speaking up assertively, and using “I” language rather than blaming. They also advise meeting face-to-face with parents to resolve conflict and suggest that teachers be concise, open to compromise and careful to conclude the meeting with a specific plan for improved

communication. (For more guidance on dealing with difficult parents, see “Keep grown-up aggression at bay,” below.) To help teachers identify whether they are being bullied, the federation also outlines the difference between aggressive and assertive behaviour.

Janice has her own definition: “Once an interaction between parent and teacher crosses the line from being about the child to being about you as a teacher, that’s when you know you’re being bullied,” the Special Education teacher of an Ottawa Grade 7 class says.

At a parent-teacher interview earlier in the year, a father complained that his child deserved a higher mark on an assignment because she had worked for so many hours on it. “He left frustrated because he didn’t accept my explanation,” Janice says. The following month, when his daughter brought home an average score on a math test, the dad sent Janice a scathing email tearing the test apart, question by question.

The teacher emailed back, justifying the questions, but her response only fuelled the man’s anger. “All of a sudden, he was attacking me personally,” Janice says. “He wrote that I had no idea what I was talking about and that I obviously don’t have enough experience to teach the class.”

That’s when she forwarded the email trail to the principal who immediately stepped in. He called in the parent and explained how inappropriate the email was.

In the end, Janice learned an important lesson: Use caution when responding to an emotional email. The best response is to invite the sender in for a chat, she says.

The experience also taught the teacher to be transparent and communicative with both parents and administration. “In order to derail conflict, you have to keep people informed of what’s happening in and out of the classroom so that everyone has the same expectations,” Janice says. That means keeping administration advised of problems with parents and keeping parents abreast of what’s coming up in class.

If a parent does get upset, listening and

## KEEP GROWN-UP AGGRESSION AT BAY

- Be transparent about what’s coming up in the classroom so there are no surprises.
- Meet face-to-face with parents to resolve conflict.
- Be confident in your decisions while remaining open to the parent’s point of view. Stay calm and listen.
- Take time to consider your response and use “I” language.
- Remember to point out that you’re both on the same side — you both support the student’s learning.
- Conclude the meeting with a specific plan for improved communication.
- Do not respond to personal attacks that question your integrity or teaching ability. Remain even-keeled and involve administration.
- Offer creative solutions that could help the student deal with whatever the parent is worried about. Show the parent that there is more than one way to help the student.
- Keep an archive of any emotional emails you received and send the trail to your principal.
- Use your ethical standards to guide how you respond — care, trust, respect, integrity.



showing empathy can help diffuse the emotion, she adds. In the face of anger, though, you absolutely must stay calm, Jeff warns. “When both sides get heated, that’s when you have the makings of a war.”

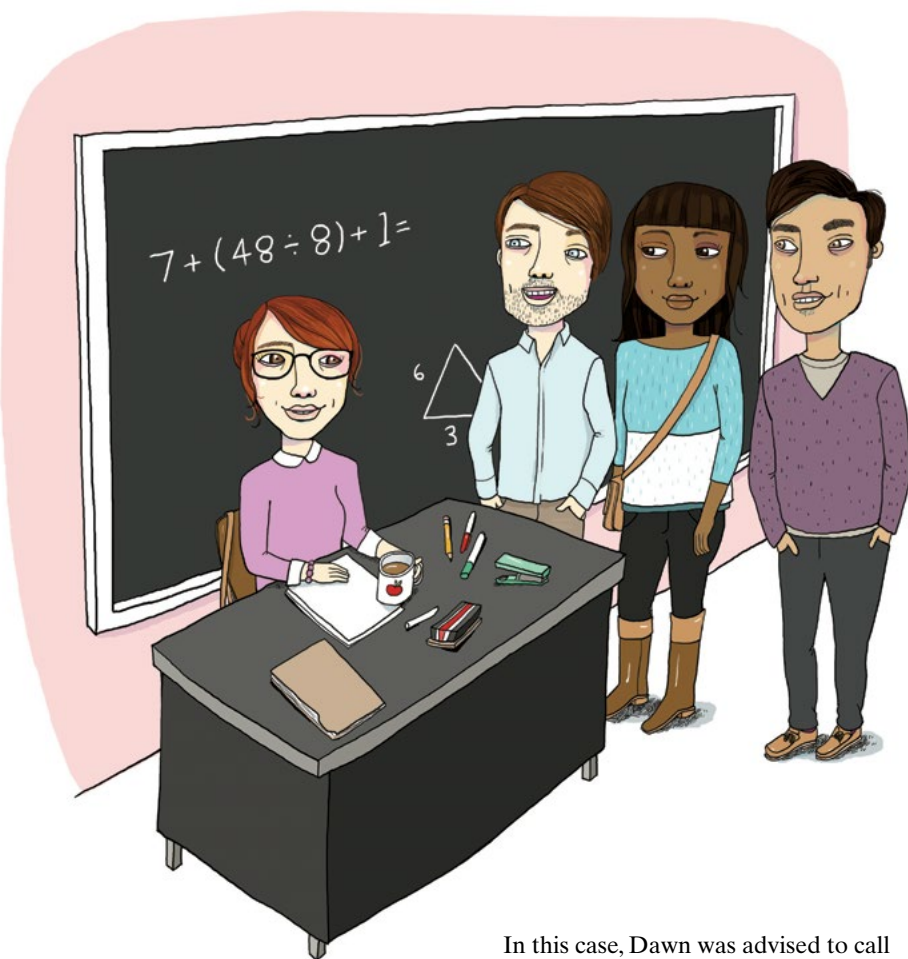
Russell agrees. “You always have to keep your cool,” he says. It helps to remember that parents get most upset when they are more invested in their children’s outcome — whether it’s making the hockey team or getting an A — than their children are, Russell says. “These hockey parents were so worked up because it felt to them as if they themselves got cut from the team.” When you know that, it’s easier to stay calm, he says.

And yet, while aggression is aggression no matter what age, it’s a more sensitive issue when it’s between adults, Smith says. “At the College, we encourage teachers to use their ethical standards to guide their responses — care, trust, respect, integrity.”

Daniela Bascunan, OCT, was nervous every time she had to meet with the parents of a student who had been transferred into her class at a Toronto public school. Because the child had severe behaviour problems that were affecting the classroom dynamics, Bascunan scheduled regular parent-teacher meetings to keep the parents informed and to discuss effective strategies for dealing with the behaviour.

“No matter which strategies or accommodations I suggested, nothing was good enough for the mother,” Bascunan says. “The discussions about her son’s behaviour simply put her on the defensive.” The more emotional the parent became, the more physically intimidating she was. “There was a lot of yelling, pointing fingers and almost spitting out words,” Bascunan recalls. “She would get very close to me, right in my space.”

“Although teachers should be sensitive to parental anxiety, there is a limit to the behaviour they should be expected to deal with,” Russell says. Once there is physical aggression or verbal intimidation or assault, that’s when it’s time to call on the administration to step in.



That’s exactly what Bascunan did. For starters, she made sure she was not alone in meetings with the emotional parent by asking the principal to join them. “With someone beside me, I felt less alone, less vulnerable,” Bascunan says. “Plus, I wanted a witness to what was being said so that nothing could be taken out of context later.” If the principal was unavailable, she would conduct the meeting in the hallway.

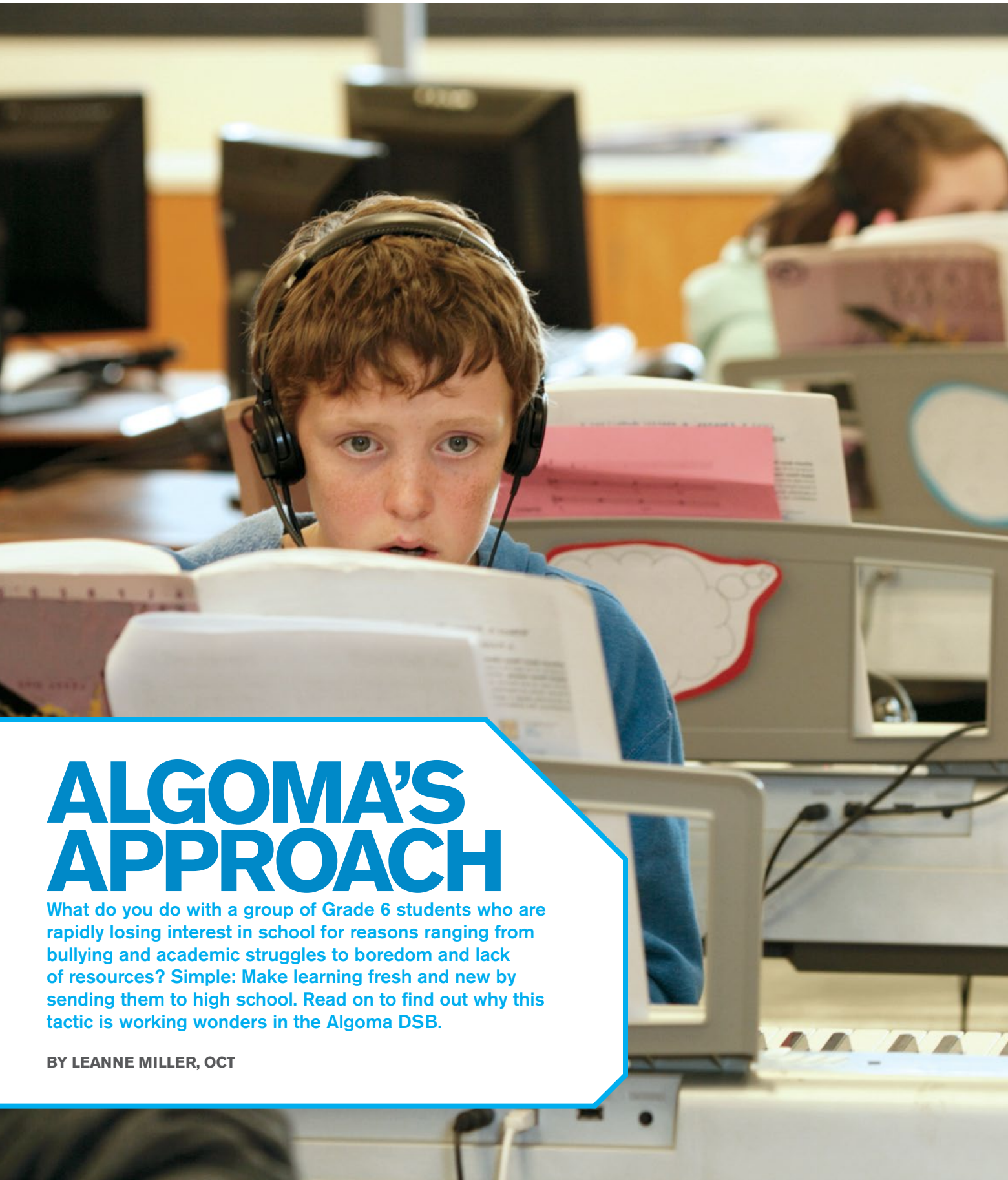
Dawn\* felt the need to contact the federation after the grandmother of a child in her primary behaviour class behaved aggressively. She was upset about the way the child was treated on the bus and decided that the teacher was to blame. “She came blazing into my classroom and I felt unsafe,” says Dawn, who immediately headed for the office. The woman followed her. “She was in the front hall as the students were being dismissed, yelling that she was going to beat my face in.”

In this case, Dawn was advised to call the police and file a restraining order. It was the right move because, as it turned out, the woman had a history of violence. “In a behaviour class, rage is not unheard of because parents are at their wit’s end,” she says. But while sensitivity is important, she says, you also have to know when to protect yourself.

Threatening scenarios can happen, but most nasty incidents are merely the result of parents’ disappointment in what they consider their child’s underachievement, Janice says. Sometimes just reminding parents that you are both on the same side — that you both support the child — helps you partner instead of clash, she adds.

As harrowing as these incidents can be, it’s important to keep things in perspective. Aggressive parents are *not* the norm, says Bascunan, who points out that for every parent who mistreats you, there are dozens who are supportive, respectful and a pleasure to deal with. “Conflicts happen,” she says. “It’s part of the job. It’s part of life.” **PS**

\* Names have been changed for privacy.



# ALGOMA'S APPROACH

What do you do with a group of Grade 6 students who are rapidly losing interest in school for reasons ranging from bullying and academic struggles to boredom and lack of resources? Simple: Make learning fresh and new by sending them to high school. Read on to find out why this tactic is working wonders in the Algoma DSB.

BY LEANNE MILLER, OCT



A large, stylized blue letter 'S' with a white outline, positioned at the start of the first paragraph.

Should 12-year-olds go to the same school with 17- and 18-year-olds? Darren Linquist wasn't so sure. His daughter, Hanna-Liisa, 13, was determined to leave her friends and the elementary school she'd attended since JK for a fresh start at White Pines C & VS, one of three Grade 7-12 schools in the Algoma DSB. "I was kinda bored," says Hanna-Liisa.

"Hanna-Liisa had always been a good student," says Linquist, "but we saw her losing interest in Grade 5. We were really worried."

Elementary schools in Algoma tend to be small, typically with 100 to 250 students who are often in a split 7/8 class for their final two years, explains White Pines 7/8 Program Vice-Principal Sandra Dal Cin, OCT. By Grade 6, many students have been in the same class with the same kids for eight years.

"We want to help students like Hanna-Liisa who are looking for a fresh start," says Dal Cin.

How fresh? The 7-12 programs at both White Pines and Superior Heights C & VSs were designed to give students a gradual, supervised transition into secondary school within a big high school setting by letting them experience partial rotary timetables in specialty classrooms starting in Grade 7.

Students are taught by subject-specific teachers, they can reach ahead and take Grade 9 courses and have access to strong extracurricular athletics and leadership programs. A new 7-12 program opened this September at Korah C & VS and after positive community consultations last year, a fourth will open next September at Central Algoma SS. Clearly they're popular with kids and parents alike.

"We have spent a lot of time planning and developing our 7-12 model over the last eight years," explains Superintendent of Education Asima Vezina, OCT. "At its centre is the research from the Ministry's Student Success initiative. We focus on meeting students' learning needs through individualized learning, differentiated instruction, enhanced learning options and exposing them to some of the courses they can take in high school to help them make the right choices when the time comes."

### Specialized classrooms

Although the 7/8 curriculum at Superior Heights and White Pines is the same as that taught throughout the board's 38 elementary schools, it's taught differently, Vezina explains.

Each school has intermediate-qualified subject specialists delivering hands-on lessons in existing specialized classrooms. Students learn science in a high school science lab, build projects in a safe and well-equipped wood shop, learn music in a full keyboarding lab, instrumental studio or guitar lab and have plenty of access to computer labs, laptops and other technologies such as Smart Boards.

Vezina says it's often difficult to teach intermediate science in a typical JK-8 school. "Most of our current elementary schools were not built with a science lab to accommodate the curriculum demands of today. Therefore, textbooks are often the main focus of a science lesson."

Shannon Cond, OCT, would agree. She has taught science since helping open Superior Heights's program eight years ago. But before that she taught four years in a K-8 school. With her bachelor of science and J/I science qualifications, she feels this program is just where she belongs.

"Kids love a hands-on, active science class," she says. "We do labs at least once

Although the 7/8 curriculum at Superior Heights and White Pines C & VSs is the same as that taught throughout the board's 38 elementary schools, it's taught differently.

PHOTOS: KENNETH ARMSTRONG



**An actual classroom lab enhances science lessons at Superior Heights. Here, Grade 7 students learn about mixtures by combining glue and Borax to create “gloop.”**

a week. I know my previous students didn’t get the concepts I taught them as quickly or easily because I was teaching from a textbook instead of in a lab. Hands-on learning is vital to engage kids in science.”

Cond says that many of her students will participate in a science fair for the first time in Grade 7 because they are now so into science.

Annette Wishman’s daughter is a perfect example of what Cond talks about. Had her daughter stayed in her elementary school instead of switching to Superior Heights for Grade 7, she

would have been in another split class. “She was always a good student, getting As and Bs. Now she’s straight As and is more engaged. She’s always talking about what they’re doing with their hands in science. She loved the science fair. She loves rotary — the different teachers and the variety. She’s learned to manage her time and she’s doing great.”

#### **A unique timetable**

The specialized classrooms are one of the key elements of the program’s success, explains Superior Heights’s former 7/8 Program Vice-Principal

**“MY PREVIOUS STUDENTS DIDN’T GET THE CONCEPTS AS EASILY BECAUSE I WAS TEACHING FROM A TEXTBOOK. HANDS-ON LEARNING IS VITAL TO ENGAGE KIDS IN SCIENCE.”**

Joseph De Rosario, OCT. Another is its timetable.

Every student has a 140-minute morning block (with a 20-minute break) of dedicated language and math instruction taught by a subject specialist. This extended homeroom period is a strong contributor to student success, especially in mathematics.

“In addition to having a daily literacy and numeracy focus,” De Rosario explains, “students develop a connection to one caring adult who will continue to be available to them right through Grade 12.” And the bonds run deep. The Grade 7 and 8 teachers say they often have visits from former students reaching back for advice, guidance and mentorship.

For the rest of the day, students have rotary for all other subjects. Frank Gioia, OCT, teaches visual arts, music, dance and drama at Superior Heights. He says the school’s well-equipped art and music rooms enable him to bring out the best in his students.

“We get to see and work on one group of kids’ strengths and needs in math and language every morning and then, during rotary, we teach all of them in our specialty areas. That’s what we all love to teach best and where we can be most creative.”

Justine Palmer, OCT, who had a long term occasional (LTO) position in Core French at Superior Heights last year, is also a fan of the timetable. In a typical K–8 school she would see every student in the building daily for 20 minutes. Here she was a homeroom teacher for the language and math blocks and one of several rotary teachers.

“What I like about this program is



that French is on equal footing with social studies or shop,” Palmer comments. “These kids love French and I haven’t experienced any discipline or motivation challenges this year.”

As Vezina intended, the structured programs have created a teaching and learning environment that breeds student success.

“The kids grow and change right before our eyes in this environment,” adds Richard Tomas, OCT. “They are thriving. They’re learning at their own pace in a more grown-up social learning environment.

### Special programs

And while all kids appreciate the more grown-up environment, some need more attention. Patrice Amanda Bruni, OCT, formerly at Superior Heights, worked with students needing a slower pace of instruction and more individualization.

“Some had become disengaged for a number of reasons,” she explains. “Many were experiencing social, emotional and academic challenges. Although not all of them were on IEPs, they all had particular needs we could address in a smaller, intimate setting.”

Bruni’s students did not go on rotary. They stayed with her all day, working in ability-level groups with loads of manipulatives and short blocks of hands-on activities. What would likely happen to these kids if they were back in their elementary school?

They’d be in larger classes, for sure, says De Rosario. Many would struggle academically, which in turn would lead to misbehaviour and often removal from class. “I’d see a whole lot more of them in the office,” he says. “We see it in their OSRs when they come to us after Grade 6: poor attendance, high suspension rates, behaviour issues. These are frustrated kids starting to disengage. They’re perfect candidates for our program.”

And what does the data show after a year in the program?

“Better attendance, fewer trips to the office to see Joe and fewer suspensions,” says Bruni. “We catch them and when they go to Grade 9, they’re re-engaged and have a good sense of their academic strengths.

Not every student’s reason for



Grade 11 student Taylor Cond (standing) and grades 7 and 8 students (l to r) Aja Notte, Emma Stafford and Aryanna Harten enjoy Superior Heights’ mentorship program.

switching schools relates to academics. Braydon came to Superior Heights to escape years of bullying. By Grade 6, his parents say he had no friends, poor grades and a poor attitude toward school. “You don’t feel safe,” Braydon reflects. “You’re always worried and distracted, trying to fix things.”

His mother remembers her first parent-teacher meeting in the fall of Braydon’s Grade 7 year. She and her husband sat at a table with his teachers, who were talking about this happy boy getting good grades, doing well in school and making friends.

“‘He’s a star,’ they said. My husband and I looked at each other, thinking, ‘Is this our son?’ I cried right there in the room,” she says. “They caught him before it was too late. We know he’s safe and learning and having fun at school with a good group of friends. They saved our son.”

And what about those concerns parents had about Grade 7s going to school with Grade 12s? Turns out, it’s not a problem. The 7/8 students use the cafeteria and gyms at different times than the high school students. Their programs operate in separate wings of the high schools and students have their own lockers, washrooms and classrooms.

### Purposeful interaction

“Although the 7/8 program runs distinctly from the rest of the high school, there are plenty of opportunities for

interaction,” says 7–12 Superior Heights Principal Michael McCabe, OCT. “It’s not a school within a school.”

And there are perks that go along with having the 7–12 mix. Many senior students, for instance, do peer tutoring and volunteer with the 7/8 sports teams. “It goes both ways,” says McCabe. “The 7/8 kids gain role models and the high school kids get leadership opportunities.”

McCabe explains that the Superior Heights vision includes the 7s and 8s in the high school milieu. “Our goal is planned and purposeful interaction.”

The 7/8 students sit on the student council and work on the yearbook. All students attend pep rallies and big games together, and events like the school’s pink shirt anti-bullying day and Project ABCD (Action for Building a Community that is Drug-Free) are fully integrated. Last year, senior students helped judge intermediate students’ science fair projects and Grade 12s gave their history presentations to the Grade 8 social studies class.

And of course one of the biggest benefits for students is the smooth transition to Grade 9.

“This often-difficult transition is a piece of cake for these kids,” says McCabe. “They’ve already done rotary, they have strong study, time-management and organizational skills and they know the school and its expectations. They don’t miss a step.” **PS**

# WHAT WILL YOUR STUDENTS LEARN TODAY?

LET THE CAPITAL AMAZE THEM!

canadascapital.gc.ca/education • 1-800-461-8020 • 613-239-5100



# QU'APPRENDRONT VOS ÉLÈVES AUJOURD'HUI?

LAISSEZ LA CAPITALE LES ÉPATER!

capitaleeducanada.gc.ca/education • 1-800-461-8020 • 613-239-5100

**Capitale**  CANADA'S CAPITAL REGION  
LA REGION DE LA CAPITALE DU CANADA



**FREE!** Free itinerary planning and teacher resources!

**GRATUIT!** Planification d'itinéraire et ressources pédagogiques gratuites!



## FOR GRADE 5 STUDENTS!

Power4Bones is a **FREE**, Web-based, cross-curricular program that supports student development of food and physical activity skills that build strong bones for life.



This fun, interactive program meets a variety of curriculum expectations in Health & Physical Education, Language (including media literacy), Science & Technology, Mathematics and The Arts.

Program includes:



- Web challenges, comic episodes and prizes
- DPA suggestions and student assessment tools
- Web tool to create online public service announcement comics and posters
- **NEW!** Win a chance for your students to give back to your community!

## **STRONG BONES, COMMUNITIES** PSA Public Gallery CONTEST!

Submit one of your students' Power4Bones public service announcements (PSAs) to our online Public Gallery for a chance to have your class receive **one of six \$500 prizes** to support a registered charity that focuses on healthy eating and/or active living in your community!

Having your students' research and recommend a registered charity to receive the donation on their behalf supports Ontario's Character Development Initiative.

See contest details at [power4bones.com/educators](http://power4bones.com/educators)

**REGISTER TODAY!**

**1-866-27-BONES**  
**272-6637**  
**POWER4BONES.COM**



**NUTRITION**  
DAIRY FARMERS OF CANADA

In partnership with:



Osteoporosis Canada  
Ostéoporose Canada



The Speaking of  
Food and Healthy  
Living Award  
Excellence in Consumer  
Communication



# ETHICAL LEADERSHIP

Some 200 College members gathered over two days last summer to discuss ethical standards in teaching. Read on for a look at session highlights and insights.



“Our values are in everything we do, every decision we make as teachers,” says Jacqueline Jean-Baptiste, OCT, who was one of 200 OCT members at the College’s two-day ethical leadership institute in late August. A social studies teacher with the Conseil scolaire Viamonde before retiring two years ago, Jean-Baptiste adds, “Our classrooms are multicultural and diverse and the conflict in the world can end up in the classroom. It is important that we look at dilemmas from different points of view.”

Another member described the sessions as “education at its best — coming together, participating in collaborative discussions that support and further our understanding of the ethical standards for the teaching profession.”

The College’s institute, themed *Nourishing the Collective Ethical Capacity of the Teaching Profession*, brought members together from across the province for two one-day sessions to inquire into the ethical nature of professional practice and associated ethical dilemmas, as well as the use of a variety of ethical frameworks to help guide the actions and decisions of Ontario Certified Teachers.

For Melissa Fiesser, OCT, a Grade 2 teacher at St. Andrew ES in Oakville, participating in the institute was an empowering and positive experience, and a wonderful way to kick off the school year. “The ethical frameworks highlight that any discussion can begin if we take the time to find something in common. Opportunities like the institute allow us to make changes and grow in our profession,” she says. Fiesser welcomed the institute providing participants with

different models for decision-making, resulting in new ways to approach difficult situations.

“I appreciated the opportunity to come together as a collective to discuss case studies,” says Melinda Rapallo-Ferrara, OCT, who teaches Special Education at St. Anne Catholic ES in Richmond Hill. “It was a good opportunity to explore the ethical standards and a good way to dialogue to hear diverse perspectives and meet different people from different boards.” She feels ethical decision-making is a process, adding she will adopt a more holistic approach to handling ethical challenges. “I really enjoyed the use of case studies. It gives a more human dimension, allows us to make connections to the stories. It was important for us to share our feelings and thoughts. Even within our group, it highlighted that different people take different approaches and feel differently about situations. It highlighted the importance of following an ethical framework when making decisions.”

The ethical standards for the teaching profession were developed by teachers and members of the public. “Our ethics of care, respect, trust and integrity represent a vision of professional practice. Our members live and demonstrate the standards in classrooms every day, showing their commitment to students and their learning,” says

Michelle Longlade, OCT, Director of the College’s Standards of Practice and Accreditation department.

Although the participants — classroom teachers, occasional teachers, principals, directors, supervisory officers — came from varying backgrounds and experiences, they all shared a common purpose: to enhance their professional practice through collaborative dialogue and case discussion. The sessions also included a reflective circle and drumming by Elder Garry Sault of the Mississaugas of the New Credit First Nation.

“Participants in the institute were excited to take back what they learned to their schools, share different frameworks with their colleagues and discuss our ethical standards,” explains Déirdre Smith, OCT, Manager of the College’s Standards of Practice and Education Unit. “Ethical dialogue can be challenging. Continual reflection is key to the embodiment of our ethical standards.”

Added one member, “Today’s session impressed upon me the importance of having an organization that maintains the standards for a profession. This was an invaluable experience that I will take back to my school to support the work of other teachers.” **PS**

## LOOKING FOR STANDARDS RESOURCES?

- *Learning from Experience: Supporting Beginning Teachers and Mentors Resource Kit, Living the Standards Resource Kit and Standards in Practice: Fostering Professional Inquiry (Resource Kit)* are available on the College website at [oct.ca/members/resources](http://oct.ca/members/resources).
- *Exploring Leadership and Ethical Practice through Professional Inquiry*, edited by Déirdre Smith, OCT, and Patricia Goldblatt, OCT, available at [pulaval.com](http://pulaval.com).
- *Cases for Teacher Development: Preparing for the Classroom*, edited by Patricia Goldblatt, OCT, and Déirdre Smith, OCT, available at [sagepub.com](http://sagepub.com).

# THINKING GLOBALLY

How Deborah Crep, OCT, brings the world to the Grade 2 and 3 students in her Windsor classroom.

BY DAN BORTOLOTTI



**Deborah Crep**  
David Maxwell PS, Windsor

**CHALLENGE** Find ways to enrich the social studies curriculum for Grade 2 and 3 students, especially those who are reluctant readers and writers.

**SOLUTION** Use Skype, email, blogs and a variety of web-based tools to connect the classroom directly with students in other countries. Deborah Crep, OCT, has reached out to a school in the United States through **epals.com** and partnered with a former student teacher who now works in Venezuela. She's partnered with classrooms around the world using activities based on the *Flat Stanley* book series (**flatstanley.com**).

**LESSONS LEARNED** Crep's social studies curriculum includes comparing other cultures to your own. "That's how I started with Flat Stanley. Last year he went to Australia, England and Mexico."

(The Flat Stanley Project was founded in the mid-1990s in London, Ont.) Students in these countries send back the cut-out character with photos and a letter — often by email — and her class makes collages using Smilebox (**smilebox.com**). With Kidblog (**kidblog.org**), the students also share pictures and stories with their international friends. "They can read and comment on our blogs, and we can read and comment on theirs," Crep says.

The next step is making face-to-face connections using Skype. Crep says preparation is key: "We spend a lot of time learning how to ask questions, how to learn more about where they live, and what are we going to tell them about Canada." All the students get an opportunity to spend time in front of the webcam. "I base my oral communication mark on that."

Crep showcases the students' work — for all subjects — in online portfolios

## YOU CAN DO IT TOO

**You'll need:** laptops and a webcam, an interactive whiteboard (if presenting to the class), *Flat Stanley* books, by Jeff Brown, to introduce the character

### Steps

- 1) create online student portfolios with a free service such as PBworks (**pbworks.com/using-pbworks-individual-classrooms**)
- 2) open account with **skype.com**
- 3) find partners at other schools through **epals.com** or one of the many Flat Stanley Program website
- 4) set up classroom account with **kidblog.org** (the teacher moderates all posts before they go live)
- 5) introduce online activities to parents and obtain their consent

created with PBworks, (**pbworks.com**), which students and parents can later log into from home.

**OBSERVATIONS** Being able to connect directly with students around the globe through Skype has brought social studies alive for Crep's students. "At first they're shy and they hardly talk, but as the year goes on they're questioning and answering, and developing these multicultural friendships. It's really an amazing thing."

Kidblog also encourages students who find written communication difficult. "Kids that have the hardest time reading and writing really enjoy the blog. Last year, we had one boy who was a non-reader and non-writer, and he was learning that people responded to him if he was just typing 'LOL.'"

At the first meet-the-teacher night, Crep shows parents how to log-in and see their children's work online. She says it's much easier to get parents engaged when she walks them through the web-based portfolios rather than simply sending home a note. She even invites them to participate. "We do a blogging activity late in the year that is just for parents, called 'What was School Like for You?' I was really pleased with a lot of the responses." **PS**

PHOTO: BRENT FOSTER

**HELPFUL HINTS:** Deborah Crep uses a "tech buddy" system to partner her students with Grade 8s who show them how to log-in and get comfortable with the computer. "When we went on the ePals site together, the Grade 8s were, like, 'Wow, can we do this too?'"



# Where **expert ideas** become **tools** and **strategies**

## **Simplifying RTI Institute**



Austin Buffum



Mike Mattos



Laurie Robinson



Chris Weber

**April 15–17, 2013**  
**Vancouver, BC**

Our RTI experts will help you create an efficient process to identify students who need help, place them in the proper intervention, monitor their progress, revise their program if needed, and return them to their regular program once the interventions have worked.

Hosted by BC First Nations Schools Association

[solution-tree.com/SRTIInstitutes](http://solution-tree.com/SRTIInstitutes)

## **Assessment Institute**



Douglas B. Reeves



Wayne Hulley



Karen Branscombe



Anne Davies



Sandra Herbst



Tom Hierck

**April 22–24, 2013**  
**Toronto, ON**

Transformative learning begins when you identify what is and isn't working—and create a system of assessment that is responsive to student needs. Join our leading experts as they drill down to best practices that define the core of assessment.

[solution-tree.com/AssessmentInstitutes](http://solution-tree.com/AssessmentInstitutes)



**Solution Tree** Education Canada Inc.

**Register today!**

800.733.6786

# Reading for the love of it 2013

## 37th Annual Language Arts Conference

Thursday, February 21<sup>st</sup>  
and Friday, February 22<sup>nd</sup>

Sheraton Centre Hotel  
123 Queen St. West  
Toronto, Ontario



**MARC BROWN**  
THURSDAY BREAKFAST SPEAKER



**STEVEN PAGE**  
THURSDAY LUNCHEON SPEAKER



**TOLOLWA MOLLEL**  
FRIDAY BREAKFAST SPEAKER



**ADRIENNE CLARKSON**  
FRIDAY LUNCHEON SPEAKER

Additional speaker highlights include: Lucy Calkins, Barbara Coloroso, Terry Fallis, Douglas B. Fisher, Georgia Heard, William Himmele, Karen Hume, Kathie Nunley, Laura Robb, Dr. David Sousa, and Tim Wynne-Jones.



### NEW IN 2013!

Dine, mix and mingle on Thursday, February 21<sup>st</sup> at our evening event, ***A Taste for Reading***, featuring Mary Bigler and this year's Award Winners.

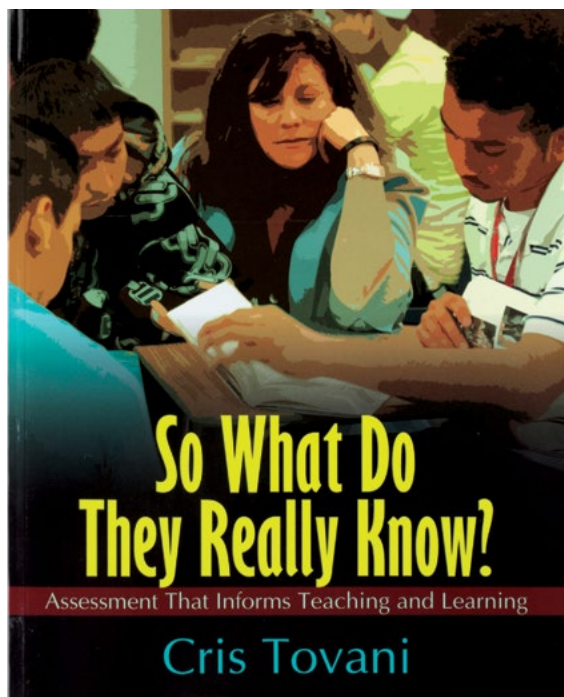




# reviews

Your guide to recently released books, CDs and other teaching resources.

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



## Missing the Mark?

*Cris Tovani explains how real student assessment goes beyond grading tests.*

“No single assessment can convey everything a teacher needs to know about a student.”

Real assessment, the kind that genuinely evaluates what students know and what they don't, must take place in everyday encounters. By giving students continuous assessment and concrete suggestions while they are working on their assignments, they can incorporate what they have learned directly into their work, rather than doing badly or totally failing. Tovani provides an extensive list of formative assessment ideas so that teachers can

gather a range of data and discover what their students really know — ideas like conferring notes, conversation calendars, annotated texts, double-entry diaries, students' surveys and responses, exit tickets, inner-voice sheets, writing samples and drafts, silent-reading response sheets, work folders, discussion records, and response journals.

Each chapter includes practical suggestions and student examples for how to implement solid assessment strategies in your classroom. Tovani models reading workshops that address essential questions, followed by mini-lessons, student work time, catch-and-release time outs, conference strategies, more student work time and debriefing. She discusses her grading practices of assigning points for Attempt and Completion, Growth and Improvement, and Mastery and Understanding.

Each chapter is wrapped up with a

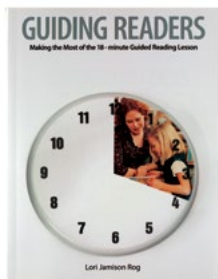
summary of the main ideas, as well as a section that suggests how teachers can build best practices into their own classrooms. While recognizing that the reality of school today sometimes involves high stakes testing, she is keenly aware that kids can only do well when they are comfortable enough to let us know what they know and where they are confused. And she reminds us that one size does not fit all — that no single assessment can convey everything a teacher needs to know about a student. Multiple assessments over time must be used to understand how students are progressing, what they need next and how to plan instruction to get them there. This book is a valuable resource for upper elementary and high school teachers to offer assessment for learning.

**Maureen Doeler**, OCT, is a Grade 7/8 teacher at Holy Cross Catholic School in Alcona, Ont.

***So What Do They Really Know?***  
***Assessment That Informs Teaching and Learning***,  
Pembroke Publishers, Markham,  
2011, softcover, ISBN-978-1-  
57110-730-5, 165 pages, \$27.95,  
tel 1-800-997-9807,  
[pembrokepublishers.com](http://pembrokepublishers.com)

## Guiding Readers

BY LORI JAMISON ROG



The journey toward independent reading requires specific reading strategies in a purposeful alignment with the rest of a literacy program.

It also requires

some basic structures like small needs-based groupings, careful text selection, assessment-driven instruction, responsive teaching and a delicate balance of success and challenge. What has changed over the years and what makes this book unique is its emphasis on more focused guided-reading strategies — lessons must be more issue-based, planned to a carefully structured model that is more intentional, more prepared and more concentrated.

That definitely means more student reading and less teacher talk. But why 18 minutes? The author explains that in her effort to organize her literacy block into 20-minute segments, she set a timer for 18 minutes to allow two minutes of transition time. The 18 minutes became a workable period of sustained reading without overtaxing attention spans. The result was that planning for this time span became more intentional with a corresponding increase in learning.

An excellent, concise collection of practical teaching and learning routines for each stage of reading development makes up most of this text. Organized by reading levels, the book covers emergent readers to fluent ones, with a special chapter for struggling readers. Inference, character analysis, synthesis and summarizing are just some of the topics addressed in the book. Particularly helpful are the lists of indicators to identify texts

for each level of reader and ready-made learning goal suggestions in the margins.

Helpful websites are referenced such as [kidsreads.com](http://kidsreads.com), but I would have also included [raz-kids.com](http://raz-kids.com). In my experience, Raz-Kids is the best place for all readers to practise reading Fountas & Pinnell-levelled books online (and it has online running records calculated automatically — beat that!) Get the headsets now.

This text is a stellar guide to guided reading. Its concise format, current topics and usable ideas make it one of the best investments you will make this year.

***Guiding Readers: Making the Most of the 18-minute Guided Reading Lesson***, Pembroke Publishers, Markham, 2012, softcover, ISBN 978-1-55138-273-9, 168 pages, \$24.95, tel 1-800-997-9807, [pembrokepublishers.com](http://pembrokepublishers.com)  
**Mary Veronica Moloney**, OCT, is a teacher with the Toronto Catholic DSB.

University of Windsor

Professional Development for Educators

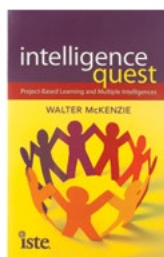
Set Yourself Apart  
with Additional Qualification Courses

Choose from more than 60 courses  
[www.uwindsor.ca/aq](http://www.uwindsor.ca/aq)

Winter deadline: January 17, 2013

Centre for Executive and Professional Education  
at the University of Windsor

1.866.419.0685  
[aq@uwindsor.ca](mailto:aq@uwindsor.ca)



## Intelligence Quest

BY WALTER MCKENZIE

The idea that children learn in diverse ways has become commonplace. Equally entrenched is a comprehensive approach to learning that is both project-based and interdisciplinary. What is new in *Intelligence Quest*

is a blending of multiple learning styles and project-based learning with technology, creating a new instructional model that is flexible, self-directed and infused with digital-age tools.

McKenzie's philosophical framework for the book is Howard Gardner's multiple intelligences. He groups Gardner's nine intelligences into three areas — thinking critically, thinking within and thinking outward — and suggests IQuest activities to show how learning in school can include real-world experiences.

The book addresses analytic problem-solving, meaningful data delivery, identifying multiple solutions and information literacy. Intended for educators and curriculum specialists, *Intelligence Quest* removes much of the mystery and stress of incorporating technology into all aspects of the curriculum.

***Intelligence Quest: Project-Based Learning and Multiple Intelligences***, International Society for Technology in Education (ISTE), Washington, DC, 2012, softcover, ISBN 978-1-56484-309-8, 114 pages, US\$22.95, distributed by Scholarly Book Services, tel 1-800-847-9736, [iste.org](http://iste.org)

**Gail Lennon** is a writer and reviewer with more than 35 years of teaching experience at all levels.





/aquacentertrinityrehab



**EVERYTHING  
YOU NEED FOR YOUR  
HEALTH & WELLNESS**

ACCESS TO PHYSIOTHERAPY,  
MASSAGE THERAPY, ACUPUNCTURE,  
HYDROTHERAPY IN 91° SALT WATER  
POOL, CHIROPRACTIC, ACTIVE EXERCISE  
PROGRAM, DIETICIAN, CUSTOM MADE  
ORTHOTICS, CUSTOM MADE BRACING,  
ORTHOPAEDIC SHOES, CHIROPODY,  
ERGONOMIC ASSESSMENTS AND  
EDUCATION PROGRAMS FOR A  
VARIETY OF CONDITIONS.

**BOOK A TOUR TODAY AND RECEIVE A GIFT!**

**www.trinityrehab.com**

Locations: Maple (905.417.7708) ~ Newmarket (905.830.4322) ~ Vaughan (905.417.7708)  
St. Catharines\* (Opening soon) ~ Ajax\* (Opening Spring 2013) ~ London\* (Opening soon).



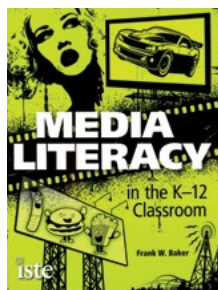
**PRIVATE SWIM SCHOOL /  
SALT WATER TRAINING POOLS**



**1 FREE HALF HOUR  
SWIM LESSON!**  
New clients only.

**www.aquacenterswimschool.com**

Maple 905.417.2525 Newmarket 905.895.2782  
Vaughan 905.417.2525 Scarborough 647.947.4178



## Media Literacy in the K-12 Classroom BY FRANK W. BAKER

Today's elementary and high school students are exposed to media for more than 10 hours each day, every day of their lives.

This exposure to television, surfing the Web and listening to music transforms them into passive consumers ingesting whatever information or messages are disseminated — and that can include some pretty dubious stuff.

This book introduces teachers to a breadth of practical advice for teaching students how to apply critical literacy to the media they consume. Baker defines media literacy as a lens through which we see and understand our media-saturated world, and suggests

that students must be instructed how to be critical of the hidden messages embedded in propaganda, advertising and stereotypes. He compares the teaching of critical literacy with the teaching of point of view in a language arts lesson. Students need to be aware of their own biases that they bring to reading text as well as the author's point of view in order to fully understand what is being communicated. But the book goes much further by offering both the theoretical background as well as practical classroom ideas for teaching a diversity of media literacy — in advertising, moving images, news, graphic novels, bogus websites and toy commercials. An excellent curriculum model diagram is provided to assist with classroom instruction, and a variety of charts and graphic organizers are found

within the text to help with lesson planning. Websites, classroom activities and a detailed glossary are also suggested.

This book belongs in every classroom. It is rich in background and supportive in methodology. The cross-curricular approach outlined enables teachers to guide students toward becoming knowledgeable media consumers and producers of the future.

**Media Literacy in the K-12 Classroom**, International Society for Technology in Education (ISTE), Washington, DC, 2012, softcover, ISBN 978-1-56484-307-4, 197 pages, US\$38.95, tel 1-866-654-4777, [iste.org](http://iste.org)  
**Dorothea Bryant**, OCT, teaches language arts to primary, junior and intermediate teacher candidates at the University of Windsor's Faculty of Education.



MASTER OF  
EDUCATIONAL  
TECHNOLOGY  
**LEARNING  
INNOVATION  
ONLINE**

You know where  
you're going.

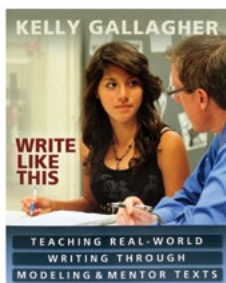
The online MET  
graduate program  
meets you there.

Discover more:  
[met.ubc.ca](http://met.ubc.ca)

a place of mind



Faculty of  
Education



## Write Like This BY KELLY GALLAGHER

If you want to teach a basketball player how to shoot a ball, you demonstrate the technique and then

stand beside her while she practises, over and over again. In much the same way, if you want to teach students to write, you show them what good writing looks like and then step aside while they practise, over and over again. That is the premise of Gallagher's new book in which he shares his experience as a high school English teacher — at times standing beside his students and modeling exactly what he wants them to do. He reminds us that students learn by doing and need to be shown how and why by someone who knows.

Gallagher says that our adherence to the curriculum and to the standardized testing regimen is limiting the potential of our students. If we teach students to write well for tests, he says, they may succeed

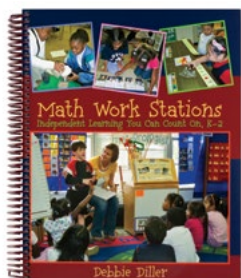
but will likely not be able to stretch further than that. But if we teach students to write well, they will achieve success on tests and beyond. To write well, students must see their writing as an essential tool for their future success rather than as a brainless task that they have to complete for school. They have to connect their writing to their own realities of blogging, texting, emailing and communicating using the written word.

This book grips you from the beginning to end. It is logical, reasonable and passionate — in other words, it is well written. It is the kind of guide to have at hand, to refer to often, and to put into action.

**Write Like This: Teaching Real-World Writing Through Modeling & Mentor Texts**, Stenhouse Publishers, Portland, ME, 2011, softcover, ISBN 978-1-57110-896-8, 264 pages, US\$23, tel 1-800-988-9812, [stenhouse.com](http://stenhouse.com)

**Nadira Baksh**, OCT, is pursuing English Specialist qualifications while on parental leave from the classroom.





## Math Work Stations BY DEBBIE DILLER

Math can be one of the most challenging subjects to teach in a primary classroom. If you are looking for fun and motivating ways to engage your students' inner mathematicians, this is the resource for you. Packed with a profusion of great ideas and photos, the book takes the reader through all the mechanics of workstations — how to set them up, manage and maintain them throughout the school year. Ideas for helping students develop conceptual

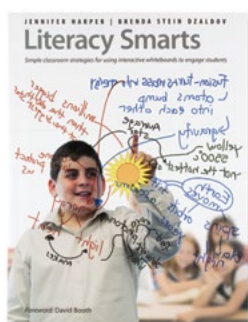
understanding and skills, for using math vocabulary in talking about their mathematical thinking and connecting the big concepts to meaningful, independent practice are among the many that are explored.

There is so much to learn from Diller's visually stunning book — the many photos of students using the math workstations are really helpful. I particularly found the second chapter showing photos of how to organize bins and math manipulatives to be a priceless resource for teachers. A 65-page appendix full of reproducibles is also included.

All this information is invaluable to

help visualize how your classroom can look and how the math workstations can function. It is an indispensable shortcut to many hours of organizing and preparation. I cannot ask for anything more than what is available in this resource! Thank you, Debbie Diller!

**Math Work Stations: Independent Learning You Can Count On, K–2**, Stenhouse Publishers, Portland, ME, 2011, softcover, ISBN 978-1-57110-793-0, 289 pages, \$39.95, tel 1-800-988-9812, [stenhouse.com](http://stenhouse.com)  
**Maria Giuseppina Zappone**, OCT, teaches Grade 3 with the York Catholic DSB.



## Literacy Smarts

BY JENNIFER HARPER AND BRENDA STEIN DZALDOV

Are you curious about how to use

that fancy interactive Smart Board in your school? Are you wondering how to meld technology with learning and teaching expectations that might include collaborative and interactive learning, literacy and numeracy skills, all the while tailoring the learning to the diverse needs of your students? How about developing sophisticated ideas for organization and time management, curriculum, student behaviour and assessment? What about doing all that while accessing a wealth of resources and materials online? If any or all of this interests you, this publication — with its focus on the interactive whiteboard and its applications as a tool for learning — is your next must-have resource.

The reader is assured that no one needs to know everything about a piece of technology to be able to use it, and that the interactive whiteboard is no different from traditionally well-loved

teacher tools such as the computer, blackboard, pens and erasers. The key is to effectively partner with your digitally savvy students. As teachers, most of us — who were not born into the digital world and who keep one foot in the past — can learn with and from our students. It sets an admirable example to our students as they watch us stumble through the mechanics of the technology, to problem solve and become true partners as we become more competent.

The book is full of ideas you can incorporate regardless of the grade level you are teaching. Imagine the possibilities — you can clone students' work, turn off access if you wish to work on your own computer screen, share movies, flip between worksheets and create electronic portfolios of student work. Or you can go on virtual field trips from the ocean floor to the planets and back to ancient Egypt, and access resources from a multitude of resources. The interactive whiteboard can truly help to create classrooms without walls — a global community that can tap expertise from around the world.

**Literacy Smarts: Simple classroom strategies for using interactive whiteboards to engage students**, Pembroke Publishers, Markham, 2011, softcover, ISBN 978-1-55138-267-8, 144 pages, \$24.95, tel 1-800-997-9807,

[pembrokepublishers.com](http://pembrokepublishers.com)

**Connie D'Souza**, OCT, teaches at St. Bonaventure Catholic ES and Pauline Vanier Catholic ES in Brampton.

SAVE UP TO 25%  
ON CAR AND  
HOME INSURANCE  
THROUGH



A FULL SERVICE  
BROKERAGE

Contact us for a no  
obligation quotation at  
**1-866-947-9864**  
or visit our website at  
[www.cassidyyoung.com](http://www.cassidyyoung.com)

\*CERTAIN CONDITIONS APPLY



“I’m looking for an AQ that combines a great course with an amazing trip!”

ETFQ destination AQs are a perfect example of the kind of work/life balance I enjoy. You combine classes with group tours, and get plenty of free time to explore. I’m choosing Italy this year!

Our group will stay in four star hotels and famous resorts. Transfers, guided tours and many of the meals will be included.

ETFQ AQs are a smart way to combine two of my goals:  
to advance in my profession  
and to see something of the world. I’ll feed my mind and my soul.

And I trust ETFQ as an AQ course provider: I can take what I learn right into my classes because the instructors are teachers like me, working in today’s classroom environment. ETFQ has a strong reputation for supporting teachers with courses, resources, and advocacy.

This is only my first ETFQ destination AQ. Next year, who knows where you’ll find me?

**ETFQ  AQ**

BY TEACHERS / FOR TEACHERS

[www.etfo-aq.ca](http://www.etfo-aq.ca)

**PORT ELGIN:**  
ce, Drama, Kindergarten, Music,  
ical Education, PQP, Visual Arts

**ECUADOR:**  
Environmental Science,  
Science and Technology

**LONDON:**  
PQP, Reading

**FRANCE:**  
French as a Second Language,  
Special Education

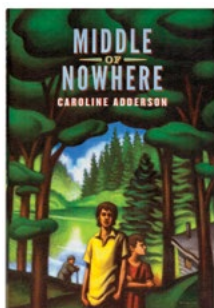


Visit [www.etfo-aq.ca](http://www.etfo-aq.ca) to register for one of over 60 exemplary ETFQ AQ, PQP, and destination courses!





## Middle of Nowhere BY CAROLINE ADDERSON



Twelve-year-old Curtis isn't worried when his mom doesn't return home from work. He counts on her promise that she will never leave him again.

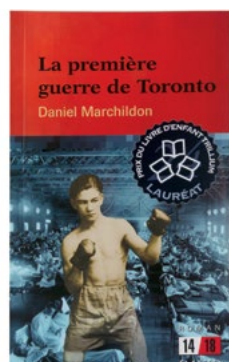
As the days pass,

he comforts his five-year-old brother, Artie, and desperately tries to keep the situation from their teachers. He remembers when he was about Artie's age and his kindergarten teacher found out that his mom had left him — he was put into foster care with the Pennypackers. Their son, Brandon, stole from Curtis's lunch and terrorized him. Curtis does not want

to be referred to Social Services again. He's sure they would separate him from his brother, and a kid like Brandon Pennypacker would persecute Artie.

*Middle of Nowhere* is an excellent book for middle-grade readers. Curtis's compelling and honest narrative — the mix of thrill with sadness, hope with disappointment and skepticism with optimism — will capture readers. Award-winning author Caroline Adderson tells a poignant and memorable story.

**Middle of Nowhere**, Groundwood Books, Toronto, 2012, softcover, ISBN 978-1-55498-132-8, 214 pages, \$9.95, tel 416-363-4343, [houseofanasi.com](http://houseofanasi.com)  
**Nadira Baksh**, OCT, is pursuing English Specialist qualifications while on parental leave from the classroom.



## La première guerre de Toronto [Toronto's first war]

BY DANIEL MARCHILDON

Daniel Marchildon immersed his 14- to 18-year-old readers in a historical universe and, as a result, won

the Trillium Book Award for Children's Literature in French language. The plot unfolds during the First World War and spectacularly presents a model of perseverance and resolve for Franco-Ontarian youth.

Seventeen-year-old Napoléon Bouvier devotes himself, body and soul, to all the battles he undertakes. His first battle, encountered in his daily life, is related to his background. A rare "Frenchy" in his environment, he dares to stand up for his language in Toronto in the early 1900s. He undergoes his second battle in the ring in which, as a promising boxer, he gives his all. He then enlists in the army to defend his country on European soil, where he witnesses the horrors of war. Wounded,

he can no longer continue his career as a boxer. When he returns, his strength and determination transport him to Toronto, which was being ravaged by the Spanish flu. At the same time, a battle wages within him: on the one hand we see Corine who, during the war, while killing time in an ammunition manufacturing plant, longs for her fiancé to return, and on the other hand we see the young nurse who tends to his wounds.

This book lends itself admirably to both a French and a history course, and paves the way for a number of interesting discussions and activities in which to engage.

**La première guerre de Toronto**; Les Éditions David; Ottawa; 2010; softcover, ISBN 978-2-89597-150-4; 174 pages; \$14.95, 613-830-3336; [info@editions-david.com](mailto:info@editions-david.com); [editionsdavid.com](http://editionsdavid.com)

**Dominique Roy**, OCT, French teacher in École secondaire catholique Sainte-Marie, Conseil scolaire catholique de district des Grandes Rivières, New Liskeard. **PS**

## FREE PROFESSIONAL DEVELOPMENT WORKSHOPS

*safer & Accepting Schools for ALL*

In response to the *Accepting Schools Act*, Egale Canada Human Rights Trust, Canada's only national lesbian, gay, bisexual and trans (LGBT) human rights organization, is delivering our "Safer and Accepting Schools" program to every school in Ontario.

Our free trainings will help school boards excel in their commitments under the Act by providing:

- Hands-on training to effectively address homophobia, biphobia and transphobia in your schools and classrooms;
- Skills and confidence in creating LGBTQ safer and accepting schools; and
- Free resources to support classroom teaching and school-wide initiatives for LGBTQ inclusion.

For more information and a full list of workshops in your area visit our Safer & Accepting Schools website at:

<http://saferschools.egale.ca/>.

Or call toll free 1-888-204-7777 ext. 32.

**Egale**   
Canada Human Rights Trust



## POSTING

12-26

### Bilingual Manager, Evaluation Services, Membership Services Department

**Category 4 — Salary Range**  
**\$106,284–\$141,712**

An accomplished manager with strong leadership skills, you will lead a team of Credentials Evaluators who review and process applications for certification as a teacher in Ontario. The ideal candidate will bring to the position a background of successful leadership, a depth of knowledge of teacher certification in Ontario and internationally, and experience in leading a high efficiency team working in a modern database environment.

French- and English-language oral and writing proficiency is required. French-language proficiency is required at the following Canadian Language Benchmark levels: oral expression (11), oral comprehension (11), written comprehension (11) and written expression (11).

## TO APPLY FOR THESE POSITIONS:

Please forward your  
resumé and cover letter by  
**December 10, 2012.**

Email applications preferred:  
[careers@oct.ca](mailto:careers@oct.ca).

## POSTING

12-27

### Bilingual Senior Evaluator, Evaluation Services Unit, Membership Services Department

**Category 5 — Salary Range**  
**\$74,457–\$110,252**

As part of a team of the Manager and two Senior Evaluators you will provide leadership to Credential Evaluators who assess applications for teacher certification and qualifications in Ontario. The ideal candidate will bring to the position a background of professional responsibilities and success in staff supervision, training and quality control. Solid knowledge of teacher certification in Ontario and other jurisdictions internationally and a background in credential assessment are essential.

Excellent French- and English-language writing and oral language proficiency required with French-language proficiency at the following Canadian Language Benchmark levels: oral expression (10), oral comprehension (10), written comprehension (11) and written expression (11). All candidates invited to the interview process will be asked to complete a French-language assessment.

Indicate posting number  
in subject heading.

## POSTING

12-28

### Program Officer, Standards of Practice and Education, Standards of Practice and Accreditation

**Category 5 — Salary Range**  
**\$79,121–\$118,311**

As a member of the Ontario College of Teachers with solid knowledge of teacher education and demonstrated successful teaching, leadership, program development and research experience, your assignment will be standards-based research, policy and program development related to initial and continuing teacher education.

Extensive educational leadership experience related to curriculum development, teacher education, project management and policy development is essential. Advanced facilitation skills, along with excellent written- and oral-communication abilities are required. Some travel within Ontario is required in this position. The ideal candidate will be an educational leader with demonstrated experience related to Aboriginal education and Aboriginal teacher education. French-language writing and oral language proficiency would also be an asset.

For more information, view the full postings at the College website: [oct.ca](http://oct.ca).





Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario

## To reach ALL certified teachers in Ontario

place your announcement  
in this ongoing advertising  
feature

TO BOOK, CONTACT:

**Dovetail Communications**

30 East Beaver Creek Road, Ste. 202  
Richmond Hill, ON L4B 1J2

t. 905-886-6640 f. 905-886-6615

e. [psadvertising@dvtail.com](mailto:psadvertising@dvtail.com)

## Score the OSSLT!

Apply at [www.eqao.com](http://www.eqao.com).

EQAO invites educators to apply for the scoring of the Ontario Secondary School Literacy Test (OSSLT) in the GTA in April 2013.

This professional development opportunity helps educators

- learn more about the OSSLT;
- enhance their professional practice and
- network with educators from across the province.

One-week scoring  
opportunity available for  
classroom teachers.

Apply at [www.eqao.com](http://www.eqao.com) under "Careers and Educator Opportunities." Selected participants will be notified in early March 2013.

EQAO works with educators to provide objective and reliable assessments, and reports results to improve student learning. The OSSLT is based on literacy expectations across the curriculum up to the end of Grade 9.

Education Quality and  
Accountability Office



## Teach at Canadian International School of Hong Kong

Applications open on 1 December 2012 for the following positions  
available starting August 2013.

**Lower School Teachers (Pre Reception – Grade 6)**  
**Upper School Teachers (Grades 7 – 12)**

Dave McMaster, Head of School, will be recruiting  
new staff for 2013/2014 at the following fairs:

Search Associates Bangkok Recruitment Fair, Bangkok (8-11 January 2013)  
Council of International Schools (CIS) London Recruitment Fair, London (18-20 January 2013)  
Search Associates London Fair, London (24-28 January 2013)  
Teachers Overseas Recruiting Fair, Kingston, Ontario, Canada (25-27 January 2013)

Visit us or email your resume to [jobs@cdnis.edu.hk](mailto:jobs@cdnis.edu.hk), attention Dave McMaster.



*To Develop Responsible Global Citizens and Leaders  
Through Academic Excellence*

[www.cdnis.edu.hk](http://www.cdnis.edu.hk)



# THIS YEAR. CHALLENGE YOURSELF

Religious  
Education

Mathematics,  
Junior  
& Intermediate

Science &  
Technology,  
Grades 7 & 8

Our online, any time, accredited  
Additional Qualification (AQ)  
courses make this the year for  
professional development.

Assessment  
& Evaluation

Reading

Writing

Media

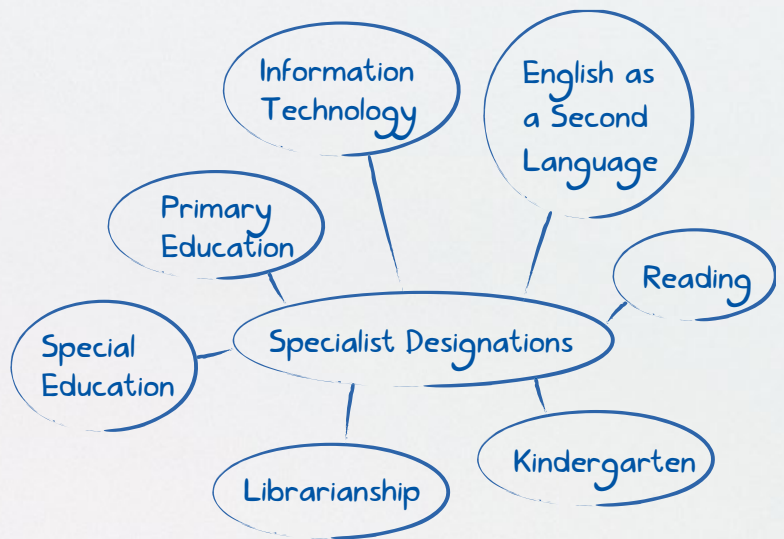
Information  
Technology

Special  
Education

Library

Primary  
Education

Kindergarten



English  
as a Second  
Language

French  
as a Second  
Language



ONTARIO ENGLISH

Catholic  
Teachers  
ASSOCIATION



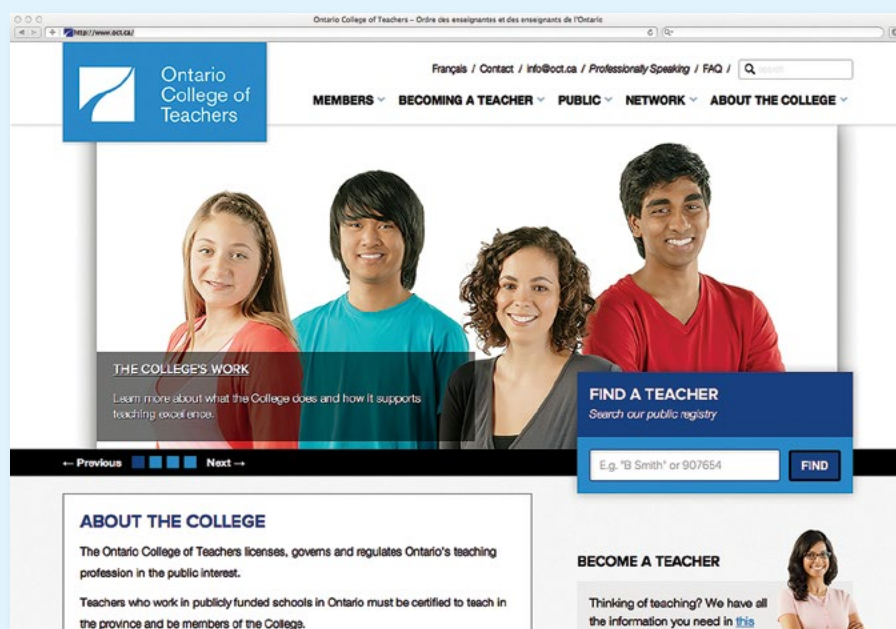
[oecta.on.ca](http://oecta.on.ca)



# 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.

## THE NEW OCT.CA



## College website goes cutting edge

**YOUR COLLEGE IS PRESENTING** a fresh new face to the world, with a relaunched website designed to help you get the information and support you need whether you're using your desktop computer, a tablet or your smartphone.

The new website, which launched November 3, gives members and the public easier navigation and direct paths to most-used information and applications. The cutting-edge responsive web design means it adjusts automatically to whatever device is used to access it, revising menus to maximize display and navigation.

### What else is new?

- A fresh new design with larger images, engaging fonts and a clearer layout.
- Site content has been revised and updated to meet the 2014 standards for Accessibility for Ontarians with Disabilities (AODA).
- Easier navigation with content organized by user so you can find the content you want right away.
- More prominent links to Facebook and YouTube and new sharing capabilities to all social media platforms.
- A complete index of Notices of Hearings and Discipline Decisions.

## THE NEW WEBSITE GIVES MEMBERS EASIER NAVIGATION AND DIRECT PATHS TO MOST-USED INFORMATION AND APPLICATIONS.

- Fast answers to the most popular questions about the College with our reorganized FAQs.

### Easier to find information

"Members of the public and the profession use Find a Teacher more than any other feature on our site. Now we've made it even easier to find," says Registrar Michael Salvatori, OCT. "The site is organized to make it easy for members of the public, Ontario Certified Teachers and applicants to find the information they want and access the services they need."

The website relaunch marks a massive change from when the College was established 15 years ago as a paper-based regulatory body. "Now our interactions with applicants, members and the public are almost entirely electronic," says Director of Corporate and Council Services Richard Lewko. "Our new website recognizes this changed reality and makes it easier and more economical to find ways to make interacting with the College more convenient."

Why not see for yourself how the new website will make your connection to your College easier? Just go to [oct.ca](http://oct.ca). **PS**

OCT is the designation for teachers in Ontario.

# I am an **Ontario Certified Teacher**

Only qualified, certified teachers who are members of the Ontario College of Teachers can use the professional designation OCT – Ontario Certified Teacher.

The abbreviation signifies that the member belongs to Ontario's regulated teaching profession and is guided by the standards of practice and the ethical standards for our profession.

**OCT** THE MARK OF  
PROFESSIONALISM  
IN TEACHING

**Joanna Bodnitski, OCT**



To learn more, visit [www.oct.ca](http://www.oct.ca).



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario



## YOUR COUNCIL AT WORK

# Council committees

WHEN A NEW COUNCIL SITS FOR THE FIRST TIME, Council members each volunteer to serve on two or three committees. Committees meet about four times a year, but the work of some committees — Investigation, Discipline, Fitness to Practise, Accreditation, Registration Appeals — requires members to also serve on panels or subcommittees that meet as required and involve a considerably greater time commitment. All committees consist of members both elected (e) by College members and appointed (a) by the provincial government to Council.

These are the committees of the sixth College Council.

## Executive

The Executive Committee conducts the business of the College between Council meetings. It is composed of the Chair and Vice-Chair of Council and the chairs of the Accreditation, Discipline, Finance, Fitness to Practise, Investigation, Registration Appeals, and Standards of Practice and Education committees. The members are:



*Left to right:*

**Liz Papadopoulos, OCT (e) (Chair)**  
**Marc Dubois, OCT (e) (Vice-Chair)**  
**Marie-Louise Chartrand (a)**  
**Gale Does, OCT (e)**  
**Bill Kirkwood (a)**  
**Terry Price, OCT (e)**  
**Louis Sloan, OCT (e)**  
**John Tucker (a)**

## Accreditation

The Accreditation Committee ensures the quality of teacher education programs in Ontario through the regular review and accreditation of these programs. The members are:

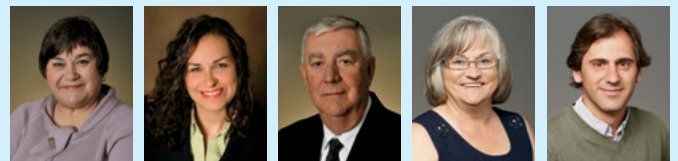


*Left to right:*

**Bill Kirkwood (a) (Chair)**  
**Jean-Luc Bernard, OCT (a)**  
**Angela De Palma, OCT (e) (Vice-Chair)**  
**Gale Does, OCT (e)**  
**Clyde Glasgow (a)**  
**Mel Greif (a)**  
**Allyn Janicki, OCT (e)**  
**Matthew Kavanagh, OCT (e)**  
**Kara Smith, OCT (e)**

## Accreditation Appeal

The Accreditation Appeal Committee hears appeal applications from teacher education providers that have been denied accreditation or who have been awarded accreditation with conditions. The members are:



*Left to right:*

**Marie-Louise Chartrand (a) (Chair)**  
**Monika Ferenczy, OCT (e)**  
**Robert Gagné (a)**  
**Myreille Loubert, OCT (e)**  
**Demetri Vacratsis, OCT (e) (Vice-Chair)**

## YOUR COUNCIL AT WORK

### Discipline

The Discipline Committee considers allegations of incompetence and professional misconduct that are referred to it by the Investigation Committee and sometimes by the Executive Committee. The members are:



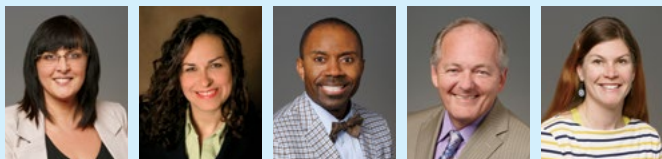
*Left to right:*

**John Tucker (a) (Chair)**  
**Danny Anckle (a)**  
**Alexander (Sandy) Bass, OCT (e)**  
**Christine Bellini, OCT (e)**  
**Irene Dembek, OCT (e)**  
**Monika Ferenczy, OCT (e) (Vice-Chair)**

**Robert Gagné (a)**  
**Mel Greif (a)**  
**Vicki Shannon, OCT (e)**  
**Louis Sloan, OCT (e)**  
**Pauline Smart (a)**  
**Wes Vickers, OCT (e)**  
**Vacancy**

### Editorial Board

The Editorial Board is responsible for setting editorial and advertising policy for *Professionally Speaking*, the College's official publication, and for approving the magazine's contents. The members are:

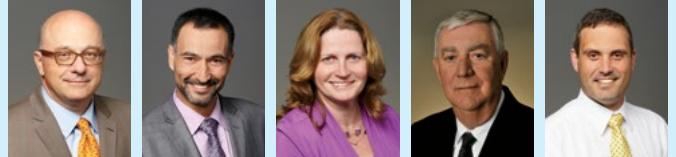


*Left to right:*

**Christine Bellini, OCT (e) (Chair)**  
**Monika Ferenczy, OCT (e) (Vice-Chair)**  
**Danny Anckle (a)**  
**Jean-Luc Bernard, OCT (a)**  
**Kara Smith, OCT (e)**

### Election

The Election Committee reviews the regulations and procedures governing Council elections with a view to increase member and voter participation. The members are:



*Left to right:*

**Mel Greif (a) (Chair)**  
**Ahmed Bouragba, OCT (e)**  
**Maria Bouwmeester, OCT (e)**  
**Robert Gagné (a)**  
**Matthew Kavanagh, OCT (e) (Vice-Chair)**

### Finance

The Finance Committee reviews both short-term and long-term budget plans and reports on spending and revenue in relation to the approved budget. The members are:

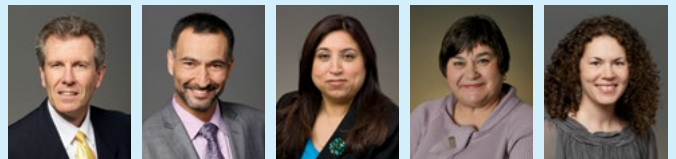


*Left to right:*

**Marie-Louise Chartrand (a) (Chair)**  
**Terry Price, OCT (e)**  
**Vicki Shannon, OCT (e)**  
**Pauline Smart (a)**  
**Vacancy**

### Fitness to Practise

The Fitness to Practise Committee hears matters relating to incapacity and determines if a member's physical or mental condition makes them unfit to carry out professional responsibilities or if a member's teaching certificate should be made subject to terms, conditions or limitations. The members are:



*Left to right:*

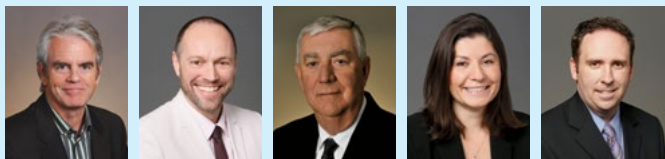
**Louis Sloan, OCT (e) (Chair)**  
**Ahmed Bouragba, OCT (e)**  
**Shabnum Budhwani (a)**  
**Marie-Louise Chartrand (a)**  
**Angela De Palma, OCT (e)**  
**Bill Kirkwood (a)**  
**Shanlee Linton, OCT (e) (Vice-Chair)**



## YOUR COUNCIL AT WORK

## Human Resources

The Human Resources Committee provides ongoing advice to the Registrar and Council on human resources policies and programs. The members are:



*Left to right:*

**John Tucker** (a) (Chair)  
**Marc Dubois, OCT** (e)  
**Robert Gagné** (a)  
**Liz Papadopoulos, OCT** (e)  
**Wes Vickers, OCT** (e) (Vice-Chair)

## Investigation

The Investigation Committee receives and investigates complaints about College members related to professional misconduct, incompetence or incapacity. The members are:

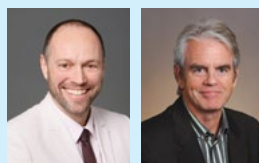
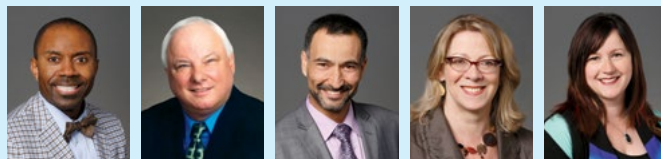


*Left to right:*

**Terry Price, OCT** (e) (Chair)  
**Maria Bouwmeester, OCT** (e)  
**Monique Châteauvert** (a)  
**Clyde Glasgow** (a)  
**Jacqueline Gray, OCT** (e) (Vice-Chair)  
**Myreille Loubert, OCT** (e)  
**Mary Lou Mackie, OCT** (e)  
**Liz Papadopoulos, OCT** (e)  
**Susan Robertson** (a)

## Nomination

The Nomination Committee identifies, informs and proposes people to serve as Council chair and vice-chair and as members and chairs of all Council committees. The members are:



*Left to right:*

**Danny Anckle** (a) (Chair)  
**Alexander (Sandy) Bass, OCT** (e)  
**Ahmed Bouragba, OCT** (e)  
**Monique Châteauvert** (a)  
**Irene Dembek, OCT** (e) (Vice-Chair)  
**Marc Dubois, OCT** (e)  
**John Tucker** (a)

## Quality Assurance

The Quality Assurance Committee assesses the College's progress in meeting its legislated objectives. The members are:

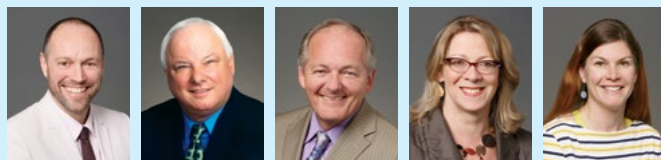


*Left to right:*

**Clyde Glasgow** (a) (Chair)  
**Bill Kirkwood** (a) (Vice-Chair)  
**Liz Papadopoulos, OCT** (e)  
**Louis Sloan, OCT** (e)  
**Vacancy**

## Registration Appeals

The Registration Appeals Committee hears appeals from applicants who have not been granted membership in the College or who have had restrictions placed on their teaching licence. The members are:



*Left to right:*

**Marc Dubois, OCT** (e) (Chair)  
**Alexander (Sandy) Bass, OCT** (e) (Vice-Chair)  
**Jean-Luc Bernard, OCT** (a)  
**Monique Châteauvert** (a)  
**Kara Smith, OCT** (e)

# Make the theoretical realistic

Creating knowledge in today's complex and interactive world is challenging, but a comprehensive master's program provides effective skills to build better learning environments. Through real-world experience, our faculty delivers relevant program content for today's educators, learning technologists, and facilitators.

Balance online learning with on-campus residencies and discover how your experience at Royal Roads University is anything but ordinary.

We're ready when you are: 1.877.778.6227

**LIFE.CHANGING**

[royalroads.ca/education](http://royalroads.ca/education)

**EDUCATION  
STUDIES**



**Royal Roads**  
UNIVERSITY



## YOUR COUNCIL AT WORK

## Standards of Practice and Education

The Standards of Practice and Education Committee advises College Council on the development, implementation and review of the ethical and practice standards and the professional learning framework. The members are:



Left to right:

Gale Dores, OCT (e) (Chair)

Shabnum Budhwani (a)

Dobi-Dawn Frenette (a)

Clyde Glasgow (a)

Jacqueline Gray, OCT (e)

Allyn Janicki, OCT (e)

Shanlee Linton, OCT (e)

Susan Robertson

(a) (Vice-Chair)

Demetri Vacratsis, OCT (e) **PS**

## Where do you work? Let us know.

**The College has made it easier for you to provide us with the information.**

Starting December 3, visit the College website to inform us of your employer's contact information at [oct.ca](http://oct.ca).

You can also call **416-961-8800** (or in Ontario **1-888-534-2222**).

**Please tell us the name and business address of your employer.**

If your College annual membership fee is submitted by your school board/private school on your behalf, we will note its address on your file.

College bylaws require that all Ontario Certified Teachers provide the College with up-to-date employer contact information. If you have more than one employer, make sure your information is complete.



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario

## INVESTIGATIONS

The College investigates and considers complaints about members that relate to alleged professional misconduct, incompetence or incapacity. If the Investigation Committee concludes that a complaint does not relate to one of those three matters or is frivolous, vexatious or an abuse of process, it does not proceed with the complaint.

Approximately four out of five complaints are not referred to the Discipline Committee but are dismissed or resolved by other means. Examples of cases considered by the Investigation Committee and not referred to a hearing are provided here.

### Case #1

**Complaint:** Inappropriate classroom management techniques

**Outcome of investigation:** Not referred and no further action  
The Investigation Committee (IC) reviewed an investigation stemming from a parent's complaint about a teacher's classroom management techniques and chose to take no further action.

The parent claimed that students were humiliated, embarrassed and bullied by the teacher's methods, which included instructing them to do a set of exercises in class before being allowed to use the washroom, and requiring them to leave a personal item when borrowing classroom resources.

The member said she granted washroom access customarily without requiring physical activity, but that a small group of students frequently asked to leave to avoid work or classroom participation. The member said she asked the students to show her their work and encouraged them to take breaks by doing a few exercises at their desk before going to the washroom. Consequently, they said they didn't need to go to the washroom at all, she said. The teacher also explained the process for borrowing classroom resources.

The IC panel decided that the information presented did not support the parent's allegation and that the member had used appropriate judgment. Teachers try a variety of different techniques in the classroom to maintain proper decorum and a safe learning environment, the panel said, adding that not all techniques are effective for every student. Furthermore, the panel noted that the school administration had coached the member and suggested alternatives.

### Case #2

**Complaint:** Inappropriate physical and sexual contact with a student

**Outcome of investigation:** Written admonishment

An Investigation Committee panel admonished a member in writing for inappropriate physical contact with a student.

The Registrar filed a complaint following a board report that the member had been charged with sexual assault and sexual interference relating to a preteen student. Police services

## INVESTIGATIONS

indicated that the alleged assaults took place at the school on two occasions. The charges were eventually withdrawn, but the board suspended the member without pay for a number of days and transferred him to a different school.

In response to the Registrar's complaint, the member denied engaging in inappropriate sexual conduct, but did admit to inappropriate physical conduct with the student. The member said that the student and another student responded best when he engaged with them in a playful way. The students often pretended to fight with each other, simulating martial arts actions, and the teacher said he eventually began to participate by blocking their punches. He recalled two incidents where he admitted he might have made light contact with the student's buttocks with his hand or foot.

The panel said that the investigation did not support the allegation of sexual contact and admonished him regarding physical contact with students.

### Case #3

**Complaint:** Not teaching a program as required by the curriculum, and not responding to written communication from a parent

**Outcome of investigation:** Written admonishment

An Investigation Committee panel admonished a teacher in writing for failing to teach parts of the curriculum and not responding to a parent's communication.

A parent complained to the College that the teacher had not properly taught the required high school curriculum and that he did not respond to attempts to talk to him about it. Upon learning that his child was failing the course, the parent found that the teacher had taught some of the required chapters, but that questions about untaught material were still included on tests and exams. Furthermore, the teacher didn't respond to the parent's written notes.

The member said he wasn't required to teach all the chapters in the course text, but was expected to use his professional judgment in assisting students. He said he did so by proceeding at a slower pace with the class. He also said he couldn't recall including test or exam questions on uncovered topics and, if he did, it was inadvertent.

The teacher said he responded to the parent's email by speaking to the student and eventually to the complainant during a parent-teacher interview. The member didn't respond to a subsequent email from the parent because he said he had to leave the school for personal reasons the day it was sent, and that he returned two weeks later. He said he wasn't aware of any other written communications from the complainant.

In its review of the investigation report, the panel said that information provided by an administrator at the school supported the complaint that the curriculum was not taught in full. The panel also said that the teacher should have communicated directly with the complainant upon receiving the email. **PS**

## DISPUTE RESOLUTION

The College uses Dispute Resolution (DR) to help resolve complaints regarding members of the profession. DR is voluntary and without prejudice to the parties. The outcomes of the process are similar to those that would be expected following a full investigation and/or contested hearing.

Summaries of the cases reported here are based on facts derived from agreements signed by the College Registrar and the member, which are ratified by the Investigation Committee. Publication is a provision of the agreements.

---

Although cases 3, 4 and 5 were disposed of through the Dispute Resolution (DR) program, the College Council is considering recommendations that these types of cases no longer be disposed of through DR at the Investigation Committee stage, but be referred to a public hearing by a Discipline Committee panel.

---

### Case #1

**Complaint:** Pulling the shirt and slapping the arm of a student

**Outcome of DR:** Written caution

The Investigation Committee cautioned a secondary school teacher in writing for pulling a student's shirt after the student failed to return to her assigned seat and for slapping the same student on the arm the next day because she was using her cell-phone in class. The member recognized that she used inappropriate discipline strategies with the student.

The committee ratified a memorandum of agreement in which the member agreed to be cautioned in writing by the committee, to complete a course in classroom management and to provide the Registrar with written confirmation of its successful completion.

### Case #2

**Complaint:** Handing a student a plastic water bottle and telling him he could "pee" in it if he was so desperate

**Outcome of DR:** Written caution

The Investigation Committee cautioned an elementary school teacher in writing for handing a plastic water bottle to a Grade 6 student and telling him he could "pee" in the bottle if he was so desperate to use the washroom. The student asked to use the washroom numerous times each period and when the member gave him permission to do so, he would leave and not return for long stretches.

The member acknowledged that she had a lapse in judgment and behaved in an inappropriate manner.

The committee ratified a memorandum of agreement in which the member agreed to be cautioned in writing by the committee



## DISPUTE RESOLUTION

and to provide the Registrar with written confirmation of her successful completion of the positive physical intervention training and classroom management training that she was required to take by her board.

### Case #3

**Member:** Mi-Hyang Park, OCT

**Registration No.:** 485410

**Decision:** Written admonishment

The Investigation Committee ratified an agreement resulting in the written admonishment of Mi-Hyang Park, an elementary school teacher with the Toronto DSB for verbally and physically mistreating students by, among other things, screaming at them, giving them Scotch tape and asking them to place it over their mouths or under their feet, and placing gum in or under a student's shoe. The member agreed to complete an Additional Qualification course and the classroom management training, conflict resolution training and anger management counseling that she was required to complete by her board. Park also agreed to the publication of a summary of the complaint and its resolution, including her name.

She admitted to using inappropriate classroom management and discipline strategies, and, specifically, to the inappropriate use of tape.

### Case #4

**Member:** Kelvin Sau-Yin Ma, OCT

**Registration No.:** 479645

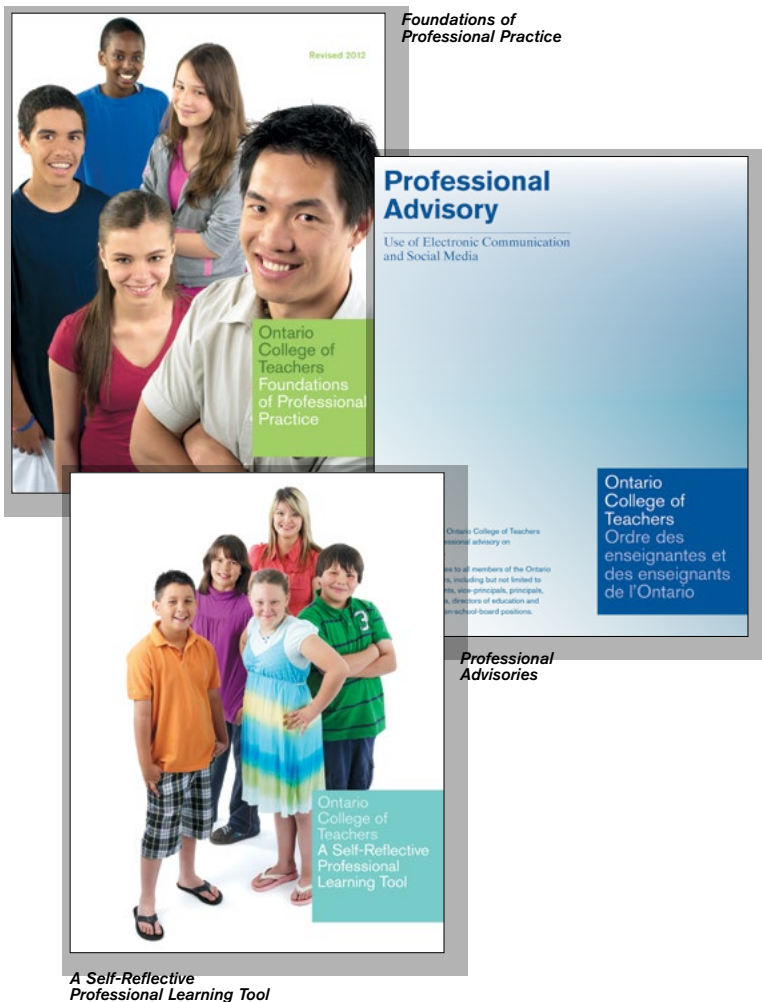
**Decision:** Oral admonishment

The Investigation Committee ratified an agreement resulting in an oral admonishment of Kelvin Sau-Yin Ma, a teacher with the Durham Catholic DSB, and the imposition of a course on professional boundaries. Ma agreed to provide the Registrar with written confirmation of successful completion of the course and to the publication of a summary of this complaint and its resolution, including his name.

On two consecutive days, Ma entered a room, which was being used by female students as a changing area during a school play. He denied being asked to leave on the first day, but, on the second

# LET OUR PUBLICATIONS WORK FOR YOU!

**DOWNLOAD DOZENS, INCLUDING THESE FOR FREE:**



- Valuable resources for your career
- Important news and membership-related information
- Research documents and reports
- Brochures on the Investigations and Hearings processes
- Information on professional development courses

Find all College publications at **oct.ca** → Members → Resources.

If you prefer a printed copy, call Client Services at  
416-961-8800 or toll-free 1-888-534-2222.

## DISPUTE RESOLUTION

day, there was at least one student in a state of undress in the changing area when Ma was present, and several students asked him to leave. According to the students, he ignored their plea.

The Durham Children's Aid Society investigated and substantiated the complaint.

### Case #5

**Member:** Andrea Mae Morency, OCT  
**Registration No.:** 262627

**Decision:** Written admonishment, Undertaking not to seek/engage in employment where certificate required for nine months, Undertaking not to assume any financial responsibilities in any such employment for two years thereafter

The Investigation Committee ratified an agreement in which Andrea Mae Morency, who was employed as a principal with the Lakehead DSB, agreed and undertook not to seek or engage in employment for nine months where a Certificate of Qualification and Registration is required and not to assume any financial responsibilities in any such employment for two years following the nine months, for mismanaging Anti-Poverty Initiative (API) funds.

Among other things, she failed to attach invoices for purchases in excess of \$100 to the final API report, as required, and failed to keep accurate records of the inventory purchased using the funds. She also misused API funds by, among other things, buying items that were not used for the benefit of teachers and students, and, in some cases, were used for her personal benefit. Morency was admonished in writing and agreed to complete a course in professional ethics before seeking or engaging in employment requiring a certificate. She also agreed to the publication of a summary of this complaint and its resolution, including her name, and to a notation on the Public Register at [oct.ca](http://oct.ca) → [Find a Teacher](#).

Morency admitted to the misuse and mismanagement of API funds and did not contest that she used some of the funds to make personal purchases. **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*.

Discipline Committee panels have ordered that summaries of these recent disciplinary cases be published in *Professionally Speaking*. Copies of the full decisions are available at [oct.ca](http://oct.ca) → [Members](#) → [Complaints and Discipline](#) → [Decisions](#).

Also available online are decisions and memorandums of agreement ratified by Investigation Committee panels that explicitly stipulate that documents will be made available through the College's library or Quicklaw, a legal subscription service, or other means.

**Member:** Nathalie Marie  
Denise Champagne

**Member number:** 495849

**Decision:** Revocation

A panel of the Discipline Committee has directed the Registrar to revoke the Certificate of Qualification and Registration of Nathalie Marie Denise Champagne, a secondary-school teacher with the Conseil scolaire de district catholique Centre-Sud, for having had sexual relations with a 16-year-old student.

Champagne became a member of the College in June 2005. She did not attend the hearing on June 20, 2012, nor was she represented by a lawyer.

Between 2007 and 2009, she engaged in telephone conversations and emails of an intimate and inappropriate nature with several students, and committed sexual acts with one of them by video conference, which was viewed by students of the school.

Having reviewed the evidence — and considering the plea of no contest — the agreement on the undisputed facts, the joint recommendation on the penalty and the representations by counsel, the panel agreed that Champagne is guilty of professional misconduct and has directed the Registrar to revoke the Certificate of Qualification and Registration.

"Ms. Champagne demonstrated

conduct that is reprehensible and unbecoming of a member of the profession. She abused the authority and trust associated with her role as a teacher for purposes of her own sexual indulgence, without regard for the student's well-being," concluded the committee in its decision.

A notice regarding the revocation is included on Champagne's certificate, which is accessible online at [oct.ca](http://oct.ca) → [Members](#) → [Complaints and Discipline](#) → [Decisions](#).

**Member:** Not identified

**Decision:** Reprimand, conditions

A Discipline Committee panel reprimanded a Toronto DSB high school teacher for breaching appropriate teacher-student boundaries.

Certified to teach in July 2001, the member attended the August 8, 2012, hearing with legal counsel.

In 2010, the member grabbed a student's hooded sweatshirt when he refused to properly dispose of a can in a recycling container. She then attempted to grab the cellphone of another student who threatened to film the incident. The teacher put her hand on the shoulder of the second student, who lost his balance and fell, and then closed and locked her classroom door



## HEARINGS

to prevent students entering. When the first student tried to enter, she pushed him and swore at him to leave.

Subsequently, the school board suspended the teacher for 15 days.

Having considered the evidence, onus and standard of proof, and the submissions of legal counsel, the Discipline Committee panel found the member guilty of professional misconduct.

The member was ordered to face the panel after the hearing to receive a reprimand. As well, she was ordered to complete a course at her own expense regarding appropriate boundaries, boundary violation issues and anger management.

A notation about the disciplinary action appears online at [oct.ca](http://oct.ca)  
→ Members → Complaints and Discipline → Decisions.

**Member:** Thomas Paul Karrow, OCT

**Registration No:** 452996

**Decision:** Reprimand, conditions

A Discipline Committee panel reprimanded former Bluewater DSB principal Thomas Paul Karrow for engaging in an inappropriate relationship with an 11-year-old student.

Karrow, who was certified in August 2002, attended the May 23, 2012, hearing with legal counsel.

The panel heard evidence that between November 2009 and January 2010 Karrow loaned a school board computer to the student, engaged in ongoing electronic communication of a personal nature with her, invited the girl and her mother to stay overnight at his home, exchanged gifts and accepted money from the girl. Several times, he was alone in his office with the student for extended periods, took her to dinner alone to a restaurant with her mother's permission, and sat alone with her in his car.

Karrow said that he was assisting the student related to bullying that she was experiencing, but acknowledged that his conduct violated professional boundaries. He resigned from the board in February 2010 and has not taught students or supervised teachers since. After resigning, he underwent

counselling and completed a course in ethical practices and boundaries.

Having considered the evidence, onus and standard of proof, and the submissions of legal counsel, the Discipline Committee panel found Karrow guilty of professional misconduct.

He was ordered to face the panel to receive a reprimand. Prior to returning to work, he must provide the Registrar with a written certificate from a certified psychologist or psychiatrist stating that he is able to return to full-time classroom duty or professional duties as teacher or administrator without any undue risk of harm or injury to students.

A notation about the disciplinary action appears online at [oct.ca](http://oct.ca)  
→ Members → Complaints and Discipline → Decisions.

**Member:** Deoraj Narine

**Registration No:** 215785

**Decision:** Suspension, conditions

A Discipline Committee panel suspended the certificate of Toronto DSB high school science teacher Deoraj Narine for three months for making inappropriate comments to an 18-year-old pregnant student, for treating students disrespectfully and using classroom management strategies that raised safety concerns.

Narine, who was certified in June 1992, represented himself at the June 13 and 14, 2012, hearing.

The panel heard evidence of events at two separate schools involving Narine. In the first, an 18-year-old pregnant student reported to school administrators and police that in April 2008 Narine called her a “shithead,” complained that her baby would cost him money as a taxpayer and had she listened to him “would have had it taken out.” She also said he said, “I feel sorry for you anyways because it’s [the baby] going to grow up in a world of violence and shit.”

After being moved to another school, Narine had treated students disrespectfully, yelled and swore at them, told them to “shut up” and used ineffective

classroom management strategies.

Witnesses said that Narine did not apply appropriate protocols, engaged in verbal exchanges with students regularly, and that his classroom was “chaotic.” After an investigation, the school board formally reprimanded the teacher, suspended him for 10 days and informed the College. Narine denied all the allegations.

Having considered the evidence, onus and standard of proof, and the submissions of legal counsel and the member, the Discipline Committee panel found Narine guilty of professional misconduct.

The panel ordered the Registrar to suspend Narine’s certificate for three months and directed him to complete courses on classroom management and sensitivity training at his own expense within a year.

Information about the disciplinary action appears online at [oct.ca](http://oct.ca)  
→ Members → Complaints and Discipline → Decisions.

**Member:** Anthony John Park

**Registration No:** 265965

**Decision:** Suspension, reprimand, conditions

A Discipline Committee panel reprimanded Durham Catholic DSB teacher Anthony John Park and ordered that his certificate be suspended for three months for using sexualized language with his class and certain students.

Park, certified to teach in December 1995, attended the February 2, 2012, hearing with legal counsel.



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario

## Glossary of terms

The vocabulary used to report disciplinary hearings reflects their quasi-judicial nature.

If you wonder what some terms mean, help is at hand.

For a glossary of terms, visit [oct.ca](http://oct.ca) → Members → Complaints And Discipline → Decisions.

## HEARINGS

In 2004, the school board disciplined Park for inappropriate interactions with two female students on a field trip. He received a disciplinary transfer to another school, underwent a psychiatric assessment and took a boundaries course.

Then in 2007–08, Park told a student, who was cold and asked to get a sweater, to “come over, I’ll warm you up.” He told a student he wished she were his daughter and that she could go home with him. He confiscated a *Cosmopolitan* magazine from another girl and, flipping through the pages, said to the class, “You could learn some things from the articles” and then read aloud a headline that said “Why do women want to have sex all the time?”

While writing on a blackboard, Park looked back to the class and said “Girls, stop looking at my butt.” And while describing organisms, cells, trees and plants during a lesson, Park said “A

stem is long, sometimes it goes hard, sometimes it’s soft.”

In November 2008, the Durham Catholic board fired him.

Having considered the evidence, onus and standard of proof, and the submissions of legal counsel, the Discipline Committee panel found Park guilty of professional misconduct.

The panel ordered the Registrar to suspend Park’s Certificate of Qualification and Registration for three months. It ordered him to face the panel to be reprimanded and further ordered him to complete a course on boundaries and boundary violation issues at his own expense.

“The member has demonstrated a low level of awareness of boundaries and appropriate forms of address and communication with his students,” the panel said in its written decision. “He has done so repeatedly and over a number of years.

“The reprimand allows the profession to communicate with the member about his behaviour and transgressions and therefore serves a specific deterrent. The three-month suspension sends a very clear message to the member and the profession that this type of behaviour is viewed very seriously. A specific deterrent is also put into effect by the boundaries course and the three-month suspension. Publication with name makes it clear to the member that he failed in acting as a member of the profession and needs to reflect on his failure.”

The panel expressed concern that the member was a recidivist and that the proposed penalty might be ineffective. The proposed penalty mirrored the penalty the school board imposed on an earlier occasion for behaviour of the same type that had been demonstrated by the member. The panel said it hoped joint submissions on penalty might be more sensitive to current expectations and, in cases such as this, most particularly about the issue of recidivism. However, the penalty was not a marked departure from the joint submission on penalty and, by accepting it, the discipline process was not compromised.

Information about the disciplinary action appears online at [oct.ca](http://oct.ca) → [Members](#) → [Complaints and Discipline](#) → [Decisions](#).

**Member:** Peter Gordon Lewer, OCT  
**Registration No:** 403576

**Decision:** Reprimand, conditions  
A Discipline Committee panel reprimanded Hamilton-Wentworth DSB high school science teacher Peter Gordon Lewer for physically assaulting a student and for harassing and physically assaulting another teacher when their relationship ended.

Lewer was certified in June 1993. He represented himself at the September 25, 2012, hearing.

The panel considered evidence from two separate incidents. In October 2004, Lewer grabbed a 15-year-old male student by the shirt, pushed him into a gym wall, and applied force causing the boy to fall. And, subsequent to a relationship with an elementary school teacher during the 2005–06 school year, Lewer visited her home unannounced, refused to leave when asked, caused her to believe he was stalking her and to fear for her safety, and removed and replaced mail from her residential mailbox. Between September and October 2006, he became physical with the woman, causing her pain and facial bruising, which resulted in a criminal charge of harassment and his agreeing to enter into a peace bond with respect to the charge.

Having considered the evidence, onus and standard of proof, and the submissions of legal counsel and the member, the Discipline Committee panel found Lewer guilty of professional misconduct and ordered him to face the panel for a reprimand.

The panel also ordered Lewer to complete rehabilitative courses at his own expense on anger management and appropriate boundaries and boundary violation issues.

Information about the disciplinary action appears online at [oct.ca](http://oct.ca) → [Members](#) → [Complaints and Discipline](#) → [Decisions](#). **PS**





**You have worked hard to be the best teacher possible but disability has robbed you of your best. Your insurer has denied your disability claim and is not listening to your doctor. How are you going to recuperate if your insurer won't pay your claim?**

**At Aaron Waxman and Associates\*, we will protect your rights and advance your claim so you can focus on getting well. We believe there is no such thing as a bad question and there is never a charge for an answer. We only get paid when you get paid.**

**Contact us anytime to schedule a free, no-obligation consultation.**

---

**Aaron Waxman  
and Associates**

Professional Corporation  
Barristers and Solicitors

---

**[www.awaxmanlaw.ca](http://www.awaxmanlaw.ca) | [awaxman@awaxmanlaw.ca](mailto:awaxman@awaxmanlaw.ca) | (416) 661-4878**

\*Professional Corporation



NAME: *Jian Ghomeshi*

- born in London, England, in 1967 to Iranian parents; moved to Thornhill, Ont., at age nine, and eventually attended Thornlea SS
- has a political science degree from York University
- member of now defunct Canadian folk-rock group, Moxy Frivous, whose debut CD release (which included the hit "King of Spain") reached #1 on the Canadian indie sales chart in 1993
- host and co-creator of the daily CBC talk program Q, garnering the largest audience of any cultural affairs show in Canada
- 1982, his literary memoir based on his teenage dream to be David Bowie, was published in September

# RENAISSANCE FAN

CBC Radio's Jian Ghomeshi tells us how his school years influenced his career — and his debut book.

BY LAURA BICKLE

## Describe your school-aged self in three words.

In elementary school: eager, enthusiastic, skinny. In high school: confused, self-conscious, skinny.

## What was your favourite subject?

I liked theatre arts and music, but history was my favourite.

## Your most challenging subject?

Science. I did okay but it was work.

## Your favourite historical figures?

Great political figures, such as Martin Luther King and Malcolm X. Tommy Douglas always sounded pretty cool.

## Who are your non-fiction heroes?

Lennon and Bowie.

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

I was really interested in the media, but I believed it was unavailable to me because of my name and ethnicity.

## Where did your talents lie?

I was a good communicator — not necessarily about interpersonal stuff, but I could sell an idea.

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

That diversity of interests is not something to lament — it's a really good thing. I spent a lot of time worrying that I had this variety of interests that would somehow undermine my ability to thrive in anything. Jack of various trades, master of nothing.

Nevertheless, I engaged in many things and it's that variety that's really important in the job I currently do. I couldn't have predicted that back in the day. Now, when I speak to high school students, I try to emphasize that it's really okay to embrace all the interests that you have. Renaissance people are celebrated.

## If you were a teacher, what subject would you teach?

Politics, history, English literature.

## Quality you most appreciate in a teacher?

It sounds trite and clichéd, but my favourite teachers were the ones who really cared. The ones who stand out are the ones who understood and recognized that I didn't necessarily have the same experience as the other kids in the class and that all the other kids didn't have the same experiences as one another.

## Best advice from a teacher?

That critical thinking is easier than you think it is. I had a teacher who helped me understand that. Sometimes it's just about asking the question in its simplest form. This tends to get beaten out of us as kids.

## What's your strongest memory from graduation day?

Self-loathing, self-consciousness and excitement about what lay ahead. I was valedictorian. I was grateful but insecure about being singled out and being disliked by the other kids because of it. **PS**



Win a signed copy of

by liking us on Facebook!





Teachers,  
school and board administrators,  
educational assistants,  
administrative professionals,  
custodians,  
university and college faculty

Become a part of the  
**RTO/ERO**  
**community**  
and join us for...

- Superior health plans and resources
- Bilingual services
- Active peer community
- Group travel program
- Dependable pension support
- Advocacy on social and political issues
- Our award-winning *Renaissance* magazine
- Community outreach



Marjorie Blake  
Elementary school teacher  
ETFO



Sachi Nagano  
Elementary school teacher

**yourfuture**  
**YOU****RTO/ERO**

**yourfreedom**  
**YOU****RTO/ERO**



Diane Colbourne  
Elementary school teacher  
AEFO

Joel Nasimok  
Elementary school teacher  
ETFO

Robert Harris  
Principal  
OPSTF

Sign up for a **Retirement Planning Workshop** near you.

**[www.ero-rto.org/rpw-schedule-list](http://www.ero-rto.org/rpw-schedule-list)**

1.800.361.9888

Follow us on:



À votre service...pour le soin de votre avenir.

THE RETIRED TEACHERS OF ONTARIO

LES ENSEIGNANTES ET ENSEIGNANTS  
RETRAITÉS DE L'ONTARIO

Here for you now ... Here for your future.

Raise your hand  
if you value the investment  
your teacher puts into  
their classroom!

Proud Partner of

**Edvantage**



**We know you often spend your own hard-earned money making your classroom a welcoming, engaging and fun place to learn. We want you to know that your investment is appreciated and that we've got you covered.**

OTIP's unique Education Extra Package gives you enhanced personal coverage for things like books, tools and instruments associated with your profession, and extends coverage to areas that would otherwise not be covered under a standard home insurance policy, like personal property kept at school, work-related data stored on your personal computer, or school board property in your possession. We appreciate the investment you put into your school, and it's a part of who we are to protect what you put into your work.

For more information on what else is covered under **OTIP's exclusive Education Extra Package**, call us at 1-800-267-6847 or visit [www.otip.com/EEP](http://www.otip.com/EEP).



OTIP RAE0®



Property



Auto



Life

Insurance solutions for the education community

