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produced by Dana Dougherty Reinke, styled by Stephanie Saunders/Judy Inc
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Hon. Jean Augustine, Ontario's Fairness Commissioner, talks about the work of the Office of the Fairness Commissioner in ensuring that people are treated fairly when they apply to become licensed professionals in Ontario, no matter where they were trained.



Chair Liz Papadopoulos, OCT, reports on your Council's activities during the last year.



Registrar Michael Salvatori, OCT, reports on the College's 2011–12 initiatives.

It's your opportunity to ask questions and receive answers about the College as it relates to you as a member.

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professionally speaking

JUNE 2012

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

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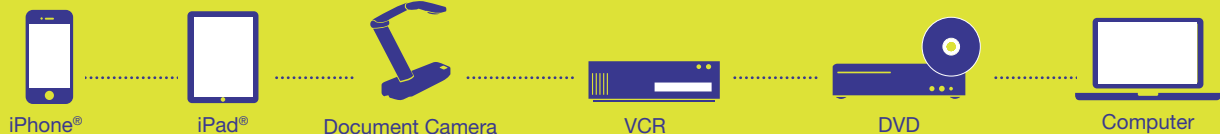
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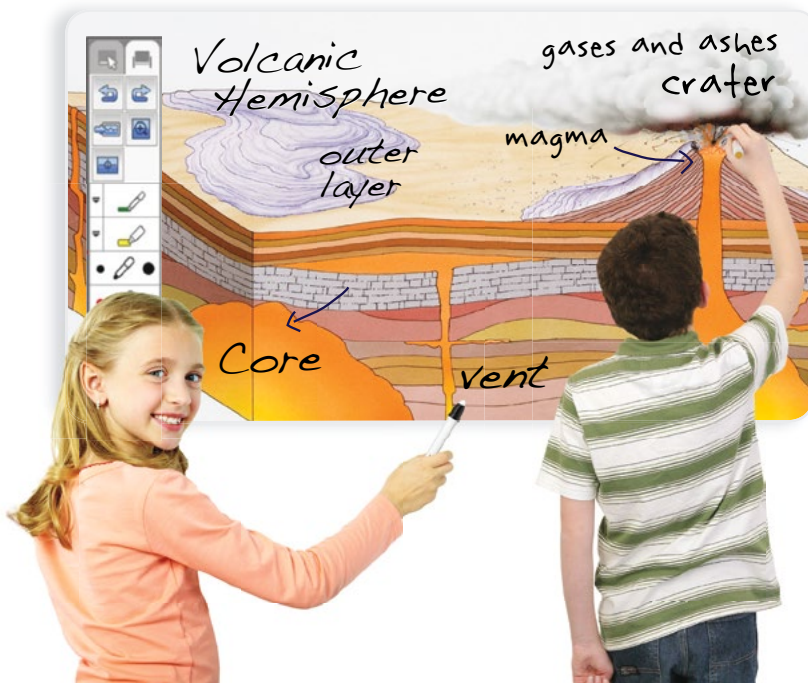
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The College is responsible to the public and the profession for ensuring that teachers receive the training they need to provide Ontario's students with an excellent education now and in the future. It sets standards of practice and learning for teachers and accredits teacher education programs and providers.

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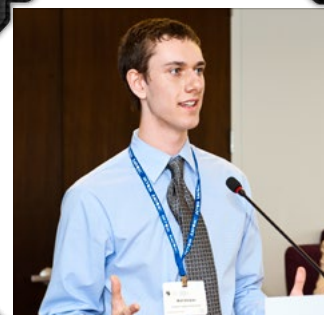
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At the College



Former Chief Justice
Patrick LeSage

Council welcomed Ontario's former Chief Justice Patrick LeSage and student parliamentary Matthew Stergiou to speak at its March meeting.

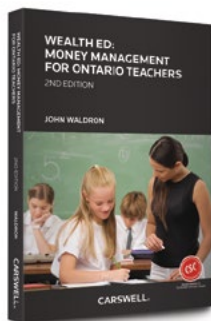


Matthew Stergiou



Lights! Camera! Action!
 Get up close and personal with your College. Check out our College Tour video. Created in partnership with Dan's Pet Shop Productions, the video highlights the inner workings of the College and the people who make it happen. Helping make the video happen, meanwhile, were the students of Fletcher's Meadow SS and école élémentaire Gabrielle-Roy. Watch the video and get a behind-the-scenes look at the action by visiting the College's Facebook page. Popcorn optional.

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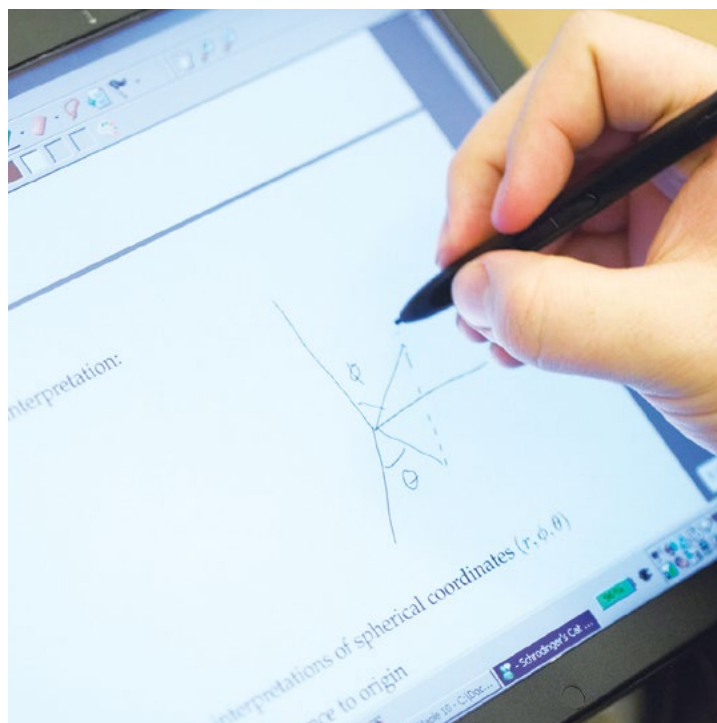
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Inspiring public confidence

In all cases, our goal at the College is to serve the public interest better.

by Liz Papadopoulos, OCT

THERE ARE MANY CERTAINTIES IN A teacher's life. Witnessing students' success, boisterous hallways and report cards are just a few. You are probably in the middle of carefully drafting your report cards or you're about to. The College is also going through a similar exercise.

May 20, 2012 was our 15th birthday as the regulatory body for Ontario's teaching profession. It is therefore timely — in reflecting on our 15 years in existence — to recognize our strengths, but, most importantly, to look at areas where we can improve.

That's why last summer the College sought outside expert advice to review some of our regulatory processes. There's nothing particularly new about that. Reflection and review are cornerstones of our operational structure. We continually examine what we do and how we do it.

We want to improve. We want to recognize our strengths and correct weaknesses wherever we find them. Our goal in all cases is to serve the public interest better.

To that end the Registrar, with the support of Council, commissioned the Honourable Patrick J. LeSage, former Chief Justice of the Ontario Superior Court, to review the College's investigation and disciplinary procedures and outcomes, including the dispute resolution program. His report is due on May 31.

LeSage's reputation and experience in these matters is impressive.

The former Chief Justice of the Ontario Superior Court retired from the bench after 29 years of distinguished service and joined the Toronto law firm Gowlings in February 2004. His practice is focused on providing advice on complex disputes, and he also acts as a mediator, arbitrator and/or fact-finder in significant private- and public-sector matters.

LeSage began his career as a Crown attorney in the Ontario Ministry of the Attorney General, where he rose to the position of Director of Crown Attorneys for Ontario. In 1975, he was appointed to the County and District Court and became Associate Chief Judge in 1983. In 1994, he became Associate Chief Justice and in 1996 was appointed Chief Justice of what is now the Superior Court of Justice for Ontario, a position he held until September 2002.

In almost three decades on the bench, Justice LeSage presided over some of Canada's most publicized and complex cases.

The College regularly asks independent experts to review key aspects of the College's practices to ensure that we continue to serve the public interest effectively and to inspire public confidence in the education system.

Transparency and openness are at the heart of this independent review as members of the profession and

the public were engaged in providing their input on how we can improve our practices. Teachers, principals, parents, education partners and other regulators took part in the LeSage consultations and gave their feedback on the College's disciplinary

“Our goal in all cases is to serve the public interest better.”

practices. We take their observations and meaningful advice seriously.

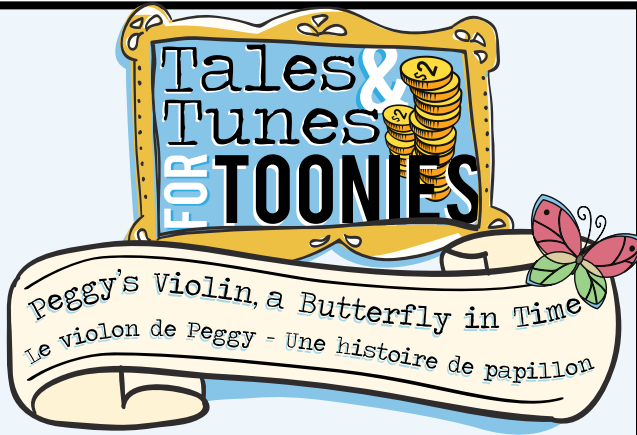
The men and women who are part of the fifth Council have one month of work, as their term will be completed at the end of June, and a newly constituted sixth Council will be in place.

Council members will look at the report and use their experience to see how the recommendations may serve the public interest and to consider areas of improvement.

As the end of my term as Chair of the fifth Council draws near, I must conclude by saying that it has been my privilege to serve as your Chair since the summer of 2009.

I would like to express my gratitude to my fellow members on Council, who work on fulfilling the College's ethical and legal responsibilities to be accountable to the public and to be transparent in how we regulate the profession. Together we have made a difference in the lives of teachers and students in Ontario's schools. **ps**





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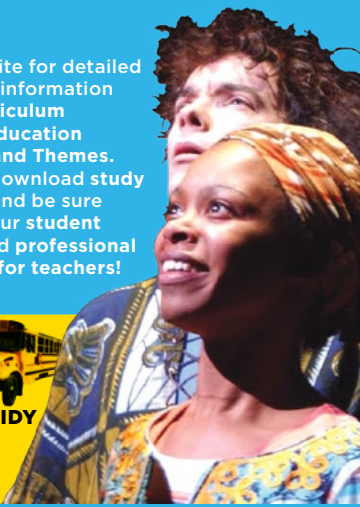
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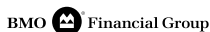
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Inviting public trust through communication

One of the College's legislated objectives is communicating with the public on behalf of the teaching profession. The College is focused on enhancing public understanding and support, says the College's Registrar. **by Michael Salvatori, OCT**

PROMOTING PUBLIC ENGAGEMENT AS A means of inspiring public confidence in the teaching profession is at the very core of the work of the College. Andy Hargreaves and Dennis Shirley of Boston College's Lynch School of Education clearly articulate the notion, and I couldn't agree more.

In a report commissioned by the Canadian Teachers' Federation, the esteemed education researchers and commentators say that "especially in systems that are already high performing, it is at least as important to build public commitment and engagement as it is to develop a sense of public confidence in education."

Schools and school systems communicate constantly so that parents and other partners have a solid understanding on which to construct their support for public education. And we take our inspiration from them.

Informed College Council in March that I've made it a strategic priority among College staff to continue to inspire public confidence in the teaching profession through enhanced communication with the public. Not just once. Not for a specific event. But

in everything we do. This priority is in complete alignment with our legislated objects and reinforces the College's commitment to transparency and accountability.

We want to know what parents and the public know about what we do in the context of self-regulation and within the sphere of public education.

We want to know what the public believes about the teaching profession as a whole — where it's going and where it needs to go. Beyond informing our own work to regulate the teaching profession in the public interest, the answers we gather will provide the sector with information it can also use to build public commitment and engagement.

Only a public that is truly engaged can be truly supportive of the organization and understand its challenges.

We'll extend questions to our members too, as we routinely do. But these will go beyond the annual survey of members that we undertake on behalf of this magazine and the frequent consultations about developing Additional Qualification course guidelines or the accreditation of faculty programs.

The College has an opportunity to engage parents and College members alike in gauging their reaction to and support for a report and recommendations about our discipline process and practices. As *Professionally Speaking* goes to press, we are expecting receipt of the former Ontario Chief Justice Patrick LeSage's review. We commissioned the independent examination last summer in our continuing efforts to reflect and improve in every facet of our operation. This fall, we will share the results of that review and evidence of what we're doing to respond.

We've already posted Discipline

Committee decisions on our website to inform parents, employers and the public, who previously would have had to visit our library or ask for information.

We are also embarking on a schedule of providing regular counsel to members in the form of professional advisories and making that information public.

As well, we are committed to doing a

“We will meet face to face to hear concerns and solicit ideas.”

better job of helping people understand our work to accredit teacher education programs and courses. Years of surveys have clearly demonstrated that our members have reflected on their own preparation and can offer many insights.

Whenever and wherever we can, we will meet face to face, and we will use any electronic or other means available to hear concerns and solicit ideas. At present, we are revamping our website to make it more intuitive for users and easier to navigate and understand.

Early this fall, we will take the College on the road, setting up booths at the university fair and Toronto's Word on the Street festival. And in November, we will invite the public, other regulators and education stakeholders to our Inspiring Public Confidence conference.

Enhancing awareness is a prerequisite to achieving trust, understanding, support and commitment. You can expect to be hearing a lot more from and about us. And, as always, we look forward to hearing from you. **ps**

M. Salvatori





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A note from the Editorial Board

The Editorial Board takes responsibility for the Teacher Tip. We take our readers' concerns seriously, and we want to assure you that the Teacher tip — a new element introduced in the March issue — was not intended to diminish the value of any subject area being taught in Ontario schools. We will vet future tips more carefully.

While it's heartening to know that this new feature



was so closely read, our aim was not to be controversial but to provide helpful advice that members can use in their daily practice.

We were also hoping that our first tip would help to generate the submission of even more tips from members.

Any tips that you would like to submit yourself would be very welcome.

— The Editorial Board

Tipping point

It was with some concern that I read your Teacher tip in the March 2012 *PS*. Taking away time from subjects that students enjoy to improve classroom behaviour is not good pedagogy and is actually in opposition to best practice. While I recognize the importance of classroom management, the strategies used should be based on positive, not negative, behaviours. The tip mentioned that students “admonish each other to be quiet and pay attention,” which does not create an atmosphere for positive peer relations and a supportive classroom environment.

In addition, the curriculum expectations for health and physical education and the arts are important

and mandatory, and there is great value in students having increased daily activity. Research has shown a connection between physical activity and better academic achievement, better classroom behaviour, better concentration and more focused learning. Daily physical activity is a mandatory component of daily instruction in Ontario. Students are required to actively engage in sustained moderate to vigorous physical activity for a minimum of 20 minutes every day. After physical activity, students are ready to engage in meaningful learning in the classroom.

Chris Markham is Executive Director and CEO of Ophea (provincial subject association for H&PE).

All curriculum matters

The Teacher tip suggests that gym and art are not valued. Curriculum is important, whether it is the preferred subject of either students or teachers, and should be treated as such. Further, most research suggests that when students are unfocused, physical activities or creative outlets result in more effective learning.

Kristy Pulver, OCT, is Program Manager at an Ontario outdoor centre that provides outdoor, experiential and character education to students from Grade 1 through postsecondary.

Art and phys ed are important

I was disappointed to see that it is considered appropriate to manage student behaviour with the threat of the loss of arts education time. Art and gym might be popular, but they are also critically important. To reduce this time as part of a classroom-management strategy is not acceptable.

Carole Richardson, OCT, is Chair of Ontario Teacher Educators in the Arts and Dean of Education (acting) at the Schulich School of Education, Nipissing University.

Tip has “profound negative” impact

We were dismayed by and disappointed in the Teacher tip. This tip may have profound negative influence on teaching practice and the status of health and physical education.

We expect to see nothing less than quality and insightful strategies designed to support excellent classroom practice. We fail to see how this type of strategy, which punishes students and marginalizes mandatory curricular programming, can be deemed acceptable or even allowable. We wonder what was the standard and ethic of care in the decision-making process that allowed this tip to be published on behalf of and in support of Ontario teachers?

Joe Barrett, OCT, and **Chunlei Lu** are professors in the Department of Teacher Education, Brock University.

Give more time to phys ed

Physical education class is enjoyable and exciting for many students, but more importantly, it is a curriculum subject mandated by our province. Given the obesity epidemic in Canada today, students need more time on physical education than ever before. Suggesting that classroom teachers use this time as a prize to be granted or taken away devalues its importance in a child's education. We need to value phys ed and give it the time it deserves.

Janie Kawamoto, OCT, and **Kristin Kawamoto**, OCT, both teach health and physical education in the Hamilton Wentworth DSB.

The profession should do more to help new teachers

Having just read your article *Now What?* (*PS*, March 2012), it saddens me to know that our bright and enthusiastic new teachers are continually increasing their postgraduate unemployment and underemployment to over 30 per cent.

When I retired six years ago, I made it a personal and professional obligation to our new educators to step aside and do my small part to provide an opening for them.

I also made it quite clear to my colleagues that I was not enamoured with my retired peers who did double dip into the supply pool with a full pension. I was very happy when those available days were cut down so that at least some new teachers could get a small shot at

actual classroom experience.

And now I also must strongly agree with Mr. Stoddart's letter to the editor (March 2012), which suggests that postsecondary institutions should revise their entrance requirements and intake to stem the flow of poorly utilized teacher graduates.

I believe it is a more serious obligation on the part of the Ontario College of Teachers to immediately initiate a committee to work hand-in-hand with the teachers' colleges to regulate this supply so we do not disillusion our new young professionals with future unreasonable prospects.

Doug Wighton, OCT, a former teacher and department head of ESL, is retired from Thistletown CI in the Toronto DSB.



Rookie teacher?

It is always with a sense of anticipation that I greet each and every issue of *PS*. I am always able to mine many nuggets of wisdom. I will not, however, include the Teacher tip that appeared in the March issue as just such an example.

I wonder if Ms. Kovacs really thought through what her son's Grade 6 teacher practices as a classroom-management strategy before choosing to include it. Picking physical education as a carrot (or is it a stick?) to change behaviour is like sending kids to bed without supper. These are important subject areas, and there will always be children who would be pleased to avoid either of those curriculum areas.

I would advise the teacher to find other ways to manage the class than timing "bad" behaviour. One could set aside periods for quiet time or schedule events where discussion is encouraged. Both of these alternatives focus on how to do things right. The opposite approach is a rookie mistake and perhaps it's simply the case here.

Roger Curtis, OCT, teaches business at Sydenham HS in the Limestone DSB.

Open letter to new teachers

Dear New Grads,

I graduated with a Master's degree in Education in 1996 and was fortunate enough to get hired onto the supply list that September. It was tough to find full-time opportunities. Like many of my colleagues, I felt as though I was in the right place at the right time.

Seven years ago, I decided to resign my full-time teaching position to stay home with my four small children, all of them under the age of five. I walked away from that job thinking, arrogantly, that I would walk right back into the profession when my children were in school full-time. I was, after all, very experienced. But that, of course, was not to be the case.

But in my "time off," I was an extremely involved parent volunteer in my children's school. Still, I struggled to get re-hired into the profession. Once I did get hired, I rode the LTO train for three years. I knew I had to be much more than a good teacher in the classroom. I took many free seminars offered by my board and three AQ classes, but most importantly I took

organizational roles in the school where I worked. At every opportunity I spoke publicly in front of students and parents.

Still, I rode the LTO train. It was discouraging, but thanks to supportive principals and administrative teams, I was never without a day's work. When I finally gained my full teaching contract this year, it was because of dedication, creativity, consistent and hard work as well as being in the right place at the right time.

New graduates, you cannot expect that a teaching job will fall into your lap. Nor can you assume that being a great teacher in the class will be enough. You must make very large promises to your students, your school and your parent community, and follow through. You must give of yourself to students, other teachers, your administrative team and parents.

Once you have shown commitment to all of this, then you must hope to be in the right place at the right time.

Jo-Anne Locke, OCT, teaches Grades K-8 music at Beryl Ford PS in the Peel DSB.

It might be cool to quote someone

The College has done some good work educating its members on boundary and professional issues, but glorifying the behaviour of this TV character does no good at all and probable damage to young teachers looking for guidance.

Technology can be a great tool to use in the classroom, but I don't think of the tool first and then plan my lessons and activities. The expectations drive *all* of what I do in the classroom.

My classroom is all about balance, and it's about giving all of the students all of the tools that they need to be successful.

Visit the College's Facebook page today and you'll be able to:

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- learn of College job openings
- get the scoop on events, awards and contests
- and more ...

Connections

... in your profession and in your classroom

School's out!

With two months of summer break looming, we were wondering how Ontario teachers plan to spend their time. Here's what you had to say on our Facebook poll:

45%

AT PLAY ...

taking a long vacation

33%

AT LEARNING ...

upgrading skills

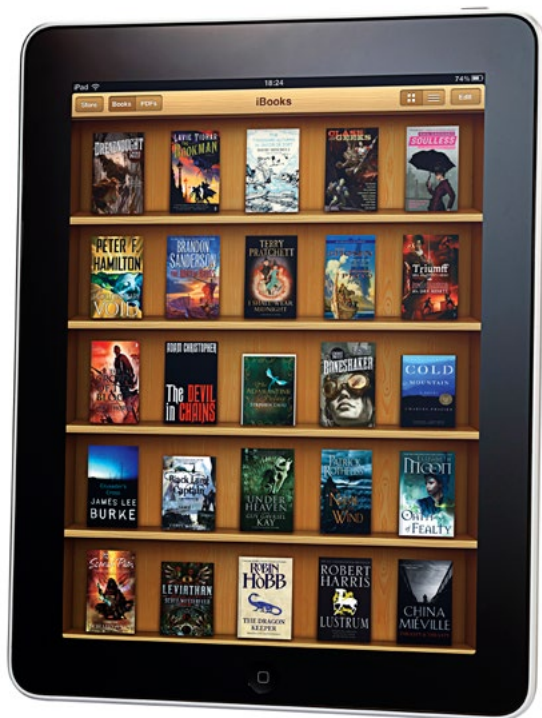
22%

AT WORK ...

in the classroom

Planning to take an AQ this summer?

Teachers love to learn. Last year, Ontario Certified Teachers were awarded 41,480 Additional Qualifications. Find one that's right for you at **oct.ca** → Find an AQ.



Ontario waits for next-generation textbooks

Apple's iBooks 2 is bringing 21st-century technology into the classroom, providing interactive electronic textbooks that cost a fraction of traditional print volumes. In the United States, Apple expects that its recent deal with leading education publishers will lower textbook prices to US\$15 or less. But in Ontario, at least, no such change is imminent.

"We've been developing online materials for some time," says Gerry McIntyre, Executive Director of the Canadian Educational Resources Council, which represents most K–12 education publishers. "But schools are not in a position to acquire resources unless they are available to all students — and that means providing everyone with iPad access."

McIntyre adds that while all key education stakeholders promote 21st-century learning, 90 per cent of their demand is for print materials. Plus, he says that Ontario school boards are spending 35 per cent less on learning materials than they did five years ago.

SECOND CITY STANDS UP TO bullying

Principal Jennifer El Refaie, OCT, liked Second City's anti-bullying puppet show so much she has booked a second run for her new Peel DSB elementary school.

"Over the years I've seen lots of anti-bullying campaigns, but this one was special," El Refaie says. "The kids were engaged and the teachers liked the follow-up resource packages."

Jill Galutira, OCT, a Grade 2 teacher at Mississauga's St. Edmund ES, says, "The messaging was great. It reinforced what we are teaching."

The 45-minute *Stop Punching Judy* (SPJ) is the brainchild of Kevin Frank, artistic director of Toronto's Second City Education Program. "We mix humour and interactive learning," Frank says.

The show is available in the GTA and is aimed at K–8 students. The Ministry recently added SPJ to its Registry of Resources for Safe and Inclusive Schools. For more info email schoolprograms@secondcity.com.

56

per cent of Canadian youths say they have Googled their teacher or professor.

Source: Survey by *Marketing* magazine and Studentawards Inc. of more than 1,000 Canadian 16- to 24-year-olds



Got milk?

Students who enjoy milk and hot lunch programs in their schools may have their great-grandparents to thank.

This 1923 photo shows schoolgirls drinking in the benefits of a Toronto Public Health milk campaign. As always, good nutrition and learning go hand in hand.

Pop Quiz

with *Bully* director
Lee Hirsch

by Laura Bickle

Lee Hirsch knows a bully when he sees one — the filmmaker had the misfortune of mastering this skill as a boy.

*Hirsch continues to explore this issue in the recently released *Bully*, provocatively told through the heartbreaking experiences of five American kids and their families.*

The film is part of the Bully Project (thebullyproject.com), a collaborative effort that's working to eliminate bullying through education and conversation.

We spoke to Hirsch about how he hopes the documentary will affect change for schools, teachers and students worldwide.

Q What are teachers saying about the film?

Many say that it should be seen in every school by every educator and every student. Overall, the reaction has been positive, but teachers also talk about their frustrations and the need for more professional development. One idea that came up was how powerful it would be if educators who've been bullied would share their memories and experiences with their students as a way to build trust and be more accessible.

Q What do you hope teachers will take away from *Bully*?

I hope teachers will get into conversations with each other, with their schools and with the parents in their community and ask themselves: How are we doing with managing bullying? Can we do more? That's happening, and it's something that really excites me.



“Each time a teacher was willing to step up and be supportive, that was critical for me.”

Q What is the most effective thing teachers can do to help students?

Teachers have to set the tone and climate for what's acceptable and what's not. They have to let everyone know that they'll support students who step up and intervene. We have a wonderful learning guide that I hope teachers take advantage of.

For a free downloadable tool kit, visit thebullyproject.com → educators.

Q As someone who was bullied, is there anything a teacher said or did that helped?

I certainly remember being told that, “You bring it on yourself and you have to fix it — toughen up.” So each time a teacher was willing to step up and be supportive, that was critical for me.

Q What's your message to the 12-year-old you?

That you're strong. Kids who are bullied need to be acknowledged for just how much strength they have.

Q What's your message to kids who are being bullied?

They have to know that it's not their fault and that they don't have to endure it, and they have to keep asking for help until they get it. It's their right.

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and Anthony Muhammad

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Wayne Hulley

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Teaching and Assessing 21st Century Skills Workshop



Robert J. Marzano, Tammy Heflebower,
and Phil Warrick

November 14-15 **Toronto, ON**

Speakers are subject to change.

Teacher tip

I work in an early literacy program and find that students are more likely to remember key sight words when they are taped to the floor. Students call out the letters as they hop on each one, then say the whole word. It's another fun and physical way to learn.

— Laurie Ferraro, OCT
Georges Vanier Catholic School, Ottawa



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

Mini TFO just got bigger

The Franco-Ontarian television show has expanded its education reach with a new free app.

Students age two to six can now sharpen fresh skills while TV hosts Marianne and Dino guide them through these three games:

- **Cherche et compte** (Seek and Count) is the most challenging. Children use their fingers to trace onscreen numbers.
- **Où est...?** (Where Is ...?) is the most playful. Children have to find a character hiding on the screen.
- **Trouve les paires** (Find the Pairs) is the most straightforward. Children work on memorization.

Although this application is ideal for the younger set, the educational games are just as useful for older children — for example, those having difficulty writing numbers — as well as immersion students learning French.

The Mini TFO app is available for both iPhones and iPads at tfo.org/apps/mini → Apps. For the full list of TFO apps, visit www3.tfo.org/apps.

App tested by Lucie Forget, OCT, a teacher at école élémentaire publique de la Rivière Castor in Embrun.



PS POLL



An Ottawa school made the news when it banned yoga pants. With warmer weather here, how do you feel about dress codes?

68% THEY ARE A GOOD IDEA.

They encourage students to think about and make appropriate decisions regarding conduct and appearance.

16% THEY GO TOO FAR. What does it matter if a student wears a tank top and shorts?

16% I'M MIXED. I think dress codes should be enforced for Grades 6 and up.



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briars.ca/spa.shtml
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rainbowcinemas.ca
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climbinggym.ca

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- Cedar Ridge Camp
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- Reptilia
reptilia.org
- Butterfly Conservatory
cambridgebutterfly.com



6. SHOW STOPPERS

- Medieval Times
medievaltimes.com
- Canadian Opera Company
coc.ca
- Stratford Shakespeare Festival
stratfordshakespearefestival.com/teacherticketdeals

7. CULTURE CLUB

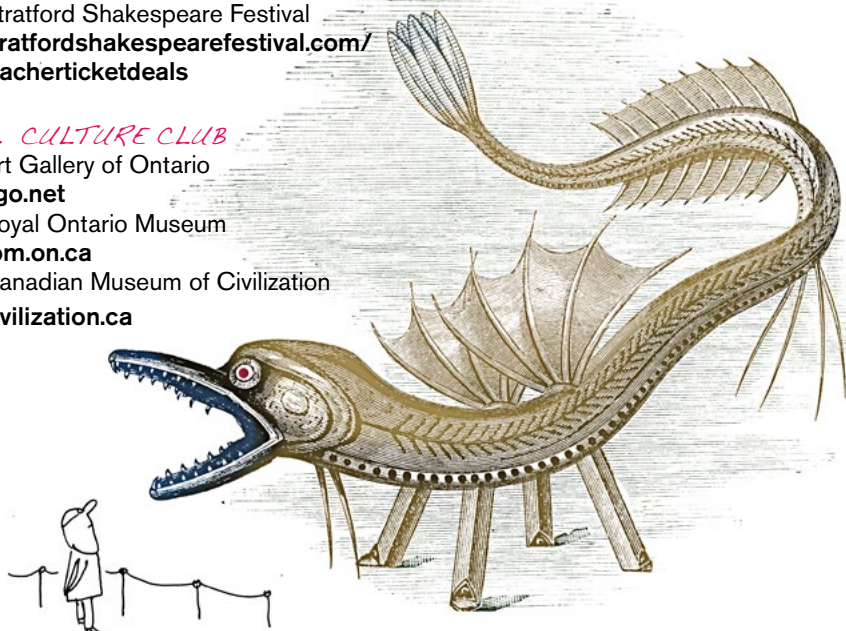
- Art Gallery of Ontario
ago.net
- Royal Ontario Museum
rom.on.ca
- Canadian Museum of Civilization
civilization.ca

8. PARTY PEOPLE

- Crumbs & Co
crumbsandco.com
- Party Packagers
partypackagers.com
- Mysteriously Yours Dinner Theatre
mysteriouslyyours.com

9. JUST PLAIN FUN

- Mariposa Cruises
mariposacruises.com
- Dinosaur Valley Mini Golf
dinosaur1.homestead.com
- Niagara Parks
niagaraparks.com/affiliates/oct.html





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Accreditation

The Ontario College of Teachers is seeking members to serve on panels responsible for conducting accreditation reviews of programs offered by faculties of education in Ontario. Members of the profession with experience teaching in elementary schools or giving Native second-language instruction in a university setting, and those with expertise in French first-language schooling are particularly needed.

Interested members are encouraged to forward their name, title, contact information (telephone number, postal and email addresses) and a resumé with two references to The Manager, Accreditation Unit, Ontario College of Teachers at accreditation@oct.ca.

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Shantelle Browning-Morgan, OCT

Shedding light on darker chapters

by Leanne Miller, OCT

“WHAT COMES TO MIND WHEN I SAY the words black male and black female?”

This is the question Shantelle Browning-Morgan, OCT, asks her Grade 11 Walkerville CI students at the start of each African Studies course.

Common answers include guns, violence, rap, hip hop, baby daddy, loud, welfare queen. And, as Browning-Morgan expects, many use the N-word. It may be hard to hear, but it's the perfect way to begin a course that students later describe as life changing.

As a 2011 winner of the Governor General's History Award for Excellence in Teaching, Browning-Morgan would likely agree on the life-changing nature of this locally developed course. She piloted what is officially known as the History of Africa and Peoples of African Descent — at the Windsor school — after being inspired by a similar Toronto DSB course.

Dave Watkins, OCT, a 2007 Governor General's award recipient and Windsor native, was part of the Toronto team at Weston CI that developed the pivotal African Studies course. Now, 10 years later, more than 20 Toronto DSB schools run this program. With this kind of progress, you wouldn't think that Watkins would take notice of Browning-Morgan's efforts — but that isn't the case.

“No one is more deserving of this Governor General's award than Shantelle,” says Watkins. “She was a pioneering warrior to bring African Studies to Windsor. This course is not just good for black kids, it's good for everyone.”

Browning-Morgan grew up living an unhealthy contradiction. She heard her father's stories about their rich African heritage but did not learn about it in school. She struggled with her identity during her teens, feeling discomfort in her own skin. That changed when she joined the Essex County Black Historical Research Society at the University of Windsor.

“When I think about what my African ancestors endured, I ought not to be here,” says Browning-Morgan. “It's my



Shantelle Browning-Morgan, OCT, and her Grade 11 students work on a transatlantic slave-trade activity to better grasp the horrors that Africans experienced during the middle passage.

responsibility, my purpose, to share their stories with children of all origins. As relatives in the human family, we all benefit when we learn about one another. It's the best way to fight racism."

Browning-Morgan's course is a cultural and social examination of history, focusing on more than just battles and political leaders. In fact, it begins by exploring how popular culture and the media reinforce stereotypes — sensationalizing violence, irresponsibility and misogyny. Browning-Morgan explains how these harmful messages can discourage black teenagers from pursuing an education,

a career and other life goals.

Students are astonished and intrigued by what they learn, especially when they analyze mainstream hip-hop lyrics — much of which Browning-Morgan calls degrading and socially unconscious — and look at the coded language of spirituals. They even compare hip hop to minstrel-show music later in the semester.

Empowered by their newfound knowledge, last year's impassioned students initiated a school-wide campaign to end the use of the N-word. They put up posters, developed petitions and distributed information cards.

"Everyone should know how bad that word is," Petra notes in her course feedback.

Shanice writes: "Now my two goals are to stop using the N-word and start educating my friends about why they shouldn't use it."

To accomplish this second goal, Shanice and her classmates must first travel back several thousand years to understand what exactly happened.

"If they're surprised to discover that Africa is not a country," says Browning-Morgan with a laugh, "they're shocked to discover that black societies were the cradle of humankind and that Egyptians don't have white skin."

The course moves from early civilizations to the transatlantic slave trade. The topic of slavery tends to be upsetting for the students, but it ultimately uplifts them when they understand the miracle of anyone having survived its brutality. They quickly realize how strong the survivors must have been and how important freedom was to them.

Other units include African imperialism, the scramble for colonies, North American oppression and civil rights.

"The Underground Railroad is a wonderful example of cultures working together for a common goal," says Browning-Morgan. "First Nations, black and white men and women in the United States and

4 ways to grab your students' attention

1. Use pictures and graphics to bring people and places to life. PowerPoint helps reinforce lectures and supplement textbooks and handouts.

2. Have students write about what they've learned. Ask them to think about how the historical developments discussed in class affected their ancestors and have ultimately changed their lives today. Write back to students without penalizing spelling or grammar mistakes — but do correct them.

3. Sit in a circle for class discussions. Have a hot topic to explore? Get students to face each other so they can hear everyone. Ask them to listen carefully, keep an open mind and speak respectfully and purposefully.

4. Give assignment options. Essays, presentations, slideshows and poetry are a few formats students can choose from to showcase their strengths and explore new mediums of communication.

Canada accomplished something miraculous. Kids need to see that the best things happen when everyone works together.”

The focus returns to Africa as students learn about the fight for independence — culminating in South Africa — and explore more recent issues like the Rwandan genocide, the Darfur crisis, blood diamonds, poverty, hunger and HIV/AIDS. Then students revisit Canada and learn about black people’s involvement in both world wars and the story of Nova Scotia’s Africville. Students come out of the course with a strong understanding of slavery and colonialism.

Guided by Browning-Morgan, the learning extends beyond the classroom. Inspired by West African tradition, students create masks that reflect their heritage and incorporate Ghana’s adinkra symbols. The colourful ancestral masks are on display and show Croatian, Ghanaian, American, Lebanese, Honduran, First Nations, European-Canadian and African-Canadian ancestry.

As well, many students participate in Walkerville’s Black Cultural Showcase. They sing, dance, compose poetry, do dramatic readings and play African drums during several sold-out shows.

Students also attend the University of Windsor’s African Diaspora Youth Conference (uwindsor.ca/diaspora/youthconference) along with several hundred students from Toronto, Windsor and Detroit. They discuss their common heritage and their life and career aspirations, and they visit venues like the Underground Railroad Museum.

Back in Browning-Morgan’s class, students discover Canadian trailblazers, including Mary Ann Shadd, Abraham Doras Shadd, the No. 2 Construction Battalion, Viola Desmond, Josiah Henson and more recent heroes like Rosemary Brown, Lincoln Alexander and Michaëlle Jean, as well as Oscar Peterson and K’naan.

“They come to see that black heroes are more than athletes or rappers,” Browning-Morgan explains.

Browning-Morgan pays as much attention to how she delivers her curriculum as to what is in it. When she starts the slavery unit she wants students to experience the tedium of picking cotton all day. She gives them balls of red yarn and instructs them to stand still, look forward and stay silent. Then she tells them to tie knots in their yarn over and over.

Last semester’s students lasted 19

minutes before they quit in anger — one student even stormed out. Then their teacher quietly explained her rationale. “Enslaved people were forced to labour for over 400 years at far more difficult tasks, in much harsher conditions. And you can’t tie knots for 20 minutes?” The teenagers were humbled.

“If she’d just told us about it or we’d read about it, it wouldn’t have had the same impact,” says Shai. “We’ll always remember tying knots in red yarn representing blood.”

Alyssa asked Browning-Morgan to hang her knotted yarn at the front of the classroom as a reminder for everyone — and it’s still there.

Browning-Morgan wants to humanize the 30 million Africans stolen from their homes. “We must refer to them as enslaved people, not slaves,” she says.

One way that Browning-Morgan achieves this is through a transatlantic slave-trade activity. Students pick five names from the African Names Database (slavevoyages.org/tast/resources/slaves.faces) and design cut-out representations that reflect each person’s culture. After giving their cut-outs names and birthplaces, the students use small chains to attach them to a symbolic slave ship that hangs in the classroom.

“My rationale is to return their names, birthplaces, cultures and humanity,” Browning-Morgan explains. “While

the cut-outs are beautiful, the activity doesn’t diminish the horrors that Africans experienced during the middle passage. It helps restore beauty to people who have been stripped of humanity for far too long.” And just like that, Browning-Morgan’s gift of knowledge and empowerment reaches further than any of us could expect.

“I’ve never felt this happy before,” Petra writes in her course feedback.

“As relatives in the human family, we all benefit when we learn about one another. It’s the best way to fight racism.”

“I feel beautiful in my skin for the first time. I have a rich history and I’m going to teach this course one day. Thank you for making me feel important. I didn’t want to take this course because of my own shame, but it was the best choice I ever made.” **ps**

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Zaib Shaikh's

Remarkable Teacher
Lawrence Stern

The actor recalls the unique and offbeat mentor who unlocked the door to the wild world of theatre and gave him the key to his ongoing success.

by Richard Ouzounian

WHEN ZAIB SHAIKH was cast as the even-tempered Amaar on CBC's *Little Mosque on the Prairie*, he found himself faced with a dilemma.

"How was I going to play someone who was so like me in some ways and yet so different in many others?"

He found the answer by going back to the lesson he learned from the extraordinary Lawrence Stern, his drama teacher at Streetsville SS.

"Lawrence had one motto that he drilled into us above all others: 'Role equals self plus others.' With that one tool, he enabled anyone who stepped into his classroom to play any role possible.

"So I thought about Amaar — and then Lawrence — and filtered myself through Amaar's character, and that's how it all happened."

Stern passed away from cancer on August 31, 2010, shortly after retiring from a 30-year career in teaching. But his influence started long before Shaikh's television stardom and continues to this day.

"Every time I find myself thinking about my work in an original and uncompromising way, I feel that



TOM SANDLER

Lawrence is looking at me from out there somewhere. The magical thing about his teaching was that he didn't just help you act, he helped you think and feel and live."

Shaikh was born in 1974 and raised in Toronto — the son of Pakistani parents who, inspired by the buzz created by Expo 67 and Pierre Elliott Trudeau, immigrated to Canada.

"There was nothing wrong with my parents' life in Pakistan. They came here because they thought it was a place where wonderful and exciting things could happen."

They were very culturally aware and, in fact, started the first Indo-Pakistani-Canadian broadcasts on CHIN Radio/TV. They encouraged their son to watch classic films on TVO's *Saturday Night at the Movies* with Elwy Yost and took him to Stratford, where the first production he saw was *The Merchant of Venice* starring John Neville.

All of this rubbed off on Shaikh, who showed an early penchant for performing. But when Grade 9 came around, the family moved to the suburbs of Streetsville, which disoriented the young Shaikh to no small degree.

"I had been a Bloor Street West kid, and now I was going out to what I saw as the wilderness, and I didn't think there'd be any theatre there," says Shaikh.

Little did he know that Stern — in his idiosyncratic way — had been building up a drama program at Streetsville SS that was unlike any other.

"I walked in the first day to audition for the school play," recalls Shaikh, "and found out it was by Christopher Durang, who I'd never heard of." He was soon to learn that the cynically comical New York playwright was just one of the offbeat offerings with which Stern kept challenging his students.

"I auditioned and didn't get a part, which kinda weirded me out because it was the first time that had ever happened. I thought maybe I wasn't any good and that I should give this acting thing up."

But the sensitive Stern picked up on Shaikh's vibe and went up to him to talk.

"I said no to you this time," Shaikh remembers his teacher saying, "but don't take that for a final answer. Keep



“The magical thing about Lawrence Stern’s teaching was that he didn’t just help you act, he helped you think and feel and live.”

coming to the drama club and we’ll do something together for sure.”

Stern had the type of look that grabbed a student’s attention, with what Shaikh describes as his “deliberately mismatched running shoes, and his John Lennon hair and glasses. He was in his 40s when I met him, but he was very cool looking.”

He was cool thinking as well.

In an atmosphere where acting talent was usually judged by the ability to do musicals, Lawrence bucked that trend and cultivated young performers from all disciplines. “He wasn’t a proponent of standard talent. He appreciated the precocious performing kids and never put them down, but he also encouraged the silent kids who needed to be brought out of themselves.”

One of the ways Stern would do this was through his method of classroom instruction, which went back to the roots of Socratic dialogue.

“He made the assumption that theatre was important to you, so he talked to you to share and debate — not to teach. You’d find yourself in a sophisticated conversation with him. He wasn’t a pedant. He was an encourager of conversation, and he’d just start talking to you and you had to keep up.”

Because of Stern’s choice of plays, that wasn’t always easy.

“I played the lead in Morris Panych’s *7 Stories* when I was just a teenager,” Shaikh says, “and did Algernon in *The Importance of Being Earnest*, staged in the round. Sometimes we’d perform scenes from Ibsen’s *Ghosts*, and we mounted a hippie maypole production of *A Midsummer Night’s Dream* where I played Lysander.”

And with Stern, field trips weren’t ordinary outings to Stratford or the Shaw Festival. “He would fly under the radar and take us to see crazy things like *White Biting Dog*, George F. Walker plays or wild pieces of environmental theatre.

“It’s important to remember that Lawrence was also friends with all kinds of people in the theatre community — from playwright James Reaney to

actor-director David Ferry — and he would extend those friendships to us as well.”

Shaikh laughs as he recalls one of the most out-of-the-box things that Stern did with his class. “Every year there was an arts day at school, and I guess we were all expected to put on some kind of little play or sketch, but that’s not what Lawrence had in mind.

“Instead, he took us all out of the building for the day to discuss what art meant to us on a personal level. The principal went ballistic because that’s not what he thought should be happening.”

In the end, one of Stern’s most lasting achievements was his ability to make each student feel unique, and Shaikh recalls Stern’s personal gift to him in this regard.

“My real first name is Aurangzaib, but since people had such trouble saying or remembering it, I always shortened it to Zaib.” Of course that wouldn’t do for Stern. When he first met Shaikh, he said, “You’re Aurangzaib Shaikh, named after the last great Mughal Emperor. John Dryden wrote a play about you.”

“He knew something about me that no one else did,” recalls Shaikh.

In the final days of Stern’s life, his past students reached out to him in various ways. Shaikh did it through the media.

“Every time I find myself thinking about my work in an original and uncompromising way, I feel that Lawrence is looking at me from out there somewhere.”

“I was guest hosting [the CBC radio show] *Q* that week — which I knew would have made Lawrence proud — so I gave him a shout-out on the radio. Two days later, he died. He was in palliative care in Oakville, in a beautiful place surrounded by gardens. Gardening was one of his secret passions.”

Stern’s love of gardening comes as no surprise, knowing that he spent his life cultivating talent and encouraging personal growth.

ps

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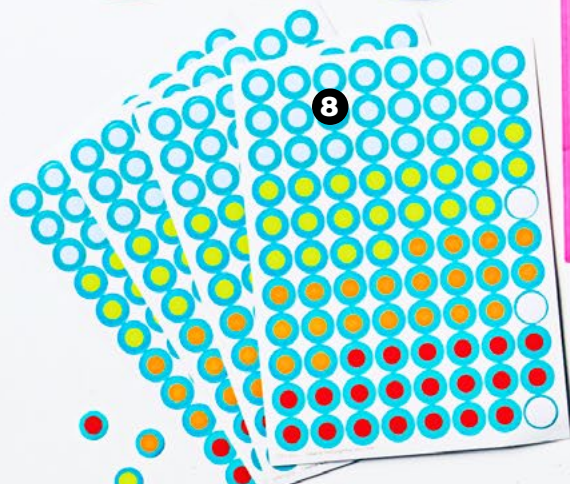
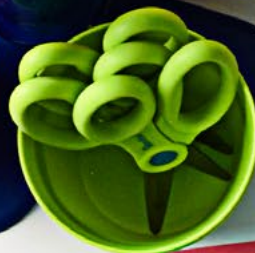
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Need classroom products but don't have the budget? To help you make the best back-to-school purchases, we asked teachers to test dozens of supplies in their classrooms. Here's what they found worked best.

PHOTOGRAPHY BY MICHAEL ALBERSTAT. PROPS STYLING BY STEPHANIE SAUNDERS/JUDY INC.
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*"It's handy
having the flag
right on the
highlighting pen!"*
— Amanda Miles-Berry, OCT,
Pine Ridge Secondary School





1. Floral Fun border, Creative Teaching Press, \$5.99, teachers.scholarschoice.ca
2. Brush Tip Permanent Markers, Sharpie, \$14.39 for 12, staples.ca
3. Dots on Turquoise designer letters, Creative Teaching Press, \$10.99, teachers.scholarschoice.ca
4. Rulers with Microban, Westcott, \$1.49 each, acmeunited.ca
5. Model Magic (2-lb resealable bucket), Crayola, \$24.99, crayola.com/educators
6. Bookmark index cards, Oxford, \$2.96, staples.ca
7. Scissors caddy, Westcott, \$67.49 (includes 24 scissors), acmeunited.ca
8. Dots on Turquoise spot stickers, Creative Teaching Press, \$2.99, teachers.scholarschoice.ca
9. Splat! erasers, Westcott, \$2.79 for 3, acmeunited.ca
10. Coloured pencils, Crayola, \$5.49 for 24, crayola.com/educators
11. Washable SuperTips, markers, Crayola, \$5.99 for 20, crayola.com/educators
12. Scissors, \$2.79, Westcott, acmeunited.ca
13. Paint brushes, Acme, \$8.79, acmeunited.ca
14. Washable paint, Crayola, \$3.99 each, crayola.com/educators
15. Magnetic Mini Pockets, Learning Resources, \$12.99, set of 6, teachers.scholarschoice.ca
16. Washable watercolour paints, Crayola, \$4.49, crayola.com/educators
17. Egg Ohs!, handwriting grips, Abilitations, \$7.99 for 3, schoolspecially.com
18. Heavy-duty mounting tape, Scotch, \$6.83, staples.ca
19. Shaker-top glitter, School Smart, \$12.79 for 12, schoolspecially.com

"Loved the scissors and their comfortable grip. Loved the colours and the portability of the caddy."
— Irene Dembek, OCT, Sudbury Catholic DSB

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4. Brite Liner Grip, highlighters, Bic, \$7.26 for 12, staples.ca
5. Travel mug, \$6.99, HomeSense
6. See-Through Sticky Notes, Avery, \$4.99 for 60, staples.ca
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8. Pencil sharpener, Staedtler, \$3.29, staples.ca
9. Lined ultra notes, Post-it, \$14.10 for 3, staples.ca
10. PileSmart poly project sorter, PendaFlex, \$16.28, grandandtoy.com
11. Original Magnetic Hooks, Learning Resources, \$14.99 for package of 5, scholarschoice.ca
12. On The Edge, refill paper, Hilroy, 125-page pack, \$3.29, staples.ca
13. Splat! ruler with Microban, Westcott, \$4.00, acmeunited.ca
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"The geometry set is very visible on the board!"
 — Mila Schueler, OCT, Pine Ridge Secondary School



Wish list

We couldn't test all of these items, but teachers told us they'd love them

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| 2. Chalkboard labels, Martha Stewart \$5.99 for 12, staples.ca | 6. Mounting tape, Scotch, \$4.31, staples.ca | 16. Accordion file, Martha Stewart, \$15.99, staples.ca |
| 3. Blue storage box, Ikea, \$8.99, ikea.ca | 7. Greener Page Markers, Post-it, \$4.86 for 200, staples.ca | 17. Mosaic photo frame, \$24.50, chapters.indigo.ca |
| 4. Clock, \$19.99, HomeSense | 8. Chalkboard eraser, Westcott, \$2.89, acmeunited.ca/westcott | 18. Velocity Mechanical Pencils, Bic, \$3.12 for 2, staples.ca |
| | 9. Glass water bottle, \$7.99, HomeSense | 19. Thermal mug, \$12.99, HomeSense |
| | 10. Hardcover journal, Martha Stewart, \$12.99, staples.ca | |
| | 11. File pocket, Martha Stewart, \$6.99, staples.ca | |
| | 12. Personalized labels, Mabel's Labels, \$21, mabelslabels.com | |
| | 13. iPad, Apple, from \$399, store.apple.com | |
| | 14. Desk organizer, Ikea Kvissle, \$8.99, ikea.ca | |

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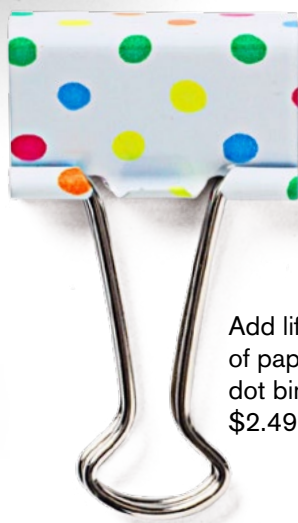


Make your marking chair more comfortable. Zigzag pillow, \$19.99, HomeSense

Nice to have



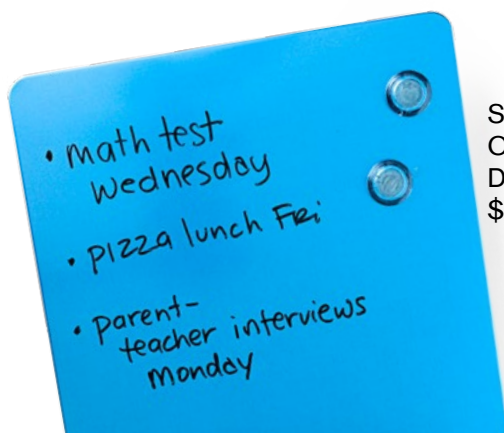
Personalize your desk. Pop-up note dispenser, Post-it, \$14.99, staples.ca



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rethinking kindergarten

Self-regulation is coming to primary school. What does this mean for teachers and their young students? by John Hoffman



IT'S CIRCLE TIME in Ms. Slee's all-day kindergarten class at Memorial Public School in St. Catharines. Before getting started, Allyson Slee, OCT, has her 28 students march on the spot for one minute — except for one girl who is across the room sitting alone on a soft chair reading and listening to quiet music.

Later, as the children work at nine different learning centres, early childhood educator Shirley Delaney takes one fidgety boy aside. "How is your engine running right now?" she asks. "Too fast, too slow or just right?" Meanwhile, Slee assesses another child using her school board's new kindergarten screening checklist, which includes items such as:

- participates in messy activities (for example, gluing, painting, craft activities) without distress
- tolerates loud or unexpected noise within the environment
- stays regulated when participating in physical activities.

Regulated? That's right: The marching and checklist are tools to help teachers in the DSB of Niagara improve "self-regulation" in kindergarten students. If you haven't heard of self-regulation yet, you will, as Ontario's new all-day learning curriculum — which lists building self-regulation as a core goal — rolls out over the next few years.

At a basic level, self-regulation is the ability to adapt your mental, emotional and physiological state to the task at hand. If a child needs rest, he should wind down toward sleep. If he's in the road with a car bearing down, he needs to get out of the way fast. In school, self-regulation enables children to get along with people, control their behaviour and be in the calm-but-alert-and-focused state conducive to learning.



“IQ was the predictor of success in the 20th century. In the 21st century, self-regulation will be the predictor of success,” says Stuart Shanker, distinguished research professor of philosophy and psychology at York University and one of Canada’s leading experts on self-regulation. Genes and temperament impact the development of self-regulation, but the key idea for kindergarten teachers is that children with poor self-regulation struggle to cope with ordinary classroom stimulation: sights, background noises, textures, emotions, what other children are doing and saying. “When a child is putting so much energy into coping,” says Shanker, “there is little left over for paying attention, controlling impulses, remembering instructions and ultimately for learning.”

Canadian and American data suggest that between 25 and 50 per cent of children going into Grade 1 struggle to varying degrees with self-regulation. “That’s why it’s crucial to focus on it in kindergarten,” Shanker says.

Here are four ways to build self-regulation in the classroom.


1 A program that emphasizes play

Play-based learning is old news in kindergarten programs. What’s becoming increasingly accepted is that play promotes self-regulation as well as cognitive learning.

“During make-believe play, children must follow social rules that they and their playmates make,” says Laura Berk, distinguished professor emerita of developmental psychology at Illinois State University. “They must stay in character, take turns and adjust to the twists and turns of the plot. This builds their ability to follow social rules in everyday life, which benefits both academic and social learning.” An important role for kindergarten teachers, says Berk, is to “scaffold or support children by offering new ideas and possibilities so their make-believe play gradually becomes more sophisticated.”

Learning about self-regulation has prompted Chantal Stephens, OCT, a kindergarten teacher at école élémentaire catholique Sainte-Marguerite-Bourgeoys, to rethink her role when her students aren’t getting along.

“Two years ago, when children were fighting over a toy, I’d move in and say who got to have the red truck, for how long and who would get it next,” says Stephens. Now she spends more time helping children develop their own solutions. “I’ll say, ‘I’ve noticed that there is a lot of conflict around the red truck. Let’s talk about sharing.’” She’ll ask the children what sharing means and how sharing can work. “Usually children come up with their own rules.”

 **Set the stage**
When she first heard about self-regulation, Slee’s first thought was, “I’m already doing a lot of this.” And, like a lot of kindergarten teachers, she was. But one insight Slee gained is that changing from one activity to

Children are allowed to doodle, chew gum or play with pieces of yarn that are tied to the leg of each desk.

another goes more smoothly if she has her students do a short physical activity beforehand. “If I were to say, ‘Tidy up your activity and go out into the hall to get your snack,’ students would be bumping into each other and it would be generally chaotic. Now I bring the children together for some brief physical activity like stretching, head, shoulders, knees and toes or a fingerplay. After that, snack time is much more orderly.”

This comes as no surprise to Brenda Whittam-Neary, a speech-language pathologist in Regina, Saskatchewan. Whittam-Neary works with teachers at Kitchener Community School, where several self-regulation classrooms have been in place for four years. “Functional MRIs have shown that movement increases oxygen and glucose in the brain. Those are the brain’s foods,” she says. “Sitting still can actually have a detrimental effect on children’s ability to concentrate and take in information.”

Occupational therapist Patti McGillivray, who works with the DSB of Niagara, explains other ways movement is used in classrooms like Slee’s. “If a teacher sees that a student needs to move, she might have the child do a yoga pose with deep breathing or push a weighted doll carriage. Or she might involve the child and nearby peers in an impromptu game of Simon Says that gets them slithering like snakes or walking like crabs.”

Some of the other strategies used by Kitchener teachers might seem surprising. Children are allowed — encouraged even — to doodle, chew gum or play with the pieces of grey yarn that are attached to the leg of each desk. “We’ve found that many children learn better when they are doing something with their hands,” Whittam-Neary says.

But the one idea that Wanda Lapchuk, OCT, a Grade 1/2 teacher in Kitchener, had trouble accepting was that getting rid of classroom decorations would improve children’s concentration. “I wasn’t just skeptical, I was resistant,” says Lapchuk. “I’m a primary teacher. I believed I needed to have things on my walls for a visually stimulating environment. My walls were plastered.”

That was before Lapchuk spent a day observing in her classroom. “I could see that it was hard to focus on the teacher because of all the background stimuli,” she says. With the help of volunteers, Lapchuk transformed her classroom overnight — taking down posters, numbers, letter cards and hanging decorations and moving student



Time for learning together on the carpet tends to run more smoothly when kindergartners have the chance to engage in activities suited to their physical and emotional states. For one, that might mean tactile play with playdough; for another, it means dress-up; still others may seek something quieter.





“I can actually concentrate on what I’m supposed to be learning.”

Because the students in Allyson Slee’s kindergarten class have a variety of activities to engage them, she is able to find that all-important one-on-one time for children when they need it.

artwork to the hall. The difference was noticeable almost immediately. “At first the children said, ‘Where did everything go?’” Lapchuk recalls. But the classroom was calmer. Toward the end of the first day, one of the kids said to her, “I can actually concentrate on what I’m supposed to be learning.”

McGillivray says auditory stimuli can also work against self-regulation and offers some ideas for reducing ambient classroom noise:

- adding tennis balls to the feet of chairs
- playing soft music while children are eating or playing
- using wall carpets, drapes or partitions to absorb sound
- offering noise-reducing headphones to students who are particularly sensitive to sounds.

3 Support individual children’s needs

“A big part of a teacher’s task,” says Shanker, “is to understand why certain children have to work so hard to stay calm, focused and alert and to find ways to reduce the demands on these children so they can learn.”

One thing that helps Slee with this task is Functional Screening for Kindergarten Success — a checklist tool developed by McGillivray. “I’ve got one little guy who struggles emotionally,” Slee says. “He can get frustrated and upset very quickly when interacting with certain peers.” The screening tool helped Slee see that many of the boy’s emotional issues were related to solving problems. So, along with counselling this boy to be patient



and less reactive with his peers, Slee is also working on his problem-solving ability. “Sometimes I give him tasks such as handing out work to students or setting out totes (with scissors, glue, crayons and pencils) at work stations. It’s partly a distraction when he gets frustrated, but I think doing jobs for me also gives him a sense of purpose and responsibility and builds his self-confidence — skills he can transfer back to problem solving with his peers.”



Learning about self-regulation has caused Chantal Stephens to rethink her role when students aren't getting along. She now asks questions and prompts children to come up with solutions. "Usually children come up with their own rules," she says.

4 Teach kids about self-regulation

The final piece of the self-regulation puzzle is teaching children about the concept. McGillivray plans to introduce two specific products to help teachers with this. One is Playtime with Zeebu, a learning aid developed for children on the autism spectrum, designed to teach perspective taking, nonverbal cues and self-calming techniques. The other is the Alert Program, developed by American occupational therapists Sherry Shellenberger and Mary Sue Williams. Alert uses an engine analogy to help children think about their state of arousal, specifically, to identify "engine speeds" (too high, too low, just right) and learn strategies for changing them. McGillivray explains, "During circle time, teachers might ask questions like, 'How does it feel when your body is revving too high?' and 'What sorts of things can we do to put on the brakes when our bodies are revving too high?' I suggest that teachers give kids a choice of two things to do — physical activity or going to the quiet corner to look at a book for a few minutes." The idea is to build children's ability to understand their own physical and

emotional states and learn strategies that can help them maintain or change them as needed.

Although the link between self-regulation and learning has solid evidence, it will take time to document how well these pedagogical approaches work with kindergarten students. Some British Columbia school districts are working with the Ministry of Education to develop a research project that will compare self-regulation schools with control schools from the same districts on a number of factors, including student achievement, behaviour and teacher stress.

But indications, including the excitement in Wanda Lapchuk's voice, suggest that something is going right at Kitchener Community School. "Our reading scores keep going up, attendance is up and office referrals for behaviour are way down," says Lapchuk. "But the most exciting thing for me is the way children are learning to regulate themselves. I have children coming to me and saying things like, 'I can't sit still; I need a rocking chair.' And the metacognitive skills I see children using are incredible. This has transformed my thinking about teaching."

ps

Growing together

The reality of the inclusive classroom

BY HELEN DOLIK

WHILE ENROLLED IN THE NEW Inclusive Classroom Additional Qualification course, Sean Gale, OCT, developed a project that allowed his young students to create their own inclusive community. They named it Peacewood.

Gale's class at Elizabeth Simcoe Junior Public School in Scarborough spent several weeks reading and talking about different types of families, such as blended, same-sex, nuclear and adopted. They discussed townhouses, high-rise buildings, bungalows and businesses. Students were instructed to think about creating a community that would encourage and include a diverse complement of people.

The Grades 1 and 2 students then built miniature structures they felt would support the needs of inclusive communities. Some constructed places of worship, such as a church, a mosque and a synagogue. One student created a movie theatre with a rooftop garden for growing organic produce to be sold at the snack bar. Another student built a community

IAN CRYSLER





"We all need to find ways of being accepting of everyone," says French Immersion teacher Lisa Guthro, OCT.

centre equipped with lifts and ramps for wheelchairs and motorized scooters. Each student then created a family and a home for the community, and all structures were glued on cardboard. The students presented Peacewood to their own families at a special reception.

"Not only did the students see themselves within the families they created, they also developed awareness about families that differed from what was familiar to them, and they appreciated the role diversity plays in the larger community," says Gale, who now teaches a blended Grade 1/2 class at Ionview Public School in Scarborough. "Creating the inclusive communities with my class contributed largely to me being awarded the Elementary Teachers of Toronto Excellence in

Teaching Equity Award last year. The desire and enthusiasm for putting together this unit would not have happened without the knowledge I acquired through the Inclusive Classroom AQ course." Gale took Inclusive Classroom Part 1 in 2011 and plans to go on to Part 2 later this year.

Inclusive Classroom is a new three-session Additional Qualification that resulted from the review of the Teachers' Qualifications Regulation. Since its launch in August 2009, about 50 Inclusive Classroom AQs have been awarded to teachers. This AQ supports the ongoing enhancement of a teacher's professional knowledge, skills and practices related

“ Teachers learn how to create equitable, just, safe and accepting classrooms. ”

to creating the most inclusive educational environments for students in diverse Ontario. It aligns with Ministry of Education policies on equity and diversity.

"Teachers will learn how to create equitable, just, safe and accepting learning communities within classrooms and schools," says Déirdre Smith, OCT, manager of the College's Standards of Practice and Education unit. "They will explore various ways to include student needs, culture, traditions and lived experiences into all aspects of learning."

Lisa Guthro, OCT, who teaches primary French Immersion at Owen Public School in North York, took the course in the summer of 2011. "Toronto is increasingly multicultural, so we all need to find ways to be accepting of everyone," she says. "I also believe that Inclusive Classroom is future oriented. The course started with the inner self, with opportunities for self-reflection, and moved out to the classroom, school and greater community. This AQ is progressive and current, so it was quite refreshing and stimulating."

ps

There really is an AQ for you

Teachers give high marks to ongoing professional learning — that's what College statistics show.

In 2011 the College awarded 41,480 Additional Qualifications to its members. The most popular AQ course was Special Education. Teachers also favour English as a Second Language, Reading, Religious Education and Kindergarten.

Teachers looking to solidify or enhance their professional practice gravitate to AQ courses, and there are plenty to choose from, with 368 courses each in English and French. AQ courses are offered by 36 providers across Ontario. Currently, the College is meeting with several First Nations communities interested in becoming providers.

Ongoing learning provides opportunities to share thoughts and ideas with other teachers, who may be in different stages of their careers or in other parts of the province.

"AQ courses are the crown jewels of self-regulation," says Sharon Young Kipp, OCT, chair of the College's Standards of Practice and Education Committee. "Often, people do not make the connection between the College and the hundreds of AQ courses that are available." Young Kipp adds that the courses are developed in partnership with stakeholders and members of the College.

"They are delivered by teachers, for teachers," she says. "These courses support both teacher excellence and professional growth."

"AQ courses open the door to new responsibilities and leadership opportunities."

The College's online search tool, Find an AQ, helps teachers find a course and provider to suit specific needs or interests. Access Find an AQ directly from the College's main page at oct.ca.



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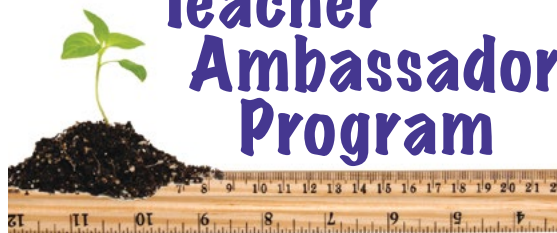


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Natalie Brunet, OCT

Resource teacher, Special Education support class for Grades 4, 5 and 6, at école élémentaire catholique Saint-Viateur in Limoges

“ Students learn without even realizing it. I no longer hear, ‘I can’t do it!’ ”



Giving students a virtual boost

How one teacher is using the iPad 2 to inspire children with learning disabilities.

by Dianne Paquette-Legault, OCT

CHALLENGE

How do you motivate students with learning disabilities in French and mathematics to succeed at their own pace and level while feeling they are on equal footing with students in the regular class?

SOLUTION

Use iPad 2 technology and a variety of French applications to stimulate their learning and creativity — for example, Keynote, Numbers, Pages, SpellBoard, Antidote, Fractions de la Jungle, eClicker and Doodle Buddy, as well as books and games from Chocolapps (formerly SoQuat!).

LESSONS LEARNED

Through a host of applications, students can do dictations, perform calculations, write texts, check spelling, put together multimedia presentations and read books — all of which demystifies learning.

OBSERVATIONS

Several applications for the iPad 2 provide direct feedback. Sound effects, for example, indicate whether the student has given the right answer. Because the tablet lies flat on the desk, the teacher can see what students are doing. Brunet notes that students learn without even realizing it. She no longer hears students saying, “I can’t do it.”

YOU CAN DO IT TOO

You'll need:

- An iPad 2 for each teacher and student
- An Apple ID
- Different edutainment applications (costs vary) for iPad 2
- Wireless Internet access in the classroom
- An email address for each teacher and student
- An HDMI video projector
- A screen (white interactive board or other)
- Apple TV
- An iPad 2 charging and synchronization station.

Steps:

- Choose iPad 2 applications based on students' needs.
- Download the applications and learn how to use them.
- Make sure the equipment works properly.
- Show students how the apps work.

Helpful hints

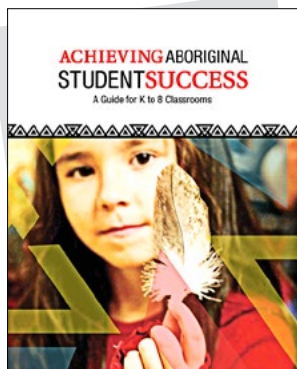
Establish learning goals and choose applications that help students grasp concepts. Brunet emphasizes that the iPad tablets, while obviously appealing, are merely tools — not goals in themselves — to help students achieve results. **ps**

reviews

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

Achieving Aboriginal Student Success

by Pamela Rose Toulouse



ALTHOUGH THE PROVINCE OF ONTARIO published its First Nation, Métis and Inuit Education Policy Framework in 2007, few curriculum resources exist to support it. Toulouse, an Anishinaabekwe woman from Sagamok First Nation, teacher and education professor at Laurentian University, has written a book that finally addresses the needs of First Nations students.

Toulouse artfully grafts the scions of Aboriginal pedagogy and Anishinaabekwe culture onto the rootstocks of western education. She presents a holistic model with unique teaching strategies, including the traditional seven grandfather teachings, to shape a model of literacy and character education. The second part of

the book offers literature-based K–8 lessons about First Nations, followed by detailed lesson plans based on best practices for writing, speaking, listening and presenting. The author also includes a brief history of Canadian Aboriginal education.

Although the writer's intent is to better educate Aboriginal students, the content serves all students.

→ *Achieving Aboriginal Student Success: A Guide for K to 8 Classrooms*, Portage and Main Press, Winnipeg, 2011, softcover, ISBN 978-1-55379-316-8, 198 pages, \$28.00, tel 1-800-667-9673, pandmpress.com

Fred DuVal, OCT, is a program officer in the Accreditation unit at the College and was a teacher for the francophone school division in Manitoba.

Caught in the Middle

by David Booth



THIS LATEST BOOK FROM educator David Booth offers teachers a snapshot of the world of middle-school students. Based on the author's extensive experience, the book highlights the pedagogical value of reading, writing, research and written reflection.

Modelling, carefully chosen read-alouds and discussion-and-response journals remain the key tools for teachers to strengthen reader engagement and comprehension. But Booth also highlights the value of the Internet and social media as essential for today's students.

The book is filled with examples of Booth's classroom experiences as well as teaching stories gleaned

from 33 of his colleagues. Topics such as student engagement and social justice, fantasy fiction and critical literacy on the Web are just a part of this wide collection.

This book leads us to reflect on the many questions arising from teaching literacy in a digital world.

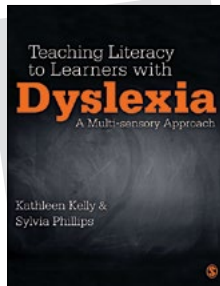
→ *Caught in the Middle: Reading and Writing in the Transition Years*, Pembroke Publishers, Markham, 2011, softcover, ISBN 9781551382654, 160 pages, \$24.95, tel 905-477-0650 or 1-800-997-9807.

pembrokepublishers.com

Dorothea Bryant, OCT, teaches language arts methodology to primary, junior and intermediate teacher candidates at the University of Windsor's Faculty of Education.

Teaching Literacy to Learners with Dyslexia

by Kathleen Kelly and Sylvia Phillips



THIS WELL-RESEARCHED TEXT

provides a comprehensive analysis of best-teaching practices to support students ages five to 18 with dyslexia. Based on the decades of extensive brain research, the book illuminates how the dyslexic brain responds to structured input and repetition to gain the necessary literacy skills. It then shows teachers how to create multi-sensory strategies for working with students to enhance memory, information-processing skills and handwriting. Checklists are provided for tracking student

development as are a wealth of websites with downloadable materials.

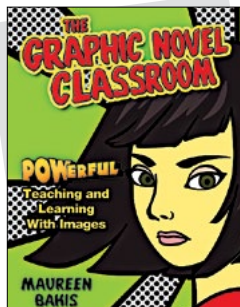
This book targets Special Education teachers working with students diagnosed with dyslexia.

→ *Teaching Literacy to Learners with Dyslexia: A Multi-Sensory Approach*, Sage Publications, Thousand Oaks, California, 2011, softcover, ISBN 978085702 357, 424 pages, US\$52.00, tel 1-800-818-7243, sagepublications.com

Sarah Lynn Frost Hunter, OCT, is an elementary instructional resource teacher with the Peel DSB.

The Graphic Novel Classroom

by Maureen Bakis



THIS INSIGHTFUL BOOK OFFERS A fresh look at how graphic novels can be used realistically in the secondary school English classroom. While graphic novels are hugely popular with boys, they are largely ignored as a classroom resource. Bakis, a high school English teacher, has used graphic novels to teach all the concepts and skills she formerly taught using traditional novels.

Bakis shows how coupling images with fiction can enhance learning by motivating reluctant readers and easily engaging groups of students to work together. This

is a practical guide to incorporating graphic novels into your classroom while teaching 21st-century skills — critical thinking, interpretation of content and form, writing, visual comprehension and using multiple formats.

→ *The Graphic Novel Classroom: Powerful Teaching and Learning with Images*, Corwin Press, Thousand Oaks, California, 2012, softcover, ISBN 9781412936842, 176 pages, US\$31.95, tel 1-800-233-9936, corwinpress.com

Laurel Van Dommelen, OCT, is a secondary school librarian at Highlands School in Enfield, England.

The Edge of When

by Carol Matas



PUBLISHED 30 YEARS AGO AS A

three-volume series, *The Edge of When*, whose message is even more relevant today, has now been released in a single-novel format. In the first part of the novel, 12-year-old Rebecca finds herself in the year 2050 where a small group of people live underground after a global catastrophe. Rebecca must get to her own time to change this future.

Part 2 opens with Rebecca in a future where the world is a consumption-dependant capitalist state. People live in a bubble

because pollution has completely destroyed the environment. Rebecca again must go home to try to change this future. *The Edge of When* is an easy read for middle schoolers.

→ *The Edge of When*, Red Deer Press (an imprint of Fitzhenry and Whiteside), Markham, 2011, softcover, ISBN 9781554551989, 276 pages, \$12.95, tel 905-477-9700 or 1-800-387-9776, fitzhenry.ca

Rosemarie Chapman is a retired teacher with the Hamilton-Wentworth Board of Education.

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Address change?

If you are a member of the College and you have moved, you can update your information or address 24 hours a day, seven days a week.

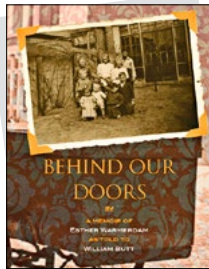
Visit the Members' Area of the College website to check or change your confidential profile, including:

- postal address (used for *Professionally Speaking*)
- email address
- other personal information.

www.oct.ca → Members

Behind Our Doors

by Esther Warmerdam and Bill Butt



THIS IS A REMARKABLE FIRST-HAND

account of being a 13-year-old child in a Catholic family that hid Jews in the Holland of 1942. After the loss of their own daughter, Esther's parents respond with compassion for the families oppressed by the Nazis. During the course of the war, the Warmerdams hide more than 250 Jews in their home.

Esther's father, a shopkeeper, smuggles the children into the

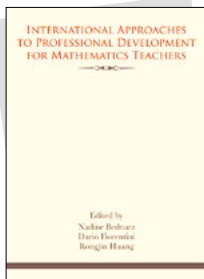
house in a small wooden crate attached to his bicycle. Her mother clothes, feeds and nurtures them alongside her own 12 children.

→ *Behind Our Doors: A Memoir of Esther Warmerdam told to Bill Butt*, The Althouse Press, London, 2011, ISBN 9780920354667, \$32.95, tel 519-661-3182, www.edu.uwo.ca/althousepress

Andrea Murik, OCT, is a secondary school Special Education teacher with the Grand Erie DSB.

International Approaches to Professional Development for Mathematics Teachers

edited by Nadine Bednarz, Dario Fiorentini and Rongjin Huang



WRITTEN BY EDUCATORS AND

researchers from around the world, this collection outlines the pedagogical underpinnings of collaborative school inquiry, showing how mathematics teachers across the planet are shifting toward inquiry-based professional learning. These techniques are increasingly tied to classroom practice, leading to professional development that is informed by, created for and refined by practice, with classrooms as the laboratory research environment.

Though it is hard to imagine

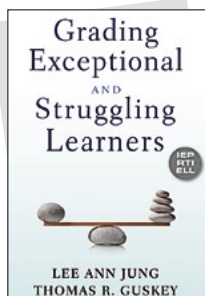
teachers leafing through this dry text for help with math pedagogy, there is an excellent section on why invert and multiply works, or better yet, how to teach students why it works.

→ *International Approaches to Professional Development for Mathematics Teachers*, University of Ottawa Press, Ottawa, 2011, softcover, ISBN 9780776607474, 284 pages, \$29.95, tel 613-562-5246, press.uottawa.ca

Joe Restoule General, OCT, is a district numeracy teacher with Six Nations Schools in Oshweken.

Grading Exceptional and Struggling Learners

by Lee Ann Jung and Thomas R. Guskey



THIS BOOK IS AN IN-DEPTH discussion of grading and reporting, particularly in relation to exceptional and struggling students. It starts with a critical look at report cards and establishing standards-based multiple grading procedures that emphasize the report card as an instrument of communication between parents and teachers, rather than simply a definitive evaluation.

The authors also distinguish between accommodations, which level the playing field but still function at the same grade level, and modifications,

which alter the grade-level expectation. Plus, they describe an intervention process based on what is best for *all* learners. Although this resource is American, it's an invitation to revisit the *Growing Success* document (assessment, evaluation and reporting in Ontario schools) with new eyes.

→ *Grading Exceptional and Struggling Learners*, Corwin Press, Thousand Oaks, California, 2012, softcover, ISBN 9781412988339, 128 pages, US\$25.95, tel 1-800-233-9936, corwinpress.com

Marguerite Alfred, OCT, is a retired vice-principal with the Toronto DSB.

For additional reviews of French-language resources, visit 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.

THE INDEPENDENT LEARNING CENTRE IS SEEKING

MATH TUTORS FOR HOMEWORK HELP PROGRAM

Since 2007, the ILC has collaborated with Ontario school boards to offer a free online tutoring chat room service to mathematics students. The ILC is seeking certified, experienced Ontario intermediate and senior math teachers with computer expertise to provide real-time tutorial assistance on Homework Help's Tutor Chat Rooms.

KEY ELEMENTS:

- Tutors will provide expert math homework help to students online in a safe and secure chat environment.
- The Tutor Chat Rooms are open from Sundays to Thursdays.
- The chat hours are from 5:30pm to 9:30pm. Each shift is scheduled for 2 hours.
- All tutors are required to work a minimum of 4 hours per week.

QUALIFICATIONS:

- Must be a member in good standing with the Ontario College of Teachers.
- Must be certified and familiar with the Ontario math curriculum and Ministry guidelines.
- Minimum 2 years experience teaching math to intermediate and senior students.

Please submit your cover letter and resume to homeworkhelp@tvo.org.

Please include a list of all courses and grades taught in the last five years and identify your computer hardware and software platform and Internet connectivity information (ISP, speed, etc.)

Thank you for your interest.

Only selected candidates will be contacted by email and/or phone.



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Come and teach English in Québec

Would you like to have the experience of teaching English to young francophones? Between now and the 2015 2016 school year, all Grade 6 students in Québec will be required to take an intensive English language course. More specifically, half of their school year will be devoted to learning the language of Shakespeare. In a context of openness to the world, it goes without saying that knowledge of a second language is a major asset.

This thrilling project poses a challenge, however, with respect to the recruitment of qualified teachers. Québec schools will need more teachers to offer this new intensive English program, in addition to courses in English as a second language, which are given from the first year of elementary school through to the end of secondary school.

If you hold a teaching licence from another Canadian province or territory, you could become a member of our team of teachers of English as a second language. To join, you will be required to meet certain conditions and to write a language examination. You can understand, of course, that Québec's school boards must ensure that their ESL teachers are proficient in French so that they can communicate, orally and in writing, with parents as well

as their colleagues.

You may also be asked to enroll in a training program for teachers of English as a second language. This microprogram, which comprises five courses, is funded by the Ministère de l'Éducation, du Loisir et du Sport du Québec (MELS).

For more information on teaching licences, please visit the MELS Web site at www.mels.gouv.qc.ca/dftps/. Click first on the "Autorisation d'enseigner" tab, then on "Pour les titulaires d'une autorisation d'enseigner délivrée au Canada, à l'extérieur du Québec." Finally, click on the "English" tab. You can then download an information document entitled Terms and Conditions for Obtaining a Québec Teaching Permit—For holders of a teaching licence issued in Canada, but outside Québec.

For more information on school boards currently hiring teachers, please visit the Web site of the Fédération des commissions scolaires du Québec at www.fcsq.qc.ca. There you will find a list of school boards where you can apply for a job once you have obtained a Québec teaching licence.

Éducation,
Loisir et Sport

Québec

eVote

2012

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MEET YOUR NEW COLLEGE COUNCIL



COLLEGE MEMBERS ELECT SIXTH COUNCIL

ELECTION HIGHLIGHTS

Members of the College have chosen the sixth Council, which will govern the teaching profession in the public interest for the next three years.

The 37-member Council meets four times a year to develop policy direction and provide oversight in accordance with the objects set out in the *Ontario College of Teachers Act*. It establishes teacher qualifications in regulation, sets standards of practice and ethical standards, accredits teacher-education programs, and investigates and hears complaints about individual members.

The 23 elected members represent the English, French, Catholic, public,

elementary and secondary school systems in all regions of the province, and four of the positions are designated for principals/vice-principals, supervisory officers, faculties of education and private schools.

The other 14 members of Council are appointed by the provincial government for terms of up to three years. A total of 69 candidates ran for the 23 places on Council. Five candidates were acclaimed. Of members of the College eligible to participate, 3.75 per cent voted online between March 5 and April 10 to choose who would fill the remaining 18 positions. The sixth Council will hold its inaugural meeting on July 4, 2012.

77

**77 PER CENT OF CANDIDATES BLOGGED
AND CHATTED IN OUR ONLINE FORUM
ABOUT THE TEACHING PROFESSION.**

2012 COUNCIL ELECTION RESULTS*

*INDEPENDENT AUDITOR DELOITTE & TOUCHE LLP VERIFIED THESE FINAL COUNTS.

Total voters: 8,850
Total number of eligible voters: 236,209
Voter turnout: 3.75%

Candidates	Votes	%	Candidates	Votes	%
CENTRAL REGION FULL-TIME			SOUTHWEST REGION PART-TIME/FULL-TIME		
Margaret Broda, OCT	218	10.8	Julia Levine, OCT	226	22.31
Oliver Carroll, OCT	201	9.96	Laura McKillop, OCT	94	9.28
Aaron Faulkner, OCT	152	7.53	Chuck Stoffle, OCT	151	14.91
Bruce Forsyth, OCT	166	8.23	Demetri Vacratsis, OCT	340	33.56
Liz Papadopoulos, OCT	815	40.39	Sharon Young Kipp, OCT	202	19.94
Josephine Virgilio, OCT	198	9.81	Total: 1013		
Christopher Williams, OCT	268	13.28	Unmarked: 349		
Total: 2018			ENGLISH-LANGUAGE ROMAN CATHOLIC BOARD ELEMENTARY		
Unmarked: 454			Angela De Palma, OCT	2203	55.13
CENTRAL REGION PART-TIME/FULL-TIME			Mara Torcaso, OCT	1793	44.87
Terry Price, OCT		acclaimed	Total: 3996		
NORTHEAST REGION FULL-TIME			Unmarked: 3386		
Irene Dembek, OCT	219	73.49	ENGLISH-LANGUAGE ROMAN CATHOLIC BOARD SECONDARY		
Todd Wells, OCT	79	26.51	John Connolly, OCT	1632	42.92
Total: 298			Matthew Kavanagh, OCT	2170	57.08
Unmarked: 81			Total: 3802		
NORTHEAST REGION PART-TIME/FULL-TIME			Unmarked: 3580		
Alexander (Sandy) Bass, OCT		acclaimed	ENGLISH-LANGUAGE PUBLIC BOARD ELEMENTARY		
NORTHWEST REGION FULL-TIME			Maria Bouwmeester, OCT	1828	40.60
Kevin Hogan, OCT	125	24.65	Lynne Claire Lazare, OCT	1259	27.96
Shanlee Linton, OCT	186	36.69	Adannaya Nwaogu, OCT	1416	31.45
Ruth Mackie, OCT	119	23.47	Total: 4503		
Chris Moorley, OCT	77	15.19	Unmarked: 2879		
Total: 507			ENGLISH-LANGUAGE PUBLIC BOARD SECONDARY		
Unmarked: 159			Christine Bellini, OCT	1504	34.35
NORTHWEST REGION PART-TIME/FULL-TIME			Peter Kalanderopoulos, OCT	794	18.13
Darlene Mead, OCT	188	38.29	Mirek Lalas, OCT	594	13.56
Louis Sloan, OCT	303	61.71	Clint Lovell, OCT	1487	33.96
Total: 491			Al Samsa, OCT (withdrawn)	0	0.00
Unmarked: 175			Total: 4379		
SOUTHCENTRAL REGION FULL-TIME			Unmarked: 3003		
Mark Chesser, OCT	195	11.23	FRENCH-LANGUAGE ROMAN CATHOLIC BOARD ELEMENTARY		
Allyn Janicki, OCT	542	31.22	Myreille Loubert, OCT		acclaimed
Mark Kissel, OCT	157	9.04	FRENCH-LANGUAGE ROMAN CATHOLIC BOARD SECONDARY		
Steve Kraguljac, OCT	96	5.53	Marc Dubois, OCT	2736	70.23
Kellea Martin, OCT	179**	10.31	Jean-Marcel Ndumbi, OCT	1160	29.77
(Ineligible due to place of residence)			Total: 3896		
Kevin Staunton, OCT	341	19.64	Unmarked: 3486		
Raymond Stewart, OCT	226	13.02	FRENCH-LANGUAGE PUBLIC BOARD		
Total: 1736			ELEMENTARY AND SECONDARY		
Unmarked: 857			Monika Ferenczy, OCT	2826	72.11
SOUTHCENTRAL REGION PART-TIME/FULL-TIME			Sara Souad Nouini, OCT	1093	27.89
Mark Carter, OCT	181	10.83	Total: 3919		
Joshua Czerniga, OCT	131	7.83	Unmarked: 3463		
Jacqueline Gray, OCT	457	27.33	FACULTY OF EDUCATION		
Brent Hamelin, OCT	356	21.29	Kara Smith, OCT		acclaimed
Jonathan Littman, OCT	289	17.28	PRINCIPAL/VICE-PRINCIPAL		
Timothy O'Brien, OCT	258	15.43	Francine Beaudin, OCT	67	5.19
Total: 1672			Louisa Gabriella Bianchin, OCT	23	1.78
Unmarked: 921			Brian Head, OCT	166	12.87
SOUTHEAST REGION FULL-TIME			Roberta Mary McEwen, OCT	20	1.55
Evie Baszyk-Benishek, OCT	425	46.45	Brian Rivait, OCT	90	6.98
Ahmed Bouragba, OCT	490	53.55	Richard Rozario, OCT	43	3.33
Total: 915			Vicki Shannon, OCT	881	68.29
Unmarked: 463			Total: 1290		
SOUTHEAST REGION PART-TIME/FULL-TIME			Unmarked: 18		
Gale Dores, OCT	529	64.67	PRIVATE SCHOOL		
Alex Walder, OCT	289	35.33	Stefanie Achkewich, OCT	43	34.68
Total: 818			Dave Bird, OCT	81	65.32
Unmarked: 560			Total: 124		
SOUTHWEST REGION FULL-TIME			Unmarked: 1		
Darlene Charrette, OCT	176	18.60	SUPERVISORY OFFICER		
Amy Hogg, OCT	207	21.88	Mary Lou Mackie, OCT		acclaimed
Robert Ryan, OCT	257	27.17	**Total number of votes cast prior to candidate being deemed ineligible.		
Wes Vickers, OCT	306	32.35			
Total: 946					
Unmarked: 416					

69 69 CANDIDATES.

2012 COUNCIL ELECTION BIOGRAPHIES



ALEXANDER (SANDY) BASS, OCT

Northeast Region Part-time/Full-time

Alexander Bass currently works as an occasional teacher with the Rainbow DSB. During his 26 years at secondary schools in the Rainbow DSB, Bass has taught a variety of subjects including electricity, electronics, computer technology, mathematics and science. He also taught Special Education and was a program leader and assistant department head.

He was actively involved in Rainbow District 3 OSSTF activities throughout his career, most recently serving on the executive of its occasional teacher bargaining unit. As an elected member of the previous College Council, Bass served on the Discipline and Nomination committees. Bass earned a BA from Laurentian University and a BEd from Queen's University. His College registration number is 119591.



CHRISTINE BELLINI, OCT

English-Language Public Board
Secondary

Christine Bellini is an intermediate/senior visual arts and Special Education teacher with the Peel DSB. As a former full-time psychotherapist counselling teens and youth, she served on the executive board of directors of the Ontario Society of Psychotherapists. She became a secondary school teacher in 2006 and is currently serving as her school's OSSTF educational services representative. Bellini has a BA and Honours BA from York University, a BEd and MEd from OISE/UT and is a doctoral student in OISE's Department of Theory and Policy. Her College registration number is 498172.

DAVE BIRD, OCT

Private School

Dave Bird is principal of Pinehurst School in St. Catharines. He has worked in Ontario's private schools for nearly 20 years, serving as a teacher for six years, a director of studies for two years and a principal for almost 12 years.



He has served as treasurer of the Ontario Association for Supervision and Curriculum Development since 2006 and as the PD consultant to the Ontario Federation of Independent Schools (OFIS) since 2010, where he acts as the course facilitator for both parts of the private school PQP jointly presented by York University and OFIS. Bird has a Bachelor of Law, a BEd from the University of Toronto and an MEd from Brock University. His College registration number is 168414.



AHMED BOURAGBA, OCT

Southeast Region Full-time

Ahmed Bouragba currently teaches Grade 4 French Immersion in the Ottawa-Carleton DSB, where he has also taught all French-based subjects at the primary, junior and intermediate levels. Before that he taught Grade 7/8 French Immersion split classes for two years in the Durham DSB. In 2004, he taught math at the Heritage Academy of Learning Excellence, a private school supporting students with special needs. Bouragba

has served as his school's ETFO steward or acting steward since 2008.

He has worked to raise awareness of ETFO's services and programs and to facilitate and protect contractual provisions in the collective agreement for Ottawa-Carleton members. He holds a diploma from Moscow State University of Civil Engineering and a BEd from Ottawa University. His College registration number is 473065.



MARIA BOUWMEESTER, OCT

English-Language Public Board Elementary

Maria Bouwmeester is a Grade 5/6 teacher with the Rainbow DSB. She has worked for over 20 years at schools in northern and southern Ontario, teaching Special Education, library and most grades from

JK to 6. She has also worked as a literacy resource teacher.

Over the past 15 years, she held a number of positions in her local elementary teachers' federation, including school steward, collective bargaining, negotiation team and executive member. She also served two years as a released first vice-president. Bouwmeester has a BPHE and a BEd from Lakehead University. Her College registration number is 184469.

430

430 COMMENTS WERE POSTED ON THE BLOGS AND ONLINE FORUM.



IRENE DEMBEK, OCT

Northeast Region Full-time

Irene Dembek teaches English to students from kindergarten to Grade 6 in the Sudbury Catholic DSB. Her experience includes being the only full-time teacher for First Nations students at a Killarney school.

As well as mentoring new teachers, she has developed, implemented and facilitated workshops on OECTA's anti-bullying initiative.

As a member of OECTA, she has served on its local executive as second vice-president and has been a member of joint board staffing and bargaining team committees. She also belongs to the provincial health and safety committee.

Dembek was an elected member of the last College Council, sitting on the Discipline and Registration Appeals committees and serving as vice-chair of the Editorial Board. She earned her BA from Laurentian University and her BEd from Lakehead University. Her College registration number is 403322.

ANGELA DE PALMA, OCT

English-Language Roman Catholic Board Elementary

Angela De Palma is an itinerant Special Education resource teacher with the Halton Catholic DSB. She has taught for nearly 18 years, beginning as an FSL teacher and later working as a classroom teacher in all three divisions. Recently she worked as a Special Education resource teacher (SERT) responsible for gifted education and is now serving as a generalist itinerant SERT.

She has been a member of OECTA's board/union PA day and young authors committees and has contributed to its summer PD projects, including the OECTA *Daily Occasional Teacher Survival Guide* and the Women's Issues Action Kit.

She has also participated in the Ministry's exemplars and policy to practice projects. De Palma has a BA from the University of Western Ontario and a BEd from OISE/UT. Her College registration number is 200278.



GALE DORES, OCT

Southeast Region Part-time/Full-time

Gale Dores has taught with the Upper Canada DSB since 1994. Her experience includes teaching at the elementary, secondary and college levels. Since 2000 she has taught mathematics and science at the T.R. Leger School of Adult,

Alternative and Continuing Education in Cornwall. Dores has written mathematics, geography and biology curriculum that has been used in schools across her board. She worked with math teachers from around the province creating the curriculum document *Mathematics for Work and Everyday Life* (MEL4E).

She has been involved locally and provincially in a variety of OSSTF activities, including presenting at anti-bullying workshops throughout Ontario. As an elected member of the previous College Council, Dores served on the Accreditation, Election and Standards of Practice and Education committees. Dores has a BSc from Queen's University and earned her BEd from the University of Ottawa. Her College registration number is 285271.



MARC DUBOIS, OCT

French-Language Roman Catholic Board Secondary

Marc Dubois has taught high school for the Conseil scolaire de district des écoles catholiques du Sud-Ouest since 1990. He has taught mathematics to various grades as well as computer science, communications technology, media arts and French. He has also been a site manager and computer science resource teacher and served as a computer network moderator and facilitator for OTF's project Creating a Culture of Change.

He has held a number of elected positions in his AEFO local unit, including local officer, local president and bargaining advisory committee chair.

As an elected member of the previous College Council, Dubois served on the Human Resources, Investigation and Registration Appeals committees. Dubois earned his BA and BEd from the University of Ottawa. His College registration number is 189027.

MONIKA FERENCZY, OCT

French-Language Public Board Elementary and Secondary

Monika Ferenczy has more than 20 years of teaching experience, having taught in the primary, junior, intermediate and senior divisions in all four school systems in three regions of Ontario. Ferenczy is presently working as a Special Education learning co-ordinator in the secondary panel for the Conseil des écoles publiques de l'Est de l'Ontario.

Among her many achievements, Ferenczy was instrumental in working with French as a Second Language stakeholders

in the province to bring the first pilot program of the Intensive Core French initiative to Ontario. As a member of the previous College Council, Ferenczy served on the Discipline and Fitness to Practise committees. She holds a BA and a BEd from the University of Toronto and an MEd with a concentration in leadership in education from the University of Ottawa. Her College registration number is 262675.



JACQUELINE GRAY, OCT

Southcentral Region Part-time/Full-time

Jacqueline Gray is a daily occasional teacher with the Upper Grand DSB. She has worked as both a daily and long-term occasional elementary teacher since 2007. Before that she was a

school librarian and computer instructor/site administrator for 10 years with the Waterloo Catholic DSB. While there, she served on several committees, including health and safety and those pertaining to various aspects of library programming and automation.

She has served as an executive member of the Upper Grand ETFO occasional teachers' local and as a certified member of the board-wide joint health and safety committee. Gray has a BA from the University of Guelph and a BEd from Brock University. Her College registration number is 500932.

ALLYN JANICKI, OCT

Southcentral Region Full-time

Allyn Janicki has worked as a teacher-librarian and taught visual arts at the secondary level since becoming a teacher in 1999. She has worked for the Simcoe Muskoka Catholic DSB since 2002, having taught with the York Catholic DSB the previous three years. Janicki has served with the OECTA as a local level executive councillor, a staff representative, an election teller and on the provincial communications committee. She was appointed to Council in March 2011 to fill a vacancy and served on the Accreditation and Finance committees.

She holds a BA in Fine Arts, a BEd from York University and an MEd from Nipissing University. Her College registration number is 428162.



15
15 NEW MEMBERS
JOIN COUNCIL.



MATTHEW KAVANAGH, OCT

English-Language Roman Catholic Board Secondary

Matthew Kavanagh is a teacher with the York Catholic DSB. In nine years of teaching, he has taught in the junior, intermediate and senior divisions. At the same time he has developed a keen sense of service by sitting on committees such as scheduling and staffing allocation and being involved in community outreach initiatives for the benefit of teachers and the wider community.

He has served his OECTA local in various roles, is a member of its leadership training program and is a strong believer in representing, protecting and advocating for teachers' interests. Kavanagh has a BA and MA from the University of Toronto and a BEd from Brock University. His College registration number is 460029.

8

EIGHT MEMBERS RETURN FOR A SECOND TERM.



SHANLEE LINTON, OCT

Northwest Region Full-time

Shanlee Linton (Northwest Region Full-Time) currently teaches Grades 7 and 8 with the Lakehead DSB. In eight years of teaching, she has developed a passion and appreciation for school/community social justice programming and partnerships. She recently taught classroom management in Lakehead University's Native Teacher Education Program.

Linton has chaired status of women and new teacher committees and is presently serving a third year as her local's vice-president. Since completing ETFO's union school, she has been a member of local constitution, health and safety, policies and procedures, and collective bargaining committees. She currently represents elementary teachers on the Lakehead DSB's equity and inclusion working committee. Linton earned a BA and BEd from Lakehead University. Her College registration number is 464595.

MYREILLE LOUBERT, OCT

French-Language Roman Catholic Board Elementary



Myreille Loubert currently teaches Grade 6 for the Conseil des écoles catholiques du Centre-Est. She started her career as a French Immersion teacher in Calgary, where she taught in the primary and intermediate divisions. She was certified to teach in Ontario in 2002 and has taught in Ottawa since 2003.

As an active AEFO member since 2003, Loubert first served as her school's delegate and was later elected to a two-year term on her local's executive. Since 2008 she has sat on OTIP's long-term disability advisory committee for the provincial AEFO and currently chairs this committee. Loubert earned a BA from the Université du Québec à Montréal and a BEd from the University of Alberta. Her College registration number is 460779.



MARY LOU MACKIE, OCT

Supervisory Officer

Mary Lou Mackie (Supervisory Officer) currently works as Executive Superintendent of Education with the Waterloo Region DSB. She previously served as Superintendent of Education with the Grand Erie DSB and Ministry of Education Provincial Schools Branch.

Other experience includes working as principal-leader of Special Education, secondary school principal and vice-

principal, assistant department head and secondary teacher with the Grand Erie DSB, Brant County Board of Education and Calgary Board of Education.

Mackie is a member of the Ontario Public Supervisory Officials' Association and an associate member of the Ontario Principals' Council. She earned a BA from McMaster University, a BEd from the University of Toronto and an MEd from Brock University. Her College registration number is 249697.



LIZ PAPADOPOULOS, OCT

Central Region Full-time

Liz Papadopoulos is an elementary teacher with the Toronto DSB. She has just completed a term as full-time Chair of Council, representing the College at major stakeholder venues. She began teaching

in 1991 and has taught students from kindergarten through Grade 8. She holds specialist qualifications in English as a Second Language and Physical and Health Education. With extensive federation involvement at the local, provincial and national levels, Papadopoulos has spent a total of seven years in full-time release positions.

She was vice-president of the ETFO Toronto local for several years. Elected to three previous College Councils, Papadopoulos most recently served as chair of the Executive Committee and as a member of the Human Resources and Investigation committees. In the past, she held the positions of chair of the Investigation and Accreditation Appeal committees and vice-chair of the Finance Committee. She holds a BA from York University and an MSc in education from Niagara University. Her College registration number is 187328.



TERRY PRICE, OCT

Central Region Part-time/Full-time

Terry Price is an occasional teacher with the York Region DSB. From 1975 to 2005 he taught science, served as a department head in North York and York region and worked with Department of National

Defence Schools in Germany. He has been an AQ honour specialist physics instructor at OISE/UT and has held executive positions with the OSSTF District 16, most recently as district treasurer and occasional teacher branch president.

He is a life member and former director of the board of the Science Teachers' Association of Ontario, a past president of the Ontario Association of Physics Teachers and a 1994 winner of the Prime Minister's Award for Teaching Excellence in Science, Technology and Mathematics. As an elected member of the previous College Council, Price served on the Accreditation Appeal, Investigation and Nomination committees. Price has a BSc and an MSc from York University and a BEd from the University of Toronto. His College registration number is 142900.

VICKI SHANNON, OCT

Principal/Vice-Principal



Vicki Shannon is a special assignment principal with the Lakehead DSB. She taught kindergarten to Grade 8 French Immersion and English before becoming a curriculum resource teacher working with K–8 teachers. She has been an elementary and secondary vice-principal and principal in 10 schools in Thunder Bay. She served on the provincial executive of the Ontario Principals' Council between 2004 and 2010 and is currently past president.

She has provided leadership nationally, provincially and locally as an environmental fellow, global education mentor, Lakehead University sessional lecturer, ETFO instructor, vice-principal/principal mentor and Americas representative on the International Confederation of Principals.

Shannon has a BA, a BEd and an MEd from Lakehead University. Her College registration number is 182129.



LOUIS SLOAN, OCT

Northwest Region Part-time/Full-time

Louis Sloan is a teacher with the Thunder Bay Catholic DSB. He has had a variety of education experiences in his 27-year career, including teaching in English public, French Catholic and English Catholic boards in

almost all primary, junior and intermediate grades in regular, rotary, itinerant, French and immersion settings. He has taught in isolated northern communities and worked as a vice-principal.

His involvement in teacher training includes having taught 15 different courses as a Lakehead University lecturer and

faculty supervisor. Among his many community involvements he served as a board member, president and past president of the Thunder Bay Children's Aid Society.

Sloan's association involvement includes AEFO collective bargaining spokesperson and grievance officer work. His OECTA work includes political action, political advisory, negotiation and PD committees. He has a BA and a BEd from Lakehead University and a Master in Religious Education from St. Paul University in Ottawa. His College registration number is 258709.

23

THE 23 ELECTED COUNCIL MEMBERS WORK AT 18 DIFFERENT SCHOOL BOARDS, ONE PRIVATE SCHOOL AND ONE FACULTY OF EDUCATION.



KARA SMITH, OCT
Faculty of Education

Kara Smith is currently an associate professor of English education at the University of Windsor. Smith taught English, business and drama at Resurrection

Catholic SS for the Waterloo Catholic DSB and then for the Lambton Kent DSB. After completing her PhD in language education, she was hired by Windsor's Faculty of Education as a researcher and model teacher. While there, she worked with faculties, school boards, publishers, the Ministry of Education and St. Clair College to pioneer cross-disciplinary literacy units for English students.

Smith has a BComm from the University of Windsor and a BA from the University of Waterloo, a BEd and MEd from the University of Western Ontario and a PhD from the University of Stirling, United Kingdom. She is certified to teach in Ontario, Michigan and Scotland. Her College registration number is 188622.



WES VICKERS, OCT
Southwest Region Full-time

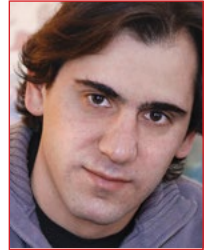
Wes Vickers is a Grade 8 teacher with the Greater Essex County DSB. He has nearly 11 years of classroom experience, including three years as an interim vice-principal. Vickers has worked as an EQAO

scoring supervisor and an OSSLT rangefinder and is trained to participate as a member of an accreditation panel.

He worked for the Ministry's Assessment Policy Branch on the arts and the health and physical education exemplars projects. He has served on the Greater Essex's ETFO professional development fund and public relations committee.

Vickers has a BA and a BEd from the University of Windsor and an Advanced BEd from Nipissing University. His College registration number is 442848.

DEMETRI VACRATIS, OCT
Southwest Region Part-time/Full-time



Demetri Vacratsis is a Grade 6 teacher with the Greater Essex County DSB. He has taught Grades 6, 7 and 8 for seven years and has been the Tribes district trainer for his board since 2008.

He is actively involved in arts, athletic and extracurricular clubs and programs, both within his school and in the greater community. He has served as his school's ETFO steward for several years and has participated in various ETFO forums and presentations.

Vacratis has a BA from the University of Wisconsin-Milwaukee and a BEd from the University of Windsor. His College registration number is 481947.



Ontario
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Ordre des
enseignantes et
des enseignants
de l'Ontario

Multi-teacher household?

Many members of the Ontario College of Teachers live in two-teacher households.

If you would prefer to receive only one copy of *Professionally Speaking* per issue, please forward your request to outreach@oct.ca along with:

names of members living at the same address

your respective College registration numbers

your current address.

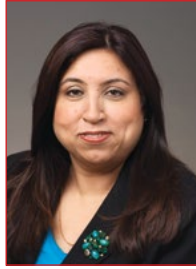


PUBLIC APPOINTEES

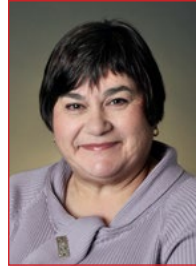
The College Council includes 14 members of the public appointed by the provincial government. One appointed position is currently vacant. For full biographies on these Council members, visit www.oct.ca → council → members.



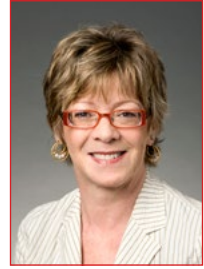
DANNY
ANCKLE



SHABNUM
BUDHWANI



MARIE-LOUISE
CHARTRAND



MONIQUE
CHÂTEAUVERT



DOBI-DAWN
FRENETTE



ROBERT
GAGNÉ



EURIL CLYDE
GLASGOW



MEL
GREIF



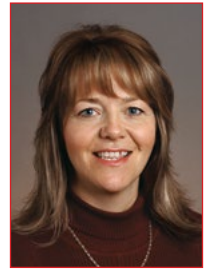
GARRY
HUMPHREYS



BILL
KIRKWOOD



SUSAN
ROBERTSON



PAULINE
SMART



JOHN
TUCKER

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governing ourselves

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

ACCREDITATION

College accredits three new programs

University of Ontario Institute of Technology (UOIT)

The Accreditation Committee granted general accreditation to two programs offered by the Faculty of Education at UOIT:

- full-time concurrent program, with areas of study in the Intermediate/Senior divisions, leading to a Bachelor of Education degree
- full-time consecutive program of professional education, with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree.

Both programs are accredited until June 29, 2018.

Tyndale University College

The Accreditation Committee granted general accreditation to the consecutive program, with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree, offered by the Department of Education at Tyndale University College. The program is accredited until October 25, 2018.

The committee also granted accreditation to an addition of focus in teaching French as a Second Language in the consecutive program, with an area of study in the Primary/

Junior divisions, leading to a Bachelor of Education degree. The addition is accredited until October 25, 2018.

Laurentian University's French-language programs

The Accreditation Committee granted general accreditation to the French-language consecutive program, with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree in l'école des sciences de l'éducation at Laurentian University.

The committee also granted general accreditation, with conditions, to the French-language multi-session consecutive program, with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree at école des sciences de l'éducation at Laurentian University.

Both programs are accredited until February 28, 2019.

To learn more about the College's accreditation responsibilities, visit www.oct.ca → Find a Teacher.

NEW SCHOLARSHIPS

Council approves additional scholarships

MORE GOOD NEWS FOR ASPIRING TEACHERS: College Council established two new scholarships at its March meeting.

The awards, valued at \$2,000 each, will be presented annually.

Now it's up to Council's Executive Committee to come up with eligibility and selection criteria and a process to administer the awards.

The committee will also explore new means to market the awards and to raise funds to support and sustain them.

The new awards join the Joseph W. Atkinson Scholarship, now in its 10th year, which is named for the College's second registrar and bestowed annually to a teacher candidate

who excels at the undergraduate level and is enrolled at an Ontario faculty of education.

To support the Atkinson scholarship, the College is hosting a golf tournament on July 5 at the Glen Cedars Golf Club, just east of Markham, north of Highway 7. College members, stakeholders, suppliers and friends can play. The \$150 fee includes green fees, cart, prizes, a light breakfast, refreshments and lunch.

The tournament is the sole means of fundraising for the Atkinson scholarship. To play, donate, sponsor or learn more, contact Karin Lang, toll-free in Ontario at 1-888-534-2222, extension 625 or email golf2012@oct.ca. **p.s**

Spring features intense consultations on future of Ontario teacher education programs

OVER THE COURSE OF THE PAST FEW MONTHS, the College has been a lead partner with the Ontario Ministry of Education in a series of consultations on the enhancement of Ontario teacher education programs.

In its election platform last summer, the Ontario government announced its commitment to enhance the content and duration of teacher education programs, with an emphasis on more practical hands-on experience before entering the classroom. Changes to the initial teacher education program were also recommended by the Drummond Commission earlier this year.

The series of consultations included participation from education stakeholders across the province and focused on core content for an enhanced program, increased practicum and program delivery models.

“Beginning in March, the College shared its expertise as a lead partner in the consultations. Working together with education stakeholders, we considered a wide range of options that support the high quality of teachers in Ontario and aim to improve student achievement,” said Michelle Longlade,

OCT, Director of the College’s Standards of Practice and Accreditation unit. “Our discussions helped address some of the kinds of issues the College raised in our 2006 report, *Preparing Teachers for Tomorrow*.”

An enhanced program supports the College Council’s previous recommendations to lengthen the program of professional education, ensure a minimum of 60 days of practice teaching, include Special Education as core content and add a core component that addresses Ontario’s diverse classrooms and communities. The College Council will consider data from the consultations and their previous recommendations before recommending to the Minister changes to the teacher qualification and accreditation regulations.

The College is responsible for accrediting teacher education programs in Ontario. In addition to initial accreditation, the College reviews programs on a regular basis to ensure that requirements for accreditation are maintained.

The College is also responsible for developing and administering the requirements for certification of members. **ps**

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 comments to a student

Outcome of investigation: Complaint not investigated because it does not relate to professional misconduct, incompetence or incapacity

A parent complained to the College that a member had made inappropriate comments to his Grade 7 child. The parent indicated that his child and another student were calling each other “fruits” and “gay” and that one student typed on a computer that the other student was gay. As a result, the complainant’s child was sent to the office. The parent stated that the acting principal, in speaking with his son, had made comments to the effect that it was okay to be gay, that three out of 10 students were gay, that the teacher

had gay friends and that the teacher had a close relative who was gay.

The College can only investigate complaints 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, it must refuse to investigate the complaint.

After carefully considering the allegations, the panel formed the view that the complaint, even if proven true, did not relate to professional misconduct, incompetence or incapacity and, as a result, should not be investigated. The panel was of the opinion that the comments alleged to have been made by the member were not inappropriate in the context of responding to inappropriate language used by students.

Case #2**Complaint:** Physical abuse of a student**Outcome of investigation:** Not referred and no further action

An employer informed the College that a member had been charged with assaulting a student. Consequently, the Registrar filed a complaint against the member.

The College's investigation indicated that the charges were later withdrawn and that the member had signed a peace bond in which he agreed to have no further contact with the student. The member was removed from that classroom during the police and board investigation but was not disciplined as a result of the incident.

In response to the complaint, the member stated that the student, who had significant behaviour difficulties, had been taken to a separate room to be calmed by a colleague who was assigned to work uniquely with that student. The member indicated that the student had then climbed on a piece of furniture, thrown a large object at staff, yelled obscenities and kicked a piece of furniture. Fearing that the student would hurt himself, the member pulled the student away, which resulted in the student trying to kick the member. Eventually, the member took the student by the forearms and restrained him.

The panel reviewed the information gathered during the investigation and determined that the information before it was sufficiently inconsistent — for example, in terms of the description of events provided by witnesses — that it was appropriate to take no further action. Although the member acknowledged making physical contact with the student, the panel concluded that the interaction was appropriate in the circumstances, to ensure the student's safety.

Case #3**Complaint:** Inappropriate conduct with students**Outcome of investigation:** Admonishment in person

The Registrar filed a complaint on being informed by an employer that a member had stared at the chests of female students and asked them to unzip their sweaters. The employer also reported that the member had shared inappropriate personal information with students and had intentionally invaded the personal space of some students by standing near them in ways that made them uncomfortable. Students also reported that the member's attention was focused on female students to the exclusion of male students.

In response to the complaint from the Registrar, the member explained that during a learning activity he did request that students unzip their hooded sweaters, but he denied staring at the chests of female students or asking them to lean forward. The member did acknowledge having made inappropriate statements pertaining to his personal life. On the matter of invading the personal space of students, the member denied the allegation and described

contexts that could have led to students misinterpreting his actions.

The panel reviewed the documentation obtained during the investigation and was of the view that information from the employer, students and the member's own submission indicated that the member had made a number of inappropriate comments and had demonstrated inappropriate behaviour in the classroom.

The panel noted that the employer had also provided documentation indicating that the member has previously been subject to employer disciplinary measures for his conduct and lack of professionalism. The panel was concerned about what appeared to be a pattern of inappropriate behaviour, which the member might not recognize nor seem able to change. The panel also noted that students reported being made to feel uncomfortable as a result of the member's alleged actions.

For the reasons set out above, the panel directed that the member be admonished in person at the offices of the College regarding the conduct alleged in the complaint.

Oral admonishments are delivered in person by members of the Investigation Committee. This process is not open to the public, and only committee members and the member are present.

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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.

Case #1

Complaint: Grabbing student by the arm

Outcome of DR: Written caution

The Investigation Committee cautioned an elementary school teacher for grabbing a student's arm.

The committee ratified a memorandum of agreement in which the member acknowledged the conduct and admitted that she had behaved in an inappropriate manner. In addition to agreeing to be cautioned by the committee, the member also agreed to complete a course covering classroom management, including effective discipline techniques.

Case #2

Complaint: Selling textbooks and workbook copies and keeping the proceeds until approached by principal

Outcome of DR: Written caution

The Investigation Committee cautioned in writing a continuing education program teacher for taking textbooks from one school without the authority to do so and selling some to students in a night school program at another school, selling photocopies of copyrighted work-books to students enrolled in the night school program, and keeping the proceeds of sale from the textbooks and workbook

copies until approached by the night school principal.

The member admitted taking these actions. The member returned the \$410 that he had collected from the students to the night school principal and made a monetary donation to a charity.

In the memorandum of agreement, ratified by the Committee, the member agreed to be cautioned in writing. The member had been previously reprimanded by the board for his conduct and suspended from his employment without pay for five days. The member is no longer permitted to hold any position involving budgetary responsibilities.

Case #3

Complaint: Making inappropriate comments, discussing an inappropriate video and stating that he wanted to pick up a desk and throw it at someone

Outcome of DR: Written admonishment

The Investigation Committee admonished a gifted-program teacher in writing for making inappropriate comments to his students, discussing an inappropriate YouTube video with them and telling them it was funny — although it contained swearing, sexual content and references to prostitution — and telling the class that he wanted to pick up a desk and throw it at someone.

The committee ratified a memorandum of agreement in which the member admitted to taking these actions, recognized that his conduct was unbecoming of a teacher, and agreed to be admonished in writing. The member had been previously issued letters of discipline by the board and suspended from his employment without pay for the conduct that led to this complaint. The member also successfully completed anger-management counselling.**ps**



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When the Discipline Committee finds a member guilty of professional misconduct, the member's name may be published in *Professionally Speaking*. If a similar matter is disposed of by the Investigation Committee or DR at the investigation stage and the result is a caution, the name of the member is not published. The College monitors compliance with all agreements reached through DR.

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 www.oct.ca → [Investigations & Hearings](#) → [Disciplinary 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: Antonio Raco

Registration number: 169219

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Windsor-Essex Catholic DSB teacher Antonio Raco for conduct leading to a criminal conviction for sexual assault involving minor students.

Raco was certified to teach in June 1979. Neither he nor representative legal counsel attended the hearing on September 15 and November 17, 2011.

Working at several schools in the district over 14 years, Raco “fostered a flirtatious and sexual atmosphere in his classroom.”

In October 2009, the Ontario Superior Court convicted Raco of sexual assault, for which he was sentenced to six months in jail followed by three years probation. The conditions of probation held that Raco take rehabilitative programs for sexual offending, that he not associate with two students, their families or any former students who were witnesses at the trial, that he not be in the presence of anyone under 16 without adult supervision and that he not assume a teaching role with anyone under 16.

Having considered the evidence, onus and standard of proof and the submissions of College counsel, the Discipline Committee panel found Raco guilty of professional misconduct and ordered the Registrar to revoke his Certificate of Qualification and Registration.

“The member created a group of females who were his favourites,” the Discipline Committee panel said in its decision. “He controlled this group by including them when they pleased him or ostracizing them or causing them to be ostracized by the others when they displeased him. He often played the ‘red light, green light’ game with them. In this game he would place his hand on their leg, approximately at the knee, and start to move it upwards. At some point the student would say ‘red light’ at which time he would stop immediately. Evidence further indicates that the member engaged in sexual assault and touching students for sexual purposes that included touching a student’s breast over her

bathing suit, unbuttoning the top button of a student’s blouse and kissing a student.

“These were unwanted touchings of vulnerable children to which they, by virtue of their age, were unable to legally consent. Even if they were legally able to consent, that consent would have been vitiated by the member’s position of trust as their teacher.

“The member, having been convicted of two counts of sexual assault and one count of touching students for a sexual purpose, demonstrates that he should not be a teacher in a position of trust and authority,” the panel said. “The committee finds the member’s conduct is disgraceful and unbecoming a member of the profession.”

A notation regarding the revocation appears on the member’s certificate online at www.oct.ca → [Find a Teacher](#).

Member: Not identified

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of a Durham DSB teacher for sexually abusing a student.

The member, who was certified to teach in June 2001, represented herself at the November 24, 2011 public hearing.

Between December 2008 and February 2009, the member developed a personal and sexual relationship with the student that involved her kissing the student, performing fellatio, allowing him to touch her breasts and undressing in front of him after they had finished running and training together.

The panel heard evidence that the member was found guilty in criminal court in July 2009 for assault on the student. She was sentenced to 45 days in jail and a 12-month conditional sentence, during which she was to be confined to her home. As well, she was prohibited from seeking, obtaining or continuing employment and for 10 years volunteering in a capacity that involved being in a position of trust or authority toward anyone under 16.

She resigned from the board in August 2009.

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 and ordered the Registrar to revoke her Certificate of Qualification and Registration.

The panel decided to withhold the member's name from publication in *Professionally Speaking* on the grounds that publication of her name might identify the victim.

A notation regarding the revocation appears on the member's certificate online at www.oct.ca → [Find a Teacher](#).

Member: Gavin John Bradford

Registration number: 472405

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Gavin John Bradford for inappropriate, sexually laced electronic communication with female students.

Bradford was certified to teach in August 2004. He did not attend the November 24, 2011 hearing, nor was he represented.

The former Halton DSB intermediate-level teacher used MSN Messenger or webcam to communicate on several occasions with at least 21 female students during the 2006–07 school year, in several cases late at night. He also spoke inappropriately with students at school.

For example, Bradford repeatedly asked a student to wear a white shirt and pour or spill water on herself, at least once asking that she do it in front of the webcam while he watched. He asked several girls if they would let him put a pie down their pants and reciprocate by doing the same to him. He told another student he would let her put mud down his pants and asked two others to make a video “peeing” their pants while they were on webcam. Further, he told students his favourite swear words and demonstrated using them in a sentence.

“The behaviour may have started out innocently but escalated to the point of using vulgar language and making

improper suggestions of an explicit sexual nature,” the Discipline Committee panel said.

Having considered the evidence, onus and standard of proof and the submissions of College counsel, the Discipline Committee panel found Bradford guilty of professional misconduct and ordered the Registrar to revoke his Certificate of Qualification and Registration.

A notation regarding the revocation appears on the member's certificate online at www.oct.ca → [Find a Teacher](#).

Member: Not identified

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded a Durham Catholic DSB music teacher for using the confiscated cell phone of a male student to send text messages to a female student.

The member, who was certified to teach in December 2005, attended the February 2, 2012 hearing with legal counsel.

The panel heard evidence that the member used the male student's phone to tell the female student, “I think you are cute” and to ask, “What are you doing this weekend?” The member also told the female student, “I like your pyjamas” while she was standing next to a vending machine during a school pyjama day.

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 following the hearing for a reprimand and was directed to complete a course in appropriate boundaries and boundary violation issues at his own expense.

A notation regarding the order appears on the member's certificate online at www.oct.ca → [Find a Teacher](#).



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Glossary of terms



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

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Member: Lance Mathew Moffat, OCT

Registration number: 474428

Decision: Reprimand

A Discipline Committee panel ordered Near North DSB teacher Lance Mathew Moffat to face a reprimand for removing and storing his school's emergency generator in his garage for an extended period without authorization.

Moffat, who was certified to teach in August 2004, did not attend the February 22, 2012 hearing but was represented by legal counsel.

In or around October 2007, Moffat took the emergency generator from the school, stored it in his garage and failed to report the theft or loss in a timely manner to the school principal.

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. He was ordered to face the committee panel before June 30, 2012 to receive a reprimand.

"By removing the emergency generator, the member put the safety of the school and students at risk," the panel said. "The committee further acknowledges that publication with name acts as a specific deterrent to this member and serves to deter the profession from engaging in similar conduct."

A notation regarding the order appears on the member's certificate online at www.oct.ca → [Find a Teacher](#)

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Canadian culture queen

Linda Schuyler, co-creator of the *Degrassi* franchise — one of Canada's most valuable cultural exports — reveals how her years as a student and teacher influenced the beloved series.

Describe your school-aged self.

Awkward British immigrant.

Most memorable teacher?

Mrs. Harrison, my Grade 3 teacher. When I first arrived — in my school uniform and with my British accent — I felt incredibly alienated. She was so kind and helped me integrate into the mainstream and had a genuine interest in how I did.

Most embarrassing moment?

In Grade 8, my grandmother in England sent me a bra. I was excited to wear it to school but ended up being teased by the boys, who noticed that I had grown breasts overnight. This story eventually made it into an episode of *Degrassi Junior High*.

If you could redo a school moment, what would it be?

I should have burned that bra!

What career path interested you?

I wanted to be a teacher.

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

I've become aware of the University of Toronto's Bonham Centre for Sexual Diversity Studies and would love to see their courses expand to the secondary level, in both the public and Catholic school systems.

What influenced *Degrassi* more, your experience as a teacher or a student?

I can't separate the two. Both are invaluable.



NAME *Linda Schuyler*

- born in England; immigrated to Paris, Ont.
- attended North Ward ES, Paris Central PS, Paris District HS and St. Thomas CI
- dropped out of university; went on to earn her teaching qualifications and eventually received an arts degree from U of T
- taught at Toronto's Earl Grey Senior PS
- co-created the *Degrassi* franchise, broadcast in more than 150 countries
- CEO of Epitome Pictures, which produced *Riverdale*, Canada's first English-language soap opera, *Liberty Street* and *The L.A. Complex*
- received the Gemini Awards' Academy Achievement honour (2010)
- appointed to the Order of Canada (1994) and Ontario (2012)

How would you describe yourself as a teacher?

I was very involved with the students — in both the basic curriculum and extracurricular activities. I made my first documentary with my Grade 8 class. It was called *Between Two Worlds* and it was about ethnic diversity.

Most important life lesson learned as a teacher?

When I moved to Toronto, I was exposed to a variety of ethnicities and really appreciated and respected the cultural diversity. I learned more from the students than they learned from me. I've taken this with me and have made sure that it is very much a part of *Degrassi*.

Is there anything you miss about teaching?

The students.

— Laura Bickle

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