

45 AUTISM IN THE
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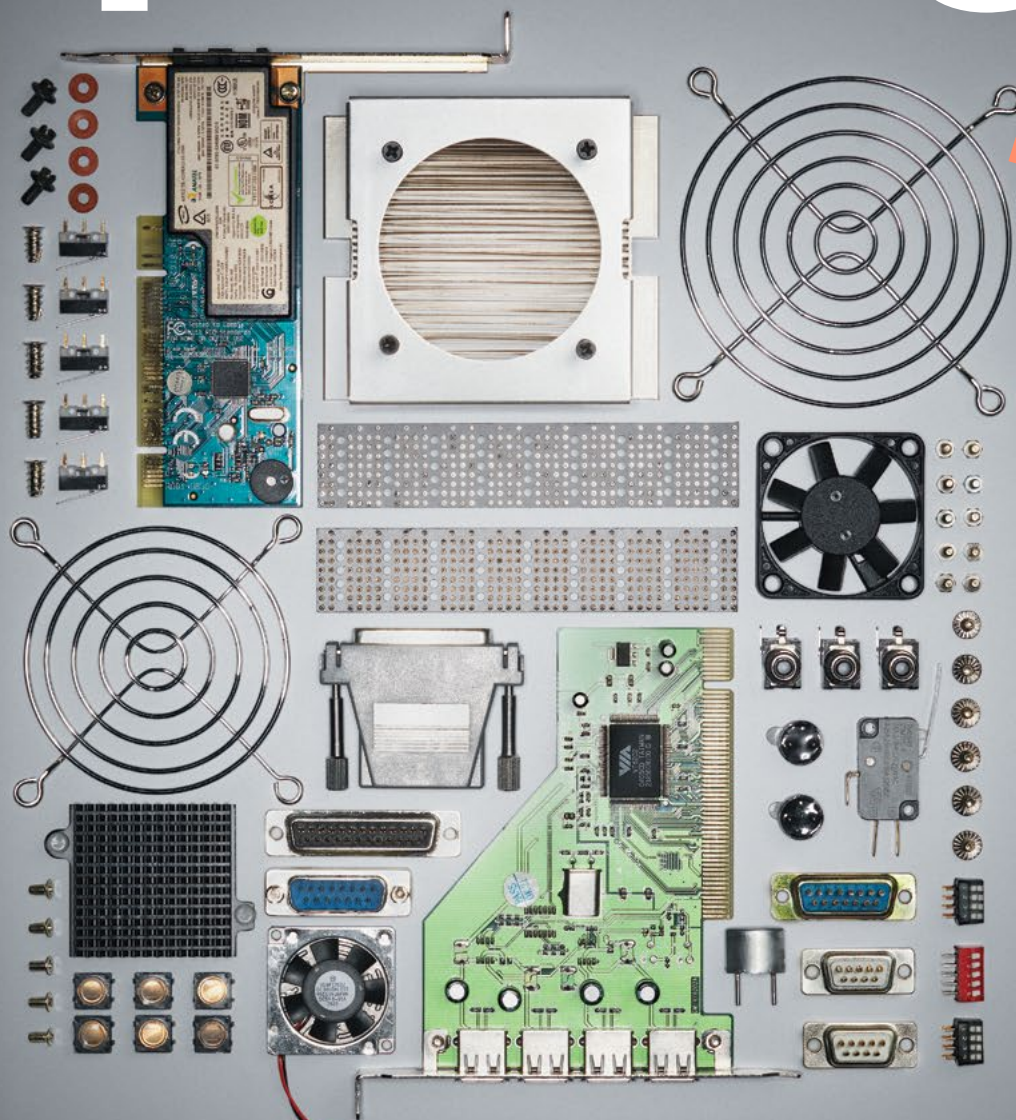
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AIR'S ADAM BEACH

JUNE 2013

professionally speaking

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ONTARIO COLLEGE OF TEACHERS



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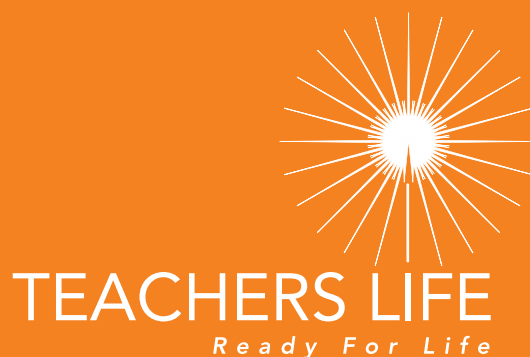
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When they're not in class, teachers pursue all sorts of fascinating hobbies, side jobs and volunteer work. Meet five who wowed us.

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A lot has changed in the way this multi-faceted disorder is diagnosed and managed. How does this impact teachers?

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The College hopes its new Native Language AQ will make a graphic difference.

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IMPORTANT NOTICE

TO: All current and former employees of the Simcoe County District School Board who at some time received benefits under the Simcoe County District School Board Insurance Trust (the "Covered Employees")

TAKE NOTICE THAT: The Administrative Trustees of the Insurance Trust are seeking court approval to distribute Demutualization Funds.

Between 1969 and 2007, certain employees of the Simcoe County District School Board received extended health care and other benefits under a group insurance policy (the "Policy") which was administered by an Insurance Trust. The Insurance Trust was sponsored by Simcoe County District School Board and certain employee representative groups (the "Insurance Trust").

Benefits are now being provided under different arrangements and the Insurance Trust has been wound up with the approval of the Ontario Superior Court of Justice.

In 1999, Mutual Life, the insurance company that issued the Policy, converted from a mutual insurance company and, as part of that process, issued shares to its participating policyholders. The Insurance Trust was issued shares based on insurance premiums paid for insurance benefits coverage during the years 1988-1997. Those shares were then sold for cash. The proceeds are referred to as the "Demutualization Funds" and are being held by the Insurance Trust.

The Administrative Trustees of the Insurance Trust have commenced an Application asking the Court to approve the proposed distribution of the Demutualization Funds. Under the proposed distribution, the Demutualization Funds will be distributed to the School Board and to current and former employees (both represented and not represented by the representative groups) who received benefits coverage between 1988 and 1997.

Persons who received benefits are being provided notice of the proposed distribution of the Demutualization Funds. The Administrative Trustees are providing notice to all current and former employees of the School Board who were employed by the School Board at some point between 1969 and 2007.

The terms of this distribution are highlighted in a letter that has been sent to all employees for whom address information was available. **The fact that an employee or former employee has received notice of the proposed distribution does not mean that that employee or former employee is eligible for an amount under the proposed distribution.** Further details regarding the proposed distribution are available upon request. If you were an employee of the School Board at some point between 1969 and 2007 but have not received the letter notifying you of the proposed distribution, and you wish to receive a copy of this letter, please provide your current mailing address and telephone number by calling, emailing or writing to the numbers or addresses noted below:

**Simcoe County District School Board Insurance Trust
P.O. Box 91104, Bayview Village
Toronto, ON M2K 2Y6**

This Application is scheduled to be heard by the Court on September 18, 2013 at 10:00 a.m. at 393 University Avenue, Toronto, Ontario. You are not required to attend this hearing, although you may if you wish. If you wish to make submissions at the hearing, we recommend you consult with a lawyer.

If you wish to make any inquiries or would like more information, please DO NOT contact the Court directly. Instead, please contact **1-888-997-7047** to speak with a representative or to leave a message, or visit the website at **www.scdsb-it.com**, or send an email to **admintrustees-scdsb@eckler.ca**, or write to the address provided above.

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Publisher

Richard Lewko

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Reviews

Wendy Harris

Translation

Thomas Brouard, Julie Fournel, Véronique Ponce, Marie-Josée Roy

Contributors

Gabrielle Barkany, OCT; Serge Brideau, OCT; Nadine Carpenter; Leigh Doyle; Tracy Huffman; Brian Jamieson; Joanne Knight, OCT; Lynne Latulippe; Pamela Lipson; Liz Papadopoulos, OCT; Wyley Powell; Michael Salvatori, OCT; Patrick Winter; Simon Young

Circulation

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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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The College is the self-regulating professional body for Ontario teachers. Membership is open to anyone qualified to teach in the province and required to maintain an Ontario teaching certificate.

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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AT THE COLLEGE //

VISIT FROM KUWAIT

A group of educators from Kuwait visited the College on March 25, 2013, to learn about the College and how the only regulatory body for the teaching profession in Canada operates.

Pictured in the back row are (from left to right): Pamela McGugan, OCT, Program Officer; James Moloney, OCT, Program Officer; Alyssa Brierley, Policy Analyst and External Relations Officer; Liz Papadopoulos, OCT, Chair of Council; and Michael Salvatori, OCT, Chief Executive Officer and Registrar.



MODERN LANGUAGES ASSOCIATION HONOURS MAUREEN SMITH

Congratulations to Maureen Smith, OCT, Biligual Program Officer in Standards of Practice and Accreditation, who was granted the Life Membership award by the Ontario Modern Languages Association (OMLTA)/ Association ontarienne des professeurs de

langues vivantes (AOPLV). Maureen, who has been working in education for more than three decades, is a fierce advocate for modern language education and has committed countless hours to the association, research, and curriculum and policy development. The award recognizes Maureen's exemplary leadership, dedication and contribution to modern language education in Ontario.



REGISTRAR VISITS GLENDON COLLEGE

Michael Salvatori, OCT, recently took part in the Forum de la francophonie torontoise (Toronto Francophone Community Forum), an education roundtable at Glendon College.

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- Teaching in the Catholic School System

BEING ON THE RADAR

In the province of Ontario, it seems that the College is the best-kept secret.

BY LIZ PAPADOPOULOS, OCT



We heard this from a London parent — who was clearly speaking for many — during a series of focus groups the College organized with parents and College members across Ontario.

The findings from this research were reinforced in the LeSage report.

In August 2011, the College commissioned former Ontario Chief Justice Patrick LeSage to carry out a wide-ranging review of its disciplinary policies and practices. Early in his work, Mr. LeSage began to raise questions about the College's communications to the public and its efforts to raise awareness of its role.

He and Senior Counsel K. Lynn Mahoney questioned if the public was aware of the role of the College in investigating matters of professional misconduct, incompetence and incapacity, and how public awareness could be improved, if at all.

The College is almost completely unknown to the public in Ontario.

The LeSage report's first of 49 recommendations was that the College develop a communications strategy to increase its public awareness of the College and its mandate. The College Council has accepted this recommendation.

We recognize that the public would be better served knowing the role of the College and what that really means to them. As a profession, we are regulating ourselves in the public interest but the usefulness of our role is diminished if the

public isn't aware of it.

We've been around for 16 years and nobody knows we exist. I really think that an organization, like anything, becomes known when it becomes relevant.

So, most people out there would not need to know what the College is for. Our newer members who have had to apply to the College for a licence had first contact with the College at the commencement of their career.

Those of us whose files were transferred over from the Ministry probably think about the College in January when our membership fee is deducted from our pay. So, why would anyone expect a member of the public to be aware of what we do?

As a member of the profession, do you believe that it is in the public interest for the public to know that we are here...for them? This is what Justice LeSage recommended first and foremost.

When I joined the College as a Council member, I was told that we weren't on anyone's radar. I really didn't understand the significance of the statement until I started examining the report of the former Chief Justice.

It was then that I truly began to look at our College from a different perspective — the public's point of view.

The hardest thing to reconcile when you are a teacher is how vulnerable you are to scrutiny — by parents, students, colleagues and employers. As we provide a public service we are open

The hardest thing to reconcile when you are a teacher is how vulnerable you are to scrutiny — by parents, students, colleagues and employers.

to criticism, questioning and yes, even unfounded conjecture.

Nevertheless, self-regulation is a privilege that we want to maintain. That means that we have to do our best to promote who we are.

Council recently underwent a strategic planning session to set the parameters around a communication strategy that the College will undertake.

I encourage you to look for ways that you can help out. Start by bragging about your credentials to parents next September. Post your Certificate of Qualification and Registration in your classroom, or tell parents and students to look you up at oct.ca/findateacher.

They will be impressed by what they see! **PS**

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TRUST AND TRANSPARENCY

The willingness to open up goes a long way to building trust in relationships — with your students and the public.

BY MICHAEL SALVATORI, OCT



In Patrick Lencioni's recent leadership fable *Getting Naked*, the author suggests that we need to become comfortable being vulnerable or, as he calls it, getting naked.

He says that instead of always projecting poise, strength and confidence as qualities that society applauds, we should let our colleagues "see us sweat" occasionally, and be honest and true about our weaknesses, challenges and our insecurities.

The Lencioni fable reminds me of Hans Christian Andersen's "The Emperor's New Clothes," a tale about convincing yourself that others see you as you wish to be seen and not as you really are.

It takes courage to open up, to let your weaknesses show, to be transparent. Family, friends and close colleagues — those who know us well — can see the truth, and being honest with them actually honours them and their insight. But it takes courage and an investment in our colleagues to build and strengthen our professional relationships.

What is the source of the courage to be vulnerable, to be transparent? I think it is trust. Trust in others that they will appreciate and honour our honesty. Trust that others understand how difficult it is to be vulnerable. And trust that others genuinely want to help us improve.

One of the foundations of a regulatory body such as the College is transparency.

To inspire confidence among the public, we need to provide access to information. For example, our public register of member qualifications inspires confidence as parents, students and the public can see how highly qualified members of our profession are.

Transparency is also achieved when the College makes a discipline hearing open to the public and provides access to the decision. The public is assured that, in the very few cases when members fail to uphold our standards, the College takes steps to protect students.

Transparency, however, does not mean all people have access to all information all the time. In the context of our work, it means providing access to information to our members and to the public so that they have confidence in our ability to protect the public interest, and to ensure that students are safe and that they have meaningful learning opportunities.

Transparency fosters trust and trust has an impact on the need for transparency. The two are entwined. I believe that the deeper the trust relationship, the fewer the concerns there are about transparency. Whether the parties in the trust relationship are the College and the public or a teacher and parent, the dynamics are the same.

To feel comfortable in investing trust, a parent must have enough information from the teacher to feel confident that his/her child's welfare is secure. Teachers

Transparency does not mean all people have access to all information all the time.

provide that assurance through the care that is manifest in their daily practice and through formal and informal parent communication. Similarly, for the public to invest in the College as a guardian of the public trust, it needs assurance through accessible information and communication.

The extent to which transparency is required is directly proportional to the depth of trust we earn from our members and from the public. If we trust another person or an organization, we don't require as much information, as much oversight, or as much evidence that our trust is well placed.

The College is committed to transparency. We are also committed to trust, along with care, respect and integrity, as the four pillars of our ethical standards of practice.

Trust and transparency — T&T — is a dynamite combination and an ongoing endeavour. With it, everyone wins. **PS**

M. Salvatori



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letters to the editor

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More reaction to “Transition to Teaching”

Frank McIntyre wrote that it's not getting any better for newcomers to teaching these days. (“Transition to Teaching,” *Professionally Speaking*, March 2013). I would guess that it not easy for newcomers to almost any profession. I don't have studies to back me up but I know that in my children's chosen fields they were also unemployed or underemployed in their first couple of years out of university. My son is an actor, which has traditionally been a tough field to break into anyway. But my daughter, who chose library studies over teaching, has finally found a part-time librarian contract, nearly a year after graduating. Her fellow classmates are in similar circumstances. So new teachers should not feel alone in their struggle to find full-time work in Ontario or elsewhere.

—**Susan Bunting**, OCT, is an occasional teacher in the Peterborough Victoria Northumberland and Clarington Catholic DSB in Peterborough.

While reading the March issue of *Professionally Speaking*, I was disappointed to discover that the College continues to grant accreditation for programs in education. Pages 46–47 presented the increasingly difficult situation many new teachers face when entering an overcrowded job market. Yet on page 65, the College announced

accreditation of four programs at Lakehead University. While I accept the idea that competition may allow the best candidates to advance, I find it unacceptable that so many people are allowed to pursue a career that is largely unattainable. Why does the College and the Ministry continue to allow an excessive number of people to pursue a career, at

great effort and expense, with little chance of success? Could it be that the economic windfall that teacher certification has become outweighs the obvious need to reduce the number of graduates?

—**Shawn Chaplin**, OCT, is certified to teach history in the Intermediate/Senior divisions.

“E” is for “embarrassing”

E-Learning Ontario is failing our students. According to the MOE website, “E-Learning Ontario is about digital learning in a secure environment: learners take courses developed and delivered by qualified Ontario teachers and their progress is consistently monitored, as it would be in a classroom.”

Many e-Learning teachers teach full-day classes in traditional classrooms, which means digital learners may not receive the necessary feedback, forcing them to move on to another assignment without support.

E-Learning Ontario is not interactive. Teachers do not return assignments or tests, or discuss students' progress.

Learners are expected to teach themselves, leaving them at risk of failure.

The Ministry of Education website is just as misleading for parents. “Parents have peace of mind knowing: Courses... are developed and mediated by qualified Ontario teachers; dedicated e-learning teachers interact with students as often as required online, and consistently monitor their progress; most resources accessible through the Ontario Education Resource Bank meet Ontario Curriculum expectations.” None of this is true. If you're considering an e-Learning course, be wary.

—**Laurel Karry**, OCT, is a retired English, French and ESL teacher in the Hamilton-Wentworth DSB.



CONGRATULATIONS to **Karin daFonte**, OCT, whose stay-healthy tip about oil of oregano won her the **germ-busting kit** featured in our March issue.

The case for lifelong learning

I find it ironic that in your September issue there is a feature about the elderly Ontario former Chief Justice Patrick LeSage reviewing the College and a letter questioning whether older teachers should retire to make way for younger teachers.

Under the Canadian constitution, a justice of a superior court can stay in office until the age of 75. Could it be suggested that teachers might also be able to work to this age?

The Charter gives an equal benefit under the law, regardless of age. Is there something so special about teachers that requires them to be denied their Charter Rights for the advancement of the profession or the better education of students? If there is this idea that old people should not teach young people, how do we develop notions of Charter equality in our students when our impulse is otherwise?

The idea that recent graduates and

young teachers can bring fresh perspectives to teaching seems to undermine the concept of lifelong learning. There is scope for continuing registration with the College to be conditional upon teachers taking recognized further education, such as completing AQs, a higher degree, and so on. In other countries those in skilled trades are required to regularly take further coursework and practice to remain licensed. Perhaps this idea could be adopted by the teaching profession in Ontario?

A fundamental tenet of education is that it equips people to deal with the diversity of life's challenges. Surely a teaching degree can assist those who cannot find a teaching job to seamlessly move into another career where there are greater employment opportunities.

—**Peter Woof**, OCT, principal, Canada Zibo SS, Shandong Province, People's Republic of China.

WIN!



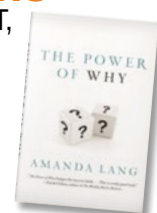
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The winner will be announced in our **September** issue.

CONGRATULATIONS

to **Stevan Latinovic**, OCT, who liked us on Facebook and won a signed copy of ***The Power of Why*** by CBC's Amanda Lang.



Good advice for a real problem

I found the "Dealing with Aggressive Parents" article in the December 2012 issue of

Professionally Speaking very refreshing.

We have all encountered these parents and finally someone has come forward with the tools to deal with these types of situations as well as highlight the fact that yes, all teachers at some point or another WILL have to deal with these parents. The various suggestions were helpful, and knowing there is a chain of command as well as reiterating the policies and procedures that are in place were all a source of comfort. Finally, a useful article for one and all.

—**Whitney Aziz**, OCT, is a health, physical education and English teacher at Dr. Norman Bethune CI in Scarborough.



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FRESH START CONTEST

WHAT GOALS DO YOU HAVE FOR THIS SCHOOL YEAR?

- Making time in your busy schedule for ongoing professional learning, such as an AQ, to enhance your practice
- A healthier lifestyle to de-stress and improve your energy level
- Gaining professional confidence as a new or occasional teacher
- Becoming better informed about social media and the College's advice to members about its use in the classroom
- Some other professional goal

Tell us what *you* need to enhance *your* professional identity, and you could be featured in our **September** issue. Here's how: email us at **ps@oct.ca** with the subject line "Fresh Start," and explain in **150 words or less** what help you need. The magazine's Editorial Board will select **four** lucky OCTs who will come to Toronto for their very own **expert consultation**, take part in a **professional photo shoot** for a feature in *Professionally Speaking* and receive a **special prize pack**.

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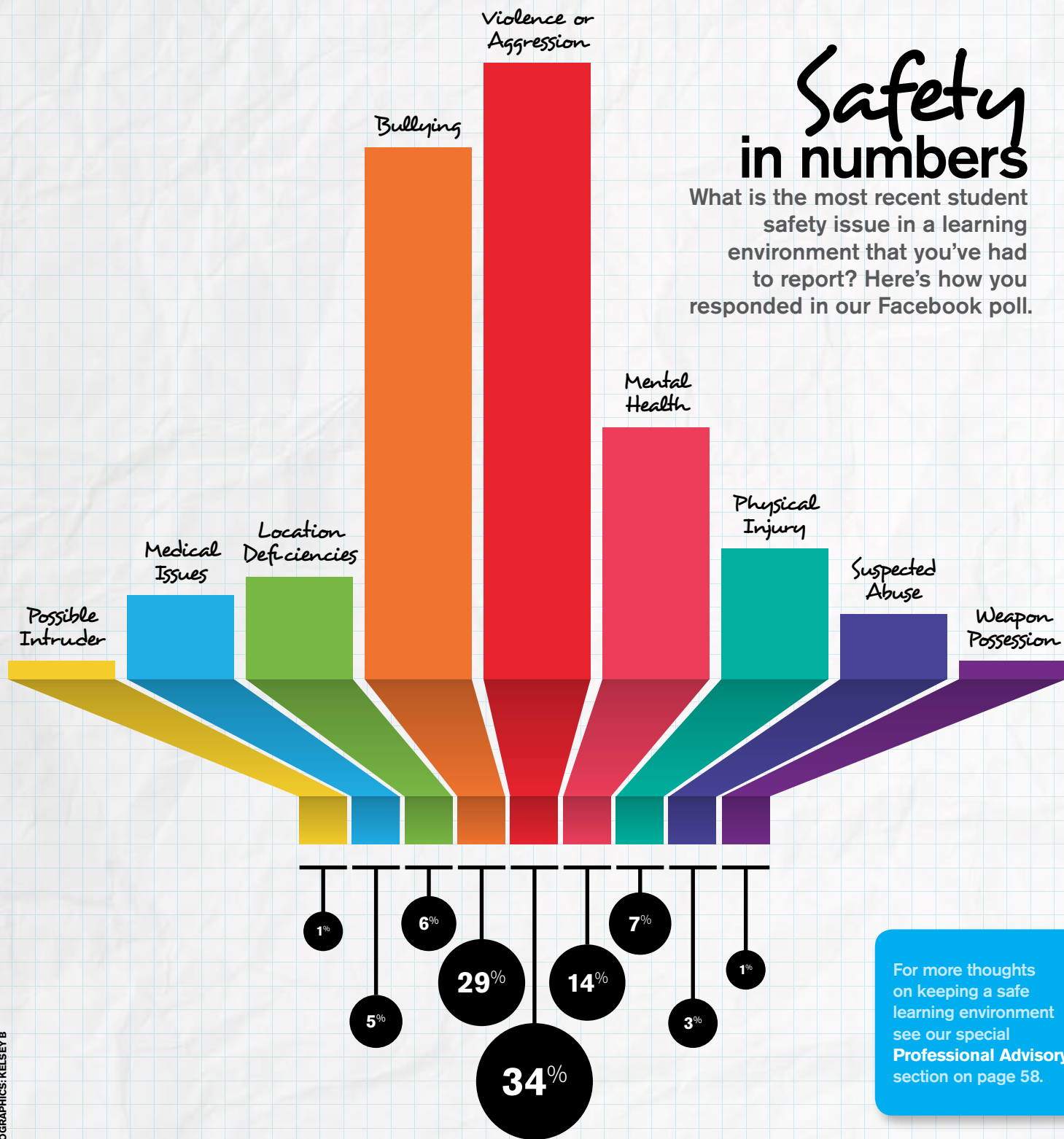
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Safety in numbers

What is the most recent student safety issue in a learning environment that you've had to report? Here's how you responded in our Facebook poll.



For more thoughts on keeping a safe learning environment see our special **Professional Advisory** section on page 58.

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If you are retiring this year and do not plan to teach in a publicly funded school in Ontario, you may change your status on the public register.

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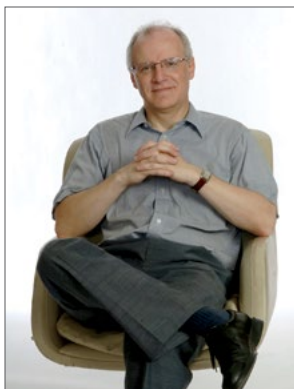
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CONNECTIONS IN YOUR PROFESSION



Pop Quiz

with Ben Levin

BY LAURA BICKLE

Professor Ben Levin has seen his share of trends come and go. As the former Deputy Minister of Education (in not one but two provinces) and the current Canada Research Chair in Educational Leadership and Policy at OISE/UT, he has written books on education and spoken about it worldwide. We caught up with Levin to discuss the state of Ontario education (it's not in crisis!) and why we shouldn't let students fail.

Q How do you mobilize large groups?

You pay attention to what's driving productivity and value, then monitor that across every unit. You'll need leadership that understands how the organization works and is committed to doing the right thing. We need a stronger link from the research world to the policy and practice world, so there's a better pipeline between the two. It takes an unrelenting effort over many years to move a complex system. The problem is that people are drawn to shortcuts and shiny things but, as it turns out, those things don't actually work.

Q Any examples in Ontario?

Take the high school graduation rate — it was 68 per cent in 2004 and it's now 83 per cent. That's upward of 20,000 more students every year. I attribute it to a sustained effort by the whole system, not just the province, and its attention to the details of implementation.

Q What increased the rate?

One of the biggest predictors of whether students stay or go depends on if they feel they have an adult who knows where they are and cares about them. So we've put a system in place, in every Ontario high school, that makes it difficult for a student to get lost in the shuffle. Teachers see 150 students a day; they won't know all of them. So the trick is to make sure someone in the school does.

Q What's the impact on students?

One of my students has calculated how much we spend in Ontario on high school students who repeat failed courses or grades. It's \$500 million a year. If we spent a portion of that to help students succeed from the beginning, we'd all be better off. Yet there's a widespread belief that failure is good — it teaches them important life lessons — even though we have a hundred years of research in psychology saying that the main thing failure teaches a person is to not do the thing they failed at again.

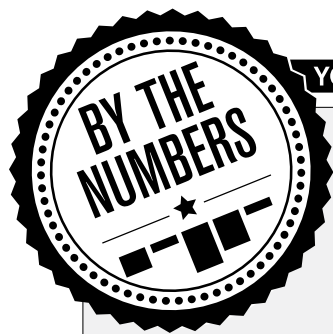
To learn or get good at something requires effort and practice. Unfortunately, the way we do it in schools is different — if you fail, you start over. And, that's not how it works in any other field.

Q Does the system need fixing?

The performance level we have today would've astounded people 50 years ago, but we don't think it's high enough. Yet there isn't any objective evidence of a crisis in education, with the possible exception of Aboriginal education on the reserves.

We nevertheless have challenges: too many students don't get value for their education and groups are being left behind. We do well with many students with disabilities whereas visible minorities still struggle.

Most parents aren't looking for transformed schools — they're looking for their child to have good teachers, to be learning and developing skills, to be reasonably happy and to be making friends.



YEAR AT A GLANCE

Sneak a peek at the College's 2012 Annual Report stats.



TWEET SHEET

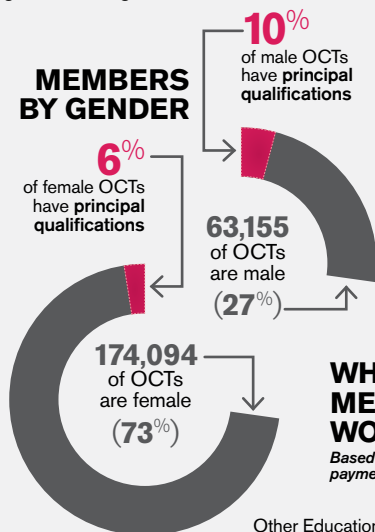
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237,249

members in good standing



MEMBERS BY GENDER



English is the most popular basic qualification for all members



History is the second most popular basic qualification for all members

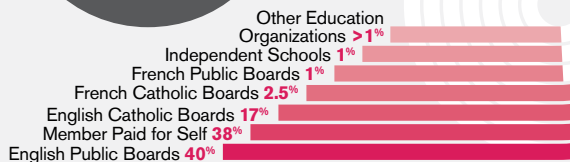


Special Education, Part 1 is the most common AQ, held by **148,460** OCTs.

Followed by **Special Education, Part 2** and **Religious Education, Part 1**

WHERE MEMBERS WORK

Based on fee payment information



MEMBERS BY AGE



Steve Paikin

@spaikin

Host of TVO's current affairs program, The Agenda with Steve Paikin.

twitter.com/spaikin

37,525

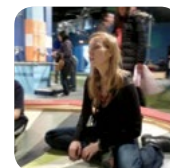
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What % of kids are enthused about school? In kindergarten: 95%. Grade 9: 37%. Disengagement shocking. Tech is potential saviour. #learning2030



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Award-winning Canadian actress, director, screenwriter and activist.

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My grade two teacher Bev Pannikar made me believe I could write & was so creative. She changed the course of my life. #thankateacher



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Last year, 83% of Ontario high school students graduated, compared with 68% in 2003-04. ow.ly/jVS7u #OntEd #GradRate

NEW MEMBERS

10,089 new OCTs

8,130 were from Ontario

354 were from other provinces



1,605 were International applications

International applications

TOP 3 BASIC QUALIFICATIONS



English



History



Science*

*General (Junior-Int.); Biology (Int.-Senior)

5 FACULTIES — MOST NEW MEMBERS



uOttawa

1,178

new members graduated from the University of Ottawa in 2012



UNIVERSITY OF TORONTO



NIPISSING UNIVERSITY



YORK UNIVERSITY



Lakehead UNIVERSITY

TOP 5 COUNTRIES OF INITIAL CERTIFICATION



Source: Ontario College of Teachers, 2012 Annual Report



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—Laura Bonfigli, OCT
Stephen Leacock CI, Toronto

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Attending an Ivy League school is just a click away, thanks to Massive Open Online Courses (MOOCs) — the latest craze in education. Plug into top institutions for free and hear from world-renowned professors.

The three big providers:

→ **Coursera** (coursera.org)

Watch 337 video lectures from prestigious universities like Princeton, Stanford and U of T along with web forums and mastery-building assignments. OISE associate professor Jean-Paul Restoule recently shared his Aboriginal Worldviews and Education course on this platform.
→ **Udacity** (udacity.com) Offers 22 courses in business, physics, computer science and mathematics at various skill levels. University of Alberta partnered up with Udacity last October to do data-driven research in online learning.
→ **edX** (edx.org) Offers 32 classes from Harvard, MIT, UT Austin and Berkeley. Wellesley College, Georgetown and the University of Texas System will join the roster this fall. International schools will also hop on board, including U of T and McGill.

Four must-have MOOC tools:

→ **Open Culture** (openculture.com) This online hub features media freebies, including 300 MOOCs organized by start date.



It's a one-stop shop that catalogues top providers' courses and lists the type of certificate available.

→ **MOOC List** (mooc-list.com)

A complete list of MOOCs, similar to Open Culture, only with more bells and whistles. Search by provider/university, course category or length, estimated effort (hours for completion),

as well as the latest and updated courses. You can also sort by start date or title.

→ **iTunes U** (apple.com/ca/apps/itunes-u)

Apple's free app puts the world's largest catalog of education content in the palm of your hand. In addition to top international schools, you have access to audio and video files from the MoMA, the New York Public Library, etc. Think a colleague or student would benefit? iTunes U makes it easy to share your newfound knowledge. Want to create your own interactive course? Release a lesson exclusively for your students or for the whole world to see.

→ **CourseTalk** (coursetalk.org) Can't decide where to start? Try CourseTalk's student reviews and ratings. Search by subject or provider; sort by rating, popularity or session date. You can check out the site's top reviewers from around the globe, home in on their humble thoughts and see what courses they've completed.

So what are you waiting for? Bypass the admissions line and get clicking. —Randi Chapnik Myers

APPS ANALYSIS

By Stefan Dubowski



Kids' Vocab

This MindSnacks app features nine games that help students (aged seven to 12) build their reading, writing and vocabulary skills in a variety of languages. The free version has just one lesson, upgrade (\$4.99) to the full version to access all 25. Kids Vocab includes a lexicon of 350 words and phrases, and various example sentences and factoids about language mechanics, such as etymology, word parts and homophones. Users praise the software for eye-catching graphics and fast-paced interactivity that challenges students and holds their interest. According to one reviewer, the app “addresses deeper learning in the form of engaging game play, not just rote memorization.”

DEVICE: Apple

SOURCE: iTunes, free (\$4.99 to upgrade)

RATING: 4+ (everyone)



CIA World Factbook 2013

This app distills CIA intel on more than 270 countries and territories into facts that are sure to amaze the most astute geography hound. You can access details about nations such as Afghanistan, Denmark and Dominica — including the country's flags, maps, history, population, government systems, economies and transportation infrastructure. The app features on-device caching, so once the user views information, it immediately comes up the next time it's referenced — no Internet connection required. Reviews say the app is handy for learning about nearly any country with just a few clicks in the easy-to-use interface. It's available on BlackBerry smartphones and PlayBook tablets.

DEVICE: BlackBerry

SOURCE: BlackBerry World, \$4.99

RATING: G (general)



Algebra

Students learn basic number operations, variables and their applications in this app for Android and Apple devices. Extensive math courses (11 chapters; six to eight lessons each), with simple-to-navigate instructions, are what you can expect from this app. Short videos help students grasp algebraic concepts such as equivalent fractions, ratios and proportions, and mixture problems. According to a review at **Famigo.com** — a site that assesses apps aimed at kids — Algebra is straightforward to use and the videos are helpful, but the interface lacks pizzazz. Famigo points out, however, that “algebra is not the ‘flashiest’ of subjects” in any case.

DEVICE: Android; Apple

SOURCE: Google Play, \$3.98; iTunes, \$4.99

RATING: 4+ (everyone)

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Santa's Village santasvillage.ca

THE IT FACTOR

Apple Canada bit.ly/appleOCT
Dell Canada* dell.ca/mpp
Cartridges2GO cartridges2go.com

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Costco costco.ca
Indigo chapters.indigo.ca

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Michaels hosted.where2getit.com/michaels
Nest: European Toys & Home Furnishings nest.ca

PLANES & TRAINS

Canada Aviation and Space Museum bit.ly/casmOCT
York Soaring Association yorksoaring.com
Via Rail Canada viarail.ca

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OCT Travel Perks by Thomas Cook octtravelperks.ca
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music man

Meet Carmen Gassi, OCT, the maestro behind the beautiful beats and mind-blowing melodies at White Oaks.

BY TRISH SNYDER

It's the Tuesday just before March Break, and Carmen Gassi, OCT, is rifling through sheet music at White Oaks SS in Oakville. It's easy to see why the music teacher and department head is clutching an extra-large coffee — at a few minutes before 7 a.m., it's pitch black and -14°C outside the music room, a converted wood shop with ceilings higher than a transport truck. Minutes later, students shuffle in. One rubs sleep from his eyes while others flop into chairs to send warm-up blasts through trumpets, French horns and trombones before they spend the next hour systematically working the kinks out of several bars of a contemporary band piece. They get no credits or grades for being here this early, and they don't seem to mind that most of White Oaks's 2,000 students won't appear until the bell rings 8:05 a.m. Playing in Gassi's senior concert band is worth an hour of missed sleep.

"Morning, ladies and gentlemen, it's nice to see everyone," says Gassi, eyes crinkling as he grins. It's the first rehearsal after secondary teachers resumed extracurricular activities, and he's already got business to discuss. While the rest of the country has been practising for MusicFest Canada — an annual invitation-only competition that attracts about 10,000 young musicians each May — Gassi and his band are left with 17 full rehearsals to prepare. "We've got a big decision to make," says Gassi. "We need to decide which level we're going to compete at for Nationals."

There was a time when Gassi didn't have the luxury of uttering a line straight out of *Glee*. When he arrived at White Oaks 15 years ago, the once renowned arts program had been eclipsed by athletics — the school barely filled eight music classes and only a couple dozen kids turned up for concert band. As soon as the Grade 9s bagged their mandatory arts credit, most dropped music faster than a heavy backpack. This pattern didn't quite work for Gassi. Call him selfish, but he became a music teacher in part to fulfill a dream of conducting school bands that students actually *wanted* to play in.

PHOTOS: ANYA CHIBIS

a few of his favourite things

Want to keep in tune with the times? Carmen Gassi shares his top four music apps and a key online resource that are sure to strike a chord. Be sure to keep an eye (and ear out) for Gassi's very own soon-to-be-released app that will no doubt help music teachers hit all of the right notes.

METRONOMES

(see links and prices below)



"I really like the ones by Maestro (bit.ly/16AyC0g, \$2.99), Ludwig (bit.ly/13t077K, free) and Steinway (bit.ly/12GdfYh, free)."

DROPBOX

(dropbox.com, free)



"This is convenient when I have to share large MP3 files or music scores, since email programs have a limit." Perfect to use on all of your devices.

JOTNOT SCANNER

(bit.ly/10bHlBl, 99¢)



"I encourage students to use their phones to capture what's on the Smart Board and convert it to a text file. It's great for kids who don't take notes quickly."

VOICE MEMOS

(built-in iPhone app, free)



"For evaluations, I use my phone to record what the kids are playing and to add my reflections. That way, I can come back and replay everything."

NAXOS MUSIC LIBRARY

(naxosmusiclibrary.com)



"Big shout-out to the Ministry of Education and Halton DSB for giving us free access to thousands of fantastic musical performances."

Finding your rhythm

Sure enough, his quest began to revive the arts program. He inspired young musicians by taking them to music rooms across Canada, entering them in competitions and touring them around arts landmarks in Europe. He even introduced a cutting-edge computer lab where students could compose their own soundtracks.

Clearly, he's been on a roll. Last year, his department offered about 20 music sections and he supervised eight extra-curricular ensembles, all while working nights as a professional musician and composer. His enthusiasm and dedication were recognized with a 2012 Prime Minister's Award for Teaching Excellence — he was nominated by Celeste Corless, whose graduating daughter, Gemma, has raved about Mr. Gassi's music classes since Grade 9. "Anyone who can get my teenager up at 6:30 and riding her bike to band practice deserves an award!"

Playing in his high school band inspired Gassi to study music, and his passion has fuelled him throughout his 25 years of teaching. Outside of school, he conducts a community jazz group and plays clarinet with two orchestras, arranging for the senior band to watch him perform at the Mississauga Living Arts Centre with Opera Kitchener. While students are up late checking Facebook, Gassi is composing music for the school's quintets, choirs and bands. "I feel strongly that if I spent that much time learning about composition in my undergrad, and performance in my grad, I don't want anything to go to waste," he says.

Orchestrating interest

Gassi's love of music is infectious even when the instruments are packed away. During his Grade 10 Renaissance unit, he was sidetracked and shared Mozart's penchant for gambling and Beethoven's string of lovers. One class became so obsessed with the Medici family that he allowed them to detour slightly from his lesson plan. Students immersed themselves in researching details of Florentine life, then impressed him with newscasts, puppet plays and short films

(all incorporating music, of course). He says it was worth it to see students so heavily engaged in learning. "The shortest distance between two points isn't always a straight path," Gassi explains.

Back in the music room on that Tuesday morning, he uses technology to transport his Grade 10 music class from Oakville to medieval Europe. As students rhyme off the meanings for monophony and polyphony, he writes the definitions on the Smart Board. Then he asks them to imagine how a 30-second clip of a polyphonic Gregorian chant, played from his laptop, would resonate in a medieval cathedral.

Another class on the timetable is Music and Computers, which takes high-tech learning to the extreme. In a specially designed lab, Gassi sets students loose to create radio jingles and remix symphonies with versions of the same software and hardware used at high-end production facilities.

Off the charts

Toys and tangents aside, it was a SEVEC (sevec.ca) cultural exchange Gassi had organized that resuscitated music at White Oaks. Ten years ago, a high-school band dressed in matching uniforms arrived from Victoria in November and promptly blew the White Oaks musicians away. "The kids were amazed at how this band sounded," remembers Gassi, who knew the visitors were playing a more challenging repertoire and at a higher level than his students. "I told them there's no secret, they're just working really hard. We're not a school for the arts, so if you guys want to sound like that, I'm in, but it's going to mean three practices a week. Are you ready for that?" When White Oaks flew to BC the following May, the young musicians were determined to impress their hosts — and so they did.

One of the ways Gassi promotes progress is by breaking down monumental tasks. Most conductors move through a new piece measure by measure, but Gassi goes a step further. He rehearses with the full senior concert band twice a week,

then runs two sectional rehearsals — one for woodwinds, and one for brass and percussion. That morning, Gassi steered various sections through trouble spots while other instruments waited their turn. “They learn that it’s not just about being consumed with their own part,” he says, “it’s also about working together and listening to each other.”

Bonding is one of the happy side effects of teamwork. He’s quick to praise but doesn’t hesitate to holler “Whoa!” when the trumpets are sharp. Gassi guides with respect and patience because he relishes the process of helping students get better. He’ll even critique recordings of his own performances. “What makes Carmen outstanding is he is able to build a strong rapport with kids,” says principal John Stieva, OCT.

Gassi’s competitive streak proves just as important as his supportive side. “Not against other people,” he says, “but for a sense of accomplishment. There’s something powerful in saying, ‘Wow, that’s a nasty, difficult piece, but yesterday I played it at 80 beats per minute and today I got to 110.’”

Pitch perfect

He uses performance to show students the power of goal setting and preparation. No one minds working hard when there’s an audience waiting at Hamilton Place or a band trip to Chicago or Virginia Beach. Plus, every other year Gassi takes a band to Europe — they’ve visited monasteries in Austria, performed at Italian cathedrals and played on the same stage at Esterházy Palace where classical composer Haydn once conducted. “Travel gives students a global perspective on the arts,” he says, not to mention lifelong memories and the experience of living with roommates. “They feel lucky when they hear that Austrian kids don’t even get music in high school.”

Adjudicators have come to expect great things from White Oaks at competitions. Gone are the 200-level days; they’ve played 500-level pieces for the past six years, though Gassi is too modest to count how many silver and gold medals



Carmen Gassi, OCT, is instrumental in fine tuning his senior concert band's performance for the annual invitation-only MusicFest Canada competition.

they’ve earned. “The success isn’t in how well they do, it’s that they want to be competing at that level,” he says. “The students get a real thrill from performing live under pressure, and I’m proud that now they demand it.”

Hence the dilemma that the band faces for Nationals. Performing a 500-level piece would normally be a no-brainer, except White Oaks is playing catch-up on practice time. Gassi floated the idea of working on a simpler 400-level piece given the limited time to rehearse. Not a chance. “It’s going to be a tough five weeks,” admits Gassi, “but we will give it a go.”

Despite high standards — or perhaps because of them — Gassi has earned a reputation of his own. “It’s fun to play for Carmen Gassi and his concert bands,” says Stieva. This is clearly evident in the no-one-gets-benched-in-band culture of the music room, which is one part safe haven, one part hangout. One young man strides in to ask his teacher to compose music for a play, while others drop by just to chat. Stieva believes Gassi inspires

many students to study music at university or become music teachers themselves. “At the end of the day,” says Gassi, “I just want kids to see how much I enjoy what I do, and to see music as something to look forward to.” **PS**

the art of delegating

Managing the arts department, teaching a roster of classes and running rehearsals before and after school keeps Carmen Gassi busy, so he’s established a student music council to help. Volunteers attend a Monday meeting to help with planning concerts, fundraising, organizing the music library or setting up social events such as the September barbecue to welcome Grade 9 music students. “Kids can do things in about 1/20th of the time I can,” says Gassi. “This way, they take ownership over the program and they get to develop leadership skills.”





FIELD *of* DREAMS

Rising star Kevin Zegers reveals how his elementary teacher helped cultivate his confidence and ultimately changed the course of his life.

BY RICHARD OUZOUNIAN

“**T**he trouble with being in this business is that everybody loves to compartmentalize everyone.”

This is what weighs on Kevin Zegers’s mind, while driving through the California night to his latest film. At 28, he is regarded as one of the most promising Canadian actors of his generation. He’s achieved both critical and popular success for his work in movies as diverse as *Transamerica* and *The Jane Austen Book Club*, as well as his numerous appearances as a regular on television shows like *Titans* and *Gossip Girl*, not to mention his starring role in the recent miniseries *Titanic: Blood and Steel*.

Though the Woodstock native has been acting since age 6, Zegers seems unscathed by the bright lights and big business. “They say, ‘You just sit there and learn your lines — we’ll take care of the rest and pay you very well.’ But I’m not fulfilled living like that,” he explains. “I enjoy working hard; that’s when I feel useful.”

Much of Zegers’s work ethic stems from his father, Jim, who has worked in a lime quarry for over 30 years and his mother, Mary-Ellen Zegers, OCT, who teaches at Blessed Kateri Catholic School in London. He does, however, admit that the strongest influence in his career has been Luc Renaud, OCT, his Grades 6 and 7 teacher at St. Rita’s Catholic ES in Woodstock.

“My first memory of Luc is how young he seemed,” laughs Zegers. “He was really energetic and upbeat — he shifted the energy in the school. He was invested in figuring out what each one of us needed to grow and would challenge us on an individual basis.

“He wasn’t an easy teacher by any means. He instilled in me that I had a lot more to offer than I gave myself credit for. Back then, my benchmark was to do well enough not to get crap from my parents. He pushed me way past that.”

Renaud, who recently celebrated his 21st year in teaching and now works at Bishop Macdonell Catholic HS in Guelph, chuckles to hear how young he seemed to Zegers.

“I was 22 at the time and there were a lot of boys in that class, so I had to really keep up with them,” Renaud says, noting that Zegers stood out even then. “He had a certain kind of spunk to him — always happy, with the biggest smile on his face. Polite as could be, and respectful — his parents taught him that. He was a boy with boundless energy, but not in a way that ever upset the classroom.”

It didn’t take long for Renaud to see that he was teaching someone with a thriving career in film and television — especially when Zegers frequently missed school due to his professional commitments.

“All three of the Zegers kids were busy,” recalls Renaud. “The girls went out for figure skating and commercials, while Kevin did TV and movies.”

When Zegers was at school, though, Renaud says he just wanted to be one of the guys. “He had a tight group of friends. He loved sports, especially hockey. He was an ordinary kid in a blue-collar town. So when he went off to make movies, he entered a world that was completely foreign to him.”

Zegers appreciates the way that Renaud dealt with his less-than-normal school life. “I always felt there was a



“He was really energetic and upbeat. He was invested in figuring out what each one of us needed to grow and would challenge us on an individual basis.”



Actor Kevin Zegers tees up some quality catch-up time with former elementary teacher Luc Renaud, OCT, (also pictured below) during a friendly round of golf.

real understanding about how strange my schedule would sometimes get,” he recalls. “I had other teachers who weren’t as sympathetic, but because Luc was so supportive I’d work twice as hard and do twice as well.”

When it came time for Zegers to take off on a European press tour for one of his *Air Bud* movies, his parents invited Renaud along for the ride. Although, Zegers was no longer in Renaud’s class, they couldn’t pass up the opportunity to give their son that level of understanding and support that only Renaud could offer.

Renaud remembers the unique experience as special, but he’s emphatic that although he was in the presence of a movie star he treated Zegers no differently than any of his classroom students.

“I always encourage my students to realize their full potential above and beyond the curriculum or their marks,” Renaud says. “I’m more concerned about the life lessons that come with it.”

That positive influence stood Zegers in particularly good stead as he prepared to make some major career decisions.

“I always thought I’d ride out the child actor thing, so that I wouldn’t be in debt when I’d go to university,” he says. “I also thought I’d go to medical school one day, but when the moment actually came, I thought of what Luc would tell us to ask

ourselves: ‘What am I truly happy doing in life? Where is my real passion?’ I felt that passion for acting.”

The film industry has supported Zegers’s decision, giving him the coveted Chopard Trophy at the 2006 Cannes Film Festival and numerous Young Artists Awards. But what Zegers would probably appreciate the most is knowing what his former teacher thinks of the choices he’s made along the way. “I see him in amazing movies like *Transamerica* and I am so impressed by his acting ability,” says Renaud. “It’s not because I know him; it’s because he’s very, very good.”

As the years go by, the friendship between Renaud and Zegers has remained in tact. In fact, the actor recently drove several hours to meet up with Renaud in Guelph, so that they could play a round of golf.

This is just one example of Renaud’s long-term involvement as a teacher. “I always want to find out how my students’ lives have turned out,” he says. “I think they know that I truly care about them, even long after they leave my classroom.

And that fits perfectly with the way Zegers remembers Renaud.

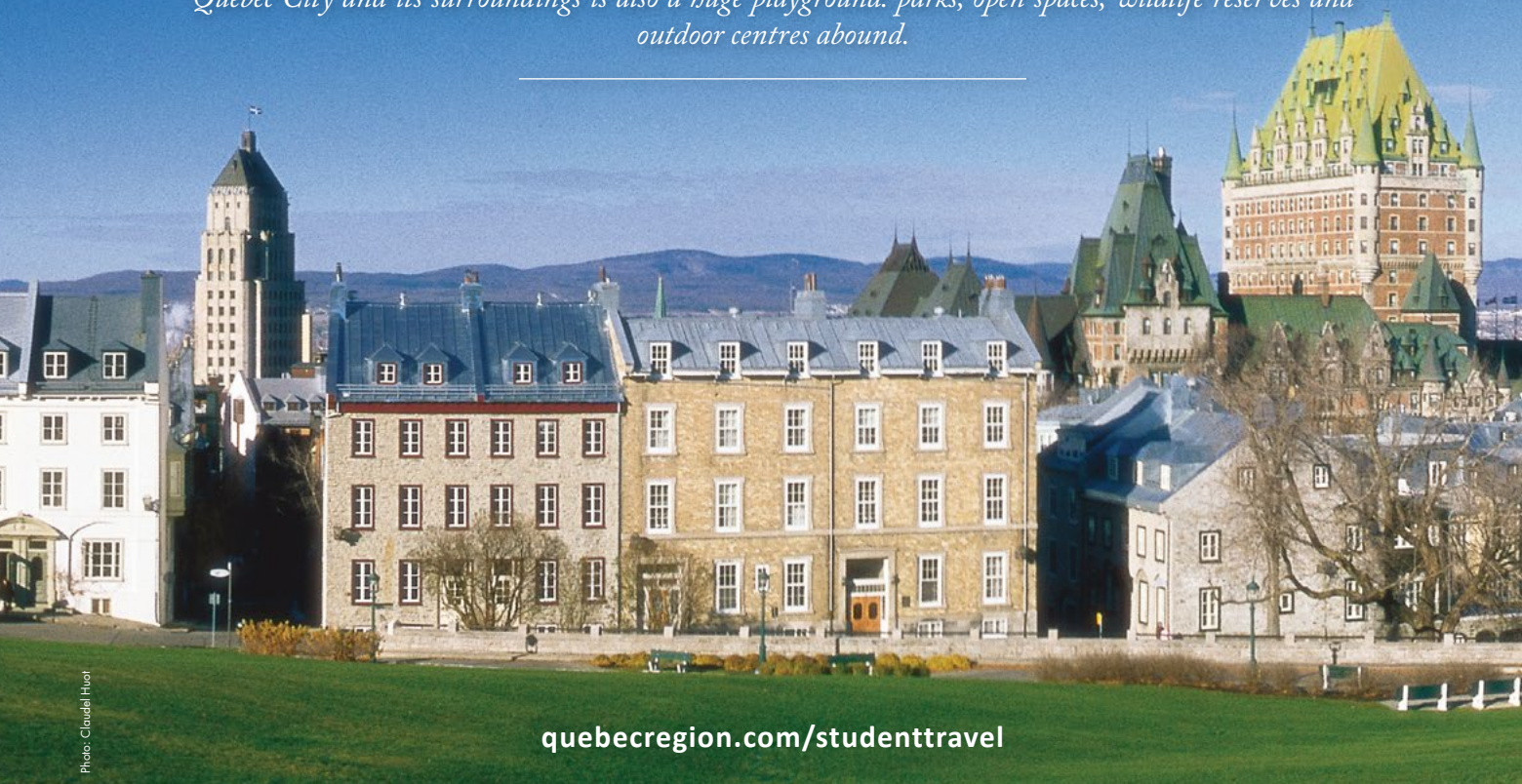
“They say that if you’re lucky, you’ll have one teacher who will always stick out in your memory. For me, that was Luc. He was born to teach.” **PS**

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DISSECTING TECHNOLOGY



The latest gadgets, gear and apps galore designed for your classroom.

BY STEFAN DUBOWSKI

OCTS USE NEW TECHNOLOGIES IN CLASS TO ENHANCE STUDENTS' EDUCATIONAL EXPERIENCES.

But many teachers retain a healthy level of skepticism about the role technology should play in education. Sure, tablets and smartphones offer a new way to impart information and help children learn essential skills. But what about the risks? Do students understand the dangers of sharing data online? Does the technology trend widen the gap between children whose families can afford tablets and those who can't?

It's a difficult balancing act between perks and pitfalls — and it's something teachers all over Ontario have to consider. We dove in to find out

what sorts of technologies would best benefit educators and students. Are laptops better than tablets? Have interactive whiteboards had their day?

We also discovered a number of educational apps and put them to the test in the hands of teachers across the province.

What did we learn? Despite the breadth of options, educators lean toward one company's products more than others (hint: "A" is for...). We found that not all apps live up to the hype. And we uncovered a few truths about teaching in an always-connected era.

Comparing the hardware

Which device makes the most sense in which situations?

Laptops

PRO: Versatile

CON: Expensive

Lightweight and powerful, these all-around capable machines give students and teachers access to a wide range of software options. But laptops can be expensive (\$500 to \$2,000). Some school boards are eyeing laptops based on Google's Chromebook system. At about \$250 each, these devices provide quick connections to Google's online apps, including Docs for word processing and Drive for file storage. Richard Grignon, OCT, a business and French teacher at Earl of March SS in Kanata, doles out Chromebooks for students to use in class. He notes that since documents are online, kids can access the information from their home computers.

Smartphones

PRO: Ubiquitous

CON: Not as powerful as tablets

Smaller than tablets, smartphones are popular among students. "The kids have them in their pockets," says Todd Wright, OCT, a curriculum administrator in information communications technology at the York Region DSB. "And some of the screens are bigger than they used to be, so they're more useful." But smartphones such as Apple's iPhone, Samsung's Galaxy S III and BlackBerry's Z10 aren't as powerful as tablets and laptops, which limits the software these hand-held devices can process. Still, users can access hundreds of thousands of apps on iTunes and Google Play. There aren't as many for BlackBerry and Windows Phone 8 (yet).



Tablets

PRO: Portable

CON: Not as powerful as laptops

These touch-screen devices offer users access to all sorts of apps from online stores such as iTunes, Google Play and BlackBerry World. Users can buy keyboards to transform tablets into pseudo-laptops. Prices range from \$150 to \$800 for Apple's iPad, BlackBerry's PlayBook and Samsung's Galaxy Tab. Tanya Morton, OCT, a technology resource educator with the Upper Grand DSB, relies on her iPad daily. Like many tablet-toting teachers, she chose the Apple device because it offers access to more than 700,000 apps. Morton has found many to be useful, including Notability for note taking, Popplet for sketching out ideas, and Typ-O, which helps students find the right word at the right time.

The low-down on four downloads

Snapseed (free):

Voted Best Mobile Photo App 2012 by the Technical Image Press Association, Snapseed for Apple and Android devices lets users transform and share photos. Nicole Powell, OCT, a communications technology teacher at Mary Ward Catholic SS in Toronto, says this app is truly useful for budding and experienced photographers, enabling students and educators to zoom in on specific areas and enhance photo colours and contrast. To get full use of it in class, however, students would need individual iPads or Android tablets.

Group Games (\$1.02):

This reference app for Android devices presents rules and how-to's for more than 50 games, promoting teamwork, leadership and trust. Although the developer says the software offers activities suitable for a range of maturity levels, Sarah Feddema, OCT, says it's best for Grade 4 and up. An occasional teacher of numerous subjects (including physical education) in the Durham DSB, Feddema likes this easy-to-use guide for warm-ups and icebreaker activities, but the games are no substitute for phys. ed. curricula.

ClassDojo for Teachers (free):

For Apple and Android devices, ClassDojo is meant to help teachers improve comportment in their classrooms. Educators can use it to store information about student behaviour, reward good behaviour and generate reports to share with parents and administrators. Kathleen St. Aubin, OCT, who teaches Grade 8 at École élémentaire catholique Sainte-Thérèse in Windsor, says ClassDojo is easy to use and easy to customize. It's only available in English — nonetheless, she was able to make notes in French.

Notes for Little Composers (99¢):

For many children, starting music lessons is exciting, but less fun as they progress and lessons grow more difficult. This Apple app enables teachers to introduce a bit of entertainment to the process. But Kelly Webster, OCT, a music teacher at Southwood PS in Windsor, says Notes is off-key. The app doesn't cover the bass clef, so students learning lower notes won't get much from it. The quiz function shows the answer before the user has the chance to respond. Webster prefers another app, Music for Little Mozarts.



Who's in control?

Instagram, the photo-sharing web service, attracted the wrong kind of publicity late last year for its terms of service. The service changed its user agreement such that Instagram would effectively own the photos people uploaded to its servers. That meant the company would be able to use the photos in any way it wanted — without permission from the photographers.

Instagram has since amended its terms of service to limit its use of users' content. Yet the situation raises a question for educators: What about the content teachers and students upload to educational software services? If an educator creates a digital lesson plan and uploads it to an online teaching service, does the lesson plan still belong to the teacher? Or does it belong to the service provider?

Most online services spell it out: content belongs to the creator, not the service provider. Still, teachers should ask. They need to decide for themselves if they're comfortable with the terms of service. Teachers need to be able to discuss this issue with students, so they also understand what they're agreeing to when they sign up for web or "cloud" services.

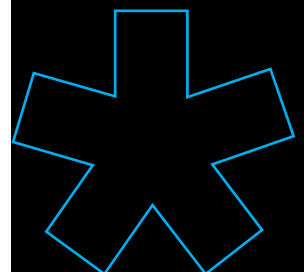
This question is particularly important when using free services. Sometimes providers offer services for free because the companies plan to sell user information to other organizations to earn revenue. Read the terms of service. What is the service provider allowed to do with the content uploaded to its servers. Watch for any language suggesting a "third party" (an individual or organization aside from the user and the service provider) may access the content.

Straight talk on Smart Boards

PRO: Proven technology

CON: Often misused

Teachers have been using interactive white boards (IWBs) since about 2003. However, educators don't always get the most out of these electronic display systems. Sometimes teachers simply used IWBs as projectors, but it's better when students and educators embrace the interactive part of the device and use it to demonstrate thought processes or illustrate ideas. "As long as the kids can get their hands on them, they're fantastic," says Upper Grand's Morton. "Otherwise, you might as well just have a chalkboard." Wright at York Region has explored technologies such as Apple TV and AirServer, which enable teachers to link IWBs to tablets and smartphones. That connection ramps up the in-class interactivity and incorporates devices kids already own into the IWB experience.



Class apps

Teachers browsing mobile apps markets will find thousands of educational programs for smartphones and tablets. But which apps work well — and which ones should teachers ignore? We sifted through the app stores and came up with some to help educators, and some for students. Read on to find out what these electronic aids are all about, and how teachers rate them.

Educreations (free):

Accessible online or from an Apple device, Educreations enables users to create and share videos. Students and teachers can develop short video clips incorporating voice narration and even handwriting to illustrate lessons or to make presentations. Think of Educreations as a recordable, interactive online whiteboard. The company specifies that content creators retain ownership of content uploaded to the service. Janet Vander Ploeg, OCT, a Grade 2/3 teacher at Grand Valley and District PS in Grand Valley, incorporates Educreations into her classes. She finds it helps students explain their thought processes. Although she recommends it, she also notes that the app doesn't let users edit their videos. Any mistakes, and students have to start from scratch.

(FOR TEACHERS)

Flashcardlet (free):

Designed for iPhones, iPads and other Apple devices, this free studying app pops flashcards onto the screen for quick drills across a number of subject areas. Users can use flashcard content providers such as Brainscape and Quizlet to populate their decks, and share decks with others. Kelly Smyth, OCT, a teacher in Oakville, says Flashcardlet is excellent for lesson reviews and she likes the fact that users can share decks. She also finds it easy to flip through the cards. But she finds it difficult to input the information in the first place and notes that the "delete" and "done" keys are so close together, users may inadvertently erase entire decks. Still, the pros outweigh the cons with this app.

(FOR STUDENTS)



Tech tidbits

Student-friendly blog platform:

Developed by teachers, Kidblog (kidblog.org) is touted as a different kind of blogging platform. Educators can use the system to give students their own blogs, where they can post items and participate in discussions about lessons and assignments. The creators say Kidblog helps students learn digital citizenship and practise their writing skills. Also worth noting: The service is ad-free, and students need not submit their personal email addresses to take part.

LinkedIn groups for teachers:

EmergingEdTech (emerginged-tech.com), an online resource for teachers, offers a list of excellent LinkedIn groups for educators, including: the International Association of Academic Professionals, for a global approach to sharing best practices; Teacher's Lounge, specific to K-12 educators; Technology Integration in Education, for innovative ways to bring tech and ed together; and E-Learning 2.0, dedicated to techniques and technologies for e-learning.

The Web changed everything:

Researchers have confirmed what many teachers know. According to a Pew Research Center Internet survey of middle and high school teachers in the United States, 92 per cent say the Internet has a "major impact" on access to teaching resources; 69 per cent say the Internet improves their ability to share their ideas with other educators; 67 per cent say the Web increases their ability to interact with parents; and 57 per cent say it enables their interaction with students.

Buy and sell lessons online:

Why not turn your best lesson plan into a revenue generator? On Teachers pay Teachers (teacher-spayteachers.com) educators can sell, buy and share teaching materials. TpT claims to host more than 80,000 free resources, 500,000 paid products and more than 1.75 million registered users. Recent items available for purchase included a winter activity pack, a bullying prevention lesson and a how-to for an assignment to present a scene from Shakespeare in class.

Apple vs. Android vs. Blackberry

There are numerous tablets and smartphones on the market. Educators can choose from Apple (iPhone, iPad), BlackBerry (BlackBerry smartphone, PlayBook) or manufacturers using Google's Android system (such as Samsung, which offers the Galaxy smartphone and tablet line), to name just a few. Which platform is best?

If popularity were the yardstick, Apple would win. More teachers carry Apple products than devices from any other manufacturer. Ipsos Reid, the market research company, says 29 per cent of Canadians carry iPhones, which puts Apple ahead of any other brand. Data compiled by the Ontario College of Teachers indicates the iPhone is the most popular smartphone among teachers as well.

"The apps are friendly, and they got to market first," says Bill MacKenzie, OCT, president of the Educational Computing Organization of Ontario (ECOO). But "there are significant problems with doing large implementations."

For instance, let's say a teacher loans an iPad to a student for use in class and the student uses the tablet to create a presentation. That presentation is saved on the tablet. Users have no simple procedure for saving the information elsewhere. As a result, the next student using the device would be able to call up the previous user's work — a potential privacy problem. Administrators also find it difficult to update software on numerous tablets at once, so some students may have to work with outmoded apps.

Despite Apple's popularity among teachers, some school boards seem to favour the Google platform. Many boards are buying Google Chromebooks — lightweight laptops — instead of iPads for use in classrooms. Chromebooks have built-in keyboards so the devices are far better for inputting information, notes Richard Grignon, OCT, from Earl of March SS. "Tablets are excellent for content delivery, but not so much when it comes to content production." **PS**



Clipix (free):

Accessible on the Web or as an app for Apple or Android devices, Clipix lets users organize and save web links, images and videos. Users can also share clippings with others — perfect for group projects. Tanya Morton, OCT, the technology resource educator with Upper Grand DSB, says Clipix is fussy to start with. "I can't see kids setting it up on their own." And although the app is excellent for collecting online information, it seems ill-suited to an iPad, the device Morton used to review the software. Images appear fuzzy on the screen, as though the app were designed for the smaller iPhone instead of the tablet.

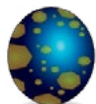
(FOR STUDENTS)

Grades: Student Organizer (99¢):

This Android app is designed to help students stay on schedule, organize homework and complete assignments on time. Users can tally their test scores and track their grade point averages. Student Organizer integrates with Google Calendar, making a single schedule accessible from any Internet-connected device. Marc Paradis, OCT, a geography and world issues teacher at St. Pius X Catholic HS in Ottawa, says Student Organizer isn't worth the price of the download. He found the app difficult to navigate and hard to set up. "There are so many other marking programs out there, I wouldn't give this one a second thought."

(FOR STUDENTS)

Make learning more fun



English Idioms (99¢):

Available for BlackBerry and Android, this Knowledge Pets game gives players a little creature (a knowledge pet) to care for. Players make their pets grow by answering questions about English idioms. Caterina Cosentino, OCT, a special assignment teacher (literacy and numeracy coach) with the Dufferin-Peel Catholic DSB, says she likes the concept. But adds that with just 30 idioms, the app becomes boring quickly. She recommends Knowledge Pets for students who respond well to multiple choice.



Hungry Fish (free):

This Motion Math Apple app helps children learn to add. Users pinch numerals together to solve math problems — and feed their fish, who just can't wait to munch numbers. Available in English and French, Hungry Fish is engaging for children as young as three years old, says Isabelle Cormier Richard, OCT, a Grade 1 teacher at École Pierre-Elliott-Trudeau in Ottawa. But the price is deceiving: extra features such as subtraction cost more, so this "free" app could set teachers back by as much as \$7.



Stick Pick (\$2.99):

Select a student with a shake of the iPhone or iPad. In Stick Pick, a teacher writes students' names on Popsicle sticks. When the teacher shakes the mobile device, the app randomly highlights a stick so each student can get a turn. Lorelei Jenkins, OCT, a Senior Kindergarten teacher at St. Bernard's Catholic School in Orillia, says Stick Pick is fun but pricey for teachers only interested in selecting random names. Educators who want to use features such as tracking answers may find the app more worthwhile.



OFF-DUTY LESSONS

When they're not in class, teachers pursue all sorts of fascinating hobbies, side jobs and volunteer work. Meet five who wowed us.

BY STUART FOXMAN

FROM DOWNWARD DOGS TO HORSEPOWER

Lisa Hodgkinson, OCT

Resurrection Catholic SS, Kitchener



ACTIVITY: OWNS A YOGA BOUTIQUE AND RACES STOCK CARS.

Why she does it: In yoga, says Lisa Hodgkinson, "You're fully aware of everything. It's a really slow activity." Not so for stock car racing, which is all about speed and split-second decisions. It's hard to think of two more dissimilar pastimes, yet Hodgkinson is drawn to both. "I like to break down stereotypes," she says.

Her interest in yoga was strengthened from her 12 years living in Asia, working as a teacher and an editor. "I became interested in the mind-body-spirit connection," she says. Her yoga boutique in Waterloo, called Soul Awakenings, is an extension of that fascination.

Stock car racing can awaken you too, but more from the rumble. Hodgkinson's father raced from the time she was a young girl, and her brother later took up the sport. Last summer, Hodgkinson decided to give racing a spin, mainly at Flamboro Speedway in Hamilton. This summer, she'll race at Varney Speedway in Durham.

Her fellow racers include a pilot, a few mechanics, a tool-and-die maker, sheet metal workers, and the manager of a shipping

dock. She's the only high school teacher. "It's a chance for me to fine-tune my mechanical skills. It requires that technical use of the mind, and a whole new level of mental focus," she says.

Classroom link: Hodgkinson, who teaches Grade 11 world religions and Grade 12 social justice and indigenous peoples in a global context, thinks that having two such unrelated outside interests offers her students a great life lesson. "They see that you don't need to fit into a box," she says.

She tells her students, too, that much of what she tries to teach — using the different gifts you've been given, and taking a leap of faith — have practical applications in her hobbies. She becomes a living example.

Her racing experiences in particular have helped her to be sensitive to the challenges that her students face, as she has dealt with her own share of obstacles and mistakes. "You have big highs, but you also have crashes, blown engines, and you hit the wall," Hodgkinson says. "That has made me a far more compassionate and empathetic individual, which has made me a better teacher."

Learn more: soulawakenings.ca and outlawmodified.ca



ROLE-PLAYING

Mario Rocchetta, OCT

St. Pius X Catholic School,
Sault Ste. Marie

ACTIVITY: ORGANIZES APPEARANCES OF SOAP OPERA STARS

Why he does it: Growing up, Mario Rocchetta realized he had little chance at the remote control. Between his three sisters and mother, “I was always outnumbered,” he says, laughing. Soap operas were the shows of choice, especially *The Young and the Restless*. “Some soaps go way over the top,” he says, “but that one stuck more true to human nature.”

Rocchetta was hooked. Years later, still a big fan, he got a notion to try to promote an appearance by one of the show’s stars in Sault Ste. Marie. He managed to reach an agent, give a persuasive pitch, and secure a commitment from actor Michael (“Danny Romalotti”) Graziadei. In 2009, Rocchetta held his first meet-and-greet, for about 100 people — “I pretty much sold tickets to family and friends.” Since then, he has organized annual appearances, three soap stars at a time, for sold-out crowds of 500.

The events led to work doing interviews for the website soaps.com. He even had a chance to walk the red carpet one year at the Daytime Emmy Awards. Last year in school, Rocchetta organized

a Skype chat with Graziadei for students who were learning about careers in acting.

If a soap opera was ever made about his life? “The show,” says Rocchetta, “would centre around a small-town guy who is constantly trying to get better, and who can’t take no for an answer.”

Classroom link: Working with actors, Rocchetta understands that in real life they don’t resemble the characters they portray. It reminds him that students, too, often play set roles — the jock, the diva or the class clown, for example.

He talks about that with his Grade 6/7 students, conveying the importance of being genuine. “It helps me to build relationships, and that’s everything,” says Rocchetta.

One time, an athletic student who seemed to care a lot about gym came to see him. “He said, ‘You mentioned being more like myself. Well, I want to be good in math. How do I do it?’”

By getting to know actors as people, Rocchetta has honed what he says is a key skill in the classroom. “I try to peel away the layers, and learn who the real person is,” he says. “Students are often nothing like their persona.”

Learn more: mariorocchetta.com

SLEEP REMEDIES



Debra Will-Dryden, OCT

John Fraser SS, Mississauga

ACTIVITY: BOARD MEMBER AND VOLUNTEER WITH SLEEPING CHILDREN AROUND THE WORLD

Why she does it: Teaching may be her profession, but this charity is in Debra Will-Dryden’s blood. Her grandparents, Murray and Margaret Dryden, founded Sleeping Children Around the World (SCAW) in 1970, and her father, Dave, chairs it. SCAW has provided bedkits — which can include a mat or mattress, pillow, sheet, blanket, mosquito net, outfit and school supplies — to over one million children in 33 underdeveloped and developing countries.

Will-Dryden has led 13 SCAW trips abroad, to Bangladesh, India and Uganda. She and a team of volunteers ensure delivery of the kits, work with local partners to identify areas of greatest need, and follow up with former recipients of the kits.

Arriving from Canada, the team members invariably comment on their jet lag. “Our sleep is such a focus, and that reminds us why we’re there for the kids,” says Will-Dryden. Having a bed to sleep in and getting proper rest helps the children face the next day. “It’s a privilege to be able to participate,” she says, “and feel like you’re making a difference.”

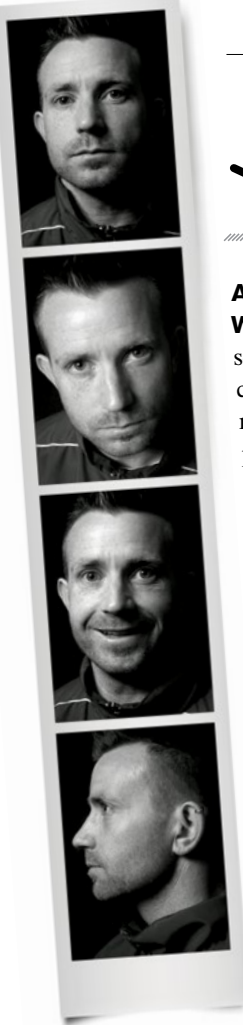
Classroom link: Her exposure to the challenges that exist in many parts of the world has led Will-Dryden to incorporate themes of social justice into her photography and visual arts classes. For one assignment — the theme was “first-world problem” — she had her students depict the ordinary complaints of everyday life in Canada. So having “only” a third-generation iPhone, or a piece of electronics that doesn’t fit in your skinny jeans, are seen as trivial in a larger context. “It’s about making students look at their problems in light of the problems in developing countries,” says Will-Dryden.

Her stories of SCAW and social justice resonate with her students because the charity specifically assists children. Moreover, Will-Dryden says volunteering for a charity that’s active internationally helps her to relate to her students with diverse backgrounds as she has visited some of the countries their families come from. “It gives me a point of connection.”

Learn more: scaw.org

Debra Will-Dryden has led 13 trips abroad to Bangladesh, India and Uganda. She helps to ensure delivery of bedkits — which can include a mat or mattress, pillow, sheet, blanket and mosquito net — to children in areas of greatest need





GOAL ORIENTED

Matthew Cootes, OCT Lively District SS, Lively

ACTIVITY: SOCCER COACH

Why he does it: Matthew Cootes has been a soccer coach since age 16, and those experiences motivated his career choice. "It's what gave me the passion to want to work with young people," he says.

He was born in Australia into a teaching (his mother is an assistant principal) and a soccer family. One of his great-uncles once played for the Tottenham Hotspur club in the English Premier League. "I ran around with Hotspur gear as a little guy. So it runs deep."

Cootes started playing soccer at age five. He advanced through the ranks, played the sport at the University of Canberra, and then played club soccer in Australia and England.

Today he coaches under-12 players in his northern Ontario region through the Ontario Soccer Association. The children receive

training to get ready for possible selection to the provincial team in their age group.

"A lot of coaches are driven by results. For me, it's not about winning a medal but about development, and people enjoying the sport and just being the best they can be," says Cootes.

Classroom link: As a program leader in physical education and sport, Cootes is also focused on athletic and fitness improvement at school. He feels that coaching younger kids in soccer helps him to assess his high schoolers even better. Physically and developmentally, "I know where they're coming from," he says.

With his coaching background, Cootes can bring the most up-to-date approaches to his school instruction, from introducing game-realistic warm-ups to conveying technical information. "My lessons are clearer and more concise," he says.

Cootes has been a coach a lot longer than he has been a teacher. He says that he relates to his students through those coaching eyes too. "In soccer, you get kids with varying abilities, and see them advance in different ways. I have an appreciation for different styles of learning. I understand how to set expectations and promote each student's development at every stage."

Learn more: ontariosoccer.net

ICE QUEEN

Andréanne Thibault, OCT

École secondaire publique Le Sommet, Ottawa



ACTIVITY: DOWNHILL SKATER

Why she does it: Picture a downhill track in winter, four competitors side by side, ready to race along 594 metres of twists, turns and jumps. Except the track is covered in ice, not snow. And the competitors aren't wearing skis or snowboards but skates. That's Red Bull Crashed Ice, an international tour for this extreme sport.

"It's the craziest thing I've ever done," admits Andréanne Thibault.

Thibault has spent much of her life on skates. She earned a scholarship to play hockey at Minnesota State University, and teaches hockey, as well as physical education and English, at her sports- and arts-focused high school.

Looking for a new challenge, she tried out for a Red Bull Crashed Ice event, and made the cut. She has competed in two events; Niagara Falls in December 2012 and Quebec City in March 2013.

Downhill skating is as intimidating as it sounds, but exhilarating too, says Thibault. The excitement of the crowd and the thrill of competing at a high level pump her up. "As soon as they

open the gate, you stop thinking of how scary it is. You don't have time to think. You just let yourself go."

Classroom link: Being an active competitor herself, Thibault feels that she influences her students to put in the extra effort to reach their own goals. On a more practical level, competing led her to modify her instruction. Thibault found that downhill skating put strain on her hip flexors and groin. It made her more acutely aware of the need for her students to strengthen those areas. She designed new exercises and training for them to reduce injuries and improve their skating.

As a bonus, the fact that Red Bull Crashed Ice is such a wild ride only enhances her credibility with the students: "They say 'Madame, that's so crazy.' They think I have a lot of guts," says Thibault.

Learn more: redbullcrashedice.ca **PS**



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"The instructor offered the perfect "anchor" by providing feedback, support, and guidance throughout the entire process. I felt his presence every step of the way!"

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AUTISM

NOW

**A lot has changed in the way
this multi-faceted disorder is diagnosed and managed.
How does this impact teachers?**

BY JOHN HOFFMAN

The moment he stepped out of the school bus, Ryan*, an 11-year-old with Autism Spectrum Disorder (ASD), would be off and running — around to the back of the school, all over the schoolyard and eventually into the school where he'd wander the halls before settling into class. A staff member always followed closely — sometimes for up to an hour. School staff had learned that trying to redirect Ryan usually agitated him and, at times, led to angry outbursts. On several occasions he had hurt people. So initially, the staff went with this path of

least resistance, but eventually sought help from the school board's autism team.

"We determined that Ryan really enjoyed the bus ride — so much that he was over-stimulated by it," explains Andrea Dekker, OCT, a Durham DSB teacher working as the board's Autism Facilitator. "Running around after getting off the bus had become his entrenched self-calming routine." After establishing the cause for Ryan's behaviour, Dekker helped school staff work out a plan for teaching him a more acceptable way to regulate his feelings.

*not his real name

IF A CHILD WITH ASD IS DISRUPTIVE,

it's often because the situation is stressful. It might be the lights are too bright or the room is too noisy.

"We developed a fitness circuit for Ryan," says Dekker. "Jumping on a mini-trampoline, tossing a ball into a basket, playing catch with his EA, and walking the halls removing pictures of hands which served as visual cues for the end of the routine." Once they had taught Ryan this routine, he was happy to follow it and was generally in class within 15 or 20 minutes.

Then and now

Thirty years ago, schools weren't often dealing with challenges like this. Most children with ASD did not go to neighbourhood schools. The few who did were in segregated classes.

But now, most Ontario children with autism attend their local school, more often than not in a regular class. And the number of students with ASD has increased dramatically — even in the past 10 years. For example, the Durham DSB, home to around 70,000 students (including Ryan) had about 650 children with ASD in 2007–08. By 2012–13, that number had ballooned to over 1,100. Similarly in 2012, the National Epidemiologic Database for the Study of Autism in Canada reported substantial rises in the prevalence of autism in three parts of Canada including Southeastern Ontario (Kingston, Brockville, Peterborough, and so on), where ASD diagnoses had increased by 142 per cent in boys and 161 per cent in girls from 2003 to 2010. Part of that increase is due to changes in diagnostics and some catch-up diagnosing of children who would have flown under the autism radar in the past. Bottom line: Having a student with ASD in your class is typical for Ontario teachers these days.

As a result teachers have had to increase their knowledge and understanding of this developmental disorder and acquire the skills to help their students with ASD succeed. Accordingly, Ontario school boards have been training teachers, developing resources and putting together autism resource teams to help teachers better understand and serve children with this multi-faceted disorder. However, because no two children with autism are exactly alike, educating students with ASD requires not only knowledge and training but also a keen sense of observation and the ability to adjust to the needs of individual children.

Looking deeper

In Ryan's case, the key was addressing what experts refer to as the functional reasons behind his behaviour — a concept rooted in Applied Behaviour Analysis (ABA), the approach Ontario's Ministry of Education requires schools to use when designing special education programs for students with ASD. Put simply, ABA is an approach to changing behaviour (reducing problematic

behaviours and increasing helpful ones) based on principles of learning theory. ABA methods can help educators figure out why a child's behaving in certain ways, and what can be done to systematically shape behaviour in a more positive direction.

"If we want to influence the behaviour of students with ASD we first have to understand what function it serves," says Elizabeth Starr, OCT, a professor of education at the University of Windsor. "Ninety-tenths of the iceberg is below what we see on the surface. If a child with ASD is disruptive, it's often because the situation is aversive or stressful in some way. It might be that the lights are too bright, the task too difficult or the room is too noisy, for example."

The sensory overload Starr is referring to is a kind of stress, and research suggests that stress is a significant problem for children with autism at school. A 1992 study found that children with ASD who were integrated into mainstream schools tended to secrete higher levels of cortisol — the stress hormone — than their neurotypical peers. Sensory and social experience are key sources of this stress. Teachers talk about another way it plays out: anxiety over not knowing what is expected and what is going to happen next.

Individual strategies

Frank Emanuele, OCT, a learning support teacher at Parkview PS in Komoka, recalls his steep learning curve when he started working with a boy named Grayson in his Grade 3 class several years ago. "At first we were dealing with a lot of meltdowns and the only strategy we had was to take him out of the classroom," Emanuele recalls. That solved the immediate problem but it wasn't helping Grayson learn more acceptable behaviour. Emanuele gradually learned that he got better results by addressing Grayson's stressors.

"Grayson would get distressed when he didn't understand what was going on or what was expected of him," says Emanuele. "He'd get loud, start to cry, bang his hands on his desk." So Emanuele found ways to help him understand what was happening in the classroom. At the beginning of each day, he would review with Grayson what was going to happen that day, particularly if there was a change in routine. "If he knew what was coming he could handle it." Emanuele also helped Grayson manage his anxiety with calming techniques like deep breathing or wearing a weight vest.

Dekker agrees that it's important to teach students how they are affected by ASD and strategies they can use to cope and calm themselves. "When I return to the classroom next year I plan to work with all of my students on self-awareness around stress and



anxiety — how they are feeling emotionally and also how different parts of their body are feeling,” she says. “I will also teach self-calming strategies like deep breathing or physical activity. With students with ASD or other special needs I’ll be watching for little opportunities to do extra one-on-one work practising self-calming techniques and talking about when to use them.”

Helpful tools

Communication is another major source of anxiety and stress for children with ASD, particularly those who are non-verbal. “It is very important for a child with ASD to have functional ways to communicate,” Starr says. “When children are unable to communicate you’re much more likely to see meltdowns.”

Starr is a proponent of the Picture Exchange Communication System (PECS), a copyrighted picture-based system of alternative communication developed in 1985. PECS can be used to teach non-verbal children with ASD to make simple requests using pictures. Eventually, children can learn to construct simple sentences with pictures. (PECS now offers an iPad app, an additional teaching aid for helping students who have trouble learning picture discrimination. A demo video is available on the company website pecsusa.com/phase3videodemo.php.)

“In as little as 10 minutes, I have seen non-verbal children begin to grasp the idea that they have to give the card to a person to get a toy or snack they want,” says Starr. “That teaches the child that communication involves getting an idea across to another person, which is very important.” While some people have worried that dependence on picture-based communication

may inhibit the speech development, Starr says that research has shown that PECS can help develop speech.

Another tool that Dekker recommends for teachers working with students with ASD is structured teaching, as defined by the Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) Autism Program, developed at the University of North Carolina.

The five aspects of structured teaching are as follows.

- **Physical organization of the environment.** “I will set up the physical environment so that each area has a clearly defined purpose and children understand what happens and what is expected of them in each area,” says Dekker. “That covers everything from how the furniture is set up to the way workstations are labelled with both pictures and words.”
- **Scheduling.** A good visual schedule has to represent where a child is supposed to be and when he will be doing a specific activity. Depending on the child’s abilities, visual schedules may use word phrases, objects or photos.
- **Work systems.** A work system provides visual answers to more questions: what do I have to do; how much do I have to do; how can I tell when I’m finished; what do I do when I am finished and what’s next?
- **Routines.** In structured teaching, this refers to direct teaching and modelling or role-playing all the things a teacher wants students to be able to do.
- **Visual structure to tasks and assignments.** Dekker says the goal with visual structure is to be able to place an assignment in front of a student so he can look at and understand all the steps

WHAT ABOUT HIGH SCHOOL?

We tend to hear a lot about young children with autism, but what happens when they reach high school? One initial challenge is the transition from elementary to secondary school. That’s why Renee Zarebski, OCT, starts the process in March or April of Grade 8. Zarebski, a program resource consultant with the St. Clair Catholic DSB, has been working on school transitions with her colleague Denise Emery, OCT, High Needs Autism Lead with the Lambton Kent DSB, as part of the co-terminus boards’ collaborative services model. Here’s how it works.

“Parents or guardians meet in the spring with secondary and elementary teachers, resource teachers, principal and a consultant (myself) to discuss any supports or strategies the student may require,”

says Zarebski. This generates information that goes into a profile, which helps Grade 9 teachers gain a sense of the students’ strengths and weaknesses, calming behaviours and, generally, what the child needs to be comfortable in class and learn. High school transition planning can also include visits to the secondary school before the year’s end, having secondary staff come to the elementary school to observe staff working with the student, and even setting up trial school bus runs. “We also plan each student’s schedule carefully,” says Zarebski. “We try to select courses that the student will be most engaged in for the first semester.” Some students may take three regular courses and then a general learning strategies course, which is a small group

of students with special learning needs working with a resource teacher on organizational strategies, study habits or completing homework and assignments.

One approach the Simcoe County DSB took to help secondary teachers understand and meet the needs of students with ASD was to set up a professional collaboration site at one of its high schools. “For the past three years, Barrie North Collegiate was a professional collaboration site for inclusion in autism,” says Hailey McLean, OCT, teacher/consultant working with the board’s Complex Needs Team. Teachers from other high schools could get release time to go and spend a day at Barrie North. “They would observe students for half the

day and for the rest of the day I would work with them to develop an action plan for taking what they learned back to their own classroom,” says McLean. Simcoe County DSB secondary teachers are also encouraged to use the Modified Comprehensive Autism Planning System (M-CAPS), a tool that helps educators create a comprehensive plan and schedule for students with ASD. “M-CAPS embeds the modifications, supports, structure, transition plans and skills to be taught as outlined in the student’s IEP,” says McLean. “Essentially, it’s the IEP in action. Teachers have told me they find M-CAPS helps them set up the classroom environment in ways that helps students with ASD be comfortable and successful.”

IN AS LITTLE AS 10 MINUTES,

I've seen non-verbal children begin to grasp the idea that they have to give the card to a person to get a toy or snack they want.

LEARNING TO BE SOCIAL

Chris Magowan, OCT, is rolling a ball back and forth with Bradley,* a seven-year-old student with Asperger's Disorder. It's not just any ball — this one is covered with stickers of crystals — and they're not just doing it for fun. Bradley had been hitting one of the other kids a few minutes ago.

But rather than try to restrain him or take him out of the room, Magowan is trying to help the boy calm down by engaging him in a physical activity. He chose a sticker-covered ball because he knows Bradley is very interested in amethysts; he knows everything about them.

Magowan is using a principle borrowed from an autism therapy called the Developmental, Individual Difference, Relationship-based (DIR) Model. His school, Oakwood Academy, a small Mississauga private school where about 80 per cent of the students have ASD, is trying to embed some DIR concepts into its program.

Rather than trying to break social skills down into chunks and teach each chunk step by step, DIR tries to build children's ability and motivation to participate in and actually enjoy social interaction. It does this by reducing the sensory and social stressors and distractions that make it tough for children with ASD to interact. The children are then provided with two one-hour play therapy sessions where their parents learn to reduce stressors and read their child's cues. This is combined with 20 hours per week of parent-child activities (known as Floortime), where parents gradually build their child's ability to socialize.

Unlike other behaviour therapies, DIR uses no external rewards like candies, stickers or praise. The only rewards are the

intrinsic ones that the rest of us get from social interaction: sharing happiness and excitement, getting comfort or sympathy or simply enjoying idle banter with some friends, according to linguist Devin Casenhiser, who directed a major study of an adapted version of DIR at York University.

"The goal is for children to make eye contact for the same reasons other people do — because it's a way of understanding and connecting with the other person," says Casenhiser, who is now an assistant professor of audiology and speech pathology at the University of Tennessee.

The York study found that, among other things, one year of treatment produced sizable improvements in children's ability to engage in, enjoy and initiate joint attention with their parents — now recognized as one of the key social deficits of autism. When babies and toddlers can't get interested in what Mom or Dad are interested in, they miss out on a ton of important brain-building social experiences, including those that promote language development. This, theorists believe, contributes to the development of autism symptoms.

The challenge for Oakwood teachers is that DIR does not translate easily to a larger group setting such as a school. Oakwood teacher, Chris Magowan says it's more about trying to embed the principles of DIR in the teachers' approach to relating to students. "We try to get into the child's world, to really understand what is driving their behaviour," he says.

"A lot of it is about using the child's interests and passions to go into his world and draw him out into our shared experience."

*not his real name

without the teacher having to say anything.

Obviously there is much more to structured teaching than can be explained here. The Durham DSB has been providing three-day sessions for teachers on structured teaching for the past 10 years. "It wasn't until I became an autism facilitator that I really began to understand the value of structured teaching," Dekker says. While this approach does require some upfront work, it's actually less work in the long run — fewer meltdowns, less time explaining and re-explaining things, and less stress for both students, teachers and parents, Dekker says.

Ongoing learning

Regardless of the tools a teacher may use, teaching students with ASD involves an ongoing learning process, as Tanya Giroux, OCT, can attest. Giroux, who teaches Grade 1 at École élémentaire catholique Saint-Joseph in Sturgeon Falls, sometimes uses student work to illustrate Level 1, 2, 3 and 4 examples of a completed assignment. Earlier this year, one assignment required children to write a short letter, with the date, salutation and understandable two-sentence message positioned properly. "I had photocopied letters written by previous students to use as visual examples of Level 1, 2, 3 and 4," she explains. "When the students had completed their letters they were supposed to compare their own work with the four examples and then make corrections or alterations based on this self-evaluation."

That worked well except with one little boy with ASD. "He wasn't getting the format right because he had focused completely on trying to make his printing exactly like the printing in the student example," says Giroux. "I never would have anticipated that the little imperfections in the students' writing would be so distracting." After Giroux made new exemplars in her own handwriting, the boy was able to do the assignment just fine. "It's an example of how flexible and observant you have to be with students with ASD." **PS**

RESOURCES

For more information about TEACCH methods, Dekker recommends visiting teacch.com, and the books *How Do I Teach This Kid to Read?* by Kimberly Henry and *Tasks Galore*, by Laurie Eckenrode, Pat Fennell and Kathy Hearsey.

For information about the Picture Exchange Communication System go to pecs-canada.com.

Summer Training: The Geneva Centre for Autism offers a summer training course for teachers in Toronto, Ottawa, London and Barrie. For information: autism.net/training/summer-training-institute.html.



BRINGING WORDS TO LIFE

The College hopes its new Native Language AQ will make a graphic difference.

BY HELEN DOLIK

Bruce Beatty, OCT, calls his freehand drawing *Connections*. The primary-colour illustration includes people to represent life's stages, a wigwam to represent community, plus a tree, moose, fish and eagle to represent the environment and animals (pictured above). "Everything is holistic within a community," says Beatty, co-ordinator of the Native Language Instructors' Program at Lakehead University. "I created the drawing to represent the holistic approach of education."

Beatty, the lead writer for the Teaching Ojibwe and Teaching Oji-Cree Additional Qualification course guidelines, created several drawings while developing the guidelines. He shared the new course content — artwork and text — at the Native Language Symposium at the Ontario College of Teachers on January 28, 2013.

The inspiration for *Connections* came from thoughts shared at a series of conversation circles the College co-facilitated around the province to discuss First Nations AQ courses guidelines. First Nations communities, elders, language teachers and speakers helped develop the draft guidelines.

"It's a language that makes a culture," Beatty says. "Wherever there is a language, there is a community involved. That's why it's important to

have different languages maintained and strengthened."

At the symposium, lead writers shared information with College staff about new course content for five AQ guidelines:

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PEOPLE BELIEVE
HELPING TO
SHAPE THEIR
CHILDREN'S
EDUCATION IMPROVES
THEIR FUTURE
AND PROTECTS
ABORIGINAL
CULTURE.**



Teaching Cayuga, Teaching Mohawk, Teaching Oneida, Teaching Ojibwe and Teaching Oji-Cree. The writers presented their work to the Standards of Practice and Education Committee two days later.

"The First Nation, Inuit and Métis have historically been left out of public educational decisions and so they take their involvement in AQ development very seriously," says Gale Dores, OCT,

Chair of the Standards of Practice and Education Committee. "High levels of community involvement and respect for the ideas and needs of all have been common to all Native Language AQ development processes.

"First Nations people believe that having a role in shaping the education of their children is a way to improve future opportunities while protecting Aboriginal culture. Community representation plus the involvement of elders underpins all Native Language AQ development."

AQs tend to be text-heavy and Dores finds the use of graphics, traditional artwork and symbols a refreshing and welcome change. She'd like to see this type of graphic representation become an integral part of most future AQ guidelines.

Déirdre Smith, OCT, Manager of the College's Standards of Practice and Education Unit, says the courses will help further support Aboriginal teacher education and language revitalization.

Six Nations Polytechnic, in Ohsweken, near Brantford, which worked with the College during the writing phase of developing Teaching Cayuga and Teaching Mohawk course guidelines, is interested in becoming a provider of these two courses.

The draft AQ guidelines will be posted on the College website. Feedback is welcome. **PS**

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THE NEXT DIMENSION

Mike Santolupo, OCT, is taking high school tech design to a new level.

BY DAN BORTOLOTTI



Mike Santolupo
John Paul II Catholic SS, London, Ont.

CHALLENGE Helping students from Grades 10 through 12 develop a passion for architectural and industrial design, graphics and animation.

SOLUTION Harness the power of the most sophisticated design software and bring the students' creations alive in three dimensions. Mike Santolupo, OCT, has students using cutting-edge CAD (computer-assisted design) technology to explore their ideas and then sends the results to a Cimetrix 3-D printer. "Between the software and the 3-D printer, I've tried to emulate what you would see in a professional design studio," he says. "I'm giving these advanced design tools to kids, and we're getting incredible results."

LESSONS LEARNED Santolupo's Grade 10 students begin by using AutoCAD (autodesk.ca) to design a TV remote. "They start by making pencil

sketches, and then they use AutoCAD to draw first in 2-D, and then 3-D. We can send the file to the 3-D printer so they can hold a full-scale model in their hands and make a good assessment of the ergonomics."

In Grade 11, students create a concept car using Alias (autodesk.com/alias). "Every professional automotive company uses Alias for their design work, but we are the only high school that uses it," says Santolupo, a former engineer with General Motors. "Even some universities won't use it because they claim it's too hard."

By Grade 12, the students are creating aliens and other original creatures with Mudbox (autodesk.com/mudbox), a program for animators and video game designers. Their final project involves creating an entire chess set, designing each of the different pieces, which are then output by the 3-D printer. "The ideas the kids have about chess sets are much different from the traditional

YOU CAN DO IT TOO!

You'll need

- up-to-date computers, design software and a 3-D printer

Steps

- 1) Visit the Autodesk Education Community (students.autodesk.com) to see if your school qualifies for free versions of some design software.
- 2) Start with the simplest programs and encourage students to experiment with the more advanced features.
- 3) Explore the possibility of acquiring a 3-D printer: Cimetrix products start around \$10,000, but they can also be rented. (Santolupo's was donated.) Less expensive models are also available.

ideas," Santolupo says. One of his recent students made all the pieces spherical. "He also took manufacturing, so he made the chessboard in that class: each of the squares had carved-out half-spheres so the pieces fit in there like a bowl. So this was a great cross-curricular activity, too."

OBSERVATIONS The sophisticated software and hardware allow students to express ideas that might otherwise have been trapped in their imaginations. It levels the playing field for creative kids who may lack the ability to draw or sculpt a model. "Had these kids not had access to a 3-D printer, I just don't think their ideas would've come out that way. Now they don't have to have incredible artistic skills. If I had asked these kids to physically make chess pieces, I don't even know what kind of material I would have given them."

Santolupo says he's no longer surprised at how easily the students get comfortable with technology. "I do my best to get the latest releases, so we are using software that is the same as what professionals use. And the students are more than capable: they can use this software far more effectively than you might expect." **PS**

HELPFUL HINTS Mike Santolupo recommends teachers share ideas and resources: "I work with several teachers in Ontario, as well as some in the States. It's about finding other schools and teachers who have the same passion."

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reviews

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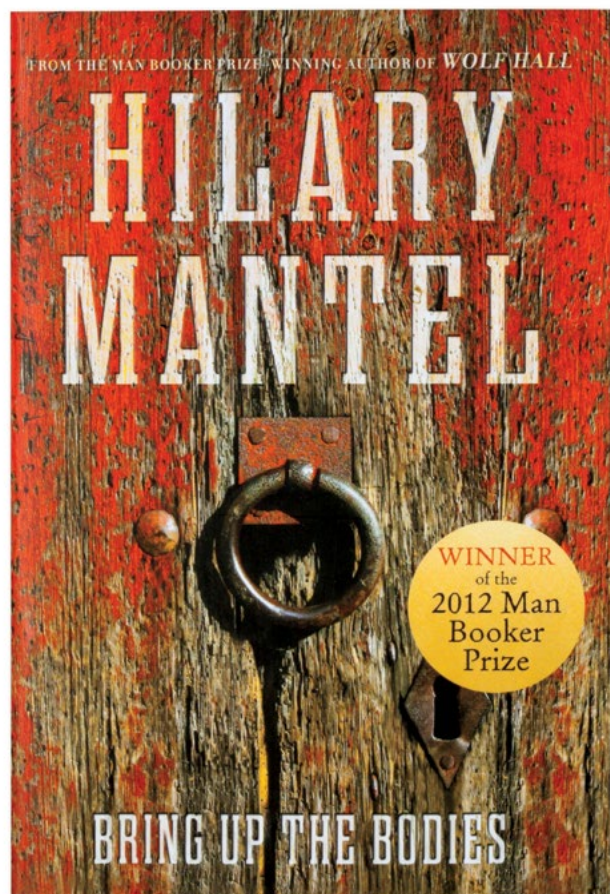
For additional reviews of French-language resources, visit pourparlerprofession.oooo.ca → **lu, vu, entendu**. With the exception of some classroom sets, items reviewed are available on loan from the Margaret Wilson Library at the College. Contact Olivia Hamilton at **416-961-8800** (toll-free in Ontario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

The Tudors according to Cromwell

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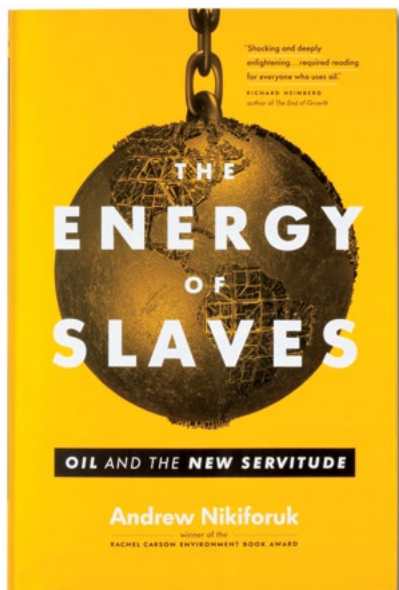
Enter a world of politics, power, scandal and political spin-doctoring. Is the year 2013? No. England 1535. In *Bring Up the Bodies*, Mantel presents a dazzling journey back in time. Fans of the popular television series *The Tudors* will be familiar with this era of political turmoil, but *Bring Up the Bodies* does not travel that bodice-ripping, mistress-to-scaffold path. Main character Thomas Cromwell provides the lens through which readers see the ruin of Anne Boleyn, second wife of King Henry VIII, and the rise of Jane Seymour, who is destined to become the king's third wife. At the start of the story, Cromwell is the chief minister to the king, and as part of the royal entourage takes the reader inside palace walls to witness gossip, scandal, and the upheaval of religious and political change. Privy to all the intrigue, Cromwell carefully plots a chain of events that will permit the king an early exit from his marriage to Anne, who has failed to produce a male heir. At the same time, he creates an entrance into a relationship with Jane that must be carefully manipulated and presented to the nation.

Bring Up the Bodies, HarperCollins Publishers, Toronto, 2012, softcover, ISBN 978-1-55468-779-4, 411 pages, \$24.99, harpercollins.ca



This immersive tale has a large cast of characters with family trees whose historical roots are deep and tangled. Throughout, history blends easily with fiction as Mantel provokes the reader into blurring what is historically documented and what might have been. *Bring Up the Bodies* leads to the expected ending. After all, many of Henry's wives had one thing in common — an early demise. But as Mantel writes, "There are no endings. If you think so you are deceived as to their nature. They are all beginnings." The 2012 Man Booker Prize-winning *Bring Up the Bodies* can be a stand-alone summer read or better yet, the sequel to *Wolf Hall*, which earned Mantel the same prize in 2009. The much anticipated third book in the trilogy, *The Mirror and the Light*, is yet to be released.

Anne Marie Landon, OCT, is a teacher with the Renfrew County Catholic DSB.



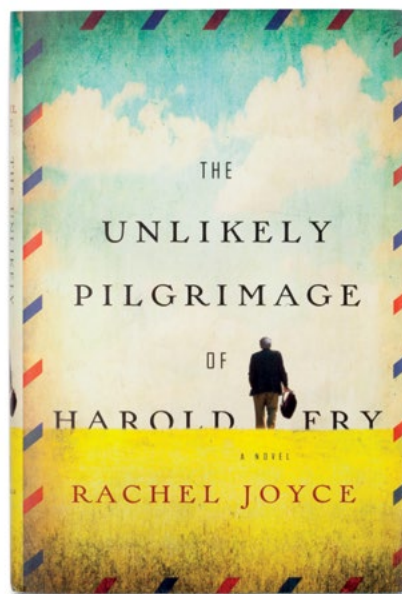
The Energy of Slaves: Oil and the New Servitude, D & M Publishers, Vancouver, 2012, hardcover, ISBN 978-1-55365-978-5, 282 pages, \$29.95, dmpibooks.com

The Energy of Slaves

BY ANDREW NIKIFORUK

Didn't we free the slaves more than 150 years ago? Perhaps. But this new book describes a new slave economy, one in which we have enslaved millions of oil guzzling machines to do the work of the human slaves who drove the economies of the past. According to Nikiforuk, in North America, we are all living like ancient pharaohs, employing a gas-guzzling multitude of servants to feed, clothe, shelter, transport and amuse ourselves. But at what cost? That is the question the author tries to answer in this new and very provocative book. His conclusion is that the kind of energy servitude he describes must change dramatically if our world is to survive. It is most definitely time for "a global abolition movement."

Andrea Murik, OCT, is a secondary school teacher with the Grand Erie DSB in Brantford.



The Unlikely Pilgrimage of Harold Fry

BY RACHEL JOYCE

In this wonderfully written novel, the theme of enduring friendship is explored, capturing the deep desire in all of us to be loved and valued. Harold Fry is a retired man who has never done anything extraordinary in his life. But when he receives a letter by mail one morning from his former work colleague (whom he hasn't seen for years) telling of her terminal illness, he feels compelled to do something remarkable. He begins walking from his home in the south of England to her hospice in the north. Along the way, he meets scores of people who prompt in him a desire to revisit the sorrows and disappointments of his own life — his spiritless marriage, his failure as a father and his longing to see his friend before she dies. This is a simple book with profound insights about connecting with life and finding redemption. Not fancy but deeply human.

Laurel van Dommelen, OCT, is the branch services supervisor at Sarnia Library.

The Unlikely Pilgrimage of Harold Fry, Random House, New York, 2012, hardcover, ISBN 978-0-8129-9329-5, 336 pages, US\$25, randomhouse.com

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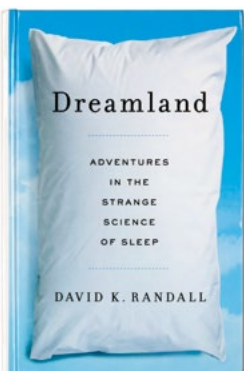
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Dreamland: Adventures in the Strange Science of Sleep

BY DAVID K. RANDALL



I'm so tired. I went to bed too late. Then I woke up several times in the night and got up early. Does that sound familiar? Of course it does because in conversational

popularity, complaining about sleep is probably second only to talking about the weather. While everyone may talk about sleep, journalist David Randall has actually done something about it. After an alarming personal sleepwalking incident, he started investigating the science of sleep. Dreamland is the enlightening distillation of his exploration.

One conclusion he draws is that our way of life is increasingly at odds with our biology. Your great-grandmother could identify the ingredients of a proper sleep — a physically active day followed by a soothing evening and then about eight hours in a comfortable bed in a quiet, cool and very dark room. But given the pace, scheduling and demands of life in the brightly lit, 24-hour world we live in, this quintessential sleep is a faint hope for more and more people. That is particularly true for adolescents who don't need any encouragement from digital devices to stay

up late, and who are in fact, biologically programmed to sleep later in the morning.

Another conclusion: What we don't know about sleep could fill a much larger book. While over time virtually all cultures have had religious or philosophical theories about the nature and meaning of sleep, real scientific research has been relatively recent. While we know that for optimal health we need to sleep and dream every night, we don't yet thoroughly understand how this process works in our brains and bodies. What we do know is that limited or poor sleep has a major impact on all other parts of life including health, learning, social interaction, decision-making and public safety. "Health, sex, relationships, creativity, memories — all of these things that make us who we are depend on the hours we spend each night with our heads on the pillow... And yet sleep continues to be forgotten, overlooked and postponed."

Wendy Harris is the book reviews editor for *Professionally Speaking*.

Dreamland: Adventures in the Strange Science of Sleep,

W.W. Norton & Company Inc., New York, hardcover, ISBN 978-0-393-08020-9, 304 pages, US\$25.95, norton.com

The Emperor of Paris BY CS RICHARDSON

This is a circuitous story of how the illiterate Octavio Notre-Dame and the frightened Isabeau Normande find love. Set during the Paris of the early 20th century, it is a poetic tale of a gift, a flood, a fire and men marching off to war, only to return broken in spirit and bones. Packed with finely crafted sentences and poignant prose, it entices the reader into all things French — the boulangeries, the boulevards, the bookshops and galleries.

Much like a fine French wine, the sparse, elegant prose is meant to be savoured, possibly over and over again. Because when

you get to the end of the story, you realize it is also the beginning. And then you'll be tempted to reread it. It's that good.

Cindy Matthews is a recently retired vice-principal in the Rosemount Family of Schools, including Section 23 sites, in Kitchener.

The Emperor of Paris, Doubleday Canada, Toronto, 2012, ISBN 978-0-385-67090-6, 288 pages, \$25, randomhouse.ca

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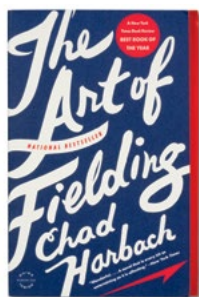
a place of mind



Faculty of
Education

The Art of Fielding

BY CHAD HARBACH



The Art of Fielding is more than a book about baseball, although that is the central metaphor for this melancholy coming-of-age story. Baseball is crucial to everything and everyone in the story — a repository for hopes, dreams and disappointments but also the exit ticket that so many of the characters strive for from their mundane, Midwestern lives. Harbach illustrates how a persistent ambition can overwhelm

life itself, preventing a person from actually living. *The Art of Fielding* is Harbach's first novel and distinguishes him as an author to watch. It is a book that will keep both fans of baseball and fans of good literature well entertained.

Jennifer Wyatt, OCT, is the junior school vice-principal and director of curriculum at The York School in Toronto.

The Art of Fielding, Little, Brown and Company, New York, 2011, softcover, 978-0-316-12667-0, 512 pages, US\$14.99, hachettebookgroup.com

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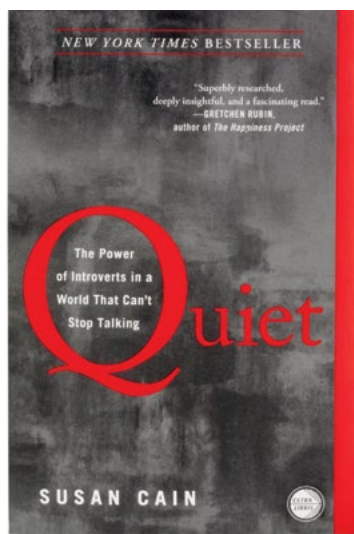
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Quiet BY SUSAN CAIN



Being quieter and more reserved, introverts are not very inclined to broadcast just who they are and what makes them tick — much less honk their own horns. However, given that Western culture has increasingly pushed introverts aside and is intent on celebrating their more showy opposites, it is high time that they stepped into the limelight and proclaimed what they have to offer to the world. This is the campaign that

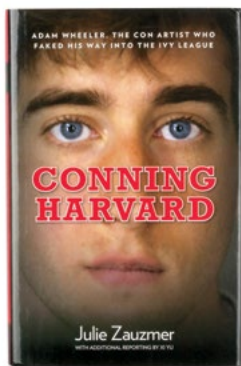
Susan Cain launches in her new book.

Cain begins her account by establishing that Western culture has increasingly adopted an extrovert ideal, in which louder, bolder, more effervescent individuals are valued over their quieter, more reserved and contemplative cousins. While Western culture has a long history of favouring the extrovert, Cain argues that this bias has deepened since the Industrial Revolution, and particularly in the past century, as the West has become ever-more urbanized and commercial.

Her argument focuses on the important tools introverts bring to many areas of society — their greater willingness to listen to the input of others, their more cautious temperaments, their heightened moral sense, their added thoughtfulness and capacity for independent work. But it is also true that their sensitive natures tend to make them more fragile than others and particularly susceptible to having their talents stifled. For this reason, Cain argues, it is especially important for parents and educators to know the best approaches when it comes to both raising and educating introverts. Cain touches on how introverts learn and work best, and she offers up some very good advice on how to accommodate them and nurture their quiet talents in the classroom. At the same time, she stresses the importance of challenging introverts to come out of their shells as much as they are able and to make their voices heard. Her work is very well researched and deeply insightful. As an introvert myself, the book was a revelation.

Aaron Thibeault, OCT, is an occasional teacher with the Toronto DSB.

Quiet: The Power of Introverts in a World That Can't Stop Talking, Broadway Paperbacks, New York, 2013, softcover, ISBN 978-0-307-35215-6, 352 pages, US\$18, broadwaypaperbacks.com



Conning Harvard BY JULIE ZAUZMER WITH ADDITIONAL REPORTING BY XI YU

"It is hard to get into Harvard nowadays." That is the understatement with which Julie Zauzmer starts her book. Yes, it is hard, very hard, but

Adam Wheeler managed that feat and many more during the course of his elite university career. The book reads like a script for a Hollywood fraudster movie but it is a real-life tale focused on a young guy who coned the system and manipulated his way into the Ivy League school.

Wheeler had good, but unremarkable grades in high school. He was admitted into a college in Maine but soon showed signs of his later career as a con artist by submitting a famous poet's work as his own and winning a student writing award.

Two years later, he used fake documents to gain entrance to Harvard. Wheeler plagiarized his admissions essays and forged his transcripts. Not only that, he provided unbelievably good test scores — none of which were his own. Once he was admitted to Harvard, Wheeler submitted graduate dissertations found online so that he could ensure acing his undergraduate essays. What is really surprising is how often he copied work from Harvard professors themselves, and got away with it. Wheeler went to such lengths to cover his lies that after his eventual sentencing for college credential fraud (he was sentenced to 2 ½ years in prison), mental health counselling was ordered. Zauzmer never goes into much detail about his psyche or possible emotional problems, leaving the reader wondering "Why?" The time Wheeler invested into concocting all his forgeries makes one wonder what this young man could actually have accomplished if he

put his obvious talents to better use!

Conning Harvard provides a window into the private world of Ivy League school admissions offices. Keeping in mind that Wheeler's deception was only caught late in the game when he started applying for prestigious graduate scholarships such as the Rhodes and Fulbright, you realize how close he came to getting away with it all. **PS**

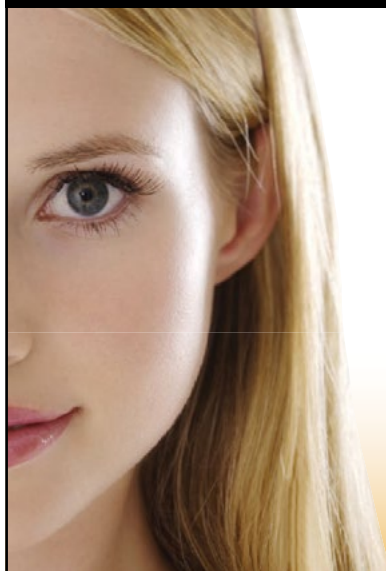
Mary Shaughnessy, OCT, is an adjunct instructor at Queen's University in Kingston.

Conning Harvard: Adam Wheeler, the Con Artist Who Faked His Way into the Ivy League, Lyons Press, Guilford, CT, 2012, ISBN 978-0-7627-8002-0, hardcover, 240 pages, US\$23.95, lyonspress.com

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RECOGNIZE RESPOND REPORT REFLECT

BY BRIAN JAMIESON

The College's latest professional advisory is intended to inform your professional judgment regarding the safety of students in all learning situations.

Student safety is a shared responsibility requiring full community co-operation and involvement, but teaching professionals have a leadership role in assuring safe experiences for students in all learning environments and situations. So says the College in its fourth professional advisory, *Safety in Learning Environments: A Shared Responsibility*.

The advisory sets out 4Rs for Safety — recognize, respond, report and reflect — as a framework to inform professional judgment with respect to keeping students safe.

“The advisory helps our members think, act and collaborate in ways that keep students safe,” said Deputy Registrar

Joe Jamieson, OCT, who led the project development. “It informs professional judgment and reminds us that safety is a shared responsibility. Everyone is accountable.”

The Ontario College of Teachers has a legal duty and ethical obligation to the public to educate its members, Jamieson said. The College has also issued advisories on professional misconduct related to sexual abuse, the use of electronic communications and social media, and additional qualifications.

The document provides a framework to help members recognize their responsibilities and potential dangers, respond professionally, report incidents properly, and reflect on incidents and situations to prevent future occurrences. Critical and expert readers from the sector vetted the document. It also reflects extensive consultation with College members and members of the larger provincial community.

College Council approved the

College's fourth professional advisory, *Safety in Learning Environments: A Shared Responsibility*, unanimously at its April 4–5, 2013, meeting. Acknowledging the scope of the subject, Jamieson said the document encourages greater awareness and dialogue within the entire school community, including police, parents and social service providers.

“We're keen to keep student safety in all learning environments and situations top-of-mind with all of our members and within the greater community,” said Liz Papadopoulos, OCT, Chair of Council.

According to a College survey of members in 2012, about 80 per cent of respondents said they have cared for students with serious injuries such as broken bones or concussions. Most (70 per cent) said they felt prepared to deal with threats to student safety. Seventy-eight per cent said they ended a class or student activity because it posed a risk to

The Professional Advisory on Safety in Learning Environments provides advice within the education context and is rooted in the College's Ethical Standards and Standards of Practice for the Teaching Profession.

student safety, and two-thirds modified activities because of potential threats.

Safety in Learning Environments: A Shared Responsibility provides advice within the education context and is rooted in the College's Ethical Standards and Standards of Practice for the Teaching Profession. It also points out that there are many examples of government legislation and employer policies, standards and guidelines that govern the actions of Ontario Certified Teachers with respect to student safety.

Echoing words in the advisory itself, Jamieson said OCTs should be able to confidently say that they treat students with care, respect, trust and integrity, that they're aware of the legal parameters that guide their professional practice, that they know their employer's policies and emergency procedures regarding student safety, and that they reflect on past occurrences, monitor ongoing situations and prepare for the unexpected.

"Safety awareness is vital to students' well-being and to maintaining the public trust," Papadopoulos said. "The advice is intended to get people to think, talk and collaborate so that students are safe wherever learning occurs."

Read the printed document that was shipped with this issue of *Professionally Speaking* or see it online at oct.ca. **PS**

HOW TO PUT SAFETY FIRST

Among its advice to help OCTs minimize safety risks, the advisory says:

- know and apply legislation and your employer's policies with respect to student safety generally and, in particular, those regarding codes of conduct, reporting and responding to incidents of violence and abuse, and safe schools protocols
- ensure that your students have the necessary training, knowledge and skills to undertake an activity, to respond safely and to report unsafe activities or situations
- know the special medical needs identified for your students such as allergies and any accommodations or modifications required
- model respectful behaviour and non-violent conflict resolution skills
- encourage healthy relationship and bullying prevention skills throughout the curriculum
- identify and report deficiencies in the environment or equipment you use with students
- determine whether consent is required before beginning an activity so that parents or guardians authorize students' safe use of tools, materials and equipment
- monitor, modify or stop an activity you think is unsafe, and
- know who to contact and where to go to get help if needed.

TAKING OUR NEWS ON THE ROAD

Dateline: Toronto, Ottawa, London and Thunder Bay.

To support the launch of its safety advisory, the College conducted symposiums in schools in each of the four Ontario cities mentioned above in late May.

Deputy Registrar Joe Jamieson led a contingent in four three-hour sessions that provided insights into the advisory and its importance to Ontario's teaching profession. The sessions also included research on enhanced lockdowns, violence prevention and the use of social media

in school crises. Stu Auty, president of the Canadian Safe School Network, provided a thorough overview of what's happening in Ontario schools now to keep students safe.

Session attendees included teachers, administrators, federation and government officials, parents, police, firefighters, and community agency representatives — all participating in the dialogue, all assuming the shared responsibility for student safety in their jurisdictions.

SAFETY FROM THE INSIDE OUT

Developing student courage is
key to keeping schools safe.

BY JOE JAMIESON, OCT

Getting students to “wake up to courage” is the purpose of Community Matters, a California-based program founded by Canadian-born Rick Phillips. The program builds confidence in students so they can create and own their positive school environments. Phillips spoke with Deputy Registrar Joe Jamieson, OCT, about the program's philosophy and why it works.

Q Jamieson: Rick, what in your experience as a school administrator led you to found your approach to creating safe school environments?

A Phillips: I was an administrator at the time of the Columbine shootings in April of '99. What I saw and experienced as a result of that in the States was the passage of the Safe and Drug-Free Schools and Communities Act, an opportunity for schools to get financial support from the federal government to address school violence. Public schools throughout the United States quickly spent most of the funding on security, perceiving that the best response to shootings was to create a perimeter using fences and cameras and personnel, and developing zero tolerance policies.

As an administrator, I saw the need to work from the inside out, and that the real solution to reduce the likelihood of emotional and physical violence was to work on the dynamics among the people in the building in a more relational-environmental approach.

Q The fortress effect with fences, walls and security cameras, and so on, is obviously tangible and visible. What does the approach look like when you are moving to work on relationships and systems?

A The best security is to wake up the courage of students and staff to stand and speak up when they see intolerance or incivility in any form. Mobilizing bystanders is a stronger approach than purchasing cameras and controlling behaviour because it is the social norms inside the building that allow the virus of bullying or harassment or cyberbullying to expand or contract.

We look at students not as consumers or problems but as the solutions and contributors because they hold so much power, while not always using it.

Q What would it look like in a student who has that courage awakened?

A What I mean by waking up courage is that the majority of the students in most schools are neither perpetrators nor victims of bullying or intolerance; they are bystanders. Bystanderism is a form of consent. We know kids know right from wrong, but the missing ingredient in getting them to speak is that they lack the competence and the confidence to use their right-from-wrong moral compass to act.

If we can identify and enrol the alpha-social leaders from the different social groups, sometimes called cliques on a campus — those individuals already have status — and if we could give them a motivator and some tools, they would use their already established leadership to interrupt, defuse and de-escalate their friends from saying or doing mean things. They would begin to be the change agents, each one teaching one, each one reaching one; a mentoring, positive peer pressure model that starts with seeding the different social groups.

We put this program in more than 1,200 public schools now for more than a dozen years, so we've had a good opportunity to see what works, how it works, when it doesn't and why.

Q When we hear of programs coming from across the border, there may be some resistance, but I believe that a group of kids in a secondary school in Anaheim or Washington, DC, or Winnipeg or Toronto or Orillia is fundamentally the same as far as motivators, drivers and responses.

A I couldn't agree more. A 10-year-old girl in any of the provinces can push a button just as easily as someone in Detroit, Michigan, to spread a rumour, to use the Internet, to use technology, to gossip, upload a picture, or upload a video that they have taken involving somebody at school. The frequency may change based on geography and demographics, but the substantive mean-spirited behaviour exhibited by young people is getting meaner and more pervasive. It's much more insidious and covert. That's why we must, as educators, be more vigilant to train more staff and administrators to educate and wake up the courage of adults and students.



**Rick Phillips, founder,
Community Matters**



**Joe Jamieson, OCT,
Deputy Registrar**

We've had young people intervene to defuse things that could have led to dangerous things happening because they had the courage to do or say something.

Q What makes a program successful in schools?

A I think most people will agree: the seed is primarily the same, it is the gardener that helps it grow or not. Primarily, the driver is administrative buy-in. Leadership matters. Staff buy-in matters. You have to have staff who want to volunteer to support the kids. We're putting young people on the front lines, asking them to take social, and sometimes physical, risks to raise their voices and speak up. They need a support network of adults who have their back, provide further training and help them to process their emotions.

Young people want to do this work. They want to take care of their friends. They want to stop people hurting the people they care most about.

Q I like your image of the gardener and the seed. When does the seed start to flourish? How long does it take to show positive results?

A Often staff will notice behavioural shifts within four to six weeks of the program being implemented. Moving about the campus, they may see some kids interrupting where they might have walked by before.

Within a year, though, we can begin to look at pre-imposed data around discipline. We like to look at discipline indicators like referrals to the office, detentions and suspensions.

See, when you reduce suspensions, you recover dollars. When you increase attendance, you increase dollars. When you have administrators spending less time processing behavioural problems, you are using your dollars and your staff time more constructively. These are all metrics that school districts are looking for.

Q Are there any anecdotal stories of kids whose lives were changed by the process?

A We've had young people intervene to defuse and de-escalate things that could have led to suicide, fights or dangerous things happening because they had the courage and competence to do or say something to interrupt it before it became an offence, incident or tragedy. I'm so proud of the thousands of young people who have the courage to say something when they see their friend do something that is going to get somebody in trouble or hurt somebody. **PS**

To read the full, unedited interview, go to oct.ca.
To learn more about Community Matters, go to community-matters.org.

THE DIGITAL LIFELINE

What you should know about student technology use in school crisis events.

BY DR. AMY L. KLINGER & AMANDA KLINGER

As educators, we think of student technology use in two ways — as an innovative technique we use to “jazz up” a lesson by integrating a digital application into an already existing concept, such as having students use Google Maps to chart the exploration of the Atlantic; or as a distracting disciplinary problem. In reality, students' use of technology is not a distinct set of activities that are situation specific, but rather an immersive, all-encompassing way of viewing and interacting with the environment around them. This high level of engagement by students does not suddenly stop or change based on an adult's seemingly arbitrary notion of whether the use is “appropriate.” Events encountered in the students' world are dealt with using the very same technology through which they are viewed.

This inability to separate technology from teenager presents us with the intimidating notion that a crisis event in a school will also become a technological event. In this discussion we are not referring just to the most horrific of crisis events such as an active shooter, but to the frequent and inevitable crisis events that all schools will face, such as the death of a student, a medical emergency, severe weather or a potential intruder.

In a world of uncertainty, we can be sure of two things: crisis events will continue to occur in schools and students' use of technology will continue to grow. Given these realities, one critical aspect of crisis planning and management is an awareness of the impact of student technology use during any type of crisis event. While this is a broad and ever-changing construct, there are some basic notions that should form the foundation of our understanding.

Students are using technology during school crisis events in surprising ways.

One might assume that even the most technologically connected teenager, constantly RT-ing and posting that #selfie, might take a short social media hiatus during a school crisis event. This is certainly not the case as many students continue to use technology and social media during such events and, in fact, often use these methods to communicate and share information with increased frequency.

Recent crisis events have yielded scores of examples that demonstrate this phenomenon with startling clarity. During recent lockdown events, students texted each other names of the wounded, tweeted the identity of the shooter,

FOCUS ON SAFETY

posted photos of the SWAT team, live-blogged the event with minute-by-minute updates, instagrammed photos of the alleged perpetrators, and even were asked to call the media for an interview — all while still in lockdown — as the school administrators and law enforcement officers struggled to sort out and respond to the crisis itself.

Following crisis events, students engaged in Twitter debates, updated their Facebook status with their opinions on the school's crisis response, uploaded the video they took, and activated websites to memorialize the victims, demonize the perpetrators and express their reactions to the event.

As technology “immigrants,” our reaction to this reality may be to try to shut down this communication. Prohibiting the use of technology or confiscating cellphones during crisis events is simply not a viable (or reasonable) alternative legally, logistically and ethically, let alone from a safety perspective.

Students use technology (specifically social media) very differently from educators.

It is important to understand the difference between the ways that students (technology natives) communicate compared with that of older people (technology immigrants). For instance, if a middle-aged woman were on a transit bus and a fight broke out,

it would not occur to her to use social media to relay information about the fight. Later, after she was safely home, she might share her experience in a conversation with her family. For younger adults, the fight on the bus would be fair game for social media, after the person was safely out of harm's way. By contrast, the majority of students would likely be instagramming pictures of the fight and sharing their reaction on various platforms — “ppl R fightin on the X2 bus #soscareed #gohomeX2yourdrunk #nobutreallyihaveanappointment” — while on the bus, as the fight continues around them.

Cellphones are as powerful and more capable than desktop computers were just a few years ago.

It is easy to underestimate the power of mobile devices. Instead of imagining an individual with a cellphone in his pocket, envision a student sitting in a classroom equipped with a tape recorder, a video camera, a still camera, a laptop, a compass, a pager and a telephone.

The most recent iPhone has roughly twice the general computing power of an Apple desktop from 10 years ago. Consider the audio- and video-recording capabilities of mobile devices such as cellular connectivity, GPS and accelerometers; mobile devices are even more capable than a similarly powered desktop computer. This powerful technology is in the hands of individuals who are able (and eager) to quickly use all of its capabilities — and the device is always with them.



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Ted Vaillant uses computers as creative devices to compose and teach his students about music. His students have produced some wonderful work and were hoping to explore soundscape creation but needed portable digital recorders.

Thanks to the Janice Thomson Memorial Grant, students at St. Ignatius High School in Thunder Bay will be able to record sounds and create works of sound art that reflect how young people hear their world. From nature sounds to noise, they will make powerful observations about how sound shapes their lives.



The Janice Thomson Memorial Grant helps Ontario-certified secondary school teachers achieve their fundraising goals through MyClassNeeds.ca by providing completion funding if their projects support initiatives and programs for students-at-risk, the Arts, History, or Special Education.

Janice Thomson's family and friends initiated the grant in honour of this respected and well-known educator. Janice taught history, advocated for the arts and was committed to the needs of at-risk students.



If students can physically access technology they will use it. Period.

Let us first eliminate the notion that because we say we don't allow students to use their phones during school, this will preclude them from accessing technology during unusual events. While a student's phone may not be visible during the history exam, when an unusual, exciting or emotional event occurs, let alone a crisis event, that device will be put to use. Instead of fighting this inevitability, we should be putting it to work to our advantage. Consider this: In the middle of a crisis event, we have a mechanism that students know how to use to quickly and easily convey critical information about the incident, receive instructions about what to do to ensure their safety, inform their parents about their whereabouts, and receive assurances from the school as the event unfolds. Who doesn't want that?

There are helpful and appropriate ways for students to use technology in school crisis events, but we have to teach them.

The key here is to provide adequate training for students (and staff) about

the effective and appropriate use of technology during a crisis event. When students are taught and understand both the application of technology for their personal safety and implications of its use in crisis events, they will spend less time uploading pictures of the paramedics doing CPR or posting rumours about who they think hid the suspicious package, and more time enhancing the quality of the school's response by following the texted directives about the evacuation location or notifying Mom and Dad that they are safe.

There needs to be a frank discussion between the school, the students and the parents about what we know to be true about the capabilities and use of the technologies students possess, and how it is evident that they will be used in a crisis event.

Students need to understand the implications of their technology use during a crisis event. The most basic concept that must be assimilated is that survival — not sharing — of the incident is the top priority. The potential danger of disseminating sensitive information is something that most students have not considered in their rush to update their friends. Finally, students must realize that if most students in the school text, tweet and call simultaneously, the technological infrastructure will be overwhelmed, compromising the capabilities of emergency responders to save lives and endangering all those involved.

But the strategy here is not to scare students into submission, but rather to empower them to use the capabilities they possess. Students should be trained how to effectively call 911:

under what conditions to call, what information to provide and what to do next. Emergency procedures should be adopted and communicated to students on how to provide status updates to parents, how to check in with the school in the event of an unforeseen or rapid evacuation, how to access emergency instructions from the school's website, and the like. The responsibility is ours as educators to build the capacity of students to use the technology tools in their possession and respond appropriately to the crisis events that we know they will face. **PS**

ABOUT THE AUTHORS

Dr. Amy Klinger is an assistant professor of educational administration at Ashland University in Ohio. She has been a teacher, office administrator, principal and college professor. Author of *In Search of Safer Schools*, she has conducted extensive research in school safety and crisis planning and teaches Federal Emergency Management Agency (FEMA) courses on school safety for law enforcement and school officials across the United States.

Amanda Klinger works at the intersection of school safety, the law and technology. She was an occasional teacher before completing a law degree and representing clients in civil and criminal proceedings. She worked as an advocate in North Carolina's juvenile justice system for youths charged with crimes and as a parent attorney in abuse, neglect and dependency proceedings. She is a member of the board of directors for Students Against Violence Everywhere (SAVE).

The mother-daughter tandem has presented nationally in the United States on bullying/cyberbullying, crisis management, legal issues in school safety and other school safety issues.

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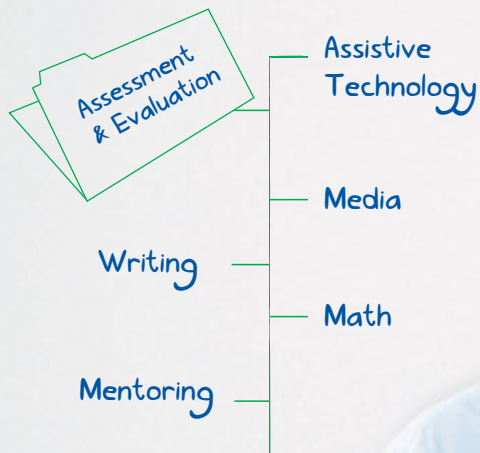
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governing ourselves

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

INVESTIGATION COMMITTEE CASE STUDY

A MATTER OF INVESTIGATION

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

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

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

He said he was just trying to be funny. His colleagues said he didn't have a filter.

His employer investigated, suspended and directed the teacher to take a course related to sexual harassment.

Further, the board wrote to alert the College, which sparked a Registrar-initiated investigation.

In carrying out its investigation, the College wrote to the board to request information and any documents related to the alleged misconduct, citing its legal right to do so under the Ontario College of Teachers Act. Typically, that may include employee history, any record of previous misconduct, board/school investigation notes, employer policies, and any police or Children's Aid Society information.

According to witnesses, the member was alleged to have:

- asked a colleague "Who are you

f***ing now?"

- referred to a colleague as "The Ballerina — because they don't have breasts."
- asked a female staff member who had a new boyfriend whether they were having sex yet
- rated female colleagues by their breast size
- introduced a scenario called "Marry, F***, Kill" in which he would rank his female colleagues according to whether he would marry them, have sex with them or kill them.

The committee learned that the alleged incidents went on for three years before they were reported to the employer.

During the investigation, where he was represented by his union, the member said he was on medication and under a psychiatrist's care for depression at the time. He said he couldn't recall making some of the alleged statements and

that others were made outside school at staff social functions or not directed at anyone in particular. The school seemed to tolerate sexual banter and the use of profanity among staff, he said. Some of his colleagues, when questioned, said they didn't think he was acting out of malice and that he stopped when asked.

"I was trying to be funny, but obviously I wasn't," the member said. "I didn't mean to be vulgar."

The member said he felt "ashamed" and "awful" about his comments. He regretted his conduct and said he had time to reflect on the concerns and that he took steps to educate himself through a training course to better understand the negative effects of the comments on his colleagues.

The Investigation Committee carefully reviewed the submissions of the parties and all relevant information available to the College, including the investigation report, letters, employer notes, documented board decisions, medical reports and witness statements.

The committee said that the witness information supported the claims and noted that the member admitted to some, but not all, of the comments. Further, none of the comments were about or directed at students or made in their presence. The committee also recognized that the teacher completed a course on sexual harassment at his employer's direction.

If you were a member of the panel, what would you have decided?

If a colleague routinely swore and made obscene sexual comments, what would you do? PS

the workplace is no laughing matter. Sexualized language and the sexual harassment of colleagues in principles for teachers. Sexualized language

person or in writing. The matter ended at that point and was not referred for a formal Discipline Committee hearing. Ontario's teaching profession is a collective whose 235,000 members are held in high regard because of their ethical and professional standards — the guiding

As a result, the committee admonished the member in person. Admonishments are not disciplinary actions, but instead are constructive educational measures to help a member to improve practice and avoid future difficulties. They can be delivered in

THE OUTCOME

SUMMARY — APRIL 4–5, 2013

At its April 4–5 meeting, College Council:

- approved changes to the Guidelines for the Provision of Laptop Computers and Accessories for Council Members
- asked the Minister of Education to amend the College's regulations so that, effective July 1, 2015, all Council members would be prohibited from holding any elected or appointed union/association positions directly related to the protection of the profession, other than at the school level
- asked the Minister of Education to amend regulations to extend the nomination review period for the election of Council members to 10 days
- approved the professional advisory, *Safety in Learning Environments: A Shared Responsibility*
- requested the Registrar to communicate with the Ontario Teachers' Pension Plan Board to receive a commitment that exempts elected and appointed Council members, and those appointed as a roster or a panel member for a statutory or regulatory committee, from the rules governing the definition of a re-employed pensioner
- amended section 31 of the bylaws by deleting a duplicate section
- amended section 25 of the bylaws so that the College's register shall contain a notation if members have been reinstated following a revocation of their certificate
- amended section 26 of the bylaws to ensure the language is consistent with College practice so that terms, conditions and limitations are removed from the public register when they have been fulfilled, and to reflect that the Registration Appeals Committee or the Registrar can impose conditions
- approved recommended legislative amendments governing an interim suspension of a Council member. **PS**

HEARINGS

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

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

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

Member: Jason James Ferris

Registration No: 436464

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of Trillium Lakelands DSB teacher Jason James Ferris, and reprimanded him for inappropriate social media communication and contact with students.

Ferris, who was certified to teach in June 2000, attended the January 28, 2013, hearing with his lawyer.

In February 2009, Ferris engaged in a Facebook conversation with a 14-year-old, Grade 8 girl in which he used the word "Fobi" meaning "f--- off bitch." Ferris also took the student for lunch in his car without seeking permission or

having her properly sign out with the school's office.

During the 2008–09 school year, Ferris used inappropriate dialogue with current and/or former students on Facebook, including: "don't try to F with my knowledge grasshopper" and "whatever loser."

The school board reported Ferris to the Family, Youth and Child Services of Muskoka, which said he had exploited his position of trust as a teacher by engaging students socially on Facebook.

Ferris misled school board officials by telling them he had removed all students from his Facebook friends list. He also lied about cellphone conversations he had with students that he said were strictly related to school, but which the board learned were social in nature.

In September 2010, Ferris resigned from the board.

The Discipline Committee panel found Ferris guilty of professional misconduct based on the evidence, a statement of uncontested facts, a plea of no contest, onus and standard of proof, and legal submissions.

He was ordered to face the panel following the hearing to receive a reprimand. The Discipline Committee panel ordered the Registrar to suspend Ferris's Certificate of Qualification and Registration for two months beginning on January 28, 2013. As well, Ferris was ordered to complete a pre-approved course at his own expense regarding boundaries and boundary violation issues and report to the Registrar on its successful completion within 30 days of finishing.

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

Member: Dustin Phillip Rouse

Registration No: 504142

Decision: Revocation

A Discipline Committee panel revoked the certificate of Dustin Phillip Rouse, an elementary occasional teacher with the Grand Erie DSB, for using a computer to lure a person under 16 for sexual touching.

HEARINGS

Rouse, who was certified to teach in March 2007, represented himself at the January 17, 2013, hearing.

Between November 2007 and May 2009, Rouse invited a student via computer to view his genitals, perform fellatio, have sexual intercourse and discuss topics such as masturbation, orgasm, bondage and/or sado-masochistic fantasies. He arranged two meetings to have a personal and/or sexual relationship with the student, but they did not occur.

In June 2009, the Brant County Ontario Provincial Police charged Rouse with Internet luring of a minor. That August, the school board fired him. In June 2011, Rouse pleaded guilty to luring a child via computer for sexual exploitation and for the purpose of facilitating the commission of an offence, to wit, invitation to sexual touching. He was sentenced in July 2011 to a one-year conditional sentence, including house arrest for six months and three years' probation.

The Discipline Committee panel considered the evidence, onus and standard of proof, and the submissions of College counsel and the member, and found Rouse guilty of professional misconduct. The panel ordered the Registrar to revoke Rouse's Certificate of Qualification and Registration.

"No member of the profession should be engaged in this type of luring and sexually explicit behaviour with a student," the panel said in its written decision. "It is particularly unacceptable that the member was a teacher, someone who is entrusted with the protection of children. Children are vulnerable members of society and must be safeguarded against predators who use the Internet to lure them into a situation where they can be sexually exploited and abused."

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

Member: Linda Joyce Larocque

Registration No: 264264

Decision: Revocation

A Discipline Committee panel revoked the certificate of seconded Toronto DSB principal Linda Joyce Larocque for fraudulently misappropriating school funds.

Larocque, who was certified to teach in October 1975 and retired in 2008, did not attend the January 25, 2013, hearing and was not represented by legal counsel.

Working as a principal/director of the Bloorview School Authority on secondment from the Toronto DSB, Larocque misappropriated \$91,792.75 from the authority between July 2006 and September 2007, according to a Toronto Police Service Financial Crimes Unit audit. Although she retired from the authority in August 2007, Larocque stayed on as a consultant.

She was charged with fraud over \$5,000 and laundering the proceeds of crime. In May 2012, she pleaded guilty to the fraud charge and repaid the \$91,792.75 in full.

You are invited

**KEYNOTE SPEAKER**

RAJ ANAND, lawyer, arbitrator and mediator with WeirFoulds LLP and a member of the board of directors of the Law Society of Upper Canada.

2013 ANNUAL MEETING OF MEMBERS

KEYNOTE ADDRESS

Raj Anand will be speaking about accountability, transparency and professional ethics. His practice includes administrative, human rights, constitutional and employment law, civil litigation, professional negligence and discipline.

CHAIR'S ADDRESS

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

REGISTRAR'S ADDRESS

CEO and Registrar Michael Salvatori, OCT, reports on the College's 2012–2013 initiatives.

HAVE YOUR SAY

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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HEARINGS

The laundering charge was withdrawn. She also received a conditional sentence of 21 months followed by a year of probation and 200 hours of community service.

Having examined the evidence and based on a memorandum of agreement (MOA), a guilty plea, a joint submission on resolution, and the submissions of College counsel, the Discipline Committee ratified the MOA and found Larocque guilty of professional misconduct. The panel directed the Registrar to revoke Larocque's Certificate of Qualification and Registration.

In its written decision, the panel said that while students were not directly involved in Larocque's misconduct, her actions were "significant enough to cause the school financial challenges and could have seriously impacted the school's ability to provide quality education for the students.

"[Larocque's] actions were a serious breach of trust and brought the reputation of the profession into disrepute."

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

Member: John Andreacchi, OCT
Registration No: 434584

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Peel DSB special education teacher John Andreacchi for assaulting a female.

Andreacchi, who was certified to teach in June 2000, attended the January 30, 2013, hearing with his lawyer.

Halton Regional Police charged Andreacchi in September 2008 with assault after a female reported that he grabbed her by her wrists and crossed her arms across her neck in an arm hold, causing her to gasp for air. Following a jury trial, he was found guilty of assault and granted a conditional discharge, 12 months' probation, ordered to pay a \$100 fine and perform 60 hours of community service work. He was also ordered to seek assessment and counselling and was prohibited from associating or communicating with the woman except through legal counsel.

Having been assigned to home with full pay and benefits following the arrest, Andreacchi returned to teach in June 2009. He continues to work for the board.

The Discipline Committee panel

found Andreacchi guilty of professional misconduct based on the evidence, an agreed statement of facts, a guilty plea, onus and standard of proof, and legal submissions.

He was ordered to face the panel following the hearing to receive a reprimand. As well, he was ordered to complete courses at his own expense in stress and anger management delivered by a counsellor pre-approved by the Registrar. Within 30 days of completion of the courses, Andreacchi shall deliver directly to the Registrar a written certificate from the course provider stating that he has received a copy of the agreed statement of facts and guilty plea

marked as an exhibit at the hearing, and a copy of the decision and reasons of the Discipline Committee, and that he (Andreacchi) has successfully completed the course.

The Discipline Committee panel found that the matter was dealt with effectively and appropriately by the criminal courts and that the reprimand and terms, conditions and limitations on Andreacchi's certificate "appropriately reflect the gravity of the criminal conviction."

The panel also considered that it was Andreacchi's first offence, that he sought counselling and completed anger management training, and that he returned to teaching.

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

Member: Marion Ruth Templeton
Registration No: 488342

Decision: Reprimand

A Discipline Committee panel reprimanded Simcoe County DSB teacher Marion Ruth Templeton for forcing a chair from under a student causing him to fall and sprain his wrist.

Templeton, who was certified to teach in June 2005, attended the January 25, 2013, hearing with her lawyer.

In November 2010, a student was balancing on a chair on its front legs when, without warning, Templeton came from behind and applied "inappropriate force" to the chair. This caused the student to fall and injure his wrist. As a result, the student had to wear a brace for several weeks afterwards.

The teacher had previously warned students about the hazards of balancing on their chairs. She apologized to the student, said she never intended him to fall, and reported the incident to the school principal. The Children's Aid Society investigated and verified that the student suffered physical harm as a result of Templeton's actions.

Following board attempts to discipline, which she grieved and got overturned, Templeton completed a 36-hour course in classroom management on her own initiative.



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HEARINGS

The Discipline Committee found Templeton guilty of professional misconduct based on a memorandum of agreement (MOA), a guilty plea and submissions from legal counsel. She faced the Discipline Committee panel immediately after the hearing for a reprimand and was ordered to provide the College's Registrar with written confirmation of the completion of the classroom management and boundaries course within 30 days of the MOA being ratified.

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

Member: Lawrence Edgar Keyte

Registration No: 285939

Decision: Suspension, reprimand, conditions

A Discipline Committee panel reprimanded and suspended Ottawa-Carleton DSB teacher Lawrence Edgar Keyte for sending inappropriate email communications to a female student.

Keyte, who was certified to teach in April 1998, attended the February 27, 2013, hearing with legal counsel.

The Discipline Committee panel heard evidence that Keyte began a series of email exchanges of a "flirtatious nature" with the student after she sent him a photo of her kissing another girl. Emails between the teacher and student were sent once or twice a month over four months. In one, the girl sent a black-and-white photo of herself covered with bubbles in a bathtub. Keyte did nothing to discourage the student from forwarding such photos or from communicating with him this way.

The girl's boyfriend discovered one of the emails between the teacher and student and reported it to the school's vice-principal. Even so, Keyte created a Gmail account to continue communicating with the girl without using his board-issued email account. Furthermore, he gave her specific instructions about how they could continue to talk in the wake of the boyfriend's disclosure.

However, the girl said she began to feel "uncomfortable and gross" about the correspondence after a while and

stopped attending school in April 2008, for unrelated reasons, never to return or graduate. In an email sent to apologize for any role his actions might have played in her decision to quit school, Keyte said, "as fun as it was, it was crazy of me to be flirting with a student and to put your sense of ease at school in jeopardy, and to put everything I have at risk. I take total responsibility for it all."

Keyte resigned from the board in October 2011.

The Discipline Committee found Keyte guilty of professional misconduct based on a statement of uncontested facts, a plea of no contest and submissions from legal counsel. He was ordered to face the panel immediately after the hearing for a reprimand and also had his teaching certificate suspended for two years from the date of the hearing.

Keyte was also ordered to take a course on appropriate boundaries and boundary violation issues at his own expense and notify the Registrar within 30 days of its successful completion.

In its written decision, the Discipline Committee panel said that the member was fully aware of his inappropriate conduct, counselled the student not to speak to anyone about their relationship, and took steps to conceal their correspondence. Further, the panel said that, although there was no evidence of a physical relationship or grooming behaviour, "conduct of this nature cannot be tolerated."

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

Member: Thomas Adrian Foster

Registration No: 437682

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended former Toronto DSB teacher Thomas Adrian Foster for three months and ordered him to face a reprimand for inappropriately disciplining students.

Foster, who was certified to teach in August 2000, represented himself at the March 18, 2013, hearing.

On several occasions during the 2003–04 school year, Foster held students who had been talking or roughhousing upside down by their feet. He "squished" one student between his arms and carried him, feet off the floor, into the hallway. Another time, he lifted a student over his shoulder and spun him around.

The board suspended Foster for 10 days in April 2004 without pay for eight incidents of physically mistreating male students.

Then, between September 2004 and August 2006, while teaching at another school, Foster told students about staff room discussions in which staff members openly spoke about losing their

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HEARINGS

virginity. He shared confidential student information with a parent, told students to shut up, referred to one student as a “moron,” threw erasers at students to get their attention, pulled chairs out from under male students, and sounded a whistle in class to gain students’ attention. Consequently, the board suspended him without pay for two days in April 2006 and then fired him that August.

Based on the evidence, the statement of uncontested facts, a plea of no contest, a joint submission on penalty, and the submissions of Foster and legal counsel for the College, the Discipline Committee panel found Foster guilty of professional misconduct.

The panel ordered the Registrar to suspend Foster’s teaching certificate for three months and ordered him to face the panel after the hearing to be reprimanded. The panel also made it a condition of Foster’s return to teaching that he successfully complete a course on anger management, classroom management and effective student discipline

at his own expense and report back to the Registrar within 30 days of having completed the course.

In its written decision, the Discipline Committee panel noted that, although he had been suspended by his employer previously and had taken a course called “Planning and Professionalism, which included classroom management and professionalism, Foster “continued to physically and verbally abuse students. Further, the member was terminated from his employment in August 2006 for cause.”

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

Member: Christopher Paul McLister
Registration No: 423036

Decision: Revocation

A Discipline Committee panel revoked the certificate of Lambton Kent DSB teacher Christopher Paul McLister for engaging in a sexual relationship with a female student.

McLister, who was certified to teach in February 1999, did not attend the January 31, 2013, hearing, but was represented by his lawyer.

In March 2008, McLister began a relationship with the student that included communicating via Facebook, sending personal emails and texts, attending the student’s workplace and texting her there repeatedly, inviting her to his apartment and engaging in sexual intercourse.

In October 2008, he was arrested and charged with one count of sexual assault and one count of touching for a sexual purpose while being in a position of trust or authority. He was

released on conditions of release and recognizance with orders to abstain from communicating or associating with the student. But in January 2009, he was arrested and charged with breaching those terms for calls and texts he made to the student between October 2008 and January 3, 2009.

McLister pleaded to and was found guilty of touching the body of the student for a sexual purpose while in a position of trust or authority toward her in October 2010. The following August, he was sentenced to seven months in jail for the sexual exploitation and 10 days for breach of his conditions of release and recognizance.

He was fired by the board in November 2008.

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

In its written decision, the panel said it found McLister’s conduct and its repetitive nature “abhorrent.”

“The member’s conduct has brought the profession into disrepute,” the panel said. “[He] abused the authority and trust vested in him in his role as a teacher to take advantage of and engage in the sexual abuse of a student.”

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

Member: Daniel Richard Thibault
Registration No: 519821

Decision: Suspension, reprimand, conditions

Former DSB of Niagara teacher Daniel Richard Thibault has had his teaching certificate suspended for three months for conduct related to a criminal charge for loitering/prowling, which was later withdrawn.

A student neighbour of Thibault’s told police in May 2009 that she was watching television with her boyfriend when she heard leaves rustling outside her partially opened bedroom window. When she

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HEARINGS

turned out the lights and looked outside, she saw a naked male running away from the house. The student called the police and was in the process of making a statement to the investigating officer when Thibault appeared, naked, around the corner of his house. The officer chased and apprehended him.

In his defence, Thibault said he was in his backyard hot tub when he heard a commotion on the neighbouring property and went to investigate. He said he failed to grab a towel or clothes. On turning the corner of the house, a police officer yelled at him. Startled, he ran back to his hot tub, where he was arrested.

Niagara Regional Police charged Thibault with “loiter/prowl at night on other person’s property.” In August 2009, the charge was withdrawn and Thibault entered into a 12-month peace bond in which he was ordered not to communicate directly or indirectly with the student.

In September 2009, the Niagara board fired him and he has not worked as a teacher since.

In a March 19, 2013, public hearing, a Discipline Committee panel found Thibault guilty of professional misconduct based on the evidence, the statement of uncontested facts, a plea of no contest, a joint submission on penalty and lawyers’ submissions.

Thibault, who was certified to teach in April 2007, did not attend the hearing, but was represented by legal counsel.

The panel ordered the Registrar to suspend Thibault’s teaching certificate for three months and ordered the member to face the panel to be reprimanded. Prior to his return to teaching, Thibault must provide the Registrar with a doctor’s certificate to approve his return to classroom duties without any undue risk of harm or injury to students or the school community no earlier than 60 days before the intended date of return to work. As well, Thibault must successfully complete a course at his own expense in the ethical responsibilities of teachers.

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

Member: Terry (Terence) Paul Baytor
Registration No: 156980

Decision: Revocation

A Discipline Committee panel revoked the certificate of Terry (Terence) Paul Baytor, a former principal with the Toronto DSB, for a criminal conviction for theft.

Certified in May 1976, Baytor did not attend the March 26, 2013, hearing, nor was he represented by a lawyer.

Between January 2005 and December 2009, Baytor wrote himself cheques totalling \$16,000 from a non-public school account that contained funds from various sources including school fundraising activities and vending machine funds. During that same period, he made only partial deposits into the account, leaving an additional \$72,500 unaccounted for.

On October 11, 2011, Baytor agreed to repay the board \$58,400, in complete satisfaction of all amounts misappropriated, mismanaged or otherwise misused by him.

On November 22, 2011, Baytor pled guilty to theft over \$5,000 and was given a conditional sentence for a period of 18 months. He was ordered to be under house arrest for the first 12 months, followed by six months of abiding by a curfew. He was also ordered to perform 100 hours of community service.

Having considered the evidence, a memorandum of agreement, a guilty plea and College counsel submissions, the panel found Baytor guilty of professional misconduct and ordered the Registrar to revoke his certificate.

“The member’s actions were a serious breach of trust and brought the reputation of the profession into disrepute,” the panel said.

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

Member: Yves Joly
Registration No: 417765

Decision: Reprimand, conditions

A Discipline Committee panel found that Yves Joly, a teacher in the Conseil scolaire de district Centre-Sud-Ouest (Conseil scolaire Viamonde), was guilty

of professional misconduct for engaging repeatedly in inappropriate conduct mostly relating to the supervision of students and ensuring their safety.

Joly was certified to teach in August 1998. He was not present at the hearing on March 25, 2013, but was represented by counsel.

During the 2008–2009 school year, Joly was late without cause more than once, used inappropriate vocabulary in front of students, and failed to meet deadlines relating to report cards and weekly planning.

The panel also heard evidence that Joly prepared report cards during a teaching period with students and left his classroom for a short period, leaving his Grade 5 students unsupervised.

Having considered the evidence, the agreed statement of facts, the guilty plea and the submissions of counsel, the panel found Joly guilty of professional misconduct. He was ordered to face the panel for a reprimand.

He was also ordered to enrol at his own expense within one year of the order in a course on lesson planning, classroom management, student assessment and evaluation and record-keeping.

Information about the disciplinary action is online at oct.ca → [Members](#) → [Complaints and Discipline](#) → [Decisions](#). **PS**

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NAME: *Adam Beach*

- Born November 11, 1972, on Dog Creek First Nations Reserve in Manitoba; is a member of the Saulteaux tribe
- Lost his parents at age eight — his pregnant mother killed by a drunk driver, his father drowned eight weeks later; he went to live with his grandmother until he was 12, then moved to his aunt and uncle's home in Winnipeg
- Attended John M. King School in Winnipeg and Gordon Bell HS, where he caught the acting bug in drama class; left school after Grade 11 to join the Manitoba Theatre for Young People
- First on-screen credit was in 1990 for *Lost in the Barrens*; has been in more than 60 other films and TV programs including *Combat Hospital*, *Cowboys & Aliens*, *Big Love*, *Comanche Moon*, *Law & Order: Special Victims Unit*, *Windtalkers*, *Smoke Signals*, *The Rez*, *North of 60* and *Dance Me Outside*
- Appeared in the Oscar-nominated *Flags of Our Fathers*; received a Golden Globe nod for his role in *Bury My Heart at Wounded Knee*
- Established the Adam Beach Foundation (bit.ly/143LR5E) to prevent youth suicide in the Native community; founded the Adam Beach Film Institute (bit.ly/ZRcoEs) to train Aboriginal youth in filmmaking
- Plays maverick bush pilot Bobby Martin in the CBC's *Arctic Air*, now in its second season

ROLE MODEL

Arctic Air's Adam Beach recalls how his high school guidance counsellor helped shine a light on darker days.

BY LAURA BICKLE

Describe your school-aged self.

I was shy but I had an outgoing nature. My parents died when I was eight years old [see sidebar], so I didn't feel like I belonged anywhere until I was a teenager.

Which teacher did you most admire?

Mr. Nichols, my Grade 6 teacher. He allowed me to read my comic books and nicknamed me Archie because of it. This showed me that someone cared about my hobby, and it didn't disturb the process of my learning — he immediately had my attention because I was thinking, "Wow, I can do this? Awesome — you're cool!"

Favourite part of your school day?

Recess. The field was a nice place to not be caught up in the anguish of losing my father and mother.

What book had a big impact on you?

In the Spirit of Crazy Horse initiated my personal growth into identifying with what it is to be First Nations.

Name one high school takeaway.

I really appreciated that the guidance counsellor was always available. I could sit and talk about any of my issues — school, friends, life or the loss of my parents. I always knew that I had the opportunity to see someone.

No child, no human, should ever lack the hope of living life. That's the idea behind the Adam Beach Foundation. I want to bring options to the suicide problem that exists in many of our Native communities. Isolation and the lack of identity are infecting a lot of the young adults. I want to show them that they have a choice, by creating an economic platform, sharing ideas about health and wellness, building a gym, a school, a hockey rink.

What was your favourite subject?

I loved science. It was about trying new things and seeing how they work. Then there were those little intricate things that you never got to do in your regular life, like dissecting a pig.

Most embarrassing moment?

I was trying to impress a girl in elementary school. I jumped for the monkey bars, slipped and broke my arm.

If you were a teacher, what would you teach?

Acting. In high school, it allowed me to interact with students who I wouldn't necessarily relate to in other environments. For example, I'd have to communicate with the bully, talk to the nerdy guy and listen to the girl who'd tell me how I should be doing things. It forced me to become part of a larger group and it inspired what I'm doing now at the Adam Beach Film Institute. **PS**

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