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JUNE 2014

professionally speaking

THE MAGAZINE OF THE
ONTARIO COLLEGE OF TEACHERS

Passport to Learning

OCTs PACK UP THEIR LESSON
PLANS AND HEAD OVERSEAS

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OCT's international
adventure on p.30

PLUS:
CENTRE
STAGE WITH
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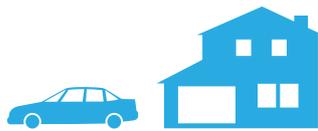
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FUTURE PROOFING TODAY

Steve Jobs got it right when he said planning for the future is best done in the now.

BY LIZ PAPADOPOULOS, OCT



Much of how I run my life is thanks to Apple founder Steve Jobs, or rather, his forward thinking. It's true. The iPhone — *my* iPhone — allows me to communicate via email, text or voice, it reminds me about my appointments, plays my favourite songs and generally makes my life easier. It's my mobile office and entertainment system, and I would hazard a guess that many of you feel the same way.

Eight years ago, the iPhone didn't exist. Ten years ago it was still in development and 15 years ago, most of us were walking around with our portable CD players (the '90s version of iTunes). Yet today, few of us are without a smartphone and even fewer would dispute that Jobs was critical to the reshaping of our technological landscape

— his legacy will no doubt continue to influence us for years to come.

That's what occupying a leadership role means — looking ahead, being prepared for whatever might come our way, both known and unknown. At the College, there are two types of planning. The first is medium-term planning over the next several years, for example, by adding new staff to meet our regulatory obligations, changing our fee structure and improving members' access to information through technology.

While this type of planning is essential, what's even more important is planning for the long term. As a self-regulating body run by educators for educators, created to serve the public interest, our long-term planning is our road map for years to come. It represents the educators we want to be, the milestones we want to

achieve and where we want to be as a profession.

As I write this, Council is in the midst of shaping our College's vision, values and strategic priorities. I say *our*, because your voices are heard through 23 of the 37 Council members who have been elected by you,

our members. We also rely on input from education thought leaders, other regulators and stakeholder organizations.

Collectively, we plan for the future of our members — how to advance Ontario's teaching profession and better serve the public interest.

As I enter my final year in my mandate as Council Chair, I am proud of what we have brought to life and excited for the future we are shaping.

As Steve Jobs once said, "Everyone here has the sense that right now is one of those moments when we are influencing the future."

For Ontario's educators, now is that moment. **PS**

SUMMER AGENDA: SUNSHINE AND LEARNING

What are your summer plans? For many, it is a time to slow down, relax and have fun. For others, it's a time for growth, learning and new experiences. I am always curious to see what people choose, and my favourite stories are those in which individuals manage to do both by taking a "learning vacation."

One of my colleagues will be swimming her way to victory (fingers crossed!) at the 15th International Swimming Federation (fina.org) World Masters Championships in Montreal. For her, it's all about the challenge — pushing herself to her limit and seeing what she is capable of.

Another colleague will be taking part in Project Overseas (bit.ly/1mwX3Ut), see "Passport to Learning," p. 30), a program that gives Ontario teachers the opportunity to visit another country while providing professional development workshops for local teachers. For her, it's a time to meet new people, share her knowledge and give back to the global community.

This summer, consider how you might have fun, learn and grow — all at the same time. Consider a learning vacation — it gives you the best of all worlds.



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SUPPORTING PROFESSIONAL PRACTICE

Small changes in professional practice can spur enormous positive outcomes — for students, teachers and the profession.

BY MICHAEL SALVATORI, OCT



and are intended to help them to make informed decisions. Advisories are not policy and they are not law. They do, however, provide a foundation of knowledge and advice that encourages reflection and dialogue and assists practising professionals to consider their own practices and, where needed, to make small, incremental changes that benefit student learning.

The professionalism of teachers is one of the greatest resources in our education system. It serves students well, inspires public confidence in the profession and ultimately serves us well as members of the profession.

The term “professional” is paramount in the discourse about teachers and the work that we do. In the College’s Standards of Practice, we speak of *professional practice* and *professional knowledge*. Within this context, *professional* denotes “of the profession,” but the term also evokes qualities such as responsibility, integrity and fairness. These are qualities that members bring to their communications, interactions and decision-making.

When I think about self-regulation in this context of professionalism, I think of individual professionals and their capacity to regulate their own practice and to earn and maintain public confidence. Through an iterative process of inquiry, reflection and dialogue, we hone our professional judgment and make small, incremental changes to our practice throughout our careers in which continuous improvement

and professional growth are among our primary goals.

Teachers also hone their professional judgment and practice in the company of other professionals. For example, full-day kindergarten in Ontario schools brings certified teachers, registered early childhood educators and registered social workers together in a child-benefiting partnership that exemplifies interdisciplinary collaboration and dialogue.

What then is the role of a professional regulator such as the Ontario College of Teachers? Harry Cayton, chief executive of the UK Council for Healthcare Regulatory Excellence, says that professional regulation is a support for professionalism and not a substitute. I agree.

Our College provides a wealth of support to teachers to manifest their own process of self-regulation. Through our institutes and resources based on the Standards of Practice and the Ethical Standards, we encourage and support professional dialogue and ethical decision-making.

So, too, our professional advisories inform members’ professional judgment

and are intended to help them to make informed decisions. Advisories are not policy and they are not law. They do, however, provide a foundation of knowledge and advice that encourages reflection and dialogue and assists practising professionals to consider their own practices and, where needed, to make small, incremental changes that benefit student learning.

Similarly, self-regulation is an integral component of student learning. The ability to self-regulate is a learning skill and emphasized in the 2010 Ontario Ministry of Education *Growing Success* document. Accordingly, report cards now assess a student’s capacity to set goals, monitor progress, seek assistance, assess and reflect critically, identify learning opportunities, choices and strategies, and persevere.

Students, like their teachers, inquire, reflect and assess to take responsibility for their own learning and make small changes. Like the idiom mighty oaks from little acorns grow, small changes in practice can result in outcomes of enormous and lasting benefit. By your example, students benefit. By your example, we are led. **PS**

M. Salvatori

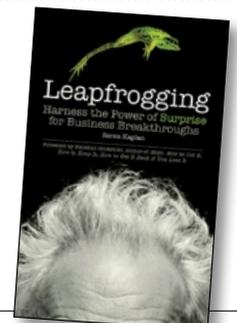
BUILDING BREAKTHROUGHS

In *Leapfrogging*, author Soren Kaplan says that “most breakthrough ideas emerge over time from ‘little bets’ that give us ways to reduce risk by starting small and using trial and error to refine and build out our ideas.” Sometimes, as Kaplan suggests, by making a small change we learn about what didn’t work so that we can move on

to what will work. One of the goals is to become more comfortable with trial and error.

Have you tried a new idea, approach or strategy that allowed you to leapfrog to a breakthrough in your practice? How did your idea emerge? How did you build on it?

Please share your thoughts at ps@oct.ca.



letters to the editor

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Raising Concerns over Growing Education

I was quite surprised at the choice of image on the magazine's last cover: all boys, excessively white ("Growing Education," March 2014). Inside, there's a picture of diversity in the program — smaller and tucked away from the main focus.

For an organization that prides itself on diversity and inclusion and that trumpets inclusive education and eliminating barriers to success, you've managed to perpetuate white male privilege on your front cover — reinforced on the article pages themselves. I am truly disappointed and saddened.

—**Sarah Margles** is a policy and program adviser in the Diversity Office with Ontario Public Service in Toronto.



In my family there is a tradition of farming. Within that tradition there are women who have been breaking barriers in what was believed to be a man's world. It appears the College supports the belief that women cannot be farmers.

Why else would they plaster the cover with young males who are involved in a horticulture program and not include a single young woman in the picture?

—**Justin Kritikos**, OCT, teaches history and geography at Leamington District SS in the Greater Essex County DSB.

While I agree that all students should go through the Specialist High Skills Major program — little more than the co-op education program I taught before retiring 12 years ago — the worst case is not, "that you learn something that can actually get you a job." This is an obvious benefit.

Less obvious is the benefit of learning that your chosen career is wrong for you. Sometimes, this discovery is critical to identifying what is right for you. Students are ultimately better off for not being stuck in unsatisfying professional fields — they can still change their career paths before getting lost.

—**Salvatore Amenta** is a retired teacher, who is now living in Stouffville.

In This Together

In "Transition to Teaching" (March 2014) I could hear the interviewed teachers' frustration and discouragement in their searches for teaching jobs. I would like to offer some encouragement.

Think of your transferable skills and consider that many companies have training departments. Also, your local museum, library or community centre might need your skills. Visiting such places and volunteering could lead to employment or further contacts. Meet with others in job clubs or with employment counsellors for support and job leads.

As TV's Red Green used to say, "We're all in this together!" The search can be gruelling, but don't give up!

—**Marilyn Heuchan**, OCT, has worked for the Grey County Board of Education in the past and has been a team leader and trainer, and occasional teacher.

Praise for Trailblazer

I would like to send a huge thank you to writer Kevin Philipupillai for his recent article about "Ontario's Last Segregated School" (March 2014). The article demonstrates a great deal of research and is certainly very instructive for readers.

—**Serge Dignard**, OCT, is a retired teacher who lives in North Bay.

Fee Frustration

I have written to the College for many years in an attempt to discover the reasoning behind charging occasional teachers the same fee as full-time contract teachers. My income from teaching last year was just over \$3,000. Please consider setting fees for occasional teachers that reflect their earnings.

—**Sue Watson**, OCT, is an occasional teacher with the Lakehead DSB.



CONGRATULATIONS!

Donald Naylor, OCT, a principal with the Thames Valley DSB, is the lucky winner of a \$150 Cineplex gift package. Naylor was chosen at random, after participating in our online poll about homework (see March 2014: "Hit the Books," p. 15).

Christine St-Martin, OCT, a substitute teacher in Orléans, has won tickets to a live taping of CTV's *The Social* — plus two gift bags worth \$100 each — for sending us a tweet about who she would like us to feature in our Final Exam section (see March 2014: "Final Exam," p. 64).

Rocky Roads into Teaching

I was thrilled to finally see some light shed on people who use their OCT credential in alternative teaching careers, in “Unearthing Opportunities” (March 2014). I choose to teach at the Royal Botanical Gardens in their outdoor education department and love every minute I spend in my outdoor classroom. You highlighted individuals who have found satisfaction using their talents in ways that people often forget.

—**Nicole England**, OCT, is an outdoor educator at the Royal Botanical Gardens in Burlington.

Correction: In “Brainstorm” (December 2013), we incorrectly noted that University of Western Ontario’s faculty of education course on mental health literacy for prospective teachers was the only one in the province. The faculty of education at OISE/UT has also run a mental health elective course for the past four years, and it recently became a compulsory course within the two-year B.Ed. program. We regret the error.

Professional Growth and Seniority

In a true profession, what matters is expertise and ability. Over a professional career, a person will continuously develop their skills, become more differentiated and thus more valuable.

In a unionized workplace, however, all workers are assumed to be equal except for seniority. Differentiating oneself is discouraged. As entry to the teaching profession is now determined by interviews that pay no attention to one’s distinctive personal and professional characteristics, it would appear that increasingly we too are simply undifferentiated workers, no more and no less, and therefore unfit to be considered professionals.

—**Bryce McBride**, OCT, will be teaching international baccalaureate economics and mathematics at Raha International School in Abu Dhabi in 2014–15.

More Help Required

The article “Brainstorm” (December 2013) fell short in achieving its promise of offering “fresh thinking” on supporting students with mental health issues in the classroom. How can teachers support a child unable to control his or her anger, experiencing a panic attack, or the myriad of other behavioural manifestations of psychological issues? How do we balance these demands when trying to respond

to the many other diverse learning and behavioural needs of the students in our classrooms?

As teachers, we do the best that we can. But, many of us still feel overwhelmed, frustrated and desperate. Those feelings are only going to increase until more support is provided to the front line. Something more can be done and needs to be done.

—**Kim Gordon**, OCT, is a Grade 1 teacher with the Upper Grand DSB.



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When it comes to lesson planning, we all have our go-to resources. Here are the ones you flagged as favourites in our latest poll.

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FACULTIES OF EDUCATION

25%

SUBJECT ASSOCIATIONS

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61%

COURSES / WORKSHOPS

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MINISTRY OF EDUCATION

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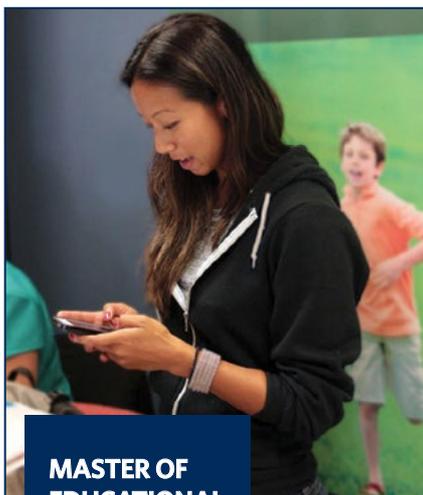
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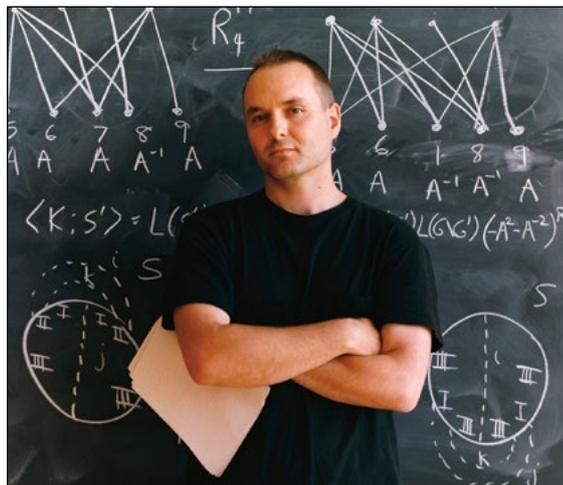
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Pop Quiz

with John Mighton

BY LAURA BICKLE

According to Toronto bestselling author and award-winning playwright John Mighton, everyone can learn to love math. His renowned JUMP Math (jumpmath.org) program has revolutionized the way thousands of Canadian students are crunching numbers. In January, the US Department of Education announced a US\$2.7 million research grant for Toronto's Hospital for Sick Children (Sick Kids), to compare his approach with other methods in Ontario. Mighton — who has a Ph.D. in math, a master's in philosophy and is an Officer of the Order of Canada — hopes this research will change the way we're teaching math.

Q Tell us about JUMP Math?

JUMP follows the Grade 1 to 8 curriculum and it's used by more than 100,000 students in Canada. It's a balanced approach, called guided discovery, in which students explore concepts at their own pace but receive a great deal of guidance along the way. We also provide specialized training and resources for teachers.

Every lesson is a series of challenges that gradually increase in difficulty [also called "scaffolding"]. Assessment is immediate (as opposed to tests at the end of a unit); the students get excited by their success and no one falls behind. Every time they discover something new, there's adequate practice to help consolidate these concepts.

Q Why is it so effective?

If you scaffold the challenges into more manageable steps and give immediate feedback, everyone wins — you engage your students and their brains work more efficiently. If 50 per cent of the class finds a challenge overwhelming, you'll never get the excitement that comes from seeing your entire class succeed. Respected psychologist Carol Dweck says that the JUMP approach helps children to develop a growth mindset, and that they learn to persevere.

You need to teach to the strength of the brain, as well as to its weaknesses. We can

become easily overwhelmed by too much information, so we require some practice to consolidate concepts and need immediate feedback to remain engaged.

There's plenty of research to suggest that our automatic recall of numbers is more important than we once thought. It frees up mental space we use for processing new information. You can't see a pattern or make a prediction or an estimate if you don't have a sense of numbers.

Q Explain the Sick Kids research.

We participated in a randomized controlled study with a team from Sick Kids and OISE/UT that showed JUMP students progressing twice as quickly as the control group. Sick Kids received the funding partly based on those results. This research will involve more classrooms over a longer period of time.

Q What might the outcome be?

It's difficult to say. It's happening at a time when the control schools are putting a real effort toward improving math, so if JUMP students do as well as or better than those in the control group, then I hope that the boards will consider giving our teachers more freedom to try new approaches. We won't see progress unless teachers are allowed to innovate.



YOUR CHEAT SHEET TO FUN FACTS IN EDUCATION

SURVEY SAYS!

The results are in from *Professionally Speaking's* 2013 reader survey.
BY STEVE BREARTON

- Good reads -

Here are the top 3 articles that you look for in every issue:

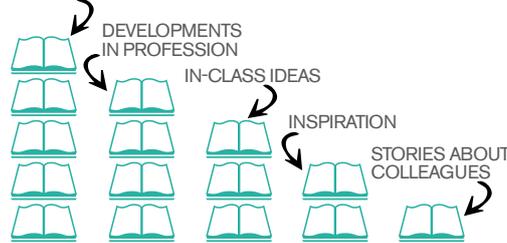
COVER STORY

1

2 REMARKABLE TEACHER
3 EXEMPLARY TEACHER

M. Zimmerman G. Smith

NEWS IN EDUCATION



The 5 top reasons you read *Professionally Speaking*:

- Get with the plan -

What are the top 2 topics you'd like us to cover? Lesson planning & best practices!

LEAST popular month FOR LESSON PLANNING?

November



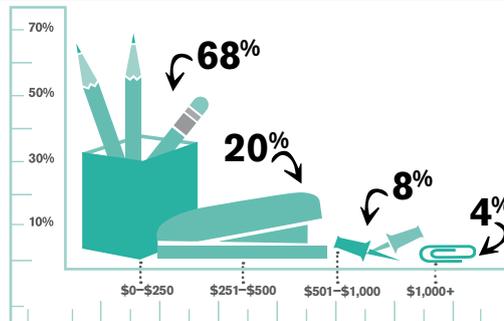
MOST popular month FOR LESSON PLANNING?

August



- Stock up -

OCTs continue to pay out of pocket to outfit their classrooms. So what was their average spending on school supplies?



- Field notes -

More than half of OCTs take their students on 2-3 field trips each year. Here are your three favourite locations to pay a visit to:

1 MUSEUMS

2 OUTDOOR CENTRES

3 SCIENCE CENTRES



Most OCTs take an average of 2 months to plan for a field trip.

TWEET SHEET

Follow what's trending in the education Twitterverse



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INFOGRAPHICS: MARLO BIASUTTI/STUDIO141



Breathe new life into chapter summaries with the help of a sticky note and a tinge of technology. After every read-aloud, my Grade 5s know that a written recap will follow.

This hasn't always been a favourite activity but I've found a way to change that. What's my trick? I distribute these great iPhone-shaped sticky notes from the dollar store (or draw a cellphone on a normal sticky note) with just enough room to fit their synopsis. I call them "Chapter Tweets" since students will have to choose their words carefully and keep their character counts to a minimum. They incorporate their voice and opinions in each, and with limited space, they learn the value in being clear and concise. Use this technique for any topic; it consolidates learning at the end of a class plus students LOVE to read their friends' "tweets" because they feel oh-so grown up while doing it! It's amazing how something so simple can be so engaging.

—Laura Segreto, OCT
Dewson Street Junior PS, Toronto

→ Have a classroom tip to share?

Send it to us at ps@oct.ca and if we choose to publish your helpful tip in the September issue, you'll receive a \$50 Staples gift card!

While you're at it, be sure to check out our Teacher Tip research archive at bit.ly/16mofMi.

MUSIC LYRICS

Promising new research suggests a relationship between marks and melodies. Karen Ludke, a post-doctoral researcher at the University of Edinburgh, conducted a study that explores how music affects foreign-language learning. She found that adults who listen to and then sing phrases in an unfamiliar language remember more of the new language than those who simply spoke them.

Songs could help because they engage our memories and provide an extra cue for recalling words and phrases. Researchers hope to probe further, so that they can fully understand the song-language link. "Hopefully we can investigate other questions," says Ludke, "like if certain melodies help more than others."

So set your next language lesson on colours, days of the week, the four seasons or everyday expressions to music, and watch your students soak up these new terms faster than ever. As for the 99.9 per cent of us who just aren't gifted with perfect pitch, let's hope that a warbled tune proves to be better than none at all.

Find out more about this research and access a range of related resources by visiting karenludke.co.uk. —Stefan Dubowski

High marks for playtime

Want to give students some *de l'aide* in French class? (Or in Mandarin, Spanish or any other language class?) Involve them in games. Researchers at Gazi University in Turkey conducted a study that confirms what many already instinctively know — games help children learn. In the study, students who used riddles and other play exercises in French classes scored higher on their tests than those who didn't. Researcher Melek Alpar surmises that play engages and relaxes students. When they are having fun, children will instinctively feel less of the anxiety that gets in the way of their learning.

Doubling the language load

If you think bilingual children need twice as much time to master their two native languages, think again. According to *Science* magazine, bilingual children learn two languages just as quickly as monolingual youngsters learn one. A researcher at the Hungarian Academy of Sciences in Budapest believes that when an individual is exposed to two distinct sets of speech sounds from an early age, the area of their brain that is responsible for sorting and interpreting those sounds becomes more efficient. It's just like a muscle that gets stronger with additional work, the language processing part of the brain in multilingual youngsters manages to accomplish tasks faster because it has been exercised more.

APPS ANALYSIS By Stefan Dubowski



BrainPOP

Looking for Grade 3 to 8 curriculum supplements? Try BrainPOP Featured Movie's animated films! These five-minute shorts cover everything from current events, historic milestones in science, the arts and more. With a different movie every day and an interactive quiz, you can test your students on topics pre- and post-viewing. The app has hundreds of free movies, so your class will never tire of the content. Apple users can access even more by subscribing to additional services. Sorry Android users but the French version is Apple only. Be sure to visit the BrainPOP Educators site (bit.ly/1iX5wuQ) for video tutorials, lesson plans and more.

DEVICE: Apple, Android

SOURCE: iTunes, Google Play; free

RATING: 4+, Everyone



Earth Now

Take on the weight of the world with this amazing app. Tap into 3-D models of our planet's deep dark data, as tracked by NASA's Earth Science satellites. Gain unbelievable access to the globe's vital signs, including gravity field and sea level variations, air temperature, carbon dioxide and monoxide levels, as well as ozone and water vapour stats. Animated maps are regularly updated and show climatic changes. Want to take a closer look? Spin the globe with a flick of your finger or zoom in and out with a simple pinch. Facts are presented in plain language — perfect for the ecologists, meteorologists and Weather Network enthusiasts in your classroom.

DEVICE: Apple, Android

SOURCE: iTunes, Google Play; free

RATING: 4+; Low Maturity



Notability

Attention Apple acolytes, this note-taking app does it all! Type or write your next lesson plan, sign a form, explain a concept with a sketch, prepare a presentation and annotate a book or PDF. Worried you'll miss a beat during a meeting? No need. Use Notability's audio recorder — it works in lockstep with the notation feature. Just press record while you enter info, then tap a noted word later to hear what was said at that exact moment. Use the iCloud feature to synch your iDevices and connect to Box, Dropbox or Google Drive to create backups — you'll never lose a single note. It's available in English, French and several other languages.

DEVICE: Apple

SOURCE: iTunes; \$2.99

RATING: 4+

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Social media offers endless opportunities to catch-up on educational news, discuss classroom tips and discover fresh resources. Upgrade your online presence and elevate your scholarly game with the help of these 10 education influencers.

BY STEFAN DUBOWSKI

BLOGS TO READ

My Classroom Transformation

Joanne Babalis, OCT, has a passion for inquiry-based learning. Her blog helps students investigate their world and includes a video of how to transform a regular playground into an impressive outdoor classroom. bit.ly/1dN4LaC

Ontario Teachers' Blog

Tammy Gaudun, OCT, posts articles, videos, as well as her professional opinion on a variety of education-related topics, including: coaching, physical education, geography and technology. bit.ly/1loof03

VISIT ON FACEBOOK

Ontario Teachers: Resource and Idea Sharing

This page is for teachers only — no spammers or aggressive marketers allowed. Members are encouraged to post questions, launch discussions, and share classroom-tested lesson plans and pics of finished projects. on.fb.me/1I6RLfj

Laura Candler's Teaching Resources

This teaching veteran's Facebook page links to hundreds of resources that are available on her blog (bit.ly/1hYUHYM) and website (lauracandler.com). Post questions to the community or browse a list of topics. on.fb.me/OXoGYU

WATCH ON YOUTUBE

Ontariomath: A five-minute concept

Although this channel targets Grade 5 teachers, parents and students who are looking to sharpen their math skills won't be disappointed with the five-minute videos that cover all of the essentials you'd expect. bit.ly/1o3Ljua

FOLLOW ON TWITTER

International Society for Technology in Education

This society tweets advice on a variety of hot tech topics, touches on the latest trends and suggests ways that you can encourage more girls to pursue studies in subjects such as science, technology, engineering and math. [@isteconnects](https://twitter.com/isteconnects)

Ontario Association of Junior Educators

Learn tricks and tips in lesson planning, discover new teaching practices and stay up-to-date on changes in Ontario curricula. These tweets focus on junior grade content but other info is available. [@oaje_org](https://twitter.com/oaje_org)

Ontario Society for Environmental Education

Get your green on with these outdoor-learning advocates. Read fun tweets about environmental topics, receive updates on the EcoLinks conference and access the NFB's water-themed documentaries. [@EnviroEducators](https://twitter.com/EnviroEducators)

PIN ON PINTEREST

The Rookie Teacher

TheRookieTeacher.ca's board of inspiring pins offers fresh approaches to your practice. Re-pin posters that will help students to distinguish fact from opinion and comment on creative collage ideas. bit.ly/P5nW3D

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NPR: Education Podcast

National Public Radio's site updates teachers, administrators and parents on all the latest education topics. Tune in for a wide range of conversations including how to support disadvantaged students. [n.pr/1hYt2XS](https://www.npr.org/1hYt2XS)



Inspiring Minds



Samantha Leonard, OCT, teaches at-risk students how to dream big and reach their personal best.

BY TRISH SNYDER

“It’s nice to see you.” Samantha Leonard, OCT, means it when she smiles warmly at a teenage girl on an overcast morning at Anishnaabe Skiniw Centre in Southwold, a Thames Valley DSB alternative classroom. The 17-year-old wearing a hoodie might have quit high school altogether if not for Leonard’s efforts in this one-room school for London-area First Nations students.

Instead of a full day of classes, 14- to 18-year-olds attend two-hour blocks of one-on-one tutoring and self-study. Since Leonard provides a variety of lessons and worksheets (all board approved) for students in every subject, her biggest challenge isn’t teaching multiple grades — it’s getting disenfranchised teenagers in the door and finding ways to make lessons resonate. Most arrive in the program not because of a lack of intelligence, but because it can be hard to keep Shakespeare and algebra at the top of your priorities when your home life is painful, you’re fighting addictions, mental illness or when you’ve been up every two hours feeding a newborn.

With compassion and ingenuity, Leonard is helping frustrated and disillusioned students find success at high school. By re-engaging young people with real-world experience and helping them develop social skills while they tackle credits, Leonard is erasing the stigma of punishment and failure that clings to alternative education and reframing it as a unique, positive place to learn. And, her efforts are paying off. Leonard’s cheerleading has inspired some students to continue learning at adult education programs or college, while giving others the chance to experience something equally important — hope.

“This program is awesome because it helped me succeed at something,” says a former student. It also earned Leonard a Prime Minister’s Award for Teaching Excellence in 2013 for her work at Anishnaabe Skiniw and two programs that she launched for young parents. “If these students aren’t making it with us, they’re dropping out,” she says. “I don’t want 14-year-olds to be out there on their own.”

ONLINE

Beginning with this issue, visit professionallyspeaking.oct.ca for video documentaries of our Exemplary Teachers.

EXCLUSIVE

PHOTOS: LIAM SHARP



Samantha Leonard, OCT, and her students during a two-hour block of tutoring and self-study at Anishnaabe Skiniw centre in Southwold.

Since she earned her teaching degree in 2005, Leonard has spent most of her time in alternative education. In 2010, she launched ReConnect Merrymount in London, Ont., a non-profit crisis centre with a flexible program that gives teenage-parents who've dropped out the chance to balance education with their new responsibilities. The goal is to give students the skills they need to be good parents — while they earn credits toward their diplomas — and transition them back to high school so they can graduate.

That year, 22 teen moms and two dads worked independently toward a credit. They earned a second interdisciplinary credit (IDC) for participating as a group in experiential learning activities that covered parenting, fashion, and managing personal and family resources. Leonard ran cooking classes to show students how to make healthy snacks, such as banana bread and smoothies. She walked them through the steps to finding a job, teaching them how to use templates for resumés and cover letters. When students needed baby clothing, Leonard helped them out by making a few calls. It turned out that her board had 30-year-old sewing machines still in storage. So she dusted them off and taught students to sew.

“Samantha could have said, ‘Sorry we don’t have that equipment,’” says Rebecca Howse, OCT, the former principal of Adult, Alternative and Continuing Education for the Thames Valley DSB, who hired Leonard to create the Merrymount program when the centre offered the space. “But she took the initiative to bring in those machines,” Howse says. “She always does whatever she can for her students.” The following year, Leonard established a similar ReConnect program in St. Thomas, Ont.

Creating community

Leonard landed at Anishnaabe Skiniw in 2012 — her first full-time contract position — and was put in charge of a modern one-room schoolhouse, supporting students of all abilities in multiple subjects and grade levels. Her first priority was to set a positive tone within the classroom and create a sense of community. She builds trust by giving students the right to pass. Instead of requiring everyone to chime in during class discussions, they can listen without sharing. She set up a kindness tree and decorated it with students’ random acts, everything from holding a door open to sharing a compliment. When someone is absent, she calls to see how they’re doing

and welcomes them back without a whiff of accusation. “I’ll say, ‘I was worried about you and I’m glad you’re OK. We missed you.’ I try to make everyone feel like they’re a part of something. If they think that no one cares, it’s too easy for them to hit the snooze button.”

When one of Leonard’s afternoon students stalls on a Grade 10 math problem, the girl tugs out her earbuds and asks for help. For the ones who are reluctant to ask, giving feedback can be an exercise in diplomacy. If she notices someone is stuck, Leonard tries not to single them out. “I’ll ask, ‘Do you mind if I explain this? Or, can I give you an example?’ It’s not punitive or negative. I point out that we’re all here because we need help.”

Instead of handing back assignments criss-crossed with red pen, she reviews the work side by side with each student. She’ll ask, “Did this meet the success criteria? What could we do better?” Most students come up with the fixes themselves — revising a draft or adding colour to a poster — to raise the quality of their work. “There’s a lot of shame and blame in alternative education,” says Howse, “but Samantha gives her students the gift of high expectations so they can hold their heads up and be proud of what they’ve done.”



CARLY'S CALLING

Singer, songwriter and actress Carly Rae Jepsen reflects on the two teachers who encouraged her talent and helped her find her mark at centre stage.

BY RICHARD OUZOUNIAN

Every Cinderella worth her salt has at least one fairy godmother, but the really lucky ones always get two. Just ask Carly Rae Jepsen — the latest talent to take a whirl in those infamous glass slippers on Broadway in Rodgers and Hammerstein's *Cinderella*.

When she was first announced for the title role, scoffers had questioned what the “Call Me Maybe” pop singer was doing in a musical comedy of that calibre. Had they done their homework, they’d have known that once upon a time Jepsen ruled that genre, starring in everything from *Annie* to *The Wiz*.

And, that’s where those two fairy godmothers — well, a godfather and godmother — enter Jepsen’s story. Without David Fryer and Beverley Holmes, both teachers at Heritage Park SS in Mission, BC, Jepsen’s career would likely look a lot less enchanting.

“The two of them helped me so much that I honestly don’t know where I’d be today without them,” says Jepsen from her backstage dressing room. “They put my feet on a road and directed me down this unbelievable path.”

Fryer, an acclaimed musician, encountered Jepsen first and still remembers the moment. “She was in Grade 3, at a talent contest. Carly was singing ‘The House at Pooh Corner’ with her father — she had the most incredible stage presence. And her voice? Amazing. So lyrical and beautiful, even back then.”

Three years later, despite her age, Fryer offered Jepsen a golden opportunity to grow as an artist.

“I was in Grade 6 when David invited me to sing with his jazz band as a featured guest. I couldn’t believe it but I gave it a go and it was an amazing experience.”

Fryer laughs when told about Jepsen’s memories of their time together. “She started as a featured guest but soon became our lead vocalist and did almost every concert with us — even the touring.”

The idea of someone so young singing with a big band may seem odd, but Fryer insists that Jepsen fit in perfectly.

“The very first song Carly ever did with us was ‘It Don’t Mean a Thing If It Ain’t Got That Swing,’ and she knew how to do it instinctively. She had great phrasing, right from the start,” says Fryer.

“I’ve always felt lucky to have teachers who believed in me and did what I could to live up to their expectations.”

Jepsen’s time with Fryer helped this soon-to-be star fine-tune her vocals, “He taught me so much about different kinds of music and about harmonies. He helped me discover my voice and the higher register that I never knew I had.”

Like a true lead singer, there came a time when Jepsen would have to make a tough decision, take a leap of faith and break away from the band. It was at this point that Beverley Holmes came onto the scene.

Holmes had carved a career out for herself as the person you’d bring into a school if you were looking to launch a theatre program. “I’ve always had a passion for acting, not to mention bossing people about — so I guess that becoming a director worked out pretty well for me,” the retired drama teacher jokes.

Together, Holmes and Fryer became the musical theatre dream team at Heritage Park SS, but when they set out to produce *Annie*, they had a problem — no one in their school fit the bill for the lead.

Just as Fryer noticed the singer at a talent show years before, Holmes first spotted her on stage. “She was about 10 and I remember thinking what a controlled and powerful voice she had,” says Holmes.

“Then I saw her in a production of *A Christmas Carol*. Carly was the ghost of Christmas future, she had no lines but she was the most memorable person in the play. That was the thing about Carly — once you saw her, you never forgot her.”

So when they were stuck for an *Annie*, they knew who to call on for the role.

“She was really the only student we could imagine playing that part,” admits Fryer, while Holmes recalls that her diminutive power was exactly what they needed for the musical classic.

Their instincts proved to be right. She was dynamite on stage, so much so that over the next two years they mounted two more shows — *The Wiz* and *Grease* — with Jepsen as the star of each.

“There came a point when I knew that I couldn’t keep casting Carly in the lead every year, so when she didn’t seem right



Retired teacher Beverley Holmes reunites with Carly Rae Jepsen on the Broadway stage where the singer plays the lead in *Cinderella*.

to play Sandy in *Grease*, I gave the role to another girl. But as luck would have it, the other student didn’t work out and so once again I turned to Carly — and, of course, she was magnificent.”

Jepsen looks back on her high school theatre experience fondly and says she learned a great deal from Holmes. “I loved Bev’s approach to directing. She would check in with the cast every day to ask how we were doing and what we were feeling. She wanted us to tap into our emotions and use them during the show. It was such a special thing.”

Inspired by these experiences (and with a nudge from Holmes) Jepsen enrolled in the Canadian College of Performing Arts in Victoria, but found herself at a bit of a dead end once she completed her studies.

“I didn’t know what to do. I loved to perform but it just wasn’t happening for

me, so I thought I’d be a teacher like my parents,” recalls Jepsen.

It was right around this time that her former teacher connected with Jepsen again to offer some guidance.

“I’ve always been a fan of taking chances,” says Holmes, “so when I heard *Canadian Idol* was having auditions,

I knew in my gut that this was what she had to do.”

Jepsen laughs. “I was having a nice bath when Bev called, she told me to get out of the tub because she was coming over and driving me down to Vancouver for the *Canadian Idol* auditions. I wasn’t sure that I even wanted to go but Bev said, ‘You’re going to this audition,’ and that was that.”

She was cast in the fifth season and although she finished as the second runner-up, Jepsen parlayed her way into a national tour which put her in the spotlight, got her noticed

and set her firmly on her path to stardom.

“When I see her today, I’m so proud,” says Holmes, “but I can’t help myself, I always have more notes to give her, like, ‘Use the other side of the stage. Don’t be afraid to take command.’ But she’s the real thing — her talent is all hers.”

Fryer speaks gently of his former protégé. “She’s always been very kind, too kind, about what Bev and I have done for her. She certainly is incredible to watch.”

“Everything I am today, I owe to David and Bev. *They* had the vision,” says Jepsen. “David saw a little girl singing with her dad and then pictured me performing in a big band. Bev noticed a teenager who had no lines in a play but could imagine me as the lead in a musical. I’ve always felt lucky to have teachers who believed in me and did what I could to live up to their expectations.” **PS**

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by Veseys

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**Veseys Bulbs**



Elisa Graceffa, OCT, shares her experiences of teaching in Tanzania.



PHOTO: MARKIAN LOZONCHUK; PROPS & WARDROBE: INGRID WILLIAMS; HAIR & MAKEUP: BUFFY SHIELDS, JUDY INC. / THIS PAGE: JACKET & TOP: BANANA REPUBLIC; PANTS, JOE FRESH; SHOES: TOWN SHOES / COVER: JACKET, AMERICAN EAGLE; T-SHIRT, JOE FRESH; PANTS & BRACELET, BANANA REPUBLIC; SHOES, TOWN SHOES



PASSPORT TO LEARNING

OCTs are packing up their lesson plans and heading overseas, gaining more than just professional experience along the way.

BY LISA VAN DE GEYN



If you can picture a tiny, overcrowded classroom with concrete floors, bare walls, scratched-up chalkboards and windows without glass or screens, then you have a clear idea of where Elisa Graceffa, OCT, last taught. Needless to say, this unadorned and austere classroom — bustling with eager students in threadbare uniforms — is far from her hometown of Belle River, Ont. It's in the Singida region of Tanzania, where the young, enthusiastic teacher recently spent her days working with 40 to 80 students (ages five to 14) and her nights tutoring, delivering supplies, feeding the hungry and repairing buildings.

Singida is both literally and figuratively thousands of kilometres away from the University of Windsor faculty of education where Graceffa did her practicum in 2012. Those classrooms were palatial in comparison. Staples that we expect to have access to in Canadian schools — such as desks, chairs, Smart Boards, notebooks, iPads, art supplies, dictionaries, even electricity and running water — are considered luxuries for those teaching in the developing world.

There are plenty of reasons to work in another country. Some teachers hope to learn a new language and explore a new culture. Others may look beyond Ontario's borders when they can't find the job of their dreams — or any job in their field — on home soil.

The number of teachers who have picked up their passports and packed up their degrees to work abroad has increased over the last several years. The teaching profession in Ontario — and in many of our other provinces — is oversaturated. According to *Professionally Speaking's* 2013 *Transition to Teaching* report, the rate of unemployed first-year teachers is growing at a rapid pace — it now stands at 38 per cent, compared with a mere seven per cent just five years ago. Fewer than 30 per cent of teachers find the job they want in the year after they graduate and more than half end up moving out of province (or out of the country) for teaching positions. In fact, 17 per cent of College members who received a full-time post in the field this school year found it outside of Ontario. Survey respondents told us that the United Kingdom, South Korea and China are among the countries most “highly represented” with OCTs.

Taking a job overseas with a reputable organization can benefit both the teachers and the schools abroad that are in need of eager, skilled educators. Through these programs, students in foreign countries get access to well-trained teachers, and teachers have a chance to acquire invaluable professional and personal experience.

Learning experience

Graceffa's time overseas mirrors that of fellow University of Windsor alum, Kimberly Cox, OCT, who was recently teaching in Tanzania gaining practical skills over a two-week period. Cox hadn't been teaching a specific grade prior to leaving for East Africa — instead, she was on the emergency supply list for the Greater Essex County DSB, and volunteering in kindergarten to Grade 8 classrooms. Since she hadn't yet secured a steady position, Cox found inspiration in a world-travelling teacher of hers from high school and decided to join Teachers for Tanzania — a group of University of Windsor education students, faculty and alumni who volunteer at the rundown schools in Singida to teach students from the Kititimo Center for Orphaned and Vulnerable Children. They offer much-needed relief work in the region and it was an opportunity she couldn't turn down. "The value these students see in education is refreshing," says Cox.

"Days at the schools begin with an overwhelming amount of excitement from the students," echoes Graceffa. "It was clear that optimism radiated through the classrooms, and not only did the students want to learn, so did the teachers and the community around them. There are no words to express the experience that I had during my stay," she says. "I discovered more about myself — both personally and professionally — than I would have in a lifetime, if I hadn't gone abroad."

Teaching on the fly

Thanks to her time in Tanzania, Graceffa feels she can handle almost any situation that comes her way. What's her secret? Being prepared for everything. "I was forced to improvise, especially with the resources that were available," she says. "This experience took me out of my comfort zone but, at the same time, allowed me to engage in difficult situations that were extraordinary."

After dealing with daily surprises and challenges in Singida, Cox also came away with a new-found respect for two key attributes within the profession — flexibility and adaptability. Lessons that seem perfect on paper don't always work, says Cox, who understands the value of being able to change plans on the go. "As teachers, we need to be able to connect with our students and adapt our ideas

to give them the best opportunity for success," she says.

Andréanne Grenon-Savard, OCT, a Grade 3 teacher who was at École Georges P. Vanier in Windsor for three years, has also learned a few lessons and gained some perspective by working overseas. Grenon-Savard applied for a job exchange last year — in search of adventure. Since then, she's been teaching in Guadeloupe and has had the opportunity to reflect on the teaching methods used at home. "I appreciate the school rhythm here, which is more relaxed than in Ontario. After six weeks of teaching in Guadeloupe, you get one or two weeks off. Plus, I don't work on Wednesdays — I dedicate that day to my course planning, grading or preparing material for my students," she says. "Because of this change in pace, I'm much more rested and effective when it comes to my professional obligations."

Breaking barriers

One of the major issues for a Canadian teacher working overseas is the language barrier. While Graceffa says teachers who go to Singida are offered a few basic Swahili classes, figuring out how to communicate creatively adds to their skillset and makes for impressive notes on their resumé. "I had to rethink and rephrase my own teachings. Non-verbal gestures,

GAINING GLOBAL EXPERIENCE



Your professional association can help you find the right teaching opportunity outside of Ontario.

Elementary Teachers' Federation of Ontario (ETFO): Take part in Project Overseas (bit.ly/1mwX3Ut), a Canadian Teachers' Federation (CTF) program in which candidates co-tutor workshops for teachers in a developed or developing country. Participants volunteer three to five weeks during the summer and travel to Jamaica, Barbados, Trinidad, Saint Vincent, Dominica, Sierra Leone, Liberia or Uganda. ETFO sponsors 14 participants, while CTF and the affiliated federations cover all expenses.

Ontario English Catholic Teachers Association (OECTA): Apply to Project Overseas (bit.ly/1mwX3Ut, please see ETFO item for more information) or trade places with an Australian Catholic school teacher for a year. The Canadian Education Exchange Foundation runs this exchange program (bit.ly/Prm0ma), an Australian adventure that has been designed especially for Catholic teachers who are employed and paid by their school board while they work abroad.

Ontario Principals' Council (OPC): Principals, vice-principals and other supervisors can experience a leadership exchange with colleagues in Australia, when they sign up for the OPC's Leading Educators Around the Planet (LEAP) program (bit.ly/1j5JCqM). Members also have access to the International School Leadership program (bit.ly/1pYzJOB) offered by Education Leadership Canada (a division of the OPC), that provides online courses and certification, as well as global job opportunities.

repetition and songs were the effective approach for my lessons,” says Graceffa, who says she also took advantage of everyday objects to get her points across. “I used the outdoors as much as possible. It pushed me to be more creative than I ever imagined possible.”

Cox, too, used every means to connect with her students. For example, she made regular use of rocks, sticks and leaves and used sand as notebooks. She even had her students solve math equations by using a soccer ball with numbers written on it. As with Graceffa, Cox found that language barriers offered a chance to learn something new. “Being in a classroom with students who speak limited English, and speaking very little Swahili myself, I developed a sense of empathy for ELL [English language learners] who were likely feeling similar to how I felt at times — confused and unable to articulate my questions,” Cox admits.

Canadian content

Of course, not all cities and schools overseas are alike. Josh Rose, OCT, graduated in the spring of 2013 and for his first year of teaching he travelled almost 12,000 kilometres to Chongqing, in China, when he accepted a position with Maple Leaf Educational Systems. (This offshore program blends Chinese curriculum with British Columbia’s curriculum, and is filled with and run by Canadian teachers and administrators.) Rose learned about Maple Leaf when a representative visited his faculty of education. “After graduating, I would have loved to have found a job close to home,” says Rose. However, the number of teaching positions was limited — especially for a drama teacher. That’s when the idea of teaching in China became a serious possibility. “I’m young and was fortunate enough that moving to another country wasn’t just an option but something I was actually interested in doing.”

In many ways, his transition to working in China wasn’t that difficult. Rose says that one of the most attractive things about moving to Chongqing (a city that has a similar population to Canada) was that the Maple Leaf school board exists under BC’s Ministry of Education. “Classrooms over here are very similar



Josh Rose, OCT, with his students at the Maple Leaf International School in China.

to the ones you’d find in Ontario,” he says, since it’s the board’s goal to create a Canadian experience throughout the high school. “I teach Canadian content — this means that I teach our curriculum, all while constantly experiencing and learning new things.”

Although Rose gets to keep up with the curriculum back home, he doesn’t take it for granted that he’s halfway around the world, working and living in a very different culture. “I love the fact that every day is an adventure. Some days aren’t *great* adventures — I’ve already had a few bouts of food poisoning while travelling — but it’s always an adventure,” says Rose. “As the superintendent of our board once said, ‘China is a constant sensory overload — there are always sounds, sights and smells. They aren’t always great but they’re always interesting.’”

Homeward bound?

Rose is enjoying his work with the Chongqing’s high school students so much that he’s signed on for the next school year. After that, he’ll decide whether he wants to renew his contract. “Ideally, I’d like to return to southwestern Ontario,” he says. “I am a product of the Ontario school system and I did my practicum there, so that’s what I’m familiar with. Plus it’s where my family and friends are, so Ontario will always be home.”

For Rose, the benefits of working overseas outweigh the challenges. “When teaching internationally, you have to deal with varying degrees of culture shock — it’s easy to get overwhelmed, but if you can remember that you’re there for the students, you’ll enjoy what you do.” He adds, “Having a good relationship with the children and your colleagues will get you through the occasional frustration that comes with living abroad — it will help you appreciate the experience for what it is — one amazing adventure.” **PS**

» RESOURCES FOR » JET-SETTING TEACHERS

Looking to expand your horizons by teaching abroad? These trusted organizations will point you in the right direction:

- Canadian Education Exchange Foundation, ceef.ca
- Teach Abroad, goabroad.com
- Teachers for Tanzania, teachersfortanzania.com
- Teachers’ Overseas Recruiting Fair, bit.ly/1dwq53E





on the **FLIP SIDE**

The flipped classroom approach is turning the traditional model of instruction on its head.

BY JOHN HOFFMAN

Students are working individually, in pairs or in small groups in Dianne Fitzpatrick's accounting class. Two girls are collaborating on questions from a textbook. At another desk, a girl and boy are doing calculations on their tablets. "Show me your device so I can see what you're doing wrong," the girl says to her partner. Some are watching instructional videos Fitzpatrick, OCT, has shared on YouTube.

There is a test tomorrow, so Fitzpatrick has posted questions on Angel, her learning management program (that administers and tracks e-learning) and students are working through them. "If you can do those," she says, "you'll be in good shape for the test." She circulates, answering questions and in some cases keeping students on task.

The one thing you won't often see here is Fitzpatrick at the blackboard delivering a lesson — this is a flipped classroom. That means students do their homework in class and watch the videos their teacher has posted online, at home. They make notes as they watch and write down questions to ask during their next lesson. Time with Fitzpatrick is spent working on their own or doing group learning activities designed to encourage students to apply what they've learned from the videos. Short moments of group instruction occur when a question raises a point that the whole class will benefit from hearing.

This new approach is rare in Ontario, however, a small but growing number of OCTs are getting into it. Its proponents are enthusiastic (and vocal!), saying that "flipping" has a number of advantages. It makes students more responsible for their learning, it allows teachers to be available to help when students are working through problems and it's a way to further engage them in the tech culture they're already immersed in.

Fitzpatrick teaches business at Brampton's Central Peel SS, part of the Peel DSB, which launched a pilot flipped classroom program in 2012 that included PD days, on-site visits and an information day that 200 teachers attended.

In 2012, Fitzpatrick took part in a professional development trip to Clintondale HS, near Detroit, Mich., where principal Greg Green flipped all of his 2010 freshman classes in his underperforming school. This was an attempt to address absenteeism, high failure rates and low test scores. It worked so well — a 33 per cent reduced failure rate in English and a 31 per cent reduction in math failures — that he flipped his entire school the next year.

Fitzpatrick was so impressed that she decided to flip two of her accounting classes. She thought using technology would appeal to her students and liked the idea of being available to help them when they'd need it the most.

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is this TRUE PEDAGOGY?

Is it really pedagogy when videos are the principal means of instruction? For Katarina Hlavnicka, OCT, the answer is a resounding yes. “For many, many years teachers used textbooks as resources and no one was questioning whether or not teachers would be redundant,” she says. “We’re just using different types of resources these days, and some of them happen to be in the form of a video.” Hlavnicka feels that the increased one-on-one time with her students allows for the most effective form of teaching, especially with struggling students. “Since I flipped my classrooms, I have become a much more effective teacher.”



Spend a few moments in Fitzpatrick’s class and you’ll quickly see this in action. A girl raises her hand. “This question doesn’t make sense,” she says. The teacher leans down and reads. Then she offers a different perspective and points the student in the right direction. Now that the girl is clear on what to do, she gets to work. “At home I wouldn’t have been able to do that question,” the student says.

Empowered learning

Flipped classroom pioneer Aaron Sams says the primary goal for this approach is to make students active and responsible learners, rather than passive vessels that he must fill with knowledge.

That’s what drove Nour Harriz, OCT, a science and math teacher at Ottawa’s Lisgar CI, to start flipping his classes three years ago. “I was concerned that students had become completely dependent for their learning,” he says. “That meant no accountability at their end. I wanted my students to become their own resources.”

Harriz’s move toward a more interactive presence has led to an increase in the amount of work his students complete. “Students who don’t do their homework often get stuck because they lack the background knowledge that enables them to decode a question,” Harriz says. “If only 40 to 60 per cent of the lesson is retained,

the student is not going to be able to do the homework without help.”

Fitzpatrick says the flipped model allows her to zero in on which students are struggling. “In the past, we’d do a unit, have the test and three kids would fail — usually the ones who hadn’t asked for assistance,” she says. “So by the time I found out they were behind, it was time to move on to the next unit. Now I find out who is struggling well before the test, when I still have time to help them.”

Many parents are also finding the value in the flipped classroom format. Annouk Utzschneider, whose son is in Grade 7 at École Le Mascaret, in Moncton, NB, says the videos that his teacher posts are instructive not only for her, as a homework guide, but also for the math tutor she hired last fall. “Because of the videos the tutor knows exactly what my son is learning and how it was explained,” says Utzschneider. She has noted a huge improvement in his marks this year. “I’m sure the tutoring has helped, but I don’t think it would be as effective without this method and the videos.”

Agnès Demangeon, OCT, is using the flipped classroom with about two-thirds of her adult education classes at l’École des adultes Le Carrefour in Ottawa. “Initially students were surprised that they’d be watching videos,” she says. “But as soon as they saw the first one and discussed it,

LIGHTS! CAMERA! LEARNING!

Dianne Fitzpatrick, OCT, creates her videos with Camtasia (bit.ly/1iiVNAp), a screen capture software (also known as screencasting) that allows voice-overs. She then posts them — along with her assignments, mock tests, and various instructions and sample test questions — on a password protected website that she creates with Angel, a learning management software now owned by Blackboard (blackboard.com). It’s similar to an online course; students can log on from anywhere.

Most of her videos are about five to 10 minutes long. But, can a video of this length cover the content discussed during a regular class? Absolutely! “There’s a lot of wasted time in class — for example, interruptions, dealing with distractions and unrelated questions,” she explains. “I can cover the content for a whole period in 10 minutes of video.”

their reactions were positive.” Flipping is still new to Demangeon, so she’s not ready to declare the experiment a success, but so far she’s encouraged. “The first group had excellent results on their final exam,” says Demangeon. “This approach promotes useful discussions and reflection, which allows students to deepen their understanding of the material.”

Katarina Hlavnicka, OCT, the head of mathematics at Brampton’s North Park SS, started flipping her Grade 9 applied math course last September. But she made an important modification — her students almost always watch their videos in class. “It’s unrealistic to ask them to watch a video at home, take notes and come back to class with questions,” she says. “It might work in Grade 12 advanced, but not Grade 9 applied.”

Hlavnicka is convinced that this increased use of technology helps to

engage her students. “Today’s youth enjoy tech devices,” she says. “Incorporating them into school increases their motivation and makes mathematics more relevant to their lives.” She says using technology also helps free up time during each class. Her students are now in their seats and logged-in within four minutes.

Michel Larocque, OCT, flipped his Grade 12 chemistry class in January and combines at-home podcasts with in-class mini-lectures. “I still do a lecture each day, but it’s a quick one (10 or 15 minutes) because the details related to the subject matter have already been discussed in the podcast,” says the science teacher at Windsor’s École secondaire catholique E. J. Lajeunesse. “I’m sure it will take some time to find the ideal process, but I’m convinced this approach works,” says Larocque.

Student perspective

When Fitzpatrick first explained how flipping works, her accounting students were excited. But eight weeks into the program, students started to resist. “They began to see that this would actually be more work for them,” Fitzpatrick says. Individuals who may have become distracted in a traditional classroom found they needed to pay closer attention in the flipped model.

Students’ responses are mixed but mostly positive, Fitzpatrick says. When she surveyed them, their biggest complaint was that the videos were too long. “I’m working on keeping them shorter,” she says. Some suggested adding a quick quiz at the end of each, which is now in place for her Grade 12s. One commented that he prefers the traditional style. “I’m more of an auditory learner than a visual one,” he said. (Ironically, this same student received the highest mark in the history of the course last year.)

Managing challenges

Sounds pretty good but what if students don’t (or can’t) view the videos at home? “They watch them in class,” says Fitzpatrick. “I realized that it only takes a few minutes, it’s not disruptive and I’m right there to make sure they do it.”

Fitzpatrick uses the Remind 101 app (remind101.com) to notify students

(by text or email) to watch the videos. If they miss three videos in a row, Fitzpatrick calls their parents and signs them up as well.

To flip or not to flip?

While flipped classroom activity seems to be more common at the secondary level, Rick McCleary, OCT, at Burford District ES near Brantford, says his Grade 6 classroom is not and may never be fully flipped. “I think it is good for certain subjects, but I don’t think a 100 per cent flipped environment is appropriate in an elementary homeroom,” he says. “It would be wrong to assign multiple videos per day as homework.”

When McCleary started, he took it one lesson at a time. Now he chooses two to five lessons per week that will work well in video and provide him with the most useful face-to-face time with his students. “I started with math and some science, and then I quickly realized how well flipping would work with art and physical education,” McCleary says.

Several elementary schools in the Peel DSB, including Williams Parkway Senior PS, are also taking steps toward flipping. “We have four teachers taking lead roles,” principal Ozma Masood, OCT, explains. “They are trying out various aspects, noticing the problems and looking for solutions.”

Some teachers, for example, found the prospect of creating videos daunting, so they tried searching online, but that turned out to take almost as long as making their own. While most are making their own videos, they aren’t teaching the entire course that way. Williams Parkway’s physical education teacher John Uren, OCT, made a video about the muscle groups in the human body. Students watched them at home then did in-class exercises that worked each group. “This approach meant less time with me talking and more time for doing the activity,” Uren says.

Whether the flipped classroom will have legs in Ontario is anyone’s guess, but this new method may prove less radical than it sounds. The future of flipping doesn’t have to be an all-or-nothing approach to how teachers structure their lessons but rather another tool they can use to engage students through the kinds of technology they’re already using. **PS**

7 tips on HOW TO FLIP

If you’re thinking of flipping your classroom, consult these handy resources for advice on where to start and step-by-step support on how to properly implement this model into your teaching.

- Dianne Fitzpatrick’s YouTube channel bit.ly/1j0FFAr
- Flipped Learning YouTube channel, bit.ly/OEfwzP
- Nour Harriz’s Flipped Classroom, bit.ly/1s0Djab
- Rick McCleary’s blog, rickmccleary.edublogs.org
- Flipped Classroom Conference, canflip.ca
- The Flipped Learning Network, flippedclassroom.org
- Khan Academy, khanacademy.org



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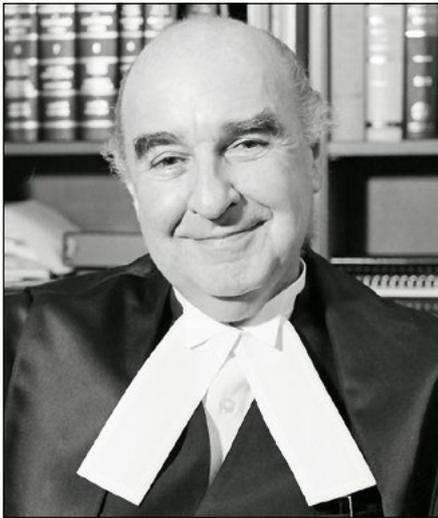


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HONOURABLE LEGACY

During a career spanning more than half a century, Justice Sydney Lewis Robins (1923 to 2014) made his mark as a trailblazer, an impassioned advocate and an inspiring role model.

BY JUSTICE MARVIN ZUKER

Professionalism and compassion were the hallmarks of Sydney Robins's 60-plus years of service to Ontario's legal profession. During that time, he made his mark on education, both as a teacher and as a guiding influence on policy to protect the safety of our students.

From the very beginning, Robins's commitment to and passion for his profession was evident. He studied law at Osgoode Hall, then attended Harvard on a full scholarship, earning his Master of Laws degree in 1948, just a year after being called to the Bar of Ontario.

Shortly after graduating, he was appointed special lecturer on torts at Osgoode Hall where he guided, inspired and mentored an entire generation of law students. At the same time, his professional practice began to flourish — first as a sole practitioner and later in partnership with his brother and other colleagues.

Robins was a pioneer and achieved many "firsts" during his career. In 1961, he was elected a bencher of the Law Society of Upper Canada, becoming the youngest person to serve on the Society's Board of Directors at the time.

Then in 1971, his Law Society colleagues elected Robins to the post of treasurer, making him the first Jewish person to hold the title. He was elected to the role for two additional terms, serving until 1974.

During his career, Robins served as counsel in the Supreme Court of Canada,

and all levels of courts and administrative tribunals, where he developed a reputation for dignity and civility. His stature was recognized by author Jack Batten, who wrote, "The qualities that made him an effective lecturer — elegance, grace, lucidity — were the same qualities that come to define him as counsel."

In 1974, the provincial government appointed Robins to the position of judge for the Supreme Court of Ontario and then in 1981 he was tapped to serve as judge for the Ontario Court of Appeal.

Over the years he became an advocate for the well-being of children in our schools and went on to write an influential report on students' safety after reviewing a landmark case.

The provincial government appointed Robins to review sexual misconduct in the teaching profession following the conviction of former Sault Ste. Marie teacher Ken DeLuca for multiple counts of sexual assault over a 21-year period from the early 1970s to the early 1990s.

Based on this case, Robins was asked to make recommendations about policies, protocols and procedures to identify and prevent sexual misconduct within the school system.

The subsequent report, *Protecting Our Students: A Review to Identify and Prevent Sexual Misconduct in Ontario Schools*, published in April 2000, led to 101 recommendations intended to help protect our students, which were addressed by the provincial government,

the College, school boards, the judiciary and the federal government.

As Robins said about the document, "The bottom line is this: Abusers belong in the courtroom, not a classroom." Because of Robins's report, in combination with recommendations from the College and other education partners, the Government of Ontario introduced the *Student Protection Act* in September 2002. And just last year, the provincial government proposed further protective measures in Bill 103, the *Protecting Students Act, 2013*, to continue the work Robins began almost 15 years ago.

Robins's colleague, Howard S. Black, once said of him, "One of the more distinguishing attributes of Mr. Justice Robins has not simply been his pursuit of justice for the sake of justice, but his humanistic personality and ability to temper the law with a sense of compassion," something Robins made abundantly clear with his impassioned work on behalf of students.

His commitment to the law and his deep concern for those around him defined Robins both personally and professionally. His colleagues, friends and family will feel his absence deeply. Thankfully, his remarkable legacy will continue, guiding and inspiring the professions that we cherish. **PS**

Marvin Zuker is a provincial court judge in Toronto. He holds the rank of associate professor at OISE/UT. Justice Zuker is a member of the Board of Trustees of the Bloorview School Authority.



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For additional reviews of French-language resources, visit pourparlerprofession.oeeo.ca. 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.

Visual literacy begins early. Long before they can read words, children are sophisticated consumers of images — decoding information, emotions, relationships and moods from even the simplest illustrations. Now, in the era of the Internet and comic books for grown-ups, visuals are no longer merely the gateway to words. *In this issue, we look at some of the best new picture books and graphic novels.*

Tap the Magic Tree

BY CHRISTIE MATHESON

This colourfully illustrated book about the magic of the changing seasons has a wealth of wonderful elements for children including rhyming, counting and movement. By adding a special action (jiggling, knocking or clapping) to every page, the author takes storytelling to another level of interactivity. The annual cycle of an apple tree comes alive with great detail and child-friendly vocabulary, making this book highly instructive and a fun read.

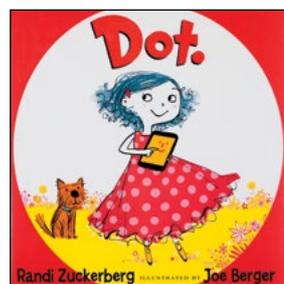
Janet Cotteau, OCT, is an occasional elementary school teacher with the Ottawa-Carleton DSB.

Tap the Magic Tree, HarperCollins Canada, Toronto, 2013, hardcover, ISBN 978-0-06-227445-8, 36 pages, \$17.99, harpercollins.ca



Dot.

BY RANDI ZUCKERBERG



Meet Dot, the surfer queen of digital media. She can tap, tweet, tag, swipe and share all day, every day — until she's all charged out. One day, her mom instructs her to go outside and play because it's time to reboot. Once outside, Dot rediscovers the jubilation of what it really means to tag, tweet, surf and talk.

Powerful and direct, this picture book delivers an important message about the dangers of social isolation caused by an increased dependence on social media. Surprisingly, the message comes from one of the members of Facebook royalty, Mark's older sister, Randi Zuckerberg. The message is simple but worth repeating: Put down your devices and go outside to play! Being

among your friends is a joyful, palpable experience that the digital world can never equal.

As a read-aloud, this book is sure to delight elementary-grade children with its charming writing and vivid illustrations. The stark contrast between the inside and the outside colours reinforces the impact of light and colour on mood and emotions. It could lead to any number of discussions about Internet safety and the dangers that lurk behind the attractive facade of social media. For educators it provides food for thought as more and more schools allow portable devices into their classrooms.

Anjana Thom, OCT, teaches a Junior Communications class with the Peel DSB.

Dot., HarperCollins Canada, Toronto, 2013, hardcover, ISBN 978-0-06-228751-9, 24 pages, \$21, harpercollins.ca

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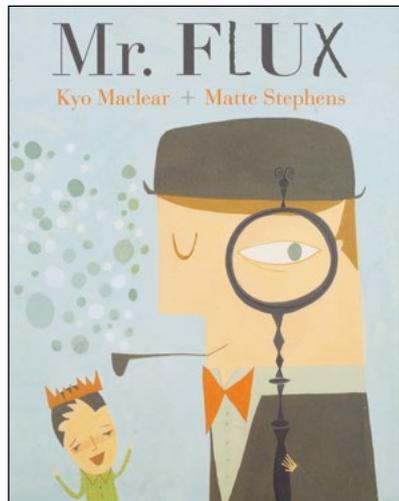


Lakehead
UNIVERSITY

Professional Development
in Education

Mr. Flux

BY KYO MACLEAR, ILLUSTRATED BY MATTE STEPHENS



Love it or hate it, change is the way of the world. And, if we're going to embrace it, we need many so-called 21st-century skills, including flexibility, adaptability, risk taking, critical and divergent thinking, planning, resilience and creativity.

Mr. Flux is a story about change — the change makers and the change resisters.

A self-proclaimed artist, Mr. Flux does not create art. Rather, he creates the disequilibrium that is the foundation of all art and creative living. Martin, a little boy in Mr. Flux's new neighbourhood, believes the unknown is

frightening. But once he begins to taste the unknown in small, manageable bites, he realizes how much fun taking risks and creating change can be. So, with Martin's help, Mr. Flux helps residents of his new community explore the possibilities of change, from wearing a different shirt to painting a house a new colour. Mr. Flux encourages the members of his community to question the status quo and to look at events, objects and others through a different lens that eventually allows them to open their minds to new and exciting possibilities.

Loosely based on the 1960s Fluxus avant-garde art movement, the book is beautifully illustrated using gouache on paper. The story can be used for a lesson in art, perception or technique, but its most obvious connection is to the character education component within the curriculum. Mr. Flux and Martin embody characteristics that, as teachers, we try to model for our students as we attempt to instill the grit, courage and creative thinking they will need for the world of tomorrow.

Jennifer Wyatt, OCT, is a vice-principal and director of curriculum, Junior School, at The York School in Toronto.

Mr. Flux, Kids Can Press, Toronto, 2013, hardcover, ISBN 978-1-55453-781-5, 28 pages, \$18.95, kidscanpress.com

The Man with the Violin

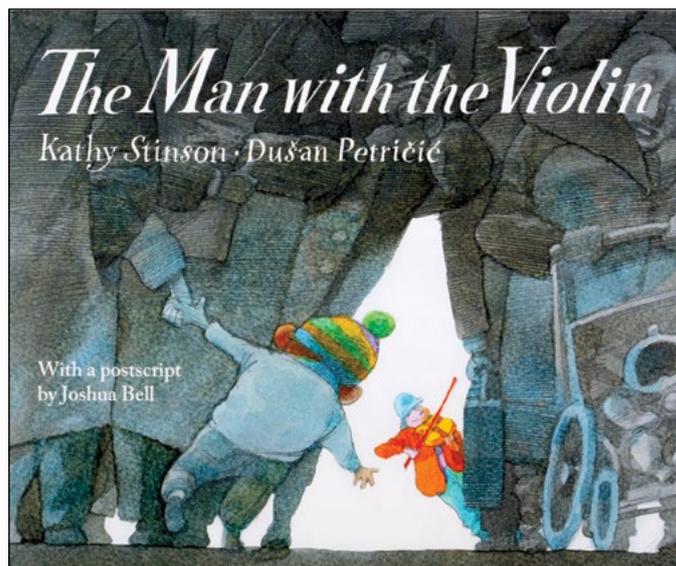
BY KATHY STINSON, ILLUSTRATIONS BY DUSAN PETRICIC

The scene is a Metro station in Washington, DC. The characters are a little boy, his mom and a violinist. The context is a visual and aural swirl of music. Dylan, the little boy, stops to listen. Meanwhile, his mom tugs at his hand, hurrying him to catch the train.

The Man with the Violin is a lyrical story based on real-life events. The violinist was the world-renowned Joshua Bell, who one day in 2007 played in a Metro station for 45 minutes. Only a handful of people stopped to listen for a few moments. The rest rushed on. The fictional little boy draws the reader into his enchantment with the soaring notes of the music. The vocabulary is vivid with melodic words and the illustrations depict the eloquent rhythm and clear sound that only a violin can make. Working in watercolour and using smooth, swirling brush strokes, the artist depicts not only the sound of the music but also the bustle of the subway station. Dylan can hear the music in his head throughout his day, and by the end of it he makes his mother stop and really hear it, too.

In an afterword, Bell sums up the importance of music with a quote from Plato: "Music gives soul to the universe, wings to the mind, flight to the imagination and life to everything." *The Man with the Violin* is a rich springboard for creative learning across the curriculum, great for all age groups. It's a must for any classroom or school library.

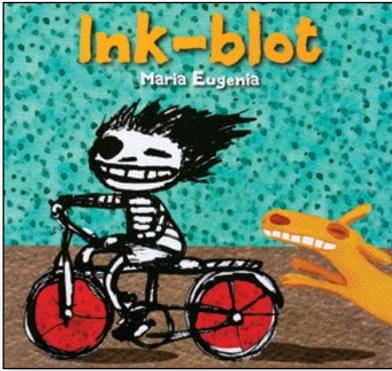
Sarah Lynn Frost Hunter, OCT, is a Grade 3 teacher at Kindree PS in the Peel DSB.



The Man with the Violin, Annick Press, Toronto, 2013, hardcover, ISBN 978-1-55451-565-3, 28 pages, \$19.95, distributed by Firefly Books, annickpress.com

Ink-blot

BY MARIA EUGENIA



Young women are bombarded with media images of how they should look. They're told what their eyes, nose, mouth, skin, body size, body shape, clothes — what every inch of them — should look like. *Ink-blot* is an antidote to this, replacing familiar pop-culture images with positive images to promote self-acceptance and self-esteem. The central character looks more or less like an ink blot, and that's also her name. Although her school friends are drawn in tidy ink lines and appealingly coloured with watercolours, *Ink-blot* is unperturbed about being splotchy or looking different. She's too busy having fun!

Ink-blot is a simple, powerful book that can be used as a positive platform for a variety of discussions and activities about body image and beauty. The reading range is suited to primary grades, but late teens will find the story relatable, too.

Ink-blot will help to promote discussions of all levels of sophistication on such topics as equity, oppression and social justice, and easily integrates into the healthy living component of the health curriculum.

Cheryl Woolnough, OCT, is a Special Education teacher with the Peel DSB.

Ink-blot, Second Story Press, Toronto, 2013, hardcover, ISBN 978-1-927583-22-7, 28 pages, \$15.95, distributed in Canada by UTP, secondstorypress.ca

Northwest Passage

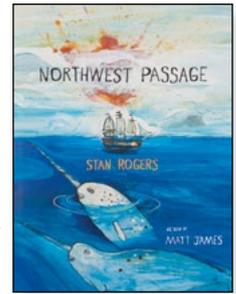
BY STAN ROGERS, ILLUSTRATED BY MATT JAMES

What do you get when you combine a classic Canadian folk ballad with the imagination of an award-winning Canadian painter and illustrator? A breathtaking picture book that resonates with the mystery and the grandeur of Canada's North.

Using the lyrics from Stan Rogers's iconic song, "Northwest Passage," as inspiration, Matt James depicts a unique vision of the centuries-old quest to find a passage from the Arctic Ocean to Canada's Pacific coast. With bold brush strokes, James tells a pictorial story of the frozen landscapes, animals and waterways encountered by explorers such as Mackenzie, Thompson, Kelsey and Franklin as they made their perilous forays into Canada's northern frontier.

History buffs will enjoy the details, particularly of the disastrous Franklin expedition of 1845. In addition, the author supplies a captioned gallery of Canadian explorers, a musical score of Stan Rogers's well-known song, and a list of sources for readers wishing to learn more about the brave individuals who helped shape Canada's past. *Northwest Passage* would be a welcome addition into any elementary classroom or library.

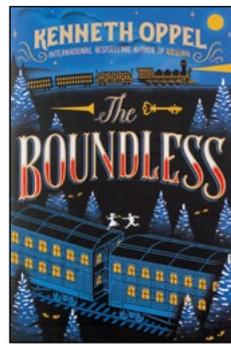
Michael Bellrose, OCT, is the principal at Algonquin Road PS in Sudbury.



Northwest Passage, Greenwood Books, Toronto, 2013, hardcover, ISBN 978-1-55498-153-3, 48 pages, \$24.98, an imprint of House of Anansi Press, groundwoodbooks.com

The Boundless

BY KENNETH OPPEL



Set on a train headed across Canada (*The Boundless*), this book is not only the story of a boy but also the story of our country. It tells of the building of our national railway starting on the Atlantic coast and finishing at the shores of the Pacific. Will Everett is on the train with his dad, the conductor of *The Boundless*, the first train to make the cross-country trip. After witnessing a murder, a killer chases Will from car to car. As he races along, he sees how each class on the train differs from the next. In one car, he finds, "Threadbare blankets and lumpy makeshift pillows are scattered everywhere. There is scarcely room to move," and then, "In the next car he slows down to cross the slippery deck of the swimming pool. The water flashes with colour, and he looks down to see all manner of exotic fish darting about."

We also learn that Will is a gifted artist, but when he expresses his desire to go to an art college in the United States, his father says he won't pay for anything so impractical.

The Boundless incorporates into its fast-paced and compelling narrative a wealth of useful social studies integrations — including the geographical differences between provinces, the disparity in class structures across Canada and how a child's desire to follow a vocation in life is often at odds with their parents' wishes. It's a wonderful novel to read with your class — an action-packed story that also covers key history and geography curriculum.

Kara Smith, OCT, is a curriculum creator and associate professor of English language arts at the Faculty of Education, University of Windsor, and is bound for Banff by train this summer.

The Boundless, HarperCollins Canada, Toronto, 2014, softcover, ISBN 978-1-44341-026-7, 332 pages, \$19.99, harpercollins.ca

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YOU ARE INVITED

2014 ANNUAL MEETING OF MEMBERS

KEYNOTE SPEAKER

DORA NIPP, Human Rights Education and Change Specialist with the Ontario Human Rights Commission

KEYNOTE ADDRESS

Dora Nipp will be speaking on "A Human Rights Framework for Diversity." A teacher before studying law, Dora is currently a Human Rights Education and Change Specialist with the Ontario Human Rights Commission.

CHAIR'S ADDRESS

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

REGISTRAR'S ADDRESS

CEO and Registrar Michael Salvatori, OCT, will report on the College's 2013-14 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.

OPEN HOUSE

The College's library is hosting an open house. Drop by to see the full range of free services available to you.

RECEPTION TO FOLLOW



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Wednesday, October 1, 2014 – 5:30 p.m.
RSVP to outreach@oct.ca

ONTARIO COLLEGE OF TEACHERS, 14TH FLOOR, 101 BLOOR ST. W., TORONTO, ON M5S 0A1

POSTING 14-15



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for Great Teaching

Program Officer, Accreditation Unit, Standards of Practice and Education Department

Category 5a — Salary Range \$81,543 to \$121,933
One-year secondment (renewable)

We are looking for a member of the Ontario College of Teachers with solid knowledge of initial and continuing teacher education to join the Accreditation Unit. Our Program Officers are passionate and caring educators with strong analytical, problem-solving and conceptual skills.

This position requires an enthusiastic teacher-leader with strong interpersonal and consultation skills, an eye for detail and the ability to manage several large projects independently. Successful applicants will have a minimum of seven years of educational leadership experience that includes teaching, mentoring, program review or curriculum development, facilitation of professional learning and reflective inquiry. Bilingualism is an asset for this position, as well as experience teaching Additional Qualification programs or pre-service candidates. Excellent written and oral language proficiency is required. Some travel within Ontario is also required.

Primary duties:

- Support the Manager of Accreditation and the Accreditation Committee.
- Facilitate reviews of programs that lead to teaching qualifications in Ontario in accordance with regulatory requirements.
- Review applications for accreditation of Additional Qualification courses and provide descriptive feedback.
- Facilitate accreditation panels to review pre-service teacher education programs and develop an evidence-based report of findings and recommendations.
- Support teacher education providers throughout the accreditation process by interpreting regulations and College policies, developing resources and guiding application development.
- Prepare presentations, reports, briefing notes, issue papers, literature reviews and research summaries to inform program enhancements and policy alternatives in accreditation and teacher education.
- Prepare correspondence, responses to inquiries, make presentations and liaise with our network to inform the public and education stakeholders about the College, its core responsibilities and our accreditation activities.
- Keep informed about current issues, trends and research in teacher education and professional accreditation in Ontario and other jurisdictions, and carry out related primary and secondary source research studies.
- Perform other duties as required by the College.

To apply, please forward your resumé and covering letter no later than **June 20, 2014**. Email applications to careers@oct.ca and indicate posting number 14–15 in subject heading.

INVITATION TO APPLY



Setting the Standard
for Great Teaching

College Council Vacancy

College members who are employed by a French-language public district school board, a public school authority that operates a French-language instructional unit, or the Provincial Schools Authority at Centre Jules-Léger are invited to apply to serve in this vacant Council position.

If you are selected by Council to serve:

Your employer will be reimbursed for temporary replacement salary expenses incurred for time that you are engaged in College business. You will be directly reimbursed for travel and accommodation costs associated with Council and committee business.

You may submit an expression of interest if:

- you are a member in good standing with the College and live in Ontario
- you are employed as an elementary school teacher and hold the qualifications required to teach a course or class in the Primary or Junior division or in the first two years of the Intermediate division,

OR

- you are employed as a secondary school teacher and hold the qualifications required to teach a course or class in the last two years of the Intermediate division or in the Senior division
- you are employed in a French-language instructional unit (French-language instructional units do not include immersion programs)
- you are a full-time classroom teacher*
- you are available to participate in Council and committee meetings from the time of your appointment until June 30, 2015
- you are not on a leave of absence for any reason other than illness, compassion, family or parental.

If you hold a position as an employee or appointed or elected director, official or member of the executive at the provincial level, or as a president at the local level, in the Association des enseignants et des enseignants franco-ontariens, the Ontario Teachers' Federation or the Ontario Ministry of Education, you may apply. However, you must resign that position and meet the employment requirements of this Council position before taking office.

If you meet the criteria and would like to serve on the Council of your professional governing body, please forward your resumé by email to Myrtle Herzenberg, Council and Committees Officer, at mherzenberg@oct.ca.

The deadline for receipt of applications is **June 15, 2014**.

The Nomination Committee will review all applications, meet with short-listed candidates and recommend a nominee to Council.

Please contact Myrtle Herzenberg toll-free in Ontario at 1-888-534-2222, ext 685 for further information on the duties associated with Council service.

*A full-time classroom teacher is defined as a person who is part of an employer's regular teaching staff and is assigned in a regular timetable to provide one or more instructional services in a school on a full-time basis. Guidance counsellors and librarians, coordinators or consultants who coordinate subjects and programs for students or for the teachers of subjects and programs are considered to provide instructional services.

ONE WILD STORY

A Grade 1 teacher combines technology and a classic storybook to improve his students' reading and writing comprehension.

BY STEFAN DUBOWSKI



Vince Racanelli, OCT, uses tablets and apps to develop students' narrative techniques.

THE CHALLENGE:

Teach Grade 1 students how to accurately recall and convey facts from a story.

THE SOLUTION:

Illustrate solid narrative techniques using audiobooks and YouTube videos, and create an electronic scrapbook with the help of a tablet and a storytelling app.

LESSONS LEARNED:

The building blocks for basic reading and writing comprehension are often distilled down to five little words (Who, What, Where, When and Why), but when you cater to a group of Grade 1s, the foundations of analytical thought can't possibly compete with Lego or Minecraft — until now. Vince Racanelli, OCT, has a trick to get his all-boys Humberwood Downs Junior Middle Academy class in Toronto excited about the Five Ws — and it involves a wildly popular storybook and a touch of technology.

“When I was focusing on the ‘Where,’”

says Racanelli, “Maurice Sendak’s *Where the Wild Things Are* came to mind.” Not only does it have one of the Ws in its title but it also has a wolf-costumed protagonist, Max, who instantly captivates readers.

This success story begins with the boys listening to the 1963 classic in a variety of formats — Racanelli reads the book aloud, he plays the audio version and he shows YouTube videos of others reading the text to reinforce different narrative approaches. He then divides his class into pairs and has them take turns reading from the book while others use the tablet to record their audio. The boys also use the device to take photos of their classmates' facial expressions while they read. This allows students to see the range of emotions associated with storytelling.

Later, during art class, students dream up 3-D depictions of the storybook monsters and then, during drama, they re-enact the “wild rumpus” dance that the Wild Things do. Racanelli documents every monstrous moment on video.

YOU CAN DO IT TOO!

WHAT YOU'LL NEED:

- A storybook that is available in print, audiobook, video, etc.
- A tablet, (e.g., iPad, Galaxy Note)
- A scrapbook app, (e.g., Little Story Creator, bit.ly/1rwPGNM)

STEPS TO TAKE:

- 1) Read the story, play the audiobook and show videos for enhanced student comprehension.
- 2) Reinforce the story in other subject areas, such as art and drama.
- 3) Use the tablet to record your class re-enacting and retelling the story.
- 4) Create a scrapbook for parents and colleagues by transferring all of the recorded files to an app.

Now, it's time for all of these pieces to come together. Racanelli transfers the voice recordings, photos and videos into an app called Little Story Creator, and makes an electronic scrapbook to share with parents and colleagues.

OBSERVATIONS:

With a class of 19 and only two iPads, the boys must work in groups. Some might consider this a limitation but Racanelli turns it into a teachable moment — his students understand that patience is necessary and they learn the art of collaboration. It's all about respecting each other's strengths and weaknesses. He monitors how everyone interacts and instructs them to use positive language.

Racanelli uses multiple storytelling methods (audiobooks, videos and in-class readings) to drive his lessons home. He encourages students to develop a deeper understanding of the key narrative elements (beginning-middle-end, setting, etc.) and to look closer at how the characters feel and change along the way. He also creates additional opportunities to enrich the boys' comprehension of a specific story by integrating the material into other subjects. **PS**

HELPFUL HINT: Use technology to update parents on their children's in-class activities. “I email a monthly newsletter with photographs of students working along with suggestions for further at-home learning,” says Vince Racanelli, OCT. “Parents love to stay informed.”

MAKE THIS A P.D. YEAR

AQ COURSES

FALL 2014

September 29 to
December 19, 2014

Registration:

Opens June 10, 2014

Closes September 9, 2014

SPRING 2015

March 23 to June 5, 2015

Registration:

Opens December 2, 2014

Closes March 4, 2015

SUMMER 2015

July 6 to July 31, 2015

Registration:

Opens April 8, 2015

Closes June 5, 2015

Closing dates will be
extended if spaces
are still available.

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NEW
Health & Physical
Education
Intermediate &
Senior Part I

- Assessment & Evaluation
- Assistive Technology
- Media
- Math
- Writing

ONTARIO ENGLISH
**Catholic
Teachers**
ASSOCIATION

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.

COUNCIL STRENGTHENS FOCUS

Strengthening Self-Regulation. That's the theme and overall purpose of the College's strategic plan that Council approved in March 2014.

In June 2013, Council launched a strategic-planning process. A strategic-planning process team was formed including Council Chair Liz Papadopoulos, OCT, Vice-Chair Marc Dubois, OCT, appointed Council and Executive Committee member Bill Kirkwood, CEO and Registrar Michael Salvatori, OCT, and Corporate and Council Services Director Richard Lewko. An external facilitator was hired to design and lead the process.

Subsequently, all members of Council except one, along with the College's Senior Leadership Team, participated in a two-day retreat in October toward the plan's development.

Their deliberations were informed by the results of a broad consultation with the Ministry of Education, education faculties, stakeholder groups and education thought leaders, other regulators, and focus groups of parents and College members.

"The process was a model of good governance," said Liz Papadopoulos, Council Chair. "The exercises provided Council and staff with the opportunity to collectively identify areas of risk/need that we could mitigate through proper planning."

In December, Council members reviewed a draft mission statement, vision and values, as well as strategic priorities developed during the retreat. Edited versions were circulated for discussion at the March Council meeting.

Mission statements articulate an organization's purpose. They state or imply identity and answer the question, "Who are we and why are we here?"

Following the criteria that effective mission statements are current,

meaningful, inspiring, memorable and guide decision-making, Council approved the following as the College's official mission:

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

The mission speaks to the College's core mandate — it is easy to understand and meaningful for members, touches on the ethical and practice standards, and will help to guide operational practice.

Values are the guiding principles or standards of behaviour that should be reflected in the judgment or actions of Council and College staff as they work to fulfill the mission.

Following suggestions from the retreat, Council approved the following in March:

The College commits to:

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

Council also established four strategic priorities as meta-actions that will drive the mission statement fulfillment. They are:

- broaden membership engagement in the work of the College and in particular, engage non-traditional members, including retired teachers and First Nations, Métis and Inuit teachers
- develop strategies to facilitate the ongoing professional learning of members
- develop a comprehensive, long-term

communication plan that includes other regulators and leverages the College's website and other communication vehicles to:

- inform the public about the objectives and processes of self-regulation
- develop, among the public, an appreciation of the value of self-regulation
- improve the transparency of the College.
- enhance Council and committee effectiveness and accountability through:
 - professional development on good governance
 - clarification of the appropriate roles of Council members and staff
 - streamlining and improving Council's processes
 - identification, review and improvement of committee practices
 - implementation of formal accountability measurements
 - initiating periodic third-party review.

An action plan and timeline for implementation of the strategic plan will be drafted for Council's consideration at the June 2014 Council meeting.

"Strategic planning helps Council to focus its direction and establishes a framework within which staff will operate," Papadopoulos said. "The plan includes a commitment to the public and to our members that allows us to clearly articulate how we operate and what we are going to focus on in the future."

"Council has pledged to uphold its legislated mandate and fiduciary duty to protect the public interest," she said. "We will develop success criteria and re-evaluate the relevance of the plan in a couple of years. By demonstrating continuous improvement, we can strengthen self-regulation." **PS**

SPARKING CURIOSITY

HOW WE'RE ENHANCING OUR COMMUNICATIONS OUTREACH PROGRAM.

Do you know what an arboriculturist* is? What about a nephologist* or a mycologist*? Would you like to find out? Creating a sense of curiosity is key to the strategy behind the development of the College's public awareness initiative.

The why

In December 2013, the College announced the launch of a communications outreach program that was designed to increase public awareness of its services. The College licenses, governs and regulates 239,000 members of the teaching profession in Ontario. It sets the standards of practice and ethical standards, accredits teacher education programs and conducts disciplinary hearings. Unfortunately, research shows that only 4 per cent of Ontarians surveyed in 2013 knew this.

"The College exists to serve the public interest and as such we are mandated to communicate with the public," says Michael Salvatori, OCT, Chief Executive Officer and Registrar. "It's critical that we ensure Ontarians know the role we play and the resources available to them because the public cannot be served by an organization they are unaware of."

To fulfill this mandate, the College is engaging in conversation with the public on something that matters to everyone — our students. The public awareness messages

— delivered through English and French print, radio, television and online outlets across Ontario — support recommendations from the LeSage report (an independent review of the College's discipline process), and address feedback from focus groups and public surveys. "We are purposefully evolving the way we communicate with the public," says Richard Lewko, Director of Corporate and Council Services. "From the visuals we choose to the language we use, we are working to ensure that what we create is interesting, informative and always engaging."

The concept

The concept for these ads builds on the basics — the letters of the alphabet — and uses them to explore a variety of unique careers available to students. The message is that there's no telling what students will achieve when teachers are equipped to excel.

The content

Each advertisement is adapted to suit the particular medium in which it plays and is designed to drive traffic to oct.ca. Print ads show students from Ontario's publicly funded schools and — similar to the 30-second French and English radio ads — focus on lesser-known careers (such as a mycologist) to pique the audience's interest.

The visuals for the online video ads highlight the role a teacher plays in education



while the audio focuses on how the College sets the standard for great teaching. Digital banners follow the same theme and can be found on websites frequented by Ontario parents. The College has also created unique advertisements for CP24, using still images as a contrast to the activity on screen.

All of the ads incorporate the tag line, "Ontario College of Teachers: Setting the Standard for Great Teaching," and collectively explain the College's role within the Ontario education system. Not only does the initiative deliver essential information about the College, it reminds parents and other members of the public of the important work that our members do in the classroom and the incredible influence they have on their students.

*Still curious?

- An arboriculturist is an expert in the cultivation and preservation of trees.
- A nephologist is a meteorologist who specializes in clouds.
- A mycologist is a biologist who specializes in fungi. **PS**



APPOINTMENTS

NEW MANAGER OF COMMUNICATIONS



Bill Powell

Earlier this year, the College welcomed Bill Powell as the Manager of Communications.

Powell brings a wealth of communications and operational experience gained over 20 years in the private sector including, most recently, eight years in a leadership capacity with Air Canada.

Born and educated in St. Catharines, Ont., Powell excels at working collaboratively with stakeholders and

leveraging the latest digital, video and print mediums to boost engagement and bring messages to life.

In the words of Powell, "As a product of the Ontario education system, I am proud to have joined the Ontario College of Teachers and support the profession and people that played a key role in instilling important life skills which shaped the person I am today. I feel that this is my opportunity to give something back for all that was invested in me."

APPOINTMENTS (CONT.)

NEW CHAIR OF THE PUBLIC INTEREST COMMITTEE



Bill Kirkwood

Bill Kirkwood became the Chair of the Public Interest Committee on March 4, 2014, for a three-year term.

Kirkwood retired from Ontario's Ministry of Education in 1994 after a distinguished career in public education that included 14 years as a secondary school teacher in Peel. After serving two years at the Peel board's head office, Kirkwood

joined the Ministry of Education where he held positions as education officer, executive assistant to the deputy minister,

and acting director of Communications and Marketing in the Administrative Services Branch of the Central Ontario Regional Office.

After retiring from the Ministry, Kirkwood served as Director of Education Services for the Purchasing Management Association of Canada from 1994–97. A qualified principal and supervisory officer, Kirkwood holds a B.A. and an M.Ed.

He served as an appointed member of College Council from June 2007 until February 28, 2014, and has occupied seats on the Executive, Fitness to Practise, Accreditation, Editorial Board, Election and Quality Assurance committees.

COUNCIL WELCOMES THREE NEW MEMBERS



Elizabeth Edgar-Webkamigad

Elizabeth Edgar-Webkamigad is manager of the Baawaating Family Health Team, which coordinates the provision of primary health care services to patients in the community.

She has served as an instructor at Sault College teaching a course in the Introduction to Aboriginal Peoples of Canada to students in various programs.

Since 1992, she has worked as a consultant,

trainer and public speaker with Bea Shawanda and Associates on subjects such as family systems theory, community trauma and recovery, community development and cross-cultural education. Between August 2007 and September 2010, she served as executive director of the Indian Friendship Centre, helping to implement, evaluate and account for various health and social programs in a network of partnerships in Sault Ste. Marie and the neighbouring First Nation and North Shore area.

Edgar-Webkamigad has also been a youth program coordinator, a community work program instructor and substitute teacher in social work classes at Algoma University.

An honours diploma recipient in social service careers from Mount Royal University in Calgary, she completed her B.A. in Anishnaabemowin and Indigenous Studies and graduated from Shingwauk Kinoomaage Gamig (partnered with Algoma University) in 2013. Edgar-Webkamigad is completing her final practicum placement in the Aboriginal Teacher Education Program at Queen's University and will graduate with her B.Ed. in 2014.

Edgar-Webkamigad was appointed to Council in March 2014 for a three-year term.



Godwin Ifedi

Godwin Ifedi, a settlement counsellor with the Ottawa Community Immigrant Services Organization, is a dedicated community volunteer and advocate for newcomers and the disadvantaged.

A member of the Ottawa Police Service's Community and Police Action Committee, Ifedi has volunteered for the boards of the Social Planning Council

of Ottawa, Causeway Work Centre (a not-for-profit agency that provides vocational training and work experience for people with serious mental health disorders) and Tanglewood Hillsdale Community Association (a residential community organization that provides recreational and family support services to 15,000 households).

Nigerian-born Ifedi is the president of Black History Ottawa, the past president of the Nigerian Canadian Association and the Otu Umunna Igbo Cultural Association. He is also creator and editor of *Black Ottawa Scene*, an online monthly news magazine that focuses on people of African descent in the national capital region.

Ifedi is a graduate of the University of Manitoba and the University of Ottawa and, for 12 years, was a registered member of the College of Occupational Therapists of Ontario. He also served on that college's council and then held posts as administrative director and senior occupational therapist with the Royal Ottawa Hospital.

Ifedi was appointed to Council in March 2014 for a three-year term.

APPOINTMENTS (CONT.)



Ronna Warsh

Ronna Warsh, a leadership coach and consultant, is a 35-year veteran in the human services field. She's a former Community Development and Health Commissioner for the City of Windsor, and she served the province as a community programs manager with the Ministry of Community and Social Services and the Ministry of Children and Youth Services.

Warsh has worked in small non-profits and in government at the municipal and provincial levels, collaborating with agencies

that provide health care, child welfare, employment, development services, child care and children's mental health services. She has held leadership positions on several boards, is a founding board member of a successful Family Health Team and has worked closely with many funders of human services including government and private donors.

As Windsor's Community Development and Health Commissioner, Warsh oversaw a staff of 850 and a budget of \$250 million.

She has a B.A. in psychology and a master's degree in Special Education from the University of Windsor and an Early Childhood Education diploma from Seneca College.

Warsh was appointed to Council in April 2014 for a three-year term. **PS**

COUNCIL MEETINGS

COUNCIL SUMMARY — MARCH 27–28, 2014

At its March 27–28 meeting, College Council approved:

- that the Executive Committee assume a process for filling vacancies on statutory, regulatory, standing, special or ad hoc committees during this Council term (This will require a bylaw amendment which will be considered by Council on June 12–13, 2014.)
- parameters and protocols to enable public deputations at Council meetings and annual meetings of members on a pilot basis beginning in June 2014
- the appointment of Wes Vickers, OCT, as Chair of the Human Resources Committee
- that the purpose and theme of the strategic plan is Strengthening Self-Regulation
- a mission statement for the College, as follows: The College regulates the teaching profession in Ontario in the public interest by setting and enforcing high ethical and professional standards for its members
- values for the College:
 - The Ontario College of Teachers commits to:
 - protect the public interest
 - quality, excellence and professionalism
 - honesty and integrity
 - accountability and transparency
 - efficiency, effectiveness and fiscal responsibility
 - sustainability
 - respectfulness and teamwork between the College Council, staff and stakeholder community, each respecting the others' role
 - inclusivity and respect for diversity.
- Strategic Priorities for the College:
 - broaden membership engagement in the work of the

College and, in particular, engage non-traditional members, including retired teachers and First Nations, Métis and Inuit teachers

- develop strategies to facilitate the ongoing professional learning of members
- develop a comprehensive, long-term communication plan that includes other regulators and leverages the College's website and other communication vehicles to:
 - inform the public about the objectives and processes of self-regulation
 - develop, among the public, an appreciation of the value of self-regulation
 - improve the transparency of the College.
- enhance Council and Committee effectiveness and accountability through:
 - professional development on good governance
 - clarification of the appropriate roles of Council members and staff
 - streamlining and improving Council's processes
 - identification, review and improvement of committee practices
 - implementation of formal accountability measurements
 - initiating periodic third-party review.
- an action plan and timeline for implementation of the strategic plan be drafted for Council's consideration at the June 2014 Council meeting.

At a special meeting on January 21, 2014, College Council:

- recommended to the Minister of Education that the registration and certification amendments to the Teachers' Qualifications Regulation regarding the enhanced teacher education program be approved. **PS**

COLLEGE ACCREDITS PROGRAMS AT ONTARIO FACULTIES

The Accreditation Committee granted accreditation to an addition to the following part-time consecutive program of professional education offered by the Faculty of Education at York University until April 21, 2018:

- part-time consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree.

The Accreditation Committee granted initial accreditation with conditions to the following French-language program of professional education proposed by the Faculté d'éducation at Université d'Ottawa:

- concurrent program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree (French-language program offered by distance education).

Accreditation is granted until November 19, 2017, or for the period ending on the graduation of the second class of candidates enrolled in the program, whichever is longer, but not to exceed six years.

The Accreditation Committee granted general accreditation with conditions to the following program of professional education offered by the Schulich School of Education at Nipissing University until June 23, 2016:

- multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education (known as Teacher of Anishnaabemwin as a Second Language program or TASL).

The Accreditation Committee renewed accreditation for the following programs of professional education offered by the Faculty of Education at Queen's University:

- consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree or Diploma in Education (Part-time Aboriginal Teacher Education Community-Based or ATCB)

READ THE FULL
ACCREDITATION
COMMITTEE
DECISIONS ON
THE COLLEGE
WEBSITE AT
bit.ly/1iZY0Sh.

- consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or a Diploma in Education (full-time program offered over fall/winter, on-campus)
- multi-session consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or a Diploma in Education (Technological Education Internship Program offered over four terms)
- concurrent programs of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree (includes Queen's Concurrent,

and Queen's-Trent Concurrent for Primary/Junior and Intermediate/Senior divisions, and Queen's-Waterloo Joint Program for Intermediate/Senior divisions).

The Accreditation Committee grants general accreditation to these programs for a period of seven years until June 14, 2020.

The Accreditation Committee renewed accreditation for the following French-language program of professional education offered by the Faculté d'éducation at Université d'Ottawa:

- multi-session consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 level, leading to a Bachelor of Education degree or a Certificate in Education.

Accreditation is granted until April 15, 2020.

The Accreditation Committee granted general accreditation with conditions until April 15, 2020, to the following French-language programs of professional offered by the Faculté d'éducation at Université d'Ottawa:

- consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- multi-session consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree (alternative delivery format)
- concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree.

You can read the full Accreditation Committee decisions on the College website at bit.ly/1iZY0Sh. **PS**

CLIMBING THE LADDER OF COMPLAINT

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

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

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

For weeks a little girl complained about stomach aches. She fought.

She screamed. She had to be pushed physically to enter her classroom.

So said her parents.

They complained to the child's teacher, who they said wondered aloud if the child wasn't "developmentally challenged."

Unhappy with the teacher's response, the parents complained to the school principal.

Again dissatisfied, this time with the principal's reaction to their concerns, which they said were shared by several other parents, the parents turned to the Ontario College of Teachers.

They registered separate complaints against the teacher and the principal, and said the teacher inappropriately "labelled" their daughter and caused her distress by

locking her and other children in a storage closet if they misbehaved.

The parents said the principal failed to show reasonable concern for the safety of the students in the teacher's class. They said the principal didn't provide support or counselling for the students affected by the teacher's actions and that she, the principal, purposely kept information from them and others. They also said that the police confirmed their belief that misconduct had occurred.

College investigators amassed reports including notes and conversations with the complainants, the members, other parents, students, the Children's Aid Society (CAS) and the police, which were provided to the Investigation Committee for consideration.

According to the data, the Investigation Committee panels learned that:

- The teacher adamantly denied telling the parents that their child was mentally or developmentally challenged.
- The principal suspended the teacher as per the board's policies and processes pending the outcome of the internal investigation.
- The students told the parents that they were asked to sit in the closet if they were bad.
- The classroom storage room was well lit and contained books, file cabinets, shelves, toys and supplies.
- The CAS couldn't verify the allegation of cruel or inappropriate treatment.
- An educational assistant testified that disruptive students were sent to the back of the class or to a chair at the principal's office.
- Police found no evidence to support claims of forcible confinement and did not press criminal charges.
- A note from the principal was included in the children's cubbies to take home to indicate that a supply teacher was being hired to fill in for the regular teacher.
- The principal did not alert parents about the return of the regular teacher.

If you were a member of the Investigation Committee panels, what would you have decided?

THE OUTCOME

Having reviewed the submissions of the Investigation Committee determined that there was no concern regarding student safety.

Parent claims regarding the use of the storage room for discipline could not be corroborated, nor were there any witnesses to the "labelling" allegation.

The panel was of the opinion that the principal followed proper school board procedures regarding the reinstatement of the teacher. No further action was taken in either matter. **PS**

NEW CERTIFICATION REQUIREMENTS

REGULATION AMENDED TO ADDRESS ENHANCED TEACHER EDUCATION PLANS

It's official: teachers certified after August 31, 2015, will have to meet the new requirements of Ontario's enhanced teacher education program.

Regulation amendments that affect the College's Teachers' Qualifications

Regulation were filed on March 11, 2014, to formalize certification requirements for graduates of the enhanced program.

The College has revised regulations, developed an accreditation resource guide and amended the requirements for

certification to align with the enhanced teacher education program. We are advising the public and College members about the changes and will review the revisions to the programs as part of our accreditation process.

NEW CERTIFICATION REQUIREMENTS (CONT.)

“The College is pleased to lead the implementation of this important initiative,” says College Registrar Michael Salvatori, OCT. “It reflects our commitment as a regulator to serve the public interest by ensuring that beginning teachers continue to have meaningful opportunities to develop their skills and knowledge.”

Individuals who previously completed Ontario programs, but had not become certified with the College by August 31, 2015, will be required to meet the enhanced program requirements to obtain a Certificate of Qualification and Registration. If they are not certified with the College by August 31, 2015, they may receive a certificate with conditions.

Internationally educated teachers certified by the College on or before August

31, 2015, will need to meet the current requirements. If they are certified by the College after August 31, 2015, they will need to meet new enhanced program requirements.

However, the regulation recognizes that some candidates may be completing their teacher education program or facing circumstances outside their control (illness, for example) and require special exceptions. The regulation exempts the following groups from having to meet the enhanced program requirement:

- those enrolled in concurrent or multi-session programs on August 31, 2015
- those who are midway through a consecutive program that ends after September 1, 2015

- those for whom circumstances prevented them from completing a program prior to September 1, 2015.

Current and former College members who have already met the requirements for certification and have registered with the College are not affected by the enhanced program changes. They will not need to meet any new or additional requirements, or complete further studies to correspond to the enhanced program requirements.

“The profession and students’ needs are evolving and this change ensures a matching evolution in our licensing standards,” the Registrar says.

Visit the College’s website at oct.ca to learn more about the enhanced program and to view the Teachers’ Qualifications Regulation at bit.ly/O8YXvy. **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: Aaron Weston Michael Aird

Registration No: 564130

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Waterloo Catholic DSB teacher Aaron Weston Michael Aird for engaging in a sexual relationship with a student.

Aird was not present or legally represented at the November 22, 2013, hearing.

Prior to being certified to teach in August 2009, Aird was a student teacher who was hired by a mother to tutor her daughter twice a week. He was 28 at the time and in his second year of teachers’ college. A sexual relationship between Aird and the student began in November

2008 with sexual touching, and progressed to oral sex and then sexual intercourse. The tutoring stopped in February 2009, but the sexual relationship continued until March 2010 when a friend persuaded the student to go to the police. Aird was charged in March 2010 with two counts of sexual exploitation resulting in a criminal conviction of sexual exploitation and sexual touching, and a sentence of 12 months in jail and 12 months of probation.

Based on the evidence, onus and standard of proof, and the submissions of College counsel, the panel found Aird guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

In its written decision, the panel called Aird’s conduct “reprehensible” and said that his abuse of the public trust warranted his forfeiting the privilege of holding a teaching certificate.

Information about the disciplinary action appears online at bit.ly/1gkIGOS.

Member: Vincenzo De Petrillo

Registration No: 251339

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded York Region Catholic DSB teacher Vincenzo De Petrillo for slapping a student for swearing.

Certified to teach in June 1983, De Petrillo attended the January 16, 2014, hearing and was represented by legal counsel.

In October 2009, De Petrillo struck a student on the face with an open hand because he did not like that the student swore while talking with a peer. As a result, De Petrillo was charged that November with assault and in December 2010 was criminally convicted. He was granted a conditional discharge, placed on nine months probation and required to perform 20 hours of community service within six months of the conviction.

Based on the evidence, an agreed statement of facts, a guilty plea, a joint submission on penalty, and the submissions of legal counsel, the panel found De Petrillo guilty of professional misconduct. He was ordered to receive a reprimand from the panel immediately following the hearing. De Petrillo must also complete a course of instruction in boundary issues and violations, pre-approved by the Registrar, and provide the Registrar with written confirmation of its successful completion.

The reprimand serves as a specific deterrent and enables the member to consider his future actions, while the coursework serves a rehabilitative need by providing the member with strategies to manage the classroom effectively, the panel said in its written decision.

Information about the disciplinary action appears online at bit.ly/1gkIGOS.

Member: Peter Jeffrey Floro

Registration No: 280810

Decision: Revocation

A Discipline Committee panel revoked the certificate of Toronto DSB secondary school teacher Peter Jeffrey Floro for inappropriate communication with students, including inappropriate electronic communications, comments of a sexual nature and sexually abusing a student.

Floro, who was certified to teach in November 1998, did not attend the January 21, 2014, hearing, but was represented by legal counsel.

The panel heard evidence that, in the academic years between 2008 and 2010, Floro engaged in inappropriate communications with students, including sexualized comments. In June 2010, Floro kissed and touched a student sexually at his home.

Based on the evidence, a statement of uncontested facts, a plea of no contest, a joint submission on penalty, and the submissions of legal counsel, the panel found Floro guilty of professional misconduct and ordered the Registrar to revoke his Certificate of Qualification and Registration.

In its written decision, the panel said that Floro “abused his position as a teacher by having inappropriate communications with four students, one of which

culminated in sexual contact.”

Information about the disciplinary action appears online at bit.ly/1gkIGOS.

Member: John Courtney Knollys Folkes

Registration No: 148173

Decision: Reprimand, conditions

A Discipline Committee panel ordered Toronto DSB teacher John Courtney Knollys Folkes to receive a reprimand for erratic and unacceptable behaviour.

Folkes, who was certified to teach in June 1985, did not attend the November 5, 2013, hearing nor was he represented.

The panel heard evidence that, in October 2006, Folkes threw chairs and kicked them into the school’s hallway, swore in front of students and the school, belittled support staff, and demanded service that was personal and inappropriate. He also had a fixation about a parking spot he claimed was his, and that he harassed other teachers about using it, including threatening legal action.

Based on the evidence, onus and standard of proof, and the submissions of College counsel, the panel found Folkes guilty of professional misconduct. He was directed to appear before the panel to receive a reprimand. Further, he was ordered to successfully complete a course of instruction in anger management pre-approved by the Registrar, at his own expense, prior to seeking or engaging in employment requiring a Certificate of Qualification and Registration in Ontario. He must provide the Registrar with written confirmation of his successful completion of this course and a psychiatrist’s assessment determining suitability to return to teaching.

In its written decision, the panel said the member “displayed outbursts, both verbal and through his actions, inimical to an educational setting.

“The member created a culture of fear in his school as he let go of his inhibitions to achieve some form of justice as he saw it,” the panel wrote. “[He] was completely unaware of the impact that he was having on other persons in the school. This is not the way a teacher should function.”

Information about the disciplinary action appears online at bit.ly/1gkIGOS.

Member: Orlando Franco Fusaro

Registration No: 419370

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Toronto Catholic DSB teacher Orlando Franco Fusaro for grooming a student for a sexual relationship.

Fusaro, who was certified to teach in June 1998, did not attend the December 12, 2013, hearing nor was he represented.

The panel heard evidence that, during the 2010–11 school year, Fusaro moved the female student’s desk next to his during class, revealed personal aspects of his domestic relationship, exchanged hundreds of emails of a personal and sexual nature, and commented on the student’s physical attributes. During a playful event in a park in June 2011, Fusaro grabbed the student’s buttocks, which resulted in a charge and conviction of sexual interference. He pleaded guilty to one count of sexual interference and received a 10-day intermittent jail sentence, 100 hours of community service and three years of probation.

Based on the evidence, onus and standard of proof, and the submissions of College counsel, the panel found Fusaro guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

“The member abused the public trust in a disgraceful manner and has forfeited the privilege of holding a teaching certificate,” the panel said in its written decision.

Information about the disciplinary action appears online at bit.ly/1gkIGOS.

Member: Darcy Douglas Jack

Registration No: 427549

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of former Rainy River DSB teacher Darcy Douglas Jack for voyeurism.

Jack, who was certified to teach in November 2000, did not attend nor was he represented at the December 12, 2013, hearing.

In February 2008, while two former students were babysitting his children, Jack secretly filmed them showering and performing their bathroom rituals in his

HEARINGS (CONT.)

unfinished basement bathroom. A camera he had installed was directed at a shower and toilet stall and the students were unaware they were being watched and taped. The images were recorded on a rented laptop. Upon its return, a rental store employee discovered the images and alerted the police.

Jack was subsequently charged in April 2008 and pleaded guilty that August to voyeurism, for which he received a conditional sentence of 90 days and 12 months' probation. He resigned from the Rainy River board in August 2008.

Based on the evidence, an agreed statement of facts, a guilty plea, a joint submission on penalty, and the submissions of College counsel, the panel found Jack guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

"The member, by videotaping intimate acts of students in the bathroom of his home breached the public trust and the sense of public decency," the panel said. "[He] used his position of trust as a teacher in a small community to abuse students. Revocation is the fitting consequence."

Information about the disciplinary action appears online at bit.ly/1gkIGOS.

Member: James Michael Kowal

Registration No: 153742

Decision: Suspension, reprimand, conditions
A Discipline Committee panel suspended Kawartha Pine Ridge DSB occasional teacher James Michael Kowal for three months and ordered him to face a reprimand for failing to follow proper dismissal procedures and leaving two Junior Kindergarten students unattended in a school playground in winter.

Certified to teach in June 1971, Kowal did not attend the December 11, 2013, hearing nor was he represented.

Despite being provided information on dismissal routines and having access to clearly posted general practices in the classroom, Kowal left school at the end of the day on December 3, 2010, leaving two students, who had missed the bus, unsupervised in the cold schoolyard. The mother of one of the boys testified that her son required several days of reassurance

afterwards that school was a safe place to attend. Following an investigation, Kowal received a disciplinary letter from the board on March 15, 2011, and, having received previous reminders, was suspended without pay until March 31, 2011.

Based on the evidence, onus and standard of proof, and College counsel submissions, the panel found the member guilty of professional misconduct, ordered that his teaching certificate be suspended for three months and that he appear before the panel to receive a reprimand before returning to teaching in Ontario.

In addition, Kowal was ordered to complete a course of instruction in classroom management and teacher accountability at his own expense, pre-approved by the Registrar. Within 15 days of returning to work, Kowal must provide the Registrar with proof of the date he commenced or resumed employment, and that he has made his employer aware of the Discipline Committee's decision, including the reprimand and conditions.

"The *Education Act* is clear on the role and responsibilities of teachers, ensuring the safety of students under their care. This includes supervision and safe dismissal," the panel said in its written decision.

Kowal's failure to follow the daily plan regarding the dismissal routine or board policy resulted in "disgraceful, dishonourable and definitely unprofessional" behaviour, the panel said. Further, his behaviour "constituted psychological or emotional abuse of a student or students."

Information about the disciplinary action appears online at bit.ly/1gkIGOS.

Member: Not identified

Decision: Reprimand, conditions
A Discipline Committee panel ordered a College member to receive a reprimand for using inappropriate language in dealing with a student and personally moving the student's desk.

The member, who was certified to teach in May 2003, attended the December 20, 2013, hearing with legal counsel.

In April 2010, while helping one student, the member was repeatedly interrupted by another asking for help. The member

told the second student that, had she paid attention in class, she would have known what to do and that she'd have to wait until she was finished helping the first student. When the member finally offered help, the student refused. On separate occasions in May 2010, the member raised her voice to the same student, who did not want to listen to the member, and called the girl a "spoiled brat" when she didn't get her way in class. The student talked back to the member and started to play with things inside her desk as she was leaning on top of it. The member turned the student's desk around so that it was facing opposite the student. The student attempted to turn the desk back toward her with her feet and almost fell off her chair. As a result, the school board suspended the member for 15 days without pay.

Based on the evidence, a statement of uncontested facts, a plea of no contest, a joint submission on penalty, and counsel submissions, the panel found the member guilty of professional misconduct. She was directed to appear before the panel to receive a reprimand. Further, she was ordered to complete a course on classroom management and anger management at her own expense.

Information about the disciplinary action appears online at bit.ly/1m6c9g9.

Member: Dale Vincent Gerald Maheux

Registration No: 537156

Decision: Revocation

A Discipline Committee panel revoked the certificate of Lambton DSB teacher Dale Vincent Gerald Maheux for sexually abusing a female.

Maheux, who was licensed to teach in September 2008, was served with the notice of hearing on September 23, 2013, requesting his appearance on October 18, 2013, to set a hearing date. The hearing was held on December 11, 2013, and Maheux was not in attendance, nor was he represented by legal counsel. Satisfied with the evidence in the affidavit that the member had been properly served with the notice of hearing and all disclosure documents, the Discipline Committee panel proceeded to hear the matter in Maheux's absence.

It was alleged that Maheux had inappropriate contact with the female, which included rubbing the back of her legs, touching her buttocks and her vagina, and having her touch his penis. In July 2011, Maheux was charged with sexual assault and sexual interference. The Ontario Court of Justice found him guilty of the charges in November 2012 and, in April 2013, Maheux was sentenced to six months in jail.

Based on the evidence, onus and standard of proof, and College counsel submissions, the panel found Maheux guilty of professional misconduct and ordered that his certificate be revoked.

In its written decision, the panel said that Maheux “engaged in reprehensible, predatory conduct. Not only did the member sexually abuse the victim, he psychologically abused her... Any penalty short of revocation for such an egregious act would bring the College into disrepute.”

Information about the disciplinary action appears online at bit.ly/1gkIGOS.

Member: Wesley James McConnell

Registration No: 240064

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Wesley James McConnell for defrauding the Thames Valley DSB of \$836,739.56.

McConnell, who was certified to teach in June 1984, was the Learning Coordinator of Secondary Athletics for the Thames Valley Region Athletic Association (TVRAA), which coordinates sporting events for the Thames Valley DSB, the London District Catholic School Board, the London District Christian SS, Conseil scolaire de district du Centre-Sud-Ouest and Conseil scolaire de district des écoles catholiques du Sud-Ouest. McConnell did not attend the November 27, 2013, hearing, but was represented by a lawyer.

As the TVRAA Coordinator, McConnell collected payments from the five partners, managed the costs for fields, venue rentals, referees, medics, athletic awards and financial awards for teams taking part in TVRAA championships. He maintained accounting records and

prepared annual financial reports for the TVRAA executive and Council.

Between January 2000 and September 2009, McConnell withdrew \$461,962.87 from the TVRAA account by debit card or cash for his personal use, usually in increments of \$1,000 to \$1,200. The evidence showed he also used TVRAA funds to install a pool and pay for landscaping at his home.

A financial audit of the association led to a criminal investigation by the London Police Service Fraud Section in October 2009. The investigation revealed that McConnell defrauded the board of \$836,739.56. The Board suspended him and he resigned in October 2009. A year later, he was found guilty on a criminal charge of fraud committed between December 1999 and October 2009, and in March 2011 was sentenced to three years in jail. McConnell was also ordered to pay \$771,439.56 in restitution to the board.

Based on the evidence, an agreed statement of facts, a guilty plea, a joint submission on penalty, and submissions from legal counsel, the panel found McConnell guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

“This premeditated, large-scale fraud, over a 10-year period is a serious breach of trust and professional misconduct,” the panel said. “The member betrayed his employer, the profession, the community, student athletes and children in the secondary schools of four boards. The only appropriate penalty to restore public confidence in the teaching profession is revocation of the member’s certificate.”

Information about the disciplinary action appears online at bit.ly/1gkIGOS.

Member: Danny Schnabel

Registration No: 210962

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of former York Region DSB teacher Danny Schnabel for engaging in an inappropriate personal relationship with a student.

Schnabel was not present or legally represented at the October 24, 2013, hearing. He was licensed to teach in June 1994.

In November 2011, Schnabel advised his school principal of a potential threat from the parent of one of his enriched program students after the parent learned that Schnabel had been seeing the girl outside of class. The teacher admitted to inviting the student to his home for dinner in July 2011, and meeting her alone at his home almost weekly from September to November that same year. During that time, he kissed, physically touched and held the student. He also took her by car or public transit to movies, art galleries and her family doctor’s office. Schnabel resigned from the school board in December 2011.

Based on the evidence, an agreed statement of facts, a plea of guilt to four of six allegations, a joint submission on penalty and the submissions of College counsel, the panel found Schnabel guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration. Because the panel felt there was insufficient clarity in the evidence, it found the member not guilty of engaging in sexual abuse of a student and, therefore, dismissed those allegations.

“Developing a clandestine personal relationship with a student is an abuse of the trust placed in the profession by the community at large,” the panel said in its written decision. “Parents anticipate that their children will be safe in an educational setting. The member took advantage of this trust.”

Information about the disciplinary action appears online at bit.ly/1gkIGOS.

Member: Peter David Scorrar

Registration No: 224746

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of former Greater Essex County DSB teacher Peter David Scorrar for engaging in a sexual relationship with a student.

Certified to teach in June 1975, Scorrar was not present or represented legally at the November 25, 2013, hearing.

HEARINGS (CONT.)

At the start of the 1988–89 school year, Scorrar began flirting with one of his students. The conduct continued and escalated to the point at which he kissed her on the lips in sight of other students on the last day of school. That summer, the member visited the student at the restaurant where she was working, walked her to her car after work and kissed her.

On more than one occasion during the first month of the next school year, the member drove the student to secluded areas where he would rub, fondle and/or kiss her. Between October and December 1989, he engaged in sexual intercourse or other inappropriate sexual conduct with her.

Also during the 1988–89 academic year, Scorrar invited the student to his home and when confronted by the student's mother threatened her by saying that she would never see her daughter again.

The student, now a teacher, provided personal journal entries from the time, a letter from Scorrar and notes from a meeting with the school's principal to support her testimony.

Based on the evidence, onus and standard of proof, and the submissions of College counsel, the panel found Scorrar guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

In its written decision, the panel said the member “demonstrated repeated and blatant disregard for the emotional and physical well-being of the student” and that he showed no remorse for his actions.

Information about the disciplinary action appears online at bit.ly/1gkIGOS.

Member: Mark Alan H. Speakman

Registration No: 219512

Decision: Suspension, reprimand, conditions

A Discipline Committee panel reprimanded Durham Catholic DSB teacher Mark Speakman and ordered his certificate be suspended with conditions for physically and inappropriately disciplining his students.

Speakman, who was certified to teach in 1994, attended the public hearing on November 26, 2013, and was represented by legal counsel.

The panel heard that, in April 2008, Speakman grabbed a male student by the shoulders and pushed him. The Durham Children's Aid Society investigated the matter, confirmed his behaviour was inappropriate and sent a letter to the member. In 2009, while teaching a different grade at a different school, Speakman again used physical force to discipline his students. In one instance, he grabbed a male student by the shoulders in the stairwell. On another occasion, he yelled at a male student, grabbed him by the arm and pushed him against the blackboard. The Durham Children's Aid Society confirmed Speakman was physically inappropriate and wrote a letter to the school board's Assistant Superintendent of Human Resources and Administrative Services.

Based on the evidence, an agreed statement of facts, a guilty plea, a joint submission on penalty, and submissions from legal counsel, the panel found Speakman guilty of professional misconduct and directed the Registrar to suspend his Certificate of Qualification and Registration for one month. Furthermore, Speakman was ordered to appear before the panel following the hearing to receive a reprimand and required to successfully complete, at his own expense, pre-approved courses of instruction covering classroom management, appropriate boundaries and boundary violation issues.

In its written decision, the panel affirmed that aggressive contact with students is unacceptable, especially with younger children, and that the penalty sends a message to the profession and to the public that this type of misconduct warrants serious consequences. Protection of the public interest is reflected in the member's suspension, reprimand and coursework.

Publication of the member's name provides the transparency and openness expected by the public, acts as a specific deterrent to the member and provides general deterrence to the profession.

Information about the disciplinary action appears online at bit.ly/1gkIGOS.

Member: Not identified

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of a College member who engaged in inappropriate relationships with two students while teaching in British Columbia.

Licensed to teach in Ontario in June 1991, the member represented himself at the January 9, 2014, hearing.

While teaching at a BC high school between 1996 and 1998, the member consorted with a student in a two-year relationship that involved flirting, personal conversations, kissing, hugging, gift giving, and sexual fondling over and under clothing. The member told the student that, even though their relationship was special, he could lose his job if other people learned about it.

Between 1995 and 1997, the member sat a second student on a desk, spread her knees with his hands and told her, “I would like to rip your shirt off right now.” On another occasion when the student was at his home he invited her to try out his new shower.

In September 2002, he resigned from teaching at the board. In December 2004, the BC College of Teachers found him guilty of professional misconduct and cancelled his teaching certificate there.

Based on the evidence, an agreed statement of facts, a guilty plea, a joint submission on penalty, and the submissions of the member and College counsel, the panel found him guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

“The member has betrayed the trust placed in him by the public, one that is implicit in his status as a teacher,” the panel wrote in its decision. “Young people were in his care, and he abused these young people by placing them in sexualized situations. Further, his efforts at hiding these relationships demonstrate significant premeditation.”

Information about the disciplinary action appears online at bit.ly/PNSiaP. ps



NAME: *Steve Paikin*

- Born in Hamilton on June 9, 1960
- Attended Hillfield Strathallan College, an independent school in Hamilton
- Received his B.A. at the University of Toronto in 1981 and his master's in broadcast journalism from Boston University in 1983
- Worked at the CBC from 1985–92; his jobs included CBLT Queen's Park correspondent as well as the host of the daily news program on CBC Newsworld
- Joined TVO in 1992, hosting a series of current affairs programs, including *Studio 2*; he launched *The Agenda with Steve Paikin* in 2006
- Produced several documentaries, including *Teachers, Tories and Turmoil* and *Chairman of the Board: The Life and Death of John Robarts*
- Appointed chancellor of Sudbury's Laurentian University in June 2013
- Made an Officer of the Order of Canada in 2013; appointed to the Order of Ontario in 2014
- Authored five books, including *The New Game: How Hockey Saved Itself*, as well as his most recent read, *Paikin and the Premiers: Personal Reflections on a Half Century of Ontario Leaders*
- Moderated leaders' debates for three federal and two provincial elections
- Follow [@spaikin](#) on Twitter

NOTABLE NERD

The Agenda's Steve Paikin shares how his education shaped his love of history, politics, art — and his career.

BY LAURA BICKLE

Describe your elementary school self.

Absolutely, incredibly nerdy.

Describe yourself in high school.

Absolutely, incredibly nerdier.

What was your favourite subject?

The humanities: English, French, Latin, history. They've been very helpful in my job.

Favourite literary piece studied?

Johnny Tremain. It's about a kid growing up in revolutionary times. It got me interested in American history, which I'm still into today.

Who are your favourite writers?

Elmore Leonard, Jeffrey Simpson, George F. Will, John Ibbotson and Jimmy Carter.

Favourite historical figures?

John A. Macdonald, Abraham Lincoln and John Robarts (premier of Ontario, 1961–71).

Who are your heroes?

Frank Sinatra and Johnny Carson. I wish I had had the opportunity to interview them.

Which teacher did you most admire?

Bryan Wylie — I am still in touch with him. In Grade 13, he taught English 2, which included art, literature and classical music. He made that class come to life. Even today, when I see a piece of art or hear music that we studied, I am taken right back to his classroom.

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

We were taught about World War II in Grade 8. I'd have preferred it later. In my opinion, it was the most important era in history and I was too young to appreciate it.

If you could create any new course of your choice, what would it be?

Something similar to that English 2 class I mentioned. Filling our souls with culture is so important. I fear we're losing that. How will the Toronto Symphony Orchestra

be around in 50 years if students aren't taught how to appreciate classical music?

What was your dream career?

I thought I'd be a teacher because I was fascinated by the idea of knowing stuff and passing it on to others. I feel like I'm still doing that but in a different way.

Tell us about your Learning 2030 series.

We heard a lot of neat ideas on the show; classrooms will be very different in 2030.

What won't change is the need for great teachers — the foundation of education.

What's it like to be a chancellor?

It's a bit like being a Governor General — you have no power, but you can have influence. I hope to be there for the students — to support them and be their cheerleader.

Are you still a self-described nerd?

Absolutely. With my interests, there's no escaping it! **PS**

Tweet [@OCT_OEEO](#) [include [#FinalExam](#)] to let us know who you would like to see featured on this page for a chance to win Steve Paikin's most recent book,



would like to see featured *Paikin and the Premiers*.

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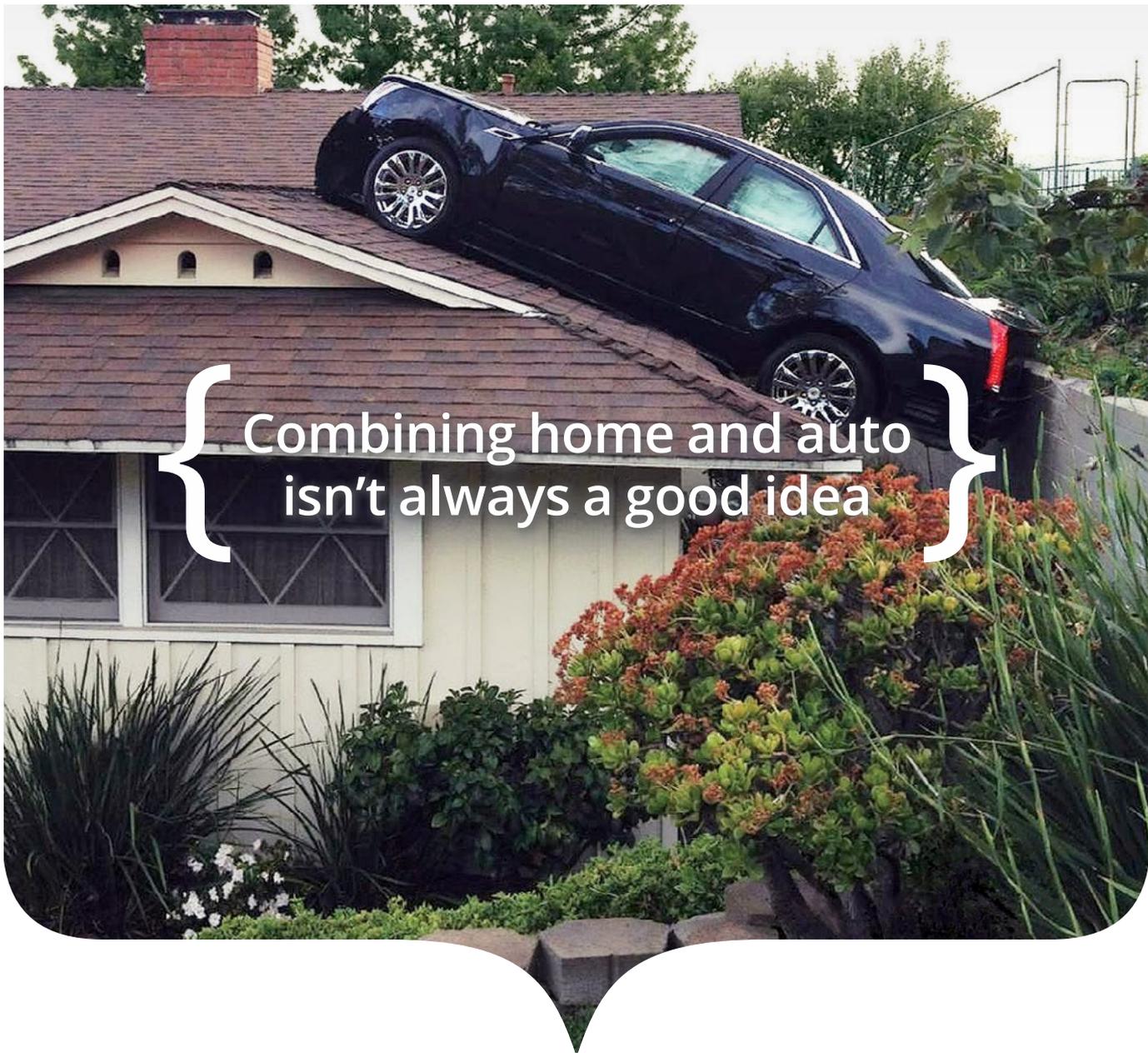
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