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COLLEGE COUNCIL

JUNE 2018

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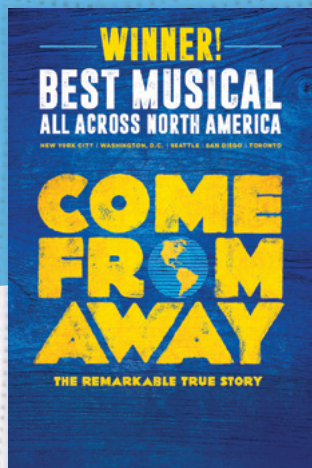
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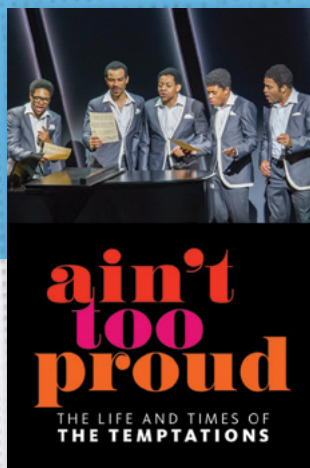


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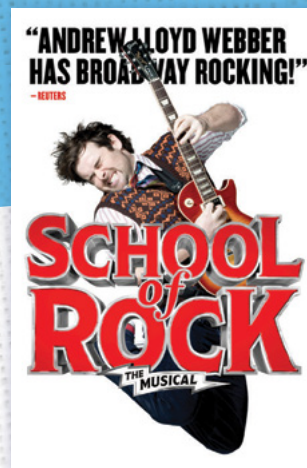
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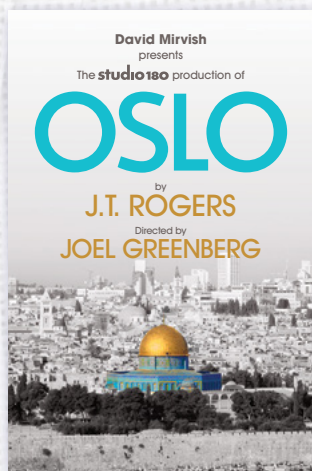
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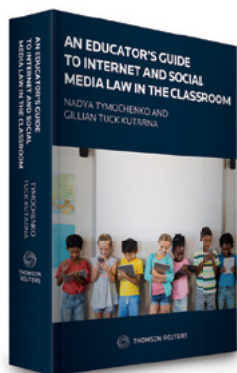
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# Safe and responsible use of internet tools in a school setting



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Nadya Tymochenko, B.A., LL.B., LL.M., and Gillian Tuck Kutarna, B.A. (HONS.), M.P.A., LL.B.

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### VISITORS FROM ABROAD

The College played host to a number of international delegations of educators from South Africa, South Korea, Australia and China. They were here to learn about the College's mandate, foundations of professional practice and the investigation and hearings process. (Pictured: College Council Chair Angela De Palma, OCT, [left] and College CEO and Registrar Michael Salvatori, OCT, [right] with members of the South African delegation.)



### RAISING AWARENESS

In April, College staff continued to spread the word to parents about the role it plays in protecting students. Information displays could be found at the Durham District School Board's Parents as Partners Symposium, the Toronto Baby Show, the Mama Expo & Fam Jam in Windsor, the Ottawa Parent and Child Expo and the BabyTime Show in Mississauga, Ont.



### AQ INSTITUTE

Last February, the College facilitated an AQ Institute for course developers on holistic and inquiry-based Additional Qualification (AQ) course design. To help establish or review guidelines for AQ courses, the College facilitates institutes, focus groups, open space consultations, online surveys and more to collaborate with a diverse group of stakeholders.



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# LOOKING BACK, THINKING FORWARD

Reflecting on some of Council's many achievements.

BY ANGELA DE PALMA, OCT

As the 2018 Olympic and Paralympic Winter Games played out in Pyeongchang, I was transported back to the summer of 2011. This cruise along memory lane had less to do with Pyeongchang being announced as the host city of the Games, and more to do with fondly recalling the several weeks I spent teaching middle school students in Pyeongchang county.

The experience was both collaborative and enriching. I was in the company of 10 other Ontario educators as well as a group of Korean teachers who observed our practice. We exchanged engagement strategies, compared successes and challenges, and consulted one another on next steps.

During these final weeks of the term of the seventh Council of the Ontario College of Teachers, it's worth reflecting upon some of its significant achievements before the eighth Council forges ahead. Like the Olympic athletes, the Council has accomplishments that it wears proudly.

The "Governing Ourselves" section of *Professionally Speaking* (thank you, Editorial Board) is in every issue, and for good reason. The 37-member Council, all 23 elected and 14 appointed members, takes its role of governing the teaching profession in the public interest seriously. This section includes highlights of the business completed at each quarterly Council meeting.

Here, you'll also find the organization's mission, vision, values and strategic priorities that frame Council's decision-making, including decisions about the 2018 election, such as initiatives driven by the Governance Committee to increase member awareness and participation. The committee also set in motion a renewal of the College's strategic priorities so that the eighth Council will be better prepared to ensure the objectives reflect the College's mandate and staff can operationalize them and measure success. As an added legacy, an independent review of the organization's governance practices will provide Council with recommendations to ensure its effectiveness.

Efficacy also characterizes other committees of Council. The Accreditation Committee, for example, amended the accreditation regulation to streamline the process for reviewing changes to accredited programs while retaining its rigour, ensuring that Ontario teacher preparation programs are sufficiently preparing teacher candidates for an increasingly complex profession.



The Investigation, Discipline and Fitness to Practise committees made similar strides forward. By increasing committee and roster membership and piloting a secure electronic document-sharing process with the support of College staff, panels can be formed and complete their work with greater agility. The College's commitment to strengthening student protection culminated in Council's amendments to College bylaws pertaining to the *Protecting Students Act*. Changes include updating the public register, accessed through the "Find a Teacher" search engine at [oct.ca](http://oct.ca).

Supporting teacher leadership is also in the public interest. The Standards of Practice and Education Committee recommended that the Teachers' Qualifications Regulation be amended to add two First Nations Schools Leaders Additional Qualification courses, expanding ongoing professional learning opportunities for members working with Indigenous students.

I'm grateful to Council, College staff and education stakeholders for the productive collaboration and consultation that has enriched this successful seventh term of Council. I have also appreciated opportunities to engage with members through social media and other means.

It has been a privilege to serve the public interest on a provincial leadership scale for the past three years, and as this privilege becomes entrusted to the eighth Council and a new Council Chair, I look forward to following along as a proud Ontario Certified Teacher. I invite you to do the same. **PS**

Angela De Palma @angdepalma



# 2018 Annual Meeting of Members

**Wednesday, June 6, 2018 | 5:30–7:30 p.m.**

Reception to follow



Kathy English



Jan Robinson



Richard Steinecke

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## **PANEL DISCUSSION:**

### **WHAT DOES THE PUBLIC EXPECT OF REGULATORS?**

Join us for a panel discussion with Kathy English, the public editor of the *Toronto Star*, Jan Robinson, the CEO and registrar of the College of Veterinarians of Ontario and Richard Steinecke of the law firm Steinecke Maciura LeBlanc. The panel will discuss the evolving nature of the public interest and what the public expects from organizations involved in professional regulation.

## **CHAIR'S ADDRESS**

Chair Angela De Palma, OCT, will report on your Council's activities during the last year.

Registration Appeals, Investigation and Quality Assurance committees.

## **HAVE YOUR SAY**

Take the opportunity to submit your questions for the College in advance at [pollev.com/octoeeo](http://pollev.com/octoeeo).

## **REGISTRAR'S ADDRESS**

CEO and Registrar Michael Salvatori, OCT, will reflect on the College's 2017 initiatives.

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# MINDING OUR LANGUAGE

The College decodes its terminology to engage members of the profession and the public.

BY MICHAEL SALVATORI, OCT

As I was opening up the cottage for the season, I came across a box containing a collection of one of my childhood treasures — my Hardy Boys' detective series books. I remember reading each one avidly, sometimes with a flashlight under the covers, long after my bedtime.

Some of my favourite stories were those in which brothers Frank and Joe Hardy had to decipher codes to solve the mystery at hand.

The skills I acquired as an amateur sleuth in childhood have served me well both professionally and personally in a society in which decoding skills are essential.

Case in point: acronyms and education jargon.

In the interest of efficiency, we often use acronyms and abbreviations. However, they sometimes inadvertently create barriers to those unfamiliar with them. I often need to remind myself to check my assumptions, particularly when using acronyms or short forms that may not have universally shared meanings.

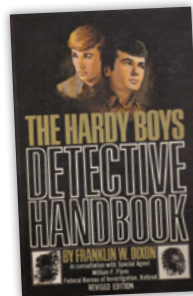
Our communication and the specialized language we use as members of the teaching profession is laden with acronyms and terms that are not necessarily intuitive and which erect barriers to communication with parents and the public.

Our efforts to explain terminology clearly and avoid jargon with those outside the profession eases communication, respects others and demonstrates a commitment to building relationships.

The College is mindful of the terminology specific to professional regulation that we use in our communications and, in particular, on our website at **oct.ca**. As an organization serving the public interest, we understand that it is essential to engage the public in our work, and that our communication is the most powerful tool for that purpose.

To that end, we hold focus groups with members of the profession and members of the public regularly to receive feedback on our communication. We have an interest in ensuring that information is clear, accessible and useful.

During recent focus group sessions, we learned that “accreditation,” a term referring to the College’s responsibility and authority to review and approve courses and programs of initial and ongoing teacher education, is not intuitive. Comments also suggested that the heading “public” on our



Some of my favourite stories were those in which brothers Frank and Joe Hardy had to decipher codes to solve the mystery at hand.

website is not the place to which parents would gravitate to find information relevant to them.

In response to this valuable feedback — and in keeping with our commitment to continuous improvement — we are reviewing the language that we use. This includes revamping key terms and headings to facilitate greater access and understanding.

As the College continues to refine its language and communication to inform and to engage members of the profession and the public, I invite your feedback on how we can continue to improve.

As for me, I am shelving my *Hardy Boy Detective Handbook* for the time being. Instead, I am being much more thoughtful about shortcuts and my language in general to make sure my codes are enhancing communication rather than impeding it. **PS**

*M. Salvatori*



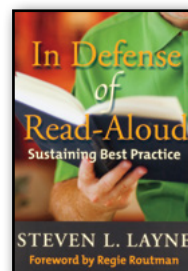
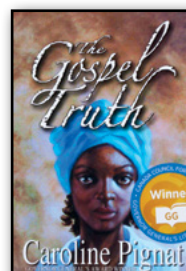
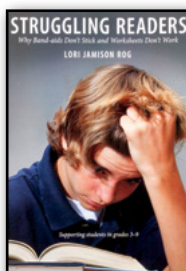
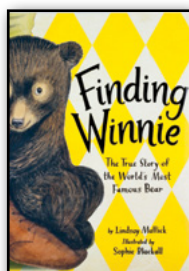
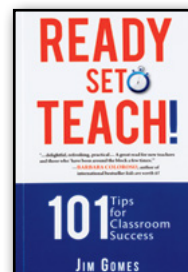
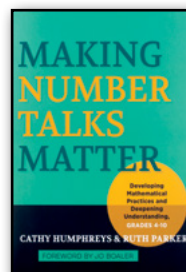
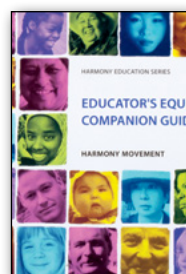
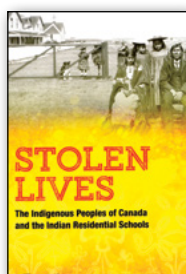
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# Letters to the editor

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

## Story placement concern

On page 110 of the March issue there is a story entitled “College Advances Diversity With New Policy.” I’m not sure what to make of the placement of this piece. On the one hand, this policy about using gender-inclusive language across the organization is extremely important and on the cutting edge of organizations that endeavour to be fully inclusive. It’s something to be celebrated!

On the other hand, I wonder if placement of this avant-garde policy is buried on page 110 for a reason. Perhaps the College sees this [initiative] in keeping with all they’ve been doing in the area of inclusivity, so it no longer needs the spotlight. Or, am I missing something?

—Kevin Welbes, OCT, is an LGBTQ educator/speaker and retired co-ordinator of Catholic Safer School Training in Ontario for Egale Canada and the Ontario English Catholic Teachers’ Association.

**Editor’s response:** *The Governing Ourselves section of the magazine, which can be found at the back, is where we publish information and news items pertaining to College initiatives and other College-related news.*

## Better due diligence needed

It was with great surprise that I found myself reading a Q&A with Erica Ehm in the March issue. As a child of the music video generation, I grew up watching Ms. Ehm on MuchMusic. I looked forward to seeing her on TV and always admired her.

That changed in 2015 when I came across an article attacking teachers written by Ms. Ehm during the work-to-rule campaign — a particularly difficult period of negotiations between the province and the teachers of Ontario. Ms. Ehm made her views about teachers’ actions quite clear. While she is entitled to her opinions, her public and malicious attack on teachers a mere three years ago makes her the last person I want to hear from in a teacher

magazine that I help fund through my annual fees. I find it unacceptable to see her comments within the pages of *Professionally Speaking*. I would appreciate it if the College would kindly be more circumspect in its choice of interviewees in future issues.

—Jennifer Sequeira, OCT, teaches Grade 8 at St. Thomas More Separate School in the Dufferin-Peel Catholic District School Board.



## OWLKIDS TEACHERS' PACKAGE

FALL 2018

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4. EXPLORE TECHNOLOGICAL RESOURCES AS LEARNING TOOLS.
5. GET TO KNOW MY STUDENTS BETTER.

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## CONNECTIONS IN YOUR PROFESSION



# Pop Quiz

with Anthony Lacavera

BY LAURA BICKLE

Entrepreneur and venture capitalist Anthony Lacavera doesn't mince words about his concern for Canada's future. "I love Canada and what we stand for but we are not set up for long-term prosperity. We've become complacent when the rest of the world has become more competitive." The founder of Globalive, a global investment firm, elaborates on this passionate message in his book *How We Can Win*, co-written with former Maclean's contributor and editor-at-large Kate Fillion. Lacavera — who is best known as the founder and CEO of WIND Mobile (now Freedom Mobile), which he sold for \$1.6 billion after it grew to become Canada's fourth-largest wireless carrier — sees education as playing a vital role in sustaining the country's prosperity. "We have a strong education system today but we have to encourage competition, risk-taking, innovation, entrepreneurship and trailblazing." Lacavera, who has been recognized by Junior Achievement of Central Ontario for his innovative spirit and successful approach to risk-taking, shares his views on how to encourage young entrepreneurial minds.

### Q What prompted you to write your book, *How We Can Win*?

We're at a make-or-break moment. If we don't succeed, we're toast. Our social safety net, democracy, immigration and health care all have to be curtailed if we don't accelerate growth. Innovation is the only way.

### Q What priorities would you like to see the education system adopt?

We have to invest more in education, STEM [Science, Technology, Engineering and Math] in particular, to thrive in the fourth industrial revolution — artificial intelligence.

Also, financial literacy is critical. Students need to be taught that starting and building businesses is a viable option. Children in the U.S., Britain and China learn that early but we don't tell ours that.

### Q How can we encourage healthy competition?

Canadian culture discourages risk-taking. Every child gets a participant ribbon. That doesn't send a message of competition. However, in hockey, we are fiercely competitive — we need to bring our hockey mentality to our business culture.

It's healthy to be competitive and it's OK to lose. The sun will come up tomorrow. We can't worry about losing a single game; focus on the entire season. If you doubt yourself, you will always come second.

### Q What specific curriculum changes do you advocate?

To send the message that entrepreneurship is a viable option. We have had game-changing innovations that we need to celebrate. Students should learn about Research in Motion (RIM) and Nortel, and how they were built. I would like to see the theme of business stories woven throughout the curriculum.

### Q How can teachers reinforce your message in the classroom?

You have the golden moment when kids are trying to find their way. Stories are motivators.

### Q What would your message be to students today?

We have the ability to compete and beat but it's up to you to make it happen. You have to know you have the ability to do it. Figure out what you are passionate about at your core. Don't pay attention to the naysayers.

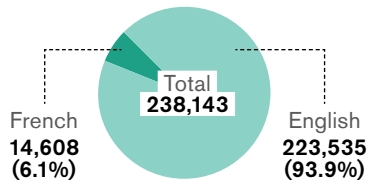


## FRENCH CONNECTION

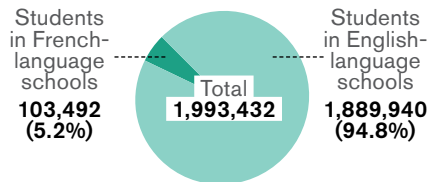
Teaching French in Ontario schools.  
BY STEVE BREARTON

## ENGLISH-FRENCH RELATIONS

College membership by  
preferred language in 2016:



Ontario elementary & secondary  
school enrolment in 2015/16:

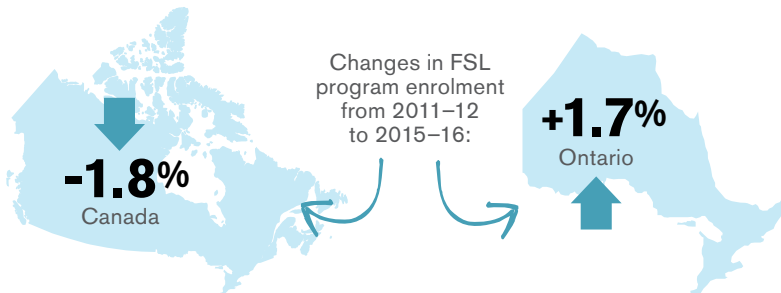


Source: Ontario College of Teachers, 2016 Annual Report; Ontario Ministry of Education, 2017

## BECOMING FLUENT

51.8%

Ontario elementary & secondary  
school students participating in  
French as a Second Language (FSL)  
programs in 2015-16.



Source: Canadian Parents for French, French as a Second Language Enrolment Statistics, 2017

## IMMERSE YOURSELF

Number of members in good standing qualified to teach:



Qualifications taken in 2016:



Source: Ontario College of Teachers, 2016

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\*as of May 1, 2018







Keeping pace with innovation starts in the classroom. Developing (and sharpening) 21st-century skills not only prepares students for challenges they will encounter within a technological landscape — it will also empower them to reach their full potential. One way to introduce competencies in design, coding, art and engineering is by teaching robotics: an effective way to captivate both your visual and kinesthetic learners. If you aren't sure where to start, have a look at [carlrobotics.com](http://carlrobotics.com) and [CodeMyRobot.ca](http://CodeMyRobot.ca). Some of my students at St. Peter High School in Ottawa partnered up with Carleton University's engineering faculty to invent a low-power and low-cost multi-use robot learning platform (known as "CARL: coding, autonomous, robot, learning"), that allows hands-on learning in a few easy steps and a whole lot of fun.

—Rick Alexanderson, OCT  
Ottawa Catholic School Board

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## WISDOM OF THE CROWD

BY STEFAN DUBOWSKI

**W**ant to fortify the skills your students need to succeed in this knowledge-based society? Check out The Learning Exchange's Knowledge Building Gallery ([oct-oeoo.ca/KBgallery](http://oct-oeoo.ca/KBgallery)), an electronic booklet with teacher tools and strategies to bring the knowledge-building concept into kindergarten to Grade 12 classrooms.

Knowledge building is a process that a learning community can use to create knowledge. By exploring an idea, say biodiversity, students, as a group, ask questions and respectfully listen to ideas, come up with new ones and then collaboratively find solutions to problems. Carl Bereiter and Marlene Scardamalia — education researchers at the Ontario Institute for Studies in Education at the University of Toronto — created the model. It involves ideas such as information should be shared, that it's better to have many opinions than just a few and that people learn best when they tackle real-world problems instead of theoretical ones.

The process incorporates skills that many believe students will need to thrive, such as creativity, and the ability to innovate and collaborate. The model helps children in the short term, too — they're more engaged when they see how their learning applies to not just their own development but to their community as a whole.

The gallery, funded by the Ontario Ministry of Education and others, is full of activities and strategies. You'll find a group lesson that explains the model. You'll see how to develop a knowledge-building wall — a flow chart of sorts that documents students' thoughts and observations on a big idea. Gain insight into how to communicate the benefits of collaborating on prototypes, as well as discover how to integrate knowledge building into your math lessons.

This resource offers links to websites, videos and podcasts to help you get inspired and keep up the momentum. In the separate Knowledge Building in Action case studies guide ([oct-oeoo.ca/KBcasesstudies](http://oct-oeoo.ca/KBcasesstudies)), you'll find inspiring stories about teachers and students who have used these strategies to positive effect.

"None of us is as smart as all of us," says a Japanese proverb. Knowledge building encompasses that collective mindset. If you think your students will benefit from this practical, energizing and innovative approach, add the Knowledge Building Gallery to your must-read list.

# APPS ANALYSIS

By Stefan Dubowski



## Yamy and the Food Pyramid

Six- to eight-year-olds will love Yamy, a little green guy whose purpose is to zoom through his leafy landscape eating whatever's in his path. But should he eat it all? Players can help Yamy choose plenty of water, vegetables and fruit, a healthy dose of carbohydrates and proteins, plus the occasional sweet. If Yamy has too many sugary treats, he puts on weight and slows down. The game has three levels, none of them exceptionally hard. Yet the app reinforces what students that age are learning about nutrition — the importance of a balanced diet, exercise and getting a good night's sleep.

**DEVICE:** Apple, Android

**SOURCE:** App Store, Google Play (free)

**RATING:** 4+, Everyone



## Wordbase

Students who are looking to enhance their vocabulary or sharpen their spelling will enjoy this competitive word search. Players use onscreen letters to spell words that advance them toward their rival's side. The first one to reach the opponent's base wins. You can play with friends or other app users. Want to up your game? Then turn on the timer and try to beat the clock. Language is an important part of Ontario's curriculum throughout elementary school, however; since this app requires sign-in via email, Facebook, Game Center or Google Plus, it is best for Grade 8s and up, with parental permission.

**DEVICE:** Apple, Android

**SOURCE:** App Store, Google Play (free)

**RATING:** 4+, Everyone



## Geocaching

Geocaching is great for teens who love technology but still want to get out and about. This "treasure-hunting" app is all about the wayfinding activity in which players search for "caches" — boxes hidden all over the world that contain buttons, books or other items — that they can swap. That's the treasure part. But the real fun is the hunt. Equipped with a digital compass, maps and related details, wanderers (accompanied by their teachers, if needed) are encouraged to explore both local areas and/or locations farther afield. This tool complements the geography concepts students learn at the elementary level, as well as the geographic inquiry skills they develop in Grades 11 and 12.

**DEVICE:** Apple, Android

**SOURCE:** App Store, Google Play (free)

**RATING:** 4+, Teen



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# State of the Art

That's not just a laptop on your desk — it's a free pass to countless museums and galleries around the world. So, when a trip to the Tate (or even Toronto) is out of the question, online collections can mean a trove of creativity and discovery, right at your students' fingertips.

BY MELISSA CAMPEAU

## Virtualmuseum.ca

A one-stop shop for Canadian museums, this site links to 500+ virtual exhibits. Find out what makes Cape Breton music unique, how sport is woven into Canada's cultural fabric and how photojournalists tell complex stories without saying a word.

**Visit:** [virtualmuseum.ca](http://virtualmuseum.ca)

## Ontario Museums

Would a map of portage routes help bring Indigenous history to life? How about a movie about Franco-Ontarians' memories of northern Ontario? Whatever the lesson plan, odds are there's an exhibit to enhance it with this curated cross-province collection.

**Visit:** [museumsontario.ca](http://museumsontario.ca)

## Aga Khan Museum

A 15th-century watercolour of a sea serpent swallows a fleet. Engineers of that same era create a sophisticated fountain. The rich art and science of Muslim civilizations can be explored through lesson plans, a glossary of terms and a guide for art-based learning.

**Visit:** [oct-oeo.ca/agakhan](http://oct-oeo.ca/agakhan)

## Royal Ontario Museum

Type "Roman" into this site's 10,000-item searchable catalogue and discover 500+ artifacts from that era. Or filter by date, geography, maker and more. Take a virtual walk through a maze of dinosaurs, study a Canadian history timeline or play educational games.

**Visit:** [rom.on.ca](http://rom.on.ca)

## Art Gallery of Ontario

What song comes to mind when you look at a painting? Or, what title would you give a particular work of art? Find these prompts (and more) in the teacher resource section, plus access to selected collections and inspiration for in-class creativity.

**Visit:** [ago.net/teacher-resources](http://ago.net/teacher-resources)

## Canada Science and Technology Museum

A bike isn't just a bike — it's an agent of social change! And a basketball? Well, that's a tool to help explain force and energy. Take advantage of this site's teaching modules, tailored by grade level, that apply relatable science and tech to everyday life.

**Visit:** [oct-oeo.ca/ingenium](http://oct-oeo.ca/ingenium)

## Tate Kids

This site is all about finding the joy in creativity. Young Banksy wannabees can use the street art tool, then "hang" their work in a virtual gallery. Students can also create protest posters, moving sculptures and soak up the kid-hosted videos about famous artists.

**Visit:** [tate.org.uk/kids](http://tate.org.uk/kids)

## Google Arts & Culture

Zoom in on the tiniest details of Chagall's Paris Opera ceiling or the view from the stage at Moscow's Bolshoi Theatre. Explore everything from mosaics to Mesopotamian masterpieces. Gain an all-access pass to world art, thanks to this Google engine.

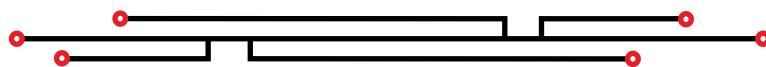
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# SMALL WONDERS



Beth Alexander, OCT, makes science come alive at an all-girls school, where creativity, curiosity and building confidence are key.

BY STUART FOXMAN

As a group of nine girls surround a work table, science teacher Beth Alexander, OCT, asks each the same question: “What’s your goal for today?”

For the Grade 6 students at The Linden School in Toronto, this class is playtime. The students have created games using circuits. One devised a football trivia game; get enough questions right and a ball will fly over a mini-goalpost. Other students are toying with variations of tabletop hockey (or foosball), where scores light up or buzz.

Over the next hour, the students saw, glue, cut and test batteries, and then work on assembling their inventions. Alexander floats from student to student, answering questions without imposing her thoughts about how the games should work. When one student wonders about the approach she’s taking, Alexander says: “Try your idea — what’s the worst that can happen?”

To Alexander — who teaches JK to 9 — learning is about investigating, experimenting, overcoming obstacles and gaining from these experiences. In that way, *every* subject is like science, she says — it’s the same mental exercise. “Allow space for students to come up with their own questions, then guide them to the process of figuring out the answers,” she says.

Alexander has spent 14 years, her entire teaching career, at The Linden School. The all-girls school has a teaching philosophy that promotes intellectual risk-taking, leadership and social justice to its 111 students; Alexander’s largest class has only 15. As an independent school in Ontario, it operates in accordance with the *Education Act* but receives no financial support from the government.

In some areas, teachers have provided their own support. Alexander designed the science/design technology lab room herself, and there are quirky touches: oval and circular white paper lanterns in a corner, curtains with a cat design, a three-dimensional cardboard unicorn wearing blue sunglasses on the wall (“My junior students are unicorn-obsessed,” she says), and alligator clips used to plan and test electrical circuits dangling from a tennis racket. One poster highlights notable women in computer technology. A chart describes the process of identifying fake news.



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**Beth Alexander, OCT, explores electronics with her Grade 9 computer technology students at The Linden School in Toronto.**

“Asking questions — that’s where it all starts,” says Alexander. The way we look at science makes a difference; it’s important to separate what you think of as science “the process” from science “the subject.” To many students, Alexander says, science “the subject” is about exams, formulas and stress, which can be especially true as students advance through high school. Teachers and students often view science merely as a body of knowledge to be passed on — here is the information, now retain it.

There’s a place for that, but Alexander says it’s not enough. That’s the subject, and she devotes more space to the process. To someone in kindergarten or the early grades of elementary school, science is touching and playing and wondering what will happen — which students love because it’s fun.

The challenge is to nurture that feeling in every grade. “Science ‘the process’ is so natural. It’s something we love to do because our brains are wired to be curious. You see what works and then you adjust the course,” explains Alexander.

Education should tap into that spirit. “It’s about the love of inquiry. You’re going to solve a problem, so you should care about the question.”

Although her mother and grandmother were teachers, Alexander initially had no interest in the profession. Instead, she began her post-secondary career as a theatre major. Out of interest, she peppered her studies with science courses like biology, astronomy and meteorology. After graduating she became a costume designer, and then a film publicist. That was interesting for a time but Alexander wasn’t sold on the sales aspect.

What to do next? A big influence: Bill Nye the Science Guy, whose PBS show she devoured in her early 20s. “He made it fun. I was attracted to being a science teacher because that’s the purest distillation of how people learn.” So Alexander returned to school to study education.

At The Linden School, she tries to make science hands-on and entertaining, like running a lab on the chemical composition of candy, or transforming the entire classroom into a computer model. “We turned tables into components like a central processing unit, and painted a big green tablecloth to depict the motherboard. Students showed guests an open computer, then pretended to shrink them before leading tours around the ‘computer,’ explaining how each part worked.”

She’s a booster of the citizen science movement, encouraging her students to solve real-world problems. For instance, one Grade 6 class did a traffic study of a nearby street that they felt needed a crosswalk, sharing results with the Toronto city councillor for the school’s ward.

Alexander organizes a yearly Social Justice Data Fair, where students connect math skills with topics traditionally studied in history and geography — like the design of landmine detectors, voting rights or food security. She also co-ordinates an annual Math Mavens and Science Sisters event, where girls and their mothers explore problems together.

When there are educational gaps, Alexander looks to fill them. The Ministry curriculum does not yet include comprehensive coding activities for each grade in elementary. So Alexander researched and wrote one for JK to 8 in her school, which focuses on age-appropriate coding skills. “We review this as a team each year to make revisions and find ways to integrate with Ministry expectations in science/technology, math and language arts.”

To further boost coding skills, Alexander also started a weekly Programming Club for girls as young as five.

All of these achievements were cited when Alexander earned a Certificate of Excellence from the 2017 Prime Minister's Awards for Teaching Excellence.

Janice Gladstone, OCT, principal at The Linden School, says Alexander models what is expected of the students by taking risks herself. One example is the CERES (Coding, Engineering, Robotics, Electronics and Science) lab that she created for the 2017–18 school year.

"She's willing to step outside of what she's used to and try something new," says Gladstone. "It's an integrated lab, where you learn subjects simultaneously, which makes it more authentic because the world is integrated, and learning should mirror that complexity if you're doing it right."

Solving meaningful problems is also paramount. In one class that meant using circuits in textiles to support a UN sustainable development goal. For instance, one student designed a device to alert you if a mosquito net wasn't installed properly. That assignment exemplifies how Alexander makes science come alive. "You feel it serves more of a purpose. It made me more engaged," says Grade 9 student Juliana.

A former student, Maud Munn, says the award-winning teacher builds confidence. Munn, now in her first year studying education at York University, had Alexander in Grades 5 and 6. After Munn discovered that she had a non-verbal learning disorder, Alexander used techniques that allowed learning to happen through displays and visuals, not just words. And she did it for the whole class, never singling Munn out.

"She's flexible with the way you learn. If one method doesn't work, she'll try another and guide you to where you can go," says Munn, who calls Alexander an inspiration for her own career. "I want to do the same things she's doing — changing students' lives, as well as the way they see the world."

Colleague Savannah Barker, OCT, says Alexander has faith in the learner. In the Early Learning program (JK and SK), where complex subjects can be oversimplified, Barker notices how her colleague deliberately uses accurate and challenging language, like elasticity and decibels.

"She respects students and wants to see how far she can push them," says Barker. "She believes everyone can have success no matter their age or ability level." Alexander,

teaching at an all-girls school, is mindful of the under-representation of women in STEM (science, technology, engineering and math). She says there are many ways to foster greater inclusion.

For instance, Alexander says students don't see enough diversity in what a scientist looks like in the media. Inviting guest speakers or choosing videos to highlight greater diversity of experts has an impact.

She reassures students about their skills with supportive feedback and the opportunity to circle back to topics to improve performance. "Many studies show that girls, in particular, begin to disengage from STEM in the face of hyper-competitive practices such as emphasis on speed, on-the-spot performance and evaluation based on rank. I often talk about Maryam Mirzakhani, the first, and only, female Fields Medal winner in mathematics. She considered dropping math until a teacher explained that she didn't need to be fast to be good."

Alexander also nudges students out of "safer" roles and into more active ones. "During collaborative tasks, I assign roles and rotate them, so certain students don't end up being the recorder time after time."

Beyond science knowledge, she wants to nurture a love of perpetual inquiry. One of the most important lessons is resilience in problem-solving.

"When I assign a project I ask students to record every time they are surprised, change their minds or make a modification to their work. Part of their mark is this record of these 'mistakes.' I'm a cheerleader for anyone who thought something was scary but did it anyway. I make a fuss about that."

Alexander also wants her students to develop a deep respect for evidence, conveying how that is vital in science and in simply being an informed citizen.

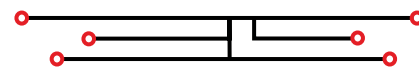
"One study is interesting; 10 are more compelling. How do you know when something is true, how do you trust what you see or believe? These skills are so much more important than knowing the atomic weight of every element." **PS**

---

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

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## CULTIVATING CURIOSITY



**How can you make STEM engaging for all learners? Award-winning Beth Alexander, OCT, offers these five approaches that work for her:**

### 1 Make it multi-sensory

"As often as possible, STEM lessons should involve the five senses. Break up listening/reading tasks with chances to experience real materials."

### 2 Set up a "makerspace"

Learn by doing, she says. The space doesn't have to be large; Alexander's first was a repurposed AV cart. "It's amazing what can be done with simple materials like cardboard and masking tape."

### 3 Let students generate questions

"Kids don't ask, 'Why do we have to learn this?' when they are asking the questions and they are genuinely excited to find answers to interesting problems."

### 4 Incorporate coding

"Digital skills and computational thinking are more essential than ever, and can be integrated into STEM classes in so many ways." The CS First program ([csfirst.withgoogle.com](https://csfirst.withgoogle.com)) is an excellent introduction for anyone who wants to teach and learn the Scratch programming language.

### 5 Try citizen science projects

"These allow students to collect real data that helps to further studies all around the world, from water quality to biodiversity. It also reinforces the idea that more data equals more reliable results." Visit SciStarter ([scistarter.com/educators](https://scistarter.com/educators)) for a list of suggested projects to join.





# Social Skills

*The Social's* Lainey Lui recalls the English teacher who taught her the importance of presenting yourself with respect and having integrity.

BY BILL HARRIS

E laine “Lainey” Lui experienced a lot in Grade 7 — a new school, new teachers, new friends, new attitudes. As she tried to fit in, she went through several personalities, some of which were more commendable than others.

“I had that year of being the new girl — shy and awkward — then transitioning into becoming popular and not very pleasant,” recalls Lui. “I went through this gamut of identities. And Mrs. Grimsley had to be my English teacher through all of it.”

Caryl Grimsley proved to be an important constant in Lui’s life during that transformative year at the Toronto French School (TFS). And even though they haven’t been in contact since, Lui says she continues to be influenced by her memories of Mrs. Grimsley.

“That’s wonderful to hear, it means a lot,” says Grimsley, who still teaches at TFS, which was recently rebranded as TFS — Canada’s International School. “I don’t think teachers realize the impact we can have. Even if we affect only one person, that’s important, isn’t it?”

Lui is best known for her entertainment-based website ([laineygossip.com](http://laineygossip.com)), as well as being a co-host on CTV’s *The Social* and an *etalk* correspondent. But when she thinks back to her trials and tribulations at school, she expects many new Canadian families will recognize her path. Her parents immigrated from Hong Kong and her father eventually identified TFS as the school he wanted his daughter to attend; he worked three jobs to send her there.

After passing the entry exam, Lui arrived to classmates who had already-established friendships. It was intimidating on many fronts. She recalls watching a student arrive in a Ferrari every day, while she asked her dad to stop around the corner in his Ford Fiesta.

Although some adults maintain perfect memories of their long-ago school days, Lui acknowledges that she isn’t one of those people. Generally, her recollections are spotty. But Mrs. Grimsley is the one teacher she remembers very clearly.

Given Lui’s subsequent career in which communication is of prime importance, it makes sense that she would have a natural connection to an English teacher. But beyond that, one of the words Lui uses to describe Grimsley is “cinematic,” in the sense that it always seemed as if she had stepped right out of a movie.

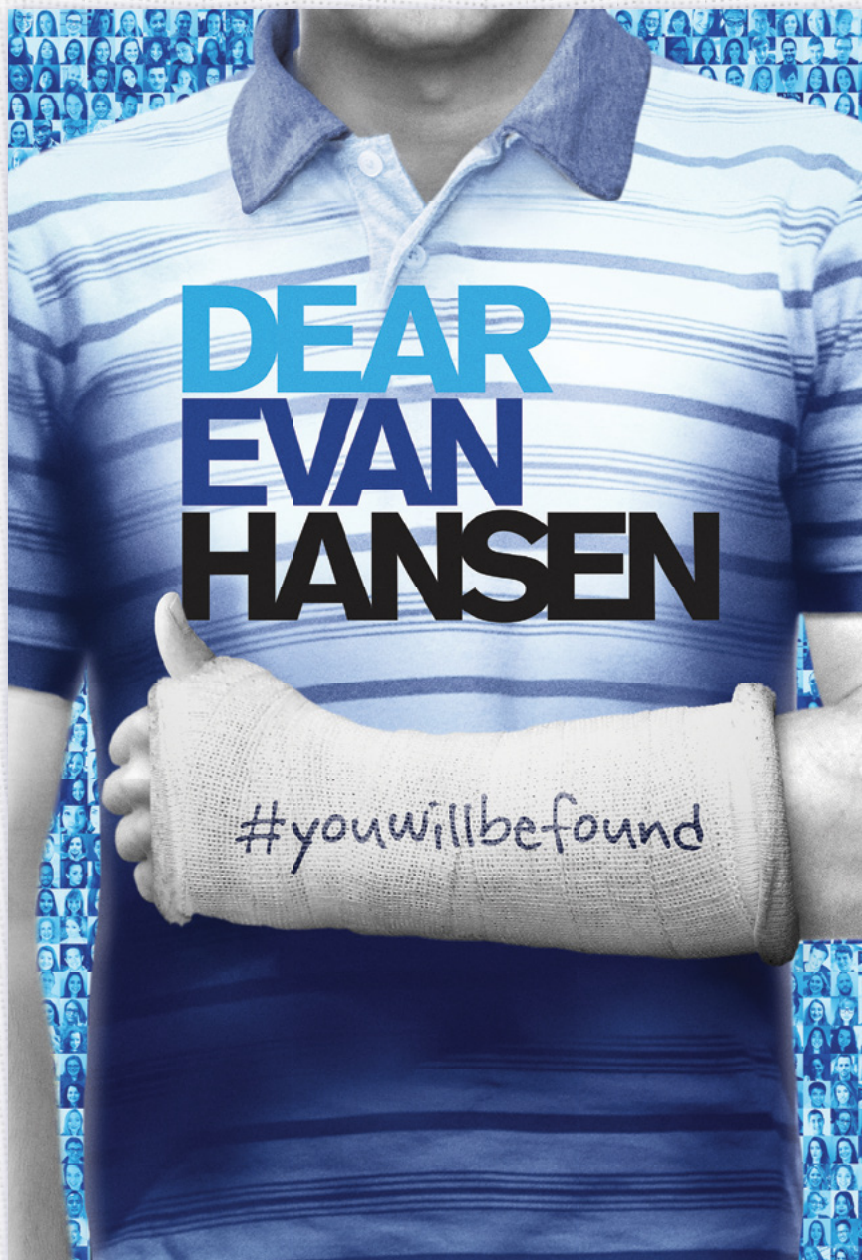
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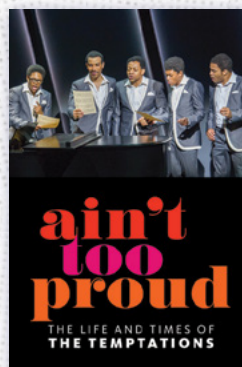
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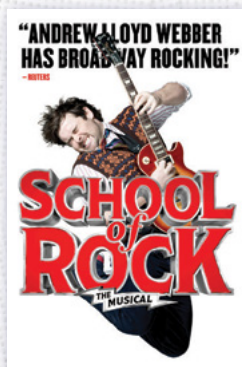
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“She was slim and she wore high-collar jackets or tops, sensible shoes and the skirts were always below the knee — if you close your eyes and picture a classic English school teacher, that’s what she looked like,” Lui says. “And even her name. If you read any children’s book about an English teacher who was tough but taught life lessons, her name would be Mrs. Grimsley.”

According to Lui, as Mrs. Grimsley introduced her to Shakespeare and the vast world of English literature and poetry, even the way she spoke was memorable. Lui says she equated her teacher’s “very proper” speech with Queen Elizabeth II. To Lui’s young ears, she was getting a traditional English education from someone who was the real deal. Mrs. Grimsley sounded like royalty. Therefore, Lui assumed her teacher was English, without ever knowing for sure if that were true.

Grimsley chuckles as she hears this, and says, “Yes and no. I was born to an English mother and Scottish father, so we spent time in England. We then went to India, and then back to Scotland. So British, yes, absolutely.”

Having graduated high school in Scotland, Grimsley then applied to what was known as the Athenaeum in Glasgow to study music. She was a pianist, as well as a singer in a trio. However, she was late with her submission and had to wait another year, so she moved in another direction.

Grimsley obtained a teaching degree from Jordanhill College of Education, at Glasgow University. She then began her career in Ayr, teaching Grade 6 and 7 English, religion, mathematics, geography, history.

But Grimsley wasn’t ready to settle down; she had a passion for travel. She wound up in Toronto for an extended period, where she worked at different jobs until she secured a two-year teaching position at Cottingham Junior Public School in the Toronto District School Board.

Grimsley hadn’t lost her wanderlust, though, and when her travel plans conflicted with her job, she was told she would have to resign. But eventually, she found herself back in Toronto for a special reason.

“I had met somebody who asked me to come back to Toronto and marry him,” Grimsley says with a smile. “So here I am.”

Upon returning, she applied to TFS after seeing an ad. “Harry Giles, who started this school, gave me an interview and,” Grimsley recalls, “I’ve been here ever since.”

concert in which Lui was performing. Lui had recently become friends with a “more popular” crowd, and she admits that she was being “too cool for school,” giggling, rolling her eyes and not singing along.

“That’s when Mrs. Grimsley pulled me aside,” Lui says. “I can’t remember verbatim what her words were but it was along the lines of, ‘Even though you think what you’re doing is cool, you’re actually not cool at all. You’re not being respectful to your classmates, and this is not impressing me.’”

Lui says that even now, simply retelling the story gives her an acute sense of how she felt at that moment. It’s obvious why Mrs. Grimsley’s words hit home. “Because I knew she was right,” Lui confirms.

Grimsley doesn’t remember the specific incident but thematically it rings a bell. “I still would do something like that. I think manners are so important.”

Lui doesn’t claim that she became a perfect student following the concert but, by year’s end, she had won several academic awards and had made her father very proud.

She instinctively knew, even back then, that part of Mrs. Grimsley would remain

with her forever. To this day, whenever she hears the expression “bad form” Lui associates it with the kind of behaviour that Mrs. Grimsley wouldn’t like.

Asked what message she would want to give to Mrs. Grimsley, after all these years, Lui replies, “I don’t really have anything clever, I would just say thank you.”

Grimsley clearly is touched when Lui’s words are repeated to her.

“Thank her for me, too,” she says softly. “This does my heart so much good.” **PS**

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

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**TV personality Lainey Lui (right) catches up with her former Toronto French School teacher Caryl Grimsley in Toronto.**

Grimsley has taught everything from Grade 2 to Level V (the equivalent to Grade 13). Her focus has been in the English language and literature programs but she has coached athletics, choirs and public speaking. She was the Junior School vice-principal before moving to the Senior School, where she is now responsible for the national Poetry in Voice competitions.

Grimsley acknowledges that many things have changed in education throughout the years, from technology to societal pressures to ministry requirements. Asked if she has advice for new teachers, she says it’s important to embrace change. However, there are certain basics that she still demands from her students, such as politeness and respect.

Lui vividly remembers one occasion in Grade 7 when she failed to meet Mrs. Grimsley’s standard. It was during a holiday





Shivam Patel, OCT,  
and Kelly Murray, OCT.



# Sharing Wisdom

## THE POWER OF TEACHER MENTORSHIP

BY JENNIFER LEWINGTON

When Shivam Patel, OCT, landed a full-time, permanent position last year with the York Region District School Board, she was assigned a Grade 4/5 class at Blue Willow Public School in Woodbridge, Ont. One parent, uneasy that her child would lose ground in a split grade, expressed concerns to Patel.

Keen to communicate effectively with a parent, the new teacher turned for advice to her mentor Kelly Murray, OCT, a 27-year veteran who teaches Grade 5 at the school.

Murray coached Patel on how to talk about the child's progress with the Grade 5 curriculum and where to draw the line on matters beyond the teacher's control, such as student placement. By referring the parent to school officials, those responsible for split grade enrolment, Patel kept her focus on what mattered most to her and the parent: the child's academic progress.

"You have to navigate in a way that is professional," says Patel. "Kelly had really good ways to approach parent communication."

The professional learning relationship between Murray and Patel — that of a

seasoned practitioner sharing experience-infused insights with a classroom newcomer — is a central theme of the New Teacher Induction Program (NTIP). Introduced in 2006 and now a requirement for all those who enter the profession, the provincially financed but locally delivered mentorship initiative provides a classroom setting for experienced teachers to support those in their first year or two of practice.

In Patel's case, as she prepared for two performance appraisals required of teachers in their first 12 months in the classroom, she picked up tips from Murray on presenting well-organized lesson plans that would be reviewed by the principal. Even before becoming a mentor to Patel, Murray demonstrated her own philosophy of collaboration by inviting the new teacher to visit her classroom any time.

Murray says a meaningful mentorship relationship fosters an exchange of knowledge. "[New teachers] have a lot of background information, and Shivam has lots of resources that she gets online and shares with me," she says.

Murray's collaborative approach reminds young teachers they are not alone, says Cathy Bruce, OCT, dean of the school of education and professional learning at Trent University. "That [knowledge] is critical as part of getting people onto a path of understanding that teaching is a learning profession."

She adds: "It is about fostering a habit of mind of mentorship that when we collaborate we work together, and we don't operate in silos in the classroom."

Through workshops, online learning and one-to-one sessions with an experienced teacher, those new to the classroom deepen their knowledge of effective practices and model professional conduct. Done well, mentoring creates a safe, collaborative learning space to share wisdom.

The mentorship program, which is currently supported by annual funding of \$13.7-million from the Ministry of Education, assists about 8,000 new hires (permanent and long-term occasional) a year. Since its inception, the program has won praise for its contribution to teacher





**“A lot of new teachers get very intimidated and we want to appear like we know what we’re doing. We don’t want to fail and it is hard to open up to someone when you are struggling. [The support from my mentor] was a confidence boost.”**

— **Tanya Akai, OCT**,  
St. Brother André  
Catholic School, Ottawa

professional development. In 2015, a Ministry of Education-funded external evaluation of NTIP over the previous three-year period found that new teachers “experienced sustained professional growth” in four key areas: confidence, efficacy, instructional practice and commitment to continuous learning.

Those pillars of professionalism align with the *Ethical Standards for the Teaching Profession* (care, respect, trust and integrity) and the *Standards of Practice for the Teaching Profession* (commitment to students, leadership and professional knowledge, practice and ongoing learning) set out by the Ontario College of Teachers.

“One can have an excellent grasp of a subject area, have a wonderful understanding of instructional strategies and how to assess and evaluate, but if the area of professional presence, professional relationships and boundaries goes astray, then a career can end overnight,” says the College’s Deputy Registrar Joe Jamieson, OCT.

A strong mentoring relationship helps new teachers see what “an appropriate relationship with a student looks like and what an appropriate social presence as a professional in a position of trust and authority looks like,” he says. For example, a teacher who overshares personal information with students, texts excessively with them or spends too much time alone with one student after school is at risk of blurring professional boundaries.

### **Building positive relationships**

Setting professional boundaries was an important lesson for Jenny Pasitkhammanh, OCT, who spent last semester on a long-term occasional contract teaching math and physics at Judith Nyman Secondary School, a Brampton, Ont., vocational high school in the Peel District Board of Education.

Her NTIP mentor, Pomilpreet Sandhu, OCT, a teacher for 13 years, is head of math, science and business studies at the school. “Pomil taught me a lot of the legal things I need to do,” says Pasitkhammanh. “I learned how to speak with students and teachers.” She also co-taught classes with

Sandhu, learning strategies on working with vocational students.

Pasitkhammanh says her mentor also taught her to develop “teacher life skills,” such as work-life balance. “She encouraged me to have time for myself because she saw I spent all of my lunches with students and a lot of time out of school lesson planning.”

As a mentor, Sandhu believes trust is the underpinning of a constructive relationship with a beginning teacher. “Without building a relationship you can’t go anywhere,” she says. “You can’t be picky about everything. You have to think back to when you first started as a new teacher.”

### **The right match**

When Tanya Akai, OCT, began her Ontario teaching career at St. Brother André Catholic School in Ottawa three years ago, she was eager but apprehensive.

She had taught in Kuwait and Mexico for three years, returned home to a tight Ontario job market and joined the Ottawa Catholic School Board before landing a long-term occasional position at Brother André in 2015.

Before long, she was dropping by a classroom down the hall to ask questions of fellow Grade 4/5 teacher Melanie Chaisson, OCT, who, as Akai put it, was “rocking it in her high-needs class.”

She knew she had found her perfect mentor: an experienced teacher displaying calm, dedication and resourcefulness. Within a year, the two were paired.

“A lot of new teachers get very intimidated and we want to appear like we know what we’re doing,” says Akai. “We don’t want to fail and it is hard to open up to someone when you are struggling.” The support from Chaisson, says Akai, “was a confidence boost.”

After leaving Brother André for a full-time position as a Grade 2/3 teacher at nearby Our Lady of Mount Carmel Catholic School, Akai continued her mentorship relationship with Chaisson, who shared tips on classroom management, technology-enriched curriculum and effective parent-teacher interviews. After a difficult day, Akai says Chaisson offers emotional encouragement.



Angèle Campeau, OCT,  
and Anis Abdelkader, OCT.





**“The big thing I have learned [as a teacher] is that when you are confident and passionate, you have fun and enjoy what you are doing, and your students enjoy what they are doing.”**

— **Gregory Ste. Croix, OCT**,  
Fort Frances High School,  
Fort Frances, Ont.

For her part, Chaisson still warmly remembers the support of her NTIP mentor when embarking on her own career nine years ago. “When you are a new teacher, everything is new and overwhelming; it takes practise,” she says. “It really helps to have someone you trust and can talk to about these things so you can have more confidence to approach it all.”

#### **Toward student success**

Ideally, says longtime mentor Gregory Ste. Croix, OCT, effective teacher mentoring contributes to student success. “The big thing I have learned [as a teacher] is that when you are confident and passionate, you have fun and enjoy what you are doing, and your students enjoy what they are doing,” says the veteran physical education teacher at Rainy River District School Board’s Fort Frances High School.

In 2014, he mentored Jordan Botsford, OCT, a former student who became a teacher and joined the high school’s physical education department under a long-term occasional contract. During his semester at the school, Botsford says Ste. Croix served as a sounding board who answered questions about how to talk to parents, when to send a student for discipline, and how to rework an unsuccessful lesson plan.

“The teacher I am today evolved out of that first year,” says Botsford, now full time with Seven Generations Education Institute, an Indigenous education institution serving the Treaty 3 communities. He and his former mentor continue to stay in touch.

Despite enthusiasm for mentoring, pairing new and experienced teachers is a challenge in some regions.

“One of the struggles we have at our board is geography,” says Barbara Dennis, OCT, the principal of Mine Centre School and a co-ordinator of the NTIP program for Rainy River District School Board. “For me to be able to match new teachers with a suitable mentor is tough,” she says, with ideal pairings sometimes in different schools miles away and conflicting teacher timetables.

Dennis looks for creative solutions. This year she linked a Grade 1 teacher, experienced in teaching multiple grades, with a rookie teaching Grade 3, 4 and 5. “That was a nice fit,” she says, as the mentor previously taught the students now with the new teacher, was at the same school and had experience teaching Grade 3 and a 4/5 split. She also encourages job shadowing for new teachers to watch exemplary practitioners. In one class, an experienced teacher used a timer to alert students when to rotate to the next activity. The new teachers “took that on as a tried-and-true method,” says Dennis.

Meanwhile, experienced teachers who self-identify as Indigenous have become mentors who share knowledge of their cultural and other practices. Cecilia Person, OCT, a member of the Nipigon-based Red Rock Indian Band, has been a native language teacher with the Thunder Bay Catholic District School Board for the past 10 years. Over that time, the board has hired eight native language teachers, including two added last September to meet demand for Ojibwe language instruction from Indigenous and non-Indigenous students.

Person, who teaches primary and junior students at St. Ann School, currently mentors two non-Indigenous language teachers at nearby schools. “What prompted me was being able to share my knowledge and my culture,” she says. “I know what I felt like when I started [teaching].”

The mentored teachers visit Person’s class to observe how she incorporates hands-on, activities-based learning into the curriculum to support the learning styles of Indigenous learners. “It’s important for the mentored teachers to see me instead of my just telling them,” says Person. “It is important for them to see how it is done and how the students react.”

#### **Easing the pressure**

Choosing to work with a new teacher requires commitment, but it also yields rewards.

Kindergarten teacher Angèle Campeau, OCT, began her career

11 years ago and currently mentors four colleagues at Ottawa's École élémentaire et secondaire publique Maurice-Lapointe, a K to 12 school with the Conseil des écoles publiques de l'Est de l'Ontario.

Last fall, she considered joining a study group on oral communication, a topic of professional interest, but decided instead to mentor two colleagues and then added two more. "When someone asks you to be a mentor you think of your first year as a teacher and you remember how grateful you were to have someone there for you that you could rely on," says Campeau.

Typically she meets the mentored teachers informally at least three times a week, but her open-door philosophy also means they drop by her class as well. Based on her experience, she says mentors must listen to questions and concerns raised by young teachers and encourage their self-reflection on practice. "What I find the hardest is that you have to be honest and constructive," she says. "It is not always easy to say or to hear, but it is the most important part."

Anis Abdelkader, OCT, says Campeau's mentoring has eased the pressure of being a new kindergarten teacher. "It is important to talk to someone I can count on," he says, citing her willingness to share tips on report card writing and talking to parents. "She helps me when I [encounter challenges] and when I don't know how to answer parents or how to confront difficult situations."

For Campeau, one reward of mentoring comes in the "aha" moment when a young teacher, despondent about an unsuccessful lesson plan, is coached to figure out fresh options for the next day's class. After one such session, she says a young teacher told her "I was going home thinking 'I am no good I can't do this. Now I can.'"

Campeau says the greatest reward of mentoring shows up in the classroom. "I hope new teachers know they aren't alone when facing these challenges," she says. "I hope they can gain the confidence they need to be the best educator they can be, which can only be beneficial for the students." **PS**

## PASSING THE

# Baton

### MENTORING FOR NEW ADMINISTRATORS

Veteran Durham teacher and principal Michael St. John, OCT, joined the District School Board of Niagara last year as a superintendent of education — his first supervisory officer position. A newcomer in a new job, he credits his transition to support from his director of education at the board, Niagara superintendent colleagues and a mentorship program funded by the Ministry of Education and delivered by supervisory officer associations across the province.

The coaching he received from Mark Joel, OCT, a retired supervisory officer from the Durham District School Board, St. John says, "was a very important influence on my transition into the role."

Under the province's Board Leadership Development Strategy, introduced in 2009, new senior administrators (and senior school staff) receive formal professional development on relevant topics and regular access through the year (a second year is optional) to a seasoned supervisory officer from another board, either in person, by phone or email. Annually, about 500 new administrators are eligible for mentoring support.

St. John had known Joel for more than 20 years. "The advice from Mark in my first year was no different than what he gave all along [in Durham]," he says. "That is, the importance of caring about the school communities we were serving." Early on, sensing St. John's self-imposed pressure to establish structures and protocols, Joel urged him instead to focus on people, not paperwork.

Investing in young board leaders pays dividends in the classroom, says Joel. "I believe that strong school leaders create strong school teachers who create strong school classrooms, which benefits students," he says.

Like St. John, Laina Andrews, OCT, was in her first job as a superintendent (with responsibility for human resources and families of schools) when she joined the Hastings and Prince Edward District School Board two years ago. Through the provincial supervisory officer association, she was paired with mentor Johanne Messner, OCT, a former Toronto District

School Board superintendent who now is the program lead for the Supervisory Officer's Qualifications Program delivered by the Ontario Principals' Council with the Ontario Public Supervisory Officers' Association (OPSOA).

In addition to attending OPSOA workshops on current topics, Andrews developed a personal learning plan that served as the basis for confidential discussions with her mentor, often face-to-face, on wide-ranging professional issues.

"She won't give me the answers but she will say 'what are you thinking?'" says Andrews, adding that Messner shared her extensive contacts, especially those knowledgeable about human resources. "I can't imagine doing it in isolation," she says of her first months as a superintendent.

Like Joel, she says mentoring a new generation of board leaders should have its greatest impact in the classroom.

Tricia Verreault, OCT, joined the supervisory officer team of Conseil scolaire Viamonde after 20 years in the teaching profession — including as a principal.

She jumped at the chance to join a formal mentoring program for incoming supervisory officers offered by the Association des gestionnaires de l'éducation franco-ontarienne. In addition to participation in formal workshops, the vice-superintendent of education was paired with a mentor for the first year or so of her new professional life. In her case, Verreault sought out someone she knew professionally: Francine Dutrisac-Sodaro, OCT, a retired supervisory officer formerly with the Conseil scolaire catholique MonAvenir.

Over the past year, they jointly attended two days of association-sponsored workshops, met face-to-face a couple of times and talked on the phone about once a month. "She would ask me questions that made me reflect," says Verreault of the coaching assistance she received. "When you are starting out you look for answers and that is not what mentors do. They will give ideas but it is about [them] helping you use your own resources to find the answer."





# DISTANCE LEARNING

Working far from home, OCTs gain  
a new appreciation for their craft.

BY STUART FOXMAN

Many OCTs choose to teach in remote or far-off locations, from fly-in communities in the North to the other side of the world. How have these experiences shaped them, and what best practices can teachers learn from them?





## NEW WAYS OF KNOWING AND DOING

DIANA YALOWICA, YUKON

Talk about a room with a view. When Diana Yalowica, OCT, gazes out her living room window, she can see the Northern Lights. “Amazing,” she says.

For two years she has taught at the Ross River School, in an Indigenous community of less than 400 about five hours northeast of Whitehorse. The local amenities include a general store (also the bank and post office), gas, nursing and RCMP stations, a community centre and the school.

Yalowica started her career as an early childhood educator in southern Ontario, before pursuing her B.Ed. She did supply teaching in Ontario, then worked at an international school in Shanghai. Back in Canada, full-time

jobs were so scarce that she considered leaving the profession. Then her husband saw job postings for the Yukon and encouraged her to apply.

Her K to 12 school has around 50 students. Half the time she teaches the biggest class, 10 JK/SK students, and in the other half she does reading recovery. Ross River follows the B.C. curriculum, with a strong focus on incorporating Indigenous culture.

“We welcome elders into our school, and the children participate in activities such as oral storytelling and traditional crafts,” says Yalowica. “A focus is also on preserving First Nations languages. We work on integrating keywords into daily practice in each classroom.”

Her one-year post turned into a second year, and now she’d like to stay long term. She learned that in a small school you must fill many roles. While there aren’t any specialty teachers, everyone has their area of expertise, “so we brainstorm together,” she says. “Sharing each other’s strengths is important.”

Yalowica says some lessons from teaching in Shanghai, where she had to be sensitive to students who came from around the world, apply in her current role. “It made me more understanding. This has carried with me in the Yukon. Although we live in Canada, the First Nations ways of knowing and doing can be very different. I need to be aware, respectful and sensitive to that.”





## THE IMPORTANCE OF BEING INCLUSIVE

TIM GERNSTEIN, TAIWAN AND CHINA

Tim Gernstein, OCT, has taught in Ontario for almost his entire career. Yet three job experiences far from home — two summers in Taipei and Beijing, and his first teaching job in northern Manitoba — have made a considerable impact.

Gernstein is an elementary teacher (Grade 5/6 split) for the York Region District School Board. In 2015 and 2017 he participated in Summer Teach Abroad, where teachers gain professional experience in a different culture and educational context.

In Taiwan and China, Gernstein was aware of being “the other.” It reminded him that all students can perceive themselves that way sometimes, because of their background, interests or just who they are.

“People can feel like they’re one of a few,” he says. “I make my activities as inclusive as possible, with multiple entry points. Everyone has a way in, regardless of abilities.”

Gernstein says the students abroad were excited to learn from the Western way of teaching. He has spent most of his career with primary students, where that comes naturally. Teaching older students in Taipei and Beijing (some in Grades 7 to 8) reinforced that all students want education to be imaginative. “You’re learning and not realizing it,” he says, “because you’re having so much fun.”

Even more indelible was his experience teaching in Granville Lake, Man., about 2½ hours north of Thompson. He took the job when there were no openings in the

Toronto area. Gernstein will never forget the sight of the local “bus,” which was a parent driving a snowmobile pulling a sled carrying a dozen children.

This was isolation — a community of about 75 and a school of 20, nowhere to go and little to do. In off hours, Gernstein spent a lot of time reading and writing, or playing Scrabble with the other teacher, a retired nun.

“That first experience still colours much of my career,” he says. “I had to be flexible. I didn’t have the luxury of running out to pick up supplies. I had to use whatever we had.”

Those lessons endure. “In class, if something isn’t going the way I want it, that’s OK. I can adapt to make it work. Use what you have at your disposal if you have an idea. It taught me to be resourceful.”





## A MORE HOLISTIC VIEW

MELISSA FERNANDES, INDIA

Work never seems to quite end for Melissa Fernandes, OCT. She teaches language arts and literature to Grades 3 and 4 at Good Shepherd International School, a boarding school in Ooty, India.

Fernandes lives on campus. After school hours, there's games time for the children and homework prep. Fernandes also sits alongside the children in the dining hall for all meals. Besides her classroom work, she's a mentor to five students and meets them twice weekly. As part of the school's house system, Fernandes also prepares students for elocution and poetry recitation competitions. Her days typically last from 8 a.m. to 8 p.m., though some days can end at 9:30 p.m.

Though the schedule is gruelling, Fernandes is grateful for such a unique

experience for her first teaching assignment.

For 15 years, she was an advertising account manager in Toronto. At different points, she volunteered as a tutor and also with organizations connected to education, such as one catering to at-risk youth. When she decided to study teaching, she had a three-week alternate practicum at an International Baccalaureate (IB) school in Bangalore, India. Fernandes was intrigued by the idea of teaching abroad to start her second career.

Ooty is a small town of 88,000 in Tamil Nadu. While the market is bustling, the area surrounding the school is quiet. Much nearby land is used for growing crops (carrots, cabbages) and for tea plantations.

Despite hectic days, Fernandes says, "I'm learning to be more patient with myself — not overly pushy, which is the way I operated in Toronto with my advertising background. Now I'm learning to take everything in stride." She gives some credit to the serene surroundings and some she sees as the calming nature of South Indian culture.

Fernandes' broad role has also revealed something about her mission. "I understood teaching as a vocation and commitment," she says. "Through the duties at the school, I've experienced the service aspect. This experience has been an opportunity to really participate in the students' personal and academic growth holistically, as well as my own development in teaching."





## BUILDING INTERCULTURAL COMPETENCE

NATALIE PITRE, CHINA

Natalie Pitre, OCT, didn't have the opportunity to travel as a child. She has more than made up for it.

Pitre has taught in Japan, Egypt, Switzerland and the United Arab Emirates (UAE). Her husband, Jason Palmer, OCT, also taught in the UAE, their first time working together overseas. Now they're both in Shanghai working for the Dipont Education Management Group, a Chinese educational services company.

In Canada both had worked for the Upper Canada District School Board, Pitre as an ESL resource teacher and Palmer as a teacher, department leader, vice-principal and principal (he's now on a leave of absence from the board). Most recently, Pitre taught part-time as an adjunct assistant professor in the faculty of education at Queen's (she still teaches online courses),

following the completion of her doctorate in Educational Leadership K-12 from the University of Calgary.

Dipont Education Management Group focuses on the delivery of international curricula and educational enrichment programs for Chinese students, including Advanced Placement (AP), A-Level Cambridge International Examinations and International Baccalaureate programs.

Pitre is the deputy director for Chinese teacher training. She leads a team designing an enhanced version of the Chinese National Curriculum in English for Grades 1 to 6, for two new campuses that Dipont will open this September offering international programming for expatriates.

The Ontario Certified Teacher is also leading the team to design a bilingual teacher training program.

Palmer is a deputy director for academics, overseeing AP and IB centres in Beijing.

To Pitre, teaching throughout the world has reinforced the value of developing intercultural competence.

"Regardless of where I teach and lead, it's important to be culturally responsive and develop a deep knowledge of students to build a sense of community," she says.

The exposure to different environments has helped her to remain open, no matter where she has taught.

"I've found that kids are often open to trying new ways of learning if the teacher is open to learning from her students," Pitre explains.

"Whether I teach in Ontario or anywhere else in the world, I'm always a learner first. I expect my students to be the same."





## EMBRACING CHANGE

RICHARD LLANERA, NORTHERN ONT.

After teaching in his native Philippines for 12 years, Richard Llanera, OCT, moved to Toronto in 2015 to start a new life. His wife preceded him to the city, and he was eager to get his Ontario teaching credentials. Until then, he landed a job as a clerk in a bank mailroom.

When he was certified in 2017 he applied for teaching positions without success. So Llanera kept expanding his search — including (much) farther north. He ended up with a one-year contract later that year teaching Grades 7 and 8 at Native Sena School in North Caribou Lake, Ont., 320 kilometres north of Sioux Lookout.

Llanera realized that he needed to expand his own horizons. Besides teaching general studies, he had to help with Special Education, where he had no training. His first week, Llanera signed up for online courses to get ideas on how to deal with diverse learning needs.

As a new local, Llanera was open to all sorts of experiences, from moose meat to ice fishing. He felt it was important to not just learn about the culture but to integrate it into his teaching. For instance, the process of using a mechanical drill and making a hole in ice can be a valuable science lesson. “You need to be creative,” he says.

Teaching in a remote community means becoming comfortable with change, says Llanera. He had to get used to performing double duties, teaching a split class, being away from his family (his wife, child and another on the way) and fitting into a very different community from Toronto or Manila.

Llanera feels that he has honed his professional skills in Canada, and his ability to respond to new situations.

“In any classroom, you face different kinds of students. You need to understand and adjust with them.” **PS**

## REMOTE ACCESS

**What's the most rewarding aspect or educational advantage of teaching in far-off places? Four more teachers weigh in.**

### Getting closer

“You teach differently due to the class size. Most have fewer than 10 students. Lecturing doesn't feel right. You know every student and what they need. We're better teachers for it, far more empathetic and driven to have real conversations about learning.” — *Joseph Whelan, OCT, principal at Jimmy Sandy Memorial School, Kawawachikamach, Qué., 15 kilometres northeast of Schefferville.*

### Shaking things up

“One reason I went on the exchange was to shake myself out of career complacency. I was put into courses I had no experience in, which caused stress for me as a teacher. [However,] it reinforced my sense of resiliency and my convictions regarding the purpose of education.” — *Brent Rouleau, OCT, teaches at Glebe Collegiate Institute in Ottawa, did a one-year teaching exchange in Australia.*

### Embracing the locale

“Connecting student learning to the environment is one of the most important lessons. Students make sense of their world through these activities. Anything can be taught outside. From fractions to grammar to social skills — it can all be learned on the land where you live.” — *Alisha Hill, OCT, principal at Waninitawingaang Memorial School in Kejick Bay, Ont., 60 kilometres northwest of Sioux Lookout; and has also taught in Japan.*

### Building trust

“Most remote locations are small communities. I quickly learned a lot about my students and their families. Being able to support students by helping to cook or showing up at a funeral carried over to increased trust and co-operation in the classroom.” — *Melissa Black, OCT, Special Education resource lead for Keewaytinook Internet High School, based in Balmertown, Ont., 550 kilometres northwest of Thunder Bay.*



# reviews

Your guide to recently released books and other teaching resources.

For additional reviews of French-language resources, visit [pourparlerprofession.oeeo.ca](http://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](mailto:library@oct.ca).

**A** good book is a pathway to living other lives. Adventure, suspense, fantasy, humour and information are only as faraway as a bookshelf. This issue features reviews of new young adult fiction and non-fiction to engage and enlighten your students about key issues of our time: refugee migration, environmental degradation, war and intercultural communication. Through these books they can travel the globe, flee across borders, encounter the humanity in strangers, and see the world — and their place in it — with new eyes.

— **Wendy Harris**,  
Reviews editor

## Escape from Syria

BY SAMYA KULLAB,

ILLUSTRATED BY JACKIE ROCHE

This is a tale that words alone cannot express — a story also needs pictures to encompass the magnitude of the refugee experience that it describes. It tells the fictional story of Amina, a Syrian girl whose life is changed forever when her family home in Aleppo is destroyed by a bomb.

After fleeing to Lebanon, the family experiences displacement, hunger and poverty. While in the refugee camp, Amina's brother contracts meningitis and she is compelled to leave school to help support the family. Finally the family is offered the opportunity to emigrate to Canada.

And so begins the last part of the book as the family adjusts to the challenging realities of Canadian life.

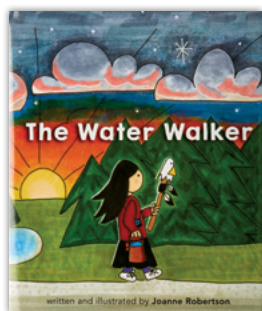


Kullab based this graphic novel on her personal observations from reporting in Syria. She does not shy away from difficult issues such as child brides, bribery, torture, attacks on Syrian citizens by their own government, desperate acts of escape and the pain of leaving a homeland. Facts about the

Syrian situation are interwoven into the story to help readers understand the political and economic circumstances that led to the refugee crisis. Additional notes and photographs at the end of the book sum up the Syrian experience of the last few years. While the book depicts a horrible situation, it also tells a story of survival and hope. For readers 12 and up.

**Margaret Grift** is a librarian at John Knox Christian School in Brampton, Ont.

**Escape from Syria**, Firefly Books, Richmond Hill, Ont., 2017, hardcover, ISBN 978-1-77085-982-1, 96 pages, \$19.95, [fireflybooks.com](http://fireflybooks.com)



## The Water Walker

BY JOANNE ROBERTSON

*The Water Walker* tells the true story of Nokomis Josephine Mandamin (Nokomis is a grandmother in Ojibwe traditional stories) and her crew of Mother Earth Water Walkers who walked around the five Great Lakes to raise awareness for protecting *nibi* (water). Written and

illustrated by Joanne Robertson, an Indigenous author, illustrator, water protector and campaigner, it is a true-story portrait of a passionate woman who takes action to protect clean water — our most precious natural resource.

Robertson cleverly uses Anishinaabemowin words and phrases throughout the book. While the context of the Indigenous-language terms usually makes the meaning clear, translation and a pronunciation guide is provided at the end of the book. The use of language furthers the authenticity of the author's intent to both educate and entertain readers about water and the Indigenous knowledge related to respecting and preserving *nibi* for future generations.

The simple text and colourful pictures are the perfect medium to convey the urgency of the Water Walkers' initiative. Teachers and students can use her story to spark and ignite their own activism around water protection.

**Joe Restoule General, OCT**, is the acting principal of I. L. Thomas Odadrihonyanita Elementary School in Ohsweken, Ont.

**The Water Walker**, Second Story Press, Toronto, 2017, hardcover, ISBN 978-1-77260-038-4, 36 pages, \$16.95, distributed by University of Toronto Press, [secondstorypress.ca](http://secondstorypress.ca)

## On the Spectrum

BY JENNIFER GOLD

Sixteen-year-old Clara has been raised in New York City by her famous ballerina mother. Her father now lives in Paris with his new wife and Clara's half-brother, six-year-old Alastair. Clara rarely visits her father but when the school's guidance counsellor calls in a social worker to talk to Clara about her orthorexia (an eating disorder, nurtured by her anorexic mother, that manifests as an unhealthy obsession with compulsively healthy eating and intense exercise), it was decided that Clara should spend the summer with her father and stepmother in Paris. Her job will be to help out with Alastair who is on the autism spectrum.

Michel, Alastair's 20-year-old friend, works for his Ethiopian-born father in the family bakery. Through him, readers learn about Alastair's remarkable accomplishments and insights.

For example, Alastair sees a parallel with himself and his half-sister. He points out that, like him, Clara is on the eating disorders spectrum.



Meanwhile, Michel has his own challenges. He is torn between the cultures of his black, Muslim father and his white, French Catholic mother. Michel, neither black nor white, is not accepted by either race. Like Alastair, who is teased by his classmates for his intellectual differences, Michel was also taunted in school. During that summer, the three of them teach one another: through Michel, Clara begins to appreciate, rather than fear, food; through Alastair, she learns about patience, trust and a kind of love that features understanding and wisdom.

Gold has captured the essence of what it means to be diagnosed with autism and what it means to live with someone who is. She also takes on the issues of eating disorders and body image. Her words about the cruelty of children toward anyone who is different in race, colour, appearance or behaviour should provoke readers to think about the impact their words and actions have on others. For students in Grades 7 to 12.

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

*On the Spectrum*, Second Story Press, Toronto, 2017, softcover, ISBN 978-1-77260-042-1, 336 pages, \$13.95, distributed by University of Toronto Press, [secondstorypress.ca](http://secondstorypress.ca)

## To Look a Nazi in the Eye

BY KATHY KACER

WITH JORDANA LEBOWITZ

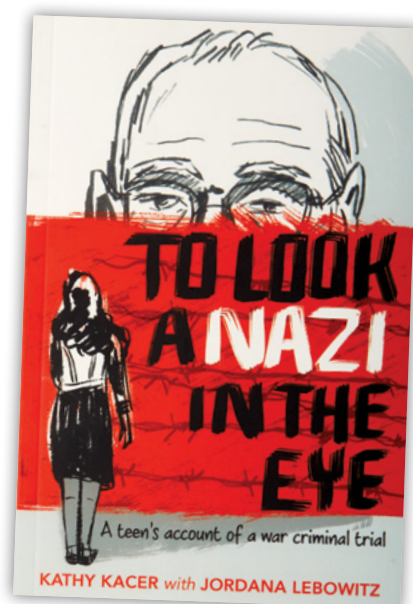
Jordana Lebowitz had grown up hearing the stories her grandmother had told of surviving the Holocaust during the Second World War. Consequently, the 19-year-old felt compelled to bear witness to the trial of Oskar Groening, the so-called "Bookkeeper of Auschwitz," in 2015. At the age of 94, Groening was perhaps the last of the Nazi perpetrators to be tried in Germany. *To Look a Nazi in the Eye* is the story of her experience.

It was on a trip to Poland to participate in the International March of the Living (a three-kilometre silent march from Auschwitz to Birkenau to honour the victims of the Holocaust) that Jordana learned of Groening's trial for aiding and abetting in the murder of over 300,000 Jews. Groening, a low-level officer, had been stationed at Auschwitz shortly after joining the SS. His job there was to collect money and valuables brought to the camp by the Jews who were about to be murdered. The valuables were then sent to Berlin to help fund the war effort. Groening was found guilty of murder, despite his repudiation of his past and his efforts to denounce Holocaust deniers.

The story is primarily Jordana's, interspersed with snippets of her blogs and Groening's testimony. It chronicles her emotional journey — from hearing Groening's and survivor testimony first-hand to the realization that life is not black and white but, rather, many shades of grey.

*To Look a Nazi in the Eye* addresses topics such as prejudice, tolerance, the Holocaust, social justice, citizenship, as well as demonstrating that young people can and do have a voice. It is appropriate for Grades 9 to 12.

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



*To Look a Nazi in the Eye: A teen's account of a war criminal trial*, Second Story Press, Toronto, 2017, softcover, ISBN 978-1-77260-040-7, 256 pages, \$13.95, distributed by University of Toronto Press, [secondstorypress.ca](http://secondstorypress.ca)

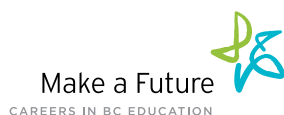


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### ABQ Schedule A courses

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**New** Intermediate Division/Health and Physical Education

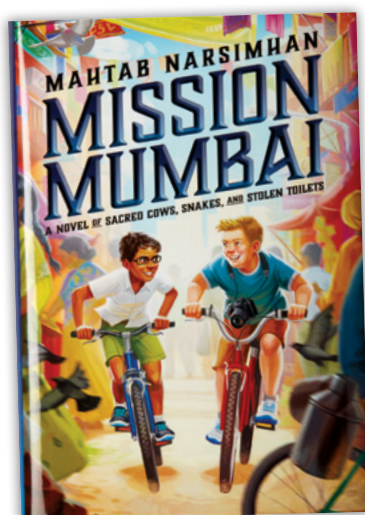
### AQ – Schedule C Courses

Adapting Curriculum for the Catholic School System, Teaching in the Catholic System, Mathematics 7 and 8, Student Assessment and Evaluation, Use and Knowledge of Assistive Technology, Teaching Students with Communication Needs/Autism Spectrum Disorders

### AQ – Schedule D Courses

#### Part One, Part Two and Specialist:

Teaching English Language Learners, French as a Second Language, Guidance and Career Education, Integration of Information and Computer Technology Instruction, Teacher Librarian, Kindergarten, Mathematics Primary/Junior, Reading, Special Education



## Mission Mumbai

BY MAHTAB NARSIMHAN

*Mission Mumbai* is an adventure book that explores new ways of thinking and living. New Yorker Dylan Moore accompanies his best friend, Rohit Lal, to his ancestral home in Mumbai, eager to experience a new culture, hone his photography skills and get away from his fighting parents. Rohit, on the other hand, is miserable in Mumbai, embarrassed by his crowded, smelly

hometown, and afraid he will not be allowed to return to New York and the new life that awaits him there. Almost from the beginning of the trip, the boys are at odds with one another, but through their shared love of fantasy books (especially *The Lord of the Rings*) and their strong

friendship they figure out how to maintain their connection and work together to deal with the challenges in Mumbai. In the process, they discover important things about each other and themselves.

Told from Dylan's point of view as an excited visitor to a new place, the sights, sounds and smells of Mumbai are colourfully and raucously detailed throughout the book. It is all so strange to the young New Yorker and he eats it up — literally and figuratively. While this is not a travel book, it is so vivid in its depictions of Mumbai that many readers may well want to travel to India to take in the culture first-hand.

Covering such themes as family life, loyalty, travel, change, poverty and divorce, *Mission Mumbai* would be an excellent book to read and talk about in literature circles.

It would undoubtedly lead to discussions of differing cultures, adjusting to change and hardships, and the idea of being active, informed citizens of the global community. Links to discussion questions, activities, a quiz and even a few recipes are provided. For Grades 4 to 7.

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

***Mission Mumbai: A Novel of Sacred Cows, Snakes, and Stolen Toilets***, Scholastic Canada, Toronto, 2016, hardcover, ISBN 978-0-545-74651-9, 272 pages, \$19.99, [scholastic.ca](http://scholastic.ca)

## One Thousand Hills

BY JAMES ROY AND NOËL ZIHABAMWE

A singular voice rises out of this powerful novel about the genocide that killed 800,000 Rwandans in 1994. The voice is that of 10-year-old Pascal, who lives with his family in the northern Rwandan village of Agabande. His life with his parents, brother and sister is simple, with its share of chores, school, sibling squabbles and church on Sunday. But soon all of this normality begins to shift. Pascal is confused by his parents' warnings about what is happening. He is discouraged from visiting his friend, Henri. His father wants him to stay close by. The radio is not to be used. Neighbours are packing up and moving away. What is happening to the once safe and happy town of Agabande?

When the genocidal slaughter of the Tutsis by the ruling Hutus erupts, Pascal endures the horror of the murderous rampages around him. Co-author Noël Zihabamwe lived through these events —

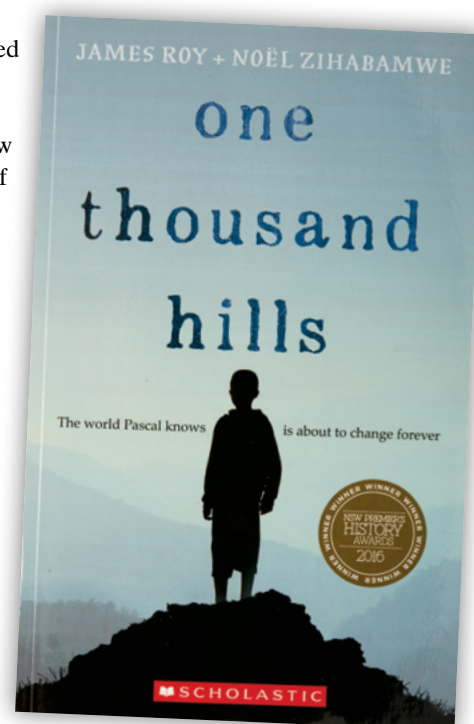
as a 10-year-old boy, he witnessed the murder of much of his family and then lived as a refugee for the next decade of his life.

Pascal's story is told through two narratives: the first from his point of view in Rwanda and the second in the form of an interview with a school psychologist in Belgium five years later as Pascal processes the events of his childhood.

Based on that kind of lived history, there are many themes for teachers and students to explore. The book was recognized as a winner of two Australian literary awards for its fine writing and careful depiction of a terrifying event in world history.

Although the book targets the tween reader, it should appeal to teens and adults as well.

**Dorothea Bryant, OCT**, is retired from the faculty of education, University of Windsor, and tutors primary and secondary students in reading and writing.



***One Thousand Hills***, Scholastic Canada Ltd., Toronto, 2017, softcover, ISBN 978-1-4431-5760-5, 240 pages, \$8.99, [scholastic.ca](http://scholastic.ca)



OCT is the designation for teachers in Ontario.

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# PLACE VALUE ON CONFIDENCE

Grade 4 and 5 students in Blackstock, Ont., use video recording technology to develop math skills and more.

BY STEFAN DUBOWSKI



Ryan Tindale, OCT, uses Flipgrid as a new way for students to learn about place value in math.

**THE CHALLENGE:** Help students understand place value in mathematics.

**THE SOLUTION:** Have students record videos in which they explain place value.

**LESSONS LEARNED:** Ryan Tindale, OCT, wanted to give his students a new way to learn the concept of place value in math — i.e., the value a digit has depending on where it appears in the number (ones, tens, hundreds and so on). This Grade 4/5 teacher at Cartwright Central Public School in Blackstock, Ont., often found that while students could put numbers in the right columns when using value charts, they struggled to explain why the numbers belonged there, or what the different columns meant.

Tindale used Flipgrid ([Flipgrid.com](https://flipgrid.com)), a video discussion recording application to help students work out their own understanding of place value. The teacher logs into the class Flipgrid account to post a

question for the students to answer — in this case, he asked them to explain place value. Once he posts the question, Flipgrid generates a code accessible from any device capable of running the app. From there, students enter the code, read the question and, when ready, hit “record” to capture their answers, up to 90 seconds long. When they’re finished and they’ve saved and submitted their recordings, Tindale can go back into the program to review the responses.

**OBSERVATIONS:** Tindale says the technology enables him to provide constructive feedback quickly. It takes him less than half an hour to listen to each student’s recording and provide a response, whether it’s a suggestion, a correction or kudos.

He says the activity helps students learn what place value is all about. But that’s not all: they also get to practise what they’re learning in areas beyond math. For example, they practise perseverance and they

## YOU CAN DO IT TOO!

### What You’ll Need:

An activity that students can complete using video technology and access to the Flipgrid video application.

### Steps to Take:

- 1) Log onto Flipgrid to post questions and instructions for the activity.
- 2) Flipgrid sends a code that students plug into its website.
- 3) Students click the link, read the questions and instructions, and record and submit their responses.
- 4) Review students’ answers and provide feedback as warranted.

develop an appreciation for revision as they review their recordings and consider how to make their explanations clearer. They also hone their language and communication capabilities as they think about the best way to get their points across.

Tindale has had his students use Flipgrid for other projects, such as book reports, with the children working in pairs or teams. In those situations, they get to work on skills like listening, collaboration and negotiation.

But perhaps most importantly, the technology gives every student the chance to speak up, and Tindale says that’s huge. It helps students develop confidence with respect to expressing ideas and taking part in a discussion.

“I’ve seen it work really well for the quiet students,” he says. “When you give them a platform, their voices rise and their confidence starts to grow.”

There are two levels of Flipgrid: free and paid (US\$65 per teacher per year). The free version lacks features available in the paid version. For instance, students can record videos up to five minutes long in the paid version, but only up to 90 seconds in the free version. Still, Tindale uses the free version to save on costs, and he says it works fine for his purposes. **PS**

*The College’s professional advisory Use of Electronic Communication and Social Media ([oct-oeeo.ca/ecommm](https://oct-oeeo.ca/ecommm)) guides members’ professional judgment in the use of technology.*

**HELPFUL HINT:** When students are making their own video recordings on tablets or other mobile computers in class, be sure to give them some space so they’re not distracting each other. Ryan Tindale, OCT, says he has students sit about three metres apart when recording videos.



# 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.*

## ELECTION RESULTS



College members have voted and the results are in. The eighth Council of the Ontario College of Teachers has been elected. See the official 2018 Council election results and learn about your Council members.

## EIGHTH COUNCIL ELECTED

You've spoken! By voting in the 2018 Election, you have elected the College's eighth Council, which will govern the teaching profession in the public interest for the next three years.

Council's 37 members meet quarterly to set policy direction and provide oversight in accordance with the objects set out in the *Ontario College of Teachers Act*. Council establishes teachers' qualifications in regulation, sets the standards of practice and ethical standards, accredits teacher education programs, and investigates and resolves complaints about individual members.

There were 23 elected positions available from the English, French, Catholic public, elementary and secondary school

systems in all regions of Ontario. Four of the 23 are designated for principals/vice-principals, supervisory officers, faculties of education and private schools.

Twenty-one Council seats have been filled, four by acclamation. Two positions — English-Language Roman Catholic Board Secondary, and Supervisory Officer — remain vacant as there were no eligible candidates for the ballot at the time of nomination. Council is accepting applications now for appointments to those seats (see page 55). Applications will be accepted until July 16, 2018. The remaining 14 Council positions are appointed by the provincial government for terms of up to three years.

**Election  
results**

**p.49**

**Elected  
Council  
biographies**

**p.50**

In this election, 69 candidates sought the 23 available Council seats. Of the College members eligible to participate in the election, 8,038 voted online (on the College's website and via its app) between March 5 and April 9, 2018.

The eighth Council will hold its inaugural meeting on Wednesday, July 4, 2018.

## ELECTION RESULTS

Independent auditor Richter LLP verified these final counts.

**Total Number of Voters: 8,038**

**Total Number of Eligible Voters: 236,167**

**Voter Turnout: 3.40%**

CANDIDATES	VOTES	%
<b>Northwest Region Part-time/Full-time</b>		
<b>Stéphane Vallée</b> (Acclaimed)		
<b>Northeast Region Part-time/Full-time</b>		
<b>Ravi Vethamany</b> (Acclaimed)		
<b>Southeast Region Part-time/Full-time</b>		
Rita Forte	139	16.87
Richard Michaud	168	20.39
<b>Nicola Powadiuk</b>	<b>251</b>	<b>30.46</b>
Hanz Schulz	123	14.93
Harry St-Jour	143	17.35
<b>Total</b>	<b>824</b>	
Unmarked	159	
<b>Southcentral Region Part-time/Full-time</b>		
<b>Paige Bennett</b>	<b>935</b>	<b>51.46</b>
Robert Deonarine	422	23.23
Donna Lynn Paquette	460	25.32
<b>Total</b>	<b>1,817</b>	
Unmarked	1,031	
<b>Southwest Region Part-time/Full-time</b>		
<b>Erin Glen</b>	<b>200</b>	<b>30.26</b>
Staci Jobin	145	21.94
Shane Romualdi	145	21.94
Robert A. Ryan	171	25.87
<b>Total</b>	<b>661</b>	
Unmarked	142	
<b>Central Region Part-time/Full-time</b>		
Patrizia De Marco	409	22.37
Patricia Kalligosfyris	230	12.58
<b>Jacqueline Karsemeyer</b>	<b>480</b>	<b>26.26</b>
Sultan Rana	408	22.32
Andrea Whiteacre	301	16.47
<b>Total</b>	<b>1,828</b>	
Unmarked	742	
<b>Northwest Region Full-time</b>		
Jennifer Barry	85	17.78
Solange Côté	72	15.06
Thomas Blase Doherty	76	15.90
Rose Giuliano	59	12.34
Joel McGrath	69	14.44
<b>Stephen Zimmermann</b>	<b>117</b>	<b>24.48</b>
<b>Total</b>	<b>478</b>	
Unmarked	85	

CANDIDATES	VOTES	%
<b>Northeast Region Full-time</b>		
<b>Irene Dembek</b>	<b>97</b>	<b>39.92</b>
Craig Johnstone	83	34.16
Kim Lawson	63	25.93
<b>Total</b>	<b>243</b>	
Unmarked	28	
<b>Southeast Region Full-time</b>		
<b>Melissa Gaffen</b> (Acclaimed)		
<b>Southcentral Region Full-time</b>		
Mary-Ann Campanelli	262	12.47
Carrie Cochrane	134	6.38
Jennifer Damianidis	164	7.81
Justin Djedje	224	10.66
Thompson Famoriyo	222	10.57
Marc Gravel	131	6.24
Delani Nilmini Ratwatte	222	10.57
Angela Salvatori-Corapi	200	9.52
<b>Nicole van Woudenberg</b>	<b>542</b>	<b>25.80</b>
<b>Total</b>	<b>2,101</b>	
Unmarked	747	
<b>Southwest Region Full-time</b>		
Cori Morris (Marchand)	215	36.13
<b>Mary-Anne Mouawad</b>	<b>380</b>	<b>63.87</b>
<b>Total</b>	<b>595</b>	
Unmarked	208	
<b>Central Region Full-time</b>		
Marie-Claude Bouchard	296	15.14
<b>Tim Gernstein</b>	<b>612</b>	<b>31.30</b>
Melissa Milo	366	18.72
David Parmer	489	25.01
A. N. Persaud	192	9.82
<b>Total</b>	<b>1,955</b>	
Unmarked	615	
<b>English-Language Public Board Elementary</b>		
Ryan Braden	381	17.41
Ann Ciaschini	613	28.02
<b>Rebecca Forte</b>	<b>786</b>	<b>35.92</b>
Simona N. Sookdeo	408	18.65
<b>Total</b>	<b>2,188</b>	
Unmarked	1,334	
<b>English-Language Public Board Secondary</b>		
<b>Diane Ballantyne</b>	<b>749</b>	<b>34.64</b>
James Blair	575	26.60
Shelly Czerczak (Burns)	464	21.46
Anthony Samchek	374	17.30
<b>Total</b>	<b>2,162</b>	
Unmarked	1,360	



## GOVERNING OURSELVES

### ELECTION RESULTS

CANDIDATES	VOTES	%
<b>English-Language Roman Catholic Board Elementary</b>		
Timothy D. Kwiatkowski	410	39.27
<b>Alicia Nunn</b>	<b>634</b>	<b>60.73</b>
<b>Total</b>	<b>1,044</b>	
Unmarked	340	
<b>English-Language Roman Catholic Board Secondary</b>		
No eligible candidate was available for this ballot at the time of nomination. An invitation to apply can be found on page 55. The eighth Council will appoint a candidate to the position.		
<b>French-Language Roman Catholic Board Elementary</b>		
<b>Chantal Côté</b>	<b>174</b>	<b>58.78</b>
Maryse Deslauriers	122	41.22
<b>Total</b>	<b>296</b>	
Unmarked	257	
<b>French-Language Roman Catholic Board Secondary</b>		
<b>Charles Dimitry Abraham</b>	<b>158</b>	<b>33.55</b>
Réjean Dufresne	97	20.59
Diana Mazzotta	91	19.32
Claudia Patenaude	125	26.54
<b>Total</b>	<b>471</b>	
Unmarked	82	

CANDIDATES	VOTES	%
<b>French-Language Public Board Elementary and Secondary</b>		
Lucienne Béatrice Koua Dubé	104	43.70
<b>Sara Nouini</b>	<b>134</b>	<b>56.30</b>
<b>Total</b>	<b>238</b>	
Unmarked	78	
<b>Principal/Vice-Principal</b>		
Wayne Greco	63	7.49
<b>John Hamilton</b>	<b>662</b>	<b>78.72</b>
Michael A. Moore	116	13.79
<b>Total</b>	<b>841</b>	
Unmarked	41	
<b>Supervisory Officer</b>		
No eligible candidate was available for this ballot at the time of nomination. An invitation to apply can be found on page 55. The eighth Council will appoint a candidate to the position.		
<b>Private School</b>		
Faqueeha Sajid Mansoor	19	8.56
<b>Shannon Marcus</b>	<b>203</b>	<b>91.44</b>
<b>Total</b>	<b>222</b>	
Unmarked	3	
<b>Faculty of Education</b>		
<b>Susan E. Elliott-Johns (Acclaimed)</b>		

### ELECTED COUNCIL BIOGRAPHIES



**Charles Dimitry Abraham, OCT Registration Number: 521172**  
**French-Language Roman Catholic Board Secondary**

Charles Dimitry Abraham has been a secondary school teacher with the Conseil scolaire catholique MonAvenir since 2007. He also teaches at the Toronto Campus of the University of Ottawa's faculty of education.

Prior to teaching he worked at the Public Health Agency of Canada. His Ministry of Education work includes working on the team to review the Spanish curriculum and developing a support program for students having trouble with mathematics.

Abraham has contributed significantly to his union, the Association des

enseignantes et des enseignants franco-ontariens, around workplace standards and conditions, labour relations, program evaluation, school safety and student performance. He is a founding member of a volunteer organization that offers free tutoring to children from cultural communities.

Certified to teach in Ontario in 2007, he has a degree in dental surgery and a B.Ed.



**Diane Ballantyne, OCT Registration Number: 199568**  
**English-Language Public Board Secondary**

Diane Ballantyne teaches at the secondary level with the Upper Grand District School Board.

She has taught equity, history and social sciences courses, both in-person and online, as well as served as a department head and regional program chair.

Outside of the classroom, she serves as a staff adviser for the Amnesty International Club, co-created a unique social justice program and founded the Centre Wellington Community Dinner project, Building Community, One Meal at a Time.

Ballantyne developed curriculum for TVOntario, presents at numerous professional development conferences and has worked extensively at various levels of the Ontario Secondary School Teachers' Federation, receiving its James Forster Human Rights Award in 2012.

Certified to teach in Ontario in 1995, she has a BA, a B.Ed. and an M.Ed.

## ELECTED COUNCIL BIOGRAPHIES



**Paige Bennett, OCT  
Registration**

**Number: 260875**

**Southcentral Region**

**Part-time/Full-time**

Paige Bennett is an instructional program leader with the Halton District School Board.

She has previously worked as a classroom teacher, Special Education resource teacher and co-ordinator, elementary and secondary vice-principal and instructional program leader in both the student services and school programs departments with the Halton DSB. She also worked for six years as the program director for Australia's Charles Sturt University's Ontario-based teacher education program.

Over her career, Bennett has participated in many Elementary Teachers' Federation of Ontario learning opportunities around leadership and effective programming. As a vice-principal, she was an active member of the Ontario Principals' Council and remains an associate member. Certified to teach in Ontario in 1990, Bennett has a BA, a B.Ed. and an M.Ed.



**Chantal Côté, OCT  
Registration**

**Number: 183358**

**French-Language**

**Roman Catholic Board  
Elementary**

Chantal Côté is a Grade 2 teacher with the Conseil scolaire catholique du district des Grandes Rivières.

She has previously taught students in Grades 2 and 3 and served as her school's literacy and numeracy section head.

A member of various committees in her school, Côté initiated creation of its positive behaviour support program and headed its Teacher Learning and Leadership Program (Le Programme d'apprentissage et de leadership du personnel enseignant). She regularly participates in board and Association des enseignantes et des enseignants franco-ontariens training to refine her competencies and enrich her knowledge. She has also worked on and led many ministry projects and workshops, including exemplars and reviewing the

mathematics and French curricula.

Certified to teach in Ontario in 1995, Côté has a BA and a B.Ed.



**Irene Dembek, OCT  
Registration**

**Number: 403322**

**Northeast Region**

**Full-time**

Irene Dembek is an elementary teacher with the Sudbury Catholic District School Board. She teaches all grades from Junior Kindergarten to Grade 6 in a rural school where all students are of Indigenous descent.

She has previously worked as an occasional teacher and taught the English component of a French Immersion program.

For many years Dembek has been active on various Ontario English Catholic Teachers' Association's elementary and occasional teachers local and provincial committees and has served as her school's association representative.

During her time on Council, she served on the Accreditation, Registration Appeals, Editorial Board, Discipline and Nominations (now Governance) committees.

Certified to teach in Ontario in 1994, Dembek has a BA and a B.Ed.



**Susan E.  
Elliott-Johns, OCT  
Registration**

**Number: 106746**

**Faculty of Education**

Susan E. Elliott-Johns is an associate professor and member of Nipissing University's Schulich School of Education where she is a full-time teacher-educator and researcher teaching pre-service and graduate education and supervising graduate students.

Her research interests and professional goals focus on research into teachers' and teacher-educators' professional learning in contemporary contexts and the ongoing development of pedagogy and praxis.

She previously worked as a Junior Kindergarten to Grade 10 classroom

teacher, literacy consultant and school administrator in schools in Québec, the Northwest Territories and PEI.

An active member of several professional organizations, Elliott-Johns provides leadership through workshops, conference presentations, keynotes and publications for teachers, administrators and teacher-educators across Canada, Europe, the United States and Australia.

Her most recent book is *Leadership for Change in Teacher Education: Voices of Canadian Deans of Education* (2015) and she co-edited *Perspectives on Transitions in Schooling and Instructional Practice* (2013).

During her time on Council, she served on the Accreditation (vice-chair), Standards of Practice and Education committees.

Certified to teach in Ontario in 1989, Elliott-Johns holds a B.Ed., an M.Ed. and PhD.



**Rebecca Forte, OCT  
Registration**

**Number: 190614**

**English-Language  
Public Board  
Elementary**

Rebecca Forte is a kindergarten teacher with the Toronto District School Board. Her professional approach focuses on outdoor education, experiential learning and growth mindset, particularly in mathematics.

She previously taught Grades 7 and 8 students and before joining the profession she earned a diploma in early childhood education.

Certified to teach in Ontario in 1991, Forte has a BA, a B.Ed. and an M.Ed.



**Melissa Gaffen, OCT  
Registration**

**Number: 486722**

**Southeast Region  
Full-time**

Melissa Gaffen is a full-time elementary teacher with the Ottawa-Carleton District School Board's curriculum services department working as an English as a Second Language itinerant teacher. She has taught all divisions, large classes,



students with exceptionalities, English-language learners, split grades, students at risk and students from a wide variety of cultures, socio-economic backgrounds and family compositions.

Certified to teach in Ontario since 2005, Gaffen is a graduate of the Queen's-Trent Concurrent Education Program and holds an Honours BA and a B.Ed.



**Tim Gernstein, OCT Registration Number: 476805 Central Region, Full-time**

Tim Gernstein is an elementary teacher with the York Region District School Board.

His first assignment was teaching a Junior Kindergarten to Grade 3 class in a two-room school in a Manitoba fly-in community in 2004. He has since taught in the Primary, Junior and Intermediate panels at four elementary schools in the York Region DSB, working as a supply, rotary, homeroom, reading recovery and regular classroom teacher.

Outside of the classroom he has run student leadership, drama, chess and dance clubs. He has served as a technology lead and worked on positive climate for learning and timetabling committees at his schools and is an active member of the Elementary Teachers' Federation of Ontario.

His community involvement includes serving as secretary-treasurer of a drop-in site for homeless and socially isolated individuals living in west-end Toronto and previously serving on the board of his Lions Club chapter.

During his time on Council, Gernstein served on the Investigations and Editorial Board committees. Certified to teach in Ontario in 2004, he has a BA with Special Honours, a B.Ed. and an M.Ed.



**Erin Glen, OCT Registration Number: 509564 Southwest Region Part-time/Full-time**  
Erin Glen is a learning support teacher for

Junior Kindergarten to Grade 3 students with the Thames Valley District School Board working with students and families to best meet their needs.

She previously taught primary, junior and intermediate students in a variety of single and split-grade classes.

She has worked as a range finder and test scorer for the Education Quality and Accountability Office, an associate teacher and mentor, and currently serves as a member of her school's mental health committee.

Outside of school she has volunteered for many organizations that provide education and support to those in need, including Collective Kitchen and Bridges Out of Poverty. Certified to teach in Ontario in 2006, Glen has a BA and an M.Sc. in education.



**John Hamilton, OCT Registration Number: 253700 Principal/Vice-Principal**

John Hamilton is an elementary principal with the Durham District School Board.

A career of over 25 years has provided many opportunities to serve students and communities. Beginning in the Toronto DSB and during more than two decades with the Durham DSB, he has worked as an educational assistant, occasional teacher, elementary teacher, vice-principal and principal.

Certified to teach in Ontario in 1994, Hamilton has an Honours BA, a B.Ed. and an M.Ed.



**Jacqueline Karsemeyer, OCT Registration Number: 149514 Central Region Part-time/Full-time**

Jacqueline Karsemeyer is a Special Education consultant with the Toronto District School Board, supporting kindergarten to Grade 12 students in 21 schools. She began in education as a French Immersion

teacher, previously working as a children's therapist. She is a trained mediator and psychometrist. Karsemeyer's career positions include resource teacher for English/French Immersion, teacher with the Kindergarten Early Language Intervention program and course instructor at teachers' colleges in China and Canada. She has been significantly involved in the TDSB's Human Rights, Professional Development and Model Inner City Schools committees.

A union steward, Karsemeyer was seconded to the Elementary Teachers' Federation of Ontario as executive assistant for Equity and Women's Services. She represented ETFO on the Ministry of Education's Urban Aboriginal advisory committee. Subsequently, Karsemeyer was seconded to the College's Standards of Practice and Education unit as a program officer.

She has published on poverty in *Voice* magazine, on inclusion for Common Sense Press and on the arts in education for Pembroke Publishers.

During her time on Council, she has served on the Investigation and Standards of Practice and Education committees. Certified to teach in Ontario in 1994, Karsemeyer holds a BA, a B.Ed., an M.Ed. and a PhD.



**Shannon Marcus, OCT Registration Number: 507760 Private School**  
Shannon Marcus has been principal of Durham Christian High School in

Bowmanville since 2015. She previously taught French there, and before that English as a Second Language, French, and food and nutrition at Woodland Christian High School near Kitchener, as well as French at the American International School of Egypt.

During her time on Council, Marcus has served on the Finance (chair) and Standards of Practice and Education committees.

Certified to teach in Ontario in 2006, Marcus completed a BA/Program of Teacher Education and an M.Ed.

## ELECTED COUNCIL BIOGRAPHIES



**Mary-Anne Mouawad, OCT**  
**Registration Number:** 454903  
**Southwest Region**  
**Full-time**

Mary-Anne Mouawad has been an elementary teacher with the Greater Essex County District School Board since 2002. Her professional experience spans over 20 years and includes teaching preschool, working as an educational assistant, and a Special Education and early years teacher. She has served as a member and vice-chair of the board of the Learning Disabilities Association of Windsor-Essex County, is a member of the International Dyslexia Association and has sat on the Windsor-Essex Catholic DSB's Special Education advisory committee.

In her ongoing pursuit of professional knowledge and skills, Mouawad completed training at the Institute for Multi-Sensory Education in the Orton Gillingham Approach for struggling readers and writers. Certified to teach in Ontario in 2002, she has a BA, a B.Ed. and an M.Ed.



**Sara Nouini, OCT**  
**Registration Number:** 417749  
**French-Language Public Board**  
**Elementary and Secondary**

Sara Nouini is a Grade 2 teacher with the Conseil scolaire Viamonde. Since 1998, she has taught computer studies, art, physical education, French literacy and proficiency, and Special Education for francophones to students from Junior Kindergarten through Grade 6. She has served on the Education Quality and Accountability Office's exemplar selection, test review and marking teams, worked as a resource teacher, an associate teacher and mentor, and served as a member or chair of school committees on bullying, social events, student success, Professional Learning Communities,

numeracy, literacy, robotics, information and communications technology, culture, healthy schools and school councils. She has also served her Association des enseignantes et des enseignants franco-ontariens local.

During her time on Council, Nouini has served on the governance (vice-chair), discipline and registration appeal committees.

Certified to teach in Ontario in 1998, she holds a B.Ed.



**Alicia Nunn, OCT**  
**Registration Number:** 430834  
**English-Language Roman Catholic Board**  
**Elementary**

Alicia Nunn has been an elementary teacher with the Halton Catholic District School Board since 2000, teaching Grades 1, 4, 5 and 6. Before that, she worked one year as an educational assistant. Nunn's professional activities include holding the position of a Junior division special program team leader for 12 years, serving as a professional development and school-staffing board committee member and participating in her board's leadership program. She has also served her Ontario English Catholic Teachers' Association in various advocacy roles.

Outside of the classroom, Nunn has served as teacher lead for student council, talent show, EcoSchools and green team, has coached teams and served as her school's pastoral animator. She has participated in many committees, including school improvement planning, scheduling, faith day and safe schools.

Certified to teach in Ontario in 2000, she has a BA and an M.Sc. in education.



**Nicola Powadiuk, OCT**  
**Registration Number:** 488168  
**Southeast Region**  
**Part-time/ Full-time**

Nicola Powadiuk is an occasional teacher with the Ottawa-Carleton District School Board. Since 2002 she had built a diverse

and enriching educational perspective that includes teaching in two public boards, at an independent International Baccalaureate school and overseas. A lifelong learner, she believes professional development is paramount to empower her to reach every student and as such, she is a Google Certified Educator.

She has been an active member of the Elementary Teachers' Federation of Ontario and the Ottawa-Carleton Elementary Occasional Teachers' Association. Certified to teach in Ontario in 2005, Powadiuk has a BA, a B.Ed. and an M.Ed.



**Stéphane Vallée, OCT**  
**Registration Number:** 262576  
**Northwest Region**  
**Part-time/ Full-time**  
 Stéphane Vallée is a Grade 2 French

Immersion teacher with the Thunder Bay Catholic District School Board. His career began in 1993 in northern Ontario teaching French Immersion at different levels, including single and split grades, French as a First Language and Special Education. Commencing a career in a small town presented many challenges, yet those years were very rewarding and provided a strong, beneficial foundation and professional learning experience. Upon moving to Thunder Bay, he started teaching in the English system before accepting a position with the Consortium du Nord-Ouest as an educational consultant.

A few years later he returned to the classroom as a French Immersion teacher and has remained there ever since. These many years of varied experiences have been enriching, valuable and provided deep insight into the challenges and requirements of the teaching profession.

During his time on Council, Vallée served on the Accreditation Appeal, Discipline and Fitness to Practise (vice-chair) committees. Certified to teach in Ontario in 1993, he has a BA and a B.Ed. and was a certified DELF/DALF examiner, reflecting his advanced French-language fluency and teaching proficiency.





**Nicole van Woudenberg, OCT Registration Number: 285635 Southcentral Region Full-time**  
Nicole van Woudenberg

is a Special Education co-ordinator with the Simcoe Muskoka Catholic District School Board. Her role requires her to liaise with ministry staff, collaborate with colleagues from regional boards and develop Special Education protocols and resources to support new and experienced teachers.

She has taught elementary grades and worked as a teacher-librarian, kindergarten through Grade 8 prep teacher, Special Education resource teacher and consultant. She has taught English as a Second Language in Europe during the summer, face-to-face and online Additional Qualification courses and delivered professional development to

teachers in Africa and the Caribbean. Van Woudenberg is a frequent conference presenter and guest lecturer for university-level courses and an active member of her local Ontario English Catholic Teachers' Association. She is dedicated to social justice causes, specifically access to free, high-quality education. Certified to teach in Ontario since 1998, she holds an Honours BA, a B.Ed. and an MA.



**Ravi Vethamany, OCT Registration Number: 285995 Northeast Region Part-time/Full-time**  
Ravi Vethamany

teaches with the Rainbow District School Board in care and/or treatment, custody and correctional facilities' Section 23 programs. He currently teaches secondary students in a northeast Ontario youth detention centre

as well as secondary e-learning students across Ontario in collaboration with their public and Catholic teachers.

Bilingual in French and English, he has taught in northeast Ontario secondary and elementary schools for 10 years and has 20 years' public education experience teaching elementary and secondary students in northeast, central and southeast Ontario.

Vethamany served as a member of the Ontario Health Professions Appeal and Review Board from 2008–10 and worked as a teacher assistant for the University of Ottawa's Faculty of Education from 2003–04. He has also been a program leader, professional developer and curriculum writer, Ontario Teacher Testing Program administrator and a researcher with Queen's University. As a member of the Law Society of Upper Canada, he was a legal aid lawyer from 1990–96.

During his time on Council, he served on the Standards of Practice and Education (chair), Executive, Discipline and Fitness to Practice committees.

Certified to teach in Ontario in 1998, Vethamany has an Honours B.Sc., an LLB, a B.Ed. and an M.Ed.



**Stephen Zimmermann, OCT Registration Number: 400190 Northwest Region Full-time**  
Stephen Zimmermann

teaches history and law to secondary students in the Algoma District School Board.

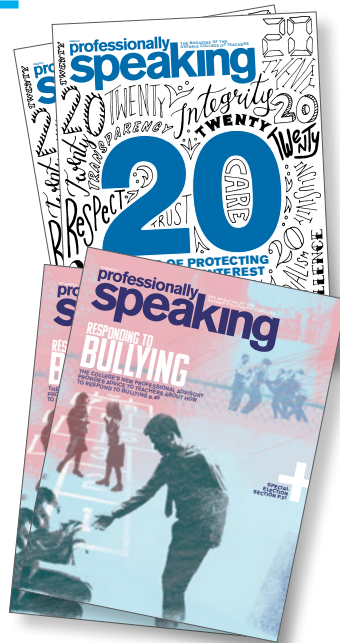
He taught Grades 4 to 12 in the Yukon for five years before moving to the Soo in 2001, where he taught high school history, law, religion and philosophy.

He has served at the school level for the Ontario Secondary School Teachers' Federation off and on since 2003. Federation service has given him tremendous professional development and awareness of trends and issues in education, which in turn have enabled him to better serve the profession and the public interest.

Certified to teach in Ontario in 1996, Zimmermann has an MA and a B.Ed. **PS**

## DO YOU RECEIVE MULTIPLE COPIES OF THE MAGAZINE?

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# INVITATION TO APPLY

## COLLEGE COUNCIL VACANCIES

There are two vacant elected positions on the eighth Council — English-Language Roman Catholic Board Secondary and Supervisory Officer. No eligible nominations were received for these positions during the nomination period.

## ENGLISH-LANGUAGE ROMAN CATHOLIC BOARD SECONDARY

You may submit an expression of interest for this position if:

- you are a member in good standing with the College and live in Ontario;
- you are employed as a full-time\* secondary classroom teacher by an English-language Roman Catholic district school board;
- you are not employed in a French-language instructional unit\*\*;
- you 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 available to participate in Council and committee meetings between July 2018 and June 2021; and
- you are not on a leave of absence for any reason other than illness, compassion, family or parental.

*\*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, librarians, co-ordinators or consultants who co-ordinate subjects and programs for students or for the teachers of subjects and programs, are considered to provide instructional services.*

*\*\*French-language instructional units do not include immersion programs.*

If you are not certain about whether you are part of a French-language instructional unit, contact the Council and Committees Officer at the co-ordinates below.

## SUPERVISORY OFFICER

You may submit an expression of interest for this position if:

- you are a member in good standing with the College and live in Ontario;
- you are qualified and employed as a Supervisory Officer;
- you are available to participate in Council and committee meetings between July 2018 and June 2021; and
- you are not on a leave of absence for any reason other than illness, compassion, family or parental.

You may apply 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 your teacher federation, the Ontario Teachers' Federation or the Ontario Ministry of Education. However, you must resign that position and meet the employment requirements of this Council position before taking office.

## If you are selected by Council to serve

Your employer's salary expenses will be reimbursed for temporary replacements 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.

## How to apply

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 Naomi Shopland, Council and Committees Officer at [nshopland@oct.ca](mailto:nshopland@oct.ca).

The deadline for receipt of applications is July 16, 2018.

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

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



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## RESOLVING COMPLAINTS

Through complaint resolution, complaints can be resolved more quickly and just as appropriately.

In previous instalments of this series we've talked about:

- the types of complaints over which the College has jurisdiction (allegations of professional misconduct, incompetence and incapacity, covered in the December 2017 edition); and
- the investigation process (by the staff team and committee panels, in the March 2018 edition).

Now we'll turn to complaint resolution, one of the options at the investigation stage to deal with complaints.

Complaint resolution (CR) is another way for the College to act in the best interests of the public.

CR allows the College to effectively address certain complaints, but without a full investigation. The CR outcomes mirror those that would be obtained if the matter were to proceed through the Investigation Committee. With its efficiency, the CR process also frees College resources to tend to the remainder of complaints in the system at any given time. In a way, the public interest is doubly served.

All complaints transferred to investigations are assessed to determine whether they are suitable for the CR process. One of the criteria is whether the Investigation Committee has addressed similar complaints. If such complaints are typically referred to the Discipline Committee, a matter will be deemed unsuitable for CR.

However, the Investigation Committee may have previously determined that a caution is the appropriate outcome for a particular type of complaint.

Based on these past considerations, the College could then ask the member if he or she would accept a comparable outcome. The consequence is the same, but for the member, this process is less contentious and is typically more expedient.

Many complaints can be resolved in the public interest through CR, however, the College does not use this process for complaints involving allegations relating to sexual abuse or sexual misconduct toward a student.

When complaints are addressed through CR, the Registrar and the member enter into a Memorandum of Agreement (MOA) outlining the terms to which they have agreed. Once the Investigation Committee ratifies the MOA, its terms become final and binding.

The committee affirms that these outcomes are in the public interest and are in the range of what it would have ordered had the matter been investigated. The complainant (if this is a public complaint) and the member's employer

receive a copy of the Investigation Committee's decisions.

Last year, over 100 complaints were successfully handled through CR. This is a voluntary alternative. Members who are the subject of a complaint do not have to participate in CR if offered the opportunity. If they choose not to, the complaint proceeds through the usual investigation process.

While CR is underway, the investigation process is suspended (i.e., the clock stops on the investigation timeline).

The CR process doesn't always lead to a resolution. A member can agree to go through CR and then withdraw from the process at any time. Likewise, the College may halt the process if it is proceeding in a way that is inconsistent with the public interest. If an agreement can't be reached, the investigation process resumes.

The CR process is "without prejudice," which means any information shared during complaint resolution can't be relied upon at a later stage in considering the complaint. Members should consider that when deciding whether to participate in CR. If the complaint is not resolved through CR, or if the MOA is not adopted, no Investigation Committee member of the panel that considered the matter can participate in future considerations of the complaint.

Complaints wind their way through the College in several ways: some go through CR; some are resolved by the Investigation Committee after an investigation; and some are dismissed after they're found to be frivolous, vexatious or an abuse of process, unrelated to professional misconduct, incompetence or incapacity, or otherwise not in the public interest.

Still others are referred to the Discipline Committee (regarding possible incompetence or professional misconduct) or the Fitness to Practise Committee (if a health-related issue might be affecting the member's ability to teach). We'll wrap up the complaints and investigation series in the next edition with a look at hearings and possible decisions. **PS**

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## EDUCATION MINISTER ADDRESSES COLLEGE COUNCIL



Ontario Minister of Education Indira Naidoo-Harris spoke to College Council members in March about the College's role in promoting teacher professionalism.

"You ensure we are on track in a very real way," said Ontario Minister of Education Indira Naidoo-Harris in her address to Council in March.

In her first meeting with Council since becoming Minister, Naidoo-Harris recognized how valuable the College's work is and said that she "looks forward to working together to build strong learning environments for students, educators and communities."

The Minister provided insight into her vision of what Ontario's public education system should look like, including greater equity and inclusivity in learning environments, increasing student and teacher well-being, and greater student protection from sexual abuse. "Protecting students is vital, because children are vulnerable," she said.

While 2016's *Protecting Students Act* strengthened student protection, the government proposed additional changes including: expanding the list of acts constituting sexual abuse that would result in mandatory revocation of a teaching licence; stricter penalties for those found

guilty of sexual abuse; and ensuring students have access to support services when abuse is alleged.

The proposed changes to the *Protecting Students Act* are similar to what was recommended by the College of Early Childhood Educators. Further, they bring the *Ontario College of Teachers Act* into alignment with the *Regulated Health Professions Act*.

"Any sexual abuse is unacceptable," said the Minister, adding she wanted to "strengthen the College's ability to respond to cases of professional misconduct" and its "authority to revoke licences in the best interest of student safety."

Naidoo-Harris also identified teacher supply shortages for French-language, Indigenous and technological education, student mental health, and more customized curricula as issues her ministry would focus on.

Throughout her address, the Minister stressed the importance of partnerships between all education stakeholders to ensure that there is a collective vision

Throughout her address, the Minister stressed the importance of partnerships between all education stakeholders to ensure that there is a collective vision for student success. "Decisions can't be made in silos," she said.

for student success. "Decisions can't be made in silos," she said.

Naidoo-Harris recognized the College's leadership role in education, in particular its contribution toward creating inclusive learning environments through its development of an Additional Qualification for teaching LGBTQ students.

The Minister also acknowledged some of the challenges faced by Council, such as lengthy timelines related to filling public appointment vacancies on Council. She has said her team was working to expedite requests while looking at how her ministry can improve its internal processes.

In addition, she promised to discuss and examine title protection of the Ontario Certified Teacher (OCT) designation.

Naidoo-Harris concluded by thanking the College for its continued efforts to increase transparency, its dedication to teacher professionalism and for its "invaluable guidance" to Ontario's certified teachers. **PS**



## COLLEGE SUPPORTS LEGISLATIVE CHANGES TO BETTER PROTECT STUDENTS

At its March 1 meeting, College Council approved a series of recommendations to the Ministry of Education to amend the *Ontario College of Teachers Act*.

“We want to assure Ontario parents that nothing is more important than the safety and well-being of their children,” said Council Chair Angela De Palma, OCT. “We applaud the government’s continued examination of laws that safeguard students and provide for a system of fair, transparent and timely justice.”

If approved, the legislation would:

- expand the list of acts that would result in mandatory revocation, including touching of a sexual nature by a teacher of a student’s genitals, anus, breasts or buttocks;

- require that any other findings of sexual abuse by the College’s Discipline Committee that do not result in a mandatory revocation result in a mandatory suspension of the member’s certificate;
- enable the College’s Discipline Committee to immediately suspend a member pending an order of mandatory revocation;
- entitle students who are sexually abused by teachers to therapy and counselling; and
- apply retroactively to any historical matters that may have occurred prior to, or during, the College’s existence.

In addition, Council also urged the government to amend the legislation to further expand the definition of sexual abuse acts that would result

in mandatory revocation. This would include:

- forms of physical sexual relations between the member and the student other than sexual intercourse; and
- touching of a sexual nature of the student by a member that is not restricted to an identified body part.

The College of Early Childhood Educators has recommended similar changes.

The College has also called for an additional amendment to the Act that would fine employers for failing to provide additional information to the College in a timely manner.

“We’re always keen to collaborate with the government to improve the processes and practices that best serve students and the community,” said College CEO and Registrar Michael Salvatori, OCT.

The proposed alterations would enhance the *Protecting Students Act*, aligning it with recent changes to Ontario’s *Regulated Health Professions Act*. **PS**

## COLLEGE SIGNS FRENCH LANGUAGE SERVICES AGREEMENT



College CEO and Registrar Michael Salvatori, OCT, with French Language Services Commissioner François Boileau.

The College is enhancing its French-language services by establishing a protocol to address any complaints the French Language Services Commissioner may receive in the future about the College’s services.

“This confirms the College’s continuing strong commitment to offer services of high quality in French and English,” said College CEO and Registrar Michael Salvatori.

The second Ontario regulator to establish such a protocol, the College will now report the outcome of an investigation, as well as any action it takes to resolve or address a complaint, to the commissioner.

While the College is not subject to the *French Language Services Act*, nor does it fall under the commissioner’s jurisdiction, it is voluntarily entering into the agreement because of its commitment to provide services of equal quality in French and English. This is in keeping with its values of quality, excellence and professionalism.

The protocol lists the terms and conditions under which the commissioner may refer a complaint to the College for investigation. It also details the process by which the College will investigate a complaint. Through this agreement, the College guarantees that it will investigate any complaint the commissioner may receive in a timely, efficient and fair manner.

Whether through its French-language publications, human resources or client services, the College’s duty to offer services of equal quality in French and English remains central to the public service ethic and organizational values of efficiency, effectiveness and excellence. **PS**

## COLLEGE NEWS

## COLLEGE GRANTED INTERVENOR STATUS

The College intervenes at the Supreme Court of Canada to provide its perspective on student privacy and what constitutes acceptable professional conduct for teachers.

On April 20, 2018, the Ontario College of Teachers intervened to provide its perspective of students' privacy at Canada's highest court (SCC File No. 37833).

In the appeal of a criminal case involving a teacher who was charged and acquitted in two courts with voyeurism after using a pen camera to take secret videos of his female students at school, the College addressed student privacy in learning environments at the Supreme Court.

The College has a legislated responsibility to protect students, and provided all necessary background and information to enable the Court to make an informed decision on the appeal.

"Schools should be safe places in which students' privacy is protected," said CEO and Registrar Michael Salvatori, OCT. "We want to make sure that the law is clear about when students and teachers can reasonably expect privacy at school."

During the intervention, the College provided the Court with:

- its perspective on what student privacy looks like in safe learning environments, such as schools; and
- what constitutes acceptable and professional conduct between a teacher and a student.

"Care, trust, respect and integrity are the cornerstones of the ethical standards that guide the teaching profession," said Chair of Council Angela De Palma, OCT. "We want the Court to understand that all teachers are expected to meet and uphold these standards." **PS**

## SCHOLARSHIP RECIPIENTS

## HONOURING FUTURE TEACHERS

The Ontario College of Teachers Scholarship Program recognizes and supports excellence in teacher education. This is done through the awarding of three annual scholarships to assist in the education of future teachers.



College scholarship recipients Nicole Billington, Devan Kernaghan and Kara Nagel. The annual program supports the education of future teachers in Ontario.

**Joseph W. Atkinson  
Scholarship for Excellence in  
Teacher Education Recipient:  
Devan Kernaghan, teacher  
candidate in the concurrent  
education program at  
Queen's University.**

Devan Kernaghan has a reputation for being resilient, generous, empathetic and highly motivated. One professor described him as among the most personable students he has ever met: a young man with a high level of sensitivity and respect paired with an outstanding work ethic.

Kernaghan overcame a brain injury sustained while playing football in high school, and succeeded both academically and in sports.

"My wrestling coach taught me how to believe in myself and the importance of hard work and integrity," he says.

"The science department at my high school also gave me the knowledge, skills and curiosity needed to be successful throughout my undergraduate degree."

As a Rebound Guide on campus, Kernaghan has helped students with challenges coping with their transition. Through this program, he has developed skills like active listening, suicide awareness, coaching and self-reflection.

As an academic assistant and peer tutor, he is known on campus for his meaningful contributions. He was the co-chair of the East vs. West Hockey Game where his leadership, positive attitude, ideas and organizational skills helped him manage a \$12,000 budget, co-ordinate a team of volunteers, build community support and market the event.

His volunteer work is in addition to his courses, several of which he passed



## SCHOLARSHIP RECIPIENTS

with the highest marks, receiving A+ in courses such as biochemical concepts, atomic molecule nuclear physics and organometallic chemistry.

Kernaghan, who has completed an Honours degree in chemistry, has received numerous awards. He was a member of the Dean's Honour Roll for four consecutive years and is the recipient of the Peterborough Professional Engineers Wives' Association Prize.

**Ontario College of Teachers Scholarship — Primary/Junior or Junior/Intermediate Recipient: Nicole Billington, teacher candidate in the concurrent education program at Nipissing University.**

Positive. Persistent. Compassionate. A patient, passionate and dedicated leader with a kind heart. This is how Nicole Billington is described by her professors. She has been actively involved in professional positions such as tutoring and teaching assistantship. She also volunteered in a theatre program for children and teens with autism, conducted research on children with a history of maltreatment and cared for hospitalized newborn babies.

Billington also has a skill that should serve her well in her future teaching career: the ability to mark over 150 student essays in less than three weeks — on top of her workload as a student.

She credits her elementary school French teacher for her decision to pursue a career in teaching. “Madame Lachapelle used a variety

of teaching tools to help us learn,” she recalls. “I still remember the songs she taught us to help us remember the difference between a *complément d’objet direct* and a *complément d’objet indirect*.”

What is her favourite part about teaching? “Helping students overcome obstacles,” she says. “Students face many challenges — at home, on the playground with friends, and in academics. It is important to me to help create a growth mindset in students where they use their skills and resources to overcome these challenges in a positive way.”

Billington, who completed a bachelor degree in psychology with a 90 per cent average, received the Dave Marshall Leadership Award and the President's Scholarship — both issued by Nipissing University.

**Ontario College of Teachers Scholarship — Intermediate/Senior Recipient:**

**Kara Nagel, teaching candidate in the consecutive education program at York University.**

Kara Nagel is known to be kind and compassionate with a spunky personality. She is someone who truly loves to build connections with students so that they feel included and respected.

Nagel admitted that growing up was not always easy for her. The teacher candidate grew up in Walkerton, Ont., a community that experienced an E.coli outbreak that contaminated the water supply in 2000. Several people died as a result of the tragedy and thousands were sickened, including Nagel and her friends.

She persevered through many other life challenges as well, including homelessness and mental illness, and has become a great advocate for mental health.

Nagel has worked as a drama instructor for the City of Kitchener, has volunteered in local high schools and has taught English as a Second Language to students in South Korea.

One of her professors says she is the kind of person who challenges her own biases and prejudices. Creating an equitable classroom is important to her and goes beyond inclusive lesson planning.

What does she love most about teaching? “I love getting to know students’ interests and bringing that into our classes because I’m able to unlearn, relearn, and learn with my students,” she explains.

Nagel, who has a degree in drama and French as a Second Language, has received many awards and distinctions including the Brian Crawford Memorial Bursary, issued by York University, and the University of Waterloo Merit Scholarship. **PS**



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Ontario  
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Teachers

Setting the Standard  
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**NOW ACCEPTING SCHOLARSHIP APPLICATIONS**

The Ontario College of Teachers Scholarship Program awards scholarships that provide financial support to teacher candidates.

The program identifies exemplary role models and pays direct financial assistance to those with a passion for and dedication

to the highest ideals of teaching. Financial awards are made possible through donations. Awards are paid directly to individuals according to the College's criteria.

**For more information, please visit**  
[oct-oeoo.ca/scholarships](https://oct-oeoo.ca/scholarships).

## COUNCIL MEETINGS

**At its meeting March 1, 2018,  
College Council:**

- welcomed its newest provincially appointed members Michelle Miner-Seal and Marlène Marwah;
- received the resignation of Jennifer Stewart as the Southcentral Region Part-time/Full-time member of Council, and decided to wait until after the 2018 Council Election to fill the vacancy;
- received a quarterly report on operations from the Registrar;
- welcomed Minister of Education Indira Naidoo-Harris to the College for the first time to hear her thoughts about education initiatives, and to engage in discussion with members of Council on topics such as student safety, professional advisories, professional designation, teacher supply issues, and the government appointment of members to Council and the Public Interest Committee;
- received a presentation from educator Leila Mireskandari requesting the creation of a Schedule C Additional Qualification course guideline in school gardening;
- received a quarterly report from the Chair of Council;
- amended College bylaws to enable College members in good standing to serve as roster members on committee panels;
- approved revised guidelines for public presentations to ensure that the College receives any support material a minimum of two days prior to

a meeting. Following presentations, Council members can refer the information to a committee for review and report back to Council, request that the Registrar gather additional information and report back to Council, or add to a future Council or committee agenda as a follow-up item;

- approved a revised policy on professional development for Council members that includes review and sign off of any requests by the Chair and Vice-Chair;
- recommended name changes of Additional Qualification courses to the Minister of Education as follows:
  - *Classroom Management to The Learning Environment* in Schedule C of the Teachers' Qualifications Regulation;
  - *Inclusive Classroom to Equitable and Inclusive Schools* in Schedule D;
  - *Health and Physical Education, Grades 7 and 8/Santé et éducation physique 7e et 8e année to Éducation Physique et Santé — 7e et 8e année* in Schedule C to align with the title of the French curriculum guideline;
  - *Pre-School Education for Children Who Are Deaf or Hard of Hearing/Éducation préscolaire des élèves sourds ou malentendants to Éducation préscolaire: Qualification additionnelle en surdit  * in Schedule C;
  - *Supervisory Officer's Development Course* Additional Qualification be added to the Teachers' Qualifications Regulation;
  - *Supporting First Nations, M  tis*

*and Inuit Students: Guidance and Counselling to First Nations, M  tis and Inuit Students: Counselling and Support* in Schedule D; and

- the French name of the Teaching Students Who Are Deaf or Hard of Hearing/*Enseigner aux   l  ves Sourds ou Malentendants* Additional Qualification program be changed to *Qualification additionnelle en surdit  * in the Teachers' Qualifications Regulation.
- recommended the following Additional Qualification course changes to the Minister of Education:
  - *Teaching Students with Communication Needs (Autism Spectrum Disorders)* Additional Qualification course be revoked in Schedule C; and
  - a new *Teaching Students with Communication Needs (Autism Spectrum Disorders)* Additional Qualification course be enacted in Schedule D.
- honoured College scholarship recipients Devan Kernaghan, awarded the Joseph W. Atkinson Scholarship for Excellence in Teacher Education, for his resilience, generosity and motivation; Nicole Billington, awarded the Ontario College of Teachers Primary/Junior or Junior/Intermediate scholarship, for being positive, persistent and dedicated; and Kara Nagel, recognized with the Ontario College of Teachers Intermediate/Senior division scholarship, for her kindness, compassion and spunky personality. **PS**



## REVISION OF THE KINDERGARTEN ADDITIONAL QUALIFICATION (AQ)

### Would you like to be involved in

the upcoming provincial review of the Kindergarten Schedule D Additional Qualification (AQ) course guidelines?

If so, email us at [standardsinfo@oct.ca](mailto:standardsinfo@oct.ca).

Please include your name and a brief description of your professional experience.





Ontario  
College of  
Teachers

Setting the Standard  
for Great Teaching

### MISSION

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

### VISION

To be trusted to regulate the teaching profession.

### VALUES

The Ontario College of Teachers commits to:

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

### STRATEGIC PRIORITIES

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

### NEW APPOINTMENT



## JONATHAN ROSE

The College Council welcomes new Council member Jonathan Rose, who was appointed to Council in February. Rose is an associate professor in the department of political studies at Queen's University where he teaches and writes about Canadian politics, electoral reform and political communication.

He has written, co-written and edited several books including *When Citizens Decide: Lessons from Citizens Assemblies*, *The Art of Negotiation: A Simulation for Resolving Conflict in Federal Studies*, and *Making "Pictures in Our Heads": Government Advertising in Canada*.

For his work as an educator and author, Rose has received more than 13 awards and scholarships, including the Seymour Martin Lipset Best Book Award from the Canadian Politics Section of American Political Science Association, the Frank Knox Award for Excellence in Teaching and the W. J. Barnes Teaching Excellence Award.

He has held visiting professorships in Kwansei Gakuin University, Osaka, Japan; Victoria University of Wellington, New Zealand; and, most recently, at the Seaker Chan Center for Comparative Politics, Fudan University, Shanghai, China.

He holds a PhD in political studies from Queen's University. **PS**

## INVESTIGATION COMMITTEE CASE STUDY

# CURIOUS CASE OF PERFECT SCORES

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

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

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

A few years ago, the College received a letter of notification from a school board regarding Steve, an occasional teacher who was teaching math in a high school. It was alleged that Steve fabricated students' final marks on report cards. Concerns related to Steve's marking included the following:

- Information entered in MarkBook, an assessment software, did not match information Steve entered in the report cards. For example, the final class average according to MarkBook should have been 70 per cent. However, it was 88 per cent in the report cards.
- At mid-term, the class average was 70. It was raised to 90 in the final term.
- More than 20 students who had consistently low marks received a final grade of 90, which was unusually high for a challenging math class.

Steve's principal had a number of concerns including the fact that Steve was giving students unusually high marks based on class participation and subjective observations. For example, he was rewarding students with high marks because they "worked really hard."

When the principal asked him to justify his marking, Steve could not provide any supporting evidence such

as notes or records. He indicated that his notes were probably lost.

Steve denied fabricating marks. In his defence, he said he was hired to teach a demanding math class and tried to do his best in a "challenging and stressful situation."

He stated that he allowed students to gain additional marks by participating in class and demonstrating skills and comprehension.

Steve further explained that he orally assessed student performance and incorporated it into his final grade. He also acknowledged that he should have approached grading differently and that he should have kept detailed records of his oral assessment of students.

Steve had never been previously disciplined by his employer, and no discrepancies were ever found in his other classes.

If you were a member of the Investigation Committee panel, what would you have issued to this teacher to express your concern:

- an admonishment in person (most severe)
- a written admonishment
- a written caution
- written advice
- a written reminder (least severe)

noted that Steve issued final marks that he was not able to substantiate and therefore decided that a written caution was appropriate. **PS**

## THE OUTCOME

The Investigation Committee panel reviewed Steve's explanation in detail and acknowledged the challenging math class. However, the panel also

## HEARINGS

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

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

**Member:** Raymond Nicholas Allam

**Registration No:** 475667

**Decision:** Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Raymond Nicholas Allam, a teacher formerly employed by the Rainy River District School Board, for inappropriate conduct.

Allam engaged in several incidents of inappropriate and non-consensual grabbing or attempted grabbing of his colleagues' genitals. These occurred when he had consumed substantial amounts of alcohol.

This matter was heard by the panel on November 20, 2017. Allam, who was certified to teach in June 2004, attended the hearing remotely via video conference. He had legal representation.

The Discipline Committee panel found him guilty of professional misconduct and ordered that his teaching certificate be suspended for three months.

He was directed to appear before the panel to receive a reprimand.



It also ordered him to successfully complete, at his own expense, a course on professional interactions and boundary violations. He needs to do so prior to returning to teaching or any position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, “Even when they are not in an educational setting and are not interacting directly with students, members must maintain a sense of professionalism at all times.”

**Member:** Gaetano Aversano, OCT  
**Registration No:** 257650

**Decision:** Reprimand, conditions  
A Discipline Committee panel ordered Gaetano Aversano, a teacher at the Durham Catholic District School Board, to be reprimanded for a pattern of inappropriate conduct.

Aversano, who was certified to teach in June 1988, attended the October 4, 2017, hearing. He was represented by legal counsel.

Aversano repeatedly made students feel uncomfortable by sitting behind them on the same chair on three separate occasions, hugging a student, touching the head, face, hair and cheeks of female students, and touching or rubbing students’ shoulders as he leaned over their desks to check their work.

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

In addition, the panel ordered a series of conditions, including:

- upon his return to teaching primary, junior or intermediate school students, he notifies the Registrar of the date of his return and the name of his employer;
- he meets, at his own expense, with Dr. Louise Arnold (or another specialist who has been pre-approved by the Registrar if Dr. Arnold is not available), for an individualized instruction session relating to his understanding of the importance of

adhering to professional boundaries with students. He needs to do so not more than 30 days prior to returning to teach primary, junior or intermediate school students; and

- he provides the Registrar with written confirmation from Dr. Louise Arnold that she agrees to meet with the member to provide a minimum of two additional individualized instruction sessions within the first 12 months of his return to teaching primary, junior or intermediate school students.

In its written decision, the panel expressed its concern that he “continued to engage in inappropriate behaviour in the classroom despite having been admonished in the past.”

**Member:** David William Bradley  
**Registration No:** 101185

**Decision:** Revocation, reprimand  
A Discipline Committee panel revoked the Certificate of Qualification and Registration of David William Bradley, a former teacher employed by the Trillium Lakelands District School Board, who was convicted of crimes related to sexual abuse.

Licensed to teach in June 1983, Bradley did not attend the hearing on November 8, 2017, nor was he represented by legal counsel.

Bradley sexually abused three boys.

He was found guilty of two criminal offences: luring a person under 16 years old by means of telecommunication and making sexually explicit material available to a person under 16 years old.

He was sentenced to 90 days’ incarceration to be served intermittently and concurrently on each conviction. He was also placed on three years’ probation and made subject to a number of ancillary orders.

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

He was also directed to appear before the panel to receive a reprimand.

In its written decision, the panel stated,

“The Member has abused his position of trust and authority in the gravest manner.”

**Member:** Paul Christopher Carter  
**Registration No:** 489421

**Decision:** Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Paul Christopher Carter, a teacher employed by the Halton District School Board, for engaging in inappropriate personal electronic communications and demonstrating favouritism to a student.

This matter was heard by the panel on October 26, 2017. Carter, who was certified to teach in June 2005, attended the hearing with his legal counsel.

His inappropriate and personal communications occurred over approximately six months.

The Discipline Committee panel found Carter guilty of professional misconduct and ordered that his teaching certificate be suspended for two months. He was directed to appear before it to receive a reprimand.

The panel also ordered him to successfully complete, at his own expense, a course on boundary violations. He needs to do so prior to starting a teaching position or any position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, “Members of the teaching profession hold a unique position of trust and authority, and the Member abused this position in a concerning manner.”

**Member:** Ryan Paul Gabourie, OCT  
**Registration No:** 446165

**Decision:** Reprimand, conditions

A Discipline Committee panel reprimanded Ryan Paul Gabourie, a teacher employed by the Hastings and Prince Edward District School Board, for inappropriate conduct.

This matter was heard by the panel on October 25, 2017. Gabourie, who was certified to teach in May 2001, attended the hearing with his legal counsel.

Gabourie involved himself in a serious

## HEARINGS

matter concerning two students that he ought to have known should be handled by the appropriate authorities, and thus interfered with the school and the police investigations.

The Discipline Committee panel found Gabourie guilty of professional misconduct and directed him to appear before it to receive a reprimand.

It also ordered him to successfully complete, at his own expense, a course on ethical practice. He must do so within 90 days of the panel's order.

In its written decision, the panel stated, "The Committee finds that the Member displayed poor professional judgment."

**Member:** Julie Rose Gionest

**Registration No:** 478848

**Decision:** Reprimand, conditions

A Discipline Committee panel ordered that Julie Gionest, a former teacher with the Peel District School Board, be reprimanded for inappropriate conduct.

Gionest repeatedly made discriminatory, sexually explicit and disrespectful comments over the course of one year.

This matter was heard by the panel on November 22, 2017. Gionest, who was certified to teach in June 2004, did not attend the hearing but had legal representation.

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

It also ordered her to successfully complete, at her own expense, a course on boundary violations and sensitivity issues. She must do so prior to starting a teaching position or any position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, "Members of the profession are expected to behave respectfully and to foster collaborative, safe and supporting learning communities."

**Member:** Lubomir Iason

**Registration No:** 491279

**Decision:** Revocation

A Discipline Committee panel revoked the teaching certificate of Lubomir Iason, a former teacher with

the Hamilton-Wentworth Catholic District School Board, for sexually abusing a student.

Certified to teach in March 2005, Iason did not attend the hearing on October 25, 2017, nor was he represented by legal counsel. Iason engaged in sexual and psychological or emotional abuse of a student.

He was found guilty of sexual interference in a criminal court. He was sentenced to 90 days' intermittent jail, three years' probation and a number of ancillary orders.

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

In its decision, the panel stated, "The Committee found that the Member's conduct toward the young female was abhorrent and reprehensible. The Member's act of sexual misconduct was also psychologically and emotionally abusive to the victim."

**Member:** Roger Bradley Jaarsma, OCT

**Registration No:** 470895

**Decision:** Reprimand, conditions

A Discipline Committee panel reprimanded Roger Bradley Jaarsma, a teacher employed by the Greater Essex County District School Board, for a pattern of inappropriate conduct.

Jaarsma, who was certified to teach in August 2003, attended the October 2, 2017, hearing and had legal representation.

Jaarsma repeatedly made inappropriate comments during class, used sexual innuendo and profane language, and made references to drugs and drug paraphernalia.

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

In addition, he was directed to complete a course of instruction, at his own expense, regarding appropriate boundaries with students and classroom management. He needs to do so prior to returning to a teaching position or a position requiring a Certificate of Qualification or Registration.

In its written decision, the panel stated, "The Member's misguided attempts to use inappropriate humour to purportedly motivate his students indicate a lack of judgment and made several students feel uncomfortable in his class."

**Member:** Michael Anthony Lewis

**Registration No:** 176432

**Decision:** Revocation

A Discipline Committee panel revoked the teaching certificate of Michael Anthony Lewis, a former teacher with the Toronto Catholic District School Board, for engaging in a repeated pattern of completely inappropriate, aggressive and unprofessional conduct toward students and fellow teachers. His pattern continued despite multiple warnings from the board and attempts at rehabilitation.

Certified to teach in June 1986, Lewis did not attend the hearing on November 14, 2017, nor was he represented by legal counsel.

Lewis's unprofessional conduct included racist and homophobic remarks and creating a hostile learning environment. He also had an inappropriate relationship with a former, recently graduated student. Within a year after her graduation, they were living together. He repeatedly failed to display professional judgment and maintain appropriate boundaries with students and staff.

The panel found Lewis guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. In its decision, the panel stated, "The College does not tolerate this type of conduct and the Member has accordingly forfeited the privilege of holding a teaching certificate and being a member of the teaching profession in Ontario."

**Member:** Walter Lolli, OCT

**Registration No:** 277491

**Decision:** Reprimand

A Discipline Committee panel ordered Walter Lolli, a teacher employed by the Peel District School Board, to be reprimanded for inappropriate conduct.

Lolli, who was certified to teach in



August 1997, attended the hearing on November 22, 2017, and was represented by legal counsel.

The member pushed a student through a door, grabbed him by the collar and verbally intimidated and belittled him.

Lolli pleaded guilty to an assault charge in a criminal court and received an absolute discharge.

The Discipline Committee panel found Lolli guilty of professional misconduct and ordered that he appear before it to receive a reprimand.

In its written decision, the panel stated, “The Member’s conduct was disrespectful, he failed to provide a safe and supportive learning environment, he modelled inappropriate behaviour, and he demonstrated a significant lack of professional judgment.”

**Member:** Craig James Lusk

**Registration No:** 440833

**Decision:** Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Craig James Lusk, a teacher employed by the Sudbury Catholic District School Board, for a repeated pattern of sexually abusive conduct.

This matter was heard by the panel on September 25 and 26, 2017. Lusk, who was certified to teach in May 2001, was self-represented but did not attend the hearing.

Lusk repeatedly rubbed a student’s upper thigh on the back of her leg above her knee. He did so over the course of one and a half academic years.

In addition, the panel heard that he favoured the student and singled her out from her peers. He also angrily lashed out at her. He did so on multiple occasions.

The Discipline Committee panel found Lusk guilty of professional misconduct and ordered that his teaching certificate be suspended for six months.

He was directed to appear before the panel to receive a reprimand. It also ordered him to successfully complete, at his own expense, a course on appropriate boundaries and boundary violation issues, and a course regarding professional ethics.

He needs to appear before the panel to receive the reprimand and complete the courses prior to starting or resuming a teaching position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel said, “The Member’s conduct demonstrated a gross abuse of his position of trust and authority and it undermined the public’s confidence in the teaching profession.”

**Member:** Lesley Jane-Ann MacKellar

**Registration No:** 261773

**Decision:** Suspension, reprimand  
A Discipline Committee panel suspended the certificate of Lesley Jane-Ann MacKellar, a former vice-principal at the Upper Canada District School Board, for dishonest conduct.

She altered five final course marks of a student. She did so without the knowledge or authorization of the school principal after report cards had been completed and signed by the principal.

MacKellar, who was certified to teach in June 1992, attended the October 30, 2017, hearing. She was represented by legal counsel.

The Discipline Committee panel found her guilty of professional misconduct and ordered that her teaching certificate be suspended for four months. She was also directed to appear before it, immediately after the hearing, to receive a reprimand.

In its written decision, the panel stated, “Vice-principals are expected to model ethical behaviour to the entire school community at all times, and the Member’s actions in this case demonstrate a significant lapse in judgment on her part.”

**Member:** David Michael

McClenaghan, OCT

**Registration No:** 656056

**Decision:** Reprimand, conditions  
A Discipline Committee panel reprimanded David Michael McClenaghan, a teacher at the Toronto District School Board. He was convicted of assaulting an individual with whom he had a personal relationship.

McClenaghan, who was certified to teach in July 2014, attended the hearing

on October 11, 2017, and had legal representation.

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

In addition, he was directed to complete a course of instruction, at his own expense, regarding professional boundaries. He needs to do so within 90 days of the order’s date.

In its written decision, the panel stated, “Members of the teaching profession are expected to uphold the standards of the profession and to model appropriate behaviour both in and out of the classroom at all times. The Member failed to meet these expectations and, through criminal conduct, eroded the public’s trust and confidence in teachers and harmed the reputation of the teaching profession.”

**Member:** Cynthia Ann Nicolson, OCT

**Registration No:** 172452

**Decision:** Reprimand, conditions  
A Discipline Committee panel reprimanded Cynthia Ann Nicolson, a teacher employed by the Near North District School Board, for inappropriate behaviour involving multiple students over the course of at least two academic years.

Nicolson, who was certified to teach in June 1992, did not attend the public hearing on October 26, 2017, but was represented by legal counsel.

The panel found that she had a pattern of inappropriate, unprofessional and abusive behaviour toward students, despite the school administration’s interventions and the board’s disciplinary measures.

Nicolson was impatient with students and made them feel singled out in front of their peers, ridiculed, bullied, upset, scared and embarrassed.

The panel ordered that she appear before it to receive a reprimand. She was also directed to complete, at her own expense, an Additional Qualification course covering the development of foundations of professional practice and commitment to students’ well-being.

## HEARINGS

She needs to do so prior to undertaking any teaching position or any other position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, “Members of the teaching profession are expected to provide students with a safe learning environment in which they can learn and develop.”

**Member:** Jody Lynn Page

**Registration No:** 459322

**Decision:** Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Jody Lynn Page, a teacher employed by the Hamilton-Wentworth District School Board, for inappropriate physical contact with multiple students.

Page, who was certified to teach in July 2002, attended the hearing on October 25, 2017, and had legal representation.

The physical conduct included using her leg to strike a student in the shin.

She was charged with assault and assault with a weapon. Both charges were subsequently withdrawn upon the member entering into a peace bond with conditions.

The Discipline Committee panel found her guilty of professional misconduct. It ordered that her teaching certificate be suspended for two months and that she appear before the panel to receive a reprimand.

In addition, Page was directed to complete, at her own expense, a course(s) covering classroom management, anger management and appropriate discipline techniques. She was directed to do so within 90 days of the order's date.

In its written decision, the panel stated, “Members are expected to treat students with respect at all times and conduct themselves in a composed and professional manner, and to do so without using unnecessary physical force, even under challenging circumstances.”

**Member:** Alexander Jeremy Patry

**Registration No:** 524076

**Decision:** Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Alexander Jeremy Patry, a teacher formerly employed by the Hamilton-Wentworth District School Board, for a wide range of inappropriate conduct.

This matter was heard by the panel on November 6, 2017. Patry, who was certified to teach in October 2007, attended the hearing with his legal counsel. Patry repeatedly met with a student alone in his classroom and, on at least one occasion, discussed personal issues with that student behind closed doors. Over the course of a couple of months, he also exchanged inappropriate electronic communications with another female student, such as wanting to hug her. He also offered her a gift.

The Discipline Committee panel found Patry guilty of professional misconduct and ordered that his teaching certificate be suspended for six months.

He was directed to appear before the panel to receive a reprimand. The panel also ordered him to successfully complete, at his own expense, courses on appropriate boundaries and boundary violation issues and professional ethics. He needs to complete the courses within three months after the date of the panel's order.

In its written decision, the panel said, “The Committee is concerned by the Member's failure to maintain appropriate boundaries with these students.”

**Member:** Véronique Josee Vallée

**Registration No:** 629289

**Decision:** Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Véronique Josee Vallée, a former teacher employed by the Conseil scolaire catholique de district des Grandes Rivières, for sexually abusing a student.

Licensed to teach in June 2012, Vallée did not attend the hearing on October 3, 2017, but was represented by legal counsel.

Vallée engaged in an inappropriate personal and sexual relationship with a student. She also engaged in inappropriate electronic communications with the student.

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

In its written decision, the panel stated, “The Member abused the trust and authority associated with her role as a teacher and undermined public confidence in the teaching profession. As a result, the Member has lost the privilege of holding a Certificate of Qualification and Registration in Ontario.”

**Member:** David William Vesey

**Registration No:** 145851

**Decision:** Reprimand, conditions

A Discipline Committee panel reprimanded David William Vesey, a teacher formerly employed by the Ottawa-Carleton District School Board. He repeatedly failed to ensure student safety.

This matter was heard by the panel on October 5, 2017. Vesey, who was certified to teach in September 1976, attended part of the hearing remotely via video conference. He had legal representation.

His inappropriate behaviour occurred while he conducted demonstrations in his class. One demonstration was called “oxygen deprivation,” which consists of placing a white plastic bag over a student's head. The experiment scared the student.

The Discipline Committee panel found him guilty of professional misconduct and directed him to appear before it to receive a reprimand. It also ordered him to successfully complete, at his own expense, a course on safety procedures and maintaining a safe environment in the classroom. He needs to do so if he wants to teach or work in any position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, “Members of the teaching profession are expected to provide students with a physically and emotionally safe learning environment at all times.” **PS**

Copies of the full decisions are available at [oct-oeo.ca/decisions](http://oct-oeo.ca/decisions).





NAME: *Ziya Tong*

- Born in London, England; moved to Hong Kong and then settled in Canada at age 11
- Received her BA in psychology and sociology from the University of British Columbia and her masters in communications from McGill University, where she graduated on the Dean's Honour List
- Launched the Ethical Media Division at Cowie and Fox Creative — one of Vancouver's leading interactive agencies — in 2003 to promote green branding for non-profit and environmental groups
- Hosted CBC's Emmy-nominated series *ZeD*, for which she received a Gemini Viewer's Choice Award nomination in 2005
- Correspondent for *NOVA scienceNOW* alongside Neil deGrasse Tyson on PBS in 2005
- Hosted the travel show *Island Escapes* in 2006
- Hosted and field produced PBS's national prime-time series *Wired Science* in 2007
- Hosted, wrote and directed the Canadian science series *The Leading Edge* in 2007
- Co-host of Discovery Channel's flagship science and technology TV series, *Daily Planet*, since 2008

## SCIENCE PROPHET

The co-host of Discovery Channel's *Daily Planet* shares how her education taught her to be an independent thinker.

BY LAURA BICKLE

### What was your favourite subject?

I loved my high school law class. We were asked about a position we held, and then were put on a debate team that argued against it. When you have to find arguments to support a logic that you don't naturally agree with, you learn to see things from a different perspective. I started out supporting the death penalty. After having to debate the other side for class, I learned so much, that now, to this day, I'm against it.

### Favourite literary pieces studied?

George Orwell's *1984* and *Animal Farm*; Margaret Atwood's *The Handmaid's Tale*.

### Who do you consider your favourite historical figures?

I'm a big fan of Ada Lovelace, who created the first algorithm, and Hedy Lamarr, who is the mother of Wi-Fi.

### Non-fiction heroes?

Jane Goodall and David Attenborough, but most of all, my mum.

### What are you currently reading?

*The Chain: Farm, Factory, and the Fate of Our Food* by Ted Genoways and *How Did We Get Into This Mess?* by George Monbiot.

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

I've been reflecting on how I went through the Canadian high school system without once learning about or even *hearing* about residential schools. The fact that children my age at the time were basically abducted from their parents, forced to forget their language, and brainwashed into believing their culture had no value is a devastating reality. This should absolutely be a part of the curriculum today.

### Favourite extracurricular activities?

Pottery and playing netball.

### Lesson learned in kindergarten that still applies today?

The alphabet, it comes in super handy.

### Who is your favourite fictional teacher?

Rubeus Hagrid, Care of Magical Creatures professor. I love that he didn't see the animals as "things."

### What is the quality you most appreciated in a teacher?

Being inspiring — someone who loves learning and loves teaching what they've learned.

### Best advice given at school?

My high school guidance counsellor took us on a field trip and played a game where she separated us into different teams, based on the number of gold tokens we had. She created a mini-society, where the "rich" made the rules, the "middle class" made a few rules and the "poor" made none and had few options. The game ended as the poor group started robbing the rich group for the tokens. She said this happened every year. At the end of the session, she told us "the game is rigged." All of us were floored. I've never forgotten that.

### Which school experience prepared you most for your adult life?

I believe a great education is one that allows you to question what you've been taught. The true gift of education is to learn to think for yourself. **PS**



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## Online Course Offerings SUMMER ● LATE SUMMER ◆ FALL ▲

### ADDITIONAL BASIC QUALIFICATIONS

Primary	● ◆ ▲
Junior	● ◆ ▲

### ABQ INTERMEDIATE

Business Studies	●
English	● ◆ ▲
Family Studies	● ◆ ▲
First Nations, Metis and Inuit Studies	●
French	● ▲
Geography	● ◆ ▲
Health & Physical Education	● ▲
History	● ▲
Mathematics	● ◆ ▲
Science - General	● ◆ ▲

### ABQ SENIOR

Biology	● ◆ ▲
Chemistry	● ▲
English	● ◆ ▲
Geography	● ▲
History	● ▲
Law	● ▲
Mathematics	● ◆ ▲
Physics	● ◆ ▲
Social Sciences	● ◆ ▲
Science - General	●
Visual Arts	● ▲

### HONOUR SPECIALIST

Biology	●
Business Studies	●
Chemistry	●
Dramatic Arts	●
English	●
French	●
Geography	●
Health & Physical Education	● ▲
History	● ▲
Mathematics	● ▲
Music	● ▲
Physics	●
Science - General	●
Social Sciences	● ▲
Technological Education	● ▲
Visual Arts	●

### THREE-PART ADDITIONAL QUALIFICATIONS

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

Teacher Leadership Part 2	● ▲
Teacher Leadership Specialist	● ▲
Teacher Librarian Part 1	● ◆ ▲
Teacher Librarian Part 2	● ▲
Teacher Librarian Specialist	● ▲

### ONE-SESSION QUALIFICATIONS

Adult Education	● ▲
Classroom Management	● ◆ ▲
Safe & Accepting Schools	● ▲
Special Ed - Behaviour	● ◆ ▲
Special Ed - Communication - Autism	● ◆ ▲
Special Ed - Communication - Learning Disability	● ◆ ▲
Student Assessment & Evaluation	● ▲
Teaching & Learning Through e-Learning	● ◆ ▲
Teaching LGBTQ Students	● ◆ ▲
Use and Knowledge of Assistive Technology	●

### TECHNOLOGICAL EDUCATION

Communications Tech Grades 9/10	● ▲
Communications Tech Grades 11/12	●
Computer Tech Grades 9/10	●
Green Industries Grades 9/10	●
Tech Design Grades 9/10	● ▲
Tech Design Grades 11/12	●

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• ABQ Primary	• ABQ Intermediate
• ABQ Junior	• ABQ Senior
• One-Session AQ	• ABQ Technological Ed
• Three-Session AQ (excluding FSL Part 1)	• Honour Specialist
	• FSL Part 1

### SESSION DATES

Summer: June 25, 2018 - August 10, 2018  
 Late Summer: August 7, 2018 - September 28, 2018  
 Fall: October 1, 2018 - December 7, 2018

### REGISTRATION DEADLINES

Summer: June 23, 2018  
 Late Summer: July 27, 2018  
 Fall: September 14, 2018





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