

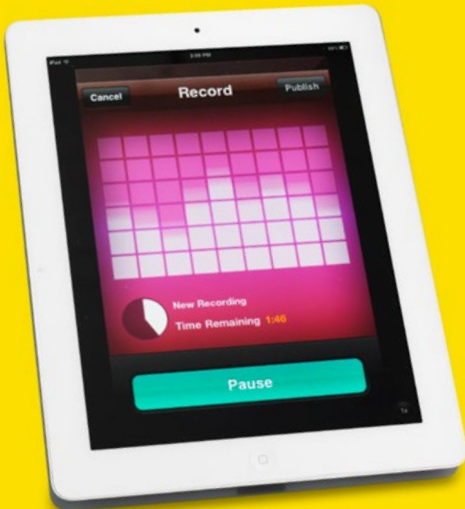
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MARCH 2012

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## THE HIGH-TECH CLASS



**SPECIAL: eVote section, p. 63**



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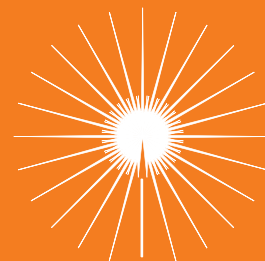
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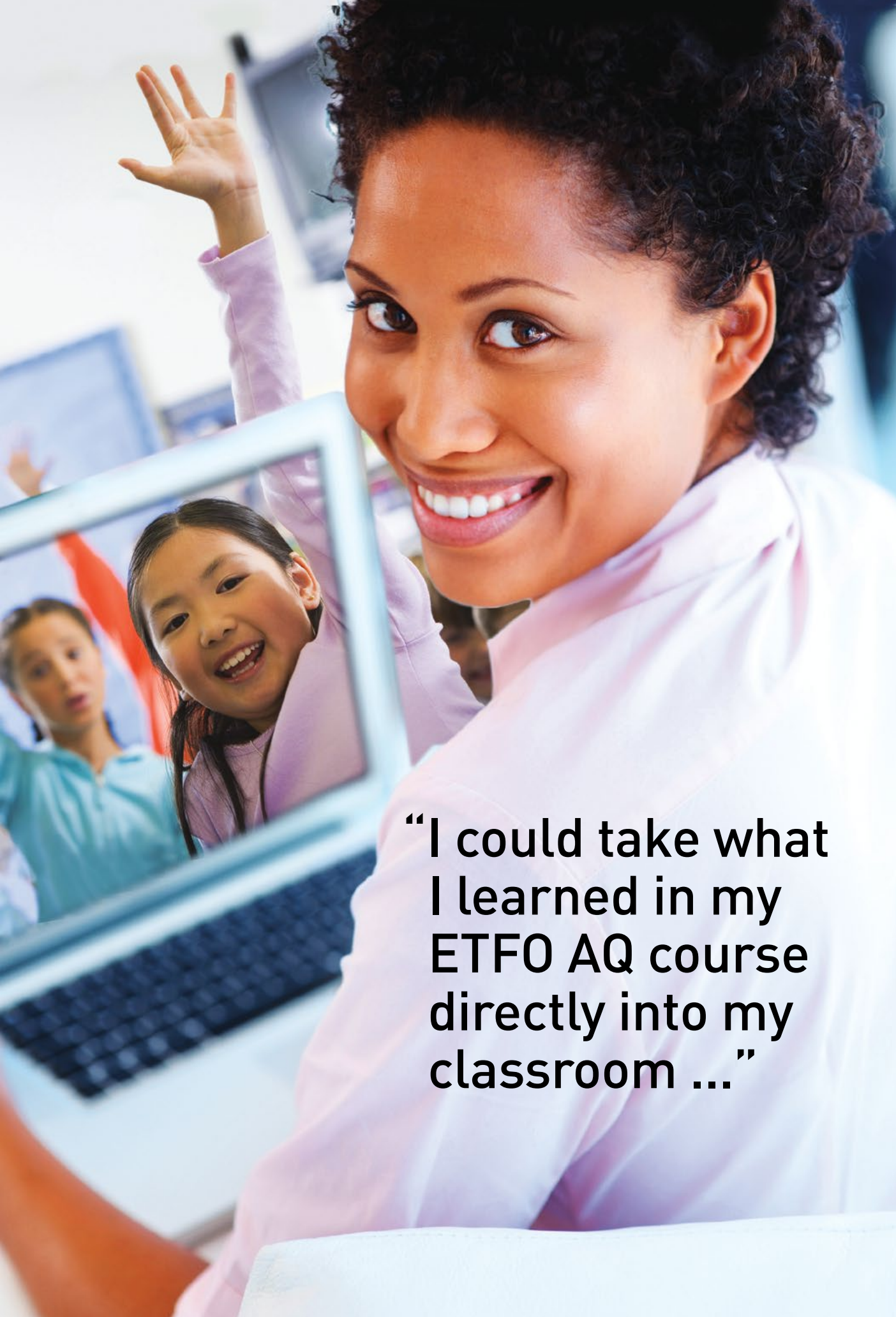
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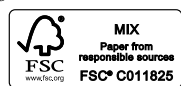
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College Chair Liz Papadopoulos, OCT, reports on your Council's activities during the last year.



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

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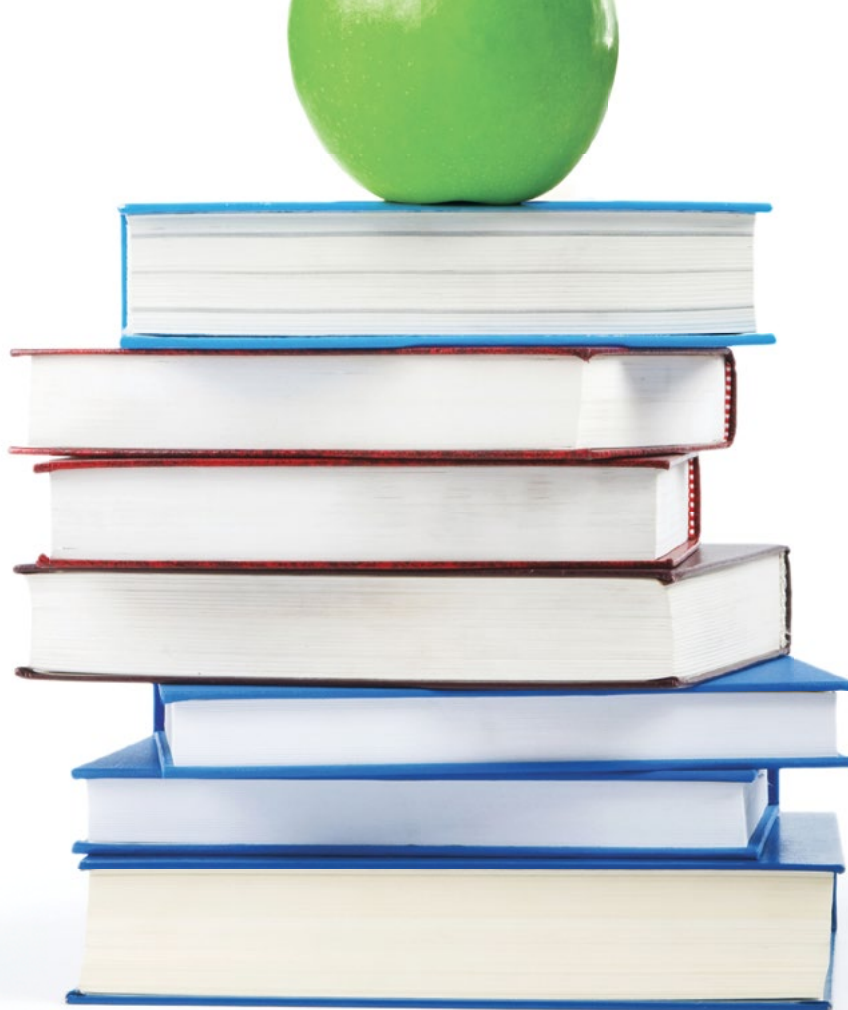
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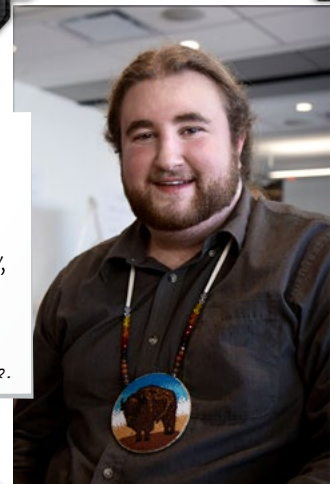
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## At the College



*College Registrar Michael Salvatori, OCT, meets with (l to r) Gemma, Rinka, Melissa and Jonathan during Take Our Kids to Work Day on Nov. 2, 2011.*



*Mitch Case, education portfolio holder for the Métis Nation of Ontario Youth Council, and representatives of the Métis Nation of Ontario visited the College on Jan. 10, 2012.*



*Atkinson Scholarship winner Courtney Edwards (centre) receives her award from Joseph W. Atkinson, OCT, as Registrar Michael Salvatori, OCT, Chair Liz Papadopoulos, OCT, and Deputy Registrar Joe Jamieson, OCT, (right) look on.*

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# Honouring a champion of early-childhood education

Fraser Mustard was a tireless advocate for giving children essential social and emotional skills. **by Liz Papadopoulos, OCT**

**FRASER MUSTARD, A CANADIAN PIONEER** of early childhood development whose work helped pave the way for full-day kindergarten in Ontario, died last November just after the release of the report, *The Early Years Study Three Years Later*, which he and Margaret McCain co-chaired.

Mustard's main goal was to convey the crucial importance of a child's experiences in the first six years of life. He stressed that the development of the brain in the early years of life, particularly the first three years, sets the base of competence and coping skills for the later stages of life.

Mustard gave voice to three main messages:

- The years before five last a lifetime.
- It takes a village to raise a child.
- Pay now or pay later.

He became a tireless advocate for sound early-childhood learning programs that give children the social skills and emotional control they need

to focus and learn in structured learning environments.

A lot of what he stood for has been embedded in the new full-day kindergarten program, where teachers and early childhood educators work together to implement a safe and healthy learning environment.

I am fortunate to have had an opportunity to teach in an all-day, every-day Senior Kindergarten program for two years. Anyone who teaches or has taught kindergarten knows how much progress a child can make through exploratory play.

Through play-based learning and small-group instruction, children develop a strong foundation for learning in all areas, including language and math. They engage in healthy physical activities and the arts, and develop socially and emotionally through interaction with their peers.

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A quality, fully staffed kindergarten program can establish for our students a level playing field in a routine setting and a love for school.

It is also the time when teacher-parent relationships are forged.

The spirit of Mustard's philosophies is also aligned with the College's new three-part Specialist Kindergarten Additional Qualification course, which the College approved in 2011.

For example, this course helps teachers create challenging and

engaging learning experiences that can build children's confidence, encourage them to continue to see learning as both enjoyable and useful, and provide a strong foundation for their future intellectual, physical and social development.

**“ Anyone who teaches kindergarten knows how much progress a child can make through play.”**

The demand was high for this new course. Teachers were clamouring for it because it provides them with the opportunity to gain the specialized knowledge they desire.

This AQ is part of changes and additions to the Teachers' Qualifications Regulation. The changes flow from the findings of the College's 2006 study *Preparing Teachers for Tomorrow*.

The specialist Kindergarten course provides the right tools to promote holistic, play-based environments that stimulate inquiry and enhance learning and development for each student.

It's about helping teachers set a strong foundation for the next generation of Ontarians and the future of good global citizens. I think Mustard would be proud.

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# An ode to the passion to teach and the drive to find work

Today's education marketplace can be frustrating for even the most persistent newly certified teachers. When the climb to full-time employment seems too steep, where do you go? Within, says the College's Registrar. **by Michael Salvatori, OCT**

**WHEN YOUR DREAM OF BECOMING A** teacher is met with the fog of an ever-tightening marketplace, when longer wait times for even occasional assignments becomes the norm, and when the prospect of off-shore employment makes you rethink your Ontario residency, remember what's in your heart.

Avryl Jeffrey, OCT, and Megan Lynch, OCT, do. So do hundreds of competent, caring and qualified teachers just like them.

**“Hundreds of people continue to wait to land that all-important first full-time position.”**

Trying to find a job as a teacher these days — as our latest Transition to Teaching report (p. 49) shows — is every bit as taxing and challenging as acquiring the qualifications to become certified. Still, hundreds of people continue to wait, in some cases years, to land that all-important first full-time position.

Avryl graduated from Queen's four years ago and was happy to land on the supply list of a Greater Toronto Area school board. It would lead to a full-time job, she was told. As yet, that job hasn't materialized, and the supply work has dropped off. She's had to make ends meet with a second job, managing tutors.

“I've applied for hundreds of jobs and have had lots of interviews,” she says. “I've been told that I'm a good teacher but lack experience.”

Avryl doesn't let the experience of looking get her down. Certified to teach at the primary/junior and secondary levels, she works in a variety of schools, meeting new people, taking notes, and learning all she can from other teachers, all to prepare for the day she has a classroom to call her own.

“Teaching is what I want to do,” she says. “I've known it from a very young age. I'll keep persevering. I've worked hard to get my qualifications. Eventually, something will come.”

Staying positive can sometimes be a job in itself. “Having a really good day supply teaching helps,” Avryl says.

Megan graduated from Brock in 2008 and has been supply teaching for four years in the Hamilton area.

“Getting to know the principals, other teachers, and students at select schools is probably my best hope for securing an LTO or probationary,” she says. “I've been told many times that the odds are highly stacked against me with no prior LTO experience, even in applying for an LTO(!), which is difficult to do without getting to start somewhere.”

In the meantime, she's completed four Additional Qualification courses, “all highly recommended, practical and supposedly look-fors on resumés.”

**“They have a drive to teach that keeps them motivated. They have an inner strength to pursue a dream, despite the obstacles.”**

To keep from getting frustrated, Megan focuses on her goals, talks with the staff she supply teaches alongside, tries to get on a first-name basis with principals, maintains a positive outlook and keeps busy doing what makes her happy in her career and life.

Their stories are strikingly similar and, unfortunately, all too common. Uncommonly, they possess indomitable spirits. They have a drive to teach that keeps them motivated and active in the search. They have a strength that comes from within to pursue a dream, despite the obstacles.

For them, for many, and for me, teaching is a calling. I am grateful to be employed in this great profession. I hope that Avryl and Megan too get to live their passions soon and that the voice that calls them to the profession never grows dim.

ps



*Michael Salvatori*



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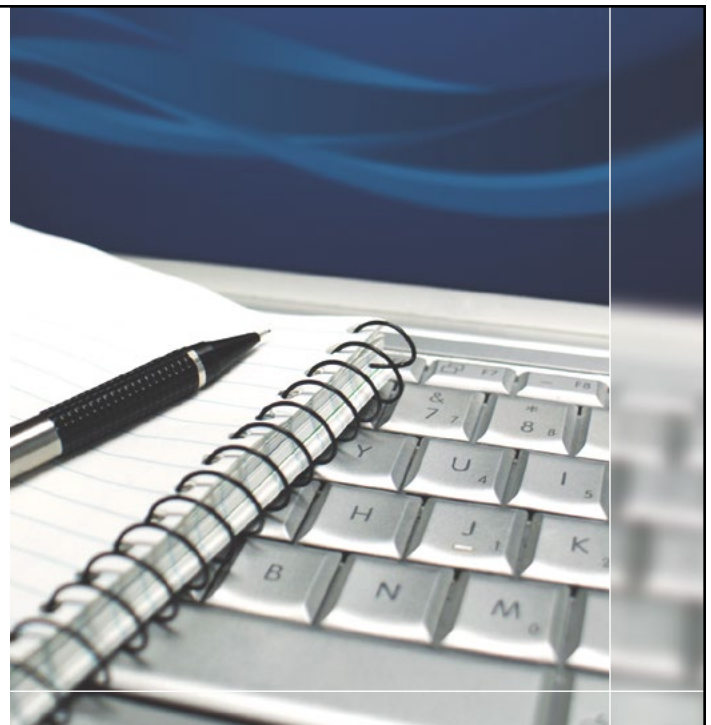
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# letters to the editor

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## Technology: too much too soon?

I was interested but also dismayed to read your article about the use of technology in our classrooms (*Tricks for Tweets*, December 2011). While there were some exciting ideas presented, there was a painful lack of critical thought or alternative perspectives. It was disturbing to see a photo of Grade 1 students so engaged with their DSs that no human eye contact or interaction was occurring. (I know this was only a snapshot, but the image seemed symbolic.)

I am not opposed to the use of technology. However, I often worry that as an education system we can be swept along by societal changes and, in an attempt to “catch up,” we fail to raise some critical questions or lead debate.



The research of Michael Rich at Harvard Medical School has raised significant concerns about how excessive computer use — particularly video games — affects childhood health. Is it appropriate for the

education field to simply leap into this “because children are already using these technologies”? We know that when children read books their brains are widely active across several areas. We know that when we teach mathematics with physical manipulatives there is a similarly wide range of intellectual activity. We need studies that delve into the relative effects of the use of computers. Is there a difference between learning from a face on a screen and a face on a person in front of you?

Again, I am not against computers. I would simply like to see more debate and discussion about the when, why, how and how much. As we look to new ways to teach various subjects with computers, we need to also ask ourselves whether this learning is really better.

**Skot Caldwell**, OCT, teaches Grade 1 at Centennial PS in Kingston.

### Reduce the supply of new teachers

Over the last 10 years there has been a consistent backlog of teachers (as noted in the Transition to Teaching study). Significantly lower retirement and increased graduates and immigration have resulted in a supply that is over twice the demand. I do not think retirees are the issue.

My cohort had a 100 per cent graduation rate, and I have heard consistent stories among other cohorts. In my experience, too many institutes are graduating far too many new teacher graduates. This inflation is only increasing the backlog of teachers and could be watering down the quality of our profession. It is my opinion that we need to stop accepting every

student who is applying, as in 2010 we received 12,500 applicants and accepted and graduated approximately 9,000. York University graduated 97.7 per cent of its education students, highest of all programs and well above the 67.7 per cent average graduation rate. Other universities are no different.

It may be necessary to increase entrance requirements to a BEd and start reducing graduation rates or possibly removing consecutive programs. Competition breeds excellence, but we are simply choking excellent teachers out of the profession by turning our institutions into degree factories.

**Darrell Stoddart**, OCT, is a professor of community studies at Georgian College in Barrie.

### Foreign exchange

The best way to learn a foreign language is in an immersion environment. While language teachers may try to replicate this via field trips, nothing can compare to day-to-day life as a means of acquiring a practical and intuitive understanding of a language.

As a retired languages teacher and department head, I am now involved with the Canadian Education Exchange Foundation (CEEF) in a volunteer capacity. CEEF organizes student exchanges between Canada and several western European countries. Taking the example of France, Canadian students are matched with students from France. The French students visit Canada for three months,



living with their partners and host families, attending school, sightseeing and actively participating in our North American lifestyle. This is reciprocated when the Canadian students visit France for three months. There is also a one-month summer exchange to Spain and France.

As a volunteer, I visit high schools to inform students and teachers about the CEEF exchange program. The presentation takes about 35 minutes. While many teachers welcome the opportunity to introduce their students to this potentially life-changing experience, others feel that their curriculum is a higher priority, and that they could not possibly spare the time. This seems a very short-sighted perspective, since travel can serve as a mind-expanding experience at least as valuable as the classroom.

In fact, exchange programs can benefit the schools as well as the participants. Exchange students interact

with the local students and teachers and provide a European perspective. At my former school, for instance, we had a meet and greet so that interested students could meet and interact socially with the European visitors. This was always well received.

Therefore, for all the benefits derived, I think that language teachers should support student exchanges, in terms of both the enhanced language skills and the personal development that can result.

Another positive result for language teachers might well be increased enrolment in their courses. The longer we can keep students in our language classes, the better prepared they will be to compete in the global community.

**Bonnie Lilien**, OCT, is retired from Don Mills Collegiate where she taught French, English and Special Education and was Assistant Curriculum Leader for the Language Department.

## Property values

I guess the more you say the phrase, "We need to absorb a small increase today in order to reduce our financial pressure in years to come," the more you will tend to believe the propaganda. That's right, buy a property on one of the most expensive streets in Ontario and delude oneself in believing this was done for the common good. Why not buy in a city, for example Oshawa, where property values are significantly less than in the heart of downtown Toronto?

The other piece of dysfunctional logic the College uses to justify the purchase is that other teacher federations and regulators have opted to own their buildings. So let's buy property you don't need to perform your duties. By the way, did these federations and regulators buy with a mandate by their respective members?

**Max Rittner**, OCT, is retired and working as an occasional teacher for the Toronto DSB. **ps**

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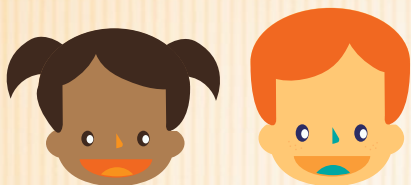
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# Connections

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## Smartphones and schools

BC teachers recently said that allowing smartphones in the classroom is a bad idea. Should smartphones be used in class? Here's what you had to say in our debut Facebook poll:

24%

**YES**, these devices help keep kids actively engaged in learning.

52%

**NO**, they are disruptive and not everyone can afford them.

24%

**YES**, but only for special projects — not on a daily basis.

### *What does your College think of e-communications?*

See our *Professional Advisory on the Use of Electronic Communication and Social Media* at [oct.ca](http://oct.ca) → College Communications.





## Time to teach toddlers?

Is Ontario's relatively poor performance in the first Canadian Early Childhood Education Index cause for concern? Not according to former Ontario Deputy Minister of Education Charles Pascal.

"While more needs to be done, Ontario has stepped up big time as the only province to provide full-day learning for four- and five-year-olds," says Pascal, professor of human development and applied psychology at OISE/UT and former special early learning adviser to Premier Dalton McGuinty.

The index is part of the Early Years Study 3 report; it assesses provincial performance on a 15-point scale. Only Québec, Manitoba and Prince Edward Island received passing marks of 7.5 or more. Ontario came in fourth with 6.5 points.

The report, co-written by the late Fraser Mustard, Toronto's internationally renowned early-childhood expert, advocates extending education to two-year-olds — a recommendation endorsed by Pascal.

The full report and related documents are available at [earlyyearsstudy.ca](http://earlyyearsstudy.ca).



## Twit lit

Move over, Mordecai! Twitterature is coming to Québec classrooms. Line Beauchamp, Québec's Minister of Education, Recreation and Sports, announced that \$71,750 will go to the Institut de twittérature comparée, following a successful experiment in Québec secondary schools. The organization will research how this Twitter tool can develop writing skills at the secondary level. Twitterature is when you use Twitter for literary creations of up to 140 characters. Want to know more? Visit [twittexte.com](http://twittexte.com).



## Old school

Modern studies continue to show what teachers have known for some time: Fresh air and activity help kids learn. This 1917 photo takes that lesson even further as students from an Ontario school crowd around an outside blackboard at recess.

76

per cent of College members said learning to write report cards was an important or very important part of teacher education. *Sixteen per cent* felt well prepared for the task.

Source: *Professionally Speaking's* 2011 Member Survey



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## Teacher tip

When my son's Grade 6 class was getting too loud, his teacher had a quietly effective solution: He would pull out a stopwatch and start timing how long the noise lasted. That was how much time he would deduct from a popular activity, such as gym or art. My son reported that as soon as that stopwatch came out, kids would admonish each other to be quiet and pay attention.

— Jacqueline Kovacs, Managing Editor, *Professionally Speaking*

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



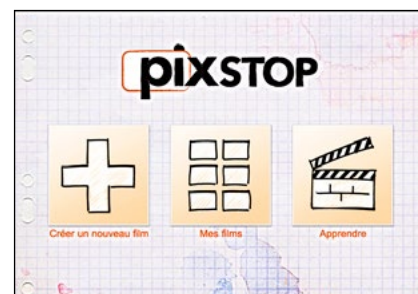
## GET APP-Y IN YOUR CLASS

The launch of NFB PixStop brings new meaning to the phrase: He shoots, he scores. This free educational app from the National Film Board of Canada (NFB) — designed for the iPad 2 — gives students (ages 10+) the tools to craft their very own stop-motion animation film.

Fledgling auteurs can kick-start their creative journey with three NFB expert how-tos on animation, flipbooks and storyboarding. Thirteen-minute digital gems quickly become a reality with easy image captures (10,000 max), customized background music from iTunes and catchy titles. Before you know it, your proud filmmakers will be sharing their finished videos with adoring fans, via email or YouTube.

Students can get fully equipped at iTunes. Red carpet not included.

With a visit to the NFB's free online stop-motion animation workshop, StopMoStudio at [nfb.ca/playlist/stopmostudio](http://nfb.ca/playlist/stopmostudio), teachers can get in on the excitement and share the spotlight.



**LESSONS ONLINE:** *Looking for a workshop, expert information specific to your subject area, or just a bit of friendly collegial support? Visit [oct.ca](http://oct.ca) → College Communications to connect with one of the many subject associations and other educational groups.*

A Toronto school was ridiculed for banning kids from playing with balls in the schoolyard. Was this criticism justified? Here's what you had to say:

**92% YES**, how can we expect kids to be healthy if we don't let them actively play?

**8% NO**, the safety of our students is paramount. A ball thrown hard enough can hurt someone.

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# The best of *NETWATCH*

Our wrap-up of some of the top sites we've shown you over the years — and a few new ones worth checking out.



**NEW!**

## 1 SPIES IN THE SHADOWS

Espionage has a colourful history in Canada — this site helps bring it to life in the classroom. Visit the Teachers' Lounge for lesson plans, reading materials and more. [spiesintheshadows.com](http://spiesintheshadows.com)



**NEW!**

## 2 HOMEWORK HELP

A math tutoring resource that supports students in Grades 7 to 10. Ask a tutor a question or view interactive tutorials on topics like fractions and decimals. [homeworkhelp.ilc.org/index.php](http://homeworkhelp.ilc.org/index.php)



## 3 HISTORICAL ATLAS OF CANADA

Explore interactive maps from different periods of Canadian history. Browse the maps for such topics as Prehistory, Native Canada and Population. [www.historicalatlas.ca/website/hacolp/index.htm](http://www.historicalatlas.ca/website/hacolp/index.htm)



## 4 GAMES FOR CHANGE

This website serves up online games based around social issues such as the environment, human rights, poverty and more. [gamesforchange.org](http://gamesforchange.org)



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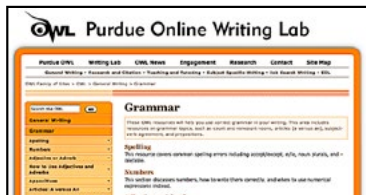
## 5 BULLYING AWARENESS

Provides an in-depth look at bullying and research that aims to increase social awareness. Download it from the Teacher and Support Staff Resource Book link. [www.bullyingawareness.ca](http://www.bullyingawareness.ca)



## 6 INCREDIBLE @RT DEPARTMENT

A resource-rich portal with lesson plans and links to art blogs and zines. See creations from other classrooms for inspiration in the Incredible @rt Rooms section. [incredibleart.org](http://incredibleart.org)



## 7 PURDUE ONLINE WRITING LAB (OWL)

This site offers lessons on sentence structure, tense consistency, style and paraphrasing. [owl.english.purdue.edu/owl](http://owl.english.purdue.edu/owl)



## 8 I EDUCATION APPS REVIEW

Looking for a cool app? This site links to all kinds, sorted by level, with reviews from teachers. [iear.org](http://iear.org)

To help you keep up with new and helpful ways to use technology in your classroom, we are launching a new column: Tech Class. For a sneak peak at what to expect, check out our feature of the same name on p. 34. And watch this page for other useful classroom tools.

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# Sean Clark, OCT

The Next Generation's Guide to the Galaxy

by Leanne Miller, OCT

**S** EAN CLARK'S FASCINATION WITH SPACE STARTED at a young age and hasn't stopped since. "I grew up on the holy trinity of *Star Trek*, *Star Wars* and *Battlestar Galactica*," he says, laughing.

So it's not surprising that Clark was recently named the inaugural recipient of the 2010 Prime Minister's Award for Teaching Excellence, a Space Educator Award for outstanding, innovative and creative teaching of space sciences. This new award is supported by the Canadian Space Agency (CSA).

"The Canadian Space Agency's Space Learning Program has [witnessed] first-hand his dedication and innovation in bringing space into his classroom while incorporating information and communications technologies, employing innovative and exemplary teaching practices and

demonstrating tremendous leadership," wrote Marilyn Steinberg, Program Manager of the CSA Space Learning Program, in her letter nominating Clark.

Clark describes his teaching at Sacred Heart Catholic High School in the Ottawa Catholic School Board as hands-on and interactive. As part of his practice, he also keeps himself informed. In 1999, when a space unit was added to the Grade 9 curriculum and a Grade 12 earth and space science course became available, he enrolled in a first-year astronomy class at Carleton University. These days, when he's not compiling a photo collection of the night sky, he's visiting the Kennedy Space Center, scouring space museums or logging countless hours at the CSA.

"It's about deepening my knowledge so I can better engage my students," he says.



Sean Clark, OCT, helps his Grade 9 science students see the stars both figuratively and literally.

He first worked with the CSA in 2006 when a software firm hired him to help develop *Space Navigation: When Math Matters*, a senior geometry multimedia resource designed to ensure that students stay engaged while they work through space-related math problems. The material has since been added to the Grade 12 math curriculum.

Clark's board naturally looked to him for assistance when it implemented the Ministry's 2006 science curriculum revisions. That same year

he revamped his school's Grade 9, 10 and 12 earth and space components.

To honour Clark's commitment to space education, the CSA invited him to a 2008 professional development (PD) opportunity on planetary geology in Nunavut. Following this, Clark co-delivered PD sessions at the CSA's National Educator Conference and the Science Teachers' Association of Ontario (STAO) Conference. He has also conducted STAO workshops in areas including culminating tasks, student research and climate change.

Clark continues to fine-tune his curriculum to deepen student engagement. In fact, he's now revamping his Grade 9 course into what he calls a smarter blend of different collaboration for 21st-century learners. It's part differentiated instruction, part cooperative learning, fully hands-on and completely student directed. He plans to eventually offer space, ecology and electricity as an à la carte menu, allowing students to choose the order in which they learn topics, based on their interests. They will also decide how they'd like to learn, for example, from articles, projects, videos, simulations or investigations, which Clark would identify for them.

Choice is an important factor in student learning, Clark believes. "By Grade 9, students know how they like to learn," he says. "When you give them a choice — rather than saying, 'Today we'll cover this worksheet; tomorrow we'll review that note' — they develop a greater sense of ownership about their learning. This in turn makes it more meaningful."

He tested this approach during his first-semester space unit, which he felt students wouldn't need much motivation to get interested in. That unit was one of the reasons he won the Prime Minister's Award.

Clark's ultimate goal is to provide real-life application and deliver rigorous teaching to support the 21st-century learning journey. Today, his Grade 9 students are studying

## 3 tips to help make science meaningful

Sean Clark relies on these methods to get through to his students and teach them the difference between "I can't do that" and "I can't do that yet":

**1. Refer to the familiar:** Link a new discussion to a real-life situation. For example, compare an ecosystem to the family farm or fish tank.

**2. Refresh prior learning:** Activate knowledge from previous units to help teach new material. By making a connection to a previous year's content, you're not only keeping past lessons current but reminding students of their enduring relevance.

**3. Rethink the link:** Link new content to the scientists who developed the ideas. When students learn what great minds had to overcome to make their historic discoveries, they feel comfortable with their own questions. It humanizes the concepts.





electricity through practical small-group inquiry activities. They introduce materials such as paper, lead and glass into a light bulb's electrical circuit. Tomorrow they will draw inferences from their observations and use these to design and run their own experiments, investigating how different materials conduct or disrupt electrical currents.

“By Grade 9, students know how they like to learn. When you give them a choice, they develop a greater sense of ownership. This in turn makes learning more meaningful.”

“The kids need to know how the circuit works and why the bulb lights up,” Clark says. “More importantly, they must distinguish between observation and inference and draw appropriate conclusions. These skills are applicable to all subjects, not just science.”

Does Clark's unique approach work? Students Pascal, Brooke, Merri and Luke think so. Here's what they have to say about the time their teacher took them outside to study ecology.

“He made us think like deer,” reflects Pascal.

“We had to find food, water and shelter,” adds Brooke.

“Then we saw what happened if one of those things was removed,” says Merri.

“Our deer population started to die,” Luke observes. “We saw how all parts of the ecosystem are interrelated and necessary for survival.”

Technology is a prime engagement tool for Clark, and lessons

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often integrate Smart Boards. In today's Grade 10 applied-level class, Clark reviews a quiz on the interactive whiteboard, recording correct answers as students call them out.

"We understand better when we see what he's teaching up on the board," says Connor. "Plus, now we have the right answers to study for the exam."

Simulations (aka Gizmos) found on

[explorellearning.com](http://explorellearning.com) — a Ministry-approved website that provides interactive online simulations of the curriculum's key inquiry activities — are also a popular tool that students like to use.

"They learn it hands-on in class," explains Clark, "and then go home and review a simulation to reinforce their learning, or see it again in

another format that better suits their learning preference."

Clark uses his own website to post lesson summaries, exemplary student work and sample test questions and answers. There's also a calendar that shows test and assignment dates. Parents appreciate having this information and students know that if they miss a class they can catch up at [sites.google.com/site/mrclark21ca](http://sites.google.com/site/mrclark21ca).

"He always has a plan for the day," says Nick, who, like most Grade 9s, appreciates a structured learning environment. "There's always a challenge on the board when we arrive, so we get right to work thinking about science."

Brennan agrees. "It's exciting to come in and see what we're doing each day."

Emma adds, "We always look forward to science."

And what is Mr. Clark's best quality?

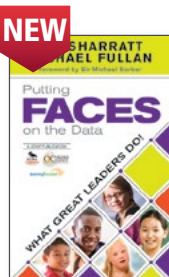
"We have to work hard for him," says Pascal, "because he works so hard for us."

ps

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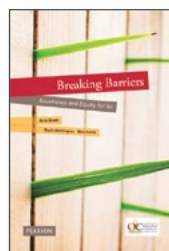
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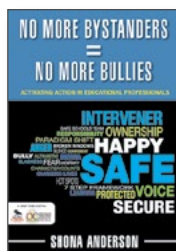
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## Multi-teacher household?

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# TESSA VIRTUE AND SCOTT MOIR'S REMARKABLE TEACHERS

by Kim Pallozzi, OCT

**O**LYMPIC GOLD MEDALLISTS Tessa Virtue and Scott Moir are living proof that sometimes remarkable people come in pairs. And just as a strong figure skating partnership has brought success to their careers, it took a pair of inspiring and understanding teachers to change each of their lives as students.

Tessa Virtue was six when she started to skate, and as a result her experience at school was different than that of most students. Her dedication to the sport meant having to adapt to rigorous schedules and miss out on many things, including morning classes. These challenges came as early as Grade 4. Fortunately for Virtue, she was never alone in the struggle.

"It was thanks to accommodating teachers who believed in me and understood my training commitments that I was able to succeed," she says.

Throughout the years, Virtue attended a number of schools and met a series of teachers who made a difference. Harry Kemperman, OCT, a career studies teacher at Bluevale CI in Waterloo, was one of them.

"I moved to Waterloo when I was 13. I had skipped Grade 8 completely — for scheduling reasons — so I started high school younger and shorter than everyone else," Virtue recalls. "I was even missing a couple of front teeth. I was new to the school and it was a very intimidating experience. But Mr. Kemperman made me feel welcome and supported, and he always encouraged my skating. He would send me motivational emails. I was really glad to talk to him when I was away."

Although she had Kemperman for only half a semester, she's still in touch with him today and considers him a friend.







Tessa Virtue celebrates her Olympic gold with Harry Kemperman, OCT, at Bluevale CI.



Scott Moir and Tessa Virtue catch up with Daniella Czudner, OCT, at a signing event in 2009.



Paul Marshman (left) and Gary Groulx, OCT, (right) pose with Moir at Oxbow PS in 2010.

Kemperman's memories of Virtue are just as fond: "She completely impressed me. She really knew what she wanted. She was driven, motivated and incredibly organized."

Despite missing a fair amount of class time, Virtue finished with the highest mark in Kemperman's course.

"There was a research assignment that the students had on what career they wanted to explore," Kemperman says. "All the hockey players were researching how to become professional hockey players — or something connected to sports. I was expecting Tessa to research within the skating community but soon realized that her interests extended far beyond. Her presentation was about lawyers, and she did a fabulous job. That's when I realized what a well-rounded kid she was."

When it came to her skating, Kemperman says, Virtue was quiet and never one to blow her own horn. "Only after I'd realized that one of her competitions was in the Czech Republic did it dawn on me just what kind of skating potential she had." Little did he know that five years later Virtue would personally invite him to a homecoming celebration in Ilderton, after she and Moir won gold in Vancouver.

Kemperman hopes that Virtue will keep chasing her dreams.

"She's got so much to offer in so many ways, and I'm curious where she'll end up, especially in her off-ice career. I know it will be something that she'll be passionate about and go after 100 per cent."

After Virtue's first two years of high school, she moved to Detroit for training and found herself crossing the border into Windsor to attend school. She soon met Daniella Czudner, OCT, a teacher who went above and beyond for her students. Virtue was placed in Czudner's Grade 11 English class at Holy Names HS, and an instant friendship developed that continues today.

"I could relate to her on a different level," says Virtue. "She was always



supportive of me and my schedule. Not every teacher understood the kind of commitment it took to train and compete.”

Czudner not only helped Virtue overcome academic hurdles, she encouraged her to have a healthy social life. “By Grade 11, people have their cliques,” says Virtue. “She [Czudner] showed me the ropes and introduced me to people. By the time I left that school in Windsor, it felt like home.”

The admiration is mutual. Czudner describes Virtue as “the most mature, focused and determined person I’ve ever met — and I’m not just talking about the skating. I remember how she went to the World Junior Championships and made sure she handed in her English essay before she left.”

In just a year they forged many special memories. Virtue and Czudner attended the school play together, travelled to New York City on a field trip — Virtue’s first non-skating-related excursion — and even enjoyed a home-cooked meal where Virtue met Czudner’s family.

Virtue’s favorite subject was English, and according to Czudner she was a talented writer. Czudner still has a poem Virtue wrote about the importance of being prepared.

Czudner went to the 2010 Winter Olympics to see Virtue perform. She marvels at how her former student went from being a normal kid to a national celebrity in what seems like a very short period of time.

Virtue’s partner, Scott Moir, has reached the same level of celebrity. And although he has travelled the world and won countless awards for his skating, some of his fondest memories are from his public school days in Ilderton. He attributes this to having great teachers.

“I come from a very small town and went to Oxbow PS, which was very intimate,” says Moir. “I grew up with the same class of 30 kids from kindergarten to Grade 8, so I had a very normal school experience.”

Within that normality, Moir found himself strongly identifying with his Grade 7 teacher Paul Marshman.

“He had a great personality — it was easy to relate to him,” Moir says. “He taught music, a class that not many of us liked, and made it about the history of rock and roll. It really grabbed our attention. It made school cool, and for Grade 7 students that’s really important. Learning about The Kinks and rock and roll bands was awesome.”

Marshman says that Moir was a hard-working student and an academic talent. “I remember his mother asking during a parent-teacher interview, ‘Is Scotty getting his work done?’ And I said, ‘Alma, he’s the only boy who always has his math finished. I never have to chase him for anything.’ He was dedicated. His parents had instilled in him that he wouldn’t be a skater unless he kept

“Scott gave me a necktie for Christmas, and on the back it said, ‘The only place where success comes before work is in the dictionary.’ I still have that tie and wear it on special occasions,” says Groulx.

Moir also gave Groulx a book of motivational sayings that he continues to use.

“Every week I put one of them on the whiteboard,” says Groulx. “I guess he does have a legacy here; he’s still a part of my classroom.”

It was in a similar classroom, years ago, that Groulx realized what an outgoing and sensitive person Moir really was.

“We had a boy transfer from another school who had some behavioural issues,” says Groulx.

The new student was described as being almost six feet tall and very intimidating.

“It was thanks to accommodating teachers who believed in me and understood my training commitments that I was able to succeed.”

up his school work.”

Grade 8 was an equally important time for Moir, a year of discovery.

“I loved math,” he says. “The academic achievement that I’m most proud of is my Grade 8 math award.”

Grade 8 was also when he met Gary Groulx, OCT, a teacher who has left a lasting impression — they remain friends to this day.

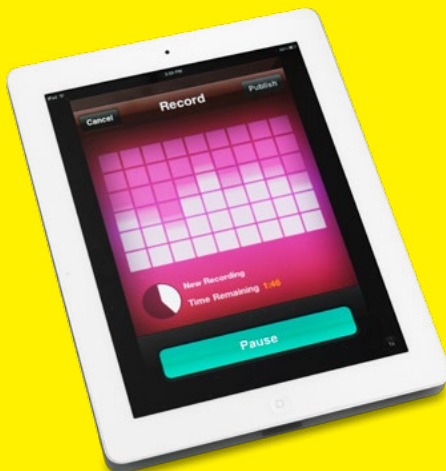
“Mr. Groulx was definitely a huge part of my math award,” says Moir. He taught me that just because my schedule was different it didn’t mean I couldn’t learn and accomplish as much as the other students — a huge lesson that I would take forward into my secondary school education.”

For Groulx, Moir was not only a hard-working, dedicated and focused student but also an inspiring one.

“I asked that everyone welcome him and make him feel comfortable, but it was Scott who took this upon himself. The student really flourished, and I’m sure part of it was due to the friendships that Scott helped him develop. He and Scott are still the best of friends.”

After winning gold in 2010, Moir went back to Oxbow to speak at an assembly. Groulx was impressed when Moir readily passed his medal around to the kids. “There was no concern. It was typical of how he’s always conducted himself and interacted with everybody.”

It’s clear that in the eyes of their favourite teachers, Virtue and Moir are a class act. Striking a successful balance between athletics and academics is what helped give this gold medal couple their winning edge. **ps**







# Tech Class

Meet four teachers who are using computers, social media, webcams and other tools to help launch learning to a whole new level.

BY GERRY BLACKWELL, WITH FRANCIS CHALIFOUR, OCT  
PHOTOGRAPHY BY KEVIN HEWITT



**I**F THERE'S ONE AREA TEACHERS WANT TO KNOW ABOUT — and stay on top of — it's technology in the classroom. So we decided to find out how some leading-edge teachers are using technology in fun, creative ways to better engage students, solve particular problems or enhance curriculum materials.

Where did we start looking? At ECOO 2011, the annual conference of the Educational Computing Organization of Ontario, which brought together more than 600 professionals to share best practices and new ideas around using technology in the classroom.

One conference highlight, Minds on Media, featured 12 Ontario teachers demonstrating and coaching others on the exciting ways they use technology. They are exactly the kind of teachers we plan to spotlight in a new *Professionally Speaking* column on technology in the classroom, debuting next issue.

Meanwhile, here's a look at what four techno-savvy teachers are doing right now — and tips on how to do the same in *your* classroom.





### Danika Barker, OCT

English and media-literacy  
Central Elgin Collegiate Institute  
St. Thomas

“Don’t use 21st-century tools while hanging onto 19th-century teacher-centric pedagogy. Let students lead a little.”

### PROBLEM

How to make text-addicted Grade 12s relate to the works of Shakespeare.

### SOLUTION

Teach the Bard using the social-media tools they know, including blogs and Twitter.

### LESSONS LEARNED

Use a variety of online tools. Ask your students about their favourites, Barker suggests. Her latest experiment: Getting students to role-play *Hamlet*, in Twitter. “I think it will help them understand the play better,” she says. “And I think it’ll be fun.”

Barker also regularly uses Ning, a subscription service that lets teachers set up private Facebook-like social networking sites. “This is an environment they’re so familiar with. They pick it up quickly,” she says. “But it’s also really conducive to collaboration.”

Each student uses a personal Ning page to blog regularly about in-class discussions. Barker marks their posts. They also have to comment on two other students’ posts and respond to comments on theirs.

### OBSERVATIONS

The comment requirement is key, Barker believes. “That’s where the real power is. This is a living document. It’s not like, ‘It’s done, I’ve handed it in. I’m not going to think about it anymore.’ The conversations keep going.” The blog posts also become idea

generators for end-of-semester essays. Most students tag posts with keywords, Barker notes, making them easy to sort and search later.

She also lets students produce summative work using multimedia tools such as Glogster, an online service for creating multimedia posters; Bitstrips, for creating comic strips; or Voicethread, a multi-faceted online collaboration tool.

### YOU CAN DO IT TOO

#### You’ll need

- student access to computers
- online service subscriptions; Twitter is free, Ning ([ning.com](http://ning.com)) is \$2.95+/month per class

#### Steps

- Subscribe to a service.
- Follow instructions to set up students with accounts or personal spaces at class site.
- Issue instructions to your class.
- Monitor and assess.

#### Helpful hints

Choosing the right tool for the job is key, Barker says. If you’re assessing their ability to write proper paragraphs, it’s pen and paper. But if you’re testing their grasp of a concept, letting them use media tools like Glogster can be a huge motivator and helps accommodate different learning styles.

Don’t make the mistake of implementing 21st-century teaching tools while hanging on to 19th-century teacher-centric pedagogy, she adds. Let students lead a little.



## Kent Manning, OCT

Grade 6  
Harmony Public School  
Corbyville

“It’s not quiet. It’s noisy. Boys usually like to have mayhem.”

### PROBLEM

How to inspire boys, especially problem students, to actually want to write.

### SOLUTION

Hide the writing in projects to create stop-motion animated movies.

### LESSONS LEARNED

“The data shows there’s an incredible gender gap with writing,” Manning says, but adds that boys will perform if teachers provide classroom experiences that motivate them. His stop-motion projects have had tremendous success with previously unengaged students. They’re inspired to work hard, developing and expressing story-writing skills.

Students form groups, collaborate on writing an original story, plan how to present it using storyboarding, then bring toys from home — cars, figurines and so on — as props and characters, and use a webcam and Ministry-licensed Frames software to produce movies. “These are budding Tim Burtons,” Manning says.

While the final product may not be text, writing a script is still writing, he points out. Projects require language skills and a grasp of beginning-middle-end story structure, so meet curriculum objectives.

### OBSERVATIONS

Manning, a board ed-tech consultant at the time, first experimented with introducing media production to

motivate boys a few years ago. It worked: Boys’ writing-test results rose; office referrals fell.

Anecdotal evidence is compelling too. This year, one boy in an Autism Intervention Program who had struggled with other writing assignments became so enthused that he asked to do extra stop-motion assignments. “That’s just music to my ears,” Manning says.

### YOU CAN DO IT TOO

#### You’ll need

- one classroom computer (Intel® Core™ Duo 1GHz+, Windows XP or Mac OS 10.5 and up)
- Frames software (free)
- a webcam or camcorder that can connect to a computer
- a clear tabletop for building movie sets

#### Steps

- Check that Frames is on your classroom computer and familiarize yourself with it.
- Visit [tech4learning.com/frames/resources](http://tech4learning.com/frames/resources) and read primers on clay animation and digital storytelling.
- Form students into groups or, if you prefer, let them form their own.
- Allow one period for groups to develop stories and project proposals (see sample form at tech4learning site).
- Allow at least one period for each green-lighted group to produce its movie.

#### Helpful hints

Be prepared for disruption during video production, especially with boys. “It’s not quiet,” Manning warns. “It’s noisy. Boys usually like to have mayhem.”





### Mali Bickley, OCT

Grade 5  
Fieldcrest Elementary School  
Bradford

“The kids are so excited. Every time we do this, it’s like a miracle.”

### PROBLEM

How to inspire Net-generation kids and build awareness of social justice issues.

### SOLUTION

Get involved in online collaborative projects with classes in other countries.

### LESSONS LEARNED

Nothing inspires Bickley’s kids to work at curriculum-based learning like the international projects she sets up several times a year. “It’s always the highlight of their week,” she says.

The International Education and Resource Network (iEARN), organizes projects in over 130 countries. (Bickley is one of two iEARN co-ordinators in Canada.) iEARN matches classes, provides a facilitator, and gives teachers step-by-step instructions and help with lesson planning. The customizable projects cover many different subjects.

Students work on common assignments, exchange research, share work and chat in forums. Sometimes they meet in video conferences. In a recent project, Bickley’s class worked with one in Japan. The students researched water-quality issues in their respective countries while learning about each other’s cultures. They collaboratively created a huge collage-style banner and finished with a Skype-powered video conference.

A project with a school in Kandahar, Afghanistan looked at how life in a war zone affects kids and developed ideas on how to become a peace ambassador.

### OBSERVATIONS

Bickley shows one of the colourful books the Afghani students produced to summarize the project. “So that’s real, authentic learning, for a purpose. My kids were still writing; they were meeting all the [curriculum] objectives — but they said I tricked them into it.”

More teachers should be trying iEARN projects, Bickley believes. Setting them up isn’t as daunting as it might seem. Kids and most teachers already know the technology. “They’re using social media to connect anyway,” she notes. “This is a way to do it meaningfully, responsibly, respectfully.”

### YOU CAN DO IT TOO

#### You’ll need

- at least one Internet-connected computer
- a webcam, if video conferencing
- iEARN membership (free)

#### Steps

- Visit [media.earn.org/request](http://media.earn.org/request) and then register with iEARN.
- Go to [media.earn.org/projects](http://media.earn.org/projects) and choose an appropriate project.
- List your objectives and time frames.
- Email the project facilitator.

(For more steps, surf to [learn-canada.org/involved.htm](http://learn-canada.org/involved.htm).)

#### Helpful hints

“At first, it takes more energy to teach this way,” Bickley says. “But it’s also more energizing. The kids are so excited. Every time we do this, it’s like a miracle.”





## Charles Corradini, OCT

Grade 11 & 12 Math  
Collège français  
Toronto

“Technology really can make our job easier and appeal to students — regardless of learning style.”

### PROBLEM

Enable students to learn math skills without having to write everything down.

### SOLUTION

Use computers to share resources online.

### LESSONS LEARNED

There are lots of sites that explain math problems, but not many of them provide problem-solving models.

**Khanacademy.org** explains basic concepts. For more advanced concepts, **ocw.mit.edu/index.htm** (in English) may be helpful. For solving equations or studying functions, **wolframalpha.com** (in English) is extremely practical.

Because students do not have to write out exercises, attention problems are minimal. Plus, students are often impressed by software, which may increase their motivation. Finally, this approach is good preparation for university, where technology is ubiquitous.

### OBSERVATIONS

Students can really focus on problem solving without wasting time writing, because course content is posted online.

### YOU CAN DO IT TOO

#### You'll need

- an interactive whiteboard (if possible)
- an Internet-based document-sharing system (if not, a scanner will serve the purpose)

### Steps

- Set out the exercise on the interactive whiteboard.
- Save the page as a PDF.
- Post it on Cyberquartier (the online resource-sharing tool of our district school board, Viamonde).

### Helpful hints

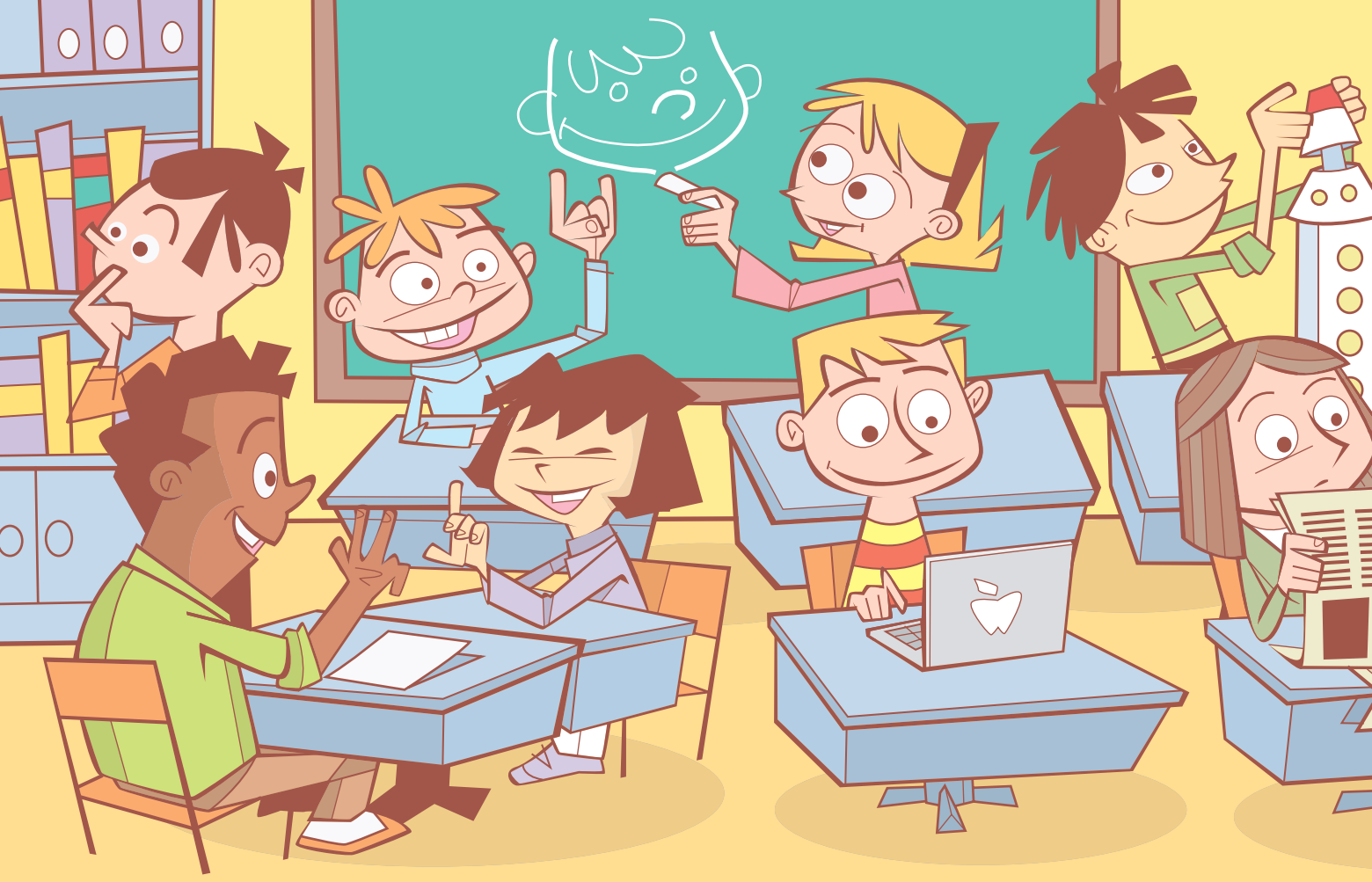
Don't be afraid to try new ways of doing things, especially in information technology. An interactive whiteboard is simple to use, and tools are becoming more efficient. Don't hesitate to ask for help from other educators or learning consultants. Technology really can make our job easier and can appeal to students, regardless of learning style.

— *Francis Chalifour, OCT*

## Inspired?

So were we. That's why we are launching our new **Tech Class** column. Every issue, we will show you how a real teacher is using technology to enhance learning in his or her classroom — along with practical, step-by-step instructions should you wish to do the same.

**Welcome to the future!**



# Teaching the *Gifted*

**You can count on gifted children to keep teachers on their toes.  
Here's the latest thinking on how to help the very bright truly shine.**

**BY GABRIELLE BAUER**

**ILLUSTRATION BY RÉMY SIMARD**



**IT'S 9 AM IN THE GRADE 8 CLASSROOM** of Rima Srinivasan, OCT. Peter\* opens his math book and starts on an exercise. Bradley reaches for the newspaper. Scott has his head on his desk. Kiera asks if she can do some sketching for her manufacturing project. Josh and James, meanwhile, have launched yet another discussion about the evidence for God's existence. The discussion soon gets heated, and a couple of kids roll their eyes.

Meet the Grade 8 all-gifted class of Jack Miner Senior Public School in Toronto. As this motley crew of learners exemplifies, there is no such thing as a typical gifted child (see "What is gifted, anyway?" p. 43). "The only thing gifted kids have in common is a

superior ability to grasp concepts and make connections," says Mary Slade, a professor in the Department of Exceptional Education at James Madison University in Virginia and the author of three books on gifted education. "Otherwise, the kids are as different as any group of kids." Some have a lightning-quick facility with numbers; others struggle with math. Some write like university professors; others lose their bearings when stringing words together. Several have learning disabilities that mask their true capabilities — like Scott, who has Asperger syndrome, and John, who has a severe writing disability. In short, the stereotype of the calculator-toting chess champion doesn't bear up to reality.




Veterans of gifted education agree that teaching these children is both a joy and a challenge. But do the kids really need the special attention? In a cash-strapped education system, it's no surprise that media articles and reports sometimes question the need for gifted programming. Without the proper guidance and resources, however, "They're likely to disengage from school," says Slade. As Rosanna Del Grosso, president of the Association for Bright Children of Ontario, sees it, "Gifted ed is part of Special Ed, meaning education for a group of kids with special needs. Meeting these needs is part of our province's education mandate."

Consider the experience of Brendan. Within weeks of starting Grade 1, he became restless and disruptive. "He had epic tantrums — and I do mean epic — both in and out of school," recalls his mother. "The school had him pegged as a behaviour problem." As soon as he entered a self-contained gifted program in Grade 4, the disruptive behaviours vanished.

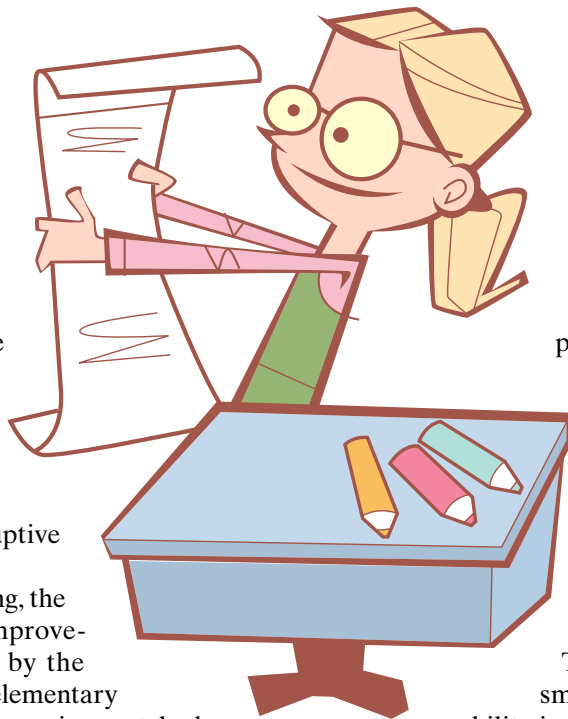
While grateful for gifted programming, the students themselves see room for improvement. In a recent survey conducted by the Peel DSB, only 56 per cent of gifted elementary school children felt that special programming matched their academic needs. Parents echoed their children's sentiments, with 57 per cent agreeing that programming met their kids' needs.

### The approach


What is the best way to teach gifted children? "It all depends on how each child learns best," says Julian Kitchen, an associate professor in the Department of Teacher Education at Brock University. Here are some proven approaches.


 **ACCELERATION:** This can mean moving ahead to a higher grade level in some subjects or skipping one or more grades entirely. According to Nick Colangelo, director and

“What is the best way to teach gifted children? It all depends on how each child learns best.”





co-founder of the International Center for Gifted Education and Talent Development at the University of Iowa, acceleration is the best documented of any education strategy for gifted learners. Granted, it's not for everyone, but "when students are up for it, there is nothing to be gained by holding them back," he says. If full-grade acceleration isn't an option, students can move ahead in their strongest subjects.

 **COMPACTING:** This approach begins with a pretest to gauge a student's knowledge of a subject such as math. If the student scores high enough on the test, she can work on independent projects rather than answering questions one to 10 in the textbook, says Yolanda Stevenson, an education counsellor with the Conseil scolaire de district catholique Centre-Sud. "It's a model we recommend to our teachers."

 **ABILITY GROUPING:** This means putting learners in small groups according to their ability in a given subject area. "Don't be limited by age peers," Slade advises, noting that

"a multi-age math class with flexible ability groupings might be the best fit for learners' needs." However, as OISE/UT lecturer Joanne Foster notes, "Some kids work better individually than in groups."

 **ENRICHMENT:** Enriched instruction provides opportunities to go deeper and wider into the curriculum, rather than faster, and is the approach favoured by most Ontario school boards. "The student can be asked to read a more sophisticated article or story about the topic being taught or prepare a presentation on the real-life applications of the topic," says Kitchen. Enrichment can also include co-curricular activities such as debating clubs, science fairs and model United Nations.

 **WITHDRAWAL PROGRAMS AND CONGREGATED CLASSES:** Pullout programs take gifted children out of their regular classrooms for part of their school week, while congregated classes consist entirely of identified gifted students. These options give gifted children an incalculable benefit: time with their intellectual peers. "When they're surrounded by other kids like them, they often blossom," says Slade.

### What to avoid with gifted students

- emphasis on drill and review
- extra work of the same type given to other students
- mixed ability co-operative learning
- tutoring other students during class time
- working ahead in a textbook without teacher involvement

**“Of course, an approach is only as good as the teacher delivering it. What’s the most important attribute? Flexibility.”**

A 2011 survey conducted by the Association for Bright Children of Ontario revealed that only 13 Ontario school boards have the body count to offer congregated classes; most others provide withdrawal programs or enrichment within the regular classroom, and five report having no specific programming at all.

But geographical spread isn’t the only reason some boards and schools prefer to keep gifted children in the regular classroom. “I think our inclusive approach may have some social advantages,” says Jacques St-Arnauld, OCT, an elementary school teacher at école élémentaire catholique Le-Petit-Prince in Vaughan. “I’ve never seen the gifted kids being ostracized by the other kids in the school — they’re treated the same as everyone else.”

In an ideal world, schools would have several gifted programming options, because the best choice for one child may be the very worst for another. Take Tara and Gabrielle, two friends who met at a congregated gifted class in Toronto. Tara says the Grade 4–8 program “saved me from social misery. I tried to connect with some kids in the regular program but had nothing in common with them.” Gabrielle, meanwhile, learned that “I don’t belong in an all-gifted classroom.” Despite having verbal skills worthy of a trial lawyer, she “didn’t like the one-upmanship and competitiveness in the program” and became much happier after transferring to a regular classroom in Grade 8.

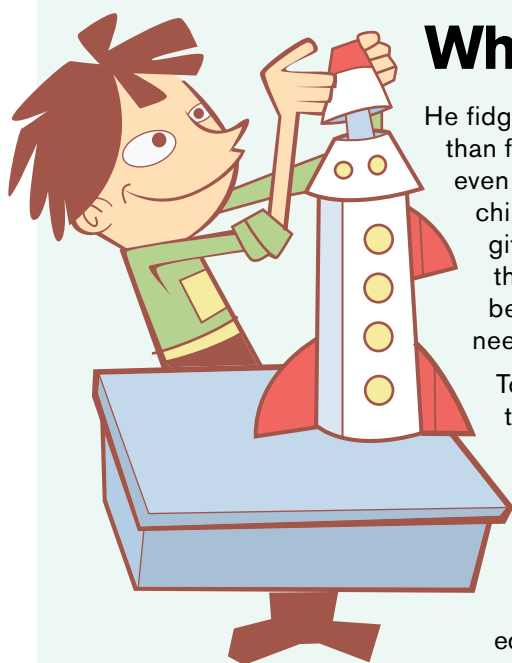
### The delivery

Of course, an approach is only as good as the teacher delivering it. What’s the most important attribute? Flexibility. “It takes a lot of courage to abdicate control,” says Stevenson, “but a controlling approach won’t work with these kids because they resist being told what to do without being given a good reason. They don’t like to be moulded.”

Another thing experienced teachers agree on: Use the child’s interests as a launching pad. St-Arnauld meets with his gifted students at the beginning of the school year to find out their interests. In his experience, hands-on science projects get the thumbs-up from virtually all of them. To inspire the more verbally oriented ones, he integrates word challenges into his science assignments. “I may ask them to make a list of 10 adjectives to describe cotton balls or to come up with analogies, like ‘as fluffy as a newborn chick.’”

Foster says she saw a recalcitrant young boy go to town with a project when allowed to choose his own topic. “He loved trucks, so that was the topic he chose. Not only did he share his research and teach everyone else in the class, but he arranged for a truck to come to the parking lot of the school. The driver explained what everything was, and the kids took turns getting into the cab. A simple research project became a whole lot more.”

In a similar spirit, Natalie Lévesque, director of Teaching and Learning Support Services at the Conseil scolaire



## What is gifted, anyway?

He fidgets to beat the band but can solve a four-by-four Rubik’s cube in less than five minutes. She goes the extra mile in all her school assignments, even in subjects that bore her mightily. What unites these very different children is that they’re both gifted. Ontario’s Ministry of Education defines giftedness as “an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided.” Simply put, they’re so smart that they need to be taught differently.

To identify a gifted child, most Ontario school boards use a combination of teacher recommendations, the child’s abilities and cognitive testing. The Conseil scolaire de district catholique Centre-Sud exemplifies the process. The homeroom teacher and support team nominate certain Grade 2 students for assessment. When these students are in Grade 3, a specially trained psychologist gives them two subtests from the Wechsler Intelligence Scale for Children (WISC-IV). “If they make the cut-off, they get a gifted label and an individual education plan,” says Yolanda Stevenson, the education counsellor in charge of the board’s gifted dossier.

public du Nord-Est de l'Ontario, encourages teachers and students to take their projects beyond the classroom walls. "Have them present their work in other schools and in the wider community," she advises. "It makes the work more exciting and real for the kids." Walter Morose, OCT, who teaches the Grade 7 gifted class at Jack Miner, capitalizes on his students' attraction to high-tech media. "I moved the writing program almost entirely to blog," he says. "It seemed to help the reluctant writers get stuff down on paper."

### Troubleshooting

Reluctant learners or not, most gifted students delight in challenging their teachers. Sooner or later a gifted child will ask you a question you can't answer. Don't panic. "If you don't know the answer, tell the child you'll do some research and get back to her," says Jacques Aubin, a clinical and school psychologist with the Conseil scolaire catholique du Nouvel-Ontario. "You can also suggest ways for her to research the answer herself."



“For all their surface bravura, many gifted students expect more from themselves than any teacher does.

The word ‘perfectionism’ tends to come up on the list of gifted traits.”

Even if you do know the answer, be prepared to have your thinking tested. "You can't feel threatened by challenges if you're going to teach gifted kids," says Otto Schmidt, OCT, a Toronto-based gifted programming consultant with 35 years of



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## Resources worth clicking on

**Association for Bright Children of Ontario:** This multi-chapter volunteer advocacy group provides information and support to parents of gifted children. The website includes information about gifted programming in Ontario school boards. [abcontario.ca](http://abcontario.ca)

**Educators for the Gifted Organization (EdGO):** This organization provides consulting services and resources for all stakeholders involved in gifted education. [edgo.ca](http://edgo.ca)

**Gifted e-learning centre:** This London Catholic DSB website includes lesson plans and information about competitions and summer camps. [ldcsb.on.ca/schools/cfe/elearning/gifted/sitemap.html](http://ldcsb.on.ca/schools/cfe/elearning/gifted/sitemap.html)

**Thinking Outside the Box:** This site, developed by Avon Maitland DSB teachers of gifted students, provides information about the SOAR (Self-directed Opportunities, Achievements and Rewards) pullout program for gifted students. [thinkingoutsidethebox.pbworks.com/w/page/22188082/FrontPage](http://thinkingoutsidethebox.pbworks.com/w/page/22188082/FrontPage)

**Youth Science Canada:** This site provides support and resources for teachers interested in exposing their students to science fairs and other types of project-based science. [youthscience.ca](http://youthscience.ca)



experience in gifted education. “You have to address them head-on if you want to earn their respect.”

When Tara was nine, she attended a summer program with a teacher who evidently hadn’t received that memo. The teacher told the group of children to write a few words about “Why you feel proud to be a Canadian.” Tara raised her hand. “What if I don’t feel proud to be a Canadian?” she asked. “How could you not feel proud to be part of such a great country?” the teacher retorted. Tara explained that while she felt very *grateful* to be living in Canada, she didn’t feel proud, because “pride comes from something you accomplished, and I just happened to be born here.” The teacher did not consider this an acceptable answer and went on to complain to Tara’s mother about the child’s “attitude.”

For all their surface bravura, many gifted students expect more of themselves than any teacher does. The word “perfectionism” often comes up on lists of gifted traits. “They’re so used to doing things well that they become fearful of not succeeding or making a mistake,” says Shannon Empson, OCT, who teaches withdrawal gifted classes in the Avon Maitland DSB. “Some of them even worry that if they make mistakes they’ll no longer be gifted!”

Still more of a challenge is the underachieving gifted child who sits stonily at his desk. “These are the kids who interest me the most,” says Cindy Carlson, OCT, who teaches pullout gifted classes at Stratford Central Public School. “I always start by asking them what turns their crank,” she says. When she put the question to one of her disengaged Grade 4 students, he fessed up to a passion for panda bears, an endangered species. “We brainstormed ideas, and he decided to raise money to help pandas. He made posters, organized a high school bake sale, had some older kids bake cupcakes with a panda motif and raised \$300 for the cause. The experience turned him around.”

### The social network

Gifted children are often thought to be socially awkward, but Slade says this is misguided. “Put them together with their intellectual peers — gifted kids or supportive adults —

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and the awkwardness disappears,” she says. “It’s when they lack such peers that they feel out of place.”

That’s where the teacher comes in, says William Morton, OCT, who teaches gifted elementary school students with the Ottawa-Carleton DSB. In his all-gifted classes, he has his students role-play answers to hurtful salvos they might encounter in the schoolyard. “I teach them to

## Becoming a teacher for the gifted

Want to try your hand at teaching a gifted class or withdrawal program? “Teaching Students with Intellectual Needs (Giftedness) is a new AQ that will be developed this year,” says Michelle Longlade, OCT, Director of the College’s Standards of Practice and Accreditation unit. “Though this qualification does not replace the three-part Special Education qualification, it will provide in-depth knowledge and skills related to teaching gifted students.” Maria Dinatolo, a Special Education resource liaison with the Toronto DSB, suggests complementing your formal training with consultations with experienced gifted-ed teachers, noting that “retired teachers could be great resources.” And don’t hesitate to “call on school board staff specially trained to deal with gifted issues.”



stand up for themselves without coming across as tactless or know-it-alls,” he says.

The one-two punch of giftedness and puberty often widens the gap between gifted students and others. At this point many gifted children start to hide their abilities, says Morton. “All it takes is one raised eyebrow from another kid, and the child starts dumbing down.” Other gifted children, like Tara, find they have more trouble than ever fitting in. Seemingly overnight, her Grade 7 classmates started sporting black eyeliner and attitude. A pretty face and friendly manner were not sufficient for Tara to bridge the gap. “I tried and tried, but I just couldn’t insert myself into their conversations,” is how she put it. Though she found it easier to connect with a few of the boys, middle school remained a social wasteland for her.

Rather than trying to round off the square peg, “the teacher can help the student feel OK about herself exactly as she is,” says Carlson. “Fitting in is not the be-all and end-all. Many of these kids prefer the company of adults, and there’s nothing wrong with that.”

Adds Foster: “Sometimes a trusted adult can make all the difference in a child’s self-acceptance. Why not a teacher?” **ps**

\*All the names of the students in this class have been changed to protect their privacy.

## More reading on gifted kids

***Being Smart about Gifted Education*** (Great Potential Press, 2009): Written by two Toronto professors, this award-winning book helps parents and teachers foster high-level development in children.

***The Gifted Kids’ Survival Guide*** (Free Spirit Publishing, 2009): Originally published in 1984 and based on surveys of gifted kids, this book speaks directly to gifted kids in their language.

***Teaching Gifted Children in the Regular Classroom*** (Monarch Books, 2002): This guide describes a range of strategies to meet the needs of gifted students in their regular classrooms. (Also available in French as *Enseigner aux enfants doués en classe régulière*.)

***Growing Up Gifted: Developing the Potential of Children at Home and at School*** (Prentice Hall, 2001): Best practices from classrooms help readers bring out gifted children’s potential.

***Best Practices in Gifted Education: An Evidence-Based Guide*** (Prufrock Press, 2006): Included here are 29 practices based on education research into what works best for gifted and talented youth.



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\*Statistic: Ministry of Education, Early Learning Division



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# Now what?

**The job market is getting even tougher for new teachers. But, as our 2011 Transition to Teaching survey has found, those aren't the only challenges. Read on to find out what it's like to be a new teacher in 2012.**

**BY FRANK MCINTYRE**

**M**ORE NEW TEACHERS ARE UNEMPLOYED in their first school year than ever before. Many of those with jobs are underemployed. And more are taking up alternate work, mainly as stopgap measures while they stay committed to getting established in their education careers.

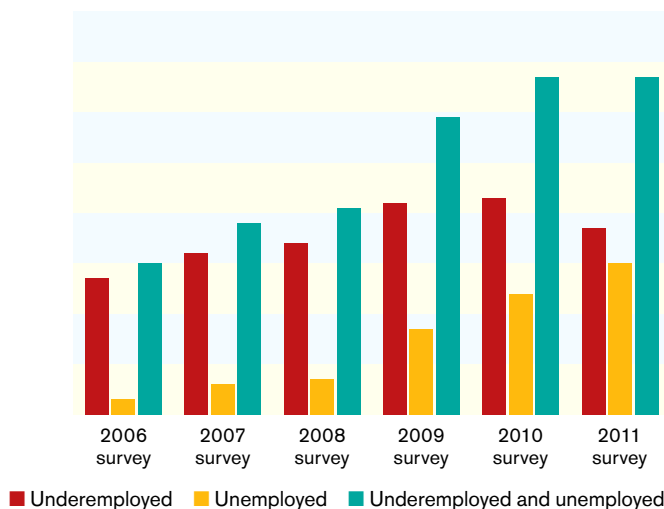
Almost one in three education graduates of 2010 who looked for teaching jobs in the 2010–11 school year said they had no success at all. They could not even get supply teaching days in their first school year as Ontario Certified Teachers. The 2011 Transition to Teaching study also reports that almost half of those who did find some type of teaching job said that they were underemployed

over the year. They could not get as much work as they wanted in teaching.

*I have been lucky. I was hired by two school boards at the beginning of the school year. However, due to over hiring of supply teachers, I have only managed to supply two to three days a week between both boards.*

Intermediate-senior supply teacher, 2010 graduate,  
southwestern Ontario

## FIRST-YEAR TEACHER UNDEREMPLOYMENT AND UNEMPLOYMENT



The combined unemployment and underemployment rate for first-year teachers (that is, members of the Ontario College of Teachers for the first year following graduation) has climbed from 30 per cent back in 2006 to 67 per cent today. And the unemployment rate increased tenfold, from three to 30 per cent.

### Pop Quiz #1:

# 3% vs. 8%

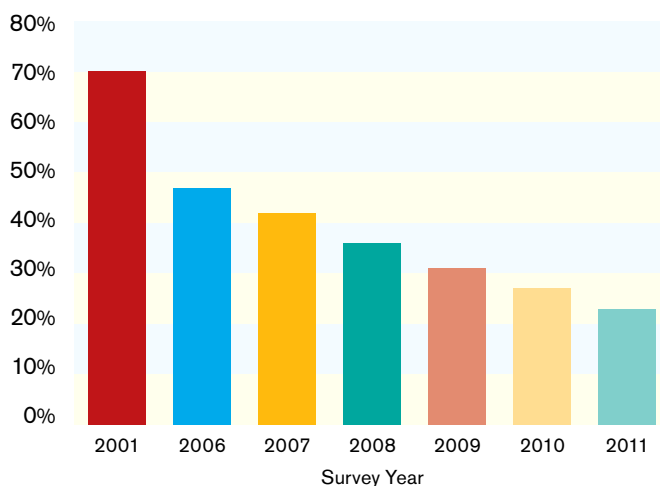
When it comes to lines of credit, WHERE can you find the lower interest rate, exclusively for educators?

(Answer: You've got to flip to find out...)

Most of those who achieved some measure of job success were daily supply teaching or piecing together part-time and term contract jobs, often teaching in multiple schools. The entry job for three in five of them (58 per cent) was daily supply teaching, and by year-end most of those who were teaching held limited term contracts (39 per cent) or were still on daily supply lists (38 per cent).

Fewer than one in four (23 per cent) who found work as teachers secured regular teaching jobs. This is less than half the 47 per cent of first-year teachers reporting regular jobs six years ago and well below the 70 per cent level back in 2001 in the midst of the last teacher shortage.

## EMPLOYED TEACHERS WITH REGULAR JOBS IN FIRST YEAR FOLLOWING GRADUATION



Considering all first-year teachers, including those fully unemployed, only one in eight (13 per cent) of the 2010 graduates on the job market reported being in regular teaching positions. And one in four of these regular jobs are in independent schools.

### Both elementary and secondary jobs hard to find

Teachers across all divisions are now affected by the tighter job market. Unemployment has increased to more than one in four teachers for every type of teacher certification.

## JOB OUTCOMES IN 2010-11 BY DIVISION

Job outcomes	Primary-junior	Junior-intermediate	Intermediate-senior	Technological education
Regular position	20%	24%	25%	40%
Daily supply teaching	42%	44%	27%	31%
Unemployed	39%	25%	30%	27%
Underemployed	46%	54%	45%	54%



Primary-junior-certified teachers experience the highest rate of unemployment, with two in five of them not able to find teaching jobs of any type.

The Ontario market also tightened for technological education teachers this year. More than one in four are unemployed, and more than half of those with jobs in the province are underemployed. They continue to get a somewhat higher rate of regular appointments than others.

Intermediate-senior teachers now have more limited success in first-year teaching jobs. Almost one in three are unemployed. Just one in four of them got regular jobs, and almost half of those with teaching jobs reported a year of underemployment.

*The teaching climate is very competitive right now. New teachers are competing against very experienced teachers. I hate to say that who you know is more important than what you know, but sadly this seems to be true.*

Unemployed intermediate-senior 2010  
computer studies graduate, eastern Ontario

Piecework teaching is increasingly common for first-year teachers. In 2010–11, almost half (45 per cent) of those who found work by the end of the school year reported it was part-time, and two in five (40 per cent) taught in multiple schools.

### More new teachers leave the province or take up non-teaching jobs

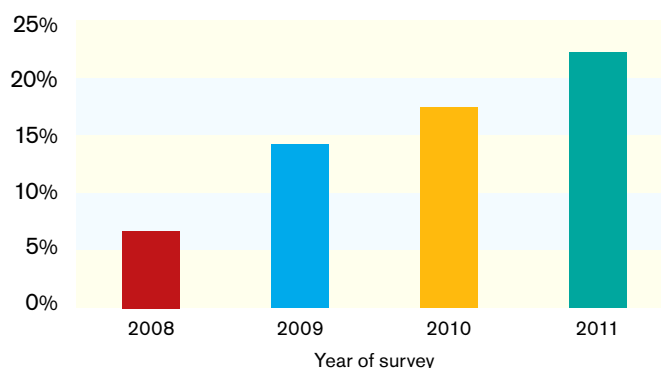
About one in five first-year teachers (19 per cent) looked for teaching jobs in other provinces or abroad, and one in 10 reported they were teaching outside Ontario by year-end.

*I had to move because I couldn't afford to pay rent and pay back my student loan from my minimum-wage-paying job in Ontario. I know that most of my classmates are in the same position, with many in low-paying retail and sales positions.*

Intermediate-senior 2010  
geography and English graduate

More first-year teachers are now working in non-teaching jobs, either as an alternative to teaching or to supplement part-time or supply teaching. New teachers working in other occupations grew sharply from six to 22 per cent over the past four years.

FIRST YEAR TEACHERS WORKING IN OTHER OCCUPATIONS



For most of them, however, their strong commitment to teaching continues — nine in 10 say they will be in teaching careers five years in the future.

## More homegrown teachers in 2011

More graduates of Ontario teacher education programs gained OCTs in 2011 than in any previous year. At 9,247 new Ontario-educated teachers, the homegrown total exceeded the previous peak year 2008.

US border college programs, specially designed for Ontarians, continue to fall out of favour. New teachers from these New York state colleges plummeted to 675 in 2011, down more than 60 per cent from the high of 1,744 back in 2006.

New teachers coming from other Canadian provinces continue to decline. And fewer Ontarians last year were certified with Australian teacher education degrees — a major reason for a fall in new teachers with degrees from other countries.

Overall, the annual number of new Ontario-certified teachers has fallen by more than 1,500 from the previous high point in 2008 — but remains almost 3,000 above 1999 levels.

Year first certified	Ontario grads	US border college grads	Other provinces	Other countries	Total new teachers
1999	5,931	431	1,142	805	8,309
2008	9,130	1,494	408	1,716	12,748
2010	9,024	1,048	395	1,371	11,838
2011	9,247	675	245	1,059	11,226

## transition to teaching

### Longer wait times for full employment

Every year new teachers face longer wait times for full employment. The 2011 surveys of the graduates of 2006 through 2010 show more teachers unemployed or underemployed than in previous surveys for each of the first five years in teaching careers.

*I expected to be a supply teacher for several years, but I did not anticipate not being able to get on a supply list at all. There are far too many graduates and not enough positions.*

Unemployed 2009  
second-career graduate, eastern Ontario

Between 2006 and 2011:

- first-year teachers under- and unemployed increased from 30 to 67 per cent
- second-year teachers ... from 20 to 61 per cent
- third-year teachers ... from 13 to 43 per cent
- fourth-year teachers ... from eight to 32 per cent
- fifth-year teachers ... from six to 28 per cent.

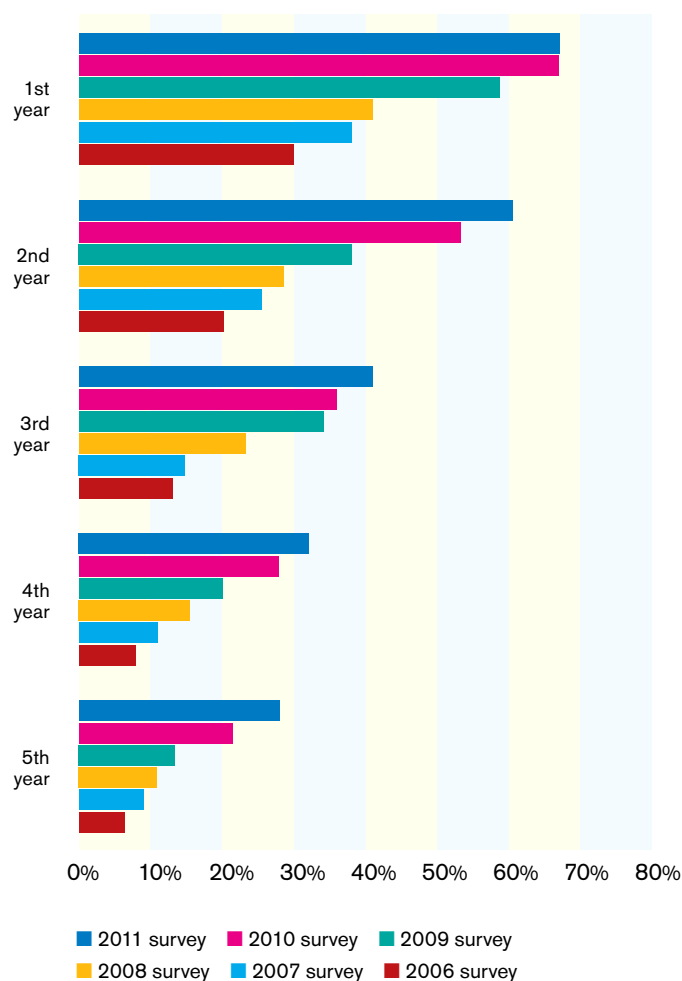
### Pop Quiz #2:

# MONEY

WHO would like  
to put more of it  
back into your  
pocket in time  
for March break?

(Answer: Keep on flipping...)

UNDEREMPLOYED AND UNEMPLOYED BY YEAR OF SURVEY



And survey reports in 2011 from the graduates of 2006, 2007 and 2008 reveal that they experienced unemployment in their early careers five to six times more frequently than those who graduated in 2000 into the robust employment market early in the last decade.

### French-language teacher market sluggish but still ahead of English market

The effects of the weakening employment market are now felt by many French-language teachers.

Unemployment for graduates of French-language teacher education programs grew from 14 per cent in 2010 to 22 per cent in 2011. For those who are employed to a greater or lesser extent, underemployment rose from 28 to 36 per cent. And only about one in five of them secured regular teaching jobs.

French as a Second Language (FSL) teachers had more success in finding regular teaching jobs, and very few of them are unemployed. But many FSL teachers are now resorting to part-time teaching jobs in the first year.

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Osteoporosis Canada  
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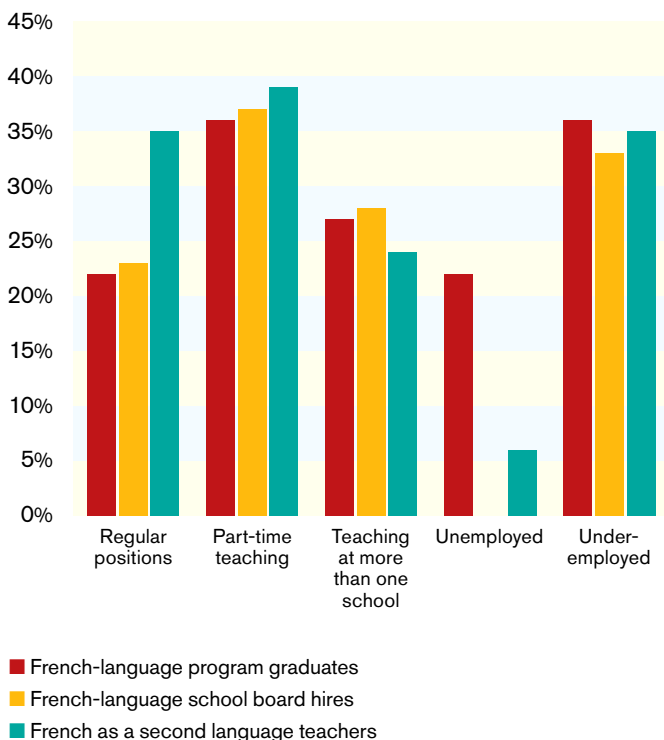


**NUTRITION**  
DAIRY FARMERS OF CANADA

teachnutrition.org



JOB OUTCOME MEASURES FOR FRENCH-LANGUAGE TEACHERS



## What do we want? Practice!

### The vast majority of newly minted teachers want in-class time

Graduates of Ontario faculties of education highly value practice teaching as preparation for the classroom and recommend more supervised classroom teaching for future teacher candidates.

Almost nine in 10 of the graduates of 2010 said their practice teaching was an excellent or good preparation for a teaching career, with more than half rating it excellent. The majority also positively evaluated their teacher education course work, although the ratings fall well below those for the practicum. And these ratings do not change by the second year of the teaching career, according to reports by the 2009 graduates.

Not only do new teachers value the practice teaching they experience, they also clearly identify more practice teaching time and more hands-on experience as the highest priorities for further strengthening teacher education in Ontario.

Four of the six highest priorities identified point to a need for teacher candidates to spend more time in the classroom — more practicum time, more teaching time during practicums, more observation by experienced teachers during practice teaching, and more coaching and feedback on teaching. The other two highest priorities are directed to practical hands-on teaching experience — more attention to classroom management and to assessment, testing and evaluation.



### Pop Quiz #3:

# \$100

WHICH provider of educator-specific financial solutions wants to give you one hundred big ones, for free?

(Answer: Just another flip, honest!)

# Where the experts speak to you

## FALL 2012



Mike Mattos

### **Pyramid Response to Intervention Workshop**

August 27–28

Calgary, AB



Damian Cooper

### **Redefining Fair Workshops**

August 29

Calgary, AB

October 4

Niagara Falls, ON

October 10

Winnipeg, AB

October 30

Ottawa, ON



Tom Hierck



Charlie Coleman

### **Pyramid of Behavior Interventions Workshops**

October 2–3

Niagara Falls, ON

October 11–12

Winnipeg, AB



Richard DuFour



Rebecca DuFour



Anthony Muhammad

### **Professional Learning Communities at Work™ Institute**

October 17–19

Montreal, QC



Susan Stephenson

### **Leading With Trust Workshop**

October 31–November 1

Ottawa, ON



Tammy Heflebower



Robert J. Marzano



Phil Warrick

### **Teaching and Assessing 21st Century Skills Workshop**

November 14–15

Toronto, ON

Speakers are subject to change.

## transition to teaching

Despite the steady decline in outcomes for French-language teachers over the past three years, they still outperform the more limited success of English-language teachers in the job market.

2011 JOB OUTCOMES FOR FRENCH- AND ENGLISH-LANGUAGE TEACHERS

	French-language program graduates	French as a Second Language teachers	English-language teachers
Unemployed	22%	6%	33%
Underemployed	36	35	51
Regular contracts	22	35	21

### New-Canadian-teacher job opportunities highly limited

Teachers who immigrate to Canada and gain teacher certification in Ontario have had considerable challenges in finding jobs throughout the past 10 years. Their job outcomes worsened further as the teacher shortage emerged in the middle of the last decade.

Now, most new Canadians in their first year following Ontario certification are unemployed. Three in four of

them say they were on the job market and could find no teaching work at all, not even daily supply teaching. This rate is up from 68 per cent unemployment for this group in 2010 and is more than double the 36 per cent unemployment rate they reported in 2007. And, for the one in four new Canadians who did find some work as teachers, almost half (49 per cent) say they were underemployed.

*Considering the education and experience that I have and also taking into account my teaching subjects, I thought it would be much easier to find at least a supply teaching position.*

Southwestern Ontario teacher, more than five years experience teaching science and math in Macedonia

Independent schools are an important source of employment for new-Canadian teachers. They provided 45 per cent of all the jobs found by new Canadians and almost all of the regular teaching jobs a small minority of them had by year-end.

ps

## The Answer:



See our full page ad to learn even more!

## About our survey

The Transition to Teaching study of new teachers in the 2010–11 school year examines the job-entry success and professional experience of teacher education graduates of 2000 through 2010 and new-to-Ontario teachers educated elsewhere and certified in 2009 and 2010. Web-based surveys were used with large samples from each of these groups of new teachers.

Responses were received from 6,566 teachers. Response rates varied from 23 to 48 per cent of the samples, with an average 37 per cent return overall. Accuracy rates for the surveys range from 2.2 to 4.3 per cent, 19 times out of 20.

The Transition to Teaching study is made possible by a grant from the Ontario Ministry of Education. This report does not necessarily reflect the policies, views and requirements of the Ministry.

The full report of this year's study is available on the College website.





# YOU DON'T NEED TO TEACH MATH TO KNOW PAYING LOWER INTEREST = BIGGER SAVINGS

## By understanding you better, we can help you best.

**FREE  
\$100**  
with low-rate  
line of credit\*

Our knowledge of your world means we can help you conquer the financial challenges only education members face, such as how to maximize your net pay after pension contributions, union dues, and well, you get the picture. Switching to a line of credit through Educators, for example, can consolidate your high interest debts into one low-rate option, putting more money back into your pocket every month so you can pay your debts off (and achieve your financial goals) sooner.

**Interested in switching to a low-rate line of credit with interest as low as 3%?**

**Call and speak to an Educators lending specialist today: 1.800.263.9541.**

\*Lines of credit are facilitated through Teachers Credit Union, upon approved credit. \$100 offer valid until March 31, 2012 on approved secured and unsecured lines of credit of \$35,000 or more. \$100 will be in the form of a credit, immediately applied as payment on your line of credit and will be reflected on your first monthly statement. Ask for full details.

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

One focus, many solutions.



PLANNING



INVESTING



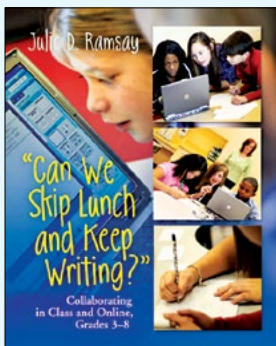
LENDING

# reviews

Your guide to recently released books, CDs and other teaching resources. For additional reviews of French-language resources, visit [pourparlerprofession.oeeo.ca](http://pourparlerprofession.oeeo.ca) → [Lu](#), [vu](#), [entendu](#). With the exception of some classroom sets, items reviewed are available on loan from the Margaret Wilson Library at the College. Contact Olivia Hamilton at 416-961-8800 (toll-free in Ontario 1-888-534-2222), ext 679 or e-mail [library@oct.ca](mailto:library@oct.ca).

## **“Can We Skip Lunch and Keep Writing?”**

by Julie D. Ramsay



**“CAN WE SKIP LUNCH AND KEEP WRITING?”** are words that all teachers would love to hear from their students, since they suggest student

engagement, active inquisitive learning and a love for the task at hand. This is a reality that author Julie Ramsay cultivated in her classroom using cutting-edge technology.

Podcasts, Skype, VoiceThread and other digital gadgetry can seem intimidating to many teachers. But by having the courage to be active learners along with their students, teachers can master the technological tools needed to galvanize student enthusiasm. Ramsay recorded the trials and errors that occurred as she and her students navigated the technology, and she includes here conversations and student-work samples. Plus, at the beginning of each chapter, she links specific writing skills with technology applica-

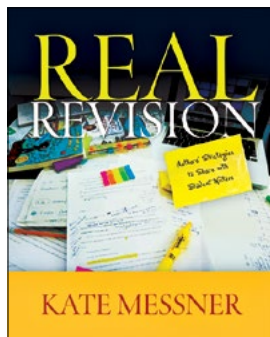
tions and websites. Like all teachers, Ramsay had a classroom with a range of learners. By matching the technology with the student and the writing project, she motivated and empowered all her students. This book shows the delicate balance of keeping one eye on curriculum expectations while letting students take the reins of their own learning.

→ **“Can We Skip Lunch and Keep Writing?” Collaborating in Class and Online, Grades 3–8, Stenhouse Publishers, Portland, Maine, 2011, softcover, ISBN 9781571108470, 136 pages, \$23.95, distributed by Pembroke Publishers, tel 905-477-0650 or 1-800-997-9807, [pembrokepublishers.com](http://pembrokepublishers.com)**

**Caroline Cremer**, OCT, teaches Grade 3 at Leslieville Junior PS in Toronto.

## **Real Revision**

by Kate Messner



**ENCOURAGING STUDENTS TO REVISE** their work can be a challenge for teachers — especially when asking them to dig deeper to fine-tune their writing. First drafts may require scrutiny and revision or even a fresh start.

Messner shows teachers how to motivate their students to brainstorm, plan, write and revise their way toward a successfully written piece. She shares her experiences as an author and teacher to help educators explore revision strategies. She also includes mentor-author pages where popular children’s authors share their revision strategies and explain how they manage to complete books to their own and their editors’ satisfaction. By taking in these experiences, children may recognize that critical revision is not just for the classroom — it is part of all writing processes — for authors, of course, but also for all written communications.

*Real Revision* explains what revising actually looks like and how teachers can incorporate it into a

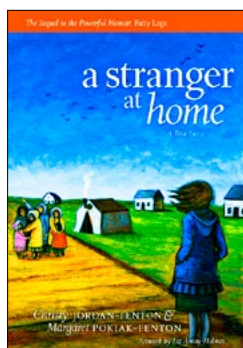
busy school schedule. The book is easy to use and a great supplement to guide writing workshops at the junior and intermediate levels. Students get a close-up view of the revision process through the eyes of different authors and will perhaps recognize that reviewing and rewriting will make their work the best it can be.

→ **Real Revision: Authors’ Strategies to Share with Student Writers, Stenhouse Publishers, Portland, Maine, 2011, softcover, ISBN 9781571108562, 280 pages, \$27.95, distributed by Pembroke Publishers, tel 905-477-0650 or 1-800-997-9807, [pembrokepublishers.com](http://pembrokepublishers.com)**

**Cheryl Woolnough**, OCT, is a Special Education teacher at Eastbourne Drive PS with the Peel DSB.

## A Stranger at Home

by Christy Jordan-Fenton and Margaret Pokiak-Fenton  
illustrated by Liz Amini-Holmes



**FOLLOWING FATTY LEGS**, a gritty tell-all about an Inuit girl's determination to retain her identity despite a soul-destroying stay at residential school, *A Stranger at Home* is the story of Olemaun's long-awaited return home. Home, however, is no longer what she thought it was. Olemaun doesn't fit into her traditional clothing, is repulsed by her people's food and has forgotten her language. She was an outsider for two long years at school, and now she is an outsider in her own community. Her siblings have grown, her parents have aged and her family has moved from

Banks Island to Tuktoyaktuk.

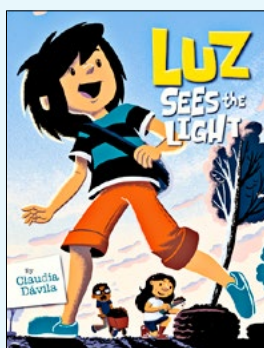
As with *Fatty Legs*, *A Stranger at Home* will speak to anyone who has experienced displacement or assimilation into a new culture. This fabulous story enhances the Grades 6 to 8 social studies curriculum.

→ *A Stranger at Home: A True Story*, Annick Press, Toronto, 2011, softcover, ISBN 9781554513611, 124 pages, \$12.95, distributed by Firefly Books, tel 416-499-8412 or 1-800-387-6192, [fireflybooks.com](http://fireflybooks.com)

Jennifer Wyatt, OCT, is an elementary teacher on leave from Havergeral College Junior School in Toronto.

## Luz Sees the Light

written and illustrated by  
Claudia Dávila



**HOW WOULD A PRETEEN RESPOND** when she can't get a ride to the mall because of increasing gas prices? What would she eat when food becomes too expensive? For Luz and her friends, it's a catastrophe. But they soon discover the potential of an abandoned lot that sets them on a path to transform their fossil-fuelled world. Luz builds a garden where residents can grow their own fruits and vegetables, children can play and neighbours can meet.

Preteens will love the fearless and resourceful heroine of this graphic novel and find inspiration in her

push toward a greener future.

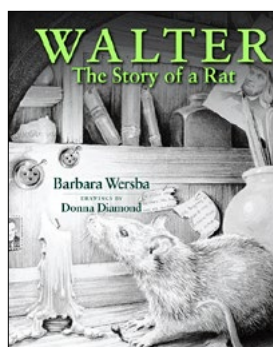
As a teacher, I have found it difficult to find resources about community activism, where young people can see themselves reflected on the printed page. This is the first in a series tackling environmental sustainability issues. So let your imagination for a better future run wild — with Luz as your guide.

→ *Luz Sees the Light, Kids Can Press*, Toronto, 2011, softcover, ISBN 9781554537662, 96 pages, \$8.95, tel 416-479-7000, [kidscanpress.com](http://kidscanpress.com)

Erin Stephens, OCT, is a high school teacher with the Toronto DSB.

## Walter

by Barbara Wersba  
illustrated by Donna Diamond



**THIS IS A TOUCHING STORY** about a friendship between a literate rat, Walter, and an elderly author, Amanda Pomeroy. A rat with a hearty appetite for classic books, Walter routinely sneaks into the author's library to read the works of great authors, like Sir Walter Scott, E.B. White and Ernest Hemingway.

Fuelled by anger and betrayal — Why did Amanda choose to write about mice instead of rats? — Walter writes a letter to the author. Their correspondence blossoms into mutual understanding and respect.

Children in Grades 3 to 6 will delight in the story. Teachers can use it to make connections between the different themes embedded in its pages — a love of reading and writing, author-audience relationship, friendship and loneliness, or understanding and acceptance.

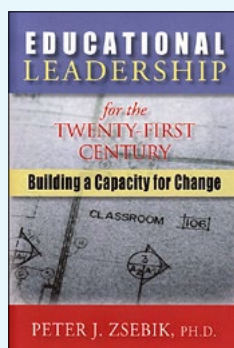
→ *Walter: The Story of a Rat*, Fitzhenry and Whiteside, Markham, 2011, softcover, ISBN 9781554551798, 61 pages, \$9.95, tel 905-477-9700 or 1-800-387-9776, [fitzhenry.ca](http://fitzhenry.ca)

Anjana Thom, OCT, teaches Grades 4/5 at Sir Wilfrid Laurier PS in Brampton.



## Educational Leadership for the Twenty-First Century

by Peter Zsebk



**AFTER MORE THAN 100 YEARS** of public education, Peter Zsebk believes it is time to examine whether it is still relevant to contemporary challenges. He advocates for transforming education, but not abandoning the past. Rather, we must deconstruct our dominant ideas about education — by looking at the purposes of 21st-century education and analyzing what we teach and why and how we teach it. The solutions to persistent social, cultural and technological pressures on the education system are within reach, he says, and offers his book as a blueprint for change.

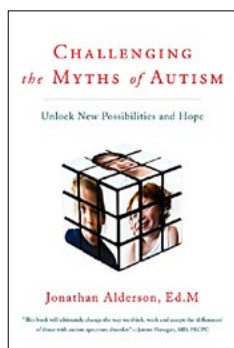
One root of his discussion is the school environment. He proposes that we create schools where students can “realize their ability to create positive, transformative contributions that have the potential to affect the global environment.”

→ *Educational Leadership for the Twenty-First Century*, iUniverse, Bloomington, Indiana, 2010, softcover, ISBN 9781450259262, 224 pages, US\$18.95, tel 1-800-288-4677, [iuniverse.com](http://iuniverse.com)

**Nadira Baksh**, OCT, is a parents council member at Dunrankin Drive PS in Malton, while on parental leave from the classroom.

## Challenging the Myths of Autism

by Jonathan Alderson



**THIS BOOK ANALYZES THE MANY MYTHS** surrounding autism spectrum disorders (ASD). The author discusses the origins of the myths and offers alternative interpretations. He concludes each chapter with coping strategies for parents and teachers.

I feel that Alderson is a bit disingenuous in labelling each topic he examines a myth. Although he correctly shows that not all children with ASD are, for example, unaffectionate or that not all autistic children have an intellectual disability, he does acknowledge that many are that way. The point is that ASD is a spectrum disorder — not everyone

exhibits all of the characteristics.

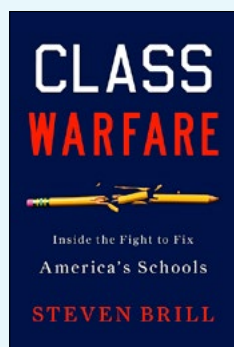
The book does have much to recommend it. It's Canadian and reader friendly. Plus, Alderson does clarify numerous misconceptions about the nature of ASD.

→ *Challenging the Myths of Autism: Unlock New Possibilities and Hope*, Harper Collins, Toronto, 2011, softcover, ISBN 9781554688708, 288 pages, \$22.99, tel 416-321-2241 or 1-800-387-0117, [harpercollins.ca](http://harpercollins.ca)

**Elizabeth Starr**, OCT, a professor in the Faculty of Education at the University of Windsor, specializes in children with autism disorders and their education.

## Class Warfare

by Steven Brill



**EDUCATION REFORM IN THE US** is complicated. Fifty states, 4,000 school districts and 130,000 K to 12 public and private schools mean that large-scale change is almost impossible. But according to many, massive reform is needed.

Politicians like New York Mayor Michael Bloomberg and US President Barack Obama, along with philanthropists such as Bill Gates, are championing a host of programs designed to put America's schools at the front of the global pack.

For Brill, much of the blame for

America's education woes rests with bloated school-district bureaucracies, misguided faculties of education, politicians, and ultimately teachers' unions. At the same time he concludes that stellar teaching makes the difference.

→ *Class Warfare: Inside the Fight to Fix America's Schools*, Simon and Schuster, Toronto, 2011, paperback, ISBN 9781451612011, 496 pages, \$20.00, tel 647-427-8882 or 1-800-387-0446, [simonandschuster.ca](http://simonandschuster.ca)

**Michael Bellrose**, OCT, is the principal of C.R. Judd PS in Capreol.

## Want a change from teaching in the system?

**Full-time Canadian teacher/tutor required in Toronto beginning Sept 2012.**

The job involves teaching two wonderful and easy-going girls aged 9 and 11 from 8:30 to 16:00 Monday to Friday. The tutor should be qualified to teach English and French, plus the social sciences and other school subjects. The job may also involve some travelling, and the applicant must be able to travel with the family.

All interested applicants should send their CV to:

**TORONTOprivatetutor@gmail.com**



## Are you a recently retired or surplus secondary school teacher?

**The Independent Learning Centre is seeking COURSE WRITERS for:**

**Ontario Secondary School Literacy Course (OLC40)  
PSK4U Introductory Kinesiology (PSE4U Exercise Science)**

Candidates must be Ontario certified secondary school teachers, having several years of experience in teaching the specific course for which lessons and resources are written, and with demonstrated writing ability in course, curriculum or textbook development. Work and all communications are transmitted electronically. Recently retired teachers are particularly encouraged to apply. All work is part-time and fee for service.

Teachers interested in applying should send a cover letter and resume detailing specific courses taught, including where and when. Three references are required. If contacted, you will be asked to provide a short piece of writing and a sample of course or lesson development you have done.

**Please send resumes to [jwaller@tvo.org](mailto:jwaller@tvo.org)**

Thank you for your interest.

Candidates will be contacted by email.

Please do not phone TVO or ILC.



TVO administers the Independent Learning Centre (ILC), the province's designated provider of distance education.

INDEPENDENT LEARNING CENTRE  
CENTRE D'ÉTUDES INDÉPENDANTES

## PRINCIPALS AND VICE-PRINCIPALS

The Ottawa Catholic School Board is a strong Catholic community committed to providing the best educational experience for our children within an atmosphere where our faith is celebrated each day. We currently operate 81 schools with a current enrolment of over 39,000 students.

The Board is looking for exemplary Catholic leaders for Principal and Vice-Principal positions at the elementary & secondary level to be placed on an eligibility list. We are most interested in candidates who demonstrate evidence of success in the components of the Catholic Leadership Framework and enjoy the challenges and growth opportunities of leading teams dedicated to the catholic education of our students.

### Qualification Requirements:

1. Registration with the Ontario College of Teachers.
2. Completion of Parts I and II of the Ontario Principal's Course prior to appointment.
3. Completion of Religious Education Part I prior to appointment.
4. Special Education Part I or be willing to take the qualification within the first 2 years following appointment.
5. A minimum of five (5) years teaching experience in at least 2 divisions.
6. Experience in evidence-based school improvement initiatives.

**Applicants must include letters of reference and a pastoral letter (dated within the last 12 months) attesting to being a practicing Roman Catholic. Application packages should be sent to:**

Mena Kelly  
Leadership Development, OCSB  
570 West Hunt Club Road  
Nepean, Ontario, K2G 3R4  
(613) 224-2222, Ext. 2419

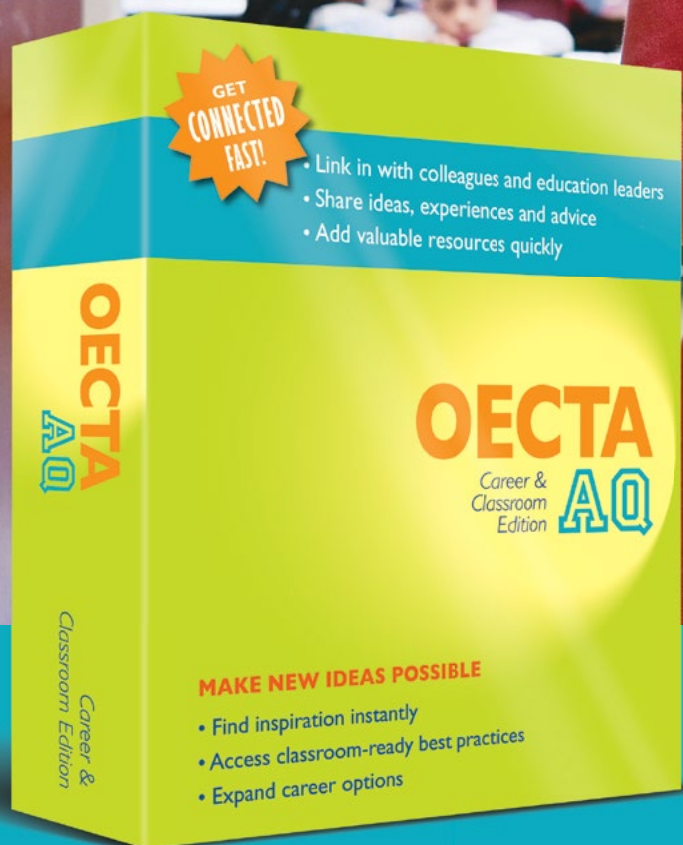
Please quote Competition # 2012-01. All applications must be received by March 16, 2012. We thank all candidates for applying, however, only applicants selected for an interview will be acknowledged. Interview and Assessment Centre date: March 29, 2012.

Mark D. Mullan  
Chairperson

Julian Hanlon  
Director of Education



*Upgrading  
was fun and  
rewarding!*



You don't have to be a member to link into Additional Qualification courses from OECTA. Our online, OCT accredited AQ courses are accessible worldwide and very affordable. See how to upgrade your skills at [www.oecta.on.ca](http://www.oecta.on.ca)

ONTARIO ENGLISH  
**Catholic Teachers**  
ASSOCIATION



# eVote 2012

This special eVote 2012 section of Governing Ourselves features instructions on voting and candidate information that will permit your informed participation in the upcoming Council election.

**VOTING BEGINS MARCH 5**

## Online voting easier than ever

1

Log into your [Members' Area](#) account.

2

Click [Vote Here](#).

3

A ballot will appear of the positions you are eligible to vote for.

4

Point your cursor to your candidate of choice and click and an X will appear beside the candidate's name.

5

To change your vote, point your cursor to another name and click again.

6

A link beside each candidate's name will take you to their biographical information. You can also link to candidate blogs and the online forum for further information and discussion. You are not required to vote for a candidate for every position. The votes you cast are counted. Where you decline to vote, your ballot is registered as an unmarked ballot.

7

When you have voted for the last position, click [Finish/Cast My Ballot](#) to submit your votes.

ps



## Vote online

**ELECTRONIC VOTING** in the Council election begins Monday, March 5, 2012 at 9:00 a.m. (EST) and continues until Tuesday, April 10 at 11:59 p.m. (EDT).

As a member you may cast votes for three to nine positions, depending on your current employment, although you are not required to vote for all of these positions.

You can access your ballot through your private account in the [Members' Area](#) of the College website. If you haven't yet opened your account you can do so by going to [www.oct.ca](http://www.oct.ca).

ps



# Get to know your candidates

**THE COLLEGE IS PROVIDING** voting members with a number of opportunities to get to know the candidates running for election to Council and what their hopes and plans are for their term of office.

Some candidates are blogging and sharing their views and answering your questions in the online forum. To join the online conversation or to view candidate blogs, go to [www.oct.ca](http://www.oct.ca).

The College also invited candidates to respond to questions about their vision of the teaching profession, how they

see themselves contributing to this, what action the College needs to take to build greater public respect for the teaching profession, and what knowledge, skills and experience they have that will contribute to the College's mandate.

All of these communications can be accessed via the College website at [www.oct.ca](http://www.oct.ca).

Candidate biographies, blogs and comments on the online forum are not edited. Translations of the questions and answers are provided by the College unless candidates submit their text in both English and French. **ps**

## It's your College



**YOUR VOTE IS YOUR VOICE** in your professional licensing body. Participating in your College election is good professional citizenship.

Your College is working on initiatives with far-reaching implications, such as:

- maintaining fair registration practices
- meeting national and international requirements for certifying teachers from other jurisdictions
- reviewing the content of Additional Qualification course guidelines

Who you vote for will determine who makes these decisions. The electoral process gives you an opportunity to consider and discuss issues with your colleagues that help to identify and develop leaders in the teaching profession. **ps**

## Required statement

Question 2 on page 5 of the nomination form asks the candidate to list any current or past memberships or involvement in any of 13 organizations designated by the Minister of Education.

In questions 1–7 on page 6 of the nomination form, candidates:

- attest to their eligibility for the position they seek
- list the positions they hold in the designated organizations
- promise that, if elected, they will swear an oath or affirm that they will serve on Council in the public interest.

The full text of the questions can be found at [www.oct.ca](http://www.oct.ca) → eVote 2012.

## How to set up an account

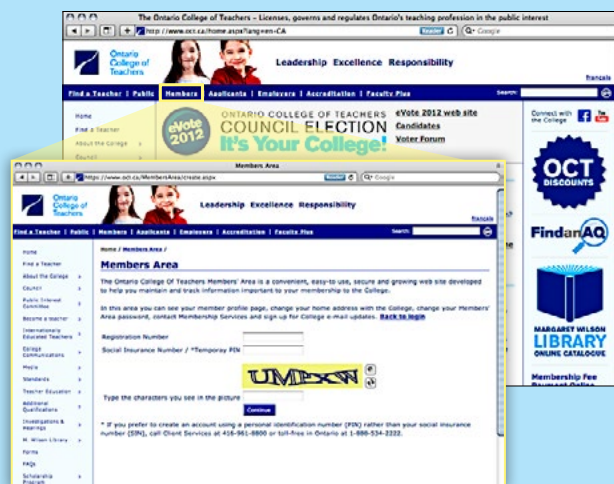
You can access your ballot only through your private password protected Members' Area account.

If you haven't set up your account here's the fast and easy way to do it:

1. Go to [www.oct.ca](http://www.oct.ca).
2. Click **Members** in the top navigation bar.
3. Click **Create an Account**.
4. Fill in your College registration number and your social insurance number\* or a College-supplied PIN number. Information on how to obtain a PIN is available on our website.
5. Click **Continue**.
6. Fill in your street address and e-mail address and create a password.

You're done.

\*The College already has your social insurance number. We ask you to provide it or a PIN to ensure the security of your private account.



# Voting begins March 5

If you are an Ontario  
Certified Teacher, you're  
eligible to vote for the  
College's sixth Council.

This is your chance to shape the Council  
that will make decisions affecting the  
teaching profession over the next  
three years.

Candidate bios and blogs are waiting  
for you at [www.oct.ca](http://www.oct.ca) → eVote 2012.

It's your College.  
Vote online March 5 to April 10.



**It's Your  
College!**



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario



Ontario  
College of  
Teachers  
Ordre des  
enseignantes et  
des enseignants  
de l'Ontario



# Who, what, where, when, how

**Q: I think I may have been given the wrong ballot. How can I get the right one?**

**A:** Contact the College election information hotline at 416-961-8800, ext 559 or toll-free in Ontario at 1-888-534-2222, ext 559 to reach our election information staff and we will issue a new electronic ballot if it has not been cast.

**Q: Can I change my choices on my ballot?**

**A:** Yes, as long as you do not click on the [Finish/Cast My Ballot](#) button, which submits your ballot as final.

**Q: I don't know candidates for some of the positions I can vote for. Do I have to vote for every position I'm eligible to vote for?**

**A:** No. If you are presented with an opportunity to vote for a group of candidates you don't know and would rather skip that category, just move on to the next category. It won't affect your other votes.

**Q: Is there a limit on how much time I can spend reading candidate information and deciding who to vote for?**

**A:** For your security, your ballot will time out if there is no activity for 30 minutes, but it will remain active as long as you are moving around it.

At the end of the 30 minutes of inactivity, your ballot will not expire but will time out. After a time out, you can log in and begin the voting process again. The ballot is only disabled once you click on [Finish/Cast My Ballot](#) to complete your vote.

**Q: Why does the ballot time out?**

**A:** To protect your privacy. If you were voting and got called away, this would prevent others from accessing your ballot.

**Q: Why are some positions marked acclaimed? Why can't I vote for them?**

**A:** There was only one nominee for that position, so that candidate is acclaimed and will take the position on Council.

**Q: What happens to my ballot if I don't select any of the candidates for a position?**

**A:** Your choice for that position will be tagged "unmarked vote" and your ballot will be submitted showing the rest of your choices.

**Q: I accidentally submitted my ballot before I was finished voting. Can I get another ballot?**

**A:** No. A ballot may be re-issued if the College issued it in error but only if the original ballot has not been cast.

**Q: I am an elementary teacher in the public system living in Ottawa. Which Council positions am I eligible to vote for?**

**A:** When you access the Members' Area to vote you will automatically receive a personalized electronic listing of all positions you are eligible to vote for. Details on the electoral categories and candidates are found at [www.oct.ca → eVote 2012](#).

You are entitled to cast two votes for your regional positions – one full-time and one full-time/part-time – and one vote for each of the seven province-wide system positions, for a total of nine votes.

**Q: I am employed as a principal in Windsor. Which Council positions can I vote for?**

**A:** You can vote for three positions. As a principal you are entitled to cast two votes for your regional positions and one vote for the principal/vice-principal position. Full details on the electoral categories and can-

didates can be found at [www.oct.ca → eVote 2012](#).

**Q: I recently assumed new responsibilities as a supervisory officer. What do I do if my electronic ballot no longer applies to my current employment status?**

**A:** You must provide to the College in writing proof of your eligibility to cast a ballot in another category. When the College verifies your eligibility we will issue a new electronic ballot and the original ballot will be disabled.

**Q: I am a retired teacher and a member of the College. Can I vote in the College Council elections?**

**A:** Yes. As long as you were a member in good standing by 5:00 p.m. (EST) Wednesday, February 29, 2012 you are eligible to cast two votes for your regional candidates and one vote for each of seven province-wide system positions.

**Q: How is information, including my ballot, kept confidential?**

**A:** The protection of confidential information is of paramount importance to the College whenever the Members' Area of the College website is used. Information flowing to and from the Members' Area is protected by the same 128-bit encryption used by banks for their online transactions.

Each member is required to authenticate their identity to set up their private account. The e-voting system is designed to ensure that no one can tell who you voted for – only whether you completed and submitted a ballot. Overall system security and privacy have been reviewed by the independent audit firm of Deloitte & Touche LLP.

## ELECTION Q & As CONTINUED

**Q: I have recently moved to another region. How will this affect my vote?**

**A:** If you notify the College of your change of address online you will have access to a new ballot that will reflect your new electoral region. You will also continue to be eligible to cast one vote for each of the province-wide system positions, or one vote in one of the additional categories.

**Q: I became a member in good standing after Wednesday, February 29, 2012. Can I vote?**

**A:** No. An individual who becomes a member in good standing after 5:00 p.m. (EST) Wednesday, February 29,

2012 will be added to the College registry but will not be eligible to vote.

**Q: When will new Council members take office?**

**A:** Council members will take office at the inaugural meeting of the sixth Council on July 4, 2012.

**Q: When will I know which candidates were elected?**

**A:** Voting closes at 11:59 p.m. (EDT) April 10, 2012. At the conclusion of the count the independent election auditor will complete a statement of the results accounting for all ballots received.

The statement will be presented to the College Registrar and Chief Electoral Officer who will formally

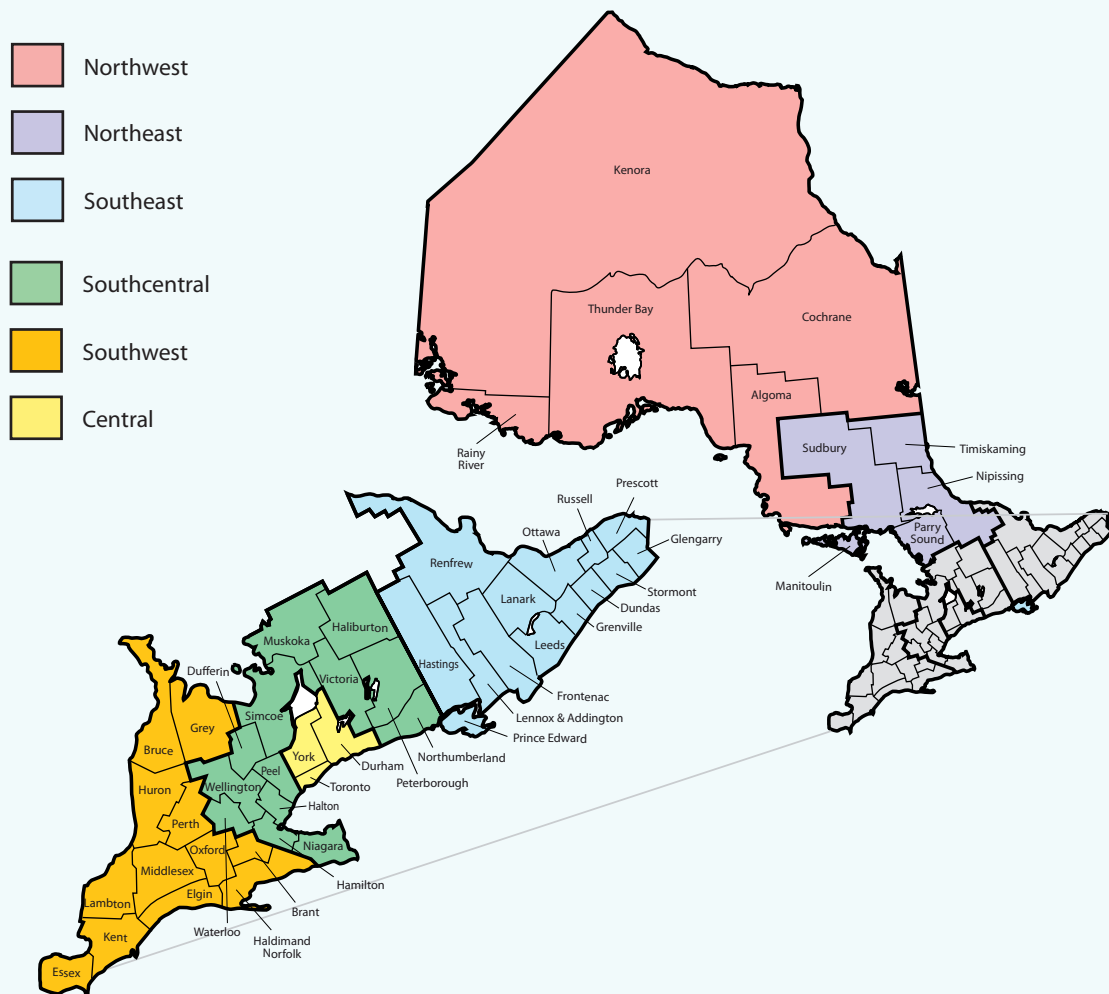
announce the new Council members on April 12, 2012.

The information will be posted to our website at [www.oct.ca](http://www.oct.ca) and sent out in our electronic newsletter *Your College and You*. If you are not yet signed up to receive the newsletter, you can do so by logging on to your account in the Members' Area and checking the appropriate box.

**Q: Is there a hotline to information about voting?**

**A:** Yes. You can call the election information hotline at 416-961-8800 (in Ontario at 1-888-534-2222), ext 559. You can also reach election information staff via [eVote2012@oct.ca](mailto:eVote2012@oct.ca). **ps**

## ELECTORAL MAP



# Candidate information

The Registrar has determined that all candidates are eligible to be nominated for the position for which they are listed. Biographical and other candidate information reflects what candidates provided to the College in their nomination forms.

Additional information regarding candidates – including answers to three questions posed by the Election Committee, candidate blogs and an online forum – is available at [www.oct.ca](http://www.oct.ca).

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## Chat with your candidates online

Want to know what Council candidates are thinking? Where they stand on issues in education? Want to ask Council hopefuls specific questions?

Learn more about your candidates by visiting their blogs and chatting with them in the online forum.

Visit [www.oct.ca](http://www.oct.ca) to chat with your candidates.





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## Who votes for whom

All members can vote for two candidates in the region where they reside. All members, except those employed as a principal, vice-principal, supervisory officer or at a private school or faculty of education in a tenured or tenure-track position, can vote for a candidate in each of the seven province-wide systems.

Members who are qualified and employed as a principal, vice-principal, supervisory officer or at a private school or faculty of education in a tenured or tenure-track position can vote for the appropriate position.

When you log in to the Members' Area to vote, your ballot will be personalized to include all positions you are eligible to vote for.

## CENTRAL REGION FULL-TIME



## Margaret Broda, OCT

**Registration:** 137783

**mbroda38@gmail.com**

**Certified to teach in Ontario:** 1973

**Current employment:** ESL Grade 6/7/8 teacher

**Employer:** Toronto DSB

### Professional qualifications

Degree	Date	Institution
Drawing and Painting Diploma	1972	Ontario College of Art and Design
Professional education program	1972	Toronto Teachers' College

### Eligible nominators (Registration)

1. Joseph Labao, OCT (213213)
2. Owen McDermott, OCT (192902)
3. Marilla Friesen-Bray, OCT (427094)
4. Amilcar Corredoura, OCT (200464)
5. Ahmed Khota, OCT (481323)
6. John Viero, OCT (201347)
7. Tim Haley, OCT (182912)
8. Elizabeth Galli, OCT (437921)
9. Kim MacLellan, OCT (457066)
10. Douglas Lee, OCT (277475)

### Required biography

Graduated from Toronto Teacher's College and OCAD with honours in drawing and painting. Obtained AQs from OISE/UT in Special Education and ESL. Has assisted in writing art curriculum and exemplars for the Ministry, served as a methods and resource teacher and a resource team leader in addition to teaching kindergarten to Grade 9 over 18 years. Currently teaches full-time in Canada's largest and most culturally diverse school — Valley Park MS.

Valley Park MS, 1999 to present:

- ESL core subject teacher Grades 7/8
- ESL Stage 1 teacher Grades 6/7/8
- Special Education and resource instructional leader
- Grade 8 home school program provider
- active work on site-based planning, budget, equity, safe schools, timetable and staffing committees.

Understands that membership on College Council is significantly important to the profession and the public for the responsibility it bears. Position requires being a constant ambassador for the standards in education and demonstrating the necessity of placing the well-being and success of students at the forefront of all decisions to strengthen the teaching profession. Has read and carefully considered the objects of the College as set out in the *Ontario College of Teacher's Act* to develop a thorough understanding of its demands.

### Optional biography

I was elected president of the OCAD alumni association in 2008 and presently sit on its board of governors. The Aboriginal Studies Centre and S Lab for Digital Futures Initiatives are some of the compelling enterprises forging new ideas at the university.

### Honours

- I have been awarded numerous grants from the TD Canada Trust Evergreen Fund to support my work using art and nature to present environmental issues to refugee students new to Canada.
- TD Friends of the Environment recognized my leadership in education by awarding me grants to fund the Art of Loving Nature program, a tool I created to deliver eco-green advocacy through art education.
- These and other initiatives have garnered me two nominations for the EECOM (Environmental Education and Communication) award for excellence in delivering environmental education.

### Community commitments

I remain actively involved in initiatives such as the Out of the Cold outreach program, providing hot, healthy food for those in need as well as fundraising and providing support for the Red Door Women's Shelter.

### Required statement

1. Margaret Broda attests that she meets all the requirements to run for the Central Region full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Margaret Broda does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).



## Oliver Carroll, OCT

**Registration:** 587610

**olivercarroll@rogers.com**

**Certified to teach in Ontario:** 2010

**Current employment:** Secondary full-time teacher

**Employer:** Toronto DSB

### Professional qualifications

Degree	Date	Institution
BBM	1982	Ryerson University
MEd	2009	OISE/UT
BEEd	2010	OISE/UT

### Eligible nominators (Registration)

1. Michael Grover, OCT (489959)
2. Jeffrey Jerry Donkersgoed, OCT (585617)
3. Janet Tsai, OCT (428832)

**CENTRAL REGION FULL-TIME CONTINUED**

4. Randy Tsioros, OCT (586060)
5. Raymond Ali, OCT (507726)
6. Laura Groome, OCT (489147)
7. Ingrid Singh, OCT (233717)
8. Pam Petropoulos, OCT (249490)
9. Kathy Sorensen Watson, OCT (399883)
10. Song le Kim, OCT (571461)
11. Pat Marion, OCT (280813)
12. Meredith Lordan, OCT (274226)
13. Karin Vollmer, OCT (419466)

**Required biography**

Returned to school after initially retiring in 1998 and completed an MEd at OISE/UT in 2009 and a BEd in 2010. Has taught business, intermediate mathematics, intermediate and senior English and the Navigating the Workplace course in a variety of schools. Recently worked with a community organization to develop and deliver a program on financial literacy to at-risk youth, unemployed individuals and newcomers to Canada.

The College ensures that Ontario students are taught by skilled teachers who adhere to clear standards of practice and conduct, establishes standards of practice and conduct, issues, suspends and revokes teaching certificates, accredits teacher education programs and courses and provides for ongoing professional learning opportunities for members.

The College is governed by a 37-member Council, 23 of whom are being elected at this time. Council members shall comply with all pertinent laws, regulations and bylaws, take part in committee work and serve actively during term of office, recognize the distinction between corporate and individual authority, exercise care, diligence, skill and prudence in carrying out the College's business, conscientiously perform duties on behalf of the officers of the College and seek to enhance the public perception of the College and the teaching profession.

**Optional biography**

I will bring a broad range of experience to the College Council, including government, not-for-profit organizations, educational institutions and volunteer work. This includes working on environmental matters for the Ministry of Natural Resources, on the Ontario Hydro nuclear environmental advisory committee, international trade and investment as managing director for Asia, and community support at the Ontario Association of Food Banks and Hope Air.

I served on the Council of the College of Physicians and Surgeons and on its education, governance, complaints and registration committees. I was a trustee with the Toronto Catholic DSB and served as its chair for four years. I left the board because I was found to be in conflict of interest for voting against laying off 60 teachers, one of whom was one of my children. My education leadership experience includes my time as a member of the board of governors of Ryerson University, where I served as vice-chair of the board and chair of the executive committee. I am a roster mediator for civil matters with the Ontario Superior Court of Justice.

I served on the Lieutenant Governor's Coalition on Aboriginal Literacy. I am a recipient of the Aboriginal Literacy Award. I also served on the City of Toronto Roundtable on Children and Youth and on the chief justice's Panel on Community Safety.

**Required statement**

1. Oliver Carroll attests that he meets all the requirements to run for the Central Region full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Oliver Carroll does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

**Aaron Faulkner, OCT**

**Registration:** 503930

**ba\_faulkner2@yahoo.ca**

**Certified to teach in Ontario:** 2006

**Current employment:** Full-time secondary teacher

**Employer:** York Region DSB

**Professional qualifications**

Degree	Date	Institution
Bachelor of Humanities	2003	Carleton University
BEd	2006	University of Ottawa

**Eligible nominators (Registration)**

1. Muna Kadri, OCT (529369)
2. Matthew Rondina, OCT (580802)
3. Donald Brown, OCT (140260)
4. Vivien Goss, OCT (174420)
5. John H. Malloy, OCT (241783)
6. Rebecca Tobe, OCT (529402)
7. Francis Hamelin, OCT (106897)
8. Nathalie Demers, OCT (464087)
9. Sherrie Outten, OCT (437971)
10. Frances Massaro, OCT (434448)
11. Darren Frank, OCT (422579)
12. Mary-Jo Thiessen, OCT (526962)

**Required biography**

Started teaching in 2006 and has worked at both the elementary and secondary panels. Since 2009 has taught French Immersion, geography and history to Grades 9 through 11.

Over the past six years has been an active participant in both ETFO and OSSTF activities and initiatives. In 2010–11 served as school's human rights representative.

By holding the profession to the highest standards of practice, the College and Council inspire public confidence in Ontario's teachers. The College not only ensures that Ontario's teachers are well trained and up-to-date in their pedagogy but also celebrates best practices through its magazine.

The College inspires public confidence by establishing and enforcing ethical standards that acknowledge teachers' trusted role in society and help to ensure that they do not fall short of



CENTRAL REGION FULL-TIME *CONTINUED*

that trust. Teachers must acknowledge that the foundation of public education is children and that the College's ultimate goal must be to ensure the well-being of the children in their care.

By instilling public confidence in teachers, the College fosters respect for the profession and reinforces public education as a pillar of democracy. This is in the public interest.

**Optional biography**

I am fluent in both French and English. Throughout my career I have been active in bringing digital literacy to the classroom. Through participation in my school's digital literacy committee, I have played an active role in teaching other teachers how to integrate technology with their practice through formal and informal PD sessions.

I have also been a member of my school's eco-schools team. My participation was in keeping with my belief that teachers and schools must serve as role models for the community in all areas. For me, leading by example in the areas of conservation and waste reduction falls under our ethical responsibilities as teaching professionals.

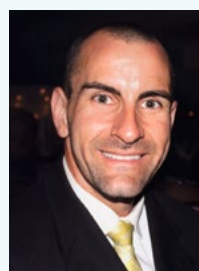
My professional goals include completing a master's degree in history within the next five years and pursuing a specialist in French as a Second Language.

In the past three years I have served in an elected capacity as the president of my condominium board (YYC129). This board oversees the maintenance of 115 residential units and manages a yearly budget of \$600,000.

More information can be found at my website [aaronfaulkner.ca](http://aaronfaulkner.ca).

**Required statement**

1. Aaron Faulkner attests that he meets all the requirements to run for the Central Region full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Aaron Faulkner does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

**Bruce Forsyth, OCT**

**Registration:** 448401

**b.forsyth75@gmail.com**

**Certified to teach in Ontario:** 2001

**Current employment:** Assistant curriculum leader, Special Education (gifted)

**Employer:** Toronto DSB

**Professional qualifications**

Degree	Date	Institution
BA	2000	University of Ottawa
BEEd	2001	Nipissing University
MEd	2010	Nipissing University

**Eligible nominators (Registration)**

1. Laura Mal, OCT (486058)
2. Branko Samsa, OCT (151647)
3. Karin Phillipson, OCT (185595)
4. Joanne Martino, OCT (244527)
5. Dale Kerr, OCT (168896)
6. Matthew McKinlay, OCT (256214)
7. Melvin Stein, OCT (167766)
8. Bruce Elliott, OCT (215681)
9. Ronen Grunberg, OCT (180346)
10. Vincent Lu, OCT (511929)

**Required biography**

Began teaching intermediate Core French at John A. Leslie PS in 2001. Left in 2005 to teach at West Toronto CI. Took a one-year leave in 2006 to deploy with Canadian Forces in Afghanistan. Returned in 2007 to Westview Centennial SS as a Core French and English teacher. Since then has completed Special Education, Specialist AQ, the Principal's Qualification Program, Parts 1 and 2 and earned an MEd from Nipissing University. In 2009 was hired as the assistant curriculum leader of the gifted program at Don Mills CI. Has recently commenced a PhD in educational administration at OISE/UT.

OSSTF involvement:

- Member, 2005–present
- Provincial committee, 2010–11
- Provincial delegate (AMPA), 2009–10
- District 12 committee, communications committee and *Voice* editorial board, 2008–present
- Branch president, Westview Centennial SS 2006–09 and Don Mills CI 2010–present
- Also ETFO member, 2001–04

The College plays a crucial role in upholding teachers' professional standards and Council helps ensure that the College's central functions are carried out fairly, judiciously and compassionately. Council puts a face on the organization and upholds the principles of collegiality and public accountability. The experience and technical expertise of Council's elected members ensures that it can make appropriate decisions.

**Optional biography**

Having served on both the elementary and secondary teaching panels and taken an active role in member representation and mediation, I am well prepared to help balance the legal and professional responsibilities of professional educators with the wide range of challenges facing teachers today. Ultimately, the teaching profession cannot progress without good governance, and I would embrace the opportunity to serve.

**Required statement**

1. Bruce Forsyth attests that he meets all the requirements to run for the Central Region full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Bruce Forsyth does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

CENTRAL REGION FULL-TIME *CONTINUED*

## Liz Papadopoulos, OCT

**Registration:** 187328

**lzp4oct@gmail.com**

**Certified to teach in Ontario:** 1992

**Current employment:** Full-time teacher seconded to the Ontario College of Teachers and serving as Council Chair

**Employer:** Toronto DSB

### Professional qualifications

Degree	Date	Institution
BA	1987	York University
Master of Science in Education	1991	Niagara University

### Eligible nominators (Registration)

1. Roshni Modi, OCT (418249)
2. Roilui Sin, OCT (518044)
3. Alison Baker, OCT (473136)
4. Penny Yannopoulos, OCT (460912)
5. Jesse Bennett, OCT (486762)
6. Brad Appel, OCT (522746)
7. Catherine Inglis, OCT (435368)
8. Pamela Holder Hardy, OCT (247523)
9. Dorothy Gitter, OCT (437279)
10. Craig Silvera, OCT (500353)
11. Fancean Richards, OCT (452999)

### Required biography

In 21st year of teaching with experience from kindergarten to Grade 8 homeroom and Special Education. Has participated on several board committees and enjoyed many professional development opportunities during career. Currently holds Specialist AQs in English as a Second Language and physical and health education.

Has been actively involved throughout career in teacher federation activities locally, provincially and nationally. Has presided over and sat on a variety of committees, including the OTF relations and discipline committee. Spent a total of seven years in full-time release positions, including several years as vice-president of local ETFO union. Duties included parliamentarian, negotiator, grievance officer, communications/public relations officer, political action/public education officer, Early Years advocate and committee member, and professional development organizer.

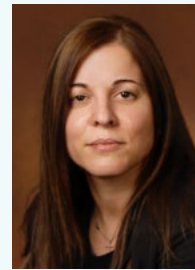
Currently serving as Council Chair of the Ontario College of Teachers. From 2000 to 2006 served as Investigation Committee Chair, Accreditation Committee Chair, Finance Committee Vice-Chair, Election Committee Vice-Chair and Executive Committee member. Proven record of upholding mandate of the College in serving and protecting the public interest, acting with care, trust, respect and integrity.

### Optional biography

Not provided.

### Required statement

1. Liz Papadopoulos attests that she meets all the requirements to run for the Central Region full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Liz Papadopoulos does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).



## Josephine Virgilio, OCT

**Registration:** 260656

**Josephine.virgilio@tcdsb.org**

**Certified to teach in Ontario:** 1994

**Current employment:** Elementary school teacher

**Employer:** Toronto Catholic DSB

### Professional qualifications

Degree	Date	Institution
BA	1989	York University
BEd	1994	University of Windsor
MEd	1997	University of Toronto

### Eligible nominators (Registration)

1. George Stocker, OCT (192017)
2. Tina Farelli, OCT (196268)
3. Donna Di Tomaso, OCT (212659)
4. Sonia Tatangelo, OCT (182072)
5. Mary Stefanon, OCT (193034)
6. Charlie Grassa, OCT (280461)
7. Stephen Lee, OCT (167082)
8. Patrick Samler, OCT (489151)
9. Kathleen O'Malley, OCT (182717)
10. Anna Sauer, OCT (455247)

### Required biography

Has been a dedicated teacher for the past 18 years. Began educational journey in private schools for 10 years. Joined the Toronto Catholic DSB in 2004. Has developed expertise in labour law, curriculum studies, education leadership, assessment and evaluation.

Has participated in many responsibilities that prepared a teacher for leadership roles, including designated teach in charge, Catholic school advisory council representative, Toronto Elementary Catholic Teachers (TECT) representative, literacy/numeracy lead, teaching learning critical pathways and divisional lead. Earned an \$8,000 grant through the Ministry's Teaching Learning and Leadership Program to support the homework assistant program.

Has the necessary skills to advocate on behalf of the College. Believes in executive solidarity.

College and Council members serve an integral role: to serve and protect the public interest. Teachers who wish to work in

CENTRAL REGION FULL-TIME *CONTINUED*

Ontario's publicly funded schools must be certified to teach in the province. The College is accountable to the public for how it carries out its responsibilities. The College ensures the following responsibilities:

- that Ontario students are taught by skilled teachers who adhere to clear standards of practice
- establishes standards of practice and conduct
- provides ongoing professional development opportunities for teachers.

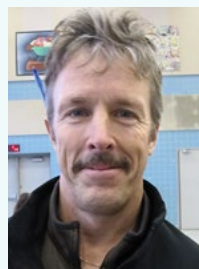
**Optional biography**

I served as sub-unit president and councillor for TECT, where my duties included maintaining a budget for 60 North York schools and co-managing sub-unit events. I was involved with an OECTA four-day intensive leadership training program. I have been involved in the union at different levels, including locally as associative rep. I served on several volunteer TECT committees, including *The Metro Voice*, teacher legislation and political advisory.

For more information see [josephinevirgilio.com](http://josephinevirgilio.com) and [virgilios-corner.wikispaces.com](http://virgilios-corner.wikispaces.com).

**Required statement**

1. Josephine Virgilio attests that she meets all the requirements to run for the Central Region full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Josephine Virgilio does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).



## Christopher Williams, OCT

**Registration:** 181731

**coachy@rogers.com**

**Certified to teach in Ontario:** 1992

**Current employment:** Head of alternative education

**Employer:** York Region DSB

**Professional qualifications**

Degree	Date	Institution
BA	1991	Lakehead University
BEd	1992	Lakehead University
MEd	2010	Lakehead University

**Eligible nominators (Registration)**

1. Stella Wang, OCT (450129)
2. Don Smith, OCT (186376)
3. Roma Saxena, OCT (194049)
4. Pearl L. Mantell, OCT (103228)
5. Alfred Hess, OCT (174826)
6. Anil Mody, OCT (197210)
7. Sam Hilland, OCT (188119)
8. Jocelyn Kervin, OCT (426254)
9. Robin Mitchell, OCT (438961)

10. Anton Skerritt, OCT (253111)
11. Glen Martin, OCT (185003)
12. Brad Thomas, OCT (176002)
13. Melissa Hunt Davies, OCT (280742)
14. Anita Boyd-Diamond, OCT (212870)

**Required biography**

1992: hired to teach English, geography and family studies at Milliken Mills HS in Markham

1993: developed Teaching Esteem and Academics at Milliken (TEAM) a regional alternative program for students at risk

Currently: running the TEAM program for the 18th year and still having fun

As per the Ontario College of Teachers' website, "The College exists to regulate and develop a teaching profession that the public is confident puts the well-being and academic success of the students first."

The College has the complex responsibility of regulating a teaching profession for which it must also set the standards of practice and ethics. This is made more complex in the context of monitoring local and national pressures to continually reform education in a 21st century where rapid social, economic and environmental change seems the only certainty.

**Optional biography**

Education for me is bound up in experience. My educational worldview is a result of the meanings I have made of my own life experiences, many of which have been rich and entertaining, while others have been humbling and even, at times, disheartening. Despite or maybe because of this, I am both a constructivist and a constructionist, and the philosophy that underpins my leadership style is based on the foundations of building democratic and caring learning environments for all learners. My educational autobiography is coloured by my adventures. I have grown into a competent educator largely because I have been open enough to use all of my experiences to gain an understanding of and a respect for the human condition and those who toil within it.

I have come to realize through the educational expeditions of my collective life experiences that I not only love to learn but have something to offer the learning community. I am not a climber within the hierarchy of our education system, although I have been an object of recruitment on more than one occasion. I value education in and of itself because it reinforces my own beliefs in some areas and challenges them in others while making me a better teacher, leader and person in the process. I see my role with the Ontario College of Teachers as a defender of the values underpinning democratic public education and a champion for marginalized stakeholders throughout the province.

**Required statement**

1. Christopher Williams attests that he meets all the requirements to run for the Central Region full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Christopher Williams does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).



## CENTRAL REGION PART-TIME/FULL-TIME ACCLAIMED



## Terry Price, OCT

**Registration:** 142900

**price.oct@rogers.com**

**Certified to teach in Ontario:** 1975

**Current employment:** Occasional teacher

**Employer:** York Region DSB

### Professional qualifications

Degree	Date	Institution
BSc	1972	York University
MSc	1974	York University
BEd	1975	University of Toronto

### Eligible nominators (Registration)

1. Eva Roy-Richards, OCT (380017)
2. Paul Cooney, OCT (198104)
3. Peter Steiner, OCT (145485)
4. Alexander Glassford, OCT (188096)
5. James Douglas George Winters, OCT (146837)
6. John Kenneth Pownall, OCT (164295)
7. Tanja Lynn Randoja, OCT (101802)
8. Michael Richard Franchino, OCT (587332)
9. Julia Viola Andreacchi, OCT (162692)
10. Zahra Kaba, OCT (562692)
11. Elio Covello, OCT (157465)
12. Agostino Filippo Paradiso, OCT (193085)
13. Wayne Wallace Milliner, OCT (183041)
14. Kelly Maurice Le Ber, OCT (169037)
15. Douglas Lowry, OCT (171985)

### Required biography

1975 to 2005

Science teacher and department head in the former North York School Board, the Department of National Defence Schools in Germany and the York Region DSB

1992 to 1997

Summer AQ Honour Specialist Physics instructor at OISE/UT

2005 to present

Occasional teacher with the York Region DSB

1998 to 2009

OSSTF District 16 (York Region) member of the district executive, including district president from 2003 to 2005; currently district treasurer and occasional teacher branch president

As a member of the Council of the Ontario College of Teachers, will comply with the provisions of the *Ontario College of Teachers Act* and the College bylaws. In addition to protecting the interests of the community at large, the Council must also protect the interests of the teaching profession. As a Council member elected by teachers, will ensure that concerns and issues identified by teachers, teacher organizations and other education partners are addressed in a fair and timely manner

### Optional biography

Science Teachers' Association of Ontario

- Chair, STAO 2002 conference
- Chair of exhibits committee for annual conferences from 1992 to 2006
- Advertising manager for *Crucible* (STAO's magazine) from 1992 to 2005
- Executive member in 1992, 1993 and 2002
- Member of board of directors from 1989 to 1993

Paramount Canada's Wonderland

- Chair of the annual physics roller coaster competition from 1997 to 2011

Ontario Association of Physics Teachers

- President from 1998 to 2000
- Annual Grade 12 prize contest co-ordinator from 1998 to 2006
- Section co-ordinator for the American Association of Physics Teachers

York Region Secondary School Science Olympics

- Chair in 1992, 1994 and 1995
- Organizer of many school-based science activities, including science olympics, Sir Isaac Newton Test and elementary school science demonstrations by senior students

Youth Science Foundation, Ottawa

- Member of board of governors from 1979 to 1987
- Co-chair of the 1982 Canada Wide Science Fair

Queen's University and OISE/UT

- Associate teacher from 1980 to 2002

### Awards

Prime Minister's Award for Teaching Excellence in Science, Technology and Mathematics, January 1994

Life Member Award from the Science Teachers' Association of Ontario, November 2003

Nominated for an Outstanding Teacher Award from the University of Manitoba; a former student who graduated first in her class at the University of Manitoba in May of 1994 nominated me for this award

### Required statement

1. Terry Price attests that he meets all the requirements to run for the Central Region part-time/full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Terry Price does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

## NORTHEAST REGION FULL-TIME



## Irene Dembek, OCT

**Registration:** 403322

**dembeki@scdsb.edu.on.ca**

**Certified to teach in Ontario:** 1994

**Current employment:** Full-time classroom teacher

**Employer:** Sudbury Catholic DSB

### Professional qualifications

Degree	Date	Institution
BA	1993	Laurentian University
BEd	1994	Lakehead University

### Eligible nominators (Registration)

1. Christina Vrbancic, OCT (433282)
2. Nancy Costanzi, OCT (254018)
3. Maria Cimino, OCT (490611)
4. Caroline Mansourian, OCT (467510)
5. Bradley Blackwell, OCT (605233)
6. Colleen Benham, OCT (533691)
7. Anthony Rocchio, OCT (429099)
8. Fiorina Christina Raso, OCT (440692)
9. Carl Todd Horn, OCT (452563)
10. G. Kent MacNeill, OCT (454751)

### Required biography

Began career as occasional teacher in 2001 with the Sudbury Catholic DSB. In September 2002 became the only teacher at St. Joseph School in the rural setting of Killarney. Has continued to teach all grades from kindergarten to Grade 6 at St. Joseph, where all students are of Aboriginal descent.

Locally serves as second vice-president of the OECTA and is also a member of the joint board staffing committee. Provincially belongs to the health and safety committee.

As a member of the College Council, has come to further understand the Council's responsibility to safeguard, protect and improve the teaching vocation. Functionally, the College's duties are met through the various committees of the Council. On the current Council, sits on the Discipline and Registration Appeals committees and is Vice-Chair of the Editorial Board.

The protection of the public interest is further achieved through ongoing professional development to benefit College members. One example is the development of the *Professional Advisory on the Use of Electronic Communication and Social Media*. The result of this is a high standard of conduct that will contribute to moving the teaching profession forward in a very positive way.

### Optional biography

Maintaining the high standards of our profession is one of my key objectives. As the current full-time Northeast Region representative on the College Council, I am committed to ongoing communication with my area members. The *Professional Advisory on the Use of Electronic Communication and Social Media* is just one

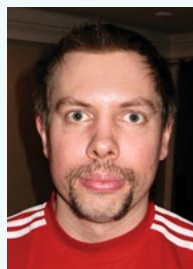
of the policies that helps provide transparency in the profession and one I was able to have input into. As well, my current roles as Vice-Chair of the Editorial Board and member of the Discipline and Registration Appeals committees help to fulfill my professional duty of maintaining the public interest.

After completing a Teacher Learning and Leadership Program on Aboriginal drumming and storytelling, I was able to absorb the knowledge and resources necessary to help the Aboriginal students in my classroom realize their potential. I was also able to share this information with other teachers at an Aboriginal symposium. This has improved my teaching practices and has aligned well with the College's rollout of the *Aboriginal Teaching and Teacher Education* report.

In a second term on the College Council, I promise to continue my commitment. Our profession often faces challenges, and I understand the issues and want to continue working toward implementing solutions. I will continue to work on behalf of members in matters concerning regulation of the teaching profession that benefit them.

### Required statement

1. Irene Dembek attests that she meets all the requirements to run for the Northeast Region full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Irene Dembek does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).



## Todd Wells, OCT

**Registration:** 477864

**todd.wells@dsb1.edu.on.ca**

**Certified to teach in Ontario:** 2004

**Current employment:** Special Education resource teacher

**Employer:** DSB Ontario North East

### Professional qualifications

Degree	Date	Institution
BA	2003	Nipissing University
BEd	2004	Nipissing University

### Eligible nominators (Registration)

1. James McBean, OCT (468175)
2. Monique Roy, OCT (455974)
3. Bryan Presley, OCT (175897)
4. Dan Kurz, OCT (490717)
5. Darrell Pratt, OCT (278599)
6. Kim Gauthier, OCT (468134)
7. Bruce Sandrin, OCT (432507)
8. Lesha Laronde, OCT (186845)
9. Ken Roy, OCT (285490)

**NORTHEAST REGION FULL-TIME CONTINUED**

10. Tanya Mitic, OCT (426087)
11. Shane Matheson, OCT (457167)
12. Victoria Wooldridge, OCT (446207)
13. Katherine Alexandra Pollock, OCT (488434)

**Required biography**

Has taught in Northern Ontario schools since 2004. Worked for both the Near North DSB and DSB Ontario North East as an English, social science and Special Education teacher. Has evaluated and co-ordinated various initiatives, including restorative justice, student success and differentiated instruction. Has also been involved with OSSTF, serving as the representative for occasional teachers in Near North as well as the Kirkland Lake District Composite School's collective bargaining leader.

Understands that as a member of the College Council is responsible to act in a fashion that will serve and protect the public's interest as well as the credibility and professionalism of teachers. Furthermore sees it as a duty to act as a member of

a governing body that deals professionally with sensitive issues. Also understands responsibility for making professional decisions that may conflict with the personal or ethical values of other educators. Overall, sees the duty to provide a non-biased evaluation of individual cases or initiatives.

**Optional biography**

Not provided.

**Required statement**

1. Todd Wells attests that he meets all the requirements to run for the Northeast Region full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Todd Wells does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

**NORTHEAST REGION PART-TIME/FULL-TIME ACCLAIMED**

## Alexander (Sandy) Bass, OCT

**Registration:** 119591

**aesbass@gmail.com**

**Certified to teach in Ontario:** 1976

**Current employment:** Occasional teacher

**Employer:** Rainbow DSB

**Professional qualifications**

Degree	Date	Institution
BA	1974	Laurentian University
BEd	1975	Queen's University

**Eligible nominators (Registration)**

1. Laurie Lamothe, OCT (174030)
2. James Clyke, OCT (458426)
3. Suzanne McCombs, OCT (149908)
4. Helene Berthiaume, OCT (105517)
5. Peter Lucano, OCT (161788)
6. Katrina Marie Ross, OCT (478997)
7. Ronald Lewis, OCT (100133)
8. Jana Niemi Lahnalampi, OCT (490345)
9. Valerie Lalonde, OCT (156968)
10. Kim Mullin, OCT (195333)
11. Robert Sime, OCT (174498)
12. Paul Shanks, OCT (187324)
13. Dan Vaillancourt, OCT (160786)
14. Ronda Gougeon, OCT (197470)
15. John Henschel, OCT (187534)

**Required biography**

Occasional teacher for the Rainbow DSB since 2001. Taught electricity, electronics, computers and robotics in this board from 1974 to 2001. Math, science and technology program leader at Lively DSS for two years.

While currently an OSSTF member, does not hold any elected local or provincial position. Active in federation as:

- chair of occasional teachers' provincial committee, 2000–07
- vice-chair of TBU/OTBU sector council OSSTF, 2007–09
- president of Rainbow District 3 OSSTF, 1993–2001.

Having served one term on the College Council's Discipline Committee, is conscious of the statement "to serve and protect the public interest." Discipline Committee decisions are paramount to ensuring that teachers are answerable to their peers and the public. It's important that proper redress to misconduct or fitness to practise issues meets the public interest and protects students.

As a teacher and member of the public, brings classroom, federation and education experience to Council, where policies and priorities are set and decisions are made to continuously improve the profession. These decisions must put students' well-being and academic success first. As a College member, must ensure that affiliate membership will not conflict with performance of duties and carry them out transparently and impartially to meet the public's expectations.

**Optional biography**

I am married and have five children, all of whom have graduated from postsecondary institutions in Ontario. I began my teaching career in 1974 with the Rainbow DSB in Sudbury and remained with them until my retirement in 2001. Since then I have been involved with occasional teaching assignments.

I have held numerous local and provincial positions with OSSTF/FESSO, having served as OSSTF Rainbow District 3



**NORTHEAST REGION PART-TIME/FULL-TIME CONTINUED**

president for seven years. During my teaching career, I was the recipient of numerous awards, including Provincial Award of Merit, Norm Snyder Award, Larry French Award as well as an Honorary Life Membership in OSSTF/FEESO.

Along with my teaching background, I have been a strong union and community activist. I am currently president of the United Way Centraide Sudbury and District. As well, I was a member of the board of the Sudbury Community Foundation, past president of the Sudbury District Labour Council and sat on the Employment Insurance Board of Referees with Service Canada for 10 years. My professional development includes being a graduate of the Labour College of Canada and numerous Canadian Labour Congress and federation training courses.

I have also earned a Certificate in Dispute Resolution from Laurentian University.

**Required statement**

1. Alexander (Sandy) Bass attests that he meets all the requirements to run for the Northeast Region part-time/full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Alexander (Sandy) Bass does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

**NORTHWEST REGION FULL-TIME****Kevin Hogan, OCT**

**Registration:** 171777

**hogank@email.adsb.on.ca**

**Certified to teach in Ontario:** 1988

**Current employment:** Full-time public secondary teacher

**Employer:** Algoma DSB

**Professional qualifications**

Degree	Date	Institution
BSc	1988	Lake Superior State College
BEd	1988	University of Western Ontario

**Eligible nominators (Registration)**

1. Anthony Persic, OCT (256995)
2. Derek Carlson, OCT (439756)
3. Anthony Notte, OCT (178137)
4. Lori Maunu, OCT (176073)
5. Randy Marinich, OCT (155797)
6. William Bolton, OCT (179290)
7. Mario Maione, OCT (191008)
8. Kirk Reid, OCT (493719)
9. John Patterson, OCT (198563)
10. Gus Sgouraditis, OCT (175508)
11. Jared Klooster, OCT (448891)
12. Mary Hart, OCT (176614)
13. Sarah Fewchuk, OCT (498325)
14. H. Vincent Buczel, OCT (446790)

**Required biography**

Teaching physical education, science, English, geography, foods, law, career/civics and co-operative education over the past 24 years, as well as coaching football, wrestling and track and field, has given an ability to understand students' strengths and weaknesses to help them succeed in their chosen careers.

OSSTF District 2 bargaining unit 1999–2003 involvement as follows:

- table team member 1999–2000 working as part of negotiating team
- executive member 2000–03 working with executive members on key issues
- chief negotiator 2000–03 co-designing briefs with other members
- attending training sessions
- working with negotiators from provincial office
- working to protect members' rights
- serving as acting president, September–November 2003 resolving membership issues while president was on a political campaign.

The College and Council have a responsibility to the public to ensure that members adhere to sound education practices, follow established classroom conduct and provide relevant up-to-date learning opportunities. The College is also tasked with the responsibility of using the best tools available to investigate complaints and resolve teacher issues. The College must provide services to its members in the most efficient system possible as they are its sole responsibility.

**Optional biography**

I have been exposed to many challenges in and out of the classroom that have shaped what I believe an educator and community volunteer should be. Teaching various subjects at different levels, coaching many sports, holding various bargaining unit positions and volunteering in the community have all helped build a strong knowledge base from which I draw.

Having been exposed to different teaching situations early in my career helped me understand students' education needs as well as teachers' needs in various faculty areas. Using information presented through professional activities, I have employed techniques and information and continue utilizing all experiences to enhance student learning.

Coaching students and athletes has always been a passion. Coaching has enabled me to teach life skills to student athletes who in turn become productive, caring individuals who add value to society.

**NORTHWEST REGION FULL-TIME CONTINUED**

Exposure to the bargaining unit's many facets has deepened my understanding of the demands of working on the College Council. Working with different individuals, solving problems, developing critical-thinking skills and learning the intricacies of the political realm have given me insights about people and the dynamics of the teaching profession.

Lastly, being president of a large cross-country ski club for five years helped shape my ideas of volunteerism. Chairing meetings, undertaking long-range planning, overseeing grant applications, securing long-term leases and liaising with community members have taught me about caring for the community and given me valuable skills in negotiating with different groups.

**Required statement**

1. Kevin Hogan attests that he meets all the requirements to run for the Northwest Region full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Kevin Hogan does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

**Shanlee Linton, OCT**

**Registration:** 464595

**shanlee\_linton@lakeheadschoools.ca**

**Certified to teach in Ontario:** 2003

**Current employment:** Full-time teacher

**Employer:** Lakehead DSB

**Professional qualifications**

Degree	Date	Institution
BA	2003	Lakehead University
BEd	2003	Lakehead University

**Eligible nominators (Registration)**

1. Matthew Taylor, OCT (471206)
2. Kelly Valente, OCT (477147)
3. Jennifer Barry, OCT (419408)
4. Carrina Loffredo, OCT (443446)
5. David Blakely Pennycook, OCT (481912)
6. Angel Davidson, OCT (425140)
7. Dave Paddington, OCT (280393)
8. Hilda Postenka, OCT (184010)
9. Mike Judge, OCT (436824)
10. Patricia Lambert, OCT (109470)
11. Allison Pavletic, OCT (516114)
12. Mignon McKay, OCT (465181)
13. Simone Poling, OCT (442822)
14. Scott Gordon, OCT (439296)

**Required biography**

Has been a teacher with the Lakehead DSB for eight years and developed a great passion and appreciation for social justice programming within schools and the local community. Teaches Grades 7 and 8 at Sir Winston Churchill ES in Thunder Bay. Recently has branched out as an education consultant for Lakehead University by teaching classroom management in its Native Teacher Education Program. Is a strong believer in strength-based education and developing many community partnerships with school community.

Since acquiring teacher's certificate has become a strong advocate for teachers in local and provincial union. Has been the status of women chair, new teacher chair and is now serving third year as local's vice-president. Since completing ETFO's union school, has been a member of local constitution, health and safety, policies and procedures and collective bargaining committees. Represented Lakehead Elementary Teachers of Ontario on the Lakehead DSB's equity and inclusion working committee.

The College upholds standards of professional practice to ensure quality education for the students of Ontario's schools. The College is accountable to the public by protecting public interest and regulating the teaching profession. Council members must be knowledgeable, diligent and practical in promoting and enhancing the public's perception of the teaching profession.

**Optional biography**

Not provided.

**Required statement**

1. Shanlee Linton attests that she meets all the requirements to run for the Northwest Region full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Shanlee Linton does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

NORTHWEST REGION FULL-TIME *CONTINUED*

## Ruth Mackie, OCT

**Registration:** 393431

**mackie.ruth@gmail.com**

**Certified to teach in Ontario:** 1981

**Current employment:** Kindergarten teacher

**Employer:** Rainy River DSB

### Professional qualifications

Degree	Date	Institution
BA	1980	Lakehead University
BEd	1981	Lakehead University

### Eligible nominators (Registration)

1. Trevor Bowles, OCT (280167)
2. Sarah Freeman-Kivimaki, OCT (455289)
3. Lorina Fryer, OCT (211047)
4. Marilyn Stinson, OCT (144944)
5. Michael Jones, OCT (538478)
6. Tena Enge, OCT (424798)
7. Carmen Williamson, OCT (420363)
8. Cynthia Donald, OCT (179767)
9. Doreen Skinaway, OCT (456298)
10. Wendy MacDonald-Olson, OCT (168558)
11. Debbie Miller, OCT (202091)
12. Laurie Pringle, OCT (252433)
13. Ann Dedon, OCT (404595)
14. Holly Hyder, OCT (173406)
15. Anne Saltel, OCT (241530)

### Required biography

Received teaching degree in 1981 from Lakehead University and has had the privilege of teaching all grades — kindergarten through Grade 12 — within the provincial system over a 20-year span. Has taught in many schools, from Timmins and Hearst all the way to Fort Frances, which has allowed for experience working with colleagues who exhibited a high calibre of professionalism throughout career. Expanded knowledge base by working in the education systems of Australia and New Zealand for several years. Working for First Nations authorities has also contributed to a belief in excellence for all students. Is currently having a great time teaching kindergarten.

Is a past president of the now-defunct ETFO remote northwest teacher local.

Believe that it is the responsibility of the College and its members to ensure that schools continue to have professional, qualified competent teachers. The College and its members must also ensure that continuing education is relevant and meets the needs of educators in the 21st century. It is in the public interest that the Council ensures that complaints received are investigated while continuing to monitor professional and ethical standards.

### Optional biography

I feel privileged to teach kindergarten and honoured to be one of Ontario's educators entrusted to do a job that is continually evolving in its complexity. Teaching requires agility, insightfulness, expertise and compassion. Being a teacher in Ontario today requires commitment, fortitude and the ability to empathize. It is essential that, if classroom teachers are to be evaluated on their competence, they are heard by individuals who understand the job's diversity — people who have walked in their shoes.

Growing up in the north gave me a passion for lifelong learning. Teaching in a variety of schools at all grade levels has allowed me to become involved in many exciting and innovative initiatives. I have facilitated workshops at summer academy and Ministry/ETFO-sponsored assessment series, led math and literacy workshops, and participated in action research with the TLLP. This is the reality of teaching in Ontario today; our jobs require more of us than ever.

Teaching in Australia and New Zealand allowed me to witness the advantages of teacher leadership in PD. We have embraced professional, relevant, teacher-initiated learning, resulting in acknowledgement of our teachers as first-rate educators as indicated by our provincial math and literacy rankings internationally.

Teaching as an adjunct instructor at Queen's University in the Aboriginal teacher education program allows me to learn from our newest teachers, to listen to their dreams and aspirations, and hopefully to help them on their journey to become all they hope to be.

### Required statement

1. Ruth Mackie attests that she meets all the requirements to run for the Northwest Region full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Ruth Mackie does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

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NORTHWEST REGION FULL-TIME *CONTINUED*

## Chris Moorley, OCT

**Registration:** 167737

**cmoorley@gmail.com**

**Certified to teach in Ontario:** 1984

**Current employment:** Special Education teacher

**Employer:** Kenora Catholic DSB

### Professional qualifications

Degree	Date	Institution
BA	1978	Trent University
Manitoba Teacher Training	1982	University of Manitoba

### Eligible nominators (Registration)

1. Sharla Tkachuk, OCT (284176)
2. Lori Bazelo, OCT (276208)
3. Roger Long, OCT (179682)
4. Leanne Chisholm, OCT (464252)
5. Susan Bonkowski, OCT (287122)
6. Janice Sparkman, OCT (196622)
7. Anissa Fraser, OCT (493546)
8. Penny Parmeter, OCT (468768)
9. Aimee Favreau, OCT (479050)
10. Dallis Novelli, OCT (419968)
11. Andrea Batters, OCT (489636)
12. Estelle Cantera, OCT (172901)
13. Dean Demers, OCT (197876)

### Required biography

In 25th year of teaching with the Kenora Catholic DSB. Experience is in the elementary school system, having taught primary and junior grades. Presently teaching Special Education at Pope John Paul II School.

Has been involved locally with OECTA for most of teaching career. Served as vice-president (elementary) for the local unit. Has been an active participant in many committees, including PD, liaison, local bargaining, and served as the local unit's staff representative. Provincially was a member of the Catholic education committee.

The College is the self-regulating professional body for Ontario's teachers and is responsible to Ontario's citizens. The College exists to regulate and develop a teaching profession that the public is confident puts the safety and academic success of students first.

Duties of the College include:

- investigating complaints against teachers
- accrediting teacher education programs
- providing continuous education to its members.

Understands that a Council member's role is to serve on committees with professionalism and to make decisions based on one's experience, knowledge and common sense to address College business. Experience working with First Nations stu-

dents is an asset that will be beneficial when discussing business that relates to improving excellence in teaching.

### Optional biography

I am in my 25th year with experience teaching primary, junior and Special Education students. I am a passionate Special Education teacher. It is important to meet my students' needs and stay updated on changes in education. To bring best practices to children, one must continue with PD, AQ courses, workshops, PLCs and mentoring as reflected in my involvement.

- 2008–10 Teacher Learning and Leadership Project on Junior Kindergarten readiness
- chaired the Special Education in-school diagnostic and prescriptive team at Pope John Paul II School
- new teacher mentor program
- safe schools committee
- school improvement plan
- delivered PD on autism, behaviour strategies, assistive learning technology, fetal alcohol syndrome, differentiated instruction and bullying prevention
- PD committee member, 2010–present
- Catholic education provincial committee member, 2009
- OECTA vice-president elementary, 2009–11 and school representative for several years
- OECTA leadership training program

I continue to develop personally and professionally. I have active community involvement as a library board member, which enables me to build strong community/school ties. It is important to be aware of teachers' professional needs and to understand the public's concerns.

I bring to this candidacy a background of teaching and federation experience. I respect the rights and dignity of teachers and remain committed to the best interests of students and the public. I believe it is essential to ensure that all students reach their potential through effective instructional methods while serving and protecting the public interest.

### Required statement

1. Chris Moorley attests that she meets all the requirements to run for the Northwest Region full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Chris Moorley does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

## NORTHWEST REGION PART-TIME/FULL-TIME



## Darlene Mead, OCT

**Registration:** 148030

**darlenemead@sympatico.ca**

**Certified to teach in Ontario:** 1972

**Current employment:** Release teacher of the arts

**Employer:** Algoma DSB

### Professional qualifications

Degree	Date	Institution
BA	1971	University of Toronto
Professional education program	1972	Toronto Teachers' College

### Eligible nominators (Registration)

1. Donald Laity, OCT (146569)
2. Richard W. White, OCT (223599)
3. Geraldine Fernandes, OCT (286027)
4. Diane Pietrzakowski, OCT (264836)
5. Ann Ciaschini, OCT (178368)
6. Peter Mead, OCT (130860)
7. Tawny Huff, OCT (192841)
8. Nancy Pinelli, OCT (425260)
9. Cathy Hussey, OCT (171665)
10. Christine Hutton, OCT (468136)
11. Lee-Ann Matteau, OCT (203418)
12. Davey Taylor, OCT (515568)
13. John Butcher, OCT (465323)
14. Aime Backer, OCT (109414)

### Required biography

Has an extensive teaching background, having taught in the primary, junior and intermediate divisions with the Metropolitan Toronto Separate School Board from 1972 to 1975 and the Algoma DSB from 1975 to the present. During career has been a classroom teacher, Core French teacher, Special Education resource teacher and teacher-librarian in both English and French Immersion schools and is presently a release teacher of the arts.

Has been actively involved in the ETFO since its inception and is a strong advocate for teachers. Locally, has served on the Algoma ETFO executive and as chair of the political action committee, newsletter editor, ETFO representative on the joint health and safety committee and member of the collective bargaining committee. Was a member of the ETFO provincial collective bargaining committee from 2006 to 2010.

The Council is obliged to carry out the objects of the College as set out in the *Ontario College of Teachers Act*. Council members work collaboratively to ensure that these objects are closely adhered to, that the College operates within its mandate and budget, that certified members are teaching in Ontario's schools and that the teaching profession is accountable to its members and the public.

### Optional biography

With over 30 years experience encompassing many aspects of the teaching profession, including classroom, Core French, library, Special Education and release, I am very aware of the challenges facing our profession today and the importance of taking an active role in our own governance through participation in the College.

As an active federation leader since the inception of the ETFO, I am always attuned to the professional concerns of teachers. Throughout my career I have made academic and federation presentations at board, local and provincial events, including a presentation to a consultation of the College. With a strong background of federation training in legal issues, public relations, communication and political action, I look forward to the opportunity to continue to represent you on the sixth College Council.

I was elected to College Council in 2009, and I seek your support for re-election. As a member of the fifth College Council I participated in two accreditation panels, and I am currently serving as acting Chair of the Discipline Committee, Vice-Chair of the Finance Committee, member of the Editorial Board and member of the Executive committee.

I bring to this candidacy a background of teaching and federation experience that makes me cognizant of the rights of teachers while remaining committed to serving the best interests of our students and the public. I seek your support for re-election to the Northwest Region part-time/full-time position on College Council.

### Required statement

1. Darlene Mead attests that she meets all the requirements to run for the Northwest Region part-time/full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Darlene Mead does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

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NORTHWEST REGION PART-TIME/FULL-TIME *CONTINUED*

## Louis Sloan, OCT

**Registration:** 258709

**lsloan@tbaytel.net**

**Certified to teach in Ontario:** 1986

**Current employment:** Teacher

**Employer:** Thunder Bay Catholic DSB

### Professional qualifications

Degree	Date	Institution
BA	1986	Lakehead University
BEd	1986	Lakehead University
MRE	1996	Saint Paul University, Ottawa

### Eligible nominators (Registration)

1. Leslie Prpic, OCT (263253)
2. Frank Lacaria, OCT (420347)
3. Tom Charlton, OCT (449319)
4. Agostino Scimeca, OCT (492744)
5. Melissa Vincent, OCT (501842)
6. Ryan McKeown, OCT (457892)
7. Timothy P. Slongo, OCT (449698)
8. Mary Deluca, OCT (516559)
9. Cathy Cho-Chu, OCT (202560)
10. Diana Perrier, OCT (455930)
11. Kristen Grillo, OCT (261980)
12. Anita Treesh, OCT (253329)
13. Grace Baxter, OCT (445976)
14. Eleanor Houghton, OCT (256178)
15. Jason Cupp, OCT (475180)

### Required biography

Has a broad variety of educational experiences over 25-year career. He has taught in English public, French Catholic and English Catholic boards. Career began in remote northern communities and includes two years in one of Ontario's last public one-room schools, in Allanwater Bridge. Also taught JK/Paternelle for four years. Planned a diversified career and has experience teaching in almost all primary, junior and intermediate grades, in regular, rotary, itinerant, French and immersion settings. Has also worked as a vice-principal and lectures in the university setting.

Association involvement includes AEFO collective bargaining spokesperson and grievance officer. OECTA committee experience includes political action, political advisory, negotiation, PD and staff rep.

Believes the duty of the College is achieved by recognizing that students in the classroom are the principal focus of the whole education enterprise. Believes that the education bureaucracy exists to facilitate teachers in providing the best for students. Believes that vital determinants of student success are parental endorsement and community support of teachers in their work. The effective maintenance and nurturing of the pub-

lic's confidence in the teaching profession is the College's duty and contribution to student success.

### Optional biography

I have experience in policy, governance and administration in the capacity of board member, president and past president of the Thunder Bay Children's Aid Society. Since 2004 I have worked as a contract lecturer in the Faculty of Education at Lakehead University and in 2009/10 taught full-time at the university. I have taught 15 different courses and served in the professional year faculty adviser role associated with student teaching in the final year. I have served my profession as an associate teacher mentoring many student teachers. I have participated in curriculum and committee work at school, board and regional levels that complement my professional knowledge and experience.

My experience and qualifications most supportive of my candidacy for the College Council include extensive and varied experience in teaching a variety of assignments in the publicly funded school setting, along with curriculum development, administrative and federation involvements, community board governance, policy and administration, and university experience in teacher training.

### Required statement

1. Louis Sloan attests that he meets all the requirements to run for the Northwest Region part-time/full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Louis Sloan does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

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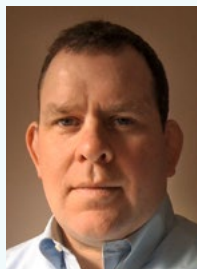
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## SOUTHCENTRAL REGION FULL-TIME



## Mark Chesser, OCT

**Registration:** 429377

**chesser502@gmail.com**

**Certified to teach in Ontario:** 1999

**Current employment:** Full-time teacher

**Employer:** Halton Catholic DSB

### Professional qualifications

Degree	Date	Institution
BA	1994	McMaster University
BEd	1999	University of New Brunswick

### Eligible nominators (Registration)

1. Fanny Garcia, OCT (269169)
2. Patricia Robinson, OCT (182310)
3. Jeff Shirton, OCT (400532)
4. Nicholas Piccoli, OCT (437196)
5. Marilyn Glowacki, OCT (272057)
6. Robert Munro, OCT (280557)
7. Amy Babic, OCT (459578)
8. Irene Niksic, OCT (184352)
9. Christopher W. Coombes, OCT (568371)
10. Penny Gatza, OCT (272077)
11. Edyta Iwanowska, OCT (284917)
12. Corinne Bracco, OCT (176740)

### Required biography

Has been a full-time teacher for 11 years, four in Peel and seven in Oakville. Since 2006 has taught in an adult learning centre and feels it's a privilege to teach and help adults and youths every day.

In spare time helps wife raise three children, continues to get in shape for coaching and playing sports, and enjoys writing and blogging for work, sports and professional learning opportunities. Finds that each of these interests helps career on various levels. Wife and father are also teachers, as were two uncles and grandfather; brings their wisdom daily to his students.

Council members have a duty to do no harm, similar to doctors' oaths, when they begin their careers. Understands that members must have integrity and be willing to make hard decisions. This is vitally important with many Ontarians becoming disillusioned with public office holders.

Another duty is to openly communicate with stakeholders as there's no sense trying to get elected and then closing doors of communication. Such communication with fellow teachers and the public requires a strong emphasis on open and fair dialogue. Final duty is attempting to ensure that the teaching profession continues to be the bright light for all stakeholders.

### Optional biography

I have a multi-pronged approach to helping people in my life. As I am a classroom teacher, I believe I help people in a direct way every day. I have hosted lunch-and-learn classes at my school

for teachers and students to come and learn about using mobile technology. After a while it was apparent that another approach was needed, so I began to use a blog to share learning, websites and applications that my fellow teachers could access at their leisure. I teach at an alternative school in Oakville, and as such I took the opportunity to educate my fellow teachers about my school during embedded professional development days in 2008 and 2009.

My professional goals are also many-pronged in approach. I would like to think of myself as following one of the best role models ever: my dad. He retired in 1996 after starting in 1962. I saw him live the life of a teacher; he learned something every day and shared that knowledge with those who asked. Secondly, I believe a goal in any teacher's life is to be a lifelong learner. To keep learning basic knowledge and to keep learning about one's own profession are important. Finally, my most profound goal is to serve my students and make sure as many as possible see me as a model of lifelong learning and do the same.

### Required statement

1. Mark Chesser attests that he meets all the requirements to run for the Southcentral Region full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Mark Chesser does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).



## Allyn Janicki, OCT

**Registration:** 428162

**allynjanicki@gmail.com**

**Certified to teach in Ontario:** 1999

**Current employment:** Secondary teacher

**Employer:** Simcoe Muskoka Catholic DSB

### Professional qualifications

Degree	Date	Institution
BFA	1996	York University
BEd	1999	York University
MEd	2011	Nipissing University

### Eligible nominators (Registration)

1. Graeme Montgomery, OCT (192732)
2. Donald Robertson, OCT (487979)
3. Sandra Idone, OCT (450959)
4. Nadia Bruni, OCT (426864)
5. Tina Cercione, OCT (441940)
6. Jennifer Pino-Martone, OCT (418019)
7. Erin Fraser, OCT (296956)
8. Michael Corradetti, OCT (421924)
9. Michael Timpano, OCT (214138)

**SOUTHCENTRAL REGION FULL-TIME CONTINUED**

10. Colleen McKinney, OCT (443803)
11. Teresa Timpano, OCT (278080)
12. Monica Urquhart, OCT (428933)
13. Phyllis Alberts-Meijers, OCT (263296)
14. Marian Filo-Carroll, OCT (185072)

**Required biography**

1999–2002: visual arts teacher at Father Bressani Catholic HS in Woodbridge, York Region Catholic DSB

February — June, 2002: English and history teacher at St. Thomas Aquinas Catholic SS in Tottenham, Simcoe Muskoka Catholic DSB (SMCDSB)

2002–present: visual arts teacher and teacher-librarian at St. Joan of Arc Catholic HS in Barrie, SMCDSB

2004–09 and 2011–12: OECTA staff representative

2007–08: OECTA provincial communications committee member

2007: OECTA's Teachers as Leaders conference

2008: SMCDSB/OECTA bullying workshop

2009–11 and 2011–12: OECTA leadership training program

2010–11 and 2011–12: OECTA's SMCDSB secondary executive councillor

Students in the province of Ontario on average spend more time in educational institutions than they do anywhere else. As such, education and schooling is a very powerful force in the lives of the youngest and most fragile members of society. These institutions for the most part are publicly funded with the privilege of self-regulation. The Ontario College of Teachers has a moral and ethical obligation to protect the public investment in education and the students it serves.

**Optional biography**

I was certified to teach in the province of Ontario in 1999 and have been employed as a full-time secondary school teacher with both the York Region Catholic and Simcoe Muskoka Catholic DSBs.

I aspire to gain professional experience in other facets of public education in Ontario, ideally becoming a member of a dynamic team working toward maintaining and improving educational experiences and opportunities for students in this province.

As educators, I believe, we answer a call to serve. For the students in our classrooms and the parents and colleagues in our communities, the notion of service and servant leadership is heavily embedded in the education forum. Throughout my career I have been dedicated to this notion both locally and provincially. This dedication is evident both in my daily practice and through my service to OECTA. I have also had the recent privilege of serving as a College Council member since March 2011.

Throughout my career I have dedicated myself to remaining current by engaging in education discourse and completing my MEd in curriculum and leadership through Nipissing University. I believe these speak to a passion for education, a commitment to lifelong learning and a profound concern for the students trusted in my care.

I look forward to participating in this election and the potential opportunity to continue to serve and protect the public interest in education in the province of Ontario.

**Required statement**

1. Allyn Janicki attests that she meets all the requirements to run for the Southcentral Region full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Allyn Janicki does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

**Mark Kissel, OCT**

**Registration:** 453835

**mark@mrkissel.ca**

**Certified to teach in Ontario:** 2002

**Current employment:** Secondary school teacher

**Employer:** Toronto DSB

**Professional qualifications**

Degree	Date	Institution
BMus, Hon	1999	University of Western Ontario
BEd	2002	OISE/UT
MEd	2009	Brock University

**Eligible nominators (Registration)**

1. Sarah Attwell, OCT (429924)
2. Gillian Elango, OCT (434030)
3. Doug Hall, OCT (204448)
4. Karl Kyriacou, OCT (452345)
5. Kevin Lau, OCT (482292)
6. Natasha Lau, OCT (482256)
7. Jeff Middel, OCT (450557)
8. Emily Moher, OCT (284033)
9. Stephen Rigby, OCT (167097)
10. Susan Sakamoto, OCT (202689)
11. Allan Thoms, OCT (523595)
12. Michelle Gallant, OCT (455438)
13. Kathryn Peacey, OCT (471248)

**Required biography**

Has taught full-time for 10 years with the Toronto DSB, including:

2007–present Silverthorn CI

- taught music and careers
- head of the arts 2007–10
- conducted music ensembles and musicals, led trips throughout North America
- staff adviser for music council, sound and lighting, activity banquet and curling coach

2005–07 Newtonbrook SS

- taught music
- created numerous extracurricular ensembles, music council and music parents' council

## SOUTHCENTRAL REGION FULL-TIME CONTINUED

■ markbook administrator

2004–05 C.W. Jefferys CI

■ taught music

■ created online resource for students at mrkissel.ca

2002–04 Parkdale CI

■ taught music, ESL and geography

■ conducted the concert band, coached boys' baseball

Upon taking the oath of office, College Council members take the responsibility to work on behalf of those certified to teach in Ontario for the public. This includes upholding the objectives as identified in the *Ontario College of Teachers Act*, the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*. By adhering to these regulations Council members will serve and protect the public interest by ensuring that College members are held to the highest standards in order to teach in Ontario.

### Optional biography

Some professional organizations with which I hold membership and my involvement include:

- Canadian Music Educators' Association, journal contributor
- Canadian Society for the Study of Education, presenter at annual conferences
- Ontario Band Association, secretary, board of directors and member of provincial honour band committee
- Ontario Music Educators' Association, presenter at annual conferences, graduate of leadership program and contributor to journal
- Ontario Registered Music Teachers' Association, holder of the designation, Registered Music Teacher
- Toronto Secondary School Music Teachers' Association, chair of elections and past chair of *Sounds of Toronto* showcase concert committee.

I recently completed teacher profiles and lessons for the new Ontario arts, music curriculum and the Glenn Gould Foundation. Through the Ministry of Education I am trained in differentiated instruction and serve as a teacher/facilitator for the Ontario Education Leadership Centre.

Much of my PD has centred on mentoring. I have been an associate teacher to numerous candidates from three postsecondary institutions. I served as assistant curriculum leader for the arts at Silverthorn CI from 2007–10.

My MEd thesis in education leadership/administration focused on mentoring new teachers and the transition into the teaching profession. My research led to numerous opportunities to publish and present in leading education journals and conferences throughout the world. I am currently pursuing a PhD in education studies.

Outside of teaching I perform with the Oakville Symphony, enjoy reading and many sports. My wife Michelle is a Grade 2/3 teacher and we have two daughters.

Please contact me through mrkissel.ca.

### Required statement

1. Mark Kissel attests that he meets all the requirements to run for the Southcentral Region full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).

2. Mark Kissel does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).



## Steve Kraguljac, OCT

**Registration:** 245395

**skraguljac@sympatico.ca**

**Certified to teach in Ontario:** 1978

**Current employment:** Grade 8 single-gender boys' class teacher

**Employer:** Peel DSB

### Professional qualifications

Degree	Date	Institution
BPE	1977	McMaster University
BEEd	1978	Brock University

### Eligible nominators (Registration)

1. Heather Jessop, OCT (287984)
2. Susan Henriques, OCT (434815)
3. Shannon Miller, OCT (428361)
4. Jason Flower, OCT (442098)
5. Michael Phillips, OCT (449770)
6. Jennifer Tackichand, OCT (530170)
7. Cathy Calvano, OCT (476180)
8. Amandeep Mehta, OCT (475870)
9. Poonam Gupta, OCT (478973)
10. Amritpal Gill, OCT (417903)

### Required biography

- 32nd year of teaching
- one year supply teaching with the Hamilton Board of Education
- five years at Toronto Learning Centre/Vista Academy teaching students with learning disabilities as well as mainstream students
- 16 years at St. Mildred's Lightbourn School, an independent school for girls
- 10th year with the Peel DSB teaching Grade 7 and 8 single-gender boys' classes and previously physical education to students from kindergarten to Grade 8.

It is the role of Council members to ensure that students are taught by qualified and skilled teachers and have a safe learning environment. It is also the Council's responsibility to establish standards of practice and conduct and ensure that they are met. The Council is accountable to the public to investigate complaints against members and apply appropriate disciplinary actions.

### Optional biography

I graduated from McMaster University with a Bachelor of Physical Education and received my Bachelor of Education from Brock University. My AQs include Program Development



**SOUTHCENTRAL REGION FULL-TIME CONTINUED**

and Implementation (PRIN D&I) and Program Supervision and Assessment (PRIN S&A), Special Education, Specialist and Computers in the Classroom, Specialist.

Over 16 years at St. Mildred's Lightbourn School, I developed and implemented the OAC physical education program, served as junior school program co-ordinator for one year and was athletic director and head of physical education for six-and-a-half years.

My work in Peel at the school level involves membership on many committees, including serving as school council member, United Way chair, school climate chair, school success member, Grade 8 graduation member and member of the official school opening team. In addition I provided the opportunity for our students to participate in the At My Best and Callaway Golf school programs. I have taught physical education to students from kindergarten to Grade 8. The past two years I have taught single-gender Grade 7 and 8 boys' classes.

My board-level involvement includes serving on the daily physical activity implementation committee and Kids Can organizing committee, co-chairing the elementary teachers physical and health education association and participating in the Ministry's physical education and health exemplar process.

I have coached many interscholastic teams, including track and field, soccer, basketball and hockey. My community involvement includes coaching soccer and hockey at both the "A" and house league levels in Mississauga.

**Required statement**

1. Steve Kraguljac attests that he meets all the requirements to run for the Southcentral Region full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Steve Kraguljac does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

**Kellea Martin, OCT**

**Registration:** 443848

**kellea.martin@peelsb.com**

**Certified to teach in Ontario:** 2001

**Current employment:** Elementary teacher

**Employer:** Peel DSB

**Professional qualifications**

Degree	Date	Institution
BA	1985	Brock University
Master of Science in Education	2001	Niagara University

**Eligible nominators (Registration)**

1. Mehr-Naz Amidi, OCT (281161)
2. Nancy Meyers, OCT (383623)
3. Maria Malara, OCT (445800)
4. Karen Johnston, OCT (274691)
5. Elaine Horne, OCT (258108)
6. Karen Chan, OCT (437991)
7. Lisa Buccioni, OCT (275982)
8. Jennifer Pucci-Santos, OCT (476370)
9. Jill Buchanan, OCT (482951)
10. Jennifer Even, OCT (485260)
11. Marcus Teixeira, OCT (502119)
12. Nidhi Bhiede, OCT (492065)

**Required biography**

Has taught for the Peel DSB for over 10 years. Uses Computers in the Classroom, Specialist AQ to help students be as tech savvy as possible. Has taught the English component of the French Immersion curriculum to students in Grades 2 to 4. Has taught a combined Grade 3/4 class. This year teaches a combined Grade 2/3 in English only. Current school has a dual track French Immersion program and is a designated Pathways school with many at-risk students due to low socioeconomics and school readiness.

Has been a union steward for eight years. Has served on the CBU for previous as well as upcoming contract negotiations.

Understands that the duty of the College and Council is to regulate teaching in the public interest. The College certifies all of Ontario's elementary and secondary teachers. The College establishes ethical and practical standards for teachers to help guide and reflect effective teaching practices. Ongoing professional learning is essential to the teaching and learning process. The new standards describe a culture of care, support and meaningful instruction for students, an ethic of professionalism and a shared environment of responsibility with other education partners — all reflecting the desire to create a community of lifelong learners.

**Optional biography**

I have been involved in school choirs, bus patrollers, the Ministry-funded Ontario Focused Intervention Partnership tutoring program and served as a grade-level chair and a tutor for parents in our family math program. I feel it is important to be actively involved with the school and the community to ensure that the needs of the students are being best met. Many students come from varying backgrounds. It is essential for them to see adults who are interested in their learning on a daily basis and to have someone who cares about them.

**Required statement**

1. Kellea Martin attests that she meets all the requirements to run for the Southcentral Region full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Kellea Martin does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

SOUTHCENTRAL REGION FULL-TIME *CONTINUED*

## Kevin Staunton, OCT

**Registration:** 163362

**kevin.staunton@ugdsb.on.ca**

**Certified to teach in Ontario:** 1984

**Current employment:** Head of Special Education

**Employer:** Upper Grand DSB

### Professional qualifications

Degree	Date	Institution
BA	1977	University of Waterloo
BEd	1984	University of Toronto
MEd	2002	University of Toronto

### Eligible nominators (Registration)

1. Catherine Moon, OCT (184813)
2. Karissa Lawrenson, OCT (451861)
3. Michael Gerard Gouthro, OCT (203185)
4. Brad MacNeill, OCT (444114)
5. Adrienne Knighton, OCT (194754)
6. Peter Hoult, OCT (232698)
7. Katherine Lee Gekiere, OCT (431001)
8. Julie Reed, OCT (200710)
9. Sandra Lee Bowland, OCT (447847)
10. Elspeth McCarrol-Cadman, OCT (170629)
11. Kelly-Louise McCullough, OCT (274343)
12. Catherine Kurylo, OCT (183661)
13. Veronica Brandt Moeskops, OCT (189922)

### Required biography

In 28 years of teaching has worked in a wide variety of schools in many subject areas with diverse groups of students including:

- five years with the Toronto DSB, including LTO positions at Brockton HS and Danforth CTI
- 11 years at College Heights SS, a vocational school in Guelph, teaching math, geography, student leadership, physical education and Special Education
- last 12 years teaching math, physical education, Special Education and currently the head of Special Education at Guelph CVI, a composite downtown secondary school.

Has always been an active member of OSSTF, contributing to its positive and proactive approach in support of education, including:

- representing school staff on district benefits, professional development and health and safety committees
- currently school local co-president.

Experience has shown that teachers work diligently to fulfill their professional obligations and serve the public by constantly striving to improve their ability to teach and mentor students. Duty as a College Council member would be to influence policy enforcement and creation so that it reflects the needs of teaching professionals in their efforts to fulfill the duties entrusted to them.

### Optional biography

My goals as an educator have always focused on improving my teaching practice and influencing educational decisions so that my students are as successful as they can be. I continually improve my teaching practice by participating in professional development. One of my most rewarding PD experiences was a research project conducted with colleagues under the Teacher Learning and Leadership Program focusing on the viable application of current education research in secondary schools.

I strive to influence educational decisions through active involvement in OSSTF and through school leadership groups. At my present school I have contributed to educational decisions through our heads committee and through our directions team. Both of these leadership groups endeavour to facilitate school change that promotes student success while reflecting the school's culture and history.

Significant related educational experiences include a teacher exchange in New Zealand teaching Grade 5 in a remote northern community, teaching at the Ontario Educational Leadership Centre, designing and implementing a therapeutic behavioural course and completing a master of education program at OISE/UT. My master's thesis focused on the pernicious influence of advertising in public schools. I remain involved in student extra-curricular activities and have supervised more than 20 student canoe trips. I am also the father of three children with valuable experience gained from dealing with schools and teachers from a parent's perspective.

My diverse experiences provide a firm foundation from which to thoughtfully and substantively contribute to the College Council representing full-time teachers.

### Required statement

1. Kevin Staunton attests that he meets all the requirements to run for the Southcentral Region full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Kevin Staunton does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

SOUTHCENTRAL REGION FULL-TIME *CONTINUED*

## Raymond Stewart, OCT

**Registration:** 472105

**raymond.stewart@peelsb.com**

**Certified to teach in Ontario:** 2003

**Current employment:** Grade 6 language arts/social studies teacher

**Employer:** Peel DSB

### Professional qualifications

Degree	Date	Institution
BA	1993	York University
BEd	2003	York University

### Eligible nominators (Registration)

1. Leon A. Barrett, OCT (255687)
2. Mitzie Francis, OCT (475470)
3. Gail Bannister-Clarke, OCT (503023)
4. Alan E. Forde, OCT (252427)
5. Isaac Burnett, OCT (169442)
6. Laurie Robinson, OCT (456241)
7. Gurmeet Gill, OCT (440610)
8. Kiba Moy, OCT (460680)
9. Matthew Pitter, OCT (449603)
10. Olubunmi H. Omiyale, OCT (460975)
11. Xhevahire Caku, OCT (441685)
12. Tony Borges, OCT (449553)

### Required biography

Teaching career began in 2004 with a Grade 2 LTO assignment before moving on to a full-year Grade 6 LTO with the Toronto DSB. At the conclusion of the 2005 school year, transitioned to the Peel DSB. After completing a number of supply teaching and LTO assignments, managed to secure full-time employment in 2006 as a Grade 8 language-arts and social studies teacher. Currently teaches Grade 6 students.

Two of the most important responsibilities are to ensure that the highest ethical and professional standards are adhered to by all members. In the event an allegation of inappropriate or criminal behaviour is brought against a member, and should the allegation be substantiated after a fair and thorough investigation, the College and Council members have a solemn and moral responsibility to discipline the individual member. This discipline may include employment termination depending on the severity of the offence.

Providing ample opportunities for teachers to pursue and acquire professional learning and development is another major duty of the Ontario College of Teachers.

### Optional biography

Just prior to becoming a teacher, I was employed in the banking industry. While my primary responsibility was to grow the deposit and investment portfolio of the financial institution where I worked, my position slowly evolved into that of an instructor and mentor, especially to new employees. This was a role I thoroughly enjoyed. I enjoyed this role so much that I decided to make a career change and pursue what I considered to be my true call-

ing. Therefore, in 2002 I made the decision to pursue a career in teaching. I have never regretted this decision.

My eventual goal is a leadership role in administration. With this in mind I'm in the process of completing Additional Qualification courses aimed at helping me achieve this goal. I've completed my Guidance and Career Education, Part 1 and am working on Part 2. I have recently completed the Media, Part 1 course as preparation for 21st-century teaching, with the intention of completing the specialist designation by the end of the current school year.

I've been richly rewarded and encouraged by the experience of providing academic support and mentoring for at-risk males via the single-gender pilot project at my school. It's an immensely satisfying feeling to know that one is personally making a difference in the lives of young people who might otherwise fail to recognize their enormous academic potential.

### Required statement

1. Raymond Stewart attests that he meets all the requirements to run for the Southcentral Region full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Raymond Stewart does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

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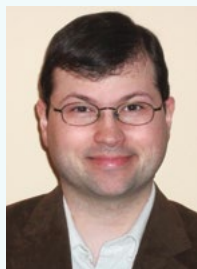
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## SOUTHCENTRAL REGION PART-TIME/FULL-TIME



## Mark Carter, OCT

**Registration:** 465523

**mark@markcarter.info**

**Certified to teach in Ontario:** 2003

**Current employment:** Occasional teacher

**Employer:** DSB of Niagara

### Professional qualifications

Degree	Date	Institution
BA	1995	Brock University
Professional Program in Education	2003	D'Youville College, New York

### Eligible nominators (Registration)

1. Adam Uppal, OCT (600647)
2. Lianne Wyatt, OCT (272498)
3. Shannon Bigford, OCT (499905)
4. Shideh Houshmandi, OCT (576403)
5. Arlie Brown, OCT (147875)
6. David J. Kennedy, OCT (181403)
7. Kimberley Arndt, OCT (523241)
8. Sharon Ethier, OCT (439769)
9. Gary Anderson, OCT (214052)
10. Christine Vaccaro, OCT (167582)

### Required biography

Has been a JK–8 occasional teacher with the DSB of Niagara since 2003.

Is a former chair of ETFO's provincial new members standing committee. A member of the ETFO Niagara Occasional Teachers' Local Executive since 2005; is currently treasurer. Is also the webmaster, extensively involved in collective bargaining, a member of DSBN multi-workplace joint health and safety committee, and a delegate to the Niagara Regional Labour Council. Is an active participant in professional learning opportunities at the local and provincial levels, including ETFO Union School and CLC Winter School (labour law).

Teachers are role models for children. As such, the College must promote professionalism, integrity and honourable conduct by members. The College also maintains the standards of the profession to ensure that all members have the skills required to effectively teach children.

The public interest is also served by fostering respect for teachers and supporting their professional judgment and autonomy in the classroom. While the government and sundry others seek to impose changes on the education system from outside, the College needs to establish that teachers are professionals who should be consulted first and foremost when changes to education are contemplated.

### Optional biography

Mark Carter has been an occasional teacher with the DSB of Niagara for nine years. He is an authentic voice for occasional

teachers who understands the concerns and challenges faced by teachers new to the profession and attempting to establish their careers, as well as the professional challenges and vulnerabilities that affect occasional teachers.

Mark graduated from Brock University in 1995, then spent seven years in the computer industry before returning to school to complete his professional training in education at D'Youville College. An occasional teacher and union activist since 2003, he is a dogged idealist dedicated to improving the professional stature of teachers, ensuring that teachers as workers are always given due process and dealt with fairly, and overall creating a better world for his students.

### Required statement

1. Mark Carter attests that he meets all the requirements to run for the Southcentral Region part-time/full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Mark Carter does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).



## Joshua Czerniga, OCT

**Registration:** 535048

**czernigaj@fc.hwcdsb.ca**

**Certified to teach in Ontario:** 2008

**Current employment:** Long-term occasional teacher

**Employer:** Hamilton-Wentworth Catholic DSB

### Professional qualifications

Degree	Date	Institution
BA	2006	Redeemer University College
MSEd	2008	Medaille College

### Eligible nominators (Registration)

1. Sarah Brown, OCT (432612)
2. M. Erin O'Neill, OCT (524692)
3. Sonia La Civita, OCT (439115)
4. Laura Adamo, OCT (472872)
5. Charisse Langille, OCT (441133)
6. Lauren Beaudoin, OCT (494493)
7. Diana Battilana, OCT (183042)
8. Nick De Koning, OCT (276885)
9. Debbie Medeiros, OCT (471348)
10. Kristine Fisher, OCT (403851)
11. Lisa Marconato, OCT (193548)
12. Brian Harrington, OCT (181074)
13. Mark Finocchio, OCT (459044)
14. Michael Potter, OCT (177276)

SOUTHCENTRAL REGION PART-TIME/FULL-TIME *CONTINUED***Required biography**

Over the years has taught all grades from JK to Grade 8 as both an occasional and a long-term occasional teacher. Most time has been teaching science, physical education and social studies in primary and junior grades. Has also taught Core French. Currently teaching Grade 2.

OECTA Hamilton-Wentworth local unit:

- 2010–11: adviser to unit executive, chair of retirement tea and member of collective bargaining review team
- 2011–12: elected councillor, chair of retirement tea and chair of beginning teacher.

Believes that it is the College's and Council members' duty to ensure that all teachers certified to teach in the province of Ontario have the best qualifications possible to serve the students and families in the school systems in which they work.

**Optional biography**

Not provided.

**Required statement**

1. Joshua Czerniga attests that he meets all the requirements to run for the Southcentral Region part-time/full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Joshua Czerniga does not hold an excluded position that would prevent him from serving on Council and has agreed to resign from the position if elected (in response to question 2 on page 5 of the nomination form).

**Jacqueline Gray, OCT**

**Registration:** 500932

[research@golden.net](mailto:research@golden.net)

**Certified to teach in Ontario:** 2006

**Current employment:** Daily occasional teacher

**Employer:** Upper Grand DSB

**Professional qualifications**

Degree	Date	Institution
BA	1989	University of Guelph
BEd	2006	Brock University

**Eligible nominators (Registration)**

1. Julie Birken, OCT (526078)
2. Ruth Tomlins, OCT (239252)
3. Barb Walkey, OCT (144205)
4. Carol Christie, OCT (148786)
5. Karen Metcalf, OCT (495284)
6. Edward Pritchard, OCT (223845)
7. Marina Howlett, OCT (122533)
8. John Ritchie, OCT (139724)
9. Beatrice Yeung, OCT (254265)

10. David Wettstein, OCT (513450)
11. Robert W. Robson, OCT (559834)
12. Dawn Worton, OCT (561184)
13. Heather C.E. Nazar, OCT (137212)
14. Mary-Kathryn Jones, OCT (529441)
15. Carol Waffler, OCT (514945)

**Required biography**

Has taught with the Upper Grand DSB as both a daily and long-term occasional elementary teacher since 2007. Prior to that was school librarian and computer instructor/site administrator for 10 years with the Waterloo Catholic DSB. While there, served on various committees, including health and safety and those pertaining to various aspects of library programming and automation.

Has served as executive member on the Upper Grand ETFO occasional teachers' local since 2007 and as a certified member of the board-wide joint health and safety committee since 2008.

The Ontario College of Teachers is a self-regulatory body that serves and protects the public interest through many means. It establishes standards of practice and professional conduct of Ontario public school teachers, ensuring that only highly skilled and competent individuals are certified to teach. As such, it may also suspend or revoke teaching certificates upon investigation of complaints of misconduct and/or incompetence. Additionally, the Ontario College of Teachers accredits teacher education programs and courses as well as provides ongoing professional learning opportunities for members. The College also hosts a teacher registry whereby the credentials, qualifications and current status of its members are made available to the public.

**Optional biography**

I came to the world of education after having worked as a law librarian for one of Canada's largest law firms in Toronto. Although I very much enjoyed this position I wanted to work closer to home and therefore took a position as a school librarian with the Waterloo Catholic DSB, where I worked for 10 years. Since obtaining my BEd in 2006, I have worked as a daily occasional teacher for the Upper Grand DSB.

As a big believer in giving back to the community, I always look for opportunities to serve. As an executive member of my local ETFO I have advocated for the safety of my colleagues as a certified member of the board-wide joint health and safety committee. I have volunteered since 2002 in the staff and patient libraries of the Homewood Health Centre, one of Canada's leading addiction and psychiatric facilities. I have enjoyed performing in community theatrical productions throughout the Guelph area since 1978 and have volunteered as a historical interpreter at Westfield Heritage Village in Rockton since 2009.

With a background in legislation and research, and experience in serving others in a number of different capacities, I feel that I could make a positive impact on the College Council.

**Required statement**

1. Jacqueline Gray attests that she meets all the requirements to run for the Southcentral Region part-time/full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).

SOUTHCENTRAL REGION PART-TIME/FULL-TIME *CONTINUED*

2. Jacqueline Gray does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form). ●



## Brent Hamelin, OCT

**Registration:** 172416

**bhamelin@smcdsb.on.ca**

**Certified to teach in Ontario:** 1981

**Current employment:** Daily casual occasional teacher

**Employer:** Simcoe Muskoka Catholic DSB

### Professional qualifications

Degree	Date	Institution
BSc	1980	University of Guelph
BEd	1981	University of Toronto

### Eligible nominators (Registration)

1. Jason Janisse, OCT (206077)
2. Henry Gabriels, OCT (128443)
3. Joanne Cantor, OCT (392656)
4. Paul Robillard, OCT (160690)
5. John Romanow, OCT (147289)
6. Tina-Marie Lockyer, OCT (514906)
7. Peter Tipold, OCT (184261)
8. Tom Dowding, OCT (184195)
9. Perry Cavarzan, OCT (179420)
10. Paul Kubica, OCT (171996)
11. Allyn Janicki, OCT (428162)
12. Teresa Beaumont, OCT (488229)
13. Darren Martel, OCT (183122)
14. Randy Zawacki, OCT (190452)
15. Cliff Krellove, OCT (174125)

### Required biography

- St. Theresa's Catholic HS, Midland: 1981–95, taught all grades of science, chemistry, physics and biology; 1995–2004, taught guidance, careers, co-op and science
- Retired February 2011
- Involved with the OECTA in many capacities locally and provincially since 1984; continues as an executive member of the Simcoe Muskoka occasional teachers' local
- Provincially, has been involved with finance, audit, legislation, program and structures, and council of presidents committees
- 1995–2004, served as a release officer and president of the combined elementary/secondary union and then as the secondary release president when the union split in 2000
- Currently on the OT executive in Simcoe Muskoka serving as secretary/treasurer, a non-release position

Students must have the most qualified, trained and knowledgeable teachers who understand how important they are as role models for their students and communities. The College, through its representatives, Council and staff, monitors and

approves teacher training programs and ensures that opportunities are provided for in-service and improvement to the profession. By continuous communication with the membership and its work with other education partners, the College ensures that the standards of practice are upheld by all teachers. Through these efforts the College and Council members serve and protect the public interest.

### Optional biography

Married to beautiful Yvonne for 31 years; we have two children: Jeffrey, age 30, currently completing his PhD in New York City, and Jodi, 27, who, with her master's degree in social work, works for a Waterloo-based women's shelter. I became a grandfather with the birth of Henry to Jodi and her husband Jamie, a high school teacher in Erin.

I have a strong work ethic and an even stronger belief in the rights of the individual to representation and due process and thus have been a strong advocate for teachers' rights through the collective bargaining and grievance processes.

I have been involved with my union for over 27 years, both locally and provincially, and recently learned I will be receiving an honorary life membership at the OECTA AGM in March 2013.

I have been very involved in my community having volunteered with the YMCA and the Midland Rotary Club and received a Paul Harris fellowship from Rotary. I have been a Meals on Wheels volunteer for the past 10 years.

I was a member of the College Council from 2006 to 2011 and served during some of that time as vice-chair of the Discipline and Finance committees in addition to other duties.

I would bring to the Council a strong understanding of the role of Council in protecting the public interest while trying to ensure appropriate balance regarding the rights of the members in their interactions with the College.

### Required statement

1. Brent Hamelin attests that he meets all the requirements to run for the Southcentral Region part-time/full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Brent Hamelin does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form). ●



SOUTHCENTRAL REGION PART-TIME/FULL-TIME *CONTINUED*

## Jonathan Littman, OCT

**Registration:** 218586

**jlittman.oct@gmail.com**

**Certified to teach in Ontario:** 1994

**Current employment:** Full-time teacher

**Employer:** Toronto DSB

### Professional qualifications

Degree	Date	Institution
BA	1988	York University
MA	1991	University of Pittsburgh

### Eligible nominators (Registration)

1. Karen McGlashan, OCT (452448)
2. Michelle Ross-Card, OCT (278982)
3. John Perlanski, OCT (137643)
4. Sandra Baptista, OCT (281149)
5. Susan Ehrichs, OCT (193037)
6. Jennifer Rice, OCT (271612)
7. Mark Verwey, OCT (581416)
8. Barbara J. Chamberlain, OCT (393553)
9. Terry Rigg, OCT (178515)
10. François Lacasse, OCT (106607)
11. Lynn Brazeau, OCT (174949)
12. Elinor Stefaniuk, OCT (196814)
13. Rob Hildebrandt, OCT (403580)
14. Marnie Shepard, OCT (476386)
15. George Eliopoulos, OCT (468152)

### Required biography

Has been a classroom teacher for 14 years. Assignments have included teaching Grades 1, 2, 2/3, 5, 6 and Special Education, gifted. Also spent two years as an itinerant Special Education language teacher and four years as an occasional teacher doing both daily supply work and long-term assignments.

In recent years has been actively involved in local federation. Has sat on various committees and served as school's steward for the past six years.

The College and its Council members have a duty to serve and protect the public interest. The responsibilities of the College and its Council members include ensuring that Ontario students are taught by certified teachers, accrediting teacher education programs and courses and providing for ongoing professional learning opportunities for members, investigating complaints of misconduct or incompetence made against members, and investigating complaints that members are unfit to practise due to medical or other reasons. The College is accountable to the public for how it carries out its responsibilities.

### Optional biography

Not provided.

### Required statement

1. Jonathan Littman attests that he meets all the requirements to run for the Southcentral Region part-time/full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Jonathan Littman does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).



## Timothy O'Brien, OCT

**Registration:** 249227

**tobrien\_1077@yahoo.com**

**Certified to teach in Ontario:** 1979

**Current employment:** Elementary school teacher

**Employer:** Halton DSB

### Professional qualifications

Degree	Date	Institution
BA	1980	University of Western Ontario
BEd	1980	Lakehead University
Master of Science in Education	1994	Niagara University

### Eligible nominators (Registration)

1. Cindy McCann, OCT (268945)
2. Jennifer Checkley, OCT (431860)
3. Lisa Lavender, OCT (285588)
4. Julie Plumb, OCT (417516)
5. Melissa Prevost, OCT (569960)
6. Colleen Nicholson, OCT (575092)
7. Jaime Gibbons, OCT (494460)
8. Melissa Mallory, OCT (505002)
9. Jenni Seppenwoolde, OCT (623630)
10. Lianna Harpley, OCT (531759)
11. Lacey Cavicchia, OCT (581527)
12. Ryan Houle, OCT (603872)
13. Tom Martin, OCT (242769)
14. Mary Ann Hamilton, OCT (252123)
15. Cheryl Bilinski, OCT (514422)

### Required biography

Graduated in 1980 from Lakehead University with a BEd. First teaching position was in Fort St. James, BC in a Catholic school. Taught a Grade 5 class of students who were mostly First Nations children.

After returning to Ontario, worked for the Dufferin-Peel Catholic DSB teaching Grades 3, 5 and 6. Soon met future wife Catherine, married and settled in Burlington. The Halton DSB was looking for music teachers at the time. Applied for a position and was accepted. It was a great opportunity to not only teach

**SOUTHCENTRAL REGION PART-TIME/FULL-TIME CONTINUED**

music but also to write musical plays, seven of which have been published. Left music for a few years to teach intermediate science with the Canadian Space Agency. As well during this time taught Grades 1, 2, 4 and 7.

In the area of professional development has given workshops in the area of music notation software. For the last year, however, has given most PD sessions around the three-part math lesson, an area of interest. Is presently teaching math and science in conjunction with music.

**Optional biography**

Statement of professional goals

1. I have recently been accepted into the doctoral program at Charles Sturt University. I would like to pursue and finish this doctorate.
2. I have had published seven children's musicals. They can be found as follows:
  - *The Pirate Queen; Doggonit; Sing; The Frog Princess*: [www.lazybeescripts.co.uk](http://www.lazybeescripts.co.uk) → Search for Scripts
  - *The Garden*: [www.bigdogplays.com/playdisplay.asp?playid=32](http://www.bigdogplays.com/playdisplay.asp?playid=32)
  - *The Jungle*: [www.bigdogplays.com/playdisplay.asp?playid=55](http://www.bigdogplays.com/playdisplay.asp?playid=55)
  - *The Smallest Camel*: [www.bigdogplays.com/playdisplay.asp?playid=95](http://www.bigdogplays.com/playdisplay.asp?playid=95)
  - I would now like to write and produce a musical for the secondary level.

3. I also would like to work to bring the Ontario College of Teachers closer to classroom teachers.

Most of my professional development has been around giving workshops for music notation software. I was trained and hired by the Finale Notation Company to give clinics in this area. Presently, most of the workshops I have given have been around the three-part math lesson.

I ran as a candidate in the last provincial election for the riding of Burlington. In the process I canvassed over 4,000 homes personally. One of the main issues the public wanted to speak about was education. I also participated in all-candidates' debates. This experience gave me a very good idea of where the average person stands on most education issues. I am also involved in revising education policy regarding current education issues for the party I ran for.

**Required statement**

- 1 Timothy O'Brien attests that he meets all the requirements to run for the Southcentral Region part-time/full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
- 2 Timothy O'Brien does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

**SOUTHEAST REGION FULL-TIME**

## Evie Basztyk-Benishek, OCT

**Registration:** 477752

**[jbasztyk-benishek@hpedsb.on.ca](mailto:jbasztyk-benishek@hpedsb.on.ca)**

**Certified to teach in Ontario:** 2004

**Current employment:** Full-time regular teacher

**Employer:** Hastings and Prince Edward DSB

**Professional qualifications**

Degree	Date	Institution
BA	2002	McMaster University
BA	2003	McMaster University
BEd	2004	OISE/UT
MEd	2011	Charles Sturt University

**Eligible nominators (Registration)**

1. Tracy Demianchuk, OCT (499131)
2. Karen Earle, OCT (443400)
3. Duane Lambert, OCT (214264)
4. Joanne Fisher, OCT (473343)
5. Aaron Gray, OCT (538164)
6. Aaron Thirtle, OCT (494737)
7. Sue Fahey, OCT (177918)
8. Jane Thompson, OCT (469016)
9. Kelly Vivian-Hyde, OCT (182012)
10. James West, OCT (436871)
11. David Corbett, OCT (253410)
12. John Harpell, OCT (418224)
13. Jim Doyle, OCT (438337)

**Required biography**

In eighth year teaching secondary school with Hastings and Prince Edward DSB. Has taught English, history, classics, social sciences, family studies, humanities, career education and Special Education. Has served as social sciences/languages/Native studies department head.

**SOUTHEAST REGION FULL-TIME CONTINUED**

Before that taught Grades 9–12 English for Acheron College, which is operated by Correctional Services Canada. While there developed reading and writing assessment tools and curriculum materials.

Currently in second year as school's OSSTF status of women representative. Attended 2010 Status of Women conference as district representative. OSSTF work focuses on equality in education and social awareness.

Attended OPC's 2010 Leadership in Motion conference with support from Charles Sturt University as a representative from the OPC/CSU master's degree program. Leadership studies focus on developing positive relationships with educators and encouraging collaboration to improve student success.

The College governs and regulates the teaching profession. Members are expected to adhere to standards of practice and ethical codes. The standards of practice, accreditation procedures and disciplinary guidelines are some of the avenues the College employs to serve and protect the public interest. Council members are expected to follow a code of ethics and serve on any of the 15 committees that regulate the profession in the public interest.

**Optional biography**

I completed an internship in history curriculum development with the Hamilton-Wentworth DSB and completed my practicums in history and English in the Peel DSB, where I grew up and attended school. I am qualified to teach at the junior, intermediate and senior levels, and I have an Honour Specialist, Contemporary Studies and a Guidance and Career Education, Specialist AQ. I have completed my MEd and Principal's Qualification Program, Part 1 and Part 2. I have been involved in more than 10 committees and PLCs and several extracurricular activities. I am constantly seeking to improve my practice through action research and collaboration, and I hope to start my PhD in February, where I will focus on the effects of education policy.

I believe I am an excellent candidate for a position on the College Council as my service in the role would fulfill my personal and professional goals. I wish to see improvement in the public perception of teachers and the teaching profession. Professionally, experience on the Council would be invaluable to me as I continue my own education in research and policy. I intend to work with the Council focusing on two aspects: transparency and promotion. I would like to work with Council members to help improve the transparency of teaching and College practices while promoting the very important work that College members do every day through positive public relations.

**Required statement**

1. Evie Baszyk-Benishek attests that she meets all the requirements to run for the Southeast Region full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Evie Baszyk-Benishek does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

**Ahmed Bouragba, OCT**

**Registration:** 473065

**ahmbouragba@hotmail.com**

**Certified to teach in Ontario:** 2004

**Current employment:** Full-time elementary French Immersion teacher

**Employer:** Ottawa-Carleton DSB

**Professional qualifications**

Degree	Date	Institution
Diplom	1995	Moscow State University of Civil Engineering
BEd	2004	Université d'Ottawa

**Eligible nominators (Registration)**

1. Chris Hammell, OCT (276691)
2. Tanya Roberts, OCT (202504)
3. Rob Multari, OCT (405094)
4. Jennifer Demontigny, OCT (200988)
5. Dan Fortin, OCT (479607)
6. Eric MacDonald, OCT (519501)
7. Sara Chivot, OCT (453279)
8. Julie Lafleur, OCT (180910)
9. Raymond Thérien, OCT (166182)
10. Andrew Nicholls, OCT (422895)
11. Kathleen Barrett, OCT (597533)
12. Erin Brunet, OCT (535731)
13. Peggy MacLeod, OCT (278686)
14. Sandy Caldwell, OCT (153780)

**Required biography**

A multilingual teacher who has been teaching for five years in the Ottawa-Carleton DSB, primarily Grade 4 French Immersion. Has taught all French-based subjects in three divisions: primary, junior and intermediate. Taught in the Durham DSB from 2005 to 2007, Grade 7/8 French Immersion split classes. In 2004 taught math at the Heritage Academy of Learning Excellence private school, supporting students with special needs.

Has served as school federation steward and acting steward since 2008. Made exceptional contributions and services to teachers through mentorship. Made Ottawa-Carleton ETFO members aware of ETFO services and programs, provided a workplace contact for information about ETFO, supported teachers and facilitated and protected contractual provisions in the collective agreement.

The duty of the College is to regulate the practice of the teaching profession and to govern its members in accordance with the *Ontario College of Teachers Act*. Other duties include to develop, establish and maintain standards of qualification for persons to be issued certificates of registration and promote and enhance relations between the College and its members based on the best public (students, teachers, parents) interest.



**SOUTHEAST REGION FULL-TIME** *CONTINUED***Optional biography**

Not provided.

**Required statement**

1. Ahmed Bouragba attests that he meets all the requirements to run for the Southeast Region full-time position and to serve on Council and that all information provided is correct and he

- agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Ahmed Bouragba does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

**SOUTHEAST REGION PART-TIME/FULL-TIME****Gale Dores, OCT**

**Registration:** 285271

**gale.dores@hotmail.com**

**Certified to teach in Ontario:** 1994

**Current employment:** Full-time teacher

**Employer:** Upper Canada DSB

**Professional qualifications**

Degree	Date	Institution
BSc	1979	Queen's University
BEd	1994	University of Ottawa

**Eligible nominators (Registration)**

1. Delbert Jones, OCT (474262)
2. Shawn Roach, OCT (481336)
3. Merike Reiman, OCT (192369)
4. Belinda Choi, OCT (211133)
5. Jeffrey D. Ballantyne, OCT (278378)
6. Pamela Linklater, OCT (509858)
7. Elpis Law, OCT (479717)
8. Jennifer Palmer, OCT (169693)
9. Robert Cageorge, OCT (421455)
10. Julie Duchesne, OCT (432989)
11. Ken Macleod, OCT (598762)
12. Kerri Bergeron, OCT (609610)
13. Connie Boros, OCT (260114)

**Required biography**

1994–2003: taught tourism geography, Algonquin College  
 1994–present: teacher in Upper Canada DSB, Grade 8 one year; mathematics, science, geography in secondary and adult/alternative schools

District OSSTF involvement since 2001: workplace steward and vice-steward, education service chair, Upper Canada DSB mentoring, professional development and program advisory committees, communications/political action chair, status of women/human rights chair and district vice-president

The principal duty of the College is to ensure that Ontario's students receive the best teaching possible and that classrooms are safe, moral and ethical places of learning. The Accreditation Committee accredits new and existing faculty of education programs to ensure they meet all statutory requirements so

they are of the highest calibre. The Standards of Practice and Education Committee creates guidelines for all Additional Qualification courses that allow for teachers' professional growth. The Investigation, Fitness to Practise and Discipline committees make certain that the small minority of teachers who face disciplinary procedures do so in a system that is fair, transparent and in students' best interests.

**Optional biography**

Following my pre-service education, I began teaching at Algonquin College and then moved closer to home to teach for the Upper Canada DSB. I have taught at both the secondary and elementary levels and now teach in an adult and alternative setting where giving students another chance is our mandate.

Curriculum development and course writing have become my passion. At present, as a program leader, I am working on differentiated instruction math modules for independent learners.

I am an active member of OSSTF both locally and provincially. Presenting OSSTF's anti-bullying, mentoring and students-at-risk workshops, a personal highlight, allows me to connect with educators across the province.

As a member of the fifth College Council, I am a member of the Accreditation Committee and vice-chair of the Standards of Practice and Education Committee. I have participated in accreditation panel reviews and provided input for the development of a variety of Additional Qualification course guidelines. As a teacher in adult/alternative education, I ensure that the voices and concerns of non-traditional system teachers are heard at the Council table.

Major issues for the sixth College Council will be enhancing public confidence in the profession, maintaining an open and trusting relationship, ensuring that teachers have access to meaningful academic training and upgrading and that the tiny minority of teachers who face disciplinary procedures do so in a system that is fair, transparent and in the best interests of students.

**Required statement**

1. Gale Dores attests that she meets all the requirements to run for the Southeast Region part-time/full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Gale Dores does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

## SOUTHEAST REGION PART-TIME/FULL-TIME CONTINUED



## Alex Walder, OCT

**Registration:** 115623

[walder\\_alex@hotmail.com](mailto:walder_alex@hotmail.com)

**Certified to teach in Ontario:** 1968

**Current employment:** Occasional teacher

**Employer:** Renfrew County DSB

### Professional qualifications

Degree	Date	Institution
BA	1975	University of Toronto
BEd	1978	University of Toronto
MEd	1978	University of Toronto
BEd	1988	York University

### Eligible nominators (Registration)

1. Simon Chappell, OCT (465291)
2. John McDade, OCT (265050)
3. Helen Prezelj-Fritz, OCT (388419)
4. Deanna Visutski, OCT (515016)
5. Patricia Stott, OCT (449324)
6. Sharleen Lavalley, OCT (535538)
7. Christine Wojick, OCT (215992)
8. Ellen Robison, OCT (418710)
9. Jonathan Pratt, OCT (558965)
10. Ben van Wesenbeeck, OCT (475611)
11. Andrea Cybulski, OCT (596302)
12. Stephanie Park, OCT (558984)
13. Brian Abdallah, OCT (497074)
14. Jeannie Mastine, OCT (103963)
15. Erin Boyle, OCT (514239)

### Required biography

Occasional teacher with the Renfrew County DSB. Previous teaching experience includes:

- primary/junior, Maple Leaf PS, North York Board of Education (NYBE)
- intermediate mathematics, science and core, Northmount Junior HS, Jane Junior HS, Bayview Junior HS, Lawrence Heights MS, NYBE
- senior mathematics, Nelson A. Boylen CI, Toronto DSB
- convenor of mathematics and sciences and Grade 8 core team leader, Lawrence Heights MS
- department chair mathematics, Bayview Junior HS and Lawrence Heights Junior HS
- department head, mathematics and sciences, Nelson A. Boylen CI
- principal, Maple Leaf International College, Bais Chomesh HS and Canada International College, all Ministry-inspected secondary schools.

Teacher education:

- pre-service: adjunct professor, York University; associate teacher, OISE/UT; and co-op practicum supervisor, University of Waterloo
- in-service: conferences presenter, seminars and workshops leader.

Federation:

- NYETFO staff representative, 1981–86
- NYETFO District executive member, 1986–90
- OSSTF branch president, 1993–97.

Understands Council's role as providing oversight and policy direction to the Registrar. Understands the duties and objectives of the College and Council are as set out in the *Ontario College of Teachers Act*, and that in carrying out its objectives, the College has a duty to serve and protect the public interest.

### Optional biography

To this candidacy I bring many years of experiences as a class-room teacher, middle school convener, junior high math department chair, secondary school math and sciences head, teacher, principal and most recently an occasional teacher. I have worked in the public and private sectors in the primary, junior, intermediate and secondary divisions. I have also worked in teacher training at OISE/UT, the University of Waterloo and York University.

For many years I served as school staffs' federation representative and branch president and for four years as an executive member of ETFO's North York district.

Since 2009 I've been employed by the Renfrew County DSB as an occasional teacher. I returned to my passion, to work with students.

I entered the teaching profession to help children to be the best that they could be, to teach students to communicate, to read and to develop an understanding for mathematics. I feel blessed to be able to pursue my vocation and commit to continue. Of the many roles, my favourite was always the one in which I was engaged. But definite highlights were the years I spent as an adjunct professor at York University helping teacher candidates become the best that they should be and the years I spent with the federation helping teachers to be the best that they could be. I seek to be a College Council member to help our system be the best that it should be!

### Required statement

1. Alex Walder attests that he meets all the requirements to run for the Southeast Region part-time/full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Alex Walder does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

## SOUTHWEST REGION FULL-TIME



## Darlene Charrette, OCT

**Registration:** 179333

**dcharrette@office.ldcsb.on.ca**

**Certified to teach in Ontario:** 1982

**Current employment:** Grade 3/4 teacher

**Employer:** London District Catholic SB

### Professional qualifications

Degree	Date	Institution
BMA	1981	University of Western Ontario
BEd	1982	University of Western Ontario
MEd	2008	University of Western Ontario

### Eligible nominators (Registration)

1. Kelly Smith, OCT (451450)
2. Anne Bouchard, OCT (162332)
3. Tara Reid, OCT (471747)
4. Lily Geraci, OCT (448606)
5. Heather Juhasz, OCT (101790)
6. Joanne Schleen, OCT (433418)
7. Karen Green, OCT (286275)
8. Cheryl Cremers, OCT (191895)
9. Colleen Reid, OCT (181489)
10. Ellen Brennan, OCT (171145)
11. Christine Campbell, OCT (201439)
12. Heather Murphy, OCT (432028)
13. Tracie Bertoia, OCT (464337)
14. Kristina Rozeluk, OCT (460263)

### Required biography

Has been teaching for 22 years. Began career with the Wentworth Public Board teaching Grade 6, intermediate science and primary music. Most teaching experience has been with the London District Catholic SB as a classroom teacher in the primary division. Recently moved back into the junior division. Has Reading, Specialist qualification. Experience also includes being an associate for pre-service teachers and presenting at numerous workshops, both locally and at the OAME conference. Is also an instructor for online AQ courses through Queen's University. Member of the London District OECTA unit since 1991.

The members of the College Council maintain a high standard and uphold the public interest. It is the Council's task to carry out the objects as defined in the *Ontario College of Teachers Act*. These include establishing standards of practice, monitoring teacher qualifications, accrediting teacher education programs and disciplining members if necessary. The Council also promotes the profession and keeps its members informed. The Council must be diligent in fulfilling its duties and ensure that the schools of Ontario have professional, expert and ethical educators.

### Optional biography

I have been fortunate to have experienced many opportunities throughout my teaching career, including creating and hosting numerous family math and literacy nights, organizing reading

enhancement programs, developing various other special events, presenting many workshops and taking on leadership roles in the schools in which I've worked. I'm a member of the Ontario Association for Mathematics Education. I am proud to have received a Special Friend of Children Award from Investing in Children (2000) and the John Dearnness Award for research on literacy development (2008).

Although I enjoy the various activities and events that make up a school year, my passion is for curriculum and the development of best practices within my classroom. I take pleasure in building capacity in others and always benefit from this as well. Being an associate teacher for pre-service teachers has been rewarding and inspiring for me. I have been teaching online Additional Qualification courses through Queen's University for the past three years. This experience has made me appreciate the size and diversity of our province. Through these shared experiences of new and experienced teachers, it is clear that while many things in education are the same across our province, there is much that differs as well. Seeing the bigger picture has motivated me to run for a position on the College Council. I would welcome the opportunity to work beyond the classroom to support teachers and further the high standards of education in Ontario.

### Required statement

1. Darlene Charrette attests that she meets all the requirements to run for the Southwest Region full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Darlene Charrette does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).



## Amy Hogg, OCT

**Registration:** 495729

**amy.hogg@tvdsb.on.ca**

**Certified to teach in Ontario:** 2005

**Current employment:** Grade 2/3 teacher

**Employer:** Thames Valley DSB

### Professional qualifications

Degree	Date	Institution
BA	2003	McMaster University
Master of Teaching	2005	Griffith University

### Eligible nominators (Registration)

1. Heather Ivins, OCT (170796)
2. Catherine McCorquodale, OCT (399140)
3. Heidi Solway, OCT (446727)
4. Jeff MacPhail, OCT (438974)
5. Jonathan Piddington, OCT (407195)



**SOUTHWEST REGION FULL-TIME CONTINUED**

6. Aaron Clarke, OCT (445554)
7. Miranda Lake Thompson, OCT (204573)
8. Julie Devree, OCT (285088)
9. Carrie Edgar, OCT (523194)
10. Diane Parkes, OCT (508523)
11. Lois Justrabo, OCT (174903)
12. Amanda Stahle, OCT (487186)

**Required biography**

In sixth year of full-time teaching with the Thames Valley DSB. Current assignment is a Grade 2/3 split class. Past experience includes teaching core subjects to Grades 1, 2, 3, 4 and 5 students.

Has been involved in teacher federation activities for several years, acting as the workplace steward.

Understands that the duty of the College and Council members is to regulate the teaching profession and serve and protect the public interest. It is a self-regulating professional body made up of Council members who work collaboratively to ensure that professional standards of teachers are maintained and students in Ontario are receiving the best possible education. The College is responsible for regulating teaching qualifications, accrediting teacher education programs and providers, investigating complaints involving members and taking appropriate disciplinary action. Council members serve on different committees and work together to ensure that established policies set out in the *Ontario College of Teachers Act* are adhered to.

**Optional biography**

At the school level I have been heavily involved in a number of committees, coached girls' basketball and acted as the primary division leader for several years. Other experience includes lead teacher for summer numeracy program for Grade 2 students, lead teacher for professional development sessions for occasional teachers, Thames Valley DSB mentor for new teachers and associate teacher.

My ETFO involvement has given me a lot of experience directly dealing with my fellow teaching colleagues and many of the issues that we all face through our profession. I am confident that I would be a contributing member of the Council and would work hard to bring many of the issues that we face as classroom teachers to the forefront of discussion. I look forward to this new experience as well as to continuing to be committed to serving the best interests of the students in our classrooms.

**Required statement**

1. Amy Hogg attests that she meets all the requirements to run for the Southwest Region full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Amy Hogg does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

**Robert Ryan, OCT**

**Registration:** 432535

**robert\_ryan@gecdsb.on.ca**

**Certified to teach in Ontario:** 2000

**Current employment:** Secondary school teacher

**Employer:** Greater Essex County DSB

**Professional qualifications**

Degree	Date	Institution
Technological Studies	2000	Queen's University
Diploma in Education	2001	Queen's University

**Eligible nominators (Registration)**

1. Heather Perissinotti, OCT (270994)
2. Shannon O'Farrell, OCT (422655)
3. Ashli Cusinato, OCT (440302)
4. Patrick Osborne, OCT (422978)
5. Bryan Yaworsky, OCT (501446)
6. Robert Adlam, OCT (443671)
7. John Sarros, OCT (480831)
8. Carolyn Vogt, OCT (204485)
9. Barbara White, OCT (414168)
10. George Papas, OCT (168200)
11. Jeffery Wilkinson, OCT (432540)
12. Hiba Yacoub, OCT (507552)

**Required biography**

2009 to present: J.L. Forster SS, Skills to Enhance Personal Success (STEPS) program. Teaching language and communication, mathematics, health and fitness, social and life skills, healthy living and personal finance.

2005 to 2009: Vincent Massey SS, STEPS program. Taught health and fitness, social and life skills, healthy living, mathematics and personal finance.

1999 to 2005: Western SS, technology teacher. Taught adapted woodworking and modified painting and decorating.

Member of the board's joint employee assistance program, held several positions with OSSTF, including local, chair of PD and health and safety committees, secretary of teachers' bargaining unit and branch VP.

The College has been entrusted with a tremendous responsibility: protection of the public and its students and regulation of the teaching profession. These responsibilities include but are not limited to regulating the profession, developing and establishing members' qualifications, accrediting professional teacher education programs and the institutions that teach them, establishing and enforcing the professional and ethical standards for members, and issuing, renewing, amending, suspending, cancelling, revoking and /or reinstating certificates. The College also receives and investigates complaints against members and in turn deals with discipline and fitness to practise issues. Finally,

**SOUTHWEST REGION FULL-TIME CONTINUED**

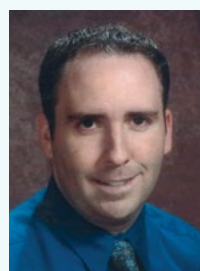
the College must communicate effectively with the public on behalf of its members.

**Optional biography**

Not provided.

**Required statement**

1. Robert Ryan attests that he meets all the requirements to run for the Southwest Region full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Robert Ryan does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

**Wes Vickers, OCT**

**Registration:** 442848

**wes\_vickers@gecdsb.on.ca**

**Certified to teach in Ontario:** 2001

**Current employment:** Elementary Teacher

**Employer:** Greater Essex County DSB

**Professional qualifications**

Degree	Date	Institution
BA	2000	University of Windsor
BEd	2001	University of Windsor
Advanced BEd	2004	Nipissing University

**Eligible nominators (Registration)**

1. Mary Jane Asick, OCT (237495)
2. Rick Farrer, OCT (243280)
3. Randy Falsetta, OCT (198381)
4. Natalie Malmberg, OCT (203929)
5. Lillian Woltz, OCT (245507)
6. Kim Howell, OCT (419645)
7. Mary Merrett, OCT (250055)
8. Mary Chesnik, OCT (183357)
9. Nicolette Roy, OCT (180522)
10. Jennifer McGregor, OCT (431234)
11. Jan Matte-Gasparovic, OCT (173288)
12. Audra Viskantas, OCT (285356)
13. Janice Mustar, OCT (183584)

**Required biography**

Is running for the College Council with much commitment and enthusiasm. Presently a Grade 8 teacher at A.V. Graham PS in Tecumseh. With nearly 11 years of teaching experience and three years of administrative experience as interim vice-principal, confidently possesses the qualifications the College requires to promote its standards, policies and goals.

Throughout years as an educator has successfully demonstrated professionalism and an unfailing responsibility toward life-

long learning. Has worked for the EQAO as a scoring supervisor and as a range finder for the OSSLT. Is trained to participate as a member of an accreditation panel.

Worked for the Ministry of Education's Assessment Policy Branch on the arts and the health and physical education exemplars projects.

As well is an active member of the Greater Essex ETFO Professional Development Fund and public relations committee.

If elected will use strong communication, interpersonal, organizational and leadership skills to ensure that Ontario students are taught and supervised by certified, qualified, competent professionals.

**Optional biography**

Throughout my 11 years as an educator, I have always had ample opportunity to participate in various initiatives with the Greater Essex County DSB. Such occasions include:

- student success system steering committee
- new teacher manual
- vision to practice committee vendor liaison
- board team member for the new performance appraisal procedures.

These responsibilities have enabled me to assist other faculty members by informing them of relevant and up-to-date information and holding discussions on ways our school may perhaps facilitate and flourish with the knowledge. Most recently I was selected to be a representative on the board panel to work on the revision of the *Ontario Numeration Assessment Package*. I thrived in this role by working with math coaches, consultants and other board staff to find common ground, where both parties were content without losing focus of student success.

I believe in education and I believe in the right of success for all students. I strongly believe that each one of these occasions has facilitated my ability to further enhance my skills as an educator and has provided me with new goals, both professionally and personally.

Overall, I consider myself to be an enthusiastic and outgoing individual, and if afforded the opportunity, I aspire to represent the Southwest Region with professionalism, due diligence and integrity.

**Required statement**

1. Wes Vickers attests that he meets all the requirements to run for the Southwest Region full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Wes Vickers does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

## SOUTHWEST REGION PART-TIME/FULL-TIME



## Julia Levine, OCT

**Registration:** 154385

**jlevine@docpc.com**

**Certified to teach in Ontario:** 1975

**Current employment:** Classroom teacher

**Employer:** Bluewater DSB

### Professional qualifications

Degree	Date	Institution
B Mus. Arts	1975	University of Western Ontario
BEEd	1975	University of Western Ontario

### Eligible nominators (Registration)

1. Marsha Mclean, OCT (393717)
2. Wendy Montgomery, OCT (178589)
3. Sarah McPhee, OCT (462810)
4. Emily Prowd-Fullerton, OCT (510949)
5. Connie Radbourne, OCT (512833)
6. Donita E. Wagler, OCT (189220)
7. Susan Elaine King, OCT (301625)
8. Dawn Hollyer, OCT (178236)
9. Laurie Radbourne, OCT (261669)
10. Eileen Wainwright, OCT (257639)
11. Darlene Appleton, OCT (199240)
12. Mark Hendry, OCT (186296)
13. Elizabeth MacLaughlin, OCT (196454)
14. Nicole Sandra Johnstone, OCT (262493)

### Required biography

First teaching assignment was as a rotating music teacher on a 20-minute schedule along with a Grade 8 English class of reluctant learners. From the beginning understood that teaching requires two very basic ingredients: a great deal of stamina and a creative imagination to reach all students. Since that first year, has taught every grade from kindergarten through Grade 8 and all subjects. This year is balancing a Grade 3 classroom with being lead teacher.

While reading a book aloud and hoping it would ring true in an all-boys' Grade 5 class, heard a quiet voice say, "This book is about me." ... teaching magic ...

The duty of the College and Council is to assist with the regulation of the teaching profession. The evolving mandate sets out the 11 objects of the regulatory body. Whether it is the accreditation of professional teacher education programs or the examination of a teacher's standard of practice, the College has the vital task of setting the benchmarks for the teaching profession. As a proud teacher, knows that it is incumbent on the Council to be a strong advocate for accountability and transparency in the profession.

### Optional biography

Not provided.

### Required statement

1. Julia Levine attests that she meets all the requirements to run for the Southwest Region part-time/full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Julia Levine does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).



## Laura McKillop, OCT

**Registration:** 525815

**lacooldchef@msn.com**

**Certified to teach in Ontario:** 2008

**Current employment:** Occasional teacher and adult education teacher

**Employer:** Avon Maitland DSB and Thames Valley DSB

### Professional qualifications

Degree	Date	Institution
Diploma in Education	2008	University of Western Ontario

### Eligible nominators (Registration)

1. Sam Murdoch, OCT (200087)
2. Andrea Nikita, OCT (423049)
3. Shelley Girard, OCT (479272)
4. Susan Garrett, OCT (452421)
5. Allison Oldfield, OCT (529938)
6. Cheryl Beaudoin, OCT (504336)
7. Raymond Chartrand, OCT (525255)
8. Joseph Mountenay, OCT (249713)
9. MaryLynne Martin, OCT (532517)
10. Annie Bondy, OCT (449229)
11. Nancy Lazenby, OCT (283913)
12. Sharon Van Kampen, OCT (432304)
13. Christina Zold, OCT (251053)
14. Carrie Durand, OCT (442351)

### Required biography

Has worked for the Thames Valley, Greater Essex County and Avon Maitland DSBs. A technical education teacher with major qualifications in hospitality and tourism and a Special Education, Specialist. Also has basic qualifications in transportation and construction technology as well as Co-operative Education, Part 1 AQ. Has held long-term occasional teaching assignments as well as done day-to-day supply work. Currently working as an adult education, occasional high school and part-time contract teacher.

- Council members serve and protect the public interest by:
- regulating the profession and ensuring that reasonable and easy-to-follow guidelines and policies are put in place to govern members of the profession



**SOUTHWEST REGION PART-TIME/FULL-TIME CONTINUED**

- developing and establishing qualifications to assist members to further enhance learning that helps them become better educators and lifelong learners
- ensuring that students are taught by teachers who are aware of and adhere to the standards of practice and the ethical standards
- educating the public regarding new initiatives for educators and school boards
- listening effectively to concerns regarding the safety of students, teachers, administrators and community members
- thinking critically about the profession and finding ways to enhance and further develop the College to meet the needs of members and the public.

**Optional biography**

Throughout my teaching career I have been involved with various committees, including literacy and numeracy, technical education, Skills Canada and Special Education. As a committed lifelong learner I frequently engage in professional development opportunities, including workshops, Additional Qualification courses and university courses. I enjoy researching education law, behaviour management, art therapy, classroom management, technology in the classroom, adult teaching strategies and Special Education. I strive to make my pedagogy current and evolve my education philosophies and practices to meet the needs of students who are faced with a constantly changing technological society.

It is my goal to continually update my professional skills as an educator to maximize my potential. I would like to obtain a full-time teaching position and continue to take courses to complete my BA. In the Southwest Region I have had the opportunity to work in different boards and teaching positions, which has given me insight into the issues and challenges that are present within this region. The Ontario College of Teachers' policies, procedures and guidelines are appealing to me and have helped to enhance the teaching profession. I am eager to take on new challenges, and I would like to become a member of the College Council to enhance, shape and guide the teaching profession for the future.

**Required statement**

1. Laura McKillop attests that she meets all the requirements to run for the Southwest Region part-time/full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Laura McKillop does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

**Chuck Stoffle, OCT**

**Registration:** 561800

**chuck\_anne@sympatico.ca**

**Certified to teach in Ontario:** 2009

**Current employment:** Occasional teacher

**Employer:** Greater Essex County DSB

**Professional qualifications**

Degree	Date	Institution
BA	1991	Queen's University
BEd	2009	University of Windsor

**Eligible nominators (Registration)**

1. Kaitlin Larmond, OCT (527433)
2. Robert Milks, OCT (213680)
3. Sue Silver, OCT (245428)
4. Gerry Dufour, OCT (521492)
5. Kevin McBeth, OCT, (475895)
6. Martha Martin, OCT (199846)
7. Brian Schauer, OCT (183452)
8. Betty Lou Newman, OCT (225788)
9. Nicole Loggie, OCT (423389)
10. Deanna McLennan, OCT (432187)
11. Joe D'Aloisio, OCT (191307)
12. Andrea Aiton, OCT (570851)
13. Roger Albu, OCT (187599)

**Required biography**

Prior to joining the College as an occasional teacher in 2009, teaching experience came from opportunities outside of the classroom. For over 20 years coached sports teams at the elementary, postsecondary and community levels, led workshops and presented at conferences on a variety of topics and taught various age groups in a Sunday school environment. Although not considered formal teaching, these experiences do have parallel connections to classroom teaching in that they require a very similar skill set and character traits, which allowed for a seamless transition into the teaching profession.

The duty of the College and of Council members is to serve and protect the public interest by ensuring that teachers are properly trained, qualified and follow the standards of practice and conduct. In order to serve the public interest, the College and Council must be accountable for their actions and responsibilities to the public, its members and the teaching community at large.

**Optional biography**

Before joining the teaching profession I worked in the recreation and events industries. As a recreational professional (2002 to 2008), I managed a 100,000-square-foot private recreational facility that attracted 160,000 annual visitors and hosted national tournaments and events. While in the events industry (1987 to 2002), I co-ordinated and managed conferences, trade shows and workshops across North America for corporations, various levels of the Canadian and American governments, national associations and non-governmental organizations.

**SOUTHWEST REGION PART-TIME/FULL-TIME CONTINUED**

My past professions gave me exceptional opportunities to work with national and local boards and committees. Since becoming a teacher I have continued working with local organizations but have resigned my national commitments. Organizations I have worked with include:

- Ontario Recreation Facilities Association (past board member)
- Children's Mental Health Ontario (past board member)
- LaSalle Community Foundation (past board member and co-founder)
- IIHF Men's World Hockey Championships (past committee member)
- Children's Achievement Centre, Windsor (past board member)
- Town of LaSalle Park Development (advisory committee member)
- LaSalle Kin (Kinsmen) Club (current president).

I live in LaSalle with my wife of 26 years and our two children. I enjoy reading, gardening and family camping trips. My family and I are strong advocates of volunteering to build strong local and national communities. Even though I am a relatively new teacher, I feel strongly about becoming involved in the College because it lies at the core of what we do and who we are as professionals.

**Required statement**

1. Chuck Stoffle attests that he meets all the requirements to run for the Southwest Region part-time/full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Chuck Stoffle does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

**Demetri Vacratsis, OCT**

**Registration:** 481947

**demetri\_vacratsis@gecdsb.on.ca**

**Certified to teach in Ontario:** 2004

**Current employment:** Grade 6 teacher

**Employer:** Greater Essex County DSB

**Professional qualifications**

Degree	Date	Institution
BA	1993	University of Wisconsin
BEd	2004	University of Windsor

**Eligible nominators (Registration)**

1. Danielle Mooney Laforet, OCT (458792)
2. Lisa Velinovski, OCT (470259)
3. Rebecca Shinkar, OCT (467377)
4. Mary Darlene Cook, OCT (456535)
5. Barbara Anderson, OCT (453038)
6. Bonnie Pineault, OCT (445175)
7. Ralph Brown, OCT (431532)

8. Nancy Roznawski, OCT (463578)
9. Linda Benstead, OCT (172854)
10. Debra Maure, OCT (479530)
11. Jody Craig, OCT (434275)
12. Corrinne Taylor, OCT (205146)
13. Jenny Boyle, OCT (201444)
14. Dylan Christopher D'Annunzio, OCT (204250)
15. Michelle Neblett, OCT (482617)

**Required biography**

In seventh year of teaching Grade 6 with additional experience in Grades 7 and 8. Holds Honour Specialist, English AQ and has been the Tribes district trainer for the Greater Essex County DSB since 2008. Has participated on a variety of school and board committees and has enjoyed many professional development opportunities during career. Is actively involved in arts, athletic and extracurricular clubs and programs in the school and its community.

Has been involved throughout career as a local ETFO school steward. Has participated in ETFO forums and presentations.

The primary goal of the Ontario College of Teachers is to protect the public interest and ensure that the elementary and secondary education system has the most professional, well-trained, qualified and ethical teachers serving in it. The committees that carry out the work of the College, including the College Council, must provide the necessary services in the most informed and efficient manner possible.

**Optional biography**

Not provided.

**Required statement**

1. Demetri Vacratsis attests that he meets all the requirements to run for the Southwest Region part-time/full-time position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Demetri Vacratsis does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

SOUTHWEST REGION PART-TIME/FULL-TIME *CONTINUED*

## Sharon Young Kipp, OCT

**Registration:** 224507

**ykipp1081@rogers.com**

**Certified to teach in Ontario:** 1975

**Current employment:** Part-time occasional teacher

**Employer:** Thames Valley DSB

### Professional qualifications

Degree	Date	Institution
BA	1974	University of Western Ontario
BEd	1975	University of Western Ontario

### Eligible nominators (Registration)

1. Andrzej Dobaczewski, OCT (445384)
2. Jacalyn Trudeau, OCT (242438)
3. John Vouvalidis, OCT (256157)
4. Tammy Sheffar, OCT (255517)
5. Stacey Farr, OCT (534932)
6. Peter Larsen, OCT (437620)
7. Kristyn Moir, OCT (573643)
8. Dave Antoine, OCT (454541)
9. Lawlor Brown, OCT (249326)
10. Adria Killian, OCT (433835)
11. John Cox, OCT (265688)
12. Martine Bracey Hoffman, OCT (247871)
13. Adam Summers, OCT (440431)
14. Ron Douglas, OCT (265643)
15. Patrick Pigeon, OCT (257732)

### Required biography

PHE teacher, coach, convenor, department head and co-ordinator of physical and health education, athletics and dance from 1975 to 2011 with the London Board and the Thames Valley DSB.

OSSTF work, none of which are excluded positions:

- District 11 executive council member, 2004–11
- London Central SS branch president, 1997–2011
- District 11 occasional teachers table team, 2011.

The Ontario College of Teachers is the self-regulating professional body of Ontario teachers. Its purpose is to serve and protect the public interest by developing and regulating a teaching profession that puts the well-being and academic success of students first. Like other regulatory bodies, there are standards that must be met. The College has 11 objects dealing with certification, qualifications, accreditation and standards of practice, and ethical standards that form its mandate.

It is the duty of Council to ensure that the objects are carried out in the public interest and to identify and bring forward issues that are significant and relevant to education. The public expects children to be educated by qualified teachers in a safe, caring environment. As education continues to grow and evolve, Council must protect the integrity of the teaching profession while serving the public's best interest.

### Optional biography

I am running for re-election to Council. During my tenure I was elected to chair both the Quality Assurance and Standards of Practice and Education committees. In addition I served as an executive member of the Investigations and Nominations committees.

I bring a broad-based education perspective, strong relationship-building skills and a proven ability to get the job done. I would like the privilege to return and apply my energy and expertise on your behalf. I welcome the opportunity to continue to serve.

### Required statement

1. Sharon Young Kipp attests that she meets all the requirements to run for the Southwest Region part-time/full-time position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Sharon Young Kipp does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

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## ENGLISH-LANGUAGE ROMAN CATHOLIC BOARD ELEMENTARY



## Angela De Palma, OCT

**Registration:** 200278

[angela\\_dp@yahoo.com](mailto:angela_dp@yahoo.com)

**Certified to teach in Ontario:** 1993

**Current employment:** Itinerant Special Education resource teacher

**Employer:** Halton Catholic DSB

### Professional qualifications

Degree	Date	Institution
BA	1992	University of Western Ontario
BEEd	1993	OISE/UT

### Eligible nominators (Registration)

1. Lorraine Boulos, OCT (450673)
2. Katharine Stevenson, OCT (201226)
3. Connie Rowles, OCT (182722)
4. Mario Mule, OCT (190591)
5. Victoria Goodwin-Duncan, OCT (173662)
6. Eileen Bukvic, OCT (195587)
7. Joanne McKay, OCT (195414)
8. Andrea Bishop, OCT (166234)
9. Monika Rattray, OCT (104088)
10. Kathryn Anne Burns, OCT (183711)
11. Lana Borsellino, OCT (185686)
12. Jane Mauth-Arseneault, OCT (427206)

### Required biography

Entering 18th year with the Halton Catholic DSB. Career began teaching French as a Second Language before becoming a classroom teacher through all the divisions. More recently has worked in the field of Special Education in roles including itinerant SERT responsible for gifted education and now generalist itinerant SERT. Has also taught internationally in the Middle East and South Korea.

Has been a member of OECTA's board joint association day planning committee and young authors committee. Also contributed to OECTA summer PD projects, including the *OECTA Daily Occasional Teacher Survival Guide* and the Women's Issues Action Kit. At the Ministry of Education participated in exemplars projects, the policy to practice project and sustaining quality curriculum collaborating with educators from across the province.

The College's duty is to uphold excellence in teaching and learning through a regulated, clear vision of ethical standards and standards of practice for the teaching profession. Council members strive to maintain accountability to all stakeholders in education by collaborating to ensure that policies regulate the profession while ultimately protecting the public interest.

### Optional biography

I have a passion for education and a love of learning. Throughout my teaching career I have had the privilege of participating in a variety of PD and educational activities as a participant and as a leader. At the board level I have contributed to a range of curriculum support writing teams and working groups, including religion,

numeracy, literacy, science and technology, report card comments, libraries and technology standards. I have been actively involved in assessment, acting as a marker, field test reviser and group leader for EQAO.

As a Catholic educator I have strived to contribute more specifically to my community by leading a workshop at the When Faith Meets Pedagogy conference and by developing curriculum and related instructional documents for the Catholic Curriculum Corporation. A lifelong learner, I am currently pursuing a master of arts in Catholic leadership at St. Michael's University (University of Toronto) on a part-time basis.

I strive to challenge myself personally and professionally, seeking opportunities that will enhance my current skills and develop new proficiencies. The prospect of serving my profession as a College Council member is particularly exciting because its mandate to empower teachers and govern the teaching profession aligns with many of the activities in which I have taken part, such as staff development and supporting the ethical and responsible use of technology.

My interest in education extends to my affinity for fitness and cycling as a certified spinning instructor.

### Required statement

1. Angela De Palma attests that she meets all the requirements to run for the English-Language Roman Catholic Board Elementary position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Angela De Palma does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).



## Mara Torcaso, OCT

**Registration:** 254808

[mara.torcaso@ottawacatholicschools.ca](mailto:mara.torcaso@ottawacatholicschools.ca)

**Certified to teach in Ontario:** 1988

**Current employment:** Elementary school teacher, Grade 3

**Employer:** Ottawa Catholic SB

### Professional qualifications

Degree	Date	Institution
BA	1984	Carleton University
MA	1987	Carleton University
BEEd	1988	University of Ottawa

### Eligible nominators (Registration)

1. Jason Haughian, OCT (452353)
2. Monica Jacka, OCT (187643)
3. Linda Bray, OCT (252527)
4. Agnieszka Parpura, OCT (417816)

ENGLISH-LANGUAGE ROMAN CATHOLIC BOARD ELEMENTARY *CONTINUED*

5. Bridget Kehoe, OCT (422628)
6. Lynn Cousineau, OCT (252888)
7. Betty Lou Milne, OCT (248122)
8. Janet Whyte, OCT (265490)
9. Linda Wyslouzil, OCT (257004)
10. Joanne Jackson, OCT (462321)
11. Angela MacKenna, OCT (215935)
12. Nancy Zanetti-Côté, OCT (260187)
13. Kim Paremain, OCT (262540)
14. Lucie Wojciechowski, OCT (245648)
15. Charlie MacAdam, OCT (215598)

**Required biography**

In 23rd year of teaching. Teaching remains a lifelong passion. Continuing professional growth by attending workshops, conferences and reading current literature on education issues. Has taught Grades 1 through 5 and presently teaching Grade 3 at St. Michael School, Corkery, in Carp.

Active locally and provincially in OECTA, thereby gaining valuable committee experience and keeping informed of important education issues. Served in various capacities on local and provincial elementary and PD committees and locally on beginning teachers, collective bargaining and legislative committees.

The College is the self-regulating professional body for Ontario's teachers and is ultimately responsible to Ontarians. Its primary responsibility is to ensure that teachers provide students with the highest quality education. Its duty is serving and protect-

ing the public interest, regulating the teaching profession and governing its members.

Additional College duties:

- establish, develop and maintain certificates of qualification
- accredit teacher education programs
- investigate complaints against members and take necessary action
- establish and enforce professional and ethical standards
- communicate with the public on behalf of members.

**Optional biography**

A Council member's role is to provide oversight and policy direction to the Registrar while keeping in mind the duty of serving and protecting the public's interest at all times. In addition, a member serves on committees and panels, shares experience and insight and makes decisions on College activities, issues, policies and procedures.

**Required statement**

1. Mara Torcaso attests that she meets all the requirements to run for the English-Language Roman Catholic Board Elementary position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Mara Torcaso does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

## ENGLISH-LANGUAGE ROMAN CATHOLIC BOARD SECONDARY

**John Connelly, OCT**

**Registration:** 511636

[john.connelly@dcdsb.ca](mailto:john.connelly@dcdsb.ca)

**Certified to teach in Ontario:** 2007

**Current employment:** Secondary teacher

**Employer:** Durham Catholic DSB

**Professional qualifications**

Degree	Date	Institution
BA	2002	Wilfrid Laurier University
MA	2003	Wilfrid Laurier University
BEd	2007	York University

**Eligible nominators (Registration)**

1. Marcia Doucette, OCT (457631)
2. Michael Peever, OCT (250300)
3. Graham Walsh, OCT (495065)
4. Hayden A. Chadee, OCT (481306)
5. Andrea Coburn, OCT (443738)
6. Michael Grossi, OCT (460100)
7. Darren Hodgkinson, OCT (428189)
8. Trevor Small, OCT (537378)
9. Janice Thurston, OCT (527710)

10. Lesley Nightingale, OCT (430855)
11. Iwona Krynski, OCT (263720)
12. Claire Carruthers, OCT (101871)
13. Robert Cartwright, OCT (452429)
14. James Doyle, OCT (260512)
15. Thomas Moore Partlow, OCT (237210)

**Required biography**

Has worked as a teacher with the Durham Catholic DSB since September 2007. Held several long-term occasional positions in the secondary panel before being hired to a full-time permanent position in alternative education in 2010. Currently teaches English and media studies in the secondary panel. Previously worked as a sessional instructor in the university system.

Is a member in good standing of the OECTA but has never held an excluded position.

In the current political climate, it is more important than ever to ensure public confidence in Ontario's publicly funded education system. The College must be diligent in safeguarding the public interest by upholding high standards for the teaching profession. However, the College must also celebrate the outstanding work of Ontario's educators and ensure continued positive relationships between educators and other stakeholders in the education system.

**Optional biography**

I first discerned my vocation as a Catholic teacher while pursuing graduate studies in English. I explored the call to teach in York

ENGLISH-LANGUAGE ROMAN CATHOLIC BOARD SECONDARY *CONTINUED*

University's teacher education program and graduated in 2007. I was subsequently hired by the Durham Catholic DSB as an occasional teacher. In that capacity I held a number of long-term positions and was eventually hired full-time to teach at-risk students in the alternative education program. I currently teach English and media studies at Notre Dame Catholic SS in Ajax.

My professional interests centre upon literacy, especially media literacy, alternative programming for students and promoting equity and diversity in literature studies. I have participated in several professional development initiatives, most notably training provided by Toronto-based Facing History and Ourselves this school year. I serve on the school improvement team for my school and have served on the New Teacher Induction Program steering committee for my board.

As a fairly recent addition to the profession, I have a special interest in programs that support the induction and mentoring of new teachers. It is also my wish to be a strong advocate for Ontario's vibrant, faithful system of Catholic education. Our Catholic system is a historical and present-day jewel in the crown of publicly funded education, and we must work tirelessly and prayerfully to continue our constitutional mandate to support faith-filled contributing Catholic graduates.

**Required statement**

1. John Connelly attests that he meets all the requirements to run for the English-Language Roman Catholic Board Secondary position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. John Connelly does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).



## Matthew Kavanagh, OCT

**Registration:** 460029

[matthew.kavanagh@live.com](mailto:matthew.kavanagh@live.com)

**Certified to teach in Ontario:** 2002

**Current employment:** Teacher

**Employer:** York Catholic DSB

**Professional qualifications**

Degree	Date	Institution
BA, Hon	1996	University of Toronto
MA	2002	University of Toronto
BEEd	2002	Brock University

**Eligible nominators (Registration)**

1. Andrea Di Bernardo, OCT (576757)
2. Benoit Leduc, OCT (443839)
3. Christopher Martinello, OCT (283316)
4. John Dawson, OCT (256875)

5. Michael Angelo Calabrese, OCT (276267)
6. Michal Kirejczyk, OCT (448196)
7. Joseph Macchiusi, OCT (430303)
8. Anita Nassr, OCT (259492)
9. Josephine Florio, OCT (425107)
10. Tony Paniccia, OCT (442860)
11. John Doyle, OCT (251922)
12. Gregory Bolton, OCT (470640)
13. Alberto Leonardo, OCT (494857)

**Required biography**

During nine years of teaching has developed an understanding of the professional challenges facing the members in the elementary and secondary panels, having taught in the junior, intermediate and senior divisions. Simultaneously has developed a keen sense of service sitting on many committees for the benefit of teachers and the wider community, addressing such concerns as scheduling, staffing allocation and establishing community outreach initiatives.

Several years ago became involved with OECTA, being elected to the position of staff representative and later appointed as staffing allocation officer. Has been elected to the York unit executive as a councillor and has been admitted to OECTA's leadership training program. It has been through these experiences that the need for strong teacher advocacy, not only on the local level but also on a larger scale, has crystallized.

Is keenly interested in obtaining a position on the College Council to represent, protect and advocate for the interests of teachers. Certainly the protection of public interest is a key component to the College's mandate, however, the primary purpose of the College should be the promotion of professional interests — and that is his aim in so gaining a position on the Council.

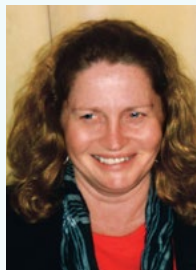
**Optional biography**

Not provided.

**Required statement**

1. Matthew Kavanagh attests that he meets all the requirements to run for the English-Language Roman Catholic Board Secondary position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Matthew Kavanagh does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).





## Maria Bouwmeester, OCT

**Registration:** 184469

**bouwmem@rainbowschools.ca**

**Certified to teach in Ontario:** 1988

**Current employment:** Grade 5/6 teacher

**Employer:** Rainbow DSB

### Professional qualifications

Degree	Date	Institution
Bachelor of Physical and Health Ed	1986	Lakehead University
BEd	1988	Lakehead University

### Eligible nominators (Registration)

1. Edith Presseau, OCT (253296)
2. Mailis Guido, OCT (181783)
3. Dianne Emiry, OCT (280111)
4. Shelley Tamura, OCT (446693)
5. Paula Varey, OCT (194638)
6. Cheryl Vincent, OCT (477262)
7. Mary Brohart, OCT (490637)
8. Dianna M. McCulloch, OCT (154662)
9. Elizabeth McGregor, OCT (400875)
10. Justin Spencer, OCT (506732)
11. Shelley Insley, OCT (182933)
12. Sherry Prior, OCT (444885)
13. Linda Ann Ellen Diebel, OCT (177676)
14. Jason Morrow, OCT (278158)
15. Tara Mokohonuk, OCT (279983)

### Required biography

Has been teaching for more than 20 years at schools in northern and southern Ontario. Has taught Special Education, library, most grades from JK to Grade 6 and held a position as a literacy resource teacher. Has AQ Specialists in Reading and Mathematics Education (primary/junior) as well as several other Part 1 AQ courses.

Over the past 15 years has held a number of positions on local elementary teachers' federation, including:

- school steward for over 12 years
- collective bargaining and negotiation teams member for last three rounds of bargaining
- executive member for 13 years
- released first vice-president from September 2009 to June 2011
- as executive and released officer, was chair or a member of a number of committees, including professional learning, political action and pension.

Believes the Ontario College of Teachers exists to regulate the teaching profession as well as to help develop it so the public is confident in the teachers who are educating children. Council members have a duty to uphold the College's mandates and bylaws as well as to help build confidence in the teaching profession.

### Optional biography

Not provided.

### Required statement

1. Maria Bouwmeester attests that she meets all the requirements to run for the English-Language Public Board Elementary position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Maria Bouwmeester does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

## Lynne Claire Lazare, OCT

photo not  
provided

**Registration:** 105236

**lynne.lazare@peelsb.com**

**Certified to teach in Ontario:** 1982

**Current employment:** Elementary teacher

**Employer:** Peel DSB

### Professional qualifications

Degree	Date	Institution
BEd	1978	McGill University
MEd	2000	York University

### Eligible nominators (Registration)

1. Laurie Ann Hogarth, OCT (265574)
2. Danuta Baraniecka, OCT (214624)
3. Elaine Foskett, OCT (218194)
4. Laurie Onizuka, OCT (245969)
5. Michelle McNeilage, OCT (157369)
6. Darryl Marcovici, OCT (506790)
7. Susan Patel, OCT (449025)
8. Helen Branov, OCT (202288)
9. Jennifer Lilly, OCT (586401)
10. Jennifer Harper, OCT (252510)

### Required biography

Presently teaches Grade 6 at Williams Parkway Senior PS and is in 11th year at this school. Additionally taught two years at other schools, including a private school. Prior to that did regular supply teaching for about 12 years.

Has not been involved with any of the organizations that are listed under exclusion.

Is eager to serve and protect the public interest as a Council member and undertake the required duties, which would benefit fellow teachers, the community and the public as well as uphold the philosophies and rules of the College.

### Optional biography

I hold a BEd from McGill University from where I graduated as a university scholar and an MEd from York University, where I completed a thesis entitled *Developing Mathematical Competence through Contextually-Situated Experiences as Seen through an Enactivist Lens*, which explores learning theory and how children seem to learn math and why math phobia exists. In the not-

## ENGLISH-LANGUAGE PUBLIC BOARD ELEMENTARY CONTINUED

too-distant future I hope to pursue a PhD in education with an emphasis on how differing perceptions about learning theories can drive the marginalization of Canada's Aboriginal people.

I have been teaching elementary school full-time for going on 13 years and part-time/supply teaching for many years prior to that as well. I have worked in other fields, many involving children, such as the Peel Lunch and After School Program and for tutoring agencies. I have also worked at a bank, for a trustee in bankruptcy and in the Research Grants and Contracts division at the University of Alberta, which is currently called the Research Services Office at the University of Alberta. Many of these positions entailed acting as a resource person to staff, students and the public regarding administration policies and procedures and assisting in interpretation of existing regulations, as well as developing and preparing extensive publicity material for distribution to various departments. This may help serve as a foundation for the responsibilities required of a Council member for the Ontario College of Teachers.

**Required statement**

1. Lynne Claire Lazare attests that she meets all the requirements to run for the English-Language Public Board Elementary position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Lynne Claire Lazare does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).



## Adannaya Nwaogu, OCT

**Registration:** 270788

**adanwaogu@hotmail.com**

**Certified to teach in Ontario:** 1999

**Current employment:** Grade 8 teacher

**Employer:** Toronto DSB

**Professional qualifications**

Degree	Date	Institution
BA	1994	York University
BA	1995	York University
MEd	1999	York University

**Eligible nominators (Registration)**

1. Martin Long, OCT (249334)
2. Ingrid Lee, OCT (230040)
3. Tia Aitken, OCT (481245)
4. Kwabena Frimpong, OCT (428926)
5. Joe K. Turner, OCT (245305)
6. Pamela Dogra, OCT (430338)
7. Gladstone Davis, OCT (439594)
8. Yahya Nanhuck, OCT (514627)
9. Dennis Yake, OCT (246606)
10. Phoebe Sheppard, OCT (236012)

**Required biography**

A grade eight teacher with the Toronto DSB. Between 1999 and 2007, taught at Maple Leaf PS and Beverly Heights MS as the HSP teacher in history and arts. As the art teacher and equity representative, organized students to successfully participate in the board's poster competition. As a host teacher, contributes to the preparation of future teachers by providing a safe classroom for teacher candidates to experience growth and success. Was an access initiative adviser at the York University Faculty of Education, mentoring minority teacher candidates. Was also the site leader at the Albion Heights Junior MS summer program in 2005 and 2006. Presently a Grade 8 and history teacher at Henry Kelsey Senior PS, consistently applying inclusive strategies of instruction to implement social and educational programs.

Has no past membership or involvement with any of the organizations listed under exclusions.

The College and Council members are trusted with the duty to advance the professional standards that guide the teaching profession. It is a mandate that requires the commitment to support members to serve the needs of a growing education community in a global society.

**Optional biography**

I am an educator with an astute knowledge and awareness of the issues around public education and the desire to serve. Being the first child of a retired educator, a spouse to a high school educator and a mother of four children affords me the opportunity to understand the importance of quality public education.

My teaching experience to date has been dynamic and successful. In 2006 my Grade 7 art class designed one of the winning posters used in the launching of the Inner City Schools Initiative. As a member of the ETT's anti-racism, equity and social justice committee, I presented an Introduction to African Dance workshop at the annual ETT African Heritage Month intermediate students' conference at the University of Toronto.

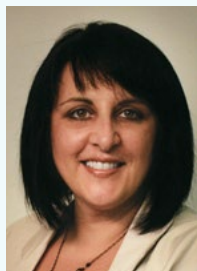
In addition to my academic qualifications, I have completed the ETFO Leaders for Tomorrow program and the board's aspiring leaders and minority leadership mentoring courses. I have served as a union steward, the NE3 FOS regional councillor and a delegate to the ETFO annual general meetings. At the open forum of the Ontario College of Teachers in 2006, I initiated and facilitated a workshop titled Education for Social Reconstruction.

I bring to this position cultural competency and diversity management skills that will be assets to the College and the Council. Suffice it to say that the public interest is served and protected when College and Council members commit to ensure that our public education system is premised on social justice paradigms and the commitment to high professional standards.

**Required statement**

1. Adannaya Nwaogu attests that she meets all the requirements to run for the English-Language Public Board Elementary position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Adannaya Nwaogu does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

## ENGLISH-LANGUAGE PUBLIC BOARD SECONDARY



## Christine Bellini, OCT

**Registration:** 498172

**Christine.bellini@peelsb.com**

**Certified to teach in Ontario:** 2006

**Current employment:** Intermediate/senior visual arts and Special Education teacher

**Employer:** Peel DSB

### Professional qualifications

Degree	Date	Institution
BA, Hon	1987	York University
BA	1997	York University
BEd	2006	OISE/UT
MEd	2011	OISE/UT

### Eligible nominators (Registration)

1. Kirsten Anthon, OCT (278319)
2. Peter Belanger, OCT (231819)
3. Doug Caldwell, OCT (235834)
4. Elaine Irwin, OCT (211113)
5. Daniel Lalonde, OCT (489087)
6. Marilyn Mackay, OCT (237579)
7. John McLean, OCT (476059)
8. Janice Moore, OCT (248387)
9. Victoria Moore, OCT (255381)
10. Janet Seebach, OCT (457104)
11. Susan Somerset, OCT (232565)
12. Marjana Veletic, OCT (273569)
13. John Volpe, OCT (429890)
14. Katie Wilson, OCT (489723)

### Required biography

A full-time secondary school teacher in visual arts and Special Education. Five years ago, began the first gay-straight alliance for students in her school. Has been the artistic director for the school's musicals, yearbook teacher and organizer of several gallery exhibits.

Served on the executive board of directors for the Ontario Society of Psychotherapists from 1998 to 2001. From 2002 to 2005 served as president and vice-president for the New Toronto Co-operative Nursery School. Currently the school's representative for educational services in the OSSTF.

The Ontario College of Teachers' mandate is to serve and protect the public interest. This means that for stakeholders such as parents, the community and students, well-being is first and foremost. Teachers are also stakeholders and members of the community. When the College protects the public, it is protecting all teachers and their children.

Has a great deal to offer College Council members in terms of experience as a dual professional and academic.

### Optional biography

Christine Bellini was born and raised in northern Ontario. She attended York University where she pursued two bachelor of

arts degrees in fine arts, religious studies and psychology. She decided to change careers at the age of 40 and give up her full-time practice as a psychotherapist counselling teens and youth. As a secondary school teacher, Christine divides her time between the visual arts and the Special Education departments. In her free time, she completed a master of education in administration at OISE/UT, and she is currently a doctoral student in the Department of Theory and Policy. Christine has had the opportunity to lecture at faculties of education in both Ontario and the United States. Her main interest lies in policy-making and analysis at the provincial and federal levels.

Christine served on the board of directors for the Ontario Society of Psychotherapists for three years and for the New Toronto Co-operative Nursery School for four years. She hopes that she can bring to the Ontario College of Teachers' Council both her professional and academic knowledge and experience.

### Required statement

1. Christine Bellini attests that she meets all the requirements to run for the English-Language Public Board Secondary position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Christine Bellini does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).



## Peter Kalanderopoulos, OCT

**Registration:** 250094

**peter.kalanderopoulos@tdsb.on.ca**

**Certified to teach in Ontario:** 1992

**Current employment:** Teacher

**Employer:** Toronto DSB

### Professional qualifications

Degree	Date	Institution
BSc	1981	University of Alberta
PhD	1985	University of Toronto
BEd	1992	OISE/UT

### Eligible nominators (Registration)

1. Chitra Sunder, OCT (407262)
2. Kadina Yu, OCT (437770)
3. Alexandre Chekhtman, OCT (214551)
4. Cindy J. Cheung, OCT (431389)
5. Anthony Parise, OCT (442701)
6. Michael Spaulding, OCT (471764)
7. Shiyamalan Kesavamoorthy, OCT (527994)
8. Deanna Morrison, OCT (488854)
9. Sarah Jessop, OCT (464676)
10. John Karrys, OCT (473267)



## ENGLISH-LANGUAGE PUBLIC BOARD SECONDARY CONTINUED

11. Frank Fiore, OCT (246995)
12. Taha Ayoub, OCT (205005)
13. Shona Pearl Chornenki, OCT (492458)
14. Jacqueline Clifford, OCT (190756)
15. Christine Mok, OCT (437361)

**Required biography**

September 2007 to present, teacher at David and Mary Thomson CI  
 September 2005 to August 2007, principal at the Scarborough Academy for Technological, Environmental and Computer Education at W.A. Porter CI  
 January 2004 to August 2005, principal at Lester B. Pearson CI  
 September 1999 to December 2003, vice-principal at Lester B. Pearson CI  
 September 1996 to June 1999, head of science at West Hill CI  
 November 1992 to June 1996, teacher at David and Mary Thomson CI  
 Member of OSSTF and the Ontario Principals' Council.

In accordance with the *Ontario College of Teachers' Act*, the Council must protect the public interest by issuing certificates of qualification, monitoring and maintaining standards of practice, investigating complaints, conducting hearings when educators may have committed an act of professional misconduct or may be incompetent, providing and accrediting professional teacher education programs and communicating with members and the public. The ultimate goal in all this is to provide the best possible teachers for our education system.

**Optional biography**

As a member of the teaching profession I have always tried to keep myself current through professional development. Workshops I have attended include an anti-bullying program provided by the Ministry of Education, an experienced principals' development course, EQAO training, equity and human rights policy in-service, OPC legal issues series and dealing with difficult people, child abuse policy, the adaptive school and the principal as assessor workshop.

I have professional memberships with the Chemical Institute of Canada, the American Chemical Society and the Science Teachers' Association of Ontario. I am also a master scuba diver trainer and a member of the Professional Association of Diving Instructors. I teach diving every other weekend. As a chemist I have several publications in various professional journals.

As an educator I have always believed in the public education system. I also believe that everyone has a right to the best possible education. The Ontario College of Teachers provides a means to that end.

**Required statement**

1. Peter Kalanderopoulos attests that he meets all the requirements to run for the English-Language Public Board Secondary position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Peter Kalanderopoulos does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form). ●

**Mirek Lalas, OCT**

**Registration:** 199971

**mireklalas@sympatico.ca**

**Certified to teach in Ontario:** 1990

**Current employment:** English department head

**Employer:** York Region DSB

**Professional qualifications**

Degree	Date	Institution
Master of Polish Philology	1980	University of Warsaw, Poland
MA	1983	Carleton University
Teacher education program	1980	Poland

**Eligible nominators (Registration)**

1. Shahebina Samji, OCT (178098)
2. Michelle Shukster, OCT (192491)
3. Jude Ulysse, OCT (420311)
4. Stan Liu, OCT (186042)
5. Carole Leclerc, OCT (218454)
6. Arnel Cuyugan, OCT (199872)
7. Matt Catalano, OCT (480294)
8. Martha Griffith, OCT (488624)
9. Len Hosios, OCT (105157)
10. Martin Smith, OCT (186026)
11. Amir Ansari, OCT (480018)
12. John Hunter, OCT (482136)
13. Marius Julien Nkenlifack, OCT (429648)
14. Iram Beatson, OCT (275727)
15. Michael Schmidt, OCT (442405)

**Required biography**

Twenty-three years of full-time teaching consists of the following:

- 1999–present: full-time English teacher and department head, York Region DSB
- 1990–99: full-time English teacher, Toronto Catholic DSB
- 1989–90: full-time science teacher, Hastings and Prince Edward DSB
- 1988–89: continuing education and supply teacher, Ottawa-Carleton DSB and Ottawa Catholic School Board.

Current and past memberships:

- 1999–present: OSSTF member and contributor to union publications
- 1989–99: OECTA member and activist, including TSU negotiator, candidate for president and staff representative
- 1991–present: frequent contacts with the Ministry of Education regarding curriculum changes, literacy and new initiatives; author of position papers submitted to Premier McGuinty and then-Minister of Education, Kathleen Wynne.

Ontario teachers need a stronger say in shaping education to serve and protect the public interest. At present, external

## ENGLISH-LANGUAGE PUBLIC BOARD SECONDARY CONTINUED

stakeholders — politicians, consultants, board and union officials — treat teachers as pawns and scapegoats. Teachers must implement misguided initiatives and later be blamed for their failures. The College and Council members must not only define the duties of teachers in the public interest but also empower teachers to participate fully in designing the most efficient and beneficial model of education for students.

### Optional biography

Like most teachers I see my job as a blend of passion and professionalism. Teachers must share. I try to improve my instruction lesson after lesson, year after year, tightening the logic for clarity and precision but supporting it with personal experience and engaging activities.

Every year I mentor teaching candidates from various faculties, such as York, Queen's, OISE/UT and Nipissing. During our board-wide PD days I offer workshops on music and poetry, writer's craft, critical thinking and finding a balance between politics and common sense in the classroom.

In my school I join committees promising to become a tool of inspiration and excellence in finding a universal language of logic needed to make learning efficient. This leadership continues in my work as a department head and writer hoping to fire up my students and peers: Talk can be cheap — let's do it.

Overall I want to be an authentic voice of change based on integrity, balance and fairness — a voice enriched by other authentic calls to bring integrity, balance and fairness into our lives.

### Required statement

1. Mirek Lalas attests that he meets all the requirements to run for the English-Language Public Board Secondary position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Mirek Lalas does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).



## Clint Lovell, OCT

**Registration:** 178048

[crlovell@mail.scdsb.on.ca](mailto:crlovell@mail.scdsb.on.ca)

**Certified to teach in Ontario:** 1989

**Current employment:** Teacher

**Employer:** Simcoe County DSB

### Professional qualifications

Degree	Date	Institution
BA	1984	University of Western Ontario
MA	1988	University of Guelph
BEd	1989	University of Windsor

### Eligible nominators (Registration)

1. Rob Stephens, OCT (157582)
2. Miles Allemanno, OCT (172235)
3. Mike Goss, OCT (439217)
4. Don Beno, OCT (152862)
5. Doug MacMillan, OCT (185842)
6. Mark Alexander, OCT (515088)
7. Doug Court, OCT (446629)
8. Peter Harmathy, OCT (183405)
9. Scott Webb, OCT (423516)
10. Cindy Szentes, OCT (199384)
11. Gordon Bambrick, OCT (193972)

### Required biography

1989 to 1991: English and history teacher at école secondaire Base Borden CI, CFB Borden Board of Education.

1991 to present: history, politics, philosophy and English teacher at Eastview SS, Simcoe County DSB.

OSSTF District 17 past involvement includes:

- provincial councillor
- chief negotiator
- political action chair
- collective bargaining committee member.

Teachers, administrators, parents and other stakeholders work together to ensure that the public interest is protected by College members. Council members work to ensure that students are taught by qualified professionals upholding the ethics of the teaching profession. This includes investigating complaints. In their deliberations and decisions, teacher members elected to the Council must protect the public interest while representing the best interests of the teachers who elect them.

### Optional biography

I am a frontline classroom teacher. For 20 years I've taught history, politics, philosophy and English. During the Social Contract and the Common Sense Revolution I left my classroom to serve two terms as chief negotiator for my OSSTF district. This provided me tremendous experience working to bring together people and groups with varied interests. My service done, I returned to where I belong — the classroom.

## ENGLISH-LANGUAGE PUBLIC BOARD SECONDARY CONTINUED

Over the years I've won awards, published, protested, mentored student teachers, served on countless committees and, above all, felt the joy of helping students learn. As society and governments change, teachers and students face new pressures and opportunities.

The terms of some experienced Council members expire with this election. The current review of Council procedures may result in recommendations. Having experienced Council members at the table will be valuable for you. Your vote is important, as those you elect will form a majority on the College Council. Re-elect me and you will have a representative who respects your dedication and understands the challenges you face in the classroom.

Professional development:

- Yad Vashem International School for Holocaust Studies
- March of the Living, Auschwitz
- Juno Beach Association teacher tour
- Teacher leader, library of parliament
- Minister's commendation, Veterans Affairs Canada
- Featured in two Edward R. Murrow award-winning documentaries
- Educational adviser on television documentaries
- Teacher adviser, Facing History and Ourselves
- Workshop presenter and author of numerous articles and books.

### Required statement

1. Clint Lovell attests that he meets all the requirements to run for the English-Language Public Board Secondary position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Clint Lovell does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).



## Al Samsa, OCT

**Registration:** 176827

**samsaa@hdsb.ca**

**Certified to teach in Ontario:** 1985

**Current employment:** Teacher-librarian

**Employer:** Halton DSB

### Professional qualifications

Degree	Date	Institution
BBA	1982	York University
MBA	1984	York University
BEd	1985	University of Toronto

### Eligible nominators (Registration)

1. Linda Wiles, OCT (258081)
2. Jennifer Burke, OCT (447547)
3. Mike Tarantino, OCT (525050)
4. Jeff Boulton, OCT (444101)
5. Daniel Lustrinelli, OCT (513046)
6. Danny Devine, OCT (517094)
7. Christy Busby, OCT (442664)
8. Michael Luyks, OCT (285061)
9. Paul Beck, OCT (578276)
10. David Pearce, OCT (438307)
11. Erin Leahy, OCT (502176)
12. Jim MacKenzie, OCT (419175)
13. Stephen Merner, OCT (260667)

### Required biography

A 27-year career that includes 23 as a department head in three secondary schools and two boards. Taught business studies and math for 22 years before engaging in current teacher-librarian role. In this role the focus has been on integrating the responsible and dynamic use of technology for both students and teachers. Has given numerous province-wide workshops on business studies and information technology topics in career-long focus to improve teacher education. Such topics include Web 2.0 tools (blogging, wikis and responsible social networking). Has created several websites to share best practices, including Samsa.biz, a regular stop for teachers and students alike over the last eight years. In addition has been a lead writer for Ministry curriculum documents, past president of the Ontario Business Educators' Association and developed course materials for several organizations. Is a former accounting teacher of the year.

It is the duty of all College members to uphold the highest level of standards and of Council members to ensure that these standards are met in the best interest of students and the public.

### Optional biography

Not provided.

### Required statement

1. Al Samsa attests that he meets all the requirements to run for the English-Language Public Board Secondary position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Al Samsa does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).





## Myreille Loubert, OCT

**Registration:** 460779

**myreille@rogers.com**

**Certified to teach in Ontario:** 2002

**Current employment:** Classroom teacher, Grade 6

**Employer:** Conseil des écoles catholiques du Centre-Est

### Professional qualifications

Degree	Date	Institution
BA	1986	Université du Québec à Montréal
BEd	1988	University of Alberta

### Eligible nominators (Registration)

1. Mélanie Matte, OCT (440201)
2. Lucie Parisien-Mainville, OCT (174206)
3. Josée Savage Tremblay, OCT (199530)
4. Marie Touchette, OCT (164223)
5. Joanne Hotte-Sigouin, OCT (170878)
6. Mélanie Séguin, OCT (433328)
7. Jean-François Bernard, OCT (218921)
8. Stéphanie Doucet-Comtais, OCT (446836)
9. Line Lamontagne, OCT (106256)
10. Sonia Gow, OCT (287718)
11. Anne R. Surprenant, OCT (198817)
12. Brigitte Brun del Re, OCT (177817)

### Required biography

From the Gaspé Peninsula in Québec. An experienced teacher who has worked in education since 1988. An arts graduate of the Université du Québec à Montréal and holds a BEd from the University of Alberta in Edmonton. Practised profession in Alberta from 1988 to 2000 and has been a teacher in Ontario since September 2003.

Began career as a French Immersion teacher in 1988 in the preschool division at the Calgary Public School Board. Then taught in the primary division and extended experience to include Grades 7, 8 and 9 immersion in the intermediate division, also at the Calgary Public School Board. Then taught Grade 6 in a French school for the Calgary Catholic School Board.

Has been a Grade 6 classroom teacher at L'Étoile-de-l'Est in Ottawa since September 2003 for the Conseil des écoles catholiques du Centre-Est de l'Ontario.

Has been an AEFO member in good standing since 2003; was school's union delegate for one year and was then elected to a two-year term on the executive of the union local, unit 66. Was particularly involved at the political-action level. Has sat on the OTIP long-term disability advisory committee for the provincial AEFO since the fall of 2008 and has chaired this committee since 2009.

The Ontario College of Teachers was founded in 1997 as a body to regulate the teaching profession in the public interest. To teach in Ontario, we need to have a teaching permit, that is, official authorization from the province. The College takes care to ensure that its members adhere to the code of ethics that has already been developed; it also validates the Certificate of Qualification and Registration,

accepts and validates teaching-related training/education, and ensures that members continue to stay current in their profession. The College handles disciplinary actions when it receives a complaint against a member.

### Optional biography

I am an experienced, organized, effective and disciplined teacher. I am very involved in my school, with students and parents.

I am bilingual and can also communicate in sign language (LSQ Québec Sign Language); I have French as a Second Language, Part 1.

I regularly participate in training opportunities offered by my school board and through the AEFO (Art Education, February 2011) as a way of continually improving my teaching skills and acquiring new knowledge.

I took part in creating exemplars for the EQAO in Toronto in 2009–10 and for the Alberta Ministry of Education in 1999. In Ontario, I have been administering testing since 2003; I did the same in Alberta from 1998 to 2000.

I participated in developing the Social Studies Curriculum for Grades 1 to 6 for the Ontario Ministry of Education (Toronto, July 2011).

I am very proud to share the following personal information with you: I have been married for over 20 years to an anglophone from British Columbia and am the mother of two young adults. My son is 19 years old and is a third-year student in business marketing at Bishop's University in Québec. My daughter is 18 years old and is a first-year student in the theatre studies and costume design program at Dalhousie University in Nova Scotia. They were both honour graduates of Ashbury College in Ottawa, with averages of 85 per cent and above. They both received a bilingual high school diploma.

As you can see, I have experience at both the personal and professional levels in Catholic, public and private, secondary and postsecondary schools across Canada.

I like to travel and read.

I am very flexible and available for any travel involved in filling this position.

### Required statement

1. Myreille Loubert attests that she meets all the requirements to run for the French-language Roman Catholic board elementary position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Myreille Loubert does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

## FRENCH-LANGUAGE ROMAN CATHOLIC BOARD SECONDARY



## Marc André Dubois, OCT

**Registration:** 189027

[dubomarc@csdecso.on.ca](mailto:dubomarc@csdecso.on.ca)

**Certified to teach in Ontario:** 1990

**Current employment:** Teacher, école  
secondaire L'Esson

**Employer:** Conseil scolaire de district des  
écoles catholiques du Sud-Ouest

### Professional qualifications

Degree	Date	Institution
BA	1990	University of Ottawa
BEd	1990	University of Ottawa

### Eligible nominators (Registration)

1. Antoine Saad, OCT (205043)
2. Nathalie Roy, OCT (507961)
3. Jacques Carrier, OCT (177266)
4. Serge Dubois, OCT (174457)
5. Maxime Pineault, OCT (494039)
6. Julie Fortin, OCT (591062)
7. Valerie Burns, OCT (435565)
8. Raymonde Leclair, OCT (168294)
9. Michelle Paré, OCT (493961)
10. Marie-Claire Simonetti, OCT (475569)
11. Paul Chauvin, OCT (199564)
12. Holly Dougall, OCT (465289)
13. Jason Defoe, OCT (466255)
14. Denis Kamga, OCT (506308)

### Required biography

Has been teaching for the Conseil scolaire de district des écoles catholiques du Sud-ouest (and its predecessor) since 1990. Teaches mathematics at various levels as well as computer science, communications technology and media arts. In addition, has been a site manager and computer science resource teacher.

From beginning of career, has participated in AEFO as a member of the executive committee and as a unit officer for AEFO local. Has taken part in the work of various bargaining committees. Has also served as a computer network moderator and facilitator for OTF's project known as Creating a Culture of Change.

Has been a member of the College Council for over two years. Since joining, has further developed knowledge of the obligations of the College and Council members.

Is very aware that the College is the self-regulating professional body for Ontario teachers, working in the public interest.

Having participated on Council and on the Human Resources Committee, the Registration Appeals Committee and the Investigations Committee, has been involved in amending laws and regulations and in verifying the qualifications of new members. Has also ensured that allegations of professional misconduct are sent to the Discipline Committee. In addition, sat on the Accreditation Panel for one of our teacher education institutions.

### Optional biography

Marc has been a high school teacher in the Ontario school system for over 20 years, after being inspired by his own teachers and discovering his passion for education at a young age. He's often sought new experiences to complement his work in the classroom, including school and board-level committees, teacher union activities, and province-wide teacher-driven projects. In previous years, Marc has put energy into his community, having served in various roles on the boards of directors of organizations such as the Windsor Pride Community and the Canada South Festival Network. Since 2009 he has been an elected Council member of the Ontario College of Teachers, where he works in the public interest and on behalf of over 235,000 College members.

### Required statement

1. Marc André Dubois attests that he meets all the requirements to run for the French-language Roman Catholic board secondary position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Marc André Dubois does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

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## Jean-Marcel Ndumbi, OCT

**Registration:** 489980

[jmndumbi@csdccc.edu.on.ca](mailto:jmndumbi@csdccc.edu.on.ca)

**Certified to teach in Ontario:** 2005

**Current employment:** Teacher

**Employer:** Conseil scolaire de district  
catholique Centre-Sud

### Professional qualifications

Degree	Date	Institution
Licence (undergraduate degree)	1999	University of Kinshasa, Democratic Republic of Congo
BEd	2005	University of Ottawa

### Eligible nominators (Registration)

1. Laurie Nguyen, OCT (443062)
2. Tonya Butkovich, OCT (404098)
3. Alphonsine Utanguha, OCT (450853)
4. Philippe Degagné, OCT (202055)
5. Luc Filion, OCT (173310)
6. Jean-Stéphane Kangudie, OCT (439473)
7. Stéphane Fortier, OCT (429858)
8. Alphonse Yongoua, OCT (493793)
9. Stéphanie Kouxommone, OCT (531541)
10. Charles Dimitry Abraham, OCT (521172)
11. Thérèse Tieidé, OCT (525786)
12. Sylvie Nikiema, OCT (424008)
13. Nathalie Bédard, OCT (267567)
14. Claude Armand, OCT (496837)
15. Nicole Philibert, OCT (421961)

### Required biography

High school teacher of philosophy, French and religion. The day-to-day existential issues tackled with my students are a pivotal base reflecting our contemporary society. In these early years of the 21st century, marked by technological advances of all kinds, our society — and young people in particular — are confronted with questions of identity and a quest for meaning. Through a participatory educational approach based on effective communication, tries to equip young people with what they need to find their own personalized answers to all these questions.

Became an AEFO union delegate to help colleagues and others. Being a union delegate is synonymous with being a leader. Intends to play a highly participatory leadership role that is engaging for colleagues and others. At the AEFO, has successively been a member of the elections committee at the 2010 annual conference and of the Awards of Excellence candidate selection committee.

The College serves as a hinge that links the community, the public and the province's teachers. Regulating the teaching profession is one of the College's chief tasks. Council members must therefore ensure that the code of ethics and standards for the teaching profession are rigorously applied so that the profession can continue to enjoy the public's trust. Moreover, the public

is the guarantor of the profession, and the union between the two must be solidly based on the virtues of truth and honesty — and transparency.

### Optional biography

Not provided.

### Required statement

1. Jean-Marcel Ndumbi attests that he meets all the requirements to run for the French-language Roman Catholic board secondary position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Jean-Marcel Ndumbi does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

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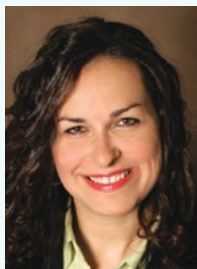
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## FRENCH-LANGUAGE PUBLIC BOARD ELEMENTARY AND SECONDARY



## Monika Ferenczy, OCT

**Registration:** 262675

[monika.in.ottawa@gmail.com](mailto:monika.in.ottawa@gmail.com)

**Certified to teach in Ontario:** 1990

**Current employment:** Teaching consultant, secondary level

**Employer:** Conseil des écoles publiques de l'Est de l'Ontario

### Professional qualifications

Degree	Date	Institution
BA	1989	University of Toronto
BEd	1990	University of Toronto
MEd	2006	University of Ottawa

### Eligible nominators (Registration)

1. Jean-Baptiste Arhanchiague, OCT (260750)
2. Réjean Desjardins, OCT (261322)
3. Janie-Claude Gour, OCT (457069)
4. Marie-Josée Joly, OCT (192268)
5. Rose Kingsley, OCT (315976)
6. Nathalie Lefebvre, OCT (200425)
7. Ghiliane Médor, OCT (505757)
8. Mélanie St-Jean, OCT (489721)
9. Nadine Slater, OCT (275794)
10. Michelle Gagnon, OCT (434889)
11. Valérie Beauchamp, OCT (520717)
12. Marie-France Lavoie, OCT (439909)
13. Linda Lavoie-Schaeffer, OCT (300748)

### Required biography

- 20 years of teaching in the province's four school systems (English public, English Catholic, French public and French Catholic) and in three major regions of the province (south centre, south west centre and eastern Ontario)
- teaching positions in the primary, junior, intermediate and senior divisions
- excellent knowledge of educational reality in a minority setting
- collaboration with ethnic communities and support to the immigrant population; knowledge of ALF (French proficiency for francophones) and PANA (support program for the integration of new arrivals)
- management of Special Education at the elementary and secondary levels as a resource teacher and currently as a teaching consultant for special needs students
- Elementary Teachers' Federation of Ontario (union delegate, member of regional and provincial committees)
- Association des enseignantes et enseignants franco-ontariens (AEFO) representative on the Ontario College of Teachers Council

Participated in revising the professional standards and ethics and the Principal's Qualifications courses. As a result of this experience, has acquired a great deal of knowledge and has had numerous opportunities to work within the context of

the College's mandate. As a member appointed to the College Council to fill a vacant position and through participation on the Discipline Committee and the Fitness to Practise Committee, would like to continue involvement in the issues that fall within the College's mandate and contribute to the profession.

### Optional biography

Monika Ferenczy was born in Montréal and educated in French and English public, separate and private schools in Québec and Ontario. She earned her BA and BEd at the University of Toronto and her MEd with a concentration in leadership in education from the University of Ottawa. She is an educator with more than 20 years experience in all four school systems in Ontario, in three major regions of the province. Having taught in the primary, junior, intermediate and senior divisions and in French-language and English-language public and separate school boards in the Greater Toronto Area, southwestern Ontario and eastern Ontario, she has expertise with French Second Language programming (Core French, French Immersion) and French First Language curriculum.

She holds qualifications in ESL and specialist qualifications in FSL and Special Education and speaks four languages. As a school board Special Education co-ordinator, she supports staff and parents with special needs children, including autism, child and youth mental health, learning disabilities, school and program transition, and liaison with postsecondary institutions. She also participates in various professional committees. Monika also holds principal's qualifications.

In a consultative role with the Ontario Ministry of Education and the Ministry of Training, Colleges and Universities, Monika works with parent groups and key stakeholders in education. Ms. Ferenczy's many achievements include, in particular, a decisive role with the Task Force on French-language Continued Learning of the Ministry of Education and the Ministry of Training, Colleges and Universities.

### Required statement

1. Monika Ferenczy attests that she meets all the requirements to run for the French-language public board elementary and secondary position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Monika Ferenczy does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).



## Sara Souad Nouini, OCT

**Registration:** 417749

**snouini@sympatico.ca**

**Certified to teach in Ontario:** 1998

**Current employment:** Grade 2/3 teacher

**Employer:** Conseil scolaire de district du Centre Sud-Ouest (*Conseil scolaire Viamonde*)

### Professional qualifications

Degree	Date	Institution
BEd	1998	University of Ottawa

### Eligible nominators (Registration)

1. Nabila Bensadek, OCT (524723)
2. Irina Adomnica, OCT (538242)
3. Nadia Nouini, OCT (505011)
4. Ouahchia Benseddik, OCT (472873)
5. Sylvain Lachance, OCT (106173)
6. Joanne Bourgeois, OCT (274631)
7. Mireille Bourbonnais, OCT (164595)
8. Caroline Hamel, OCT (455579)
9. Daniel Lajeunesse, OCT (192152)
10. Stéphane Ethier, OCT (106065)
11. France Loncaric, OCT (188518)
12. Karine Kamena, OCT (524544)
13. Nicaïses Lola, OCT (483078)

### Required biography

Began teaching career at the Conseil des écoles françaises de la communauté urbaine de Toronto (CEFUT) in 1997 as an occasional teacher. Has been a full-time elementary teacher for the Conseil scolaire Viamonde since 1998. Has taught various subjects as a specialist to students in JK to Grade 6: computer science, art education, physical education, literacy, Special Education and the French-language skills updating program known as *Actualisation linguistique (en français)*. Has also been a classroom teacher for single- and multi-grade classes, such as JK, kindergarten, Grade 2, Grade 3 and a Special Education class with students whose grade levels ranged from Grade 3 to Grade 6.

Has been a member of the local AEFO executive committee and a school union representative. Has taken part in a number of EQAO activities as a member of the selection teams for exemplars, test revisions and marking.

The duty of the College and its members is to serve and protect the public interest by regulating the teaching profession in order to ensure student well-being and success. Council members take part in at least four meetings a year to establish policies and recommend regulatory amendments that will continue to improve the teaching profession and increase public trust. Members also sit on at least two statutory standing or special committees.

### Optional biography

I began my teaching career at the CEFUT in 1997 as an occasional teacher (JK to Grade 12). I have taught at the elementary level for the Conseil scolaire Viamonde since 1998. Since then, I have completed my principal's qualifications, a specialist qualification in Special Education and another in Computers in the Classroom. In addition, I have completed two other Additional Qualification courses: Physical Education and Health in the intermediate division and French as a Second Language, Part 1.

The world of education is an exciting one in which I am able to develop and learn on a daily basis. I have always been actively involved. I was an associate teacher and a teacher-mentor for several years and the co-ordinator and/or moderator of several committees, including: anti-bullying, social, student success, PLC, numeracy, literacy, robotics, ICT, cultural, healthy school and school council. Education is an integral part of the issue of values. Our judgments, actions, collective commitment, efforts, generosity, sharing and respect for cultural diversity unquestionably contribute to student success and well-being and therefore to better student achievement.

The way I understand current issues in education is that priority needs to be given to certain files. The challenges are achievable. What really motivates me to become involved is my desire and determination to continue to perform and progress in the field of education and my belief that I am prepared to meet challenges of every kind, thanks to the expertise, skills and sound foundations that I have acquired.

### Required statement

1. Sara Souad Nouini attests that she meets all the requirements to run for the French-language public board elementary and secondary position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Sara Souad Nouini does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

## FACULTY OF EDUCATION ACCLAIMED



## Kara Smith, OCT

**Registration:** 188622

**ksmith@uwindsor.ca**

**Certified to teach in Ontario:** 1994

**Current employment:** Associate professor of English education

**Employer:** Faculty of education, University of Windsor

### Professional qualifications

Degree	Date	Institution
BComm	1990	University of Windsor
BA	1992	University of Waterloo
BEd	1994	University of Western Ontario
MEd	1995	University of Western Ontario
PhD	1998	University of Stirling, Scotland

### Eligible nominators (Registration)

1. Elizabeth Starr, OCT (174306)
2. Geri Salinitri, OCT (166578)
3. Larry Glassford, OCT (238937)
4. Karen Roland, OCT (171557)
5. Susan Holloway, OCT (443405)
6. Chris Greig, OCT (213372)
7. Cameron Cobb, OCT (426110)
8. Philip Allingham, OCT (415550)
9. Carole Richardson, OCT (106114)
10. Adam Adler, OCT (213948)

### Required biography

Taught English, business and drama at Resurrection Catholic SS for the Waterloo Catholic DSB under the mentorship of vice-principal Helen Gelinis and at Wallaceburg DSS and Tilbury DHS for the Lambton Kent DSB under principal Bill Robinson.

While in Chatham-Kent was encouraged to complete PhD in language education and was subsequently hired by Windsor's faculty of education as a model teacher. In Windsor, with faculties, school boards, the Ministry of Education and St. Clair College, pioneered cross-disciplinary literacy units for English students with chemistry, visual arts, physical education and technological gaming to teach creative writing through novels such as *Harry Potter*, *Hana's Suitcase* and *Rush Home Road*.

Enjoyed strong passionate leaders like Gayle Stucke in Wallaceburg, Bill Robinson in Tilbury and curriculum leaders Shirley Sewell and principal Todd Haskell in Chatham. At Windsor, Geri Salinitri, Linda Stoudt from the WECDSB and Margery Holman, along with Sharon Pyke, were instrumental female leaders — women who always put students first and really understood larger community role as educators.

As a lifelong learner with a keen interest in all curriculum, is completing her PQP.

### Optional biography

Education plays a critical role in our economy's success. A key determinant of international investment in a country is its popula-

tion's literacy and numeracy, which is where educators are key. As teachers and individuals who love to learn, our passion for a subject area is passed along to generations of students. A faculty of education is a place where teachers are first introduced to the profession, and at this turning point it is important we provide teachers with the chance to explore, take risks and recognize (as Jennifer Fox recommends) their personal strengths. Each teacher has a gift to pass on through modelled learning and evidence-based negotiated assessment working in classrooms helping students discover their own skills. Even in universities we have no real idea of what the marketplace will look like for our students, but we can aid them in recognizing their own strengths and skills so when a new market is created they will know which niche they can fill.

Additional involvement:

- book reviewer for *Professionally Speaking*
- member of the Kent Writers' Guild and November Writing Month
- vice-president, Women, Diversity and Equity action committee, University of Windsor
- employment equity assessor
- National Council for Teachers of English
- Greater Teaching Council of Scotland
- IODE doctoral scholarships reviewer
- faculty of education research committee member
- Ministry of Education faculties/ministry liaison committee member, 2010–11
- Frankfurt Book Fair participant and part-time editor for *Scribendi*

### Required statement

1. Kara Smith attests that she meets all the requirements to run for the Faculty of Education position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Kara Smith does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).



## PRINCIPAL/VICE-PRINCIPAL



## Francine Beaudin, OCT

**Registration:** 265257

**beaudf@ecolecatholique.ca**

**Certified to teach in Ontario:** 1992

**Current employment:** Principal

**Employer:** Conseil des écoles catholiques du Centre-Est

### Professional qualifications

Degree	Date	Institution
BA	1979	McGill University
MEd	1999	University of Toronto

### Eligible nominators (Registration)

1. Josée Malo, OCT (106936)
2. France Girard, OCT (218531)
3. Lorraine Beauregard, OCT (287200)
4. Chantal Cazabon, OCT (171437)
5. Nicole Deschênes-Sénéchal, OCT (101000)
6. Lyne Levac, OCT (200351)
7. Jean Cloutier, OCT (276374)
8. Chantal L. Dumont, OCT (446685)
9. Marc Blake, OCT (180496)
10. Mona Beebakhee, OCT (275003)

### Required biography

Obtained licence to teach in Ontario in 1992. Began as an occasional teacher and then became a high school immersion teacher. In 1994 continued career as a French and media teacher with the Conseil des écoles catholiques de langue française du Centre-Est. From 2003 to 2009 was vice-principal at two high schools in the Ottawa suburbs. Has been principal of an elementary school in downtown Ottawa since 2009.

Has been a member of the ADFO (Association of Principals and Vice Principals for Franco-Ontarian Schools) since 2003, and from 2006 to 2009 played an active role on the executive of the ADFO-Centre-Est as an adviser at the secondary level and as executive secretary.

Supports an education system that gives priority to improving the achievements and success of all students. The College serves the public interest by ensuring that high professional standards are upheld and also by accrediting professional education programs of high quality. High expectations of professional conduct and a code of ethics are guarantees aimed at protecting the public interest in the school setting. Members of the College Council make a commitment to defend these interests and to encourage respect for them in order to ensure public trust in the Ontario education system.

### Optional biography

I hold a British Columbia Professional Teaching Certificate for the Intermediate and Senior Divisions in social sciences, French and French as a Second Language (1983), a master of education (curriculum) from the Ontario Institute for Studies in Education, University of Toronto (1999) and am completing the Supervisory Officer's Qualification program.

I have been teaching for over 30 years, having begun my career in French-language learning for preschool children and adults. I have had experience in the education systems of three Canadian provinces as well as professional practice in four international schools, including one in Africa, two in Europe and one in North America.

In Ontario, I worked within the Minister of Education's Principal Reference Group from 2006 to 2009. Thanks to my interest in improving professional teacher education, I participated in the advisory forum for revision of the associate teacher Additional Qualification course guideline, held at the College in December 2009. I was subsequently asked to be part of the editorial team for the new course guideline. As a representative of the education sector, I sat on the Internet 101 advisory committee, a national cyberbullying prevention program set up by the RCMP and Industry Canada. I am confident that my work experience in both languages will enable me to represent the province's principals and vice-principals in an effective manner.

### Required statement

1. Francine Beaudin attests that she meets all the requirements to run for the Principal/Vice-Principal position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Francine Beaudin does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).



## Louisa Gabriella Bianchin, OCT

**Registration:** 258555

**[louisa.bianchin@scdsb.edu.on.ca](mailto:louisa.bianchin@scdsb.edu.on.ca)**

**Certified to teach in Ontario:** 1990

**Current employment:** Principal

**Employer:** Sudbury Catholic DSB

### Professional qualifications

Degree	Date	Institution
BA	1989	Laurentian University
BA (Honours)	1989	Laurentian University
BEd	1990	Nipissing University
MEd	1994	OISE/UT

### Eligible nominators (Registration)

1. Guy Mathieu, OCT (261259)
2. Laurie Zahra, OCT (418754)
3. James Michaud, OCT (425274)
4. David Soehner, OCT (275308)
5. Patricia Mardero, OCT (257495)
6. Mitchell Smet, OCT (251481)
7. Louise Franklin, OCT (260664)
8. Daniel Stargratt, OCT (282613)
9. Cara Soehner, OCT (262701)

## PRINCIPAL/VICE-PRINCIPAL CONTINUED

10. Cassandra MacGregor, OCT (273924)
11. Lucie Lapalme-Cullen, OCT (252005)
12. Megan Murphy, OCT (439047)
13. Lori Holden, OCT (441734)
14. Aaron Barry, OCT (433493)
15. Mary Melody Henry, OCT (238775)

**Required biography**

Is currently employed with the Sudbury Catholic DSB as an elementary school principal. Has leadership and teaching experience in both the elementary and secondary systems. Began teaching career in 1990 and has taught students in Core French and French Immersion. For a number of years taught drama and music to students before and after school. Holds a BA (Honours) and a BA from Laurentian University, a BEd from Nipissing University and an MEd from OISE/UT. Earned the Supervisory Officer's Certificate in 2004.

The duty of the College and Council members is to serve and protect public interest, and the success and well-being of all students must be at the centre of every decision made by Council. The College exists to ensure that professional standards are reached by its members. The College accredits teacher education programs that support the lifelong learning of its members. The College has the responsibility to address all concerns so that the integrity of the practice is not compromised. Improvements to the teaching profession can be attributed to the work of Council members.

**Optional biography**

I am currently the principal at Immaculate Conception Catholic School with the Sudbury Catholic DSB.

I have developed successful partnerships with daycares and best start hubs within the school in support of quality child care and early learning programs for parents and children.

I have worked co-operatively as a team member on a number of board-wide committees, including students' health care policy and administrative procedures and guidelines (APG), early learning kindergarten program, workplace violence policy and APG, progressive discipline policy and APG, and joint health and safety.

I have been involved with the Sudbury Catholic Principals' and Vice-Principals' Association and with the Catholic Principals' Council of Ontario.

I served for several years on the board of directors of the Ontario Modern Language Teachers' Association and held the position of president for one year.

I have been actively involved with local theatre, and I continue to be an active parish member, volunteering in the music, liturgical and church-decor ministries.

I believe that more attention and teacher training should be placed on multiple intelligences. With ongoing education, teachers would be able to engage more students and move more students forward. If elected to the College Council, I will use my knowledge and skills to support and continue the work of the College.

**Required statement**

1. Louisa Gabriella Bianchin attests that she meets all the requirements to run for the Principal/Vice-Principal position and to serve on Council and that all information provided is correct and she agrees to the publication of this information

(in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).

2. Louisa Gabriella Bianchin does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

**Brian Head, OCT**

**Registration:** 170308

**head\_brian@durham.edu.on.ca**

**Certified to teach in Ontario:** 1987

**Current employment:** Principal

**Employer:** Durham DSB

**Professional qualifications**

Degree	Date	Institution
BSc	1986	University of Saskatchewan
BEd	1986	University of Saskatchewan
MEd	2002	OISE/UT

**Eligible nominators (Registration)**

1. Keith Wainwright, OCT (192303)
2. Ruth De Jonge, OCT (168764)
3. Monique De Villers, OCT (106091)
4. Greg Island, OCT (180265)
5. Brian Bradley, OCT (195386)
6. Lynette Nastich, OCT (185131)
7. Deborah Lee, OCT (181211)
8. Jacqueline Steer, OCT (184303)
9. Jim Markovski, OCT (433623)
10. Mike Whitmarsh, OCT (164625)
11. Karin Schmidlechner, OCT (181759)
12. Marilyn Sinclair, OCT (188719)
13. David Royle, OCT (204913)
14. Julia Blizzard, OCT (181402)

**Required biography**

Throughout 25-year career as an elementary teacher with the Durham DSB has taught a variety of grades, been a teacher of the gifted, Special Education resource teacher and a vice-principal. As principal has worked throughout the Durham Region gaining experience in both rural and urban settings and has worked in ethnically diverse and inner-city environments. Currently is principal of a dual-track school, English and French Immersion.

For the past several years has worked on local negotiations and currently serves as a co-chair of the terms and conditions team for OPC Durham.

Believes Ontarians value and respect education and trust educators to provide quality learning opportunities for all Ontario children. It is the responsibility of the College and Council members to ensure that this trust is maintained. Using the ethical standards and standards of practice as guides, the College ensures that public interest in quality education is protected in a

## PRINCIPAL/VICE-PRINCIPAL CONTINUED

fair and professional manner. Further believes it is the duty of the College to promote, by example and policy, quality public education for all students throughout Ontario, and to communicate the same to the general public it serves.

### Optional biography

In my career as an educator I have had the opportunity to work in a variety of settings outside of the Durham DSB. I have been a guest lecturer at both the University of Ontario Institute of Technology and York University in their bachelor of education programs. I currently work with Teacher Mentors Abroad, a volunteer organization that supports educators in the Dominican Republic to improve teacher practice. As well, I have hosted educators from a variety of countries, including South Korea, Saudi Arabia, Finland, Germany and Scotland.

My community involvement has been eclectic in nature. Between 1990 and 2008 I coached soccer at both the recreational and competitive levels. I have volunteered at Oshawa Little Theatre, assisting with the youth group program. For the past five years I have been actively involved in fundraising for the Hospital for Sick Children. As well, I am a member of the board of directors for the Durham Education Employees' Credit Union, serving on the audit committee since 2002. I am an active triathlete and compete in Ironman 70.3 Series events.

Professionally, I hold an MEd, Supervisory Officer's Certificate and both my Special Education Specialist and Honour Specialist, Physical and Health Education A.Q.s. I have served on a variety of professional committees for the Durham DSB, including the leadership and mentoring steering committee and the Special Education review committee and have served as president of Durham's elementary principals' association.

### Required statement

1. Brian Head attests that he meets all the requirements to run for the Principal/Vice-Principal position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Brian Head does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).



## Roberta Mary McEwen, OCT

**Registration:** 282578

**mcewenr@adsb.on.ca**

**Certified to teach in Ontario:** 1998

**Current employment:** Principal

**Employer:** Algoma DSB

### Professional qualifications

Degree	Date	Institution
BA	1995	Laurentian University
BEd	1997	Queen's University

### Eligible nominators (Registration)

1. Connie Traves, OCT (183221)
2. Cheryl Mireault, OCT (282176)
3. Sheila Nyman, OCT (186160)
4. Anne Sangster, OCT (167263)
5. Pauline Brunet, OCT (172859)
6. Lorrie Morley, OCT (277448)
7. Debbie Kent, OCT (170535)
8. Debbie King, OCT (183255)
9. Laurie Bouliane, OCT (255483)
10. Ellis Nyman, OCT (454358)

### Required biography

Fifteen years in education and has enjoyed primary experiences as much as time with high school students. Learning does not stop.

Passion is education. Education for all students. Education for First Nations. Education for exceptional students. Teachers need to work harder as the dropout rate for FN students is increasing. Facing more students with exceptionalities and children not succeeding when entering postsecondary facilities; looking for changes that will move students forward.

Has been involved with EQAO and curriculum writing with the Ministry of Education. A strong advocate for First Nations students and students with exceptionalities. Has in the past and continues to write for *Anishinabek News*.

Understands the College to be a group of individuals who regulate and govern their own profession. Believes the College to be a group that protects students' needs in education and ensures the best teachers are informed, skilled and conduct themselves in a professional manner. The College is accountable to the public. The College is accountable to teachers.

### Optional biography

Aanii, Bonjour, Hello.

Fifteen years ago I made the decision to be an educator. After working in many different fields, including hotel front desk, catering, restaurant management, psychiatric hospital and coaching hockey and figure skating, I believe I have found my passion: education. To me, education is the foundation needed for a promising future. Our children need a good foundation and caring role models to help them reach their full potential. All students can learn and all students have a right to education. If elected to the College Council, I would work for our children to help ensure their future by addressing the teaching profession. I would also address concerns from the north. We need to do it right. Together we can make a difference.

### Required statement

1. Roberta Mary McEwen attests that she meets all the requirements to run for the Principal/Vice-Principal position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination norm).
2. Roberta Mary McEwen does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination norm).



## PRINCIPAL/VICE-PRINCIPAL CONTINUED



## Brian Rivait, OCT

**Registration:** 163220

**brivait@mdirect.net**

**Certified to teach in Ontario:** 1978

**Current employment:** Principal

**Employer:** Windsor-Essex Catholic DSB

### Professional qualifications

Degree	Date	Institution
BA	1977	University of Windsor
BEd	1978	University of Windsor
MEd	1989	University of Windsor

### Eligible nominators (Registration)

1. Jacqueline O'Bright, OCT (204443)
2. Ian Drago, OCT (185698)
3. Joni Ouellette, OCT (179073)
4. Sue Di Meo-Easby, OCT (182061)
5. Nancy Sarkis, OCT (189038)
6. Patricia Hedderson, OCT (177024)
7. Velma Cocchetto-Picco, OCT (279981)
8. Luigi Conte, OCT (178258)
9. Melissa Farrand, OCT (278326)
10. Doris Baggio, OCT (172675)
11. Kevin Hamlin, OCT (176151)
12. Patti Mouland, OCT (179380)
13. Rita Pallisco, OCT (165872)
14. Marilyn Villalta, OCT (167193)

### Required biography

Began teaching career in 1978 as an elementary teacher, teaching in primary, junior, intermediate grades and Special Education. Was appointed vice-principal in September 1992 and principal in January 1994. Served as an associate teacher in the University of Windsor's Faculty of Education and a part-time early childhood education instructor at St. Clair College from 1989 to 1991.

As principal, served on local executive from 1995 to 2005 and 2010 to current position as president. Served on provincial executive of Catholic Principals' Council of Ontario 2004–05. Seconded to Ministry of Education 2005–08 with Curriculum Branch and the Literacy and Numeracy Secretariat.

The duty of the College is to allow teachers to regulate and govern their own profession so that the public is confident that the well-being and academic success of students is the priority. The College ensures that qualified teachers working in Ontario classrooms maintain a high degree of professionalism. College Council members work collectively on behalf of the public to protect the public interest and make decisions based on a shared interest in supporting and strengthening the teaching profession and ensuring public accountability. Council members attend regularly scheduled meetings and serve on a variety of committees.

### Optional biography

I am principal of St. Bernard Catholic ES in the Windsor-Essex Catholic DSB. Before this I spent three-and-a-half years on secondment to the Ministry of Education. The first 10 months I managed the Assessment and Reporting Unit in the Curriculum and Assessment Policy Branch. Then I moved to the Literacy and Numeracy Secretariat where I was a member of the executive team and the London West regional team.

I am currently president of the Windsor-Essex Catholic Principal/Vice-Principal Association and a member of the Catholic Principals' Council of Ontario, the ASCD and the International Reading Association.

I have served on three College accreditation reviews and on the associate teacher AQ review committee as well as holding the principal/vice-principal position on Council for a short time in 2005, having to resign upon accepting the Ministry secondment. I have been media co-ordinator for the Windsor Walk of Hope for Ovarian Cancer for the past three years.

I believe that all students can achieve and that all teachers can teach to a high standard. It is my role as leader to support them so that all can achieve their very best based on the data collected through provincial assessments and school-based data.

I have completed the Supervisory Officer's Certificate AQ and this, combined with my local and provincial experience, would enable me to bring a broad perspective to Council. It would be an honour to serve on behalf of Ontario's principals and vice-principals.

### Required statement

1. Brian Rivait attests that he meets all the requirements to run for the Principal/Vice-Principal position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Brian Rivait holds an excluded position that would prevent him from serving on Council and has agreed to resign from the position if elected (in response to question 2 on page 5 of the nomination form).

## PRINCIPAL/VICE-PRINCIPAL CONTINUED



## Richard Rozario, OCT

**Registration:** 248469

**richard.rozario@peelsb.com**

**Certified to teach in Ontario:** 1979

**Current employment:** Principal

**Employer:** Peel DSB

### Professional qualifications

Degree	Date	Institution
Professional education program	1978	University of Western Ontario
B. Math	1979	University of Waterloo
MEd	1989	Niagara University

### Eligible nominators (Registration)

1. Beth Veale, OCT (256763)
2. Ted Byers, OCT (249531)
3. Mark Botnick, OCT (184315)
4. Cheri Riddell, OCT (258193)
5. John Staba, OCT (482057)
6. Cynthia Horvath, OCT (250396)
7. Rosemary Stiglic, OCT (274365)
8. Marcel Giraldi, OCT (246777)
9. James Dowhaniuk, OCT (260803)
10. Stacy Wilson, OCT (252281)
11. Theresa Whitmell, OCT (254521)
12. Angela Adekunle, OCT (282018)
13. Cathy Darmanin, OCT (270859)
14. Daphne Perugini, OCT (273089)

### Required biography

Teaching experience spans 32 years. Began career as a mathematics teacher and served as assistant head and head of mathematics. Spent 17 years as a classroom teacher and although still considers himself a teacher has been a high school administrator for 16 years. Served four years as a vice-principal in two different schools and now in 12th year as principal.

Has been a member of OPC since 1998 and served as one of two principal representatives on its terms and conditions committee; relinquished this position in May 2011. Prior to joining OPC was a member of OSSTF from 1979 to 1998.

Understands the College's role and its responsibility and obligation to govern the profession in the public interest. This duty makes teachers accountable to the public and ensures that students are taught by qualified teachers who adhere to clear standards of practice and the highest ethical and moral standards.

Council is a provincial committee of 37 members, 23 of whom are elected by peers. Council's role is to provide governance to the College to help it meet its objectives. Through committee work Council members provide input on policy and procedures that govern accreditation, standards of practice, discipline, teacher training and professional development.

### Optional biography

Prior to graduation from the University of Waterloo, I taught Grades 6, 7 and 8 as a co-operative education student and in a private school in Kitchener. I have seven children, one in elementary school, two in high school, one in university and three who are finished. I am a passionate educator who cares deeply about our profession and wants to ensure that we always adhere to the highest moral and ethical standards as teachers and provide students with the best education possible.

### Required statement

1. Richard Rozario attests that he meets all the requirements to run for the Principal/Vice-Principal position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Richard Rozario does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).



## Vicki Shannon, OCT

**Registration:** 182129

**vshannon@lakeheadschoools.ca**

**Certified to teach in Ontario:** 1984

**Current employment:** Special assignment principal

**Employer:** Lakehead DSB

### Professional qualifications

Degree	Date	Institution
BA	1984	Lakehead University
BEd	1984	Lakehead University
MEd	2010	Lakehead University

### Eligible nominators (Registration)

1. Kevin Fisher, OCT (185245)
2. Steve Daniar, OCT (169240)
3. Anne Marie McMahon-Dupuis, OCT (204905)
4. Marla Poulin, OCT (180403)
5. Derek Di Blasio, OCT (420074)
6. Charles Bishop, OCT (172339)
7. A.J. Keene, OCT (200286)
8. Suzanne Eddy, OCT (182112)
9. Cathy Ferrazzo, OCT (190920)
10. Coral Charlton, OCT (199921)
11. Elaine Oades, OCT (275119)
12. John Danaher, OCT (217310)
13. Caroline Rath, OCT (193457)
14. Tammy Greeley, OCT (216101)
15. B. Meredith Tuck, OCT (417272)

### Required biography

Has specialist AQs in French as a Second Language and Éducation au cycle primaire. In addition to the Principal's

## PRINCIPAL/VICE-PRINCIPAL CONTINUED

Qualification Program has completed the Supervisory Officer's Qualification Program modules and is currently completing the practicum. Taught kindergarten to Grade 8 French Immersion/English before becoming a curriculum resource teacher working with K–8 teachers. Has been a vice-principal at two elementary schools and one secondary school in Thunder Bay and principal at six elementary schools in Thunder Bay. Currently principal at a secondary school.

Is a member of the Ontario Principals' Council currently serving as past president. Was OPC president in 2010–11 and served on provincial executive/council from 2004–10. Served as local district OPC president for two years.

It is the goal of the College to carry out its evolving mandate by reflecting "the ethical aspirations of our profession and to be consultative, proactive, transparent, accountable and fair." Through the inclusion of all members of the College in this self-regulation the College will continue to define its authority and how that authority can be exercised judiciously in serving and protecting the public interest.

Is committed to serving on the Council to build public confidence in Ontario's educators as strong professional advocates for students.

**Optional biography**

Vicki Shannon's passion for being an education leader stems from her conviction that education is the great equalizer for all children, regardless of personal situation. As the daughter of a residential school survivor, she is grateful for experiences that have allowed her to work closely with Aboriginal students.

Vicki has provided leadership nationally, provincially and locally as an environmental fellow, global education mentor, *Green Teacher* magazine editor, workshop facilitator, Lakehead

University sessional lecturer, ETFO instructor for planning and programming a course for teachers at risk, vice-principal/principal mentor and executive member of local and provincial boards for the OPC. She currently serves on the executive of the International Confederation of Principals representing North, Central and South America and is a planning committee member for the 2012 Girls' Education Conference to be held in Africa.

As president of OPC, Vicki worked closely with education partners including the Ministry of Education, federations, supervisory officers, directors, trustees and the College itself. Dealing with sensitive issues, diverse opinions, competing interests and common goals was a challenging yet rewarding experience.

Vicki's most exciting role is that of mother to an amazing 14-year-old son. Watching the growth and success of a child who is loved, protected, challenged and nurtured, she is determined that her time in education will be dedicated to ensuring similar opportunities for all children.

Healthy, strong, well-informed educators can make that difference. Vicki seeks to further this philosophy with partners on the College Council.

**Required statement**

1. Vicki Shannon attests that she meets all the requirements to run for the Principal/Vice-Principal position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Vicki Shannon holds an excluded position that would prevent her from serving on Council and has agreed to resign from the position if elected (in response to question 2 on page 5 of the nomination form).

## PRIVATE SCHOOL



## Stefanie Achkewich, OCT

**Registration:** 535545

**stefanotis@gmail.com**

**Certified to teach in Ontario:** 2008

**Current employment:** ESL teacher

**Employer:** Columbia International College

**Professional qualifications**

Degree	Date	Institution
BA	2000	University of Western Ontario
BEd	2002	University of Calgary
MEd	2010	OISE/UT

**Eligible nominators (Registration)**

1. Diana Karan, OCT (263806)
2. Bert Susin, OCT (488936)

3. Denice Garell, OCT (259873)
4. Teresa Galluzzo, OCT (582908)
5. Natalia Inozemtseva, OCT (438998)
6. Rebecca Wellum, OCT (532462)
7. Dagmar Strobl, OCT (454597)
8. Mary Jane Toal, OCT (136418)
9. Shamini Jacob, OCT (536669)
10. Dana Lopatnyuk, OCT (424699)
11. Roger Ferreira, OCT (519187)
12. Nancy Baker, OCT (268048)
13. Sasha Ricker, OCT (537497)
14. Ron Rambarran, OCT (247779)

**Required biography**

Has taught globally in the private sector for the past 10 years. Most recently has been a secondary teacher at Columbia International College applying master of education degree through curriculum development for a student body of diverse, international students. Prior to Columbia worked in England fostering a multicultural classroom through a peer mentoring program aimed at improving literacy skills of students at risk and use of comparative media studies. In Taiwan implemented and



## PRIVATE SCHOOL CONTINUED

organized a reading buddy program and was recognized for work with the annual model teacher award.

In current practice regularly participates in professional development workshops, professional reading and Additional Qualification courses. Is a reflective and passionate educator who hopes to bring a voice of inquiry, insight and passion to the College Council through the Private School system position.

As an elected member of the Council would engage in the dialogue and decision making process concerning changes to or implementation of policies and practices of the Ontario teaching profession. Duties would extend to both the committee and general Council levels. Personal and political biases should not influence a Council member's work; would endeavour to represent all educators at private schools fairly and zealously.

**Optional biography**

Not provided.

**Required statement**

1. Stefanie Achkewich attests that she meets all the requirements to run for the Private School position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Stefanie Achkewich does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

**Dave Bird, OCT**

**Registration:** 168414

**pinecipal@mac.com**

**Certified to teach in Ontario:** 1992

**Current employment:** Principal

**Employer:** Pinehurst School

**Professional qualifications**

Degree	Date	Institution
Bachelor of Law	1978	University of Toronto
BEd	1992	University of Toronto
MEd	2010	Brock University

**Eligible nominators (Registration)**

1. Elizabeth Barbara Brown, OCT (206894)
2. Pam Krasen, OCT (403409)
3. Shelley Gaudet, OCT (262892)
4. Lipi Parekh, OCT (528103)
5. Sarah Sproviero, OCT (621069)
6. Edna Sandoval, OCT (492235)
7. Narmeet Manawala, OCT (523456)
8. Vanessa Di Carlo, OCT (598630)
9. Alma Manuel, OCT (450822)
10. Gord Queen, OCT (140100)
11. Wendy Michalowicz, OCT (153677)

12. Ekaterina Lioubimtseva, OCT (530356)

13. Olga Rubleva, OCT (525006)

14. Genady Roizman, OCT (492726)

15. Julie Middleton, OCT (202407)

**Required biography**

Has worked in Ontario's private schools for almost 20 years.

Served as a teacher for six years, as a director of studies for two years and then as a principal for the past almost 12 years.

Whether private or publicly funded, education is a matter of intense public interest. The Ontario College of Teachers and its Council have a duty to ensure both excellence and integrity in teaching and that all members uphold the standards of practice and the ethical standards of the teaching profession. Of equal importance is the duty to ensure that teachers are treated with respect, are fairly judged by the provincial community and are valued as skilled and well-trained professionals who all provide a needed, essential and highly challenging service to Ontario.

**Optional biography**

I have been the treasurer of the Ontario Association for Supervision and Curriculum Development (ascd.ca) since 2006 and the professional development consultant to the Ontario Federation of Independent Schools (OFIS) since 2010. In that latter capacity, I act as the course facilitator of the private school Principal's Qualification Program, both Parts 1 and 2, which are jointly presented by York University and OFIS. In my Ontario ASCD capacity I serve on a board of directors with a broad cross-section of public, separate and private school administrators and Ministry education officers.

I have obtained my qualifications in all four of the primary, junior, intermediate and senior divisions, hold a Special Education, Specialist AQ and have completed the Principal's Qualification Program, Parts 1 and 2.

I am certified as and volunteer as a St. John Ambulance instructor in first aid, cardiopulmonary resuscitation, automated external defibrillation and health-care-provider training.

I believe that Ontario's students can best be served through an active and engaged collaboration among all educators, whether in the private or publicly funded sectors, and that best education practices will always most improve through working partnerships that refuse to tolerate the exclusion of any.

**Required statement**

1. David Bird attests that he meets all the requirements to run for the Private School position and to serve on Council and that all information provided is correct and he agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. David Bird does not hold an excluded position that would prevent him from serving on Council (in response to question 2 on page 5 of the nomination form).

## SUPERVISORY OFFICER ACCLAIMED



## Mary Lou Mackie, OCT

**Registration:** 249697

[marylou\\_mackie@wrdsb.on.ca](mailto:marylou_mackie@wrdsb.on.ca)

**Certified to teach in Ontario:** 1980

**Current employment:** Executive superintendent of education

**Employer:** Waterloo Region DSB

### Professional qualifications

Degree	Date	Institution
BA	1979	McMaster University
BEd	1980	University of Toronto
MEd	1992	Brock University

### Eligible nominators (Registration)

1. Gregg Bereznick, OCT (247896)
2. Karen Falconer, OCT (218156)
3. Patricia Kings, OCT (142495)
4. John Bryant, OCT (139616)
5. Laura Hodgins, OCT (177035)
6. Cameron Mark Schinkel, OCT (176218)
7. Robert McGall, OCT (167700)
8. Peggy Blair, OCT (174197)
9. Mark Harper, OCT (174724)
10. Diane De Coene, OCT (144603)
11. Sue Mark, OCT (152248)
12. Lila Read, OCT (203202)
13. Sharon List, OCT (155600)
14. Martha Dutrizac, OCT (110285)
15. Margaret Roberts, OCT (177068)

### Required biography

Presently with the Waterloo Region DSB serving in the role of executive superintendent of education. Other experiences include superintendent of education with the Grand Erie DSB and Ministry of Education Provincial Schools Branch. Other related experiences include principal-leader of Special Education, secondary school principal and vice-principal, assistant department head and secondary school teacher with the Grand Erie DSB, Brant County Board of Education and Calgary Board of Education.

Currently a member of the Ontario Public Supervisory Officials' Association (OPSOA) and associate member of the Ontario Principals' Council (OPC). Previously a member of OPC and OSSTF. Completed the Ontario Supervisory Officers' Executive Program in 2009 and has taught the principals' AQ course. This nomination was endorsed by the 2011–12 OPSOA board of directors on November 11, 2011.

The Ontario College of Teachers and its 37-member Council have the important responsibility to support teachers in regulating and governing their own profession in the public interest.

As a Council member would take the oath of office to serve and protect the public interest as a deeply rooted commitment to

support the College's important work to ensure high-quality standards in the teaching profession.

### Optional biography

I have taught English, history, dramatic arts, mathematics and geography in secondary schools in Alberta and Ontario. I have worked as a Special Education resource teacher, assistant department head, vice-principal, principal and Special Education system leader.

I was seconded to superintendent with the Ministry of Education's Provincial Schools Branch, returned to the Grand Erie DSB as superintendent of a family of schools, and later served as superintendent of curriculum and Special Education. I joined the Waterloo Region DSB as Executive Superintendent of Education in 2007.

With a deeply rooted commitment in education to matters of social justice I have a strong belief that all students can learn and achieve to a high level and have worked extensively to support students with Special Education needs, early learning programs, mental health supports and community agency partnerships. I serve on OPSOA's equity and inclusion committee, the Region of Waterloo Children and Parents Service committee and the Kitchener-Waterloo Alliance for Children and Youth.

The College serves and protects the public interest through regulating the teaching profession, establishing and maintaining membership qualifications, accrediting teacher education and AQ programs, establishing and enforcing professional standards and ethical standards of practice, investigating complaints and implementing disciplinary actions regarding fitness to practice, and communicating with the public on behalf of its members. Through these actions the College has a duty to serve and protect the public interest and ensure that decisions are just, transparent, and meet evolving public accountability standards.

### Required statement

1. Mary Lou Mackie attests that she meets all the requirements to run for the Supervisory Officer position and to serve on Council and that all information provided is correct and she agrees to the publication of this information (in response to questions 1, 2, 3, 4, 5 and 7 on page 6 of the nomination form).
2. Mary Lou Mackie does not hold an excluded position that would prevent her from serving on Council (in response to question 2 on page 5 of the nomination form).

# 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.

## CHANGES AT THE COLLEGE

### College takes early action to improve transparency

**THE COLLEGE HAS MOVED** to increase public access to disciplinary decisions while awaiting a much-anticipated review of its disciplinary processes.

The change makes it faster and easier for employers and the public to access decisions from Discipline Committee public hearings, and Investigation Committee decisions and MOAs that explicitly stipulate that documents will be publicly available.

These documents were already available publicly from the College's library via request and on Quicklaw, a legal subscription service.

In January, the College posted more than 600 full decisions and memorandums of agreement to its website.

As well, the College announced that dispute resolution is not available to members who face allegations related to sexual abuse, confirming a practice that has been in

place for some time. These allegations must be disposed of through the public hearings process.

Last summer, the College commissioned Patrick LeSage, the former Chief Justice of the Ontario Superior Court, to conduct an independent review of its investigation and disciplinary procedures and outcomes.

The LeSage review is paying particular attention to:

- the undertaking of regular reviews of the College's disciplinary processes and practices
- clarifying the circumstances in which a member's name is withheld following disciplinary decisions
- establishing possible mandatory penalties for specific types of misconduct, like sexual offences.

The former Chief Justice's report is expected at the end of May.

ps

## NEWS FROM THE COUNCIL

### Council members shuffle responsibilities

**AT ITS DECEMBER MEETING**, Council assigned new committee responsibilities to members in the wake of recent member departures and appointments.

Newly appointed member Monika Ferenczy, OCT, was appointed to the Discipline and Fitness to Practise committees. Gale Dore, OCT, and Terry Price, OCT, were appointed to the Election and Accreditation Appeal committees respectively.

Darlene Mead, OCT, takes over as chair of the Discipline Committee and, as such, becomes a member of the Executive Committee. Pauline Smart steps into Mead's role as the vice-chair of the Discipline Committee. Smart was also appointed to the Finance and Executive committees.

Marc Dubois, OCT, is the new vice-chair of the Registration Appeals Committee. Clyde Glasgow was appointed to the Discipline and Human Resources committees, and Danny Anckle was appointed to the Accreditation Appeal Committee.

ps

### Summary, December 8–9, 2011

**AT ITS DECEMBER 8–9 MEETING**, College Council:

- approved writing to the Minister of Education to request a change in regulation to designate one of the current 14 appointed positions on Council as a First Nations, Métis and Inuit appointee
- approved writing to the Minister of Education to recommend amending regulations to ensure that at least three public appointees are French-speaking
- appointed Darlene Mead, OCT as chair of the Discipline Committee and as a member of the Executive Committee
- appointed Pauline Smart to the Executive Committee
- approved setting the membership fee at \$138 a year for three years beginning January 1, 2012
- approved the 2012 College budget

ps



# **College sees benefits of new home**

**IT HAS BEEN OVER A YEAR** since the College moved to its new, permanent home. The move and the renovations are now complete, and we are already seeing the benefits.

Our location at 101 Bloor Street West — one block west of Bay Street in downtown Toronto — means we are more central and accessible by public transit for members and staff and in closer proximity to stakeholders, government and education partners.

The College is no longer dealing with fluctuating rents in a volatile commercial real estate market. College members, as owners, now have a hedge against rising future facility costs.

A year ago, the College was leasing space at 121 Bloor Street East at \$12 per square foot. We were facing a late 2012 increase to almost double the cost, had we renewed our lease.

### **Occupancy cost savings**

The College expects savings of \$1 million in occupancy costs every year.

Efficient new energy and water initiatives and forward-thinking financing strategies are aimed at stabilizing our facility costs.

Among our primary goals is saving money without sacrificing quality in both services to members and what the public expects from a regulatory body.

### **A hundred per cent equity**

As owner of a facility purchased in a very favorable market, the College is creating equity for College members. The College will pay off the mortgage on its majority interest in the property within 25 years. Before and after that time, members will have a cost-effective facility that helps the College fulfill its mandate of working in the public interest.

### **Increase in property value after 25 years**

While the future cannot be predicted with certainty, it appears that the College made its purchase at or near the bottom of the real estate market. If one assumes that mid-town Toronto real estate grows by slightly more than inflation, say five per cent, the property should almost quadruple in value over 25 years. At that point, instead of a rent bill that would have quadrupled, we'll have a mortgage-free building.

### **Final cost to buy and renovate consistent with budget established in 2008**

In 2008, your Council established \$33,450,000 as a reasonable budget for a new College home. Three years later, the final price of \$33,900,000 is only slightly higher than originally planned — a very good outcome when so many projects far exceed their budget.

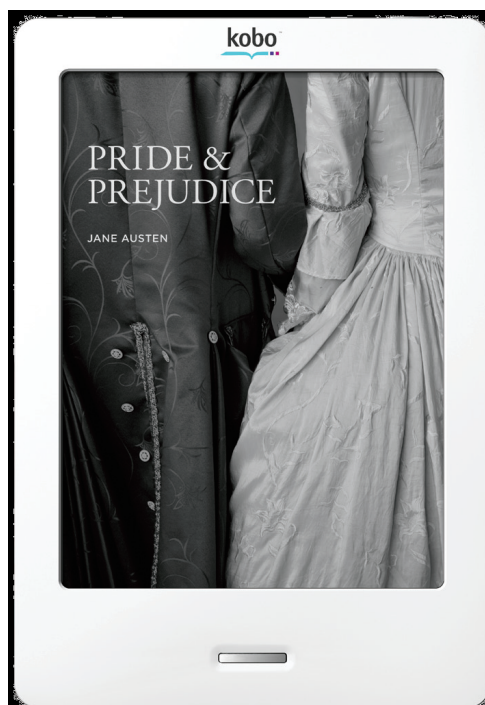
**ps**

# **Win a Kobo!**

**Check out our new collection of e-books, and enter to win a Kobo Touch eReader!**

The College's Margaret Wilson Library has expanded its free services and added a collection of English and French e-books. Our e-books offer resources on a variety of topics, including Special Education, classroom management, leadership strategies and teaching strategies.

Log in to your account in the Members' Area to view the new collection, and enter to win a Kobo Touch eReader.



## INVESTIGATIONS

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

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

**Case #1**

**Complaint:** Authoring and refusing to modify a document that contained inaccurate information

**Outcome of investigation:** Not refer and take no further action

A student's parent complained that a College member had authored an official document, placed in the child's Ontario Student Record (OSR), and that when the member was provided written information stating that the information was inaccurate, the member refused to modify the document. The complainant said that the erroneous information was misleading and harmful to the child.

In response, the member stated that the document was completed from information in an assessment report written by a regulated health professional and was not inaccurate or misleading. The member explained that after the document was written the complainant requested that it be removed from the student's OSR for a variety of reasons, a request that the school board refused. The member also stated that, at a later date, the complainant arranged for the regulated health professional to meet anew with the student, and as a result of that meeting, the health professional provided an addendum to her original report. That addendum stated that the original report had reflected what the student had told the regulated professional at that time, but that at their subsequent meeting, the student clarified what he had earlier said.

With regard to the allegation of an inaccurate document, the panel noted that the member authored the document based on information provided in the original report from the regulated health professional. As to the allegation of refusing to modify the document, the panel was of the opinion that it would not have been appropriate for the member to rewrite the document as if the initial report from the health professional had never been received. The panel also noted that, in response to the complainant's concerns, the member did attach the health professional's addendum to the document. As a result, the panel directed that no further action be taken regarding this complaint.

**Case #2**

**Complaint:** Grabbing a student and frequent yelling

**Outcome of investigation:** Written caution

The College received a complaint from a parent indicating that a member had grabbed her child by the arm, causing a small bruise, and that later, her child had also indicated that the member often yelled at students.

In response to the complaint, the member stated that her physical contact with the student had consisted of softly placing her hand on the student's shoulder, to reassure her. The member denied the allegation of frequent yelling.

After reviewing the documents and information from the investigation, the panel noted that the member acknowledged initiating some physical contact with the student, but that the information provided by witnesses was inconsistent as to the nature of that contact. In respect to the yelling, the panel noted that some information received from the local Children's Aid Society and the employer supported this allegation. As a result, the panel determined that it would caution the member in writing regarding physical contact with students and yelling at them.

**Case #3**

**Complaint:** Authorizing a student to make an inappropriate purchase

**Outcome of investigation:** Written caution

An employer reported to the College that, during a stop at a department store on an out-of-town field trip, a member indicated to a store cashier that a student, who was

# Glossary of terms



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

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

For a glossary of terms, visit [www.oct.ca](http://www.oct.ca) → Investigations & Hearings → Decision Summaries → Glossary of terms.

under the age of 12, could purchase an object. The cashier requested authorization from an adult because the object carried warnings related to language, violence and sexual content and was rated as appropriate for persons over the age of 17.

Following a review of the information obtained from the employer, the Registrar filed a complaint. In her reply to the complaint, the member stated that the cashier had simply indicated that authorization was required and did not state why. The member indicated that she should have

more closely examined the object before providing permission and that, had she been aware of the warnings, she would not have given her approval.

The panel noted that the member recognized her error in not fully examining the object, accepted the consequences imposed by her employer and attempted on multiple occasions to contact the student's parents to apologize. The panel decided to caution the member regarding her responsibility to ensure the welfare of students under her supervision.

ps

### HEARINGS

Three-member panels of the Discipline Committee conduct public hearings into cases of alleged incompetence or professional misconduct. The panels are a mix of elected and appointed Council members.

Members found guilty of incompetence or professional misconduct may have their certificate revoked, suspended or limited. In professional misconduct matters only, the committee may also reprimand, admonish or counsel the member, impose a fine, order the member to pay costs or publish the order in *Professionally Speaking*.

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

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

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**Member:** C. Robert Clements

**Registration number:** 266425

**Decision:** Revoked

A Discipline Committee panel ordered the Registrar to revoke the certificate of C. Robert Clements for sexually assaulting a 15-year-old male.

Clements, who joined the teaching profession in June 1964, did not attend the August 25, 2011 hearing and was not represented.

The panel heard evidence that, in January 2009, Clements invited the boy to his home where he fondled the boy. Subsequently, Clements was found guilty of sexual assault in criminal court and sentenced to 12 months probation. As well, he was ordered not to contact the boy or his family, not to be in the presence of anyone under 16 except with the child's parent(s) present, not to possess any weapons for 10 years and to attend treatment and counselling.

Having considered the evidence, the Discipline Committee panel found the member guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

"The member engaged in inappropriate and unprofessional conduct with the student while that student was under his care and supervision," the panel said. "The member's conduct is disgraceful and unbecoming a member of the profession. Revocation is the appropriate penalty for misconduct of this severity and protects the public interest."

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

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**Member:** Johannes Albert Heller

**Registration number:** 275452

**Decision:** Revoked

A Discipline Committee panel ordered the Registrar to revoke the certificate of Thames Valley DSB secondary school teacher Johannes Albert Heller for sexually assaulting young males and making and accessing child pornography.

Heller joined the teaching profession in June 1996. He did not attend the August 25, 2011 hearing and was not represented.

In December 2010, Heller pleaded guilty in criminal court to sexually touching a person under the age of 16,



making child pornography, inviting a young person to touch his body for a sexual purpose and committing sexual assault. He was sentenced to six years in jail, and other conditions were imposed, including an order prohibiting him from possessing firearms for 10 years.

The school board fired Heller in January 2011.

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

“Although the young male was not a student of the member, the committee affirms that the pattern of grooming behaviour evident through the use of drugs, alcohol and pornography represents a threat to students who may be in the member’s care,” the panel said.

“The committee finds that that member who is convicted of sexual assault and accessing and making child pornography is not suitable to be in a position of trust and authority over children. He has entirely failed in that trust and is considered by the courts of Ontario to have broken laws that protect the young and is incarcerated as a result of these convictions. This member should not be permitted to teach in Ontario.”

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

**Member:** Joanne Marie Sylvie Léger-Legault

**Registration Number:** 185327

**Decision:** Revoked

A Discipline Committee panel ordered the Registrar to revoke the certificate of Ottawa-Carleton DSB secondary school teacher Joanne Marie Sylvie Léger-Legault for her inappropriate relations with four male students, including intimate sexual relationships with two.

Léger-Legault, who joined the teaching profession in June 1992, had legal counsel attend the hearing, which was conducted on May 25 and September 27, 2011, on her behalf.

Between 2001 and 2005, Léger-Legault transported students in her car, met with them outside school, discussed personal issues, exchanged text messages and emails of an inappropriate personal nature, kissed one student on the lips and had intimate sexual relationships with two students.

Having considered the evidence, onus and standard of proof and legal submissions, the Discipline Committee panel found Léger-Legault guilty of professional misconduct and directed the Registrar to revoke her Certificate of Qualification and Registration.

“The committee finds that, over a period of four years, the member engaged in inappropriate behaviour involving four students, including sexual abuse of three of those students,” the panel said. “The conduct of the member was unacceptable, in conflict with the duty of a teacher and a breach of the public trust. The member has forfeited the

privilege of holding a teaching certificate and membership in the teaching profession.”

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

**Member:** Not identified

**Decision:** Reprimand, conditions

A Discipline Committee panel reprimanded a Toronto DSB teacher for using inappropriate language and physical discipline with students.

The member, who joined the teaching profession in August 1998, attended the November 8, 2011 public hearing with legal counsel.

Between 2002 and 2006, the member made inappropriate comments and used physical discipline on a number of occasions, resulting in two letters of discipline from his principal. Then, in another instance, the member picked up a student under the arm, which, when the student resisted, resulted in the student falling and hitting his head. Consequently, the member received another letter of discipline. The board fired the member in February 2007 but reinstated him in June 2008.

Having considered the evidence, a plea of no contest, a statement of uncontested facts, and a joint submission on penalty, the Discipline Committee panel found the member guilty of professional misconduct.

The member was ordered to face the panel to receive a reprimand and to complete a course in classroom management at his own expense.

Among its comments, the panel said, “The member exercised unreasonable approaches to disciplining students in his care. (He) jokingly told a student, ‘Why don’t you just run away?’ which was an inappropriate comment to make to a young and impressionable student.”

A notation regarding the reprimand and the conditions appears on the member’s certificate online at [www.oct.ca](http://www.oct.ca) → [Find a Teacher](#).

**Member:** Mark Christopher Baggio

**Registration number:** 421255

**Decision:** Revocation

A Discipline Committee panel revoked the teaching certificate of Windsor-Essex Catholic DSB teacher Mark Christopher Baggio for criminal convictions involving sexual assault, sexual exploitation and communicating with a person under 18 for the purpose of facilitating the commission of an offence, affecting two female students.

Baggio was certified to teach in August 1998. He was not present at the October 18, 2011 hearing, nor was he represented.

Between January 2000 and January 2004, Baggio groomed and engaged in a sexual relationship with one student. In an overlapping period between September 2002 and May 2005, he systematically groomed and engaged in a sexual relationship with another female student at

the school. According to the evidence, he befriended the students and participated in inappropriate communications with them, including thousands of telephone calls and almost 100 retrieved e-mails. Many of the phone calls were made between 9 PM and 6 AM. The communications became increasingly sexual in nature and led to kissing, fondling, oral sex and sexual intercourse, often occurring several times a week and in various locations, including at the school, in Baggio's car and at his home. The board fired him in February 2006.

On January 8, 2009, Baggio was sentenced to four years in jail. His appeal of the sentence was dismissed on January 25, 2011.

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

"[Baggio's] abuse of these two students, who were both under the age of 18 years, was solely for his personal sexual gratification," the Discipline Committee panel said. "He breached his position of trust as a teacher and a coach. The abuse perpetrated by the member was not a single random act, but rather was a premeditated frequent pattern of abuse extending over a period of three or four years. The lack of any evidence of remorse demonstrates his disregard for the harm that his crimes have caused the two students and their families.

"Revocation serves the purposes of denouncing unprofessional conduct, deterring members of the profession from engaging in similar misconduct, and protecting students in the future."

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

**Member:** Not identified

**Decision:** Counselling

A Discipline Committee panel found a Simcoe County DSB elementary teacher guilty of professional misconduct and ordered him to appear before the panel to be counselled for a kicking incident.

The member, who joined the teaching profession in June 1992, attended the November 1, 2011 public hearing with legal counsel.

While on supervisory lunch duty in May 2009, the member entered a portable classroom and saw that students' shoes had not been placed against the wall as he had previously instructed. The member kicked the shoes, some of which landed outside the classroom. In so doing, the member's foot connected with a male Grade 4 student. The student said he fell and suffered minor scraping to his mid-to-lower back as a result.

Having considered the evidence, a plea of no contest, a statement of uncontested facts and a joint submission on penalty, the Discipline Committee panel found the mem-

ber guilty of professional misconduct. The member was ordered to face the panel to be counselled.

Explaining its decision, the panel said the 19-year veteran teacher had not appeared before the committee previously and had completed a course in behaviour management, and that the incident was of a "minor nature."

**Member:** Not identified

**Decision:** Counselling, conditions

A Discipline Committee panel found a Toronto DSB intermediate level teacher guilty of professional misconduct for unprofessional behaviour in the school office in front of students and staff.

The member, who joined the teaching profession in June 1991, attended the October 31, 2011 public hearing with legal counsel.

In October 2007, the member asked a female student to deliver a male student's belongings to him after he had been transferred to another homeroom. The male student became angry when he discovered that one of the items was soiled and tried twice to visit the member's classroom to find out how it had happened. During one of the visits, the student, in a display of anger, spilled the contents of a garbage can on the classroom floor.

On returning to the classroom and finding the spill, the member commented about the male student's conduct to another teacher who was present in the classroom. One or more students who were also present may have overheard the comment.

Later, the boy confronted the member in the hallway and accused him, in the presence of a female student, of referring to him as a [n-word]. The member denied it and sought immediate help from the office. The member told the girl to come with him to the office. The male student followed.

At the office, the member demanded in a loud voice that the vice-principal tell him what the administration would do to address the boy's continued behaviour. The member also demanded in a loud voice that the girl confirm what the boy had said to him in the hallway. During the exchange, the member became upset and repeated the boy's comment to the vice-principal in front of the girl, the boy and staff in the office.

The Toronto Police and the Children's Aid Society investigated and determined that no further action was necessary because the member's behaviour was not criminal in nature and there had been no physical assault.

The board suspended the member for five days without pay, discontinued his teacher-mentor coach position in the family of schools and directed him to attend anger management and equity training.

The member grieved the board's disciplinary actions, and the suspension was reduced to one day. The member continued to teach at the school until June 2011. In September, he began teaching at another elementary school in the board.

Having considered the evidence, a plea of no contest, a



statement of uncontested facts, a joint submission on penalty and the submission of legal counsel, the Discipline Committee panel found the member guilty of professional misconduct. The member was ordered to face the panel to be counselled. He was also directed to complete, at his own expense, a course in anger management with a particular emphasis on positive discipline strategies and the defusing of aggressive and negative student behaviours and attitudes.

“Publication, without the name of the member, will provide general deterrence in that members of the profession will be made aware of how an isolated event can affect a longstanding career,” the panel said in its decision.

“The committee accepted that publication with name would unduly punish the member. The member has had a long successful career and this incident was an isolated event. The behaviour was on the low end of the scale.”

A notation about professional misconduct will appear on the member’s certificate online at [www.oct.ca](http://www.oct.ca) → [Find a Teacher](#) for three years.

**Member:** Michael Wayne Plews

**Registration number:** 253860

**Decision:** Revocation

A Discipline Committee panel revoked the teaching certificate of Peel DSB elementary teacher Michael Wayne Plews in connection with a criminal conviction for common assault against three female students.

Plews was first certified to teach in June 1983. He did not attend the November 1, 2011 hearing but was represented by legal counsel.

In April 2007, Plews was charged with three counts of common assault against three students and was found guilty in January 2011. He was sentenced to 10 months in jail to

be served on a conditional basis. In April 2011, he resigned from the board.

Having considered the evidence, the Discipline Committee panel found Plews guilty of professional misconduct and ordered the Registrar to revoke his Certificate of Qualification and Registration.

“[Plews] engaged in inappropriate physical contact with three female students, which resulted in subsisting physical injuries and long term emotional harm as evidenced by the victim impact statements,” the panel said. “The conduct included tickling, wrestling, inappropriate touching without consent, rough housing, ‘manhandling’ and shoving these students.

“In his reasons for judgment, Mr. Justice Hill, in referring to the victim impact statements, noted that the students spoke collectively of ‘broken trust, anger, humiliation, self-blame and manipulation.’”

A notation regarding the revocation appears on Plews’s certificate online at [www.oct.ca](http://www.oct.ca) → [Find a Teacher](#). **ps**

## Clarification:

The December 2011 issue of *Professionally Speaking* reported on the Discipline Committee decision involving Silvio Joseph Tallevi. The summary suggested that Tallevi advised the school principal of the details of the bathroom assault of the student. While it is Tallevi’s position that he advised the principal of these details, it is the school principal’s position that he did not. The College regrets any confusion caused by the summary.

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NAME *Gerry Dee*

- born in Scarborough and grew up in Toronto
- a former provincially ranked tennis player
- taught high school phys ed at Toronto's De La Salle College until 2003
- played the unseen character, Donny, in *Trailer Park Boys: The Movie*
- a finalist in the 2007 edition of the American reality show *Last Comic Standing*
- won Best Male Stand-Up at the 2008 Canadian Comedy Awards
- has appeared as a comedic sports reporter on The Score sports channel since 2007
- currently cracking up Canadians with his *Life after Teaching* comedy tour
- plays a clueless teacher who is anything but a paragon of the profession in *Mr. D*
- his book, the somewhat autobiographical — but sure to be funny — *Teaching: It's Harder Than It Looks*, is set to hit bookshelves this fall

# Deciphering Mr. Dee

Love him or hate him, former teacher Gerry Dee pokes fun at the profession in the CBC sitcom, *Mr. D*, and talks about the road to his TV classroom in our inaugural Final Exam.

## How do you think teaching prepared you for comedy?

High school students are as tough as any comedy club audience. It was a pretty easy transition to go from standing in a classroom to being in front of an audience.

## Any teaching skills that you carried into stand-up?

There's a lot of improvising in teaching. You have to be off the cuff and adjust to kids' questions. It's the same in stand-up. An audience member will say something that catches you off guard and you have to alter your train of thought very quickly.

## My greatest strength as a teacher was ...

Classroom management. People think I was this big joker, but I was actually pretty by-the-book. Kids didn't always like me, but they respected me.

## How do you think your students would describe you?

Half would say, "He was a great guy who helped me a lot," and that I was funny. The other half would say, "I didn't like him, he was terrible." As a teacher you want to have that balance. If everyone hates you, you're doing something wrong. If everyone loves you, you're probably not tough enough.

## What saved your life as a teacher?

The principal liked me [laughs].

## Describe your school-aged self.

I wasn't a class clown — probably more of a smart aleck student with a 70s-average. I was also a bit of a bully. I made fun of kids, and when I saw an opportunity to walk all over a teacher, I would. But then I got picked on in Grades 6, 7 and 8 — bad karma, I guess.

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

The ability to be feared but also liked. I respected teachers who didn't micro-manage discipline but could be intimidating when need be.

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

That you don't need to figure everything out when you're 16. There's so much emphasis on following a particular path, and that if you don't, you'll fail. I don't think that's the right route for every kid — my career took a big turn at 33.

—Laura Bickle

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