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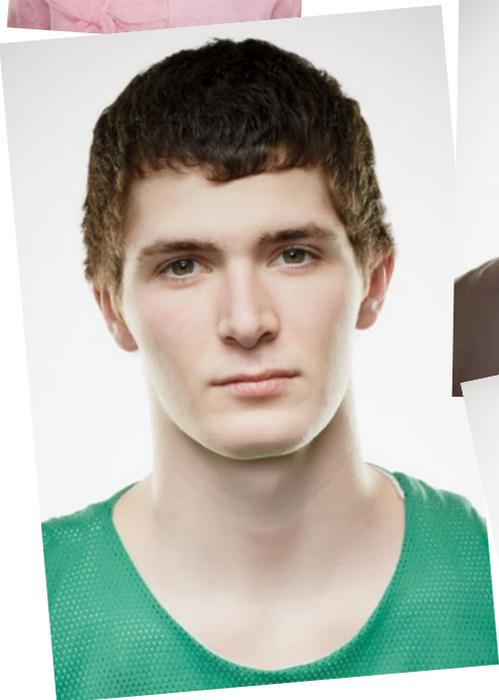
MARCH 2013

THE MAGAZINE OF THE ONTARIO COLLEGE OF TEACHERS

professionally speaking

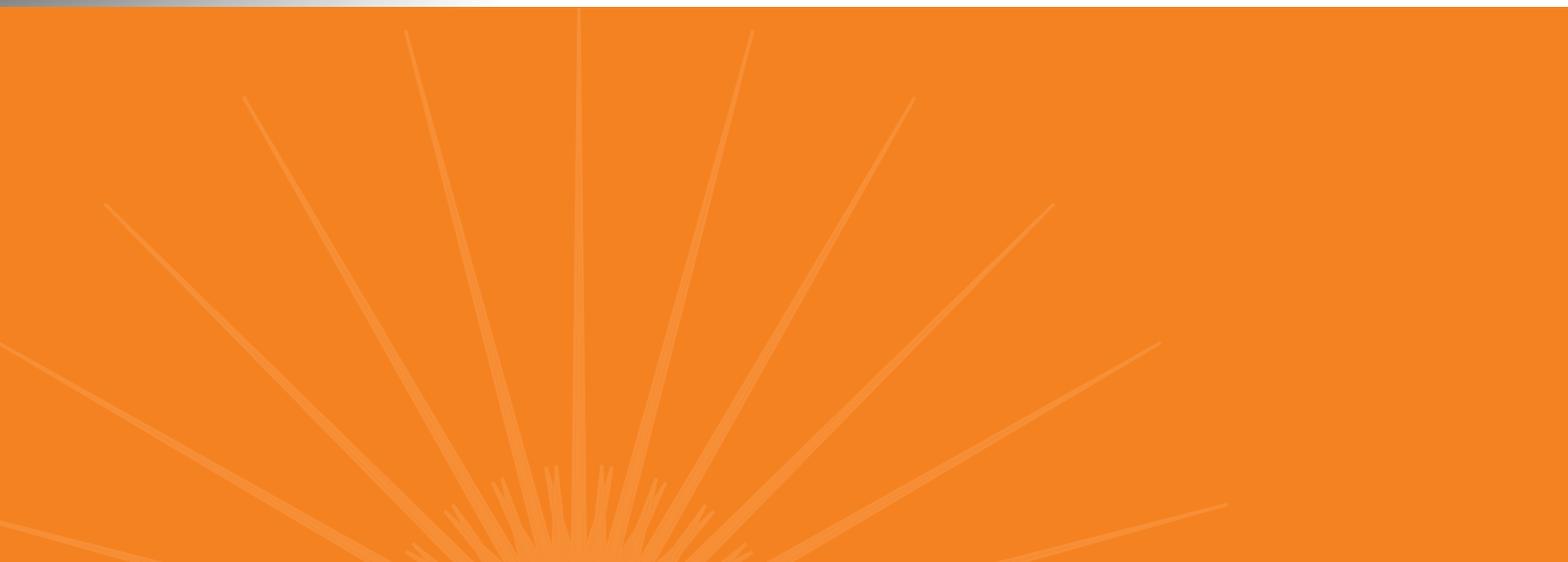


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The views expressed in the articles are those of the authors and do not necessarily represent the official position of the College.

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WELCOMING PRINCIPALS FROM CHINA

On December 5, 2012, the College was pleased to welcome a delegation of 39 principals from China. The group was visiting to learn about self-regulation, the composition of Council, its function and what it means to work in the public interest, among other pertinent topics.



CELEBRATING 2012

College staff, stakeholders, vendors and friends mix and mingle during the 2012 Holiday Reception.



FORMER COLLEGE STAFF MEMBER ON TV

Frank McIntyre was recently featured in *Generation Jobless*, a CBC documentary about youth unemployment and under-employment. If you missed it, you can still see it on YouTube.



ASSOCIATED HEBREW SCHOOLS

Chair of Council Liz Papadopoulos, OCT, (right) greeted the Leadership Team from the Associated Hebrew Schools. The group learned about the Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession, the College's mandate and what is required to become an Ontario Certified Teacher.

A VISIT FROM THE DANES — PART 2

Danish education officials visited the College last September and later encouraged teachers from Hansenberg — a high school in Kolding — to do the same. Chair of Council Liz Papadopoulos, OCT, (right) and External Relations Officer Karin Lang (fourth from left), met with them in January. The group learned about the College, teacher certification and the Principal's Qualification Program.



PHOTOS: TESSA BUCHAN (CELEBRATING 2012); ADAM BUCKLEY (FRANK MCINTYRE); STEPHANIE MCLEAN (PRINCIPALS FROM CHINA); ASSOCIATED HEBREW SCHOOLS; A VISIT FROM THE DANES - PART 2

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ETHICAL DILEMMAS

Every day, teachers encounter tricky situations where they must make the right decision in a heartbeat

BY LIZ PAPADOPOULOS, OCT

Care, Trust, Respect and Integrity. When grouped together, these words are the ethical standards of our profession.

The standards were established by the profession to inform our professional judgment. They inspire us to reflect and uphold the dignity of the teaching profession. They guide our decisions and actions. Demonstrating them promotes public trust and confidence in teaching.

Over the past few months I have reflected on my own actions during my career.

In 1997, the profession participated in a political protest. It wasn't about salary or benefits. Teachers were not alone. We were joined by administrators, parents and other unions across the province. We knew that we were giving up pay, benefits and pensionable earnings to fight for what we believed to be fair, just and right.

Fast forward 15 years.

Yet again, we find our system in turmoil. We hear:

"Times are tough for everyone. We all need to tighten our belts."

"Teachers need to feel the crunch too."

The government says that they had to do something about the deficit — and banked sick days and retirement gratuities are fiscal liabilities.

Teachers have expressed to the government that they are incensed because they feel that their democratic rights have been ripped away by Bill 115, which limits bargaining rights and the right to strike.

Some teacher candidates have expressed concern that Regulation 274/12 — which provides guidelines for hiring practices for district school boards — is a barrier to employment as the guidelines are based on seniority among occasional teachers.

Principals, supervisory officers, even directors of education are caught between the heat they feel from parents, who are confused; students, who want their extracurricular activities returned; and their teacher colleagues. Add to that mix their own beliefs.

Each day members of this profession encounter situations where they must make decisions in a heartbeat as to how to act when faced with serious ethical dilemmas. We use our ethical standards as a touchstone of how we behave.

The decisions educators have had to face in the past few months have been excruciatingly difficult. How could I not stand for what I believe in, and yet, expect to be called an ethical practitioner who governs herself with integrity? Would I then maintain the respect of my students and their parents? How can I expect my students to stand up against social injustices if I were to continue to go to work as if my rights have not been trampled on?

I have a duty to teach students and care for their well-being. I am committed to students and their learning.

My students knew that they could trust



me as a practitioner to put their needs first. They respected me because I was honest and forthcoming. So did their parents. They knew that I set high standards for them yet I was there to support them and guide them to be successful — to be good citizens.

What kinds of practitioners do students and parents want us to be? What type of society do students want to grow up in?

Let's add another twist to the situation. Bill 115 is repealed. Did that action change anything? If not, what was this all for?

My friend, whose family is in Egypt, tells me that they are watching us. They tell her that they see what is happening here and are questioning whether their fight for democracy is worthwhile.

Having choice is what democracy is all about. **PS**



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VIBRANT TEACHING

Is your passion for learning reflected in the excitement and energy your students bring to their own learning?

BY MICHAEL SALVATORI, OCT

Vibrancy. Vigour. Vim. Perhaps not the *veni, vidi, vici* of Caesar or, for those of you old enough, of memory work in our Latin classes, but nonetheless three evocative words. For me, they represent what our members bring to the teaching profession.

As teachers, we contribute to that vibrancy through our personal commitments to ongoing learning, by honing our skills and refining our craft. Vibrancy as currency, as a dynamic, is central to the teaching and learning cycle. Professional development informs teaching and student learning propels the teacher's interest in ongoing professional development.

When I present to teacher candidates with the Chair of our College Council, we are always impressed by the fervent interest that these newest members of the profession have in opportunities for learning beyond their initial teacher education program. Among the first questions teacher candidates pose are queries about Additional Qualification courses, followed by "When can we start?"

I am struck by the question for two reasons. First, the energy and enthusiasm for learning, for ongoing development among beginning teachers who are in the midst of an intense initial orientation to the profession itself, is admirable and inspiring. Second, it reminds me that ongoing professional learning, one of the College's standards of practice, truly reflects what it means to be a teacher in Ontario.

It is an aspiration, yes, but it is also a reality. Our commitment to students and their learning is evidenced in part by our commitment to our own continual learning. We recognize, for example, that students have different ways of learning

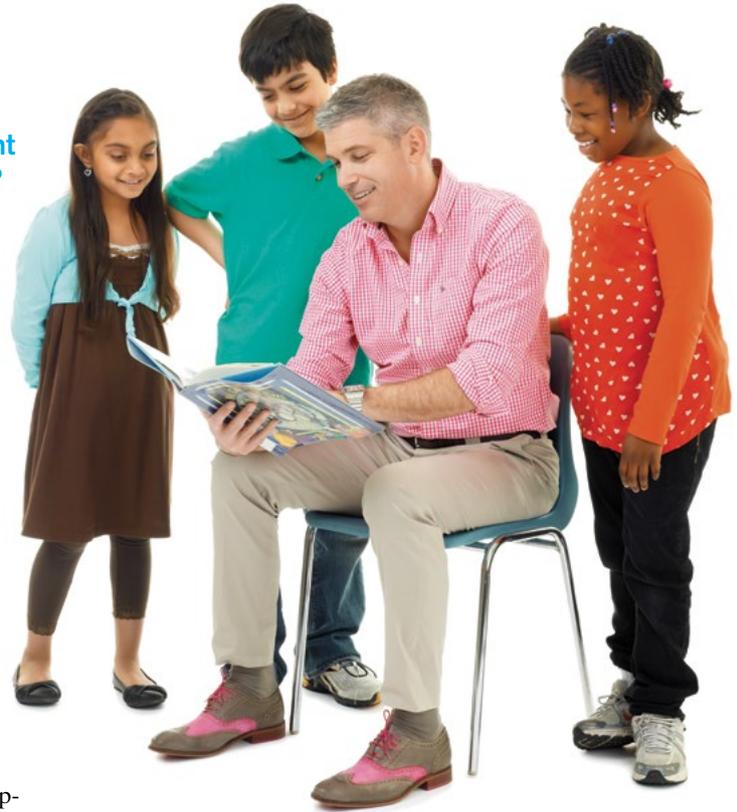
and different needs. We, in turn, engage in professional development to understand how to differentiate instruction and how to develop strategies for facilitating learning for all.

The degree to which our ongoing education contributes to the dynamism of the profession is also influenced by public perception. While our own pursuit of knowledge and professional development benefits us and may satisfy our own needs, the public also needs to know, appreciate and acknowledge our commitment. In short, we need to talk about it, to share with our students and their parents our engagement in the wide variety of ongoing learning opportunities of which we avail ourselves, such as Additional Qualification courses, summer institutes, workshops, conferences, peer observation, professional reading and dialogue.

Vibrancy of the profession and the public's confidence in us are closely linked. Students have a front row seat to effective teaching and the impact of professional learning on it. Parents and the greater public do not.

The College's public register, found online at Find A Teacher on oct.ca, is one record of our professional learning that can give to parents and to the public evidence of our vibrancy. It's not the only source.

Vibrancy is also about energy and enthusiasm. Members of our profession



are passionate about teaching, about sharing their knowledge and about the "Aha!" moments we achieve with students. This passion among members is constant and is evident even during times of adversity.

Vibrancy is lived in those moments when a teacher connects the lesson with students' lived experiences. Student interest is kindled and they share their own excitement at home. Vibrancy depends on communication to enliven it.

We should make a concerted effort to talk to students, to parents, to our colleagues about the exciting learning opportunities in which we engage and the enthusiasm they generate.

Learning is a lifelong endeavour. For teachers it is a lifelong passion. The vitality of our profession and the trust we engender in it comes from your efforts to remain ever vibrant. **PS**

M. Salvatori



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Sound advice for dealing with aggressive parents



Re: Aggressive parents

I read the article “Dealing with Aggressive Parents” (*Professionally Speaking*, December 2012) with great interest, and from my 37-plus years of continuing teaching in elementary schools I’d like to add two suggestions:

1. When parents show aggression by looks and/or words, I ask them to come with me and we go to a place in the school where other staff can hear the conversation.
2. When parents send me emails I always respond by phone. I have never responded to parents by email. Eighty per cent of communication is by body language, 10 per cent voice, 10 per cent words. Therefore, by email, 90 per cent of communication is absent.

—**Miguel Prohaska**, OCT, teaches at Our Lady of Fatima Catholic School in the Toronto Catholic DSB.

ILLUSTRATION: MONIKA MELNYCHUK/121 ART INC.

Retired colleagues may need work — not judgment

Re: Joshua Blank's letter

(*Professionally Speaking*, December 2012)

Why should a retired teacher who supply teaches be judged negatively by his or her colleagues? Why should any of us judge our colleagues period? A “retired” teacher may be retired from full-time permanent employment but for financial reasons, needs to supply teach to supplement their pension. Many of our colleagues did not benefit from the maternity leave benefits that are available now, and do not have a generous pension to rely on. They also may have medical issues that prevent them from working permanently, so supply work is ideal for their current situation. I know of a “retired” colleague who has rheumatoid arthritis and another with MS, and they need to work but because of their medical issues, they have to take it day by day; something that they can’t do on a permanent contract, part time or full time. You may see it as double-dipping but it’s what pays the bills, something the young new permanent hire who now has their former classroom position is also benefiting from. I’m in my 30s and I’m planning to finish my career with a few years of supply work before I officially fully retire. Volunteer work

Miss teaching? Consider volunteering

Re: Mary LaGrotteria

In regards to the letter written by retired principal Mary LaGrotteria in the September 2012 issue of *Professionally Speaking*, several threads need to be addressed. LaGrotteria strongly disagrees that supply teaching should not be done by retired teachers. She asks whether or not a retired teacher will be judged negatively by taking some other type of employment — thus taking away a spot for a young person. To my mind the answer is “yes.” With a student unemployment rate in Ontario of 20.9 per cent (July 2012), there are others who would benefit from that job.

LaGrotteria is also speaking from a very personal point of view. She assumes that her presence in the “room” after retirement is valuable. “...may be, retired teachers need ...in their practice and ...ethods and skills ...”

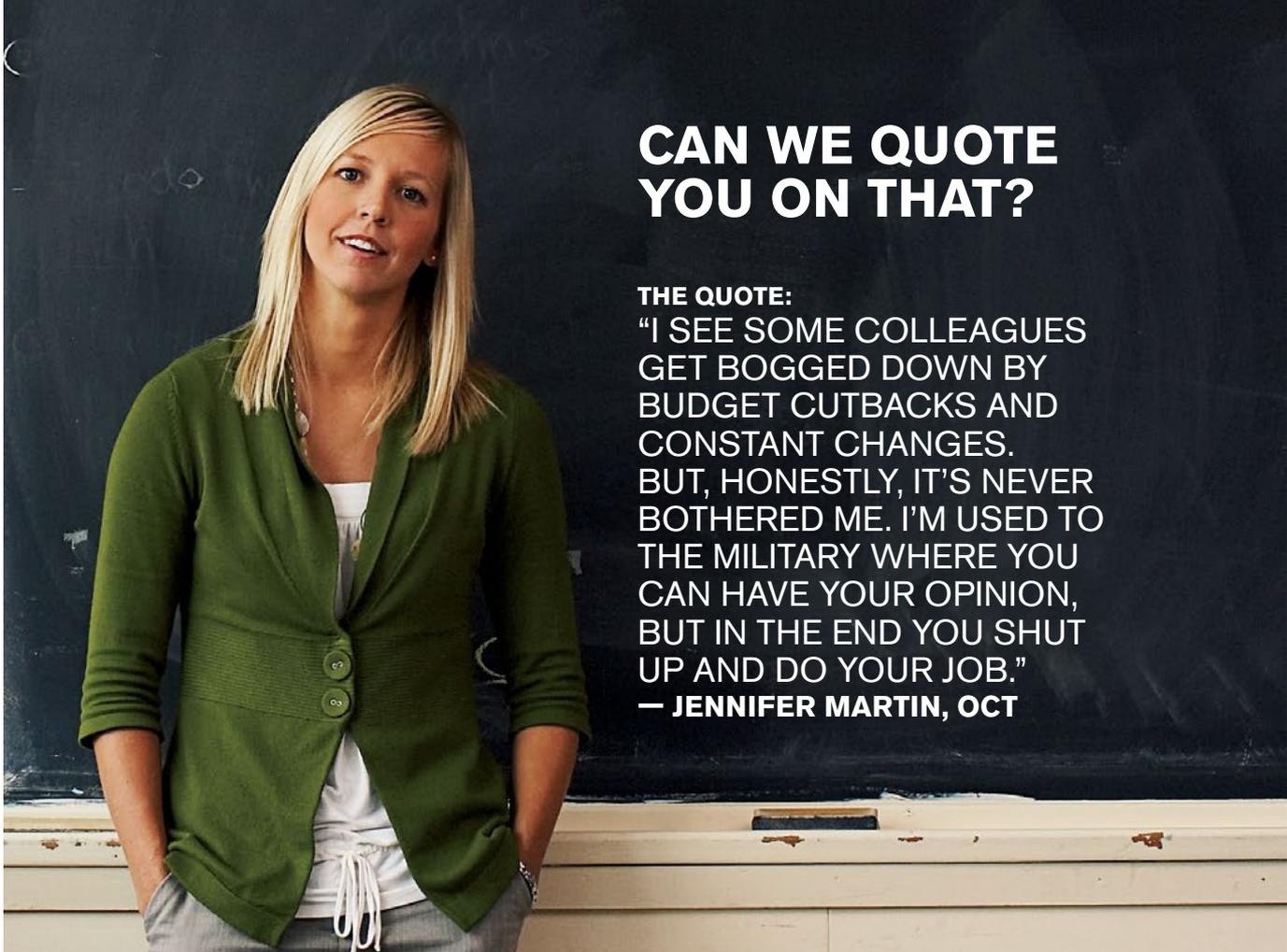
if such employment gives LaGrot. “meaning,” then — if one is financially secure with a comfortable position — why not volunteer your valuable skills for the benefit of your school community? Why not perpetuate the cycle of selfless giving?

In my undergraduate years, I volunteered at a Catholic elementary school in my hometown. Every week, a certain retired teacher volunteered her time to assist groups of primary students who needed help with reading. Currently, at Immaculata HS, there are several retired teachers who return to coach sports or participate in club work. Those acts have made me an impression on me than any teacher who “double dips” of leaving the argument could easily have re-



does not pay the bills, so as nice of a sentiment it is for some retirees to keep that connection to the classroom, many of our colleagues need to work and do not need your judgment.

—**Jennifer Tobin**, OCT, teaches Grade 4 at West Lynde PS in the Durham DSB.



CAN WE QUOTE YOU ON THAT?

THE QUOTE:

"I SEE SOME COLLEAGUES GET BOGGED DOWN BY BUDGET CUTBACKS AND CONSTANT CHANGES. BUT, HONESTLY, IT'S NEVER BOTHERED ME. I'M USED TO THE MILITARY WHERE YOU CAN HAVE YOUR OPINION, BUT IN THE END YOU SHUT UP AND DO YOUR JOB."

— JENNIFER MARTIN, OCT

Re: Forces for Change

I would like to express my disappointment that the editors of the December 2012 issue of *Professionally Speaking* chose to devote the entirety of page 44 to highlight a quote that ended with the words, "you can have your opinion, but in the end you shut up and do your job."

That no context was provided for this statement and that it had almost nothing to do with the content or spirit of the article on the facing page betrays a blatant political bias of the editors, which is incompatible with the ideals of public education.

As an Ontario teacher, is it not my duty to foster critical thinking in my students? Should I not encourage students to develop well-thought-out and supported opinions on any matter that concerns them? Is it not my role to encourage them to voice those opinions and to respectfully, but fearlessly, debate them with others in a dialogue that explores issues deeply in a quest for mutual understanding? Or is it my role

to simply tell them to "shut up" and do as they are told. Perhaps in a military setting this may be acceptable, but to express this idea so prominently in a magazine that claims to represent the teaching profession is shocking.

It is ironic that as I write this there are judges in Egypt who, in the face of dictatorship and tyranny, refuse to just "shut up" and do their jobs. Malala, recovering in a London hospital from a vicious Taliban attack, defiantly refuses to "shut up" and give up her dream to be educated. Perhaps the current struggle of Ontario's teachers to defend the education system from government cutbacks is not as heroic; but it is clear that the underlying principle is the same.

"The price of freedom is eternal vigilance." The day Ontario's teachers sheepishly just "shut up" and do their jobs will be a sad day for public education and Canadian democracy.

—**Alberto Moniz**, OCT, is a chemistry teacher at Streetsville SS in the Peel DSB.

Re: Please explain...

I was just glancing at the December issue of *Professionally Speaking* when I came to a page that I found quite shocking, rather confusing and disturbing — page 44. Please explain why the editor chose to print this full-page photo and quote. What is the intended message? My interpretation of this quote is most disturbing; I am hoping you can clarify my initial thoughts.

In case you don't have a copy nearby, here is the quote: "I see some colleagues get bogged down by budget cutbacks and constant changes. But, honestly, it's never bothered me. I'm used to the military where you can have your opinion, but in the end you shut up and do your job."

—**Joanne Charbonneau**, OCT, teaches at Streetsville SS in the Peel DSB.



A meaty issue

Re: Food for thought

Here’s a fact so self-evident we don’t need to teach it: meat is made by the violent, premature death of another animal. Each of the cafeteria dishes you looked at in “Food For Thought” (*Professionally Speaking*, December 2012) contained meat; none of your suggestions for improving these dishes involved removing the meat.

So you failed to acknowledge the needs and values of vegan and vegetarian students in Ontario. What’s worse, though, is that you failed to challenge the lesson that is embedded in each of these dishes: that violence, including violence on an industrial scale, can be an acceptable means to an end. That’s not a lesson that I want to impart to my students. How is it that my College is comfortable with it?

—**David Regan**, OCT, is on a one-year leave from teaching English at William Lyon Mackenzie CI in the Toronto DSB.

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Ontario College of Teachers

Ordre des enseignantes et des enseignants de l’Ontario



**WE ASKED YOU ON FACEBOOK:
WHAT'S YOUR FAVOURITE
WAY TO RECHARGE
DURING THE SCHOOL DAY?**



Carol Peterson I make DPA compulsory, OUTDOORS, every day. The fresh air, sunshine and exercise are as good for me as they are for the students.
January 22 at 5:19 p.m. • Like 👍



Tami Karakasis Smart snacks provide double the energy; food for your brain and body.
January 22 at 5:19 p.m. • Like 👍



Lorna McKee I like to run before and after school to de-stress and stay in shape. Planning my first half marathon in the spring!
January 22 at 5:19 p.m. • Like 👍



Carol Torrey Cronk Last year my schedule allowed for time to get in a quick walk at nutrition break. I'm struggling to fit it in this year as often and I really do miss it. I felt more energized, in shape and in charge! Resolution — back out there tomorrow.
January 22 at 5:19 p.m. • Like 👍



Katherine Zappala Fresh air, for sure. My walking at lunch has inspired some students to do the same with theirs!
January 22 at 5:19 p.m. • Like 👍



Jason Singh Coffee — a habit from university that I haven't dropped. Better believe the kids are always telling me how bad it is!
January 22 at 5:19 p.m. • Like 👍



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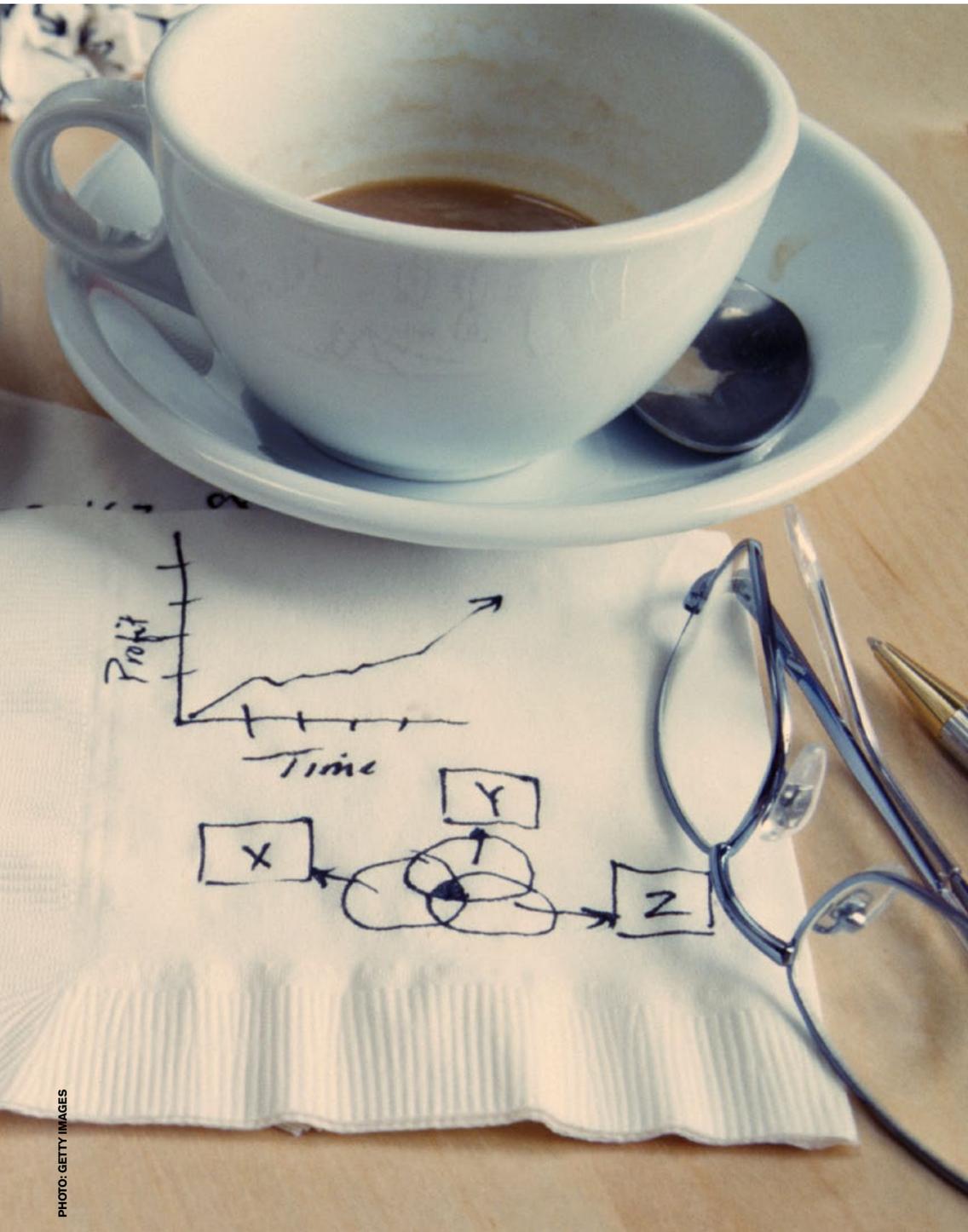


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GIVE ME A BREAK!

How do you recharge throughout the school day? Here's how you responded in our Facebook poll:

44%

Social time...

Chat with colleagues.

17%

Good hydration...

Water or green tea to refresh.

14%

Fresh air...

A stroll outside to regroup.

8%

Mental breaks...

A good read or online visit.

7%

Smart snacks...

Nutritional pick-me-ups.

6%

Quick fix...

Coffee, coffee, more coffee.

4%

Healthy challenge...

Hit the gym or an intramural.

See what else your colleagues had to say in this Facebook poll on p. 17 and check out our “Boost your Break Time” feature on p. 41 for more ideas on how to stay energized and organized throughout your busy workday.

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

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Pop Quiz

with Adelina Corina Cozma

BY LAURA BICKLE

Imagine having a state-of-the-art, audio-video system to improve how children with autism spectrum disorders process information. This could soon be a reality. Remarkable on its own, yes. What's more noteworthy is that Grade 12 Richmond Hill student Adelina Corina Cozma developed it. We caught up with Cozma to discuss how her research could change the way we teach and how school science fairs have fostered her passion for science and pursuit of knowledge.

Q So how does the system work?

It personalizes auditory and visual information based on each person's needs. This system can capture live audio and video from a teacher speaking at the front of the class and preprocess it by applying different plug-ins and applications. It then streams it in real-time to the students' computers, iPads or even mobile devices so they see and hear this information based on their special requirements.

Q How does the content change to suit the student?

I discovered that children with autism have higher accuracy and faster response times when you slow down speech. Since individuals with autism have this delay in processing sound and speech, when we present the audio before the video, they actually perceive it as in sync. The system has the capacity to present content slower or faster than reality and present it out of sync, if that's what the student needs.

Q What conclusions have you made from your research?

Thought processes of individuals with autism are not wrong, they're just different. Presenting information in a different way can greatly help them learn.

Q When will we see this system in classrooms?

I am speaking with various teachers to see how we can approach this, and I have to get permission from a few software companies for the plug-ins. But between university applications, a co-op placement and preparing for this year's science fair, there hasn't been a lot of time.

Q Any tips on how to communicate better in a typical classroom?

It's difficult to recommend something for an autism disorder since each individual has very different symptoms. However, I would suggest speaking more slowly since it has been found effective for at least some students.

Q Without science fairs, would your system exist?

Definitely not. I was lucky that in public school, I had a teacher who knew about the science fair process, was willing to take part in it and help her students create projects. I had such a great experience and met so many students my age who had similar passions. In Grade 9, it was no longer mandatory for me to participate in the science fair, but because I enjoyed it so much, I've just continued.

→ Stay tuned for another cool Cozma project, her upcoming blog at scienceexpo.org, aimed at promoting science fair participation for both students and teachers.



GET IN THE ZONE

Nearly one-third of Ontario parents fear their child may be hit by a car on the way to or from school, reports the recent InsuranceHunter.ca (IH) Ontario School Zone Safety survey.

"Those fears are warranted," says IH's Road Safety Ambassador Gail Robertson, pointing out that rushing, being distracted and overcrowding parking lots all contribute to the risk of accidents, especially during the winter months.

These survey stats speak volumes about the accident-prone state of our school zones:

80% of respondents have seen drivers violate traffic laws

have witnessed drivers pull into prohibited parking spots **80%**

68% have seen drivers talking or texting on cellphones

have had to stop or swerve to avoid a student **21%**

19% have witnessed drivers running red lights.

Here are five things schools can do to help keep their students and teachers safe:

1. Send parents a newsletter to remind them about pick-up and drop-off procedures and ask them to watch for children, refrain from double parking and stay off their phones.
2. Encourage parents and students to carpool or walk to and from school.
3. Release students from school by age or grade, to avoid overcrowding.
4. Wave cars through easy-to-access, pylon-designated stops.
5. Teach students to watch for cars that are backing up, to make eye contact with drivers before crossing and to obey traffic signs. —*Randi Chapnik Myers*

PHOTO: ISTOCKPHOTO



TWEET SHEET

Follow what's trending in the education Twitterverse



Facts Of School
@FactsOfSchool
Fun Twitter account written from the students' perspective.

twitter.com/FactsOfSchool

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Elementary School (crying):
I DIDN'T DO MY HOMEWORK!
Middle School: I didn't do it.
High School: We had homework?
December 25, 2012, 11:21 a.m.



Facts Of School
@FactsOfSchool

If school has taught us anything,
it's texting without looking.
December 25, 2012, 8:25 p.m.



Chris Martin
@chris_martin_n

*Director of Research,
Ontario Undergraduate
Student Alliance*

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Permanent funding for Pathways is a huge win for students and Ontario as a whole. news.ontario.ca/tcu/en/2013/01/helping-more-students-stay-in-school-and-graduate.html...
#cdnpse #onpoli
January 18, 2013, 11:31 a.m.



teacher tip

When you think that most of your class has the answer, wait another few seconds. As teachers, we are experts in our subjects and process related answers at a quick pace. We often don't slow down to wait long enough for students to respond. This tip will allow for more of the class to follow along during your lesson.

—Sherry Randall, OCT
AlphaLogic Career College, London, Ont.

→ Got a great classroom tip to share with your fellow teachers?

Send it to us at ps@oct.ca. If we choose to publish yours, you will receive an Indigo gift card.

LOW-TECH TABLET

Looking for a new classroom tool that doesn't require electricity or a big budget? Consider KleenSlate, an inexpensive device that uses non-toxic dry-erase markers on a whiteboard paddle. Each one comes with an eraser-capped marker that can be stored in its handle. The writing surface on either side is easy to clean and teachers who've used KleenSlate like its versatility and durability. Students enjoy the switch from pencil and paper, and like that it provides quick and fun communication with their teachers. —Michael Bellrose, OCT

→ For more information visit kleenslate.com

Have a knight's life!

Give your students the royal treatment — travel back to the Middle Ages and watch history unfold at Medieval Times Dinner & Tournament in Toronto.

In addition to a feastful of jousting, new educational programs now reach beyond Grade 4 social studies to other grades within the Ontario curriculum.

The Science & Technology Exhibit (March 20 to May 10) gives life to medieval structures and machines with a collection of working replicas to captivate your Grade 4, 7 and 8 students. A teacher-developed program guide and half-hour seminar complement the 18 pieces within the tour.

The Dramatic Acting program pulls back the curtains on the show while a question-and-answer session with the cast — available in English or French — reveals their acting techniques and behind-the-scenes tricks.

En français s'il vous plaît! gives students the opportunity to practice their language skills during a French-only meal service and post-show chat.

High school students get in on the action, as they learn about marketing, customer service and human resources during the full-day Business of Chivalry course. "My students sharpened their critical thinking with regards to the business elements needed to create, produce and execute a winning product," says Bayview SS business studies teacher Dwight Stewart, OCT. —Randi Chapnik Myers

→ For additional resources, visit educators.medievaltimes.com. All educational programs are included with matinee tickets (\$29.95). Book seats at medievaltimes.com or call 1-888-WEJOUST ext. 2624. Financial assistance is available for schools in need.

APPS ANALYSIS



MapMaster

Turn geography into a fun and competitive game with MapMaster. The app challenges students to locate famous places and capitals from around the world as they drag a virtual push-pin to where they think the city is located. Up to 10 classmates can play on a single Android device, such as the Samsung Galaxy and Asus Transformer tablets. Easy, medium and hard settings mean this app works for a wide range of grade levels; on the easiest — players are given a smaller potential area on which to locate the city in question. At the end of each round, an information card pops up with photos and facts about that particular city.

DEVICE: Android

SOURCE: Google Play, \$1.65

RATING: 4+ (everyone)

—Sandra E. Martin



Virtual Canada-Wide Science Fair

Every year students across the nation battle it out to participate in the Canada-Wide Science Fair (CWSF), the granddaddy of science fairs. Give your students the competitive edge with the new Virtual CWSF app that allows them to browse thousands of the fair's English and French project synopses dating back to 2005. Look up finalists by province, territory, region and student name or peruse projects by title, abstract, awards received, year and age category. Don't have a PlayBook? No problem. Visit secure.youthscience.ca/virtualcwsf to begin your super scientific tour.

DEVICE: BlackBerry PlayBook

SOURCE: BlackBerry App World, free

RATING: G (general)

—Alex Mlynek



The Getty

Many students will never visit Los Angeles in their lifetime — so why not bring the city's famed museum to your classroom? The J. Paul Getty Museum Highlights of the Collections app is your ticket to 150 works by history-making artists like Renoir, da Vinci and photographer Man Ray, complete with easy-to-read notes. Zoom in on each high-definition image and click on selected pieces for audio commentary. Plus, sneak a behind-the-scenes peek at American billionaire J. Paul Getty's two museum locations: the Getty Center, the main museum that houses European and American art, and the Getty Villa, which contains antiquities from Greece and Italy.

DEVICE: iPad/iPhone, Android & Nook

SOURCE: bit.ly/thegetty \$2.99

RATING: 12+ (medium maturity)

—Sandra E. Martin

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directcu.ca

GERM BUSTERS

Don't get sick from your students! Try these simple over-the-counter solutions for a healthier classroom.

BY DANA DOUGHERTY REINKE

1 Helping hands

Clean hands are the best defence against colds and flu, but stopping your lesson to scrub up just isn't practical. Doctors say that regular soap is all you need to get rid of bacteria but alcohol-based sanitizers work as well.

When you rub your eyes, nose or mouth, you give germs VIP access into your body. Viruses spread through mucous membranes. Deny them entry by keeping your hands off your face!

Note: Please check with your school board to find out if it limits school hand sanitizer use to approved products.

TRY: Life Brand Hand Sanitizer, 236 ml, \$4.99.

2 Blow off

In a perfect world you'd always have a fresh tissue but often the only thing at your fingertips is what's at the bottom of your bag. Sound familiar? Then reach for an antiviral variety that traps viruses and kills them within 15 minutes. Technique matters too; studies suggest that blowing too hard can propel some of the mucous back into your sinuses.

TRY: Kleenex Anti-Viral Tissues, \$3.49

3 Wipe out

Viruses can linger on surfaces for up to two days, so doctors suggest disinfecting communal objects once a day. Stash a container of these wipes in your desk or keep a few in a resealable bag if you change classrooms. The Canadian Medical



Association recommends steering clear of antibacterial products, which contain triclosan and similar antimicrobial agents, because they could cause germs to become resistant to antibiotics.

TRY: Green Works Compostable Cleaning Wipes, \$4.79

4 Chocolate fix

One study shows that theobromine, a chemical found in

chocolate, suppresses the nerve activity responsible for coughing and can be more effective in stopping persistent coughs than codeine. While Toronto consulting dietician and nutrition columnist Rosie Schwartz warns that you'd have to eat a lot of chocolate to get any benefit, we're filing this under "Why not?"

TRY: Lindt 70% Cacao, \$6.99 for 30 squares

5 Get your Ds

Not many supplements effectively help combat colds and flu but vitamin D may be the exception, says Schwartz, who recommends a daily dose of 2000 IU. Not big on supplements? Then take a midday 15-minute stroll in the summer sun (no sunscreen) and soak up five times that amount naturally.

TRY: Adult Essentials Gummies, 90 gummies, \$14.49

6 Drink up

When you're craving a hot drink on a cold day, skip the caffeine-rich coffee and reach for a cup of black or green tea, says Schwartz. Flavour it with anti-inflammatory ginger or pomegranate for nutrients and add honey to soothe an aching throat. If you're already sick and losing fluids, replace your body's electrolytes with another healthy option, coconut water — nature's answer to Gatorade.

TRY: Sweet Ginger Heat, 50 g, \$6.50, or Blueberry Jam, 50 g, \$8, davidstea.com; O.N.E Coconut Water, \$2.99

7 Zinc it up

Give your immune system a boost by adding a zinc supplement to your daily routine. Doctors say that not only will it protect you from getting sick, but it can also shorten the life of a cold by 40 per cent. Already feeling symptoms? Zinc lozenges will also fight sore throat inflammation.

TRY: Jamieson Zinc Lozenges, 30 lozenges, \$8.49

WIN THIS KIT!

How do you keep those pesky bugs from going viral? Share your tip and you could win our germ-busting kit. Email ps@oct.ca by March 31 and look for the winner in our June issue.

Already Sick?

CHICKEN SOUP:

Simmer it up from scratch with garlic and ginger — a powerful combination of antiviral ingredients.

ECHINACEA:

It won't prevent a cold but it might help you get better, faster.

SALT:

Listen to your mother — gargle with salt and warm water to soothe a sore throat.



Former professional chef Paul Finkelstein, OCT, and his Grade 11/12 culinary arts students serve up to 200 people a day in the student-run Screaming Avocado Café at Stratford Northwestern SS.



PHOTO: REENA NEWMAN



FEEDING HUNGRY MINDS

Meet Paul Finkelstein, OCT,
the philosophical foodie who's teaching
students how to score big on
their main course.

BY TRISH SNYDER

“Welcome to our play space,” says Paul Finkelstein, OCT, as he whirls into the kitchen at Stratford Northwestern SS where his Grade 11/12 culinary arts students chat around prep tables while they knead pizza dough and slice tomatoes. While the sound system pumps out tunes, he buzzes between workstations, pausing to coax one student to the dishwashing pit and ask another to score chicken breasts for marinating.

This class is responsible for cooking for the school's brightly painted student-run café, the Screaming Avocado (screamingavocado.blog.spot.ca). “Our goal is to introduce kids to good healthy food and teach them how to cook it,” says Finkelstein, a former professional chef, as he deposits trays of pad Thai and rotini into a chafing dish. “Feeding 200 people a day is a lofty goal but they rise to the challenge.”

Running a canteen with student-chefs isn't a stretch for a teacher who eats challenges for breakfast. Over a dozen years, Finkelstein has helped initiate a school garden; hosted über-chefs like Michael Smith; raised thousands of dollars with collaborative student/chef dinners; led field trips to New York, Cuba and Japan; scored his classes cooking gigs for royals William and Kate; and hosted a Food Network Canada series starring his students.

Taking big risks — with supersized rewards for his students — has earned Fink, as he's known, a Premier's Award for Teacher of the Year in 2007–08 and a 2010–11 Prime Minister's Award for Teaching Excellence. Just last December he was among an exclusive group of Canadians honoured for his contributions with the Queen's Diamond Jubilee Medal. Not bad for a guy whose own high school teachers once dismissed as “silly,” “disruptive” and “not working to potential.”



Experiential learning is a big part of Finkelstein's approach to teaching: "I give them instructions, then I give them freedom and nudge them through the process."

Not surprisingly, the culinary arts program has become one of the school's most popular. "Paul has created a program that's blossomed because it's one the kids want to be in," says his principal, Martin Ritsma, OCT. "It's not uncommon for me to be at a city function and be asked, 'What's going on at the Avocado?' He's created a buzz, and that's a good thing in a school."

Like most teachers in technological studies, Finkelstein believes in generous

helpings of hands-on activities. After students scrub down and strap into aprons, he begins an afternoon class by letting them choose their tasks ("Who wants to make banana bread?"). He models new techniques and immerses himself side by side with the kids, his hands in the same dough. "Experiential learning is a big part of my philosophy," he says. "I give them instructions, then I give them freedom and nudge them through the process." He'd never admit it, but at least part of

his success stems from his enthusiasm. "He's passionate about kids and he's passionate about food," observes colleague Catherine Riddell, OCT.

This particular Tuesday, the students are using their kitchen skills to peel eggplants and chop broccoli for a five-course dinner led by chef Alain Rosica, who flew in from Rome to spend a week at Northwestern. These dinners are a popular fundraiser: people in the community pay \$30 to dine on a menu planned and executed by a top chef and Finkelstein's Culinary Club (a.k.a. The Avocados). At some point, every student will take a shift up front to practise serving from the left and talking to guests. "Kids don't always have a good reputation for how they present themselves," Finkelstein says. "This is a chance to develop their skills."

Guests are a staple in Finkelstein's kitchen. "I figure they say yes because I harass them so much," he quips. Local farmers have preached respect for land and animals, chef-activist Joshna Maharaj cooked Indian and advocated for healthier food in hospitals, and superstar-locavore Michael Stadtländer waxed about cooking with ingredients from his 100-acre farm.



PAUL FINKELSTEIN ADMITS HE'S A LITTLE SELFISH: HE TAKES ON PROJECTS SO THAT HE CAN LEARN AND GROW TOO. READ HOW HE TURNS HALF-BAKED IDEAS INTO REALITY.

FIND A PARTNER Whether it's a farmer who'll donate land or a school that wants to do an exchange, find someone you can work with.

Scaramouche, one of the city's finest restaurants. As owner-chef Keith Froggett once told Finkelstein, "If we don't change the way this population eats, we're out of business."

DO YOUR HOMEWORK "Don't tell them what you want to do, show them what you *can* do," says Finkelstein. Before he walks into the admin office with a new idea, he hammers out these details:

- the main contact's credentials
- how kids will learn from the experience
- the costs involved.

BE COMMITTED TO FUNDRAISING Raising money lets Finkelstein support community charities and pay the tab for excursions. Instead of hawking chocolate almonds, he arranges for kids to sell bags of food from local bakers, farmers and producers. Chef dinners are another fixture.

SELL THE BENEFITS Tell the administration what students will get out of it. Get the kids excited about new people and places. Remind veteran chefs that they're influencing the next generation. That's one reason Finkelstein's club visits Toronto to dine at

BRING IN THE MEDIA Tell local media what you're doing and you'll excite the community and other possible partners. When the *Toronto Star* reported on his first culinary exchange, Finkelstein stuck that article in the information package he mailed to the next school he approached. His students have been covered in dozens of blogs, newspapers and magazines like *Canadian Living* and *Saveur*.

“I could show these kids how to make pasta,” admits Finkelstein, “but when a chef from Italy teaches them, they’re inspired beyond belief.”

Debbie Brodie Ritz attended dinners when her son Jared was in the Culinary Club, and remembers stumbling upon him deep in discussion with three buddies. “They weren’t talking about video games or the party coming up that weekend,” remembers Brodie Ritz. “They were talking about Stadtländer’s farm-to-table philosophy and his theories about growing food organically. Paul really got those kids thinking on a more global level.”

First-class cuisine

When he’s not bringing the world to his students, Finkelstein is jetting them out to see it. Culinary Club trips have taken them to Ottawa to cook alongside the Governor General’s chef at Rideau Hall, to New York City to prepare a menu at foodie shrine James Beard House, to Italy to present at the international Terra Madre slow food conference, and to Japan for a World Expo.

Food is always on the itinerary, but these trips are about more than dicing onions. One time a flight was delayed and some students vented with increasingly foul language in the lineup. Finkelstein didn’t punish; he challenged them. “Did you notice how everyone was looking at you?” he asked them later. “People don’t talk like that in public. When problems happen, you have to learn how to deal with it.” The first time Finkelstein took a group to New York, he was relieved when his principal cautioned him against putting the students on a leash. “Give them freedom and let them grow and learn as people,” Finkelstein says. “That’s been my thing since the first trip.”

The students have racked up more air miles than most through school exchanges. He’s accompanied them to British Columbia and the Northwest Territories, where they lived with families and attended the local high schools. In April 2012, the Avocados took a six-flight journey to Nunavut where they greeted



Another happy customer enjoys a nutritious and delicious lunch at the Screaming Avocado Café. Student-chefs prepared this sophisticated serving of Japanese cuisine.

their “twins” at a secondary school in Cape Dorset (they’d been connecting for weeks on Facebook). The culinary students tasted walrus stew, ice-fished for Arctic char and were stunned at the \$20 price tag on a club sandwich in the town’s only restaurant. And when the Nunavut students arrived in Stratford they toured local farms and stroked cows and lambs — animals they’d only seen on TV.

These excursions would flop without Finkelstein peppering his students with regular practice and teamwork. “The collaboration skills and problem-solving they pick up as they’re figuring out a recipe or working under a chef — they’ll use those skills no matter what industry they get into,” says Deborah McNair, OCT, his principal for 10 years and now principal at St. Marys DCVI.

Sharpening life skills

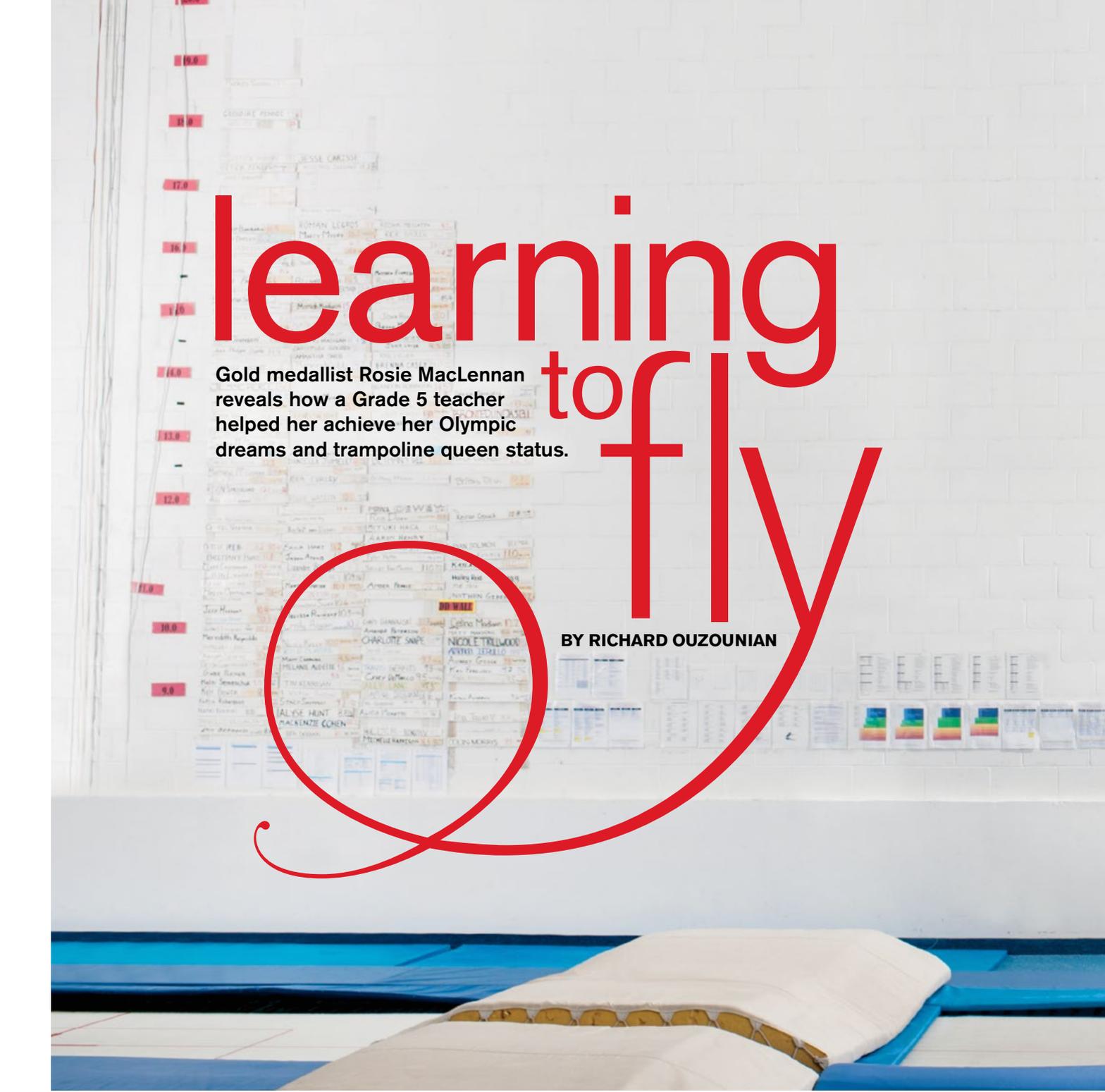
If it weren’t for Finkelstein’s regime of real-life skills and dream experiences, students like Jared might still be struggling in school. Where other teachers saw a kid who couldn’t sit still, Finkelstein harnessed Jared’s energy by giving him plenty to do. “He’d say to the other teachers, ‘Listen, the more responsibility you give this kid, the better he functions,’” recalls his mom Brodie Ritz. Jared went on to complete restaurant and butchery apprenticeships in Italy, and recently graduated from the Culinary Institute of Canada at Holland

College in Charlottetown, PEI, where he initiated that school’s vegetable garden. “Paul took a kid who was at risk of never graduating and he gave him trust and responsibility,” she says.

When he started teaching, Finkelstein thought he’d be training chefs. Instead, he’s giving some hard-to-serve students a home and building their self-confidence through food. By teaching students to cook good healthy meals, he’s changing their families and futures. By exposing them to new flavours, they develop a palate that goes beyond frozen pizza. By introducing them to chefs and farmers, he’s changing the way they look at food. “We’re not changing society but we are changing kids and getting them to cook again,” says Finkelstein. “I see food as a tool for change.” **PS**

TICKET TO (FREE) RIDE

Paul Finkelstein helps pay for exchanges by tapping into funding from the YMCA Youth Exchanges Canada Program. He recommends researching a school, getting the principal on-board and then pitching the idea to the YMCA program. “If you both put in an application, it makes it easier for you to be selected and paired up,” he says. For more info, contact ymcaexchanges.org.



learning

Gold medallist Rosie MacLennan reveals how a Grade 5 teacher helped her achieve her Olympic dreams and trampoline queen status.

to fly

BY RICHARD OUZOUNIAN

Sometimes teachers can go through their careers unaware of the profound influence they have had on a student's life. Fortunately for one teacher, Rosie MacLennan isn't the kind of person to leave a debt of gratitude unpaid.

The 24-year-old trampolinist from King City, Ont., leaped to worldwide prominence when she won Canada's first gold medal at the 2012 London Olympics in the women's trampoline event. When

asked who had helped her the most to get to that exalted place, she first gave credit to her athletic coaches and then paused to offer thanks to a special someone she recalled working with back in Grade 5 at King City PS.

"She helped build my personal sense of confidence away from the world of sports. She taught me to work on my weaknesses, as well as my strengths. She taught me how to sense opportunities for

growth and learning," says MacLennan. "And, best of all, she framed it in a possible way: 'You can do this, Rosie,' she'd say, 'you can.'"

The object of her gratitude is Lori Baskin, OCT — a 25-year veteran of the Ontario education system — and she remembers MacLennan just as vividly. "Rosie was special," Baskin recalls. "She was always managing 50 different things at once. She wanted to try everything



— not just the trampoline but dancing, gymnastics and violin. She was busy every single night after school and she balanced everything, and she did it all with grace and poise.”

MacLennan has a different perspective on that time: “Grade 5 was challenging for me. I was an awkward girl. I had difficulty making and keeping friends. I had one friend but we were different from all the other girls in the class. Mrs. Baskin

helped us to understand that that could be okay,” she says.

Baskin laughs at the memory. “Rosie was petite, just 5 feet, and her best friend, Caitlin, was much taller. They were the most unlikely pair, but they were together all the time. And I gave them all the support I could.”

Looking back, it seems that both Baskin and MacLennan were at a kind of turning point when they first met. Baskin

was just emerging from maternity leave after having triplets and MacLennan, along with the rest of her class, was coping with the sudden departure of their previous teacher.

“We were a pretty tempestuous class and I think we totally wore out the other teacher! But Mrs. Baskin was up for the challenge,” recalls MacLennan. “She was very open to conversation — that was the first thing we noticed. She would guide us



“She helped build my personal sense of confidence away from the world of sports. She taught me to work on my weaknesses, as well as my strengths.”



Lori Baskin, OCT, catches up with her former Grade 5 student and Olympic gold medallist Rosie MacLennan on her training turf in January.

rather than order us. She was encouraging and positive. And she had all the patience in the world.”

Baskin’s firm and steady actions were the foundation of what she offered her students, but her other gift was the sensitivity to notice when something out of the ordinary was needed.

She recalls a particular math test where MacLennan had received a perfectly respectable grade but felt that she could have done much better. “I remember there was a little bench in the front hall that she was sitting on. I sat next to her and said ‘You have to shake this off and go on. In the grand scheme of things, this is nothing.’ And that’s just what she did. She didn’t lament about it too long — just figured out what she needed to do to improve. That’s the kind of determination that took her to the top of the Olympics, even though it probably wasn’t on her mind back then.”

Strangely enough, that’s one thing Baskin got wrong about MacLennan. “I was always focused on the Olympics, even in Grade 5,” MacLennan admits. “It was such a strong passion that I wrote stories about me in the Olympics. It’s funny, they weren’t about me playing in the Games

or winning. Just about being there — being on the plane, flying over. That was enough to fuel my dream.”

The King City PS gifted program eventually moved to Aurora Senior PS and both Baskin and MacLennan once again ended up at the same school. Even though they no longer shared the same classroom, MacLennan continued to be part of Baskin’s life. Baskin remembers seeing MacLennan perform in a school show. “People would look on in awe at Rosie, even then. She bounced so high that she hit the ceiling, but that didn’t stop her. When one ceiling was too low, she found one that was higher. I knew then that she would succeed at whatever she decided to do.”

After the Olympics, MacLennan went back to Aurora Senior PS to speak to the students and Baskin introduced her. “She [Baskin] talked about what I had been like and how determined I was,” MacLennan remembers, “and I told the kids that the secret is to find something you really love and hold on to it. You are your own limiting factor. If you cut yourself off from a possibility, then you’re virtually making sure you’ll never get what you want.” **PS**

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The new face of **Aboriginal Education**

At Rainbow DSB, everyone is learning about First Nation, Métis and Inuit culture — students, teachers and parents.

BY JENNIFER LEWINGTON



In her orange cotton dress adorned with rows of tinkling metal cones, Grade 1 student Sadie Turner skips to the centre of a large open classroom at Princess Anne PS to perform an Ojibwe “jingle dress” dance for visiting students, teachers and parents. With a student-built wigwam as a backdrop, the six-year-old rhythmically beats a drum, sings a “water song” and displays the nimble footwork she has perfected since the age of two.



Moments later, after a kindergarten chorus of “welcome to our coolest wigwam” to the guests, Grade 8 students Alex Nootchtai and Zachary Tyson explain the difference between a wigwam (made from willow or cedar saplings and an integral part of Ojibwe culture) and a teepee (made from buffalo hide).

The performances, organized by First Nation and non-First Nation teachers at the school, were held over a three-week period to explain Aboriginal culture and traditions to the Princess Anne community in an informal, fun way — a supplement to Ojibwe language and Native studies, an Aboriginal-infused kindergarten and a weekly drumming class (with community partners) offered by the downtown Sudbury school through the Rainbow DSB.



Scenes like the one at Princess Anne are playing out across Ontario, which has embarked on a series of initiatives to reverse, as in other provinces, a long history of failure in First Nation, Métis and Inuit (FNMI) education.

But the bright spots — like those at Rainbow and other public boards that work with FNMI communities — still fall short of the transformational change advocates say is needed to close a chronic achievement gap and high dropout rate for FNMI students.

“Ontario is nibbling around the edges,” says Harvey McCue, an Ottawa consultant and nationally recognized commentator on First Nations education, and among those demanding system-level reforms. “The province needs to acknowledge that First Nations kids encounter serious difficulties in the provincial schools,” he adds, citing a lack of student preparation, incidents of racism and insufficient teacher preparation. “All three things are within the responsibility of the provincial government.”

On-reserve First Nation education, a federal responsibility, was the focus of a federal panel that in 2012 recommended replacing the current patchwork of underfunded programs with a comprehensive system of needs-based financial commitments, adequate infrastructure and reciprocal accountability between First Nation schools and education organizations. Reviewing the picture nationally, the panel concluded “education outcomes for First Nation students attending schools in provincial systems are not substantially better than those attending First Nation schools.”





First Nation, Métis and Inuit students need to see themselves represented in the curriculum.

gap between First Nations and non-Aboriginal students. “The problem is you can’t build a system on exceptional leadership,” he says. “How do you build a system that actually tries to replicate those pockets of excellence? It has to be based on a child’s right to equality of education.”

In Ontario, recent measures to address chronic underachievement date to 2007 when the Ministry of Education introduced a First Nation, Métis and Inuit Policy Framework that, with current funding of \$46.2 million this year, encourages school boards to promote student self-identification as a starting point to gather data, add Native language and Native studies courses, develop other curriculum resources, and hire Aboriginal teachers and support workers.

Making “great progress”

When asked for a progress report on the framework, the Ministry responded that, along with growth in student enrolment in Native culture and language classes, the Ministry cites “great progress” in relations between boards and Aboriginal organizations, noting 72 of 76 boards and authorities have self-identification policies. An update on the framework, along with baseline achievement data on FNMI students, was to be released this fall but as of press time, the Ministry has indicated that a publication date “has not been determined.”

Many school boards (and their Aboriginal advisory councils) have been reluctant to share information — even with their own schools — on the success of Aboriginal students, fearing stigmatization. For reasons not of their making, some students arrive at school a year or so behind their peers or speak idiomatic English, putting them at risk of being slotted into non-academic courses.

Among those eager to see the provincial data is Métis Nation of Ontario President and CEO Gary Lipinski. “I think we will see two patterns,” he predicts. “There is a group of [Métis] students who are excelling beyond everyone’s imagination, but there is another group who, because of lack of supports and other issues, are not getting to the finish line of Grade 12.”

Meanwhile, in consultation with Aboriginal representatives, the Ontario College of Teachers (OCT) has revised and expanded offerings of 21 Aboriginal-focused additional qualifications and recommended to government new courses for teaching Michif and Inuktitut languages (OCT is developing courses in Cayuga, Cree, Delaware/Lenape, Mohawk, Ojibwe, Oji-Cree and Oneida). A new College initiative requires that all Additional Qualification courses — more than 41,000 teachers took them in 2011 — include content and experiences related to FNMI perspectives and knowledge. Last year, the College supported First Nation education organizations

Effective and successful models

In Ontario, 72.4 per cent of the province’s 46,000-plus First Nation students (on- and off-reserve) attend provincially funded schools, as do more than 18,000 Métis and 700 Inuit. According to the 2006 Census, 37.6 per cent of Ontario FNMI aged 15 and older had less than a high school education compared to only 22 per cent of non-FNMI. As well, Aboriginal youth in the province were three times less likely than their peers to earn a university degree.

Inconsistent local efforts, a lack of data, high rates of family mobility and poverty, an absence of provincial mandates, incidents of racism and lingering stereotypes about Aboriginal learners are among multiple barriers to major change.

Still, there are successful models and examples of “exceptional leadership” by schools and Aboriginal organizations to improve the academic experience of Aboriginal learners, says Scott Haldane, president and CEO of YMCA Canada and past chair of the National Panel on First Nation Elementary and Secondary Education for Students Living On-Reserve. The panel was set up by the federal government and the Assembly of First Nations to seek remedies to close the achievement

BY THE NUMBERS

22.6

per cent dropout rate between 2007 and 2010 for First Nation, Métis and Inuit youth living off-reserve, compared with 8.5 per cent non-Aboriginal youth in Canada.

118

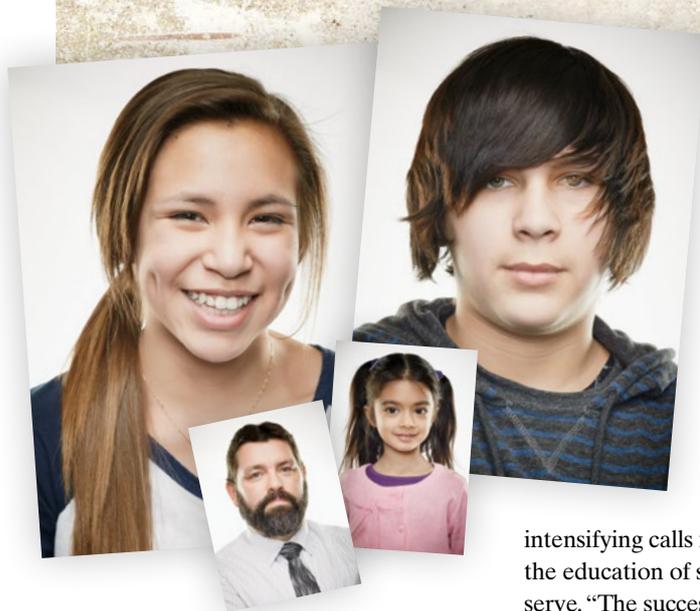
band-operated First Nation schools (80 elementary, 7 secondary, 31 alternative), along with 6 federal elementary schools, in Ontario.

380

communities affiliated with the Métis Nation of Ontario.

4,404

elementary students in Native language classes in 2010–11, up from 3,107 in 2006–07.



The most promising examples break from past practices. School officials are making fresh efforts to listen, ask and act.

in delivering Additional Qualification courses.

For their part, Ontario faculties of education are expanding efforts to embed Aboriginal content in the curriculum for all teacher candidates — part of a national commitment by deans of education on indigenous education.

Success hinges on control

Despite a proliferation of initiatives, results to date are uneven. “There’s been a significant level of progress,” observes Pamela Toulouse, a Laurentian University associate professor in education and author of *Achieving Aboriginal Student Success*. “But there is a lot of work that needs to be done to ensure that all First Nation, Métis and Inuit have access to education opportunities, like all students.”

Professor Toulouse, an Anishnaabe from Sagamok First Nation who has advised provincial and national panels on education reform, warns: “As long as there are First Nation, Métis and Inuit students who don’t see themselves represented in the curriculum, so long as we have many who are dropping out and see their own learning styles and dialects are not being valued in schools, so long as that is happening, it is not equitable at all.”

With little evidence of a system-wide change, First Nations leaders are intensifying calls for greater control over the education of students on- and off-reserve. “The success of our students hinges on First Nation control over the education of our children,” says Regional Chief Stan Beardy, head of the 133-member Chiefs of Ontario, which issued a report last year calling for greater First Nation authority over funding, programs and services to put indigenous learners on an equal footing with other learners.

Last June, the Chiefs of Ontario called on the province to toughen its FNMI framework that only suggests school boards “strive to” make improvements. His organization wants increased support for Aboriginal-focused curriculum content, language programs and hiring practices as well as accountability for school board spending of ministry funds on Aboriginal education. “Success stories do abound related to student achievement,” says Beardy. “But the success of First Nations in the provincial system seems to be very much related to good work and relationships between public school boards and First Nation communities.”

The most promising examples are those that break from past practices. Instead of ignoring the problem, school officials say they are making fresh efforts to listen, ask and act. “It is one thing to ask and it is quite another to hear what is being said and to act accordingly,” says

David Doey, OCT, superintendent of education for southern Ontario’s Lambton Kent DSB, which is writing Aboriginal history content with advice from area First Nation communities.

Engaging with FNMI students

In the Sudbury region, the Conseil scolaire catholique du Nouvel-Ontario is one of the largest French-language school boards in the province with 7,300 students at 38 sites. So far, an estimated 250 students are self-identified Aboriginal, and the number is steadily increasing.

Last fall, as part of a bigger push to engage First Nation, Métis and Inuit students and families, the board hired its first Aboriginal education consultant to help establish an advisory council (parent, community and other representatives) and develop pedagogical initiatives and strategies to support K–12 Aboriginal education. The board is also negotiating tuition agreements with First Nation communities whose on-reserve students attend provincial schools.

“We’re just starting to engage with Aboriginal education,” says Mélanie Smits, the education consultant, who is Métis.

In Cornwall, the Upper Canada DSB and the Ahkwesahsne Mohawk Board of Education in 2011 negotiated the province’s first seven-year education services agreement that covers on-reserve students in board high schools. “Now we are thoroughly involved, right from the outset,” says First Nation trustee Peter

1,539

secondary students in Native language classes in 2010–11, up from 1,141 in 2006–07.

10,598

enrolment in secondary school Native studies in 2010–11, up from 1,097 in 2006–07.

1,000

ministry-funded projects for school board implementation of the province’s First Nation, Métis and Inuit Policy Framework, since 2007.

2

new textbooks for Grade 10 and 11 Native studies.



When asked what they need to succeed, students pleaded for Aboriginal support workers to help with emotional, social and academic issues.

Aboriginal residents could represent 13.2 per cent of Sudbury's population — more than double the proportion in 2006.

Over the years, Rainbow negotiated tuition agreements with local First Nation bands, but since 2007, when the board began work on its FNMI policy, it has intensified efforts to reach out to communities that send students to the public board. One tool of engagement is an Aboriginal advisory council that includes 11 First Nations whose members give the board feedback on curriculum, hiring practices and school culture.

When she was handed the task of mobilizing schools to embrace the policy, Dokis-Ranney asked students what they needed to succeed in school. Without hesitation, they pleaded for Aboriginal support workers to help with emotional, social and academic issues. Since then, with Ministry funding, Rainbow has added four full-time support workers (with additional part-time support), increased

Garrow, a long-time advocate of reciprocal agreements. "We are equal partners."

Building rapport takes time, given the lingering legacy of residential schools for First Nation families. Cast in the role of bridge builders between schools and FNMI communities is a new generation of FNMI school leaders in their 30s and 40s who say they hid their identity growing up.

"I remember going to school as a little girl not wanting people to know that I had Native background because somehow I knew what society thought of Native people," says Rainbow school administrator Kathy Dokis-Ranney, whose father is Dokis First Nation. "I was already aware of the stereotype and didn't want people to think that of me." Debra Clements, OCT, a First Nation teacher at

Lively District SS west of Sudbury last year, says, "I used to tell people I was French and Italian, even though no one ever told me to be ashamed of myself."

Not now. Dokis-Ranney, whose board responsibilities include First Nation, Métis and Inuit education, and Clements, are among a cadre of front-line role models determined to engage students, teachers and parents in bringing the ministry framework to life in Sudbury public schools.

The city is a microcosm of the challenges for Ontario in coming to grips with First Nation, Métis and Inuit education. Sudbury has the fourth-highest concentration of Aboriginal residents in Ontario while self-identified FNMI make up nine per cent of students in Rainbow schools. By 2031, predicts Statistics Canada,

TEACHING THE TEACHERS

In Ontario, several faculties of education are seen as leaders in recruitment of Aboriginal teachers and in the delivery of curriculum that teaches all prospective candidates about Aboriginal history, culture and learning styles. Here are some examples:

Queen's University

- Its Aboriginal Teacher Education Program consists of a one-year, full-time campus-based program or a two-year, part-time community-based program, which includes a summer session on-campus and practicum placements in First Nation schools.

Lakehead University

- The department of Aboriginal Education offers a four-year honours bachelor of education

(Aboriginal) for students of Aboriginal ancestry, as well as a Native Teacher Education Program and the Native Language Instructors' Program.

- All prospective mainstream teacher candidates must take an undergraduate course on Aboriginal education.

Nipissing University

- The institution offers summer professional education programs for people of Aboriginal descent.

- Those of Native ancestry can pursue specialty designations, such as an Aboriginal Teacher Certification Program that infuses traditional values, culture and art into the regular Ontario K-6 curriculum and Teacher of Anishnaabemowin (Ojibwe) as a Second Language from K-12.
- The university's Office of Aboriginal Initiatives set up Aboriginal Student Links as a student-to-student peer mentorship program.

Brock University

- The Tecumseh Centre for Aboriginal Research and Education offers a four-year, part-time, community-based, B.Ed. Primary/Junior K-6 program in conjunction with the Northern Nishnawbe Education Council located in Sioux Lookout. Three-week face-to-face intensive courses are held in the spring and summer while video-conferencing makes up the bulk of instruction.

its roster of Native language teachers to 11 from two, and hired a First Nations speech-and-language pathologist who works with elementary students on language acquisition and coaches teachers on effective teaching strategies.

With input from its advisory committee, the board is introducing Aboriginal-infused curriculum content so First Nation, Métis and Inuit students see themselves, and others gain knowledge as well. Through pilot projects, the board has experimented with interventions to engage students who could easily slip from school view. The Ravens Alternative Education Program, in place at three high schools, shows some promising results.

Turning lives around

At Espanola HS, Grade 11 student Nimkiis Megwanebi hangs out with his friends on a large leather sofa in a second-floor classroom decorated with Native artwork. The 16-year-old from Whitefish River First Nation is an avid hockey player and dreams of becoming an archaeologist, but tends to skip school and is missing several credits needed to graduate this year.

In the Ravens program, he has been given a chance to turn things around.

Nimkiis and a dozen other Aboriginal students spend the day together in the same room with a teacher who supplements their required course work with art, drama, outdoor activities and visits from elders. Last year, the school hired a local artist to work with Ravens students on a mural that now spans the width of the Espanola school cafeteria.

Nimkiis knows what he would be doing if not with the Ravens: skipping school. “Usually my friends ask me to skip five minutes before class,” he says. “They say ‘don’t you want to go to the store?’” But not this semester, he says. “I don’t have time to go and walk around and see my friends and get that usual invitation.” By the end of the semester, he had skipped school less often and picked up four credits.

Rainbow board data show that students in the Ravens program achieved higher levels of credit accumulation — up 26 per cent at one school — than in the

previous semester in a regular classroom. But funding for the program depends on the amount the board gets in Grants for Students from the ministry. That’s a concern to critics like McCue. “The net effect of nibbling around the edges is temporary,” he says. “As teachers and principals come and go, those innovations will wither on the vine.”

Embracing small victories

Where school officials have learned to listen and ask questions, they see a payoff in informed teacher practice. For the past decade, Thunder Bay’s Lakehead PS has implemented a number of strategies, including focused teacher training, to enhance success for Aboriginal students. Two years ago, the board identified physical education as one of the most difficult credits for First Nation, Métis and Inuit students to acquire, unlike other classmates.

“Why are we sitting here asking the question?” recalls Sherri-Lynne Pharand, OCT, Lakehead superintendent of education with responsibilities for Aboriginal education. “Why don’t we ask the kids?”

When surveyed, Aboriginal students said they were unfamiliar with the competitive games played in high school, were often hungry or without appropriate sports gear. “We took those reasons away,” says Pharand, with added social supports for students and training for Grade 9 and 10 physical education teachers from Aboriginal sports experts in non-competitive activities like snow-shoeing and cross-country skiing. “It was some of the best feedback we have ever gotten from our staff,” she says. Significantly, student attendance in physical education classes rose with the introduction of non-competitive games. Early indicators show credit accumulation is on the rise. Thunder Bay First Nation parent Sylvia O’Meara, a member of the board’s Aboriginal advisory committee since its inception in 2003, is happy about board efforts over the past decade. “We are going forward and not looking back.”

Beyond individual success stories, some Aboriginal leaders want the province to mandate curriculum requirements (now

“There are students who don’t understand us, and if you scratch the surface out will come the negative responses about Native people,” says Marianna Couchie, chief of Nipissing First Nation.

expressed as “opportunities to learn”) that, as in other provinces, require all students to learn about First Nation, Métis and Inuit history, values and culture.

“The problem we have in Ontario is that our story — the Métis story — largely remains untold,” says Lipinski, of Métis Nation of Ontario. While ecstatic over the distribution to teachers of more than 500 Métis “tool kits,” developed by his organization with ministry funding, he says all students should be required to learn about a constituency that makes up one-third of Aboriginal people in Ontario.

First Nations leaders are of a similar view about the teaching of treaties and other content. “It has to be mandatory,” declares Marianna Couchie, chief of Nipissing First Nation just outside of North Bay. “There are students who don’t understand us, and if you scratch the surface out will come the negative responses about Native people.”

In the meantime, school officials are happy to embrace small victories. At Princess Anne, where she watched the student presentations, Rainbow’s Kathy Dokis-Ranney was cheered that the event rolled out without any directive from the board. “It tells me our schools are getting more comfortable.” **PS**

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BOOST YOUR BREAK TIME

Feeling sluggish — and the school day isn't even close to over? When your students head out for recess, or you get a break in your day, try one of these re-energizers.

When there's a break in the school day — and she isn't on yard duty — Arzana Irani, OCT, needs that time to run to the restroom, get a snack and just take a breather. But instead, the Grade 5 teacher at William Armstrong PS in Markham, often ends up tackling her to-do list.

"I use the time to plan for the next period, or I have kids who stay in for extra help. If I'm really prepared, I use every spare minute to mark," Irani says. "There have been mornings that are so busy that I don't get to use the washroom until lunchtime."

Like Irani, Brianne Buckman, OCT, doesn't have downtime when students are on break. "Right now all of my prep time and recesses are used to choreograph the school play," says the Grade 2 teacher at Netivot HaTorah Day School in Thornhill, "but it would also be nice to check my phone and relax, or chat with other teachers about non-teaching-related things. Having time to myself makes me appreciate my recess more, and helps me re-charge so I can continue to be at my best in the classroom."

If break time leaves you feeling less than refreshed, here are some pointers on how to re-energize.



JUST BREATHE

For a great stress-reliever after a trying class, sit in your chair, place your hands on your abdomen (fingers touching) and take a deep breath in. Let your stomach expand until your fingers are no longer touching, then exhale until your fingers touch, and repeat.

Inhaling and exhaling play a significant role in managing stress, as well as controlling blood pressure, insomnia and even weight loss. Sandra Mosaad, a certified personal trainer and yoga instructor in Richmond Hill, says spending just a few minutes taking deep breaths from the diaphragm can make you feel more relaxed than 15 minutes of chatting or surfing your iPhone during recess.

ROLL WITH IT

If your shoulders and neck are tense, try these simple stretches: Sitting at your desk, gently drop your head and roll it from side to side. Then straighten your left arm and pull it in close across your chest using your right forearm. Switch and pull in your right arm with your left forearm. "This loosens you up and relieves pressure and tension," says Mosaad.





GET MOVING

When students are running around during break time, try to spend a few minutes doing something physical too. “Exercising releases feel-good endorphins,” Mosaad says. Plus, it boosts your energy and helps keep you fit.

If you’re on yard duty, for example, walk laps around the schoolyard for all-round supervision. Gradually build to a fast-paced walk to get your heart rate up. “This can help you relieve any built-up stress,” Mosaad says. Stuck indoors? Speed-walk from one end of the building to the other and back. Throughout the day, focus on contracting your core (abdominal) muscles by “sucking in” your stomach. “Taking 15 minutes to re-energize by trying these exercises can help you get through the day,” she says. “Plus, short spurts can make a big difference to your overall fitness health.”

Kathryn Ellis, OCT, a teacher at Alexander Mackenzie HS in Richmond Hill, takes advantage of any “short spurts” she can get — usually during her prep period — to re-energize by leaving her workroom. “Our school is sprawling and I like to speak to people in person, so I do get a bit of exercise then. Even hall duty can chalk up a lot of steps in your day,” she says. And after a busy day (or if there’s a few minutes to spare at lunch), Ellis takes advantage of the school’s weight room. “There are spinner bikes and I try to ride for 10 minutes during prep, at lunch or after school when I can.”

EAT SMART

"I'm on yard duty on Fridays during lunch and I'm always starving because I usually haven't had time to grab a bite since breakfast," Buckman says. But when it comes to snacking, says Claire Doble, a registered dietitian in Stouffville, some foods are better than others at keeping you feeling good for the day.

"The best snacks that give teachers the added energy they need to get through a long day should be high in fibre, carbohydrates and protein. The carbohydrates are important for energy, and the fibre and protein help make the energy last," Doble says. Some good examples:

- **a whole-wheat pita with a ¼ cup of hummus**
- **½ cup low-fat Greek-style yogurt dip with cut-up vegetables**
- **a small can of flavoured tuna with whole-grain crackers**
- **an egg-salad snack wrap with a small whole-wheat tortilla**

Feeling sluggish or irritable? Don't give into that junk-food craving. "Potato chips and chocolate bars won't give you the energy you need to get through the day," Doble says. Snacks lower in fibre, like cookies, candy and granola bars, often give you a quick jolt of energy, but it won't last. And as your blood sugar plummets, you may even feel worse than before. Your best bet is to stay hydrated throughout the day (keep water at your desk), load up on veggies and fruit, and save the sweet snack for your after-dinner treat.

Ellis relies on the three different kinds of snacks she usually craves while at school — something that satisfies her hunger, something sweet and something that has a salty crunch. "Almonds, dates and Triscuits are usually in my workroom space because they keep well," she says. "The vending machines and cafeteria don't stock junk food anymore, so that helps too." **PS**





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Investment in this project has been provided by Agriculture and Agri-Food Canada through the Canadian Agricultural Adaptation Program (CAAP). In Ontario, this program is delivered by the Agricultural Adaptation Council.

What was it like to be a new teacher in 2012? Read our exclusive survey to find out

TRANSITION

It's not getting any better for newcomers to teaching: First-year teacher unemployment rose sharply once again in 2012. More Ontario graduates than in past years left the province in search of teaching jobs. And Ontario's independent schools increased their role as initial employers of new teachers.

The latest *Transition to Teaching* survey of Ontario's teacher education graduates found that first-year unemployment grew from just seven per cent in 2008 to 37 per cent in 2012. Another one in three of last year's new teachers found some work in the profession, but they report that they were underemployed during the 2011-12

school year, mainly limited to daily supply teaching lists.

One in eight of these new teachers resided outside Ontario in spring 2012 when they responded to the College's annual survey. Those who moved to another province or country were much more successful in finding teaching jobs than those who remained in Ontario. More of them found teaching jobs, were fully employed and achieved regular teaching contracts.

One in 10 employed graduates teaches in an independent school. And they, too, had much more success in landing regular teaching jobs than those teaching in Ontario publicly funded schools.

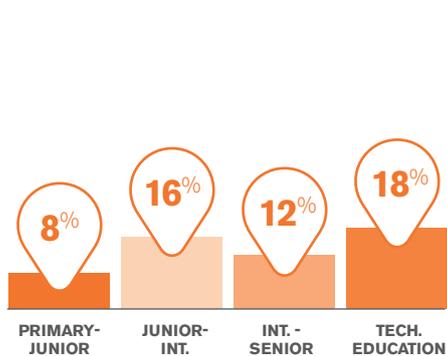
More than one in four new Ontario teachers now find their first teaching jobs at independent schools or outside Ontario.

And almost half of those who succeed in landing a regular teaching position find it outside Ontario's publicly funded school system.

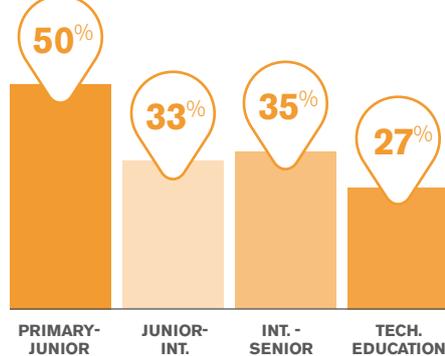
Both elementary and secondary qualified teachers face high levels of unemployment and underemployment. Regardless of their qualifications, very few get regular teaching contracts in their first year after graduating. Primary-junior qualified teachers face the most challenging job market with fully half of

2011-12 JOB OUTCOMES

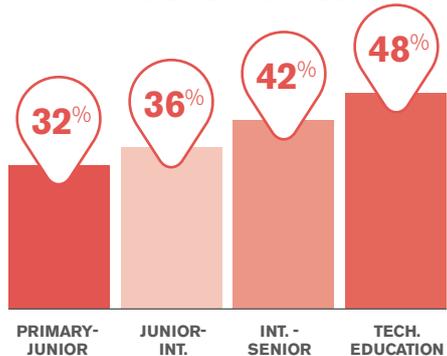
REGULAR POSITION



UNEMPLOYED



UNDEREMPLOYED



I have been actively searching for a position with a school board for over three years. I applied to five different school boards and have not even been called for an interview to get on an occasional list. I was aware that the job market was difficult for teachers when I was in the faculty but this is just ridiculous.

2009 GRADUATE,
GREATER TORONTO REGION

ABOUT OUR SURVEY

The *Transition to Teaching* survey of new teachers in the 2011-12 school year examines the job-entry success and professional experience of teacher education graduates of 2002 through

2011 and new-to-Ontario teachers educated elsewhere and certified in 2010 and 2011. Web-based surveys were used with large samples from each of these groups of new teachers.

ON TO TEACHING

BY FRANK MCINTYRE

them not able to find even daily supply teaching work in the first year.

With increasing rates of teacher unemployment and underemployment, more and more graduates turned to non-teaching occupations in recent years. Almost one in three first-year teachers and two in three of the unemployed among them now say they work outside the teaching profession.

The 2012 surveys of teachers in the early years of their careers reveals that the queues for teaching jobs got even longer in the past year. Seven in 10 first-year teachers now say they were unemployed or underemployed in the 2011–12

school year. More than half of third-year teachers say they are still not finding as much work as a teacher as they want. And even for those five years into their career, one in three say they are not yet fully employed.

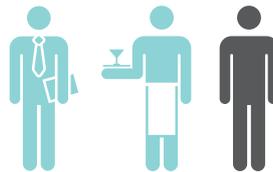
French-language teachers continue to fare better than English-language teachers, although fully half of them now report they are unemployed or underemployed in the first year following graduation. And the job outcomes for new-Canadian teachers deteriorated further in 2012 with four in five of them reporting they can find no teaching work at all, not even daily supply. **PS**

Many of us cannot afford to pay rent and carve out a living supply teaching, so we have to find alternative ways to bring in revenue. We end up taking daycare, retail and other customer service jobs to supplement an income.

PRIMARY-JUNIOR 2011 GRADUATE, EARLY CHILDHOOD SPECIALIZATION, TORONTO

2 OF 3

UNEMPLOYED FIRST-YEAR TEACHERS FOUND EMPLOYMENT OUTSIDE OF TEACHING



1 IN 10

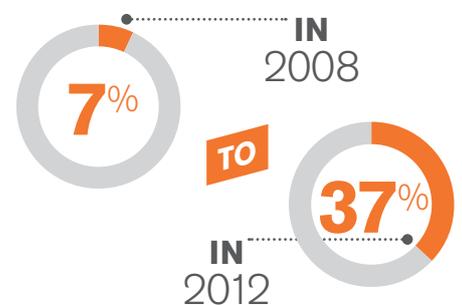
EMPLOYED GRADS TEACH IN INDEPENDENT SCHOOLS



*I preferred to teach in Ontario, but **the grim outlook in the job market prompted me to look for overseas employment...** It was a good way to secure a full-time position for myself, as well as for my husband, who is also a teacher.*

2011 GRADUATE, TEACHING IN CHINA

FIRST-YEAR UNEMPLOYMENT GREW FROM

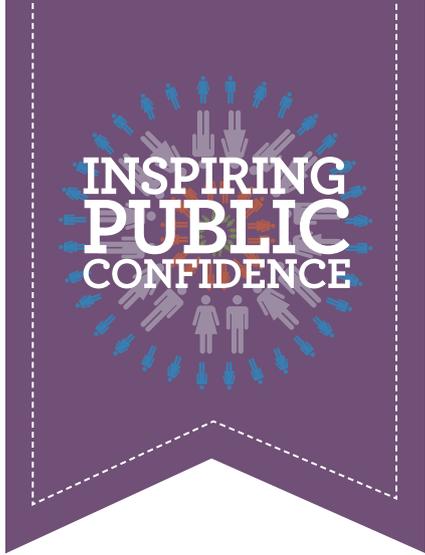


Responses were received from 4,717 teachers. Response rates varied from 20 to 34 per cent of the samples, with an average 28 per cent return overall. Accuracy rates for the surveys

range from 2.6 to 5 per cent, 19 times out of 20. The *Transition to Teaching* survey 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 survey is available on the College website, **oct.ca**.



2012

INSPIRING PUBLIC CONFIDENCE CONFERENCE

The College's 2012 conference brought together educators and regulators for three thought-provoking days. Here are the highlights.

BY HELEN DOLIK

Teacher Jodi Richardson, OCT, seized the opportunity, to attend the Ontario College of Teachers' Inspiring Public Confidence conference. Leaders from education and the regulatory world discussed trending topics that challenged minds and touched hearts.

"This was one of the best conferences I have ever been to," says Richardson. "The seminars were engaging and informative. The speakers were knowledgeable in their field and gave great insight on a range of topics. I knew it was the perfect opportunity to learn about the current trends and changes in Ontario education today, with speakers chosen by the body that represents us."

Richardson had continued her professional growth through Additional Qualification courses, but there were still answers and advice she was seeking. "Stephen Lewis delivered an inspirational speech on human rights, the environment and the power we have as teachers to make a difference — all personal passions of mine having worked in Asia and the Middle East.



His speech reminded me why I went into teaching — “the power of one.””

Richardson says she met “incredible individuals” from across Canada with whom she exchanged invaluable information, insight and advice. The College’s conference, November 21–23, 2012, at the Sheraton Centre Toronto Hotel, featured keynote addresses by Lewis, one of Canada’s most influential commentators on social affairs and human rights, and Wendy Mesley, the award-winning television host and reporter.

The conference attracted 235 participants from British Columbia to Newfoundland, and from as far away as Japan and England. There were 24 workshops — 18 in English and six in French. The presenters addressed topics in three streams: professional regulation, acting in the public interest, and effective practices and research in teacher education.

Range of workshops

Popular workshops included The LeSage Report: Recommendations for Efficiency and Transparency in Self-regulation, The Boomer/Echo Boomer Face-Off, And Nobody Came to the Funeral: The Quiet Death of the B.C. College of Teachers (1988–2011) and On Thin Ice: Maintaining Professional Boundaries.

Nana Kodama, an associate professor at Japan’s Shiga University, visited the College last March to gather information about teacher education in multicultural Ontario, and returned for the conference in November. “I have been particularly interested in how the Canadian education system and teachers accept students from culturally diverse backgrounds, because the number of students with foreign backgrounds is rapidly increasing in Japanese schools,” Kodama says. The workshop Diversity, Equity and Inclusion: The Building Blocks of a School that Welcomes All guided her through a “new theory of inclusive education in place of multicultural education.”

Satisfied participants

British teacher Rachel Dubsky flew in from England specifically for the conference to gather research for her doctoral thesis about professional boundaries in student-teacher relationships. “I’m so glad I came; it was worth it,” says Dubsky.

Three Council members — Marie-Louise Chartrand, Mary Lou Mackie, OCT, and Monique Châteauevert — attended the conference. “As a professional, I have had many opportunities to attend such conferences. I have rarely attended one that so well met my expectations,” Châteauevert says. “The choice of speakers and themes, along with the quality of the organization, has made this event one that I will remember fondly as a challenging, thought-provoking opportunity.”

Denis Chartrand, OCT, regional manager at the Ottawa office of the Ontario Ministry of Education, attended workshops in French and English. He says the conference was well run and time was built in for networking. “I must congratulate the Ontario College of Teachers. From the moment I arrived at the



WORDS FOR CHANGE

Respected humanitarian **Stephen Lewis** delivered a powerful and provocative opening address at the College’s Inspiring Public Confidence conference on November 21 at the Sheraton Centre Toronto Hotel, which captivated the audience of teaching professionals, regulators and the public. Lewis, a former diplomat, spoke eloquently and passionately about the importance of schools for children, the value of the teaching profession, the struggle for gender equality, poverty and climate change.

Exceptional background

Lewis is a Distinguished Visiting Professor at Ryerson University in Toronto. He serves as the board chair of the Stephen Lewis Foundation in Canada, which is dedicated to turning the tide of HIV/AIDS in Africa. He was Canada’s Ambassador to the United Nations and the UN Special Envoy for HIV/AIDS in Africa.

In the 1990s, Lewis co-ordinated a study examining the consequences of armed conflict on children. “Whether a child was in conflict or coming out of conflict, what a child most wanted was a school,” he says. “It was so fascinating. Everywhere we went, from Cambodia to Rwanda, to Colombia, to the Balkans, that’s what kids talked about. When you asked them directly what did they want in the midst of the carnage all around them, they would say ‘we want to go to school!’”

He talked about the force and value of education and what school means to children. “It’s not just the love of learning, it’s the sense of solidarity with other kids.”

Advice for the College

During his address, Lewis encouraged the College to increase its profile and to add its voice to the panorama of voices speaking out. “It would do wonders for the Ontario College of Teachers to have a voice which is much respected and to develop a profile — to be controversial in the best way, not antagonistic, not as I am. Just gentle and persuasive.”

In closing, Lewis offered these words about the value of teaching. “I can’t imagine a more noble activity than to be engaged in teaching and education,” he says. “After all, it is the lifeblood of a society.”

A message that resonated

Praise abounded for Lewis’s address. “He was unabashedly honest, incredibly eloquent, highly respectful and completely accessible — what I would call inspiring,” says Michelle Cader, OCT, an educator who produces online educational resources. “He drew on his vast life experience to share stories he knew educators could and would respond to.

“Ultimately, he urged us to focus on educating ourselves and our students about the issues he defined as the most pressing of the day — gender equality, poverty and climate change. It was a real call to action.”

A MATTER OF TRUST

Award-winning TV host and reporter **Wendy Mesley** elegantly wove the issue of trust throughout her closing keynote address at the Ontario College of Teachers' Inspiring Public Confidence conference. Teachers, regulators and journalists are in a special and privileged position, she told the audience at the Sheraton Centre Toronto Hotel on November 23. "We have, conditionally, been given the people's trust to be ethical, to be professional and to be worthy of the public's confidence. We have standards. We have regulations. We have checks on our power that we have to follow or else."

Mesley, who hosts CBC's *The National* on Sundays, has also hosted *Undercurrents*, a CBC program about the media/marketing world, and co-hosted *Marketplace*, a CBC prime-time investigative consumer show. She has won three Gemini Awards for her work on those shows.

With wit and candour, Mesley shared stories about her own experiences making headlines around the world — corrup-

tion in politics, marketers targeting and sexualizing tweens, and the press scandal in Britain.

"There is a general crisis in confidence, an erosion of trust in almost every institution," says Mesley, listing publishers, priests, politicians and professional athletes. "All of these institutions have let us down. Can you think of one institution that you trust more today than 20 years ago?"

While some of our institutions have let us down, she says, there is reason for hope because, as individuals, we all deeply want to be trusted and we want to trust.

"We do want to return to those days when you can trust your neighbour," she says. "We want to trust those institutions that we rely on... and one of those institutions is you."

Joan Rossitter, OCT, a high school teacher in the Dufferin-Peel Catholic DSB, found Mesley's closing address refreshing and candid. "The whole idea of trust and honesty are huge, integrity as well," she says. "I think you shouldn't be a teacher unless you strive for integrity."

Rossitter says she learned more about the Ontario College of Teachers at the conference. "The conference has helped to make me realize they are here for our well-being. The College is here to serve and protect the members, the public and the children in our care.

"You have to leave a conference feeling inspired, with new ideas and affirmed in what you're doing. That's what I feel today."



registration desk, I was addressed in French. I know it's very important for them to serve both French and English members. It makes you feel welcome," says Chartrand, who has worked in education for 37 years, from teacher to director of education.

A first-time College conference attendee, Debra Edwards, Orillia's trustee with the Simcoe County DSB, felt it was an excellent experience. "I've spoken to so many attendees — teachers and administrators. It's very informative."

Other regulators

The conference attracted representatives from many regulatory bodies in Ontario and across Canada. "This was an opportunity to get exposure to thoughts and ideas from other professionals about the whole field of regulation," says Bill Hill, director of regulatory affairs for the Institute of Chartered Accountants of Saskatchewan.

Camille Naranjit, OCT, a teacher with the Hamilton-Wentworth DSB, attended the conference to learn more about the LeSage Report, regulation and effective teaching methods. "I'm strongly motivated to keep current in my teaching practice," she says. "I came to network and to meet people from other parts of the province." She'd recommend the conference to other teaching professionals as a way to discover new ideas.

The closing words to a successful conference belonged to Joe Jamieson, OCT, the College's Deputy Registrar and conference chair: "We hope to see you in 2014." **PS**

Watch Lewis's opening address for yourself

"We want to go to school!"

This is what children of war countries from all over the world told humanitarian Stephen Lewis who opened the College conference in the fall. But the reasons are different than you might think. Hear what they shared with him and what Lewis had to say about public education, controversy and the role of the College.

Visit: [youtube/mZh5QocKLec](https://www.youtube.com/watch?v=mZh5QocKLec)

AWARD-WINNING PHILOSOPHY

The first recipient of the College's Inspiring Public Confidence Award believes that every child has a "rendezvous with greatness."

Philip Capobianco, OCT, an Ottawa vice-principal, is the first recipient of the College's Inspiring Public Confidence Award. The award is given to an individual who works in public education and has significantly contributed to the public's confidence in Ontario education. The recipient is awarded \$1,000.

"My leadership philosophy is based upon the belief that every child enrolled in an Ontario school has a rendezvous with greatness," Capobianco says. "As educational leaders, our teaching vocation compels us to guide these young people along that path to greatness."

"Each school day, I am inspired by my school principal and champion teachers at Notre Dame High School. Through their actions, relationships are healthy, restorative practices are utilized, teaching is precise, learning is engaging and student success is evident throughout the school."

The award presentation at the College's conference in Toronto included an inspiring video on Capobianco's impact. (View it at bit.ly/14BYegg)

Personal and professional achievements

Capobianco epitomizes the ideals of the award in his professional and personal life. Four years ago, for example, he helped save a 15-year-old student's life. Kayetan had been passing a bus on his bicycle when he was struck by a car. Capobianco helped prevent the boy from suffering potentially fatal injuries by keeping him conscious until emergency services arrived. Fortunately, Kayetan suffered only minor injuries. The Ottawa Police Service honoured Capobianco with a Certificate of Merit.

One of Capobianco's greatest achievements is extending literacy across the curriculum. He has been the chair of the Cross-Curricular Literacy Professional Learning Community for several years, leading to a more engaged school and increased EQAO scores.

Capobianco meets with teachers and the Student Success Team to generate ideas to engage at-risk learners. The mother of a boy with autism said her son has gained the confidence to pursue a career in the film industry thanks to Capobianco's patience, enthusiasm and leadership skills.

Every weekend, Capobianco picks up leftover baked goods from a local Tim Hortons and delivers them to The Ottawa Mission, which provides food for the hungry. In 2009, he received the United Way Community Builder Award. He is also committed to the Adopt-A-Road initiative, encouraging students to make their neighbourhood clean and safe. Litter and trash have practically disappeared from the street.



"Modelling fairness, openness and honesty, honouring human dignity, embracing social justice, acting reliably, morally and professionally — these are the hallmarks of teaching in Ontario," says Joe Jamieson, OCT, the College's Deputy Registrar. "These are the standards the profession aspires to and that the public expects." **PS**

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TECHNO TOTS

How Amy Lynn Thompson, OCT, uses the iPad as a high-tech equalizer in her kindergarten classroom.

BY DAN BORTOLOTTI



Amy Lynn Thompson
Rick Hansen PS, Aurora

PROBLEM Integrating technology into a kindergarten classroom, where many students are in the pre-reading stage and there is a wide range of motor skills.

SOLUTION Introduce students to hand-held cameras and Apple iPads, and teach them to create their own videos and still images. Amy Lynn Thompson, OCT, has found ways to bring these technologies into many curriculum units as her four- and five-year-old students explore nature, science, language and communication.

LESSONS LEARNED One of Thompson's favourite activities is to have the students take videos of themselves interviewing one another. Then they watch and listen closely as they play back the videos. "It really helps them do

self-assessment and builds their confidence." Her students have even taken videos of classmates throwing a ball and used them to help others who struggle with gross motor skills.

During a trip to the park last year, her kindergartners were upset to see an overturned garbage bin, so they documented it with the camera. The eco-conscious students shot photos of individual items and then sorted them into trash and recyclables. "Students care a lot more when they can connect with the subject this way," Thompson says.

To share classroom learning with parents, Thompson's students take photos of their work — such as their solar system models during a recent science lesson — and upload them to a blog that families can access from home.

YOU CAN DO IT TOO

You'll need

- Apple iPads
- protective cases from the dollar store
- a hand-held camera that takes video as well as still images
- an interactive whiteboard and document camera to share images with the class

Steps

1. allow students to explore the iPad at their own pace
2. encourage the most savvy students to help others who are less comfortable with the technology
3. reinforce learning at home by sharing the students' work on the Web (Thompson uses Google's free Blogger service **blogger.com**.)

OBSERVATIONS In a class of kids so young, there are wide differences in ability, whether it's reading, social skills or familiarity with technology. Thompson suggests letting the students explore the devices at their own pace so they can make discoveries on their own. "Sometimes there doesn't need to be a plan." She's found that students who are good at using the iPad or camera quickly become teachers themselves, and they can build their communication skills by explaining the ideas to others.

Thompson recalls one student whose school experience was completely transformed by the technology. "He was really struggling, with no friends, no motivation, no reading ability and no interest in writing with a pencil," she says. He quickly took to tracing letters on the iPad, and soon became so proficient he was teaching other kids. "He even discovered the feature that allows you to distort faces in a photo. His mom came in to say how much he loved going to school now." **PS**



HELPFUL HINT Don't treat the iPad like it's a novelty item, Amy Lynn Thompson says. While it may still seem like that to adults, the technology is second nature to young kids, so forget the gadget and focus on the content it's delivering.

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reviews

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

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

Greater Essex County District School Board Book Series:

What Did You Do At School Today?, Greater Essex County DSB, 2010, softcover, ISBN 978-0-9810440-3-3, 23 pages (by Sherry Doherty and Lisa Cranston, illustrated by Lisa Galvan)

Caroline is a Big Sister, 2011, softcover, ISBN 978-0-9810440-5-7, 16 pages (by Clara Howitt, illustrated by Lisa Galvan)

The Best Birthday Ever, 2011, softcover, ISBN 978-0-9810440-7-1, 18 pages (by Susan Chanko, illustrated by Lisa Galvan)

Making Connections with Rocky and Ruby, 2011, softcover, ISBN 978-0-9810440-8-8, 18 pages (by Sherry Doherty, illustrated by Lisa Galvan)

Helper of the Day, 2011, softcover, ISBN 978-0-9810440-4-0, 18 pages (by Lisa Cranston, illustrated by Lisa Galvan)

A Trip to the Park, 2011, softcover, ISBN 978-0-9810440-6-4, 22 pages (written and illustrated by Lisa Galvan)

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Learning with mom and dad

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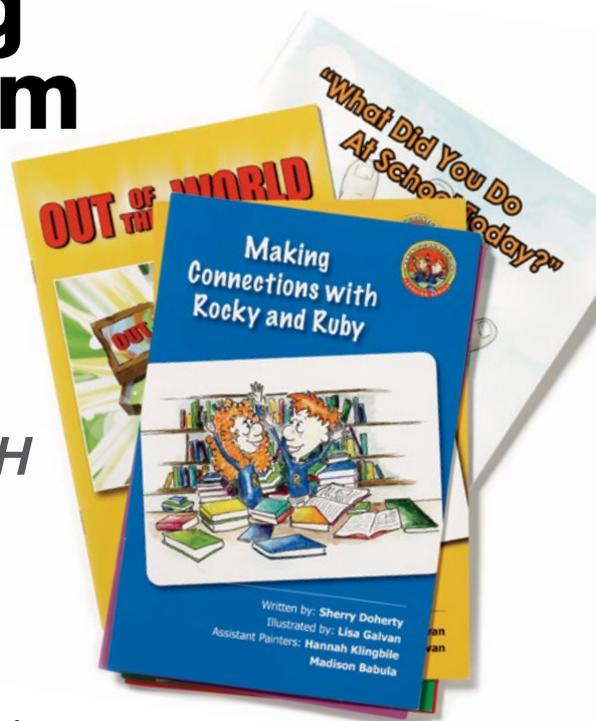
What Did You Do at School Today? gives beginning students a bird's-eye view of what they can expect on their first day of kindergarten. The book also educates parents about what their children will be learning during the year. It was distributed by the Greater Essex County DSB (where the authors are teachers) during their February orientation.

This same theme of educating parents as they share with their children is continued in a series of five slim books called *Working with Families to Support Student Achievement*. Each book includes word study and learning strategies. The stories are endearing with characters from many backgrounds and cultures. The series includes: *A Trip to the Park*, which focuses on the importance of taking turns; *Helper of the Day*, which teaches respect and trustworthiness; *Making*

Connections with Rocky and Ruby, which highlights self-discipline and diligence; *The Best Birthday Ever*, which explores respect and fairness and *Caroline is a Big Sister*, emphasizing caring and responsibility. The series has won accolades and support from literacy groups, early years educators and parent groups. It has been praised for nurturing literacy, educating parents and teaching values.

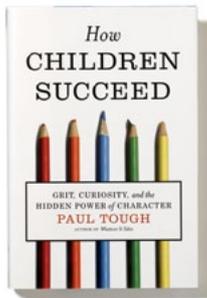
Out of this World, the third in the Essex board's resource projects, is a math adventure designed for parents to engage with fundamental math concepts with their children.

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



How Children Succeed

BY PAUL TOUGH



When it comes to predicting a child's future success, the prevailing view has been that it depends on mental prowess like verbal ability, mathematical dexterity and the capacity

to detect patterns — skills that lead to a hefty IQ. However, recent evidence has revealed that a child's strength of character — including perseverance, optimism, curiosity, self-discipline and raw grit — may be even more important. In his most recent book, *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*, writer Paul Tough explores the science behind these findings. He also tracks several alternative

schools, education programs and outreach projects that have implemented these new ideas and reports, and finds some convincing results.

For example, researchers have clearly found that scores on self-discipline tests are better predictors of future college GPA scores than are IQ results. Moreover, self-discipline and conscientiousness are highly correlated with avoiding drugs or alcohol, staying on the right side of the law and maintaining healthy social relationships. Unfortunately, it is less clear on how to cultivate these character traits. What is evident is that parental or adult nurturing in response to failure or trauma helps to create strong character. While nurture is certainly the most important factor in a child's early years, Tough argues that older children and adolescents can benefit from lessons in constructive risk-taking and overcoming failure.

Tough's writing style is readable, honest and unpretentious, and he does an excellent job of supporting the scientific evidence. This is a strong argument in favour of paying closer attention to cultivating character in young people, both in our personal lives and in our public policy.

Aaron Thibeault, OCT, is an occasional teacher with the Toronto DSB. He runs a website, newbooksinbrief.com, dedicated to non-fiction books.

How Children Succeed: Grit, Curiosity, and the Hidden Power of Character, Houghton Mifflin Harcourt, New York, 2012, hard-cover, ISBN 978-0-547-56465-4, 256 pages, \$31.95, distributed by Thomas Allen & Son Ltd., 1-800-387-4333, thomasallen.ca

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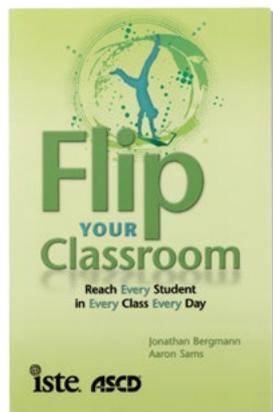


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- Special Education — Parts One and Two, Specialist
- Adapting Curriculum for the Catholic School System
- Teaching in the Catholic School System

Flip Your Classroom

BY JONATHAN BERGMANN AND AARON SAMS



Once you flip you won't ever want to go back — flip your classroom that is! After years of toiling in their separate chemistry classrooms, the authors of this book, two highly

regarded Colorado high school teachers, discovered that by creating an online video of their lectures and assigning them for homework, they could spend all of their class time with a question-and-answer follow-up. In other words, their roles shifted from being information deliverers

to becoming active learning coaches — they flipped their classrooms.

In so doing, they were able to personalize their students' learning and offer help to each one in a way that would appeal to their diverse learning styles. For example, one of their students was always behind in his lecture notes. Using a flipped classroom meant that he was able to both keep up with his notes and get the personal attention he needed to clear up confusion about his assignments. Flipping also addresses student learning using the language of technology that they know so well. Instead of fighting digital culture, they can use it while they learn. All the logistics of a flipped classroom are addressed in this book, such as how to develop an engaging video and what to do about students who don't have home access to a computer.

The authors acknowledge that using this new model will be a process that will

not happen instantly. *Flip Your Classroom* is suitable for all teachers in any subject area past the primary grades. It is a must read for all administrators, policy-makers, curriculum specialists and technology co-ordinators.

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

Flip Your Classroom: Reach Every Student in Every Class Every Day, International Society for Technology in Education, Washington, DC, 2012, softcover, ISBN 978-1-56484-315-9, 112 pages, \$24.95, distributed by Scholarly Book Services, 1-800-847-9736, sbookscan.com

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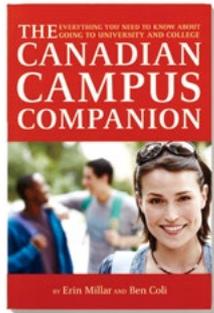
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The Canadian Campus Companion

BY ERIN MILLAR AND BEN COLI



Who gave us advice about college and university? Is it possible that we made decisions that critically affected our future lives based on sketchy

information from unreliable, uninformed or biased sources? Today the stakes are just as high as they were back then as new generations of senior high students contemplate their futures. Who are they listening to?

Millar and Coli have compiled a comprehensive volume of good advice for this generation that addresses issues common

to all Canadian postsecondary students. Topics include deciding on a school and program, whether to live in residence, how to manage your time and money, how to get the most out of your classes and how to navigate new social situations. There is also advice about your rights as a tenant, living with roommates, dealing with conflict and how to react to getting bad marks. Quotes from current students in a variety of programs at different schools offer personal and wide-ranging information.

Teachers who read this book will get a refresher on campus life and perhaps be able to translate their own experiences into a context that can make sense for contemporary students. Parents whose children intend to move on to higher education should also read it if only to see what challenges lie ahead. Hopefully, students will keep the book handy throughout their postsecondary years for

the times they want to seek advice from someone other than Mom and Dad.

Steve Kennedy, OCT, is a secondary school teacher with the Hamilton-Wentworth DSB at James Street Alternative Education Program in Hamilton.

The Canadian Campus Companion: Everything You Need to Know About Going to University and College, Thomas Allen Publishers, a division of Thomas Allen & Son Ltd., Markham, 2011, softcover, ISBN 978-0-88762-640-1, 336 pages, \$22.95, 1-800-387-4333, thomasallen.ca

Note: Google Books has the first two chapters online as a preview.



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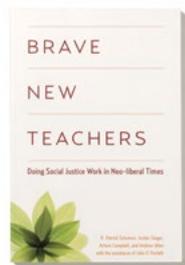
a place of mind



Faculty of
Education

Brave New Teachers

BY R. PATRICK SOLOMON, JORDAN SINGER,
ARLENE CAMPBELL, AND ANDREW ALLEN WITH
THE ASSISTANCE OF JOHN P. PORTELLI



In 2008, urban Toronto schools lost a tireless champion. When Patrick Solomon moved to Canada from Jamaica in the late 1960s, he

began working for social justice with city communities, schools, teachers and parents. Solomon was dedicated to forging strong relationships between schools and students' homes. He taught how to identify the culture of a school and how to promote it. He mentored students and helped them gain confidence and pride in themselves. All of the authors who contributed to *Brave New Teachers* were inspired to carry on his labour of love after he died in October 2008. Solomon and Singer fought against school standardization with Sakshi's motto "It's the kids we are teaching, not the curriculum."

Brave New Teachers is educational

brain food. It feeds the core impulse to stand against a misguided business model for schools and to work for and with children and their parents to offer them the kinds of education that they really need. Who is in your class? What is their history? Do you know their stories? How are the skills they are learning relevant to them and their communities? The book reminds us that we are teachers who don't just teach. We are mentors and agents of change. Each word of Solomon's is a seed in the field of growth.

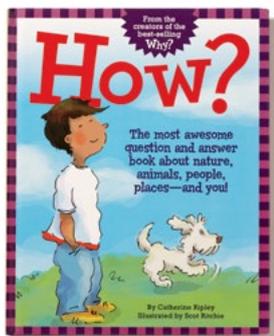
Kara Smith, OCT, creates English curriculum and teaches at the Faculty of Education, University of Windsor, where one of Solomon's inspired Urban Education programs thrives today.

Brave New Teachers: Doing Social Justice Work in Neo-liberal Times, Canadian Scholars' Press Inc., Toronto, 2011, softcover, ISBN-978-1-55130397-0, 302 pages, \$39.95, 1-800-463-1998, cspi.org

How? The most awesome question and answer book about nature, animals, people, places — and you!

BY CATHERINE RIPLEY

ILLUSTRATED BY SCOT RITCHIE



Children come into this world curious and ready to explore. They ask a million questions and often, teachers are stuck for

an answer that will satisfy their thirsty young minds. *How? The most awesome question and answer book about nature, animals, people, places — and you!* is a great resource where children can seek out answers to their questions about all sorts of daily experiences.

In consultation with numerous experts, the author compiled responses to 73 questions raised by children at Canadian schools. How did birthday parties get started? How does the library get its books? How do snakes eat really big stuff? How do I get sick? How does the steering wheel turn the car? How do planes take off when they weigh so much? Why are wheels round? Why does the thermometer go in my ear? The author includes both how and why questions in the book, demonstrating the importance of using both types. In response to the question “How do balloons float?” for example, the author describes how helium

gas is lighter than air, which makes the balloons float, and also compares helium-filled to breath-filled balloons that do not float because we exhale mainly carbon dioxide, a gas heavier than air.

Even though the book seems to be written for younger readers, I found the selection of questions and the well-crafted

responses to be useful for children of all ages. As a tool of inquiry, it teaches children how to begin to probe more deeply into the hows and whys of the world.

Yovita Gwekwerere is an assistant professor of science education at Laurentian University.

ADDITIONAL QUALIFICATION PROGRAMS

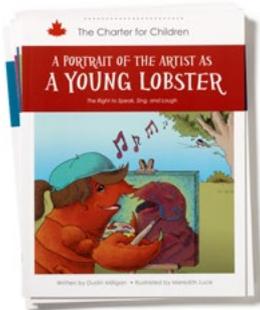
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Owlkids Books, Toronto, 2012, hardcover, ISBN 978-1-926973-24-1, 192 pages, \$19.95, distributed by University of Toronto Press, 1-800-565-9523, utpress.utoronto.ca



The Charter for Children

BY DUSTIN MILLIGAN
ILLUSTRATIONS BY MEREDITH LUCE,
CORY TIBBITS AND JASMINE VINCENTE

This series of six books is a wonderful way to introduce children to the Canadian Charter of Rights and Freedoms. Each story is set in a different province or territory and

addresses a different right or freedom. The six books are filled with clever Canadian characters like Justin Beaver, Anne of Green Tomatoes and Eel Young.

The Charter for Children uses animals to teach human lessons much like Aesop's Fables, allowing children to engage in moral dilemmas. Characters speak in repeated rhymes, lending a Dr. Seuss quality to it that compounds the message.

A distinct regional setting shapes each tale, whether it is Nunavut in *The Plight Beneath the Northern Light* or the French flavour of *The Case of the Montreal Bagel*. While exploring historical examples that have challenged our rights, the books use contemporary references and artwork. Each book exists in its own right as a wonderful story to share in a classroom, but as a series, the six books would create an excellent unit in almost any division in elementary classrooms.

At the end of each text is a brief explanation of the right or freedom examined in the story, along with some discussion questions that can be tailored to suit the audience.

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

The Charter for Children (Series of Six Titles), DC Canada Education Publishing, Ottawa, 2012, softcover, 27 pages each, \$11.95 per volume, 1-888-565-0262, **dc-canada.ca**

The Case of the Missing Montreal Bagel: The Right to Privacy and Security, ISBN 978-1-926776-38-5

The Plight Beneath the Northern Light: The Right to Meet and Form Groups, ISBN 978-1-926776-36-1

Anne of Green Tomatoes: The Right to Be Safe and Secure, ISBN 978-1-926776-34-7

A Large Jaw in Moose Jaw: The Right to Participate and Be Included, ISBN 978-1-926776-33-0

A Portrait of the Artist as a Young Lobster: The Right to Speak, Sing and Laugh, ISBN 978-1-926776-37-8

The Golden Hook: The Right to Believe and Have Faith, ISBN 978-1-926776-35-4

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PRINCIPALS AND VICE PRINCIPALS COMPETITION



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Applications must be received by **March 1, 2013**. External candidates may request an extension to this deadline by contacting Mena Kelly at 613-224-4455 ext. 2419. Interview and Assessment Centre dates scheduled for **March 22, 2013**.

Mark Mullan, Chairperson Julian Hanlon, Director of Education

GROWING A 200-YEAR-OLD TRADITION

The College is sharing our expertise and learning from other professional regulators

BY ROSEMARY BAHR

In 1797 the legislative assembly created the Law Society of Upper Canada to be a “learned and honourable body, to assist their fellow subjects as occasion may require, and to support and maintain the constitution of the said Province.”

In modern terms, the Law Society describes itself as a body that ensured “all persons who practise law in Ontario were competent, followed proper procedures and behaved ethically.” This is self-regulation, a privilege Ontario’s teachers gained 200 years later in 1997.

Governments can regulate a profession directly or delegate regulatory power to the profession itself. The education ministry regulates teaching in nine provinces. Only in Ontario does the government delegate this responsibility to a College of Teachers — one of more than 40 self-regulatory bodies in the province.

According to the College of Nurses of Ontario, “Self-regulation is a privilege

granted to those professions that have shown they can put the interests of the public ahead of their own professional interests.” This duty to protect distinguishes a regulatory body from a professional association.

No one knows more about the profession than those who practise it. The members of a profession are the ones most interested in qualifications and standards, in improving their practice and making sure only the qualified remain in the profession.

Self-regulating professions from physicians to funeral directors — as well as the teaching profession — play an important role in their members’ professional development.

The professionals who lead and work for self-regulatory bodies also engage in ongoing learning about self-regulation. For many regulators, the Canadian Network of National Associations of Regulators (CNNAR) and the international Council on Licensure, Enforcement and Regulation (CLEAR) are important sources of learning.

College Registrar Michael Salvatori, OCT, and Deputy Registrar Joe Jamieson, OCT, are both involved in the leadership of these organizations, particularly in international relations and board training. Salvatori will chair CNNAR’s 2013 conference this coming October in Toronto and co-chaired the 2011 conference. Salvatori made a featured presentation to a CNNAR meeting in Ottawa in November 2012 about the College’s experience and that of other regulators in dealing with media coverage and the role that media scrutiny plays in helping regulators serve the public interest.

At CNNAR’s 2011 meeting in Toronto, Deputy Registrar Jamieson presented



Deputy Registrar Joe Jamieson, OCT, shared the College’s professional advisory on social media with other Canadian regulators.

the College’s professional advisory on teachers’ use of social media to regulators from across Canada who were eager to hear from the first professional regulatory body in the country to develop an advisory on the topic.

Manager of Membership Records Iona Mitchell presented to CLEAR’s 2010 conference on obtaining and reviewing academic documents from international jurisdictions.

In recent years, College staff have shared best practices with other regulators on professional competencies, standards of practice, streamlined registration processes, labour mobility, compliance, and a range of other regulatory topics.

Although the teaching profession is a relative newcomer to the self-regulatory field in Ontario, the College of Teachers’ 235,000-plus members make it the largest self-regulating professional body in Canada. The College’s commitment to sharing and adopting best practices with other professions is an essential part of building public trust and confidence in teachers’ ability to self-regulate. **PS**

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If your College annual membership fee is submitted by your school board/private school on your behalf, we will note its address on your file.

College bylaws require that all Ontario Certified Teachers provide the College with up-to-date employer contact information. If you have more than one employer, make sure your information is complete.



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governing ourselves

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

2012 JOSEPH W. ATKINSON SCHOLARSHIP FOR EXCELLENCE IN TEACHER EDUCATION

MAKING A DIFFERENCE

BY HELEN DOLIK

Jennifer Parker has tutored elementary students and prison inmates and helped renovate a school in El Salvador. The Queen's University teacher candidate has served food at the school's soup kitchen, taken lecture notes for students with learning disabilities and baked pies to raise funds for Easter Seals.

And that's just a slice of her active volunteer life.

Parker, 22, is the 10th recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education. "It's so important to get involved in different communities — not just a community with physical boundaries but communities of people who share a similar interest and similar passion," she says. "For me, that's what I was able to find in my volunteer experiences."

Articulate and primed for leadership, Parker has served as a student trustee in high school and a student senator at university. She is currently executive director of Queen's Explore Camp, which provides geography workshops for elementary and high schools and a summer camp for youth.

This year, Parker was honoured with the Robert J. Hill Award for outstanding graduating concurrent education student at Queen's. She made the Dean's Honour List her first year at Queen's and the Dean's Honour List with Distinction the next three years in a row. Parker was the top graduating student in the department of geography.

Parker earned an Honours B.A. and will complete her B.Ed. in 2013. She is studying to become qualified in Intermediate and Senior division



Registrar Michael Salvatori, OCT, Deputy Registrar Joe Jamieson, OCT, and Chair Liz Papadopoulos, OCT, with Jennifer Parker.

geography and history.

Her choice of the teaching profession is easy to explain. Her grandmother, Edna Parker, a retired principal and former president of the Federation of Women Teachers' Associations of Ontario, has had a strong influence in her life.

Family ties ignited Parker's interest in education and her experience as a student trustee in Grade 12 at the Simcoe County DSB left no doubt she wanted to become a teacher. As a student trustee, she learned about the administrative side of education and to value the student voice in the classroom. "What it comes down to is we're there for the students, to help them succeed and reach their goals," she says.

She has tutored elementary students and Kingston Penitentiary inmates through Frontier College, a Canada-wide, volunteer-based literacy organization. She also volunteered for the university's MindFind Tutoring Service, helping a mature, first-year sociology student whose second language was English.

The transition from small-town

Joseph W. Atkinson Scholarship for Excellence in Teacher Education

When Joe Atkinson retired as registrar of the College in March 2003, the Ontario College of Teachers thought the best way to honour him would be to create a scholarship in his name. The Atkinson scholarship recognizes a person who has a deep desire to teach, loves working with children and has excelled academically at the undergraduate level. An award of \$2,000 is made annually to one student.

Midland, just north of Barrie, to Queen's University in Kingston, was difficult at first for Parker. "I was entering into a population of students that was higher than the population of my town. It was so different," she says.

She decided to start with one volunteer activity — the Queen's Rotaract Club — an affiliate of the Rotary Club of Kingston. She travelled to El Salvador, where she helped to renovate a school and visited orphanages with suitcases of supplies for impoverished children. "After that experience, I just knew that I couldn't stop," she says. She added more volunteering, community and extra-curricular activities to her schedule.

The Ontario College of Teachers awards the Atkinson scholarship annually in honour of the College's second registrar. Teacher candidates must study at a faculty of education in Ontario and achieve outstanding academic success in their undergraduate studies while demonstrating a high level of preparedness for teacher education. **PS**

SUMMARY — NOVEMBER 15–16, 2012

At its November 15–16 meeting, College Council:

- appointed Stefanie Achkewich, OCT, to fill the vacant private school position on Council
- recommended to the Minister of Education that the College’s Act and regulation be amended to:
 - enable a single member of the Investigation Committee to consider the proposed resolution of a complaint through the College’s Complaint Resolution Program
 - ensure that a complainant is consulted in the complaint resolution process but is not party to any proceeding
 - enable the complaint resolution officer to consult the employer of the member if the employer is not the complainant, where appropriate in the public interest
 - include a current or former principal or vice-principal on a Discipline Committee panel to hear a matter involving a principal or vice-principal, providing the issue flows from a managerial decision
 - enable the College to publish a panel’s decision and reasons on its website, and the decision and reasons or summary in the College’s official publication (*Professionally Speaking*) or any College publication
 - publish the name of the member who was the subject of the proceeding if the decision and reasons were issued after a public hearing



Stefanie
Achkewich

decision and reasons were issued after a public hearing

- publish a decision and reasons or summary of a panel’s decision and reasons in the official

publication of the College only where the member was found guilty of professional misconduct or found to be incompetent and the matter took place in a public hearing

- avoid any publication requirements that violate a publication ban
 - enable a panel to use its best efforts to deliver an oral decision at the completion of a hearing
 - enable the chair of the Discipline Committee panel to designate a member of the panel to write a full draft of the decision and reasons of the panel within 60 days after the hearing is completed, and to immediately circulate the draft to all panel members
 - require that a panel release its decision and reasons, including dissenting opinions, to the parties and the public no later than 120 days following the panel’s decision in the hearing
 - enable panel members to complete a hearing if one of the members is unable to participate in the giving of the decision, and to enable a party to ask that the matter be reheard if the remaining panel members are equally divided.
- directed the Quality Assurance Committee to consider Council member input prior to drafting recommendations that would prohibit members of the Investigation, Discipline and Fitness to Practise committees from holding any elected or appointed union/association positions during their tenure on those committees
 - recommended that the Registrar develop an administrative guideline for approval by the Discipline Committee to determine in what cases a principal or vice-principal is required to be part of the discipline panels
 - approved the College’s 2013 budget of \$36,858,000
 - amended College bylaws so that the public register (Find a Teacher) include:
 - a notation indicating that a Notice of Hearing has been served on a member as the result of a referral to the Discipline Committee from the Investigation Committee, and that the notation stay on the register until the matter has been resolved
 - a summary of a restriction imposed on a member’s right to teach (practise) as a result of an undertaking or an agreement between the member and the College or one of its statutory committees
 - a summary of a restriction imposed on a member’s right to teach that has been imposed by a court or other lawful authority, including the name of the court or other lawful authority that imposed the restriction, and the date the restriction was imposed
 - referred a Public Interest Committee recommendation to the Investigation, Discipline and Fitness to Practise committees for study and a report at the June 2013 Council meeting about considering a change in the College’s legislation to give the Investigation Committee the authority to order a medical assessment of a member’s fitness to practise
 - changed College bylaws to enable a complaint to be submitted to the College in writing or recorded on a tape, film, disk or other medium
 - referred a motion to the Executive Committee to study and report at the April 2013 Council meeting on proposed revisions to the *Guidelines for the Provision of Personal Computers for Council Members*
 - approved the text of proposed changes in the *Teachers’ Qualifications Regulation* related to applications from former College members with cancelled certificates
 - referred the *Council Member Harassment and Discrimination Policy* to the Executive Committee for study and a report at the April 2013 Council meeting. **PS**

BUDGETS

COUNCIL APPROVES 2013 COLLEGE BUDGET

The College Council has approved a balanced budget for 2013 with the annual membership fee unchanged at \$138.

Council decisions that resulted from the LeSage report have had a major impact on this year's budget. Many recommendations had no cash costs but two in particular had significant costs associated with them — increasing the number of disciplinary hearings to provide timely adjudication of cases, and communicating the College's mandate to the public.

These two Council decisions added close to \$2 million to a budget that had very little cushion in it. "The committee and staff worked together trying to fit these new demands into a limited budget," said Finance Committee Chair Marie-Louise Chartrand. "Many important initiatives had to be postponed or scaled back."

The College is increasing the number of disciplinary hearings from 50 in past years to 75 in 2013. This level of activity is expected to continue for up to four years.

Revenues are declining as fewer individuals apply for membership at the College. Almost 90 per cent of the

College revenues come from annual membership fees.

Close to 80,000 College members — a vital and critical component of the overall membership — pay their fees directly rather than through an employer and account for \$8.6 million of College revenue.

"To fund the new demands, the College needed to utilize the reserves that were just being rebuilt," said Deputy Registrar Joe Jamieson, OCT. "Although the reserves were used exactly as intended, to fund unplanned and unexpected costs, it still leaves the College with backup resources lower than we would wish."

Revenues and expenses for 2013 are balanced at \$36,858,000.

The same budget goals that guided the first Council applied to the 2013 budget:

- that services be adequately funded with appropriate attention to economy, efficiency and effectiveness
- that annual fees be maintained at the lowest possible levels, balanced against other financial objectives
- that resources continue to be accumulated to ensure the College's financial stability. **PS**

ACCREDITATION

College accredits four programs at Lakehead

The Accreditation Committee granted general accreditation with conditions to four programs offered by the faculty of education at Lakehead University:

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

Senior divisions, leading to a Bachelor of Education degree, including a concurrent Native Teacher Education Program

- single-degree consecutive program with areas of study in the Primary/Junior divisions, leading to a four-year Honours Bachelor of Education (Aboriginal) degree
 - multi-session consecutive program with an area of study in teaching Native Languages, leading to a Diploma in Education, known as Native Language Teachers' Certification Program or NLTC.
- The programs are accredited until October 2, 2019. **PS**

INVESTIGATIONS

The College investigates 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 areas or is frivolous, vexatious or an abuse of process, it does not proceed with the complaint.

A significant proportion of 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. The College is prohibited by legislation from disclosing the names of the teachers involved in these complaints.

Case #1

Complaint: Inappropriate electronic communication with a former student

Outcome of investigation:

Admonishment in person

Parents of a student initiated a complaint with the College, concerned about numerous electronic communications their child had received from a member. The complainants stated that the member's communications included inappropriate comments and that they had communicated their concerns to the school but were not informed of any measures taken against the member.

In response to the complaint, the member admitted to engaging in electronic communication with a former student, now of high school age, but that the communication was conducted with no inappropriate intentions and that some comments were made in jest and others had been taken out of context. The member stated that she initiated the electronic contact with the student and communicated with him because she was concerned about his well-being, as he had personal and family difficulties during the previous school year.

The panel was concerned by the unprofessional nature and content of the communications from the member to a young teenaged student and that, by her own admission, the member initiated that personal contact. While noting that the member acknowledged

INVESTIGATIONS

that some of her comments were not appropriate given her teaching role, the panel remained seriously concerned given that information obtained during the College's investigation indicated that the member commented on the student's personal relationships and offered to acquire clothing for the student which, to the panel, represented significant boundary violations.

Case #2

Complaint: Directing students to bring back another student and not responding when the student was harmed

Outcome of investigation:

Written caution

The Registrar was advised by an employer that a student's parent reported to the school that, after her child had left a large room in the school without permission, a member directed other students to return the student to the room, and that the students responded by physically assaulting the student. Some witnesses also stated that the member did not immediately intervene when he became aware of the assault. The Board indicated that the police conducted an investigation, but that due to inconsistent witness accounts, no charges were laid and the member was issued a caution by police services.

The member denied the allegations, explaining that he did not say anything that was intended as direction to cause the student harm or that could have been reasonably interpreted in that way. The member indicated that when students asked if they should go get the student, he responded that they could bring him back. The member also stated that after only several seconds, he rejoined the group.

The panel felt that the member's actions and comments, as described by the member in his response, were inappropriate for this situation. The panel noted that although the member denies instructing the students to go after the student, information provided by some student witnesses suggests that they may have understood the member to mean

that they should intervene physically with the student and, as a result, several of the students felt it was appropriate to use physical force with the student, and he was harmed. The panel was of the view that the member should not have delegated to students his responsibility to deal with the matter. The panel also felt that, given the volatility of the situation, the member should not have waited and should have immediately followed the students in order to manage the situation.

Case #3

Complaint: Facilitating an unsafe classroom environment, not communicating with the complainant and showing favouritism to some parents

Outcome of investigation: Not referred and no further action

The College received a complaint from a parent expressing her concerns that her child's JK/SK teacher created an unsafe classroom environment when she instructed students how to open the classroom door to an outside hallway. The complainant also stated that the member did not communicate to her that her child was experiencing difficulty with the curriculum and that, at the end of the school day, she favoured other parents by dismissing their children first, although the complainant was already present at the gate.

The member responded to the complaint by first indicating that she did not explicitly instruct the students on opening classroom doors and that, in addition, it

was necessary and normal for students to open the classroom and other doors in the school, sometimes for safety reasons such as a fire drill. The member also described measures in place to ensure student safety.

The member also stated that she communicated with the complainant on a regular basis and responded to each of the frequent phone calls or letters she received from the complainant. Regarding the favouritism concern, the member stated that all students were allowed to leave when their parents arrived and that if the complainant's child was not released while the complainant was waiting, it was because the complainant arrived before dismissal time.

Regarding the allegation of creating an unsafe classroom, the panel noted that the member stated she did not instruct the student on how to open doors and provided further information regarding steps taken to ensure student safety. The panel also noted that both the member and the complainant provided information indicating that there was regular communication between them. With respect to the allegation of favouritism, the panel noted that the member provided plausible information as to why she may not have immediately dismissed the complainant's child when the complainant was waiting. Consequently the panel was of the view that there was insufficient information to support the concerns and determined to take no further action regarding this complaint. **PS**

HEARINGS

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

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

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

HEARINGS

Member: Albert Wierenga

Registration No: 148259

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Albert Wierenga, a teacher at a private school in Newmarket, for inappropriate physical interactions with students and for making comments with sexual overtones about former students on Facebook.

Wierenga, who was certified to teach in June 1979, did not attend the October 11, 2012, hearing, nor was he represented by a lawyer.

In the fall of 2008, Wierenga knelt in front of a student and made a slashing motion across the front of her knees to indicate where her skirt length should have been. In doing so, he may have touched her knee.

In February 2009, while performing uniform checks, Wierenga touched the jaw of a student, asking if she had gum in her mouth. A school administrator verbally cautioned him as a result.

Wierenga was also found to have put his hands on the hips of a student attempting a 12-foot horizontal climb so she could successfully finish, and put another student across his knee as if to spank her after she swept dirt in his path while voluntarily cleaning nearby sheep farms.

Between November 2009 and September 2010, Wierenga posted comments to Facebook about former students who had gone on to university. For example, he referred to a former female student as “babe,” used the term “going commando” and referred to a picture of a former student and her boyfriend kissing as “an anaconda and crocodile struggling to swallow each other.”

The member retired from the school in October 2010.

Having considered the evidence, onus and standard of proof, and the submissions of College counsel, the Discipline Committee panel found Wierenga guilty of professional misconduct.

The panel ordered Wierenga’s certificate suspended for a month, directed him to face the panel for a reprimand and

ordered him to complete a course on professional boundaries at his own expense.

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

Member: Robert Louis Pickering

Registration No: 388472

Decision: Revocation

A Discipline Committee panel revoked the certificate of Robert Louis Pickering, a private school teacher in Thornhill, in connection with a criminal conviction for sexual assault against two female students.

Certified in June 1982, Pickering did not attend the October 16, 2012, hearing, nor was he represented by a lawyer.

The panel heard evidence that the member befriended an exchange student, who saw him as a father and/or brother-like figure and a source of comfort. They both enjoyed music and built guitars together. As time passed and when no one was around, Pickering gave her little nudges, which progressed to hugs and then kisses, first on the cheek and then the lips. The student recalled a couple of occasions in 1985 where he fondled her breasts and asked her on prom night to have sexual intercourse. She declined.

Pickering was a staff adviser to the second student during her high school years. One night during a camping trip, he massaged the girl’s back and, as others left, kissed her and invited her back to his tent where they engaged in groping and sexual touching. The relationship continued in 1992 during the student’s Grade 12 year, mostly at school in science labs and in the guidance office. Pickering also had sexual intercourse with the girl after the prom and once on a playing field.

In 2010, York Regional Police charged Pickering with sexual assault against the first student and sexual assault and touching a young person for a sexual purpose regarding the 1992 incidents. Pickering pleaded guilty and was found guilty on two counts of sexual assault in 2011. In May that year, he was given a two-year conditional sentence, including one year of house arrest followed by three years of probation.

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

“A member who has been convicted of sexual assault against his students is not suitable to be in a position of trust and authority over children and, therefore, his Certificate of Qualification and Registration must be revoked,” the Discipline Committee panel said.

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

Member: Larry J. Greenspan

Registration No: 246914

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded former Toronto DSB high school teacher Larry J. Greenspan for inappropriate comments and unprofessional behaviour with two female students.

Certified to teach in June 1981, Greenspan did not attend the November 7, 2012, hearing, but he was represented by legal counsel.

In the 2004–05 and 2005–06 school years, Greenspan taught Special Education and supervised/coached girls’ basketball teams at a Toronto DSB high school. He made a number of inappropriate comments to one student that could be interpreted as sexual innuendo. He also touched the student, and a second student, in a manner the committee found unprofessional.

Greenspan said he would often pat the shoulders or backs of players he was coaching to congratulate, encourage or console them. Regarding the comments, he said they were intended to be humorous.

Greenspan retired from the Toronto DSB in 2010.

Having considered the evidence, the onus and standard of proof, the statement of uncontested facts, the plea of no contest, and the representations by counsel, the panel found Greenspan guilty of professional misconduct. He was ordered to face the panel after the hearing to receive a reprimand and appeared for that purpose

in January 2013. He was also ordered to complete two courses at his own expense regarding appropriate boundaries and boundary violation issues, and classroom management with particular emphasis on positive discipline strategies within three months of the date of the order.

“Members of the profession must be aware of expectations regarding professional behaviour and recognize the significance and serious implications of engaging in unprofessional conduct,” the panel wrote in its decision. “The reprimand of the member in respect of his inappropriate communication and behaviour with students serves as a specific deterrent to such conduct. The fact that the reprimand will be recorded on the register further serves as a specific deterrent to the member and a general deterrent to the profession regarding unprofessional conduct.”

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

Member: Not identified

Decision: Reprimand

A Discipline Committee panel reprimanded a Toronto DSB elementary teacher for inappropriately touching two special needs students.

The member, who was certified to teach in June 1981, attended the October 15, 2012, hearing with legal counsel.

The panel heard evidence that, on separate occasions in May 2008, the member grabbed the arms of students with autism who were having difficulty focusing and finishing their work to redirect them to their seats. In a separate incident, she asked one of the same students, who was disturbing the class by making funny faces and noises, to “be quiet” and then used two fingers to pull the student’s lips down into a frown and told him to stop laughing. On both occasions, the member intervened when the educational assistant was unable to manage the student.

The member argued that she had been taught that students with autism often respond better to physical rather than verbal cues and that her touching of the students

resulted from the teaching strategy.

In March 2009, the board suspended the teacher for four days without pay for the events in May 2008. She has been teaching at another school since without incident. Prior to the hearing, the member completed a course in classroom management and received counselling in anger management.

Having considered the evidence, onus and standard of proof, and the submissions of legal counsel, the Discipline Committee panel found the member guilty of professional misconduct and ordered her to appear before the panel to receive a reprimand.

“The member has acknowledged that the behaviour was inappropriate and has taken steps of her own accord to remediate,” the panel said in its written decision.

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

Member: Stephen Michael Lane

Registration No: 313409

Decision: Revocation

A Discipline Committee panel revoked the certificate of Stephen Michael Lane for possessing child pornography.

Certified in June 1968, Lane failed to attend the hearing held on October 10 and November 9, 2012, and he was not represented by a lawyer.

In April 2010, the founder and former president of the Weston Baseball Association was charged by Toronto Police for possessing pornography on his home computer of boys and girls between the ages of 3 and 15.

Lane has pleaded guilty to the police charge and awaits sentencing. He has not taught in any private or public school since 1972.

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

“Possession of child pornography is a crime against children and perpetuates a market which thrives on the abuse of children,” the Discipline Committee panel

said. “This conduct is morally reprehensible and the member should not be in a position of trust.

“Possession of child pornography is one of the most serious offences, which should result in the most serious of consequences.”

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

Member: John Roy Maycock

Registration No: 241938

Decision: Revocation

A Discipline Committee panel revoked the certificate of John Roy Maycock, an elementary school teacher with the London District Catholic SB, for a criminal conviction of possessing child pornography on his home computer.

Certified in June 1980, Maycock did not attend the October 16, 2012, hearing, nor was he represented by a lawyer.

In June 2009, London police charged Maycock with unlawfully possessing child pornography. He pleaded guilty to the charge in August 2011, and in November 2011 was sentenced to nine months in jail followed by two years probation. Further, he was prohibited from coming into contact with anyone under 16 in a work or volunteer situation, via computer or in community settings such as parks, school grounds, swimming areas or community centres for 10 years.

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

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

Member: Eric Gerard Brouillard

Registration No: 456554

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Eric Gerard Brouillard in connection with a criminal conviction for sexual assault involving a Grade 8 girl.

HEARINGS

Brouillard, who was certified to teach in 2002 and was working as an elementary teacher for the Conseil scolaire catholique du Nouvel-Ontario at the time of the incident, did not attend the November 28, 2011, hearing, nor was he represented by a lawyer.

The Discipline Committee panel heard evidence that Brouillard pleaded guilty to a charge of sexual assault in November 2009 after the mother of a female student he was teaching discovered the teacher and her daughter kissing in the back seat of his truck in a local park.

Brouillard received a suspended sentence with 24-months probation, was directed to seek rehabilitative assessment and counselling, and was ordered not to come within 100 metres of the student's residence, school or place of employment. That same month, he resigned from the board.

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

"The member abused the authority and trust vested in him in his role as a teacher, without regard for the well-being of the student," the Discipline Committee panel said. "The conduct of the member was unacceptable and in conflict with the duty of a teacher to protect students. The member, as a result of his conduct, has forfeited the privilege of holding a teaching certificate and being a member of the teaching profession. Revocation is the appropriate penalty for misconduct of this severity."

A notation regarding the revocation appears on the member's certificate online at oct.ca → [Members](#) → [Complaints and Discipline](#) → [Decisions](#).

Member: Michael Alexander Wood

Registration No: 196227

Decision: Revocation

A Discipline Committee panel revoked the certificate of Kawartha Pine Ridge DSB teacher Michael Alexander Wood for sexual assault.

Wood, who was certified to teach in September 1994, represented himself at the October 31, 2012, hearing.

Following a criminal conviction in February 2011, Wood was sentenced in May 2011 to two years less a day in jail and three years of probation for an incident that occurred in June 2008.

The Discipline Committee panel heard evidence that the member and the victim were at a cottage for a retirement party and, having consumed alcohol, decided to stay over. Later, the sleeping woman was awakened by a rocking motion and discovered a man having intercourse with her without her consent.

On the basis of DNA testing, Wood was arrested, charged and convicted of the assault. He did not appeal the conviction or the sentence.

The panel agreed with Justice B.G. MacDougall who said that Wood "took advantage of a very vulnerable victim" and "engaged in unprotected sexual intercourse with all of its inherent risks to the victim."

"As a result of his shameful conduct, the member has forfeited the privilege of holding a teaching certificate and being a member of the teaching profession," the panel said.

Having considered the evidence, onus and standard of proof, and the submissions of College counsel and the member, the Discipline Committee panel found Wood guilty of professional misconduct and ordered the Registrar to revoke his certificate.

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

Member: John Ondricko, OCT

Registration No: 393128

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Greater Essex County DSB elementary school teacher John Ondricko for using slang terminology and making inappropriate comments in his health class, and for references about the school custodian and black people.

Ondricko, who was certified in June 1993, did not attend the November 30, 2012, hearing, nor was his lawyer present.

In the 2010–11 school year, Ondricko's teaching methods and the content of his Grade 7 health class went beyond the curriculum, and he was restricted from teaching health until June 2012. Ondricko also referred to the school custodian as the "Afro-American janitor" and referred to black people as "coloured people" in a history lesson.

In an agreed statement of facts, Ondricko said he used slang terminology in very limited circumstances in health class, solely for explaining the correct terminology to students. He also responded to various questions from students on sex education topics. He acknowledged that at times this went outside the health curriculum, however, his intention at all times was to attempt to demystify sexual education for the students and to resolve students' misperceptions and inaccuracies.

Having examined the evidence, the agreement on the facts, the joint recommendation for resolution, the guilty plea and the submissions by College counsel, the panel agreed that Ondricko was guilty of professional misconduct. He was ordered to face the panel after the hearing to receive a reprimand. He was also ordered to complete a course regarding appropriate teacher-student boundaries.

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

Member: Jan Francis Matejovic

Registration No: 469523

Decision: Revocation

A panel of the Discipline Committee has directed the Registrar to revoke the Certificate of Qualification and Registration of Jan Francis Matejovic, a science teacher at an independent school in Toronto, for sexually abusing a student.

Certified to teach in 2003, Matejovic attended the December 13, 2012, hearing with legal counsel.

Between March and around September 2010, he engaged in emails of a sexual nature with a female student of the school who had been his student the year before. Following the student's graduation, he



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HEARINGS

engaged in a sexual relationship with her in early August 2010 that ended about one month later.

Having reviewed the evidence, onus and standard of proof, and the submissions of legal counsel — and considering the plea of no contest, the statement of uncontested facts and joint submission on penalty — the panel agreed that Matejovic is guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

“The member engaged in reprehensible conduct unbecoming a member of the teaching profession. It made no difference that the student had graduated, was an adult or that she may have initiated the relationship. He abused the authority and trust associated with his role as a teacher,” concluded the committee in its decision.

Given that the member’s conduct was a very serious abuse of trust, the publication of his name is warranted and appropriate in the circumstances. Publication with the member’s name reiterates the message to the profession and to the public that behaviour of this nature will not be tolerated.

A notation about the revocation appears online at oct.ca → [Members](#) → [Complaints and Discipline](#) → [Decisions](#).

Member: Marc Paul J. Bourgon

Registration No: 161609

Decision: Revocation

A panel of the Discipline Committee has directed the Registrar to revoke the Certificate of Qualification and Registration of Marc Paul J. Bourgon, an English and geography high school teacher with the Ottawa-Carleton DSB.

Certified to teach in 1978, Bourgon did not attend the hearing and was not represented by legal counsel. The hearing was initially set for February 2010 but occurred in November 2012 after the member requested numerous postponements.

Between 2004 and 2007, Bourgon:

- promoted to students at schools where he taught the sale of outdoor adventure trips offered by a company he

operated called Educational Tectonic Adventures Inc. (ETA)

- failed to provide refunds for cancelled trips
- advised students that they could earn credits on the trips but failed to make the necessary arrangements to allow them to do so
- stated that students had completed academic work required for a credit when he knew or should have known that they had not satisfactorily done so
- promised to provide an online credited course in exchange for payment, which he knew or should have known did not have either school or board approval
- subjected the board to civil litigation.

Bourgon misled the community to believe that the school board had endorsed the ETA programs. He ignored warnings from administration not to conduct ETA business through the school and that this was a conflict of interest.

He promised students that they could earn credits for their participation in the trips organized by his company but failed to make arrangements to allow them to do so. As a result, at least two students relied on these credits to graduate but were unable to do so.

Having reviewed the evidence, onus and standard of proof, and the submissions made by College counsel and information received on behalf of the member, the panel agreed that Bourgon is guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

“The member put his own interests above those of his students by taking their money, their hopes and their dreams. The memories the students have are not the ones they signed up for. He brought the profession into disrepute through his actions. He used his position as a teacher to exploit students and their families for his own financial gain and compromised public confidence in the public education system,” concluded the panel in its decision.

A notation about the revocation appears online at oct.ca → [Members](#) → [Complaints and Discipline](#) → [Decisions](#).

Member: Geoffrey Richard Ludkin

Registration No: 536455

Decision: Revocation

A Discipline Committee panel revoked the certificate of Geoffrey Richard Ludkin, an occasional teacher for the Northeastern Catholic DSB and the DSB Ontario North East, for using a computer to lure a child for sexual purposes.

Ludkin, who was certified to teach in August 2008, did not attend the November 7, 2012, hearing, nor was he represented by legal counsel.

In September 2011, Ludkin pleaded guilty to police charges of luring a child by way of computer for the purpose of sexual assault and luring for the purposes of procuring, and was sentenced to a year’s conditional sentence followed by two years of probation. Further, he was prohibited for five years from attending public parks, swimming areas, daycare centres, school grounds, playgrounds or community centres where anyone under 16 is or might be present. He was also prohibited from seeking, obtaining or continuing any job or volunteer position in which he might be in a position of trust toward anyone under 16, and from using a computer system to communicate with anyone under 16.

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

The committee panel found Ludkin’s offences to be “very disturbing.”

“Children are vulnerable members of society and must be safeguarded against predators who use the internet to lure them into a situation where they can be sexually exploited and abused,” the panel decision says. “The member’s actions were criminal and warrant revocation.”

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



NAME: *Amanda Lang*

- Born in Ottawa in October 1970; has an identical twin sister
- Her father, Otto Lang, served in Pierre Trudeau's cabinets
- Attended Rockcliffe Park PS in Ottawa until Grade 4, then moved to Winnipeg and went to St. Ignatius School and St. Mary's Academy
- Received a B.A. in architecture at the University of Manitoba; went on to pursue a career in journalism
- Worked for *The Globe and Mail* at age 21. Joined the *Financial Post* in 1994, eventually becoming its New York correspondent
- Was part of the team that launched Report on Business Television (now the Business News Network [BNN])
- Became a CNN anchor in 2000. Returned to Canada in 2002 as a BNN anchor; hosted *SqueezePlay* and *The Commodities Report*
- Joined the CBC in 2009; co-hosts *The Lang & O'Leary Exchange* and is the CBC News senior business correspondent
- Her book, *The Power of Why*, was released in 2012

BUSINESS CLASS

Financial phenom Amanda Lang shares her life lesson learned at the playground and a third grade regret she just can't shake.

BY LAURA BICKLE

Describe your school-aged self in three words.

Curious, introverted, average.

What was your favourite subject?

English for most of my schooling, until Grade 10 when the wonderful Mrs. Stapleton made me believe that I was great at math — and then I was.

Who was your favourite teacher?

It will always be Mrs. Stapleton — the kind of teacher who changes the way you think; not about a subject so much as about yourself.

Standout school technology?

The typewriter — I took typing in Grade 9 to get out of Latin, and it was the best decision I ever made.

Strongest graduation day memory?

I was class valedictorian — I wasn't nervous at all until I realized I couldn't turn the pages of my speech because of the white gloves I was wearing!

What career path did you dream of following as a student?

I wanted to be an architect.

Do you have any school-day regrets?

We were horrible to our third grade teacher at Rockcliffe Park PS, and I've always felt bad about that.

Favourite historical figures?

Churchill, Gandhi, Nellie McClung.

Who are your favourite writers?

A.S. Byatt, Margaret Drabble, Ann Patchett.

What were your favourite literary pieces studied at school?

Fifth Business and *The Stone Angel* were two novels that moved me.

What was the last book you read?

The Headmaster's Wager by Vincent Lam.

What book should every student read before they graduate?

Atlas Shrugged.

Most important life lesson learned at school?

Not everyone will play at the same level, but you all have to get along.

The thing I learned in kindergarten that still applies to my life today is...

Never shove people at the top of the slide.

Best advice from your school years?

If people say negative things about you, don't let it get you down — either it's true and you should change it or it's not true and you can ignore it.

If you could create a new course, what would it be?

Thinking for the 21st century.

How did your education inform the thesis of *The Power of Why*?

Education is at the core of how we're able to remain curious. Unfortunately, we may be training the curiosity out of kids. We all know what a difference one great teacher can make — imagine if we could free our teachers from the shackles of a system that assumes 20 kids are exactly alike, and let them have fun with their students by encouraging them to ask "Why?" **PS**

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