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THE CLASSROOM

MARCH 2014

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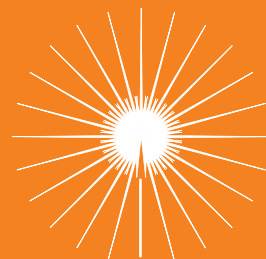
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LET'S CHAT

Good communication is key to great relationships — including the one between you and your College.

BY LIZ PAPADOPOULOS, OCT

Great relationships and good customer service begin with good communication.

Over the past couple weeks, I have returned to a local shop to find a pillow cover I want that seems to be permanently out of stock. The woman who serves me knows me by name because she was a teacher candidate last year in a faculty of education at which I spoke. Apart from her retail job, she is as an occasional educational assistant. Her eyes light up as she tells me how happy she is to be working at this school in her local community.

This interaction could have been quite different. I could have simply asked about the item I was interested in, she could have checked for stock availability, and both of

us would have continued on with our day.

But effective communication requires more than an exchange of information. When done right, communication fosters understanding, strengthens relationships, improves teamwork and builds trust.

For several years now, the College has wanted to enhance its communication with the public and its members. We've heard this call to action time and time again. In 2011, the College's independent review confirmed that the College cannot do its job properly if nobody knows it exists or understands its role. Teachers tell me how they want the public to know they work hard and what a demanding job teaching is!

Communicating with the public on behalf of the profession is one of our

legislated objectives. Now, for the first time in the College's history, we have an opportunity to meet this objective.

The College has launched a communication initiative to increase awareness of our role as a regulatory body for the teaching profession in Ontario. You, our members, College Council and members of the public have provided invaluable input into this initiative, and affirmed our need to reach out and communicate.

Active listening is important. We heard that members and parents want to connect with the College in their own communities. Accordingly, we are going out across the province this spring to meet with trustees, parent involvement committees, community media and members of the public.

At the end of the day, communication and leadership are inherently connected. How can you motivate or guide others if you don't communicate effectively?

Soon, your Council will finalize the College's vision and strategic priorities. It will be up to the next Council that you will elect in the spring of 2015 to implement these priorities. Voting is another form of communication giving you the opportunity to help shape your College's strategic direction. Want more input? Consider running for Council. Think about it, seriously.

Playwright George Bernard Shaw once said, "The single biggest problem in communication is the illusion that it has taken place."

I'd like to close by inviting you to talk with me. By email. In person. On the phone. Whatever works best for you. I appreciate the effort it takes, so please keep your feedback coming. **PS**

LOOK BEYOND THE CLASSROOM TO CREATE TEACHABLE MOMENTS

When I was teaching in an inner-city school, we didn't have a lot of money for field trips. Fortunately, a generous donor had set aside a special "field trip fund" for our students to benefit from experiences with the arts. We took all of our Grade 8 students to see a National Ballet of Canada production of *Cinderella*. At the intermission, I asked some of the students who were sitting near me if they wanted to visit the pit to see the orchestra. They were completely shocked that



the music was created by "real people" and not a CD! It just goes to show, you can never predict the teachable moments, especially those that happen outside the classroom.

Field trips don't have to be expensive outings. Invite your class to research an unexplored neighbourhood and then go on your very own self-guided walk. Take a grandparent or two with you. Ask them to share what the area was like when they were kids. You'll be amazed at what you learn.



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THE POWER OF LANGUAGE

The Registrar reflects on the role that language and communication play in our professional and personal lives.

BY MICHAEL SALVATORI, OCT

“A pause in the wrong place, an intonation misunderstood, and a whole conversation went awry.”

I immediately related to this line from E.M. Forster's novel *A Passage to India* the first time that I read it, and it has since become one of my favourite quotations. The quotation speaks to me of the power of language and its inextricable link to culture. As an additional language teacher (French and German), I am fascinated by languages and passionate about helping students to acquire an additional language and to understand the culture that the language is such an integral part of it.

During a recent trip to Berlin, I had the happy privilege of attending a lecture

given by Waldermar Martyniuk from the European Centre for Modern Languages in which he cited the power of language education in a democratic society. Martyniuk enumerated the numerous value propositions that education, and language education in particular, offers including social cohesion and intercultural dialogue.

This notion of social cohesion resonates strongly with me as I consider the role that language and communication play in our professional lives as teachers. We use language in the classroom and beyond for a variety of purposes such as explaining, modelling, directing, praising, demonstrating and giving feedback.

We use language to make connections with students' lived experiences,

to create and sustain inclusive learning environments, and to contribute to the broader societal goal of cohesion, mutual understanding and respect. A teacher's language is one of the most important and powerful tools that a teacher has.

Ensuring the language proficiency of all applicants for certification is a responsibility that the College takes seriously in protecting and serving the public interest. Recently, the College, in partnership with Registrars for Teacher Certification in the other Canadian jurisdictions and with support from the Council of Ministers of Education, Canada, has developed a language-proficiency assessment in English and French for the purpose of certification. The assessment, which is anticipated to move to the pilot stage this year, uses authentic teacher tasks as the test items. Please visit our Facebook page/website to see a report on the development of the innovative assessment.

The College is also committed to supporting its members in assisting students to develop their language skills, and in recognizing and appreciating the diverse languages and cultures that are part of our social fabric. The recently revised additional qualifications in the area of English as a Second Language, French as a Second Language and the inclusive classroom offer evidence of this commitment.

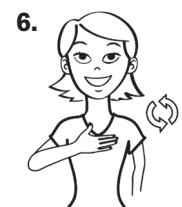
To return to E.M. Forster's quotation, understanding cultural and linguistic differences and valuing them helps keep us on the right — rather than the awry — course. **PS**

M. Salvatori

HOW MANY LANGUAGES CAN YOU RECOGNIZE?

In an increasingly multicultural and multilingual society, it is essential that teachers demonstrate a respect and appreciation of a variety of languages and cultures. The cultural congruity between home and school is of paramount importance in building the self-esteem and identity of students from different cultures and linguistic backgrounds. For additional information on this topic, please see cea-ace.ca/education-canada/article/competent-and-valued. Consider posting some of these words in your classroom or school. See below for answers.

1. Meegwetch
2. Wunderbar
3. Benvenuto!
4. Domo arigato
5. ¿De dónde eres?



1. "Thank you" in Algonquin and Cree, 2. "Wonderful" in German, 3. "Welcome" in Italian, 4. "Thank you" in Japanese, 5. "Where are you from?" in Spanish, 6. "Please" in American Sign Language.

letters to the editor

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

Actor's teacher is also a shining star

Thank you for your story "School Ties" (December 2013); however, the real story is the brilliance of Debbie Barton-Moore as an outstanding teacher in her own right. I taught with her at Northern Secondary during the '90s and her impact was far-reaching. She demonstrated the importance of arts in education time and again: for at-risk students, for those who lacked confidence, for those who were not fans of the daily grind, or for those who truly delighted in drama, and were talented, such as Patrick Adams.

She demanded excellence from her students and they worked toward numerous



awards, competitions and self-satisfaction in her classes. They learned diversity as they portrayed the voices of others, and the productions in the Sears Ontario Drama

and Blythe festivals extended a goal toward which students aspired.

When I worked at the College as a Program Officer in Standards, I recruited Debbie to aid in the development of the Drama AQ for the profession. I was aware of the depth of her knowledge, her commitment to her students and her absolute joy in teaching.

I am so glad that Patrick Adams identified Barton-Moore in your piece. She touched the lives of so many students and exemplifies what is best in teaching.

—**Patricia F. Goldblatt**, OCT, retired, is an education consultant.

More than just skipping

As a primary physical education and health teacher, I was both excited and surprised by the article "By the Numbers: Let's Get Physical" (December 2013). You stated that in 1887, elementary children participated in weekly "drill, gymnastics and calisthenics" and that in 2013 gym class includes "galloping to music and skipping." While I agree that physical activity has taken a back seat to literacy and numeracy over the past few years, it is grossly misleading to say that our young students are simply skipping around to music for 100 minutes a week. The Ontario Curriculum for Health and Physical Education promotes a love for active living through cooperative sports and social interaction that is not found in drill-and-shoot activities. We have come a long way in making physical fitness enjoyable for young children that goes far beyond drill and calisthenics and is certainly not limited to galloping to music.

—**Anne Payette**, OCT, teaches Grade 1 EFI Physical Education at Chapman Mills PS in the Ottawa-Carleton DSB.



Fee hike

In a time of fiscal restraint, it is refreshing to see that there is one educational institution that is immune to these economic limits. Congratulations to the Ontario College of Teachers for increasing their fees during a period when educational workers have had their wages frozen and are also taking unpaid days.

—**Jeremy Russell**, OCT, business department head, Ancaster HS in Ancaster.

Survey says...!

92 Percentage of readers who plan their lessons using the Internet for information and resources.

Source: 2013 Readers Survey

Correction: In «Building Together: How OCTs and ECEs are collaborating on the creation of the full-day kindergarten curriculum,» in our September 2013 issue, we incorrectly identified Allison Daigneault as a registered ECE. She is working in a Designated ECE position through a letter of permission. We regret the error.

Well-heeled

I would like to respond to Ms. Wolosin-Ozersky's comments (December 2013) regarding the photographs of the teachers in a previous edition. When I saw the photos, I was so relieved and *thrilled* to see teachers so professionally dressed! I totally disagree that the shoes in the photos "are not commonly worn by teachers during their workday." I'm not sure why she believes that wearing a professional, beautiful pair of shoes is "unhealthy" and that it sets a poor example for our students. And to state that wearing heels is "sexist attire" is ridiculous. I am a secondary teacher who wears heels every day with professional dresses/skirts and I rarely, if ever, sit down during my workday. In contrast, do we not want to present ourselves as "professionals" by wearing more "conservative" outfits that show our students and parents (and colleagues) that we want to be regarded as such? Personally, many of my colleagues (male and female) and I feel that the dress code for teachers has become too casual and does not set a professional tone with our students and parents. We once had a wonderful principal at our school who clearly stated that if we didn't have to go home and change our clothes from our work outfits, we were *not* professionally dressed.



—**Maryanne Scime**, OCT, teaches at Bishop Reding SS in Milton.



CONGRATULATIONS!

Zohra Khan, OCT, a Special Needs teacher at Markham Gateway PS in the York Region DSB, wins two 2014 Stratford Festival tickets (see December 2013: Final Exam, p. 64) because she liked us on Facebook.

Paul Benedet, OCT, a Grade 4/5 teacher at Canadian Martyrs Catholic School in Penetanguishene, participated in our latest poll on education-themed films (see December 2013: Pop Culture, p. 17) and is the lucky winner of a \$150 Cineplex gift package.

Marlene Deschenes, OCT, a teacher at Notre Dame School in Owen Sound, submitted *Silverwing* by Kenneth Oppel as her all-time favourite Canadian book for elementary students and is now the recipient of a Top Grade sample box for K-8 (see December 2013: National Treasures, p. 20). **Catherine Chin Yet**, OCT, of the Niagara Catholic DSB, selected *Book of Negroes* by Lawrence Hill as her go-to book for secondary students and is receiving a box packed with Grades 9-12 swag.

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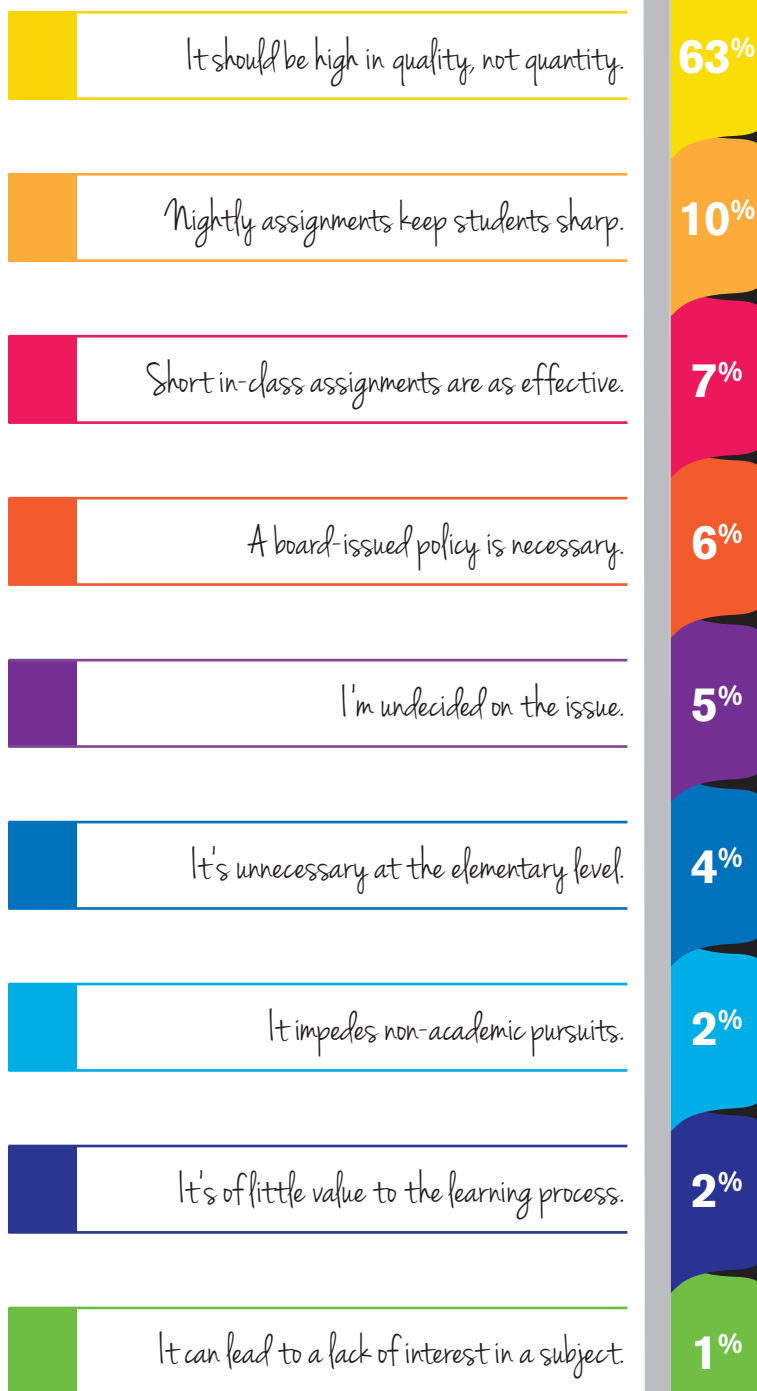
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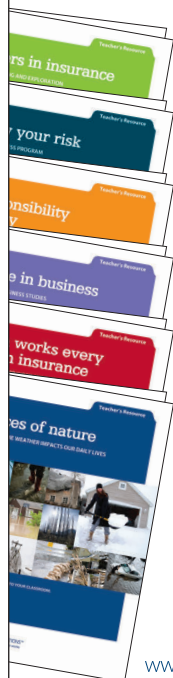


Hit the BOOKS

We all have differing opinions when it comes to homework. Here's what 2,390 OCTs had to say about the hot topic in our latest poll.



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with Sally Armstrong

BY LAURA BICKLE

Award-winning Toronto humanitarian and journalist Sally Armstrong has devoted her career to speaking up for the oppressed of the world. Her book, *Ascent of Women*, chronicles what the former teacher hopes will become a global revolution as women in segregated societies challenge antiquated views. Armstrong, who has served on the UN's International Women's Commission, believes that education is key to advancing these women's rights — not only by advocating that girls have access to schooling in developing countries but also by discussing the issue within the Canadian classroom.

Q What drew you to this work?

A After years of reporting in conflict zones, it became clear that education is everything. In Afghanistan, they refer to their illiteracy as being blind. The thugs in power keep the people illiterate so they can't see what's going on or challenge the terrible things that they are doing.

Q How can we break this cycle?

A Poverty gets in the way of learning. If you educate the girl child, if you give her some health care and some education, she will marry later. She will have fewer children, and they will be healthier. The World Bank claims that's enough to turn the economy of a village around.

Q Any surprises along the way?

A Three years ago, I realized that the earth was shifting. Women began to question things they had once never dared to ask: "Tell me where it's written in the Koran that my daughter can't go to school." It is not written in the Koran. "Show me where it is written that I can't go to work." That's not there either. So people would wonder: "What else have you told me that isn't true?" What caused the movement to finally lift off was Facebook, that's when women started communicating with each other globally.

Q How involved are our students?

A There's a lot of great work being done by teachers who have a terrific understanding of the need for young people to go forth with knowledge. For example, 500 students at David Suzuki SS [in Brampton] recently sat through a 45-minute speech [on human rights in war-torn countries] and then asked intelligent and probing questions. I was dazzled by how much they know.

Q Any classroom tips for teachers?

A What students need to understand is that children *over there* are not that different from them. They also fight with their brothers and sisters and like to race down the soccer field with victory in their eyes. And they also deserve the same opportunities. We should talk to students in ways that they understand. Kids get it.

Q How can our students help?

A Young people who understand that women's rights are human rights are the ones who will carry this message forward.

On November 7, Sally Armstrong will be the closing speaker at the 2014 College Conference on Inspiring Public Confidence. For more info, visit events.oct.ca.

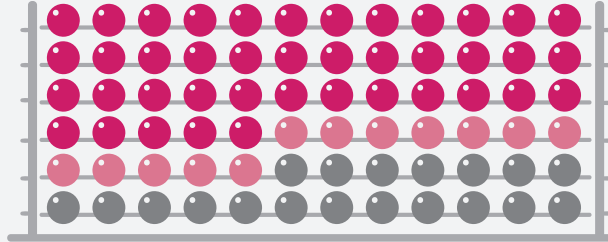


MATURE CONTENT

An overview of adult education throughout Ontario.
BY STEVE BREARTON

1 ACROSS THE BOARDS

53 of 72 (74%) Ontario school boards offer classes in adult education;
12 of those boards offer French-language programs.



Source: Ontario Ministry of Education (OME), 2013

6 SCROLL CALL

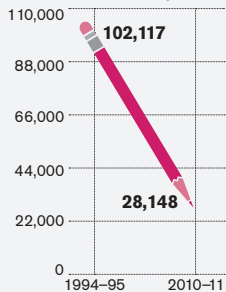
11%

of Ontarians aged 25 to 64 without a high school diploma or an equivalent.

Source: Statistics Canada, 2011

7 ADULTS ONLY

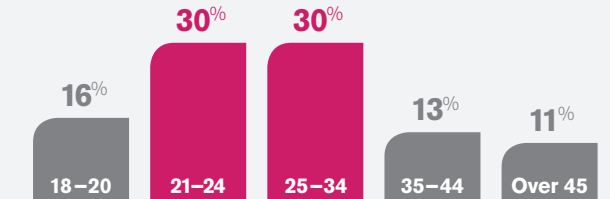
Adult enrolment in day school:



Source: OME, 1994-95 & 2010-11

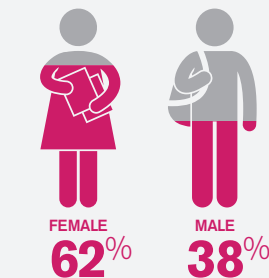
2 AGE OF ENGAGEMENT

Age of students enrolled in adult day school in 2013:



Source: Higher Education Quality Council of Ontario (HEQCO), 2013

3 STUDENT BODY



Gender of students enrolled in adult day school in 2013.

Source: HEQCO, 2013

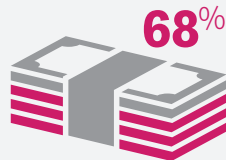
4 SELF-SERVICE



Formal adult education in Ontario was established in 1830 with the creation of the York Mechanics' Institute; an association that offered a lending library, a reading room and lectures for the self-improvement of workers.

Source: The Canadian Encyclopedia

8 LOW BUDGET

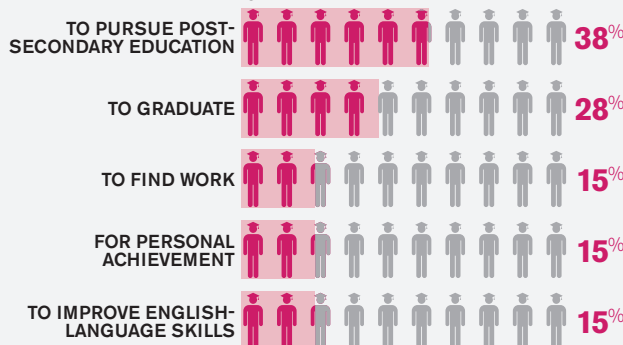


Percentage of students in adult day school living on less than \$1,500 a month.

Source: HEQCO, 2013

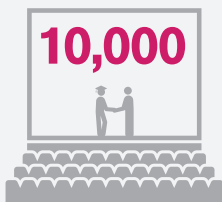
5 BACK TO SCHOOL

Five reasons adults return to high school*:



Source: HEQCO, 2013
*Note: Not out of 100%; respondents can provide multiple answers.

9 1ST DEGREE



Number of adult high school graduates in 2010.

Source: The Ontario Association of Adult & Continuing Education School Board Administrators (CESBA), 2010

TWEET SHEET

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Music teacher Kent Knappenberger of Westfield, NY, selected as first-ever Music Educator Award recipient
bit.ly/1f8YiIs #musiced



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Terminal high school graduates earn \$179,000 more than non-graduates between ages 26 and 45
ow.ly/sS6KT



Craig Kielburger

@craigkielburger

Friends and I founded @WeDay, @MetoWe & @FreeTheChildren.

twitter.com/craigkielburger

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Craig Kielburger

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An estimated 160,000 kids skip school every day because they fear attack or intimidation by bullies.
#standup #stopbullying





Reinforce positive character traits with Warm Fuzzies! Start spreading the joy with colourful pom-poms, clear (dollar store) containers with lids and printed labels that say "My Warm Fuzzy Collection." To begin, distribute a labelled container to each little do-gooder (Grades 1 thru 6) while you explain the rules: You'll reward them with a pom-pom whenever you observe or hear that they've done something kind. This includes picking up a friend's fallen crayon, helping someone who's hurt and complimenting a classmate's latest creation. Your students will quickly take pride in each pom-pom they earn, and they'll soon be letting you know who is worthy of the next Warm Fuzzy.

TEACHER TIP

—Sharlene Gilbert, OCT
J.W. Walker School, Fort Frances

→ Have a classroom tip to share?

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

Be sure to check out our Teacher Tip research archive at bit.ly/16mofMi.

GAME ON!

Whether your classroom is in North Bay or the GTA, every student in Ontario can take part in the Toronto 2015 Pan Am/Parapan Am Games (toronto2015.org) with these four new, free Ministry of Education approved resources available at ontario.ca/PPAkids:

→ **ACTIVITY DAY KITS (K–8)**: The Ministry of Education is creating a kit that includes all of the materials (implementation guide, activity cards, etc.) required to set up a Pan Am/Parapan Am Activity Day where students can compete in some of the 51 sports that will be featured at the Games. Available later this year.

→ **KIDS 'N PLAY (Grades 1–8)**: This guide details everything you need to know about the Games and how to integrate related activities and healthy living lessons within the curriculum. Participating schools in the accompanying Passport to Fun are eligible to win prizes that range from musical instruments to sport equipment.

→ **PLAYSPORT (K–12)**: Access Ministry of Education-designed activities and videos to help improve student health and physical literacy. Available later this year.

→ **MY PERSONAL BEST (K–12)**: Helps teacher and students assess the four components of physical literacy (living, fitness and movement skills, as well as active participation) and target areas to improve. Register online for the Passport for Life tool to track students' physical activity level when they complete lessons and games. —Sabrina Razack, OCT

MEET THE MASCOT

The TORONTO 2015 Pan Am (July 10–26) and Parapan Am Games (August 7–14) will see more than 7,500 athletes compete in 51 sports throughout southern Ontario. This marks the third time that Canada is hosting the Games and the first time that PACHI the porcupine is welcoming everyone.

The mascot has 41 multicoloured quills, one for each of the participating Pan American countries. He was designed by four Grade 8 Buttonville PS students in Markham, Ont., as part of a nationwide contest.

Want to invite PACHI to visit your school? Email mascot@toronto2015.org before May 1, 2015, to request a visit.

→ GREAT GIVEAWAY!

Show your support for the Toronto 2015 Games for a chance to win one of five fantastic teacher packages! Email [subject line "Teachers are excited about the Games!"] ppakids@toronto2015.org by April 30 for your chance at T-shirts, pencils, bracelets, pens and more.

APPS ANALYSIS By Stefan Dubowski



Explore 150

Take your class on a virtual trip to remember with this bilingual app. Explore 150 features the nation's most important public sites, as voted by Canadian students. Ottawa's War Museum and St. John's Signal Hill are two of the more than 150 locations that topped the natural, cultural and historic treasure wish lists. Students can read descriptions of each landmark, play games to learn fun facts, record their experiences in the guest book, and use Photo Spot to share images of the Great White North. The more you use the app, the more points you collect for gift cards, museum passes and more. Get the party started early with this interactive primer for Canada's big 150th in 2017.

DEVICE: Apple, Android

SOURCE: iTunes, Google Play; free

RATING: 4+; Low Maturity



OCT Membership App

Make the most of your OCT membership with the new, bilingual College app. Search Find a Teacher and Find an AQ when you're in transit, update your account in a click and browse the Margaret Wilson Library when the urge strikes. Awaiting a friend for lunch? Tackle your to-do list! Pay your fees, view your tax receipts, even order an application for equivalent standing. Want to confirm your registration number? Tap the screen and watch your membership card appear electronically. Need one more reason to check this out? You'll never be without the 1,200+ discounts that are now available with the OCT MemberPerks program [see "Spring Savings" on p. 21].

DEVICE: Apple, Android, Windows Phone

SOURCE: bit.ly/1fB6xcq; free

RATING: 4+; Everyone



Pocket

Bye-bye bookmarks! Now you can clip and save must-see web content when you're on the go with Pocket. Formerly known as Read It Later, the updated app syncs queued material (articles, websites, images, etc.) across multiple devices and has an easy-to-view layout. It lets you tag clippings so they're a cinch to find and is the only software of its kind that plays article-embedded videos (though you must be online). Find something worth sharing? Use Pocket to send the item via email, Facebook or Twitter. Access saved files whenever you have the need — ideal for daily commutes through dead zones. *Time* magazine calls it one of 2013's 50 best Android apps.

DEVICE: Apple, Android

SOURCE: iTunes, Google Play; free

RATING: 4+; Everyone

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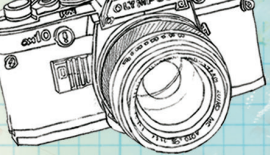
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Mobile version also available [see OCT Membership App on p. 19].

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PHOTOS: JOANNE K.

BREAKING NEW GROUND

Catherine MacDonald, OCT, digs into new territory with an archaeology program that has students uncovering their hidden passion for history.

BY TRISH SNYDER

Whoever thought history was boring never tiptoed around human bones in Catherine MacDonald's class. "Good afternoon, ladies and gentlemen!" says the history and archaeology teacher to 26 visiting Grade 4 to 6 students wearing "Junior CSI-in-Training" badges. "Today you'll be investigating crime scenes in the woods of northern Ontario." By that she means right in the classroom: every stick of furniture has been shoved against the walls to make room for potted trees and clues — everything from a travel mug and bug spray to a hard hat and work gloves — strewn across the floor within six quadrants. The task? Teams interpret the evidence in their square to come up with a plausible explanation for what happened.

Clutching magnifying glasses, rubber gloves, digital cameras and measuring tapes, the historians-in-training spend the next three hours photographing, sketching, mapping and logging each item — just like it's done on archaeological sites. In one quadrant, a girl sorts out the best angle to shoot a dustpan. In another, a boy struggles with measuring the coordinates of bones — until MacDonald arrives to demonstrate with the boundless energy, patience and good nature of a scout leader.

"OMG, that's a skull!" screeches a bespectacled girl. MacDonald races over. "Now, do you remember what we learned yesterday about using skulls as a road map for identity?" she asks, crouching with the student and her group. "How many of you think this is male?" Nobody moves. "How many think female?" The teacher smiles at the unanimous show of hands. "Good for you! Now, how can you tell?" "Because the jaw is V-shaped, and a man's is more U-shaped," answers a girl.



Cathy MacDonald, OCT, and students investigate a simulated crime scene during CSI Camp at Father Leo J. Austin Catholic SS in Whitby.

Nailed it! And so has MacDonald, with her groundbreaking archaeology classes that have the Durham Catholic DSB literally making history. MacDonald, a 35-year teaching veteran, first pushed her Grade 12 archaeology credit into new territory in 1996 when she put students at Father Leo J. Austin Catholic SS in Whitby to work on actual excavation sites. That senior course was so popular that the board asked her to expand it to juniors in the region. The result is *History in Our Hands*, a special archaeology program MacDonald runs as an enrichment experience for selected students in Grades 4 to 8. Both the senior archaeology credit and the junior program give young people a personal connection to Canadian history and culminate in a once-in-a-lifetime opportunity to unearth artifacts at a local excavation site. MacDonald has earned a 2009 Premier's Award for Teaching Excellence, the Peggi Armstrong Public Archaeology Award in 2011 and the 2013 Governor General's History Award for Excellence in Teaching for her rock-solid efforts.

Arguably higher accolades have come from former students. A number of them have returned to MacDonald's programs for co-op placements while more than a hundred have studied archaeology at university, snaring jobs as professors and

museum curators. "Cathy's a dynamo," says special education consultant Michelle Meraw, OCT. "Because of her, students have become lifelong learners and are developing a deep awareness and respect for their heritage."

MacDonald's passion for archaeology was stirred at age six when her uncle gave her a book called *Lost Worlds*. "Digging up the past and ancient civilizations, there was such a great sense of adventure." At seven, wearing a pith helmet, she invited a dozen friends with shovels to dig for treasures in her backyard. Their excavation was surprisingly effective; they collapsed a flagstone patio and cracked the foundation. "I thought I was going to be in big trouble with my parents," MacDonald recalls. "Instead, they handed me a membership to the Royal Ontario Museum." Over the years, additional credentials have followed: she became a member of public education committees for archaeological societies in Canada and the United States, wrote chapters for archaeology books, presented at archaeological conferences and sits on a ROM advisory committee.

MacDonald first witnessed the power of archaeology in the 1980s, when she took her history class to Sainte-Marie among the Hurons, a 1639 Jesuit settlement. "It was like magic. Every student was

engaged, no matter what their interests were, how restless they were, or how academic they proved to be." It's easy to understand the attraction: exploring for artifacts beats working out of a textbook at a desk. Plus it's multidisciplinary, which makes it the academic equivalent of a food court — the artsy types can decipher pottery styles, budding scientists like identifying animal bones, math geniuses get into plotting coordinates, and everyone is seduced by the romance of dusting off everyday objects left behind by Canadians hundreds of years ago.

Getting dirty

The first of three stages of *History in Our Hands* takes place during three fall afternoons for students from a variety of schools. MacDonald eases them into archaeology with hands-on activities that cloak critical thinking skills beneath a veil of fun and games. The crime scenes, for example, have no right or wrong answers, which encourages students to be imaginative and collaborative as they figure things out on their own. (A previous year's group had bones lodged in trees in their quadrant; they provided credible arguments that a plane crash was to blame.) Students also practise essential archaeology techniques like mapping, which they'll need on the dig.

"I try to come up with activities that hit that sweet spot — just beyond their reach but not too far that they get frustrated," says MacDonald. "I'm just helping them discover how talented they really are."

Even reluctant students get on board. For example, one showed up with zero interest in archaeology and history, and wasn't shy about expressing it. Undeterred, the teacher coaxed out of the girl that she was interested in at least one thing — jewellery. When MacDonald introduced her to the Crown Jewels and asked if she'd like to research the UK's famous accessories for a project, the once-reluctant pupil produced an unbelievable display and report — and went on to do a master's in archaeology. Principal Sue Laforet, OCT, says MacDonald has a gift for reaching the hard to reach. "Cathy is always positive and enthusiastic. She's able to work with students regardless of their learning styles and achievements in school."

Each cohort of visiting juniors returns in the winter for a three-day archaeology boot camp to prepare for the excavation. They practise proper troweling in bins filled with soil, and learn to sort and classify objects. They decode ancient languages using shards of pottery, and soon see that unearthing even the smallest piece of clay is significant. "An artifact is a window into a world," MacDonald says, recalling one parent who attended a dig and wondered when they'd find the good stuff. As she likes to say, "It's not what you find, it's what you find out."

As part of the boot camp, students learn to respect early Aboriginals by simulating their activities. They craft an arrowhead using stone tools and antler bones or make a cooking pot from clay — cumbersome work that takes hours to complete. When MacDonald asks, "What do you think about people who could not only survive under difficult conditions in the cold Canadian climate but build a thriving culture?" she says students are gobsmacked. "It's a tremendous way to teach empathy. We're not telling them to admire these people, they discover that for themselves."

Ethics and law are also on the agenda. MacDonald ensures her groups know how to carry out every step ethically and legally, since there are serious consequences that come with putting a shovel

in the ground. "One of my biggest messages is compassionate stewardship of our Canadian past," she says.

Excavation day arrives in the spring on Native land in north Pickering. With the blessing of Native groups, each team of four excavates a square of earth alongside two university students who are supervised by archaeologists with the Toronto Regional Conservation Authority. Students start by shovel shining — skimming a thin layer of topsoil from the surface. Then they screen for artifacts, retrieving and bagging whatever they encounter in the different layers of soil — everything from pottery to arrowheads to post moulds, which are the circular stays that would have anchored the posts of a longhouse. They measure, map, record, sketch and interpret their findings, which they file in field reports and give to MacDonald. Field reports written by an archaeologist, which include the students' names, are sent to the Ministry of Tourism, Culture and Sport. For MacDonald, it's all about the thrill of discovery. "I love being with a student in a square and seeing their absolute delight at touching something that may not have been touched for 800 years."

History in the making

The amazing experience sinks in at a one-day archaeology symposium after the dig. Juniors respond to the excavation and imaginatively recreate the past in Time Traveller Projects. One girl wrote and illustrated a 42-page mystery book about artifacts and the different stages of excavation. Intermediates complete a research-based Discovery Project to prove a hypothesis about a past culture. Another girl who studied Aboriginals crafted a museum-quality diorama complete with hand-dyed clay figures standing in a river and a fish-drying area. Everyone leaves the symposium clutching a certificate proving that they've been trained in the principles of archaeology — a rarity in Canada.

Having seen how beautifully students take to history through archaeology, Principal Sue Laforet hopes the program continues on after MacDonald retires. The award-winning teacher plans to pass the torch. "I'd love to see this program catch fire in Ontario, so more students have the opportunity to connect with our past." **PS**

SITES UNSEEN

You don't need Cathy MacDonald's resumé to introduce your students to archaeology. Dust off her five favourite resources and dig in:



CANADIAN ARCHAEOLOGICAL ASSOCIATION

bit.ly/1gHcF5Y

MacDonald bases all of her Grade 12 and Grades 4 to 8 archaeology courses on this association's curriculum.



ONTARIO ARCHAEOLOGICAL SOCIETY

bit.ly/1dzW7FM

The society occasionally sponsors a public dig for a day. Contact local chapters to keep current on upcoming events and to invite an archaeologist for a visit.



SOCIETY FOR AMERICAN ARCHAEOLOGY

bit.ly/1cH00Qq

Great lesson plans for interpreting artifacts, living in ancient times and more at bit.ly/1acEsDb.



TORONTO & REGION CONSERVATION AUTHORITY

bit.ly/1bWf9F3

This conservation authority runs the Boyd Archaeological Field School (bit.ly/1e9IMZD), where students can earn a Grade 12 archaeology credit in two weeks.



LOCAL MUSEUMS

Be in touch to find out if a staff member will do a local artifact talk at your school.



MARKING MALCOLM

World-renowned writer Malcolm Gladwell thanks the man who helped him learn from his mistakes and master the written word.

BY RICHARD OUZOUNIAN

Bestselling author Malcolm Gladwell has had his writing edited by the strictest of publications but the toughest critiques came much earlier, when he was a student at Elmira District SS.

Gladwell was in his final year when he met his match (and mentor), Bill Exley. The English composition and literature teacher only had a short time with the bright adolescent — but he nevertheless imparted techniques that prepared the high school fast-tracker for the world-class arena he now competes in.

Gladwell secured a true presence in the literary world in 1996, when he was hired as a staff writer for *The New Yorker*. He later became a household name with the success of his books, *The Tipping Point*, *Blink*, *Outliers* and his latest offering, *David and Goliath*.

To have a student achieve such a high level of success gives Exley a justifiable glow of satisfaction, but the truth is the 34-year teaching veteran is proud of all his students — and with good reason. Exley has taught dozens of prominent graduates from the small-town school, including *New York Times* media editor Bruce Headlam and Harvard professor Terry Martin.

But what causes such pedagogical lightning in a bottle? Gladwell credits Exley for much of it, but also acknowledges having grown up in the southwestern town of Elmira as a major contributor. Gladwell recalls the amount of time he had for reflection and independent activity. The 1970s community afforded freedom to daydream, to explore, or just to read the books that interested him — all of which allowed him to generate ideas, examine them at leisure and decide whether to investigate them further.

Exley recalls a similar magic about Elmira. “It wasn’t just a town,” says the 74-year-old retired teacher. “It was a community, in which everyone shared the same interests — the same goal of bettering ourselves and the world we lived in. Our involvement didn’t end when the school day was over. We’d go to town meetings, I coached the debating team and on Sundays, for example, Malcolm and his parents attended the same church that I did with my wife and children.”

PHOTO: DAVID YELLEN/PEN:ISTOCK

“He instilled his passion for precision, for choosing the perfect word or phrase, and that has shaped my approach to writing.”

The tight-knit locals worked tirelessly to maintain a high standard of learning, and they shared a level of commitment that started at the top and trickled down. H.B. Disbrowe, Elmira District SS's principal, led the way by ensuring his staff was first-rate in every department. He would even travel around the countryside at night, convincing farmers that they needed to send their children to school.

“He was a man for whom education was the most important thing in the world,” recalls Exley. “He had a passion that was impossible to resist. I’ve always had a weakness for that level of engagement.”

Exley observed that same quality in young Gladwell. “He had such passion, even back then. I see him today on the television,” says Exley, “and he radiates the exact same enthusiasm he did as a student. That’s one of the key things to being an effective teacher. You bring your excitement to the plate and it fires the students up. And, if the two of you share similar enthusiasms, there’s almost no limit to where you can go together.”

While the former teacher looked for shared intellectual commitment, what won Exley a place in Gladwell’s heart was something far more human. “When you’re an adolescent, you’re very conscious of how awkward you are and so, when you meet someone who has embraced his awkwardness, it puts you at ease,” recalls the writer. “Mr. Exley was a quirky guy. Highly eccentric. He had all kinds of weird mannerisms and a funny way of laughing — but in a fabulous way. As a teenager, I found it tremendously appealing.”

But whatever brought the two together, what matters is the invaluable lesson that Gladwell took away from their in-class time. “He taught me that words can be and, in fact, must be used with specificity. He believed that sloppiness was the enemy of clarity and insight. He paid a tremendous attention to detail and that has been the basis of all my writing. I thank him for that.”



Bill Exley catches up with his former English student and bestselling author Malcolm Gladwell in their hometown of Elmira in 2008.

The actual process that Exley used to encourage students to write and think in a more structured way was demanding. “I’d look for instances of repetition, unclear expression and generalizations,” says Exley. “All the enemies of good writing.”

Gladwell recalls these amendments being slashed onto his copy with a vivid series of crimson corrections, each of which featured the dreaded six letters, “re-word.” “The editorial staff at *The New Yorker* are generally regarded as among the toughest in the profession,” says Gladwell, “but I assure you that they

never mark up one of my pieces as much as Mr. Exley did. He instilled his passion for precision, for choosing the perfect word or phrase, and that has shaped my approach to writing.”

But there were times when Exley wanted to lift his lessons off of the page and on those occasions, he called on The Bard to enlighten his students. “By studying the text and saying it out loud,

they start to see what Shakespeare was doing with language. It would also generate discussions which made everything more real — the classroom should be a living thing.”

That approach to Shakespeare gave Gladwell an edge in his later studies. “When it came time to study Shakespeare in college, I loved those classes,” says Gladwell. “Thanks to Bill, I was ready for that kind of complexity.”

Gladwell admits that he owes Exley an enormous debt and yet he has never openly acknowledged it until now. “I’ve seen Bill many times over the years,” says the former student. “We’ve never discussed it, but I’m sure he must know how important he was to my development. But, you must remember, he taught many, many people and he scarcely needs my career as a point of validation.”

Exley would agree. He found his calling as a teacher and fulfillment in helping shape the young minds he encountered. “I’ve had a range of wonderful students,” he says. “And every one of them has been the most important one to me.” **PS**

Cc



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(l to r) Nick, Tehquar, Jared, Wesley and Zack all take the SHSM Regional Horticulture "Dig It!" program within the DSB of Niagara.

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Growing Education

Ontario's Specialist High Skills Major program gives students fertile ground for future success.

BY MICHAEL BENEDICT

Is Canada's K-12 education system a match for the challenges posed by the 21st century? That was the leading issue Canadian educators and senior business executives addressed at a conference in Toronto last year. Answers varied.

Most speakers were skeptical, but one powerful voice, Linamar Corp. CEO Linda Hasenfratz, cited a successful Ontario high school program that produces graduates with the training and skills they need to compete for jobs. "The program works with the private sector...to create real-life experiences [for students]," Hasenfratz told the conference, Canada in the Pacific Century, organized by the Canadian Council of Chief Executives and the Canadian International Council. "How can it hurt to learn a skill that you can build on [later]?"

Hasenfratz was describing Ontario's Specialist High Skills Major (SHSM) program, launched in 2006 and growing rapidly in scope and popularity. SHSM graduates have landed jobs of their choice or gone on to postsecondary training in fields where they have a leg up on their classmates. And both the students themselves and educators credit SHSM with engaging hard-to-reach students in their studies, even preventing dropouts. Sound impressive? What is it about SHSM that gives its grads an edge?

The program itself involves a package of Grade 11 and 12 courses and activities, including co-op, geared to one of 19 occupational areas, ranging from agriculture to transportation. SHSM embraces all education streams, preparing students for university, college, apprenticeship or the job market directly.

SHSM graduates and students embrace the program's practical, hands-on experiential nature. "SHSM made me feel more connected to school," says Josta Willebrand, a graduate of E.L. Crossley SS in Fonthill, Ont., and now an international business student at Brock University. "It gave me a focus and made me realize I wanted to pursue a business career."

Today, Ontario has over 42,000 SHSM students, about 10 per cent of the Grade 11/12 total population, compared with just 600 in the program's first year. Among the current SHSM crop are 50 Health and Wellness students at Lester B. Pearson CI, Toronto DSB. On this day, about a dozen of them are in a Grade 12 classroom, going through the paces of a first-aid exercise under the watchful eye of teacher Susan Moher, OCT, who is also a registered nurse.

The students work in pairs, taking turns treating a mock wound. A paper clip Scotch-taped to one teen's arm represents a foreign object such as a nail or a shard of glass, while the other applies a dressing.

These students already have first-aid certificates from a community organization, but Moher says she wants to supplement that training with practical experience. “They know what they are *supposed* to do,” she adds, “but do they know how to do it?”

Moher’s classroom is a working lab that offers lots of how-to opportunities. There are four beds with mannequins as well as wheelchairs and other equipment so students can familiarize themselves with some basic health care activities. “I’m learning things I normally would not,” says Subitha as she treats Hajra’s “wound.” Subitha intends to study life sciences at Ryerson University, while Hajra is on her way to study neuroscience at the University of Toronto.

A few desks away, Cassandra has her eyes set on a career in early childhood education. She says being part of this SHSM, especially her co-op placement as a teacher’s assistant at an elementary school, helped her get accepted

SHSM addresses a challenge faced by most North American schools — how to motivate students who are not engaged by the curriculum.

into a joint college/university apprenticeship program. Besides first aid, Cassandra also earned a CPR certificate through the SHSM program. “Kids do the unexpected,” she says. “With my CPR training, I now know what to do in such a situation.”

Helping students figure out a potential career path is one of the SHSM program’s

key objectives. “It helps kids see the future,” says Tahira Irfan, OCT, responsible for administering SHSM at Lester B. Pearson CI. “So many of them are lost.”

Before a school board approves an individual school SHSM initiative, the school must work with the community to assess local job needs, develop relevant co-op placements and advise on the elements of the particular SHSM program. At Lester B. Pearson, Irfan also consulted the Parent School Council, which pressed for the health care option because of the field’s abundant career opportunities for children of recent immigrants, the bulk of the student body.

Next, Irfan recruited students to sign up. “The university-bound students were the first to jump on board,” she says. “But we went after students who didn’t know what they wanted; who we felt would do well with SHSM’s hands-on approach.”

Indeed, SHSM is designed to address a challenge faced by most North American schools — how to motivate



“I was never one to like school,” says Bryan Boersma, who grew up on a farm. “I knew I wanted to farm eventually, and the opportunity to get more involved with the SHSM Agriculture program was definitely a bonus.”

Now that Boersma is attending the University of Guelph, the student adds: “I enjoyed those SHSM days and learned a lot that was directly related to what I wanted to do. It was amazing — nothing but a plus.”

As part of his course requirements, he obtained a pesticide-handling certificate — a welcome bonus. Says Boersma: “That’s huge for a farm kid.”

—BRYAN BOERSMA
SHSM graduate, Ridgetown District HS, Lambton Kent DSB



Andrew Derynck wanted to pursue a music career, so one of his teachers recruited him into the school’s Arts and Culture SHSM. His co-op placement, helping a music teacher, sealed the deal. “It made me realize that teaching music is something I really wanted to pursue,” Derynck says.

Derynck took part in a series of SHSM workshops including dance, singing, acting and comedy writing. “That exposed me to other aspects of music and to things I otherwise would not have done,” he says.

Currently, Derynck is in the B.Mus. program at Wilfrid Laurier University.

—ANDREW DERYNCK
SHSM graduate, Chatham-Kent SS, Lambton Kent DSB



Janelle says SHSM put her “on the right path” after she arrived in Canada from Jamaica in 2010. “I always wanted to go into nursing, and the guidance department persuaded me to enrol in the SHSM Health and Wellness program,” she says. “It enlightened me to the opportunities in the field.”

Janelle’s co-op placement was in a seniors’ home where she formed close bonds with the residents but also witnessed five people die. She ended up switching her interest to pediatrics. “SHSM’s hands-on experience gets you thinking and solidifies what you want,” Janelle says.

—JANELLE
Grade 12 student, Lester B. Pearson CI, Toronto DSB



Before enrolling in his high school’s SHSM Hospitality and Tourism program, Joel Carmola-Chambers had no real goals. He parlayed his SHSM food preparation courses into a part-time job teaching adults at a cooking academy along with an apprenticeship at Humber College.

“It was enlightening,” says Carmola-Chambers. “When I started the cooking class, it was to be with friends and get a credit. Then I learned where cooking could lead. Without SHSM, I wouldn’t have gone to college and probably would have ended up working at a warehouse without much of a future.”

—JOEL CARMOLA-CHAMBERS
SHSM graduate, Thistletown CI, Toronto DSB



Tyler Graham says the best part of SHSM is its impact on student achievement. “SHSM students are passionate about what they are doing, and we tailor the school day around their passions,” he says.

Graham meets three times a year with an advisory group of farmers and agribusinesses that helped him build an appropriate curriculum that is constantly being updated and revised. One requirement for all students: develop a business plan for a particular agricultural sector such as a dairy or chicken farm that requires them to visit the facility and interview the operators.

—TYLER GRAHAM
OCT, formerly Teacher and SHSM Agriculture Lead, South Lincoln HS, Smithville, DSB of Niagara (who now runs the SHSM Regional Horticulture Program in St. Catharines).

students who are not engaged by the academic curriculum? “Our schools have done a good job when it comes to academics. But not nearly so well over the years with practical skills,” says Education Minister Liz Sandals. “SHSM addresses that need without forcing students into a strict vocational mould.”

Sandals adds that SHSM’s success is based on a recognition that students respond differently to the education system. “By the time kids reach high school,” she says, “they have an idea where their interests lie, but they need choices about learning styles.” SHSM offers the option to students to focus their studies and explore a future career, and it has changed some lives. At the same time, SHSM is designed to appeal to all education streams. “Traditionally, a skills approach ruled out university,” says Mary Jean Gallagher, an assistant deputy minister with the Student Achievement Division in the Ontario Ministry of Education, “but SHSM serves all paths. It’s intended to make school worthwhile for those who might be left behind and prepares all students for future success. It’s just as important to help kids who don’t go to university as it is those who do.”

A related SHSM goal is to improve the province’s high school graduation rate, and Sandals credits SHSM with being a factor in driving that number up from 68 to 83 per cent over the past decade. “Part of the reason for its success,” says Sandals, “is SHSM focuses on kids who might have struggled and now can see alternatives to the pure academic path.”

In addition to a mandatory co-op placement and taking courses in their program area, each SHSM student must meet other requirements to earn the Red Seal certificate awarded SHSM graduates. Plus, they have to earn relevant sector-recognized certifications in courses such as first aid and CPR. Students also visit workplace and postsecondary education sites and get in-school training from professionals in their chosen field. And they must demonstrate skills and work



Grade 11 students (l to r) Amanda, Dontae, Asaalah and David all take the Hospitality and Tourism SHSM program at Thistletown CI in the Toronto DSB.

habits expected for their chosen sector, including how to present themselves at job interviews and proper manners in business-social situations.

The SHSM package “transforms the way students learn,” says Mark Hunt, OCT, principal of Ridgetown District HS in Ridgetown, Ont., Lambton Kent DSB. A big believer in the value of “authentic education,” Hunt is an avid SHSM cheerleader. “In the SHSM approach, knowledge information flows in both directions,” he says. “It could be an aspect of the ideal future for education, province-wide.”

Ridgetown serves a local Aboriginal community, and Hunt says an Arts and Culture SHSM aimed at this constituency has not only made Aboriginal students more engaged, but also has transformed the school. “Native and non-Native groups have a better understanding of each other as well as the parents and community members,” he explains. “It’s been a godsend.” The

school’s other SHSM is in agriculture. “That’s a no-brainer because we are an agricultural community,” Hunt says.

Both programs are transforming the way students acquire knowledge and skills. “By interacting with non-educators, the students are developing new ways of learning,” says Hunt. “They bring back knowledge to the classroom, validating the outside learning experience and educating the teachers who then become co-learners. The kids obviously prefer that to just sitting and listening in the classroom. As the students gain knowledge, they breathe new life into the course materials. At the same time, their self-esteem goes up as well.”

All in all, these are useful educational outcomes, essential to handling those 21st-century challenges. Or as Linamar Corp.’s Hassenfratz put it: “We should have 100 per cent of the students go through that program. The worst case is that you learn something that can actually get you a job.” **PS**



ONTARIO'S LAST SEGREGATED SCHOOL

A glimpse into a little-known chapter in our education history.

BY KEVIN PHILIPUPILLAI

The Essex County school where Lois Larkin began her teaching career in 1954 was like many other one-room schoolhouses in rural Ontario. The brick building was flanked by an outhouse and a well, and there were 52 children from Grades 1 to 8. But unlike at most Ontario schools, the students and teachers at School Section (S.S.) #11 (Colchester South Township) were all black. “Down the road, within walking distance,” Larkin says, “was the other school. The all-white school.”

S.S. #11 was a segregated school.

During Black History Month, Ontario teachers and students often commemorate milestones in the struggle to end racial segregation in the United States. But segregation was not just an American phenomenon: For more than a century, provincial governments in Ontario and Nova Scotia operated separate schools for black children. In Ontario, the *Common Schools Act* of 1850 gave local school boards the power to create racially segregated schools, which were most common in southwestern Ontario, home to Canada's largest historic black population. It would take more than 100 years and a societal shift before Ontario would close its last segregated school, and even longer for those who experienced that racism first-hand to shake off the shackles of feeling second class.

The large influx of black settlers into southwestern Ontario in the 19th century led to racial tensions, which continued well into the 20th century. Harrow, the town closest to S.S. #11, had segregated restaurants and a whites-only movie theatre. “We had sundown laws in this area,” says Elise Harding-Davis, a seventh-generation African-Canadian and former curator of the North American Black Historical Museum in Amherstburg. “Kingsville and Leamington had sundown laws, which meant black people had to be off the streets of the city by sundown. You would not find the laws in the books; they were not written. They were simply public knowledge.”

Local historians are still digging into S.S. #11's past, but records say the school opened in 1825 as the Matthews School. It was part of a settlement formed by black migrants from the United States — escaped slaves, freedmen and United Empire Loyalists — who had crossed the border into Canada's southernmost county.

Harding-Davis says most schools for black children had been absorbed into the mainstream school system by 1911. But Essex County and neighbouring Kent County were the lingering holdouts, with S.S. #11 being one of Ontario's last segregated schools. Larkin remembers the building had one entrance for girls and one for boys. Like at many other one-room rural schools, there was no indoor plumbing and the heat came from a coal-fired furnace that belched smoke.



GLOVANNA JOHNSON WAS ONE OF ONLY TWO BLACK STUDENTS IN THE LOCAL HIGH SCHOOL. SHE HAD NO FRIENDS AND NO ONE WOULD SPEAK TO HER. THIS STRESS, PLUS THE ONE-HOUR WALK TO SCHOOL, BUILT TILL SHE HAD A NERVOUS BREAKDOWN AND QUIT SCHOOL.

The white schools in Essex County were managed by the white members of the county school board, but S.S. #11 had its own board of trustees from the local black community. Provincial funding was based on enrolment, so as a single school drawing from a minority community, S.S. #11's trustees had to make do with less. Still, Larkin says they made sure the budget was adequate. "And," she adds, "if we asked for anything, they worked very hard to see that our requests were answered." Over the years, trustees and other community members did what they could to keep good teachers around, including providing room and board for teachers from out of town.

Beulah Couzzens, who had been teaching at S.S. #11 for more than 20 years, quickly became a mentor and friend to her young apprentice. "She was a very well-travelled lady," says Larkin, "and I remember her saying that wherever she went, she brought that information back to her children."

Soon she was encouraging Larkin to expand her own limits. They both knew they weren't welcome in Harrow's whites-only restaurants, but Larkin remembers the day Couzzens came

into work without a lunch and declared "Today, we *will* go into Harrow and we *will* have lunch." "And we sat at a lunch counter," Larkin recalls. They were the only two people at the lunch counter, but they sat there for a long time waiting to be acknowledged. "I was just a girl. I was 19," Larkin says. "But Mrs. Couzzens was determined she was going to be served. She just said, 'I am going to eat here today. I am hungry and I am going to be served.' I was scared. I was embarrassed. I had never been at a sit-in, and it was uncomfortable. However, I was determined I was going to stay there with her." Their determination paid off and they were eventually served.

That same sense of pride, says Harding-Davis, helped sustain S.S. #11 and the few other remaining schools of its kind. There was often disagreement within black communities themselves about the merits of separate schools. Many parents had been fighting for integration since the 1800s, but there were others, including many trustees, who preferred separate schools. There was pride to be found in the success of black schools and black students, explains Harding-Davis, and in the

community's ability to provide jobs for black teachers. Especially encouraging to the black community was a school run by black teachers in Buxton, in Kent County, which had such a good reputation that white parents wanted to, and did, send their children there.

And there were other reasons that, even in the 1950s and '60s, some black parents in Harrow were hesitant about integrating schools. Giovanna Johnson, who was a student at S.S. #11 in the 1920s, says the school had not always been fully segregated — she had a few white classmates when she was a child. She remembers the younger children, black and white, played together and got along. "My best friend was a white girl," the 97-year-old says. "I thought the world of Olive Borland." But integration had its problems too. "I was little and I was frightened easily and the big boys would fight. They would scare me out of my wits. There were four or five big boys — white boys — and they would fight the younger black boys. It wasn't very pleasant."

Despite the sometimes uncomfortable school atmosphere, Johnson was a good student. In 1928, when she was 11, she took the high school entrance exam and passed — an achievement that got her name in the newspaper. But things

started to go wrong when she started at Harrow District HS later that year. She was one of only two black students in the school, she had no friends and no one would speak to her. This stress, plus the everyday drain of a one-hour walk to school, built until she had a nervous breakdown and quit school.

Harding-Davis has heard similar stories. "These are not stupid people," she says. "These are very bright individuals who were trapped in a system that did not allow them to flourish." She says decades of seeing bright young children kept from their dreams led to a slow buildup of "distilled discontent" within the community.

This discontent was made worse by the discovery that the school's well, which also served many houses in the area, was contaminated. Some trustees and some parents lobbied for more funds to fix up the school, but a larger number was beginning to favour integration.

That same year, 1964, also saw Ontario inaugurate its first black MPP, Leonard Braithwaite, who in his first

speech as an MPP called for the striking down of the 1850 segregated schools legislation. His remarks drew attention from newspapers and the Ontario government took the law off the books.

Soon the trustees and parents of S.S. #11 heard that the Essex County school board was planning to close most of its one-room rural schools and divert those students to a large new elementary school — but not S.S. #11 — and they suspected that the white trustees of the county school board were planning to leave the S.S. #11 students out of the changes. The trustees denied this, but the dispute was picked up by major newspapers.

Some members of the local black community got together with George and Alvin McCurdy of Amherstburg to form an advocacy group called the South Essex Coloured Citizens' Association. The group then lobbied to have S.S. #11 closed and the students sent to the new, integrated elementary school. By then the majority of the local black community had come to support integration. And

in 1965, S.S. #11 finally closed.

Couzzens was accepted into the consolidated school system and continued teaching until her retirement about 10 years later. Larkin eventually retired after 30 years as a teacher-librarian. She served three terms as a director with the North American Black Historical Museum, and still volunteers there. A few years ago she collaborated on a project to develop primary and secondary school curriculum for the teaching of African-Canadian history.

Even though she stopped school earlier than she would have liked, Johnson says she's learned as much outside of school as she did in school. She mentions Mac Simpson and his wife, Betty, the founders of the museum in Amherstburg. "Before he came along, I didn't know I had any history," she says. She's hopeful that young people from her community will also take an interest in this history. Larkin agrees: "Someone with no past has no pride. They have nothing on which to build a foundation." **PS**



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TRANSITION TEACHING

THE 2013 REPORT

BY FRANK MCINTYRE

It's tough out there for newcomers to teaching in Ontario. Teacher unemployment and underemployment rates rose yet again in 2013 — a shaky start that lasts three to five years for most of Ontario's teacher education graduates. Every year more of them look beyond Ontario's borders to gain a foothold in the profession. Many of them take up non-teacher jobs to meet their financial needs (see "Unearthing Opportunities" on p. 40). And no region of the province or division of qualifications escapes this challenging

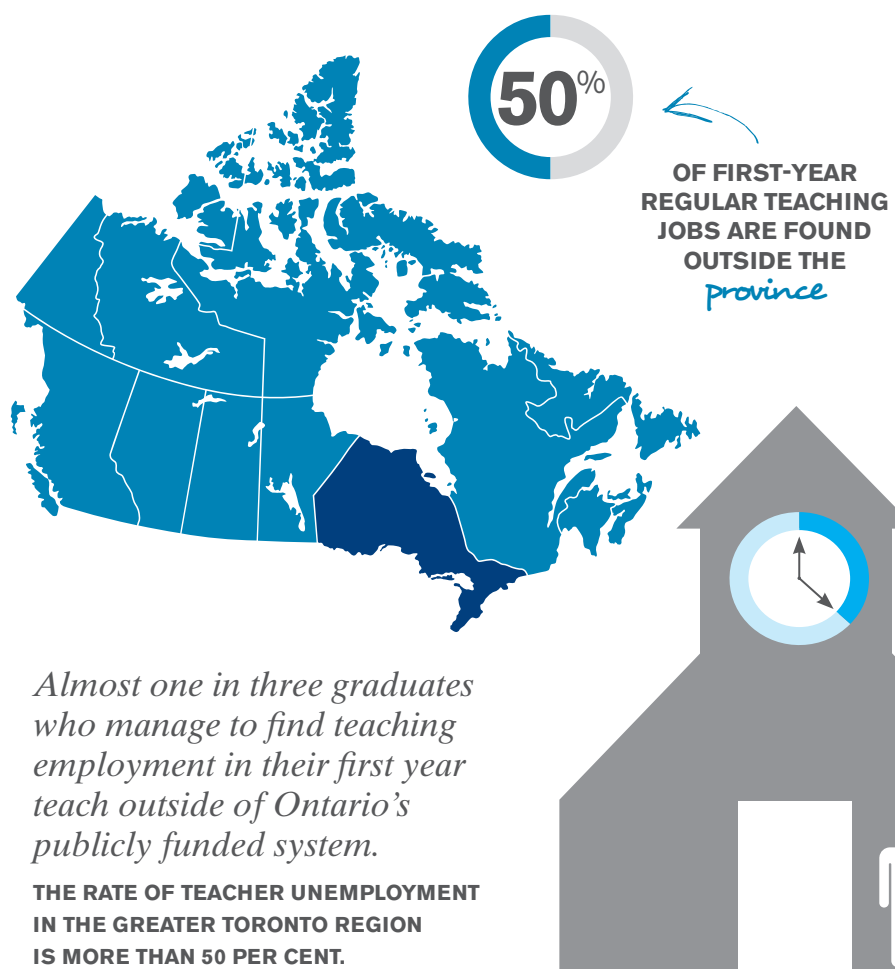
employment market predicament.

The latest *Transition to Teaching* survey of Ontario's education graduates shows unemployment at 38 per cent and underemployment at 34 per cent among job-seeking first-year teachers. Little more than one in four (28 per cent) now find as much teaching work as they want in their first year.

Almost one in three who find some teaching employment in their first year now teach outside Ontario's publicly funded school system. More than half of these teachers move to jobs in other provinces and countries. Ontario's independent

schools hire first-year teachers in numbers greatly disproportionate to their share of the school population. Almost half of first-year teachers who land the gold standard regular teaching jobs now find them outside Ontario's publicly funded school system.

The situation is precarious even for those graduates who do find work as teachers in Ontario. More than two in five of them worked as daily occasional teachers at year-end and similar proportions taught in multiple schools and part-time. Almost three in five of them taught through one or more of these piecework arrangements.



*It has been such a frustrating experience. I still have not had an interview with any board. I have been eligible and actively looking to teach for four years and cannot even get onto the supply list. **I volunteer, but how long can you volunteer when you need to make an income to pay bills?***

UNEMPLOYED PRIMARY-JUNIOR GRADUATE OF 2009 WORKING IN DAYCARE

And three out of four were in non-continuing contracts with definite end dates. On all these job quality measures, new teachers working in Ontario now are far less secure than the pre-surplus era teachers of 2006.

Rates of unemployment vary across Ontario from just 20 per cent in the north to over 50 per cent in the greater Toronto region. But no region of the province enjoys a combined rate of under/unemployment for first-year teachers of less than 70 per cent.

French-language program graduates and French as a Second Language (FSL) teachers enjoyed more job success in 2013 than their English-language counterparts. They are not faring very well, however, as half of each of these French-language teacher groups now report they are unemployed or underemployed in the first school year following graduation. And just one in three of them secured regular

jobs by first school year-end.

Very few new-Canadians can now find teaching jobs after being licensed in Ontario in this challenging employment market. Four in five of them who were certified in 2012 were unemployed throughout the 2012–13 school year. They could not find even some daily supply teaching work. Candidates certified in 2011 did not do much better in their second year on the Ontario job market — almost three in four of them still could not find any work as teachers.

With Ontario transitioning to an extended teacher education program in 2015–16 and a planned halving of the annual Ontario teacher education intake each year, many Ontario Certified Teachers from the already vast pool of unemployed and underemployed teachers will be available to meet school board hiring requirements. **PS**

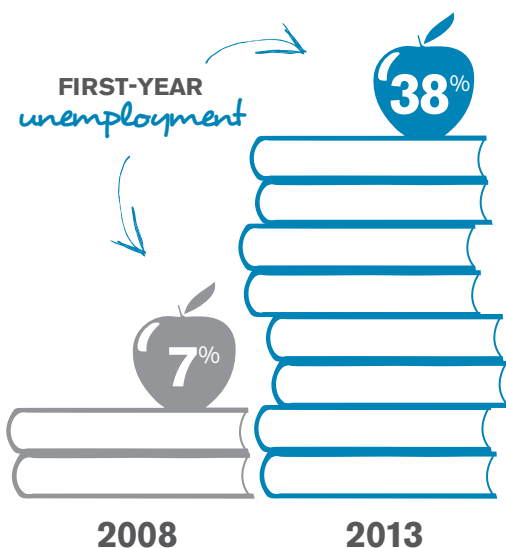
ABOUT OUR Survey

The *Transition to Teaching* survey of new teachers in the 2012–13 school year examines the job-entry success and professional experience of teacher education graduates of 2002 through 2012 and new-to-Ontario teachers educated elsewhere and certified in 2011 and 2012. Web-based surveys were used with large samples from each of these groups of new teachers.

Responses were received from 4,428 teachers. Response rates varied from 16 to 35 per cent of the samples, with an average 25 per cent return overall. Accuracy rates for the surveys range from 2.6 to 6.4 per cent, 19 times out of 20.

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

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

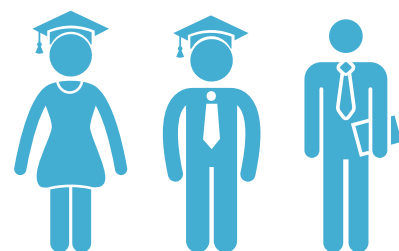
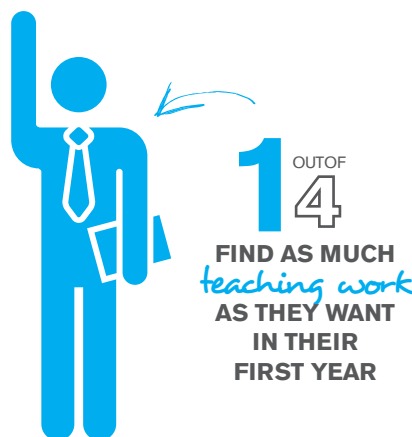


Searching for a teaching job in Ontario is a very hard experience. I am always told I lack Canadian experience. How could I have Canadian experience when I am a newcomer? I have solid professional experience having worked so many years as a teacher. I can't volunteer because my financial situation does not allow me to.

FRENCH AND FSL TEACHER WITH 10 YEARS OF TEACHING EXPERIENCE IN MAURITIUS

The market in Ontario is almost impossible to get into. I realized that I would need to look outside of Ontario to obtain a teaching position with a regular and reliable salary.

INTERMEDIATE-SENIOR MATH AND HISTORY 2012 GRADUATE TEACHING IN EGYPT





**“THERE ARE SO MANY
WAYS TO BRING KNOWLEDGE
TO PEOPLE AND OPEN
THEM UP TO LEARNING.”**

—*Samantha Laforêt*

Unearthing Opportunities

Every classroom needs a great teacher. Plenty of outstanding teachers also use their training and talents outside the classroom. Meet five College members who have found alternative careers — rewarding education-related jobs well away from a school setting.

BY STUART FOXMAN

THE ROMANCE OF TEACHING Samantha Laforêt, Toronto

Samantha Laforêt, OCT, finally obtained her teaching credentials in 2012 — after working in education since she was a teenager.

Starting at 16, Laforêt spent summers at Toronto's Royal Ontario Museum (ROM) as a camp counsellor. The activity-based programs were inspired by the ROM's amazing collections and research.

Later, she worked for four years at a private art school, as an assistant with the children's education programs. For the past five years, Laforêt has been a program instructor at the ROM. Through ROMKids, she runs Tiny Tots early learning programs, and also teaches weekend, holiday and summer programs (gallery-based lessons, art projects and science experiments) for children. The rest of the time, Laforêt leads school visits. On the side, she also tutors.

Unlike the teachers who use their initial qualifications as a springboard to a career outside the classroom, Laforêt had those other educational jobs first. What she lacked was the formal training. So in 2011–12, she attended teacher's college.

"I wanted to broaden myself pedagogically," she says. "It


made things clearer for me, and I've become even more committed to education."

Since then, she has taken two AQs (Special Education, Part 1 and French as a Second Language, Part 1) to continue her personal learning. Whether in her role or the classroom, she says teachers encounter students who have very different needs. With the AQs, "It was helpful to get that grounding in what to expect, and what modifications you might make or strategies you might use."

Laforêt feels fortunate to work somewhere learning comes to life through artifacts, from the dinosaur exhibit to the Code of Hammurabi. As part of a travelling exhibit, the ROM has an incredible replica of that ancient Babylonian law code, written in cuneiform. "When the students see it — something they're learning about in school — they go crazy. There's something to be said about coming up close to actual objects."

How does she view her role? "As someone who helps people engage with the millions of artifacts in the museum, and form their own understanding of whatever I am showing them."

She could see herself in a school classroom one day, one reason why she wants to continue her education as a teacher. "But there are so many other ways to bring knowledge to people and open them up to learning. That's not limited to the classroom. I find my job rewarding every day."

A woman with long brown hair, wearing a bright purple zip-up jacket, a light pink shirt, black leggings, and white and red sneakers, is climbing a rock wall. She is holding a black rope with both hands, and a carabiner is attached to the rope. The rock wall is covered in various colored climbing holds. She is looking up and smiling.

**“WHEN PEOPLE ASK WHAT
I DO, I TELL THEM I’M A
TEACHER — JUST NOT
IN A CLASSROOM.”**

—Jen Hanson

THE GREAT OUTDOORS

Jen Hanson, Sunderland

While pursuing her Master of Education at Brock University, Jen Hanson, OCT, received this advice from a few professors. “They said look for something you love, and you can make that into something you want to be,” she says.

Hanson had spent a year teaching visual arts to Grades 4 to 10, but yearned for new challenges. For her M.Ed., Hanson researched the role of outdoor adventure and experiential learning in the health and wellness of adults with type 1 diabetes.

That focus reflected Hanson’s life: She was diagnosed with type 1 diabetes at age three, and went on to lead an adventurous life. Family camping trips into Algonquin and Killarney provincial parks fostered a love for the outdoors. Hanson spent 18 summers as a camper and staff member at Camp Huronda, a camp in Huntsville for children with diabetes. She played

competitive sports through high school, obtained an undergraduate degree in kinesiology, and wrestled at provincial and national levels through high school and university.

During her M.Ed. studies, Hanson learned of a new Toronto organization called Connected in Motion, which provides adventure-based activities for adults with diabetes, and joined it, eventually becoming executive director.

Connected in Motion links adults with diabetes, allowing them to share their challenges, strategies and successes. That happens through day programs, 10-day canoe trips and through three-day events held across Canada. Outings include outdoor activities and educational sessions.

Hanson says leaving a traditional teaching career was a big move. What helped was getting in touch with her true calling. “I still identify with the process of education,” she says. “When people ask what I do, I tell them that I’m a teacher — just not in a classroom.”

UTILITY PLAYER

Stuart McReynolds, Ottawa



When he played professional rugby, Stuart McReynolds, OCT, was a utility back — someone who can play multiple positions. The jack-of-all-trades description suits McReynolds, who has combined several interests into a career as Senior Coordinator, Education Programs for the Canadian Paralympic Committee (CPC) in Ottawa.

The British-born McReynolds has played rugby in the United Kingdom, New Zealand, Spain and Canada. It was in New Zealand that he obtained his teaching qualifications. McReynolds taught there, and later in Nova Scotia in 2011.

His teaching background is in physical education, special education and business. In schools, he noticed how students with physical disabilities were excluded from gym class. It struck him as a lost opportunity.

Now at the CPC, McReynolds manages Changing Minds,

Changing Lives, a Professional Development presentation about the lives of persons with a disability and the benefits of sport and physical activity. Before McReynolds came aboard, it was directed solely at health care professionals. “We created new content to target teachers too.”

His other portfolio, the Canadian Paralympic Schools Program, has three components: Paralympic Schools Week (PSW), to raise awareness about the Paralympic movement and parasport; games-based lesson plans and activities; and a parasport skills program that aims to develop physical literacy in all children.

“There’s a huge inactivity crisis,” says McReynolds. Rather than marketing parasport strictly for people with disabilities, “We want to see *every* child playing a parasport. It’s a unique opportunity to develop fundamental movement skills, while providing education around equity and inclusion — the differences we all have. That’s a whole cultural change, and it starts in the school system.”

A CAREER AS SCIENCE EXPERIMENT

Cathy Stadder Wise, Sudbury



Every time she goes to work at Science North, Cathy Stadder Wise, OCT, sees a 75-foot reminder of her first job there — a fin whale skeleton hanging from the ceiling.

Upon joining the Sudbury science centre in 1985, Stadder Wise was assigned to the team assembling the skeleton. It’s not what she expected when she graduated from teacher’s college. She got on the supply list in Sudbury, but teaching jobs were scarce. When a contract job at Science North opened up, Stadder Wise jumped at it.

She has remained there ever since, and is currently Senior Scientist, Informal Science, Education and Northern Programs. “When you have a certain set of skills, you can use them in a variety of ways,” she says. “I saw broader possibilities.”

Science North has given her the chance to experiment with

those possibilities. Her roles have included developing workshop material for teachers (to better understand the science curriculum), conducting outreach in schools, designing programs and running summer science camps in 26 communities throughout Northern Ontario.

In the museum world, she says formal programming involves things like bringing in a class and doing some sort of lesson. The “informal science” in her title refers to activities such as family outings, science camps, workshops and guest speakers.

Though she has been at Science North for over 28 years, Stadder Wise places a priority on her College registration. “Staying connected to the educational milieu has always been important to me, because I value learning,” she says. She has worked extensively on teacher education and hired many B.Ed. students for summer programs: “Being able to say I’m an OCT gives me street cred.”

THE LANGUAGE OF LEARNING

Marie-Christine Payette, La Tuque, Que.



Some people dream of travelling the world. For Marie-Christine Payette, OCT, sightseeing isn't enough. Her key to appreciating another culture is language. She speaks English, French and Spanish, understands Italian, and used to speak German.

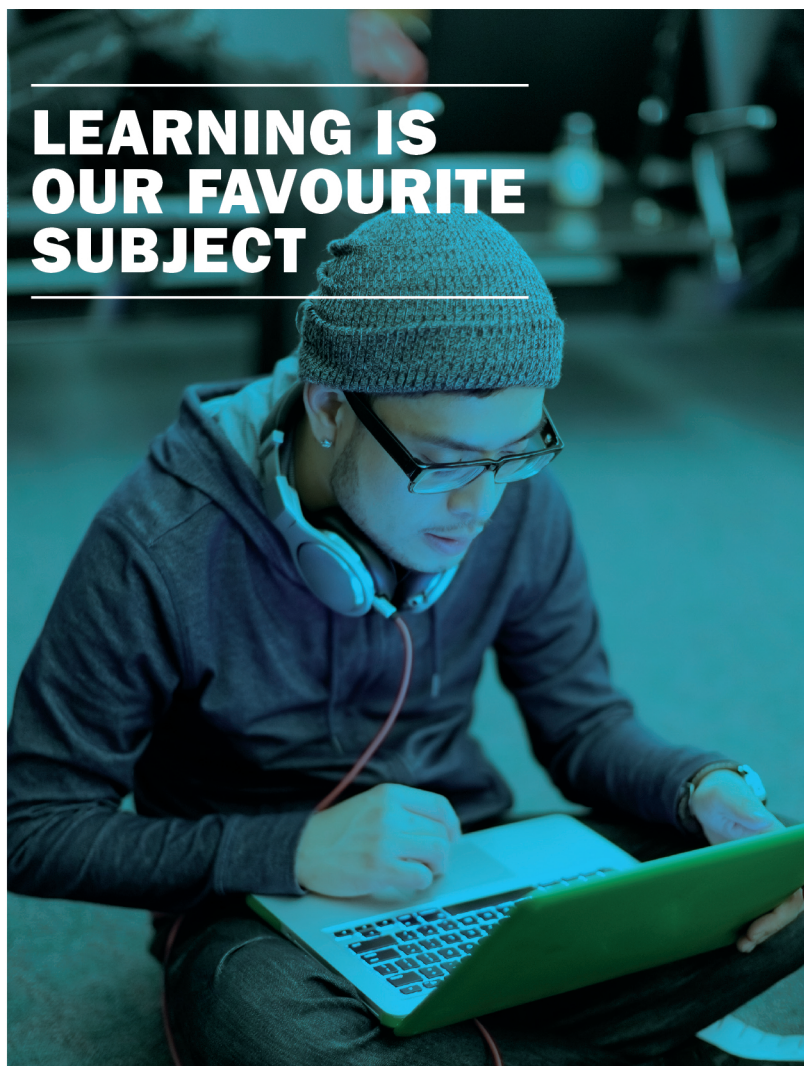
"When I was seven, I told people I would speak all the languages on the planet," she recalls. "I didn't know how *many* there were."

Payette grew up in La Tuque, Que., about 160 km north of Trois-Rivières. With her love of languages, she studied translation in college and university, then taught ESL at a First Nations high school and FSL at a La Tuque high school. She later worked as an assistant teacher at a

Montreal private school. Eventually, Payette's principal suggested she pursue teacher's college.

She did, in Ottawa, but after graduating found it hard to find a position. Payette wondered what else she could do with her combined abilities. She decided to start her own company, Les Traductions de Marie, and took on translation, editing and proofreading projects.

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"IT'S OKAY TO FIND YOURSELF IN ANOTHER OPPORTUNITY TO USE YOUR EDUCATION SKILLS AND BACKGROUND."

Her assignments are wide-ranging — from her client BlooBuzz, a video games maker, to publisher Perro Éditeur, for which Payette edits fantasy books for teens. She also finds herself in demand for education-related projects. The Commission scolaire de l'Énergie and the Commission scolaire du Chemin-du-Roy hired Payette to edit a teaching guide on entrepreneurship for Grades 5 and 6. She viewed the job for these school boards not only as an editor but also with a teacher's perspective, adding comments that she felt would improve how teachers could apply the lessons.

Payette also worked with Quebec's Ministère de l'Éducation on a project evaluating books. She classified over 1,000, according to reading level for Grades 1 to 6. "Reading all those books, I'd find typos and email the publisher to offer my services. That got me some clients."

Payette also writes book reviews for the magazine *Lurelu*, and for this publication, *Professionally Speaking*. Would she return to teaching? "I once thought I'd be a teacher for life. Right now, I feel good about what I'm doing. It's okay to find yourself in another opportunity to use your education skills and background." **PS**



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GOOGLE ROCKS

The high-tech adventures of igneous, sedimentary and metamorphic rocks in Burlington.

BY STEFAN DUBOWSKI



Shaun Else, OCT, uses stories to bring the rock cycle to life for his Grade 4 class.

CHALLENGE

Teach Grade 4 students the rock cycle in a fun, engaging way.

SOLUTION

Have students create rock cycle adventures using free online software.

LESSONS LEARNED

The rock cycle can be confusing for students: under certain conditions, igneous rock transforms into sedimentary rock. Under different conditions, igneous becomes metamorphic rock. Sedimentary rock can turn into igneous rock once it goes through a metamorphic stage. What's the best way to teach students about the processes involved?

Shaun Else, OCT, Grade 4 teacher at John William Boich PS in Burlington, finds narrative helps make the rock cycle more memorable. Add technology to the mix, and you have a method of fostering not only geographic knowledge, but also teamwork and critical thinking.

Else directs students to create choose-your-own-adventure rock cycle stories. Working in teams of two or three, they use classroom laptops, desktop PCs in the computer lab, or their own home computers to access free online applications including Google Draw to plan their stories, and Google Presentations to illustrate adventures with words, pictures and videos.

Students save their work on Halton Cloud, the school board's online data repository. (Halton Cloud is also known as Google Apps for Education, another free Google offering.) Else reviews the work and makes comments right in the digital files. The students evaluate each other's work online as well, offering comments for improvements.

OBSERVATIONS

Working in teams on the Web helps students learn to collaborate, even when they aren't in the same location. "They can operate separately but still see each other's work," Else says.

YOU CAN DO IT TOO!

You'll need:

- Computers, an online data-storage system such as Google Drive or Microsoft SkyDrive, and online illustration applications such as Google Presentation or PowToon

Steps:

- 1) Think teamwork: put kids into groups of two or three
- 2) Head to the Web: give students access to online software to create story plans and presentations
- 3) Speak up: use online comments to embed feedback in the digital files

Students learn the rock cycle and they hone their narrative chops. "The assignment hits language and other parts of the curriculum, because they're building a story."

Else finds the comments capabilities in the software particularly useful. Whereas students might ignore or forget suggestions he makes in person, they are less likely to be so cavalier about comments he makes in the stories themselves. "If I comment online...the kids see the comment hanging there, bugging them — and they tend to take it more seriously."

The students also learn to provide constructive criticism. "We discuss what a valuable comment is," Else says. "Simply stating, 'Good job!' does nothing to improve their peers' work."

With technology at the centre of the assignment, students gain confidence using software to create and communicate. For his part, Else believes it's important for teachers to step back and let children figure things out for themselves — which is just what they get to do in the rock cycle assignment. What's the best arrangement for images on a page? Which font helps illustrate the story? What's the best way to describe each step in the cycle?

"I'm not the 'sage on the stage' for this," Else says, adding that for his students, self-discovery is key. "I'm learning that I don't have to be there all the time." **PS**

HELPFUL HINT Grading teamwork is tricky. How do you really know what each student contributed? Technology helps: when children use software to create their work and the Web to submit, teachers can use the "revision history" function in the software to see who did what.

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reviews

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

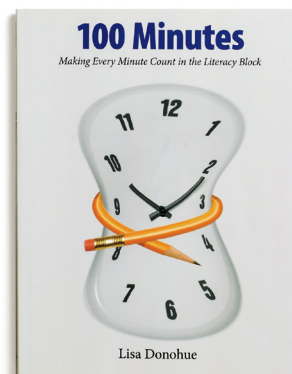
For additional reviews of French-language resources, visit pourparlerprofession.oeeo.ca. With the exception of some classroom sets, items reviewed are available on loan from the Margaret Wilson Library at the College. Contact Olivia Hamilton at **416-961-8800** (toll-free in Ontario **1-888-534-2222**),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

100 Minutes: Making Every Minute Count in the Literacy Block

BY LISA DONAHUE

This decidedly useful resource explores literacy by integrating both traditional reading, writing and oral communication skills with digital literacy. Examined within the framework of three distinct blocks during a 100-minute time span, it combines whole-class instruction, writing sessions with small groups and independent work. The framework suggests that students learn, practise and apply their new skills gradually, becoming more and more independent as they do so. After direct instruction and modelling, followed by guided instruction, collaborative learning opportunities and conferencing, the idea is that students will work independently to apply their learning and integrate it into all other aspects of their other literacy experiences.

The book outlines the importance of creating literacy blocks in a classroom where students are treated as 21st-century learners who have a choice as well as a voice in their own learning. With cyberspace filled with endless possibilities for distraction, it can be a huge challenge to keep students focused on the nuts and bolts of a solid literacy foundation. Under these circumstances, it becomes imperative for students to own their own learning by capitalizing on their strengths and setting some personal learning goals for themselves. *100 Minutes* is set up in such a way that a regular classroom teacher could start teaching such blocks directly from the text; a soup-to-nuts approach where the ideas are clearly explained and exemplified and all necessary templates



are provided. Whether one is using literacy blocks, or considering using them in the future, I would highly recommend this book to teachers in both the elementary and secondary teaching panels.

Majella Atkinson, OCT, is a Grade 8 teacher at St. Pius X Catholic School in Toronto.

100 Minutes: Making Every Minute Count in the Literacy Block, Pembroke Publishers, Markham, 2012, softcover, ISBN 978-1-55138-276-0, 157 pages, \$24.95, pembrokepublishers.com

Attention Grabbing Tools

BY JANE BASKWILL



This timely book highlights research pointing to a strong link between parental engagement and their child's success at school.

Baskwill takes that research one step further by suggesting that frequent teacher-parent interaction should not be optional but an integral component of effective teaching.

Digital communication, including web pages, email, blogs, Facebook or Twitter, should be considered to establish reliable paths of communication. Inviting students

to participate directly in this process can lead to even more engagement. The author cites one example of a Grade 5 teacher who designates a classroom tweeter, whose job is to post learning activities on Twitter. More traditional methods of communication between school and home, like newsletters, agendas, student portfolios, family nights and student-led conferences, are also acknowledged to be important ways in which teachers can interact with parents and caregivers.

Using a simple handwritten template, Baskwill suggests that teachers give their students time to draw pictures, write captions or describe briefly what they are learning each week so that parents get enough information to ensure

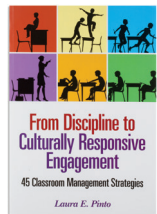
that the “what did you do in school today” question will get more than the usual “nothing” response. Given its importance to learning, establishing regular two-way communication between school and home should be a priority for educators.

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

Attention Grabbing Tools for involving parents in their children's learning, Pembroke Publishers, Markham, 2013, softcover, ISBN 978-1-55138-283-8, 112 pages, \$24.95, pembrokepublishers.com

From Discipline to Culturally Responsive Engagement

BY LAURA E. PINTO



This award-winning researcher and educator presents a unique book designed to guide educators through classroom management with one key difference — a highlighted approach to diversity and cultural responsiveness.

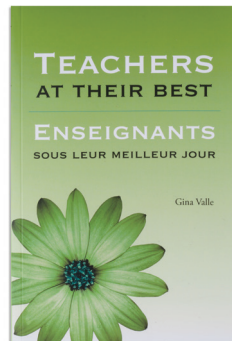
With a clear focus on democracy in education, she suggests 45 strategies any educator can use to manage a classroom that is ethnically inclusive and sensitive to pluralism. *From Discipline to Culturally Responsive Engagement* provides not only a rationale and critical reflection on cultural responsiveness, but also the nuts and bolts of how to implement strategies to promote inclusiveness in the classroom. The text clearly illustrates the importance of culturally sensitive teaching practices to bridge the gaps between a student's culture at home and that of classrooms and schools. She challenges educators to reflect on the biases inherent in their own backgrounds, as well as to use the wealth of empirical data available to assess their classroom management strategies in light of cultural responsiveness. In the process, teachers are encouraged to broaden instructional practices that can have an impact on all aspects of classroom life.

Irma Berardi, OCT, is currently teaching Grade 5/6 at the Canadian International School in Kunshan, China.

From Discipline to Culturally Responsive Engagement: 45 Classroom Management Strategies, Corwin (a Sage company), 2013, Thousand Oaks, CA, ISBN 978-1-4522-8521-4, 206 pages, US\$34.95, corwinpress.com

Teachers at Their Best Enseignants Sous Leur Meilleur Jour

BY GINA VALLE



This simple book profiles eight teachers who teach really well within our culturally diverse schools. The first half of the book is in English, followed by a French version of the same text — graphically illustrating our official Canadian diversity. The teachers are quoted liberally to illustrate various themes. The author then analyzes what they have to say to illuminate why these teachers are so effective. The emphasis is on being open to what students bring to the classroom and to responding positively to their cultural identities without seeing them necessarily as *the* representatives of their ethnic heritage.

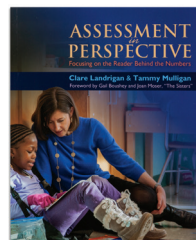
Valle shows educators exactly what these teachers do to act as intercultural brokers both within and beyond their classroom walls. Inside their classrooms, she shows them developing empathy among their students and removing obstacles to success. And inside their staff rooms, she observes them sharing information about how to create a culturally responsive school environment and enhance communication between schools and the home. In the last two sections, Valle examines the changing roles of educators and elucidates how these eight exemplary teachers have become responsive to diversity so they can treat their students equally but not the same.

Marguerite Alfred, OCT, is a retired vice-principal with the Toronto DSB.

Teachers at Their Best, Fourfront Editions (a division of Quattro Books), Toronto, 2012, softcover, ISBN 978-1-927443-08-8, 229 pages, \$24.95, quattrobooks.ca

Assessment in Perspective

BY CLARE LANDRIGAN AND TAMMY MULLIGAN



With careful referencing to some of the top names in the field and with practical examples, the authors confirm their belief that assessment cannot be separated from instruction. Six compact chapters follow a consistent format with explicit descriptions of why and how to apply assessment strategies.

In the first chapter, we are reminded that assessments help us understand how each student learns. The next chapter shows that daily student observations, as formative and informal assessments, are still among the best ways to inform our choices of teaching strategies. Another chapter provides clear and concise descriptions of the available literacy assessments, their purposes and applicable methodologies. Charts and tables complement the text to make the information readily accessible. An entire chapter is devoted to the importance of triangulating data: using different types of assessments at multiple intervals and comparing them side by side in order to identify patterns and/or inconsistencies in students' learning. Finally, the last chapter illustrates how the student can also become a source of information when viewing the collected data, responding to it with the teacher, and setting new learning goals for him/herself. This key metacognitive piece provides both motivation and meaning to students about their learning progress.

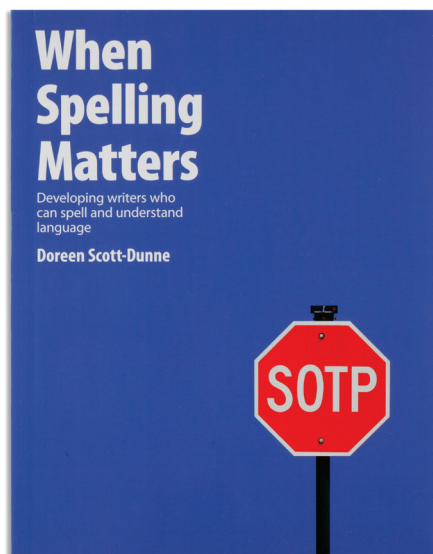
This is, without a doubt, one of the most practical texts currently available to empower teachers with strengthened skills and the confidence to effectively use assessments to increase students' literacy success.

Christine Johnson, OCT, is a recently retired elementary school principal from the Ottawa-Carleton DSB.

Assessment in Perspective: Focusing on the Reader Behind the Numbers, Stenhouse Publishers, Portland, ME, 2013, softcover, ISBN 978-1-57110-964-4, 140 pages, \$29.95, stenhouse.com

When Spelling Matters

BY DOREEN SCOTT-DUNNE



When does spelling matter? Drawing a direct line between correct spelling and the impression a person creates as a writer, the author suggests that all spelling meant for public consumption matters.

Learning to spell correctly goes well beyond rote memorization. The key is to learn to problem-solve the spelling of words by figuring out their origins and structures

and perceiving how they fit into patterns. This understanding reflects that spelling is not a low-level activity, but a high-level cognitive skill. The author suggests that educators need to help students develop a love of words to make students into word-smiths with a deeper understanding of what words are.

This resource provides much needed guidance to K–6 teachers to dispense with the mundane weekly lists of words that are given to students to memorize and forget moments after the dreaded Friday dictation. In its stead, it recommends implementing a process of word discovery. The author provides explicit lessons and lists of words and patterns that weave word appreciation across the curriculum. Scott-Dunne offers ideas for rhyming, authentic word walls, shared reading experiences, word quests, word inquiries and word investigation, making learning about words an interactive process for both teacher and student. She provides student work samples within the text, along with clever developmental continuums.

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

When Spelling Matters: Developing writers who can spell and understand language,
Pembroke Publishers, Markham, 2012, softcover,
ISBN 978-1-55138-277-7, 136 pages, \$24.95,
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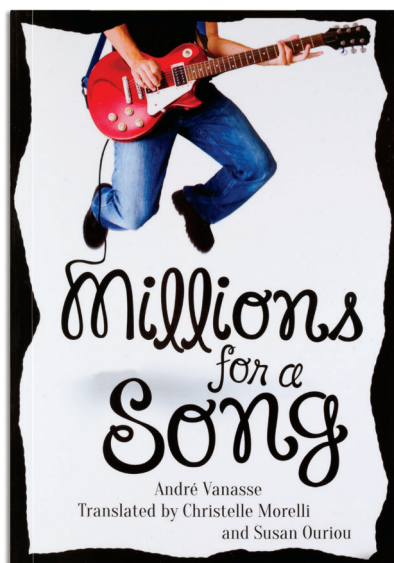


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Millions for a Song

BY ANDRÉ VANASSE, TRANSLATION

CHRISTELLE MORELLI AND SUSAN OURIOU



This 1988 Governor General's shortlisted young adult novel is still a gripping story and a pragmatic introduction into how the law can affect young people in this new translation. Narrator and songwriter Alex and his friends have a high school band that is wildly popular with the teens in their Quebec town. They work hard on their songs — writing and rewriting them line by line. It

manager. The band agrees hoping to secure more gigs. Paradis then registers all the band's songs in the copyright office. But instead of using the names of the band members, he uses his own. The band first discovers they have been duped when they hear U2 sing one of their songs onstage, giving the credit and \$10,000 to Paradis.

When the group gets legal representation, readers are walked through the process of how songs can be legally copyrighted. The lawyer shows the band the proper method for selling songs: how to register the lyrics and music with Consumer and Corporate Affairs; how to prove ownership; and how songs are sold and make money.

The novel essentially educates students in how to operate their own songwriting business. It would be a wonderful introduction to a business class or secondary law and ethics class. Students could even practise registering their own material with Industry Canada.

Kara Smith, OCT, is a writer, curriculum creator and associate professor at the Faculty of Education at the University of Windsor.

pays off when one of their songs goes viral. With the band's rising popularity, Tom Paradis approaches them to be their

Millions for a Song, Red Deer Press, an imprint of Fitzhenry & Whiteside, Markham, 2013, softcover, ISBN 978-0-88995-489-2, 118 pages, \$9.95, fitzhenry.ca

Ungifted

BY GORDON KORMAN

Student engagement is a critical element of student success. *Ungifted*'s Donovan Curtis is not engaged and he is definitely not a student success. He pulls pranks to get attention and gain acceptance from his middle school peers. When one of his stunts goes awry, an administrative error finds him enrolled in a gifted program at an elite academy instead of a behaviour program at his home school. Donovan sees this as a chance for a fresh start and a way out of having to own up to the consequences of his actions. But can he mask his true identity and fit in with gifted students?

While several storylines involving Donovan's family and friends help propel the tale, what is unique about this book is that each chapter is presented from a different character's point of view. Written by bestselling author Gordon Korman, *Ungifted* relies heavily on stereotypical characters, but challenges the reader to see that behind

the test scores, multiple intelligences, and first impressions, are individuals at risk of not discovering their true selves until the self-proclaimed ungifted Donovan pushes each out of their comfort zones and forces them to face the unknown. This is when real-life learning takes place.

Ungifted has read-aloud appeal and the themes of belonging and acceptance would make great classroom conversation starters. Because each chapter is as unique and individual as the character telling it, the book is ideal for modelling the writing voice.

Anne Marie Landon, OCT, is a Grade 1/2/3/4 teacher at George Vanier Catholic School in Combermere in the Renfrew County Catholic DSB.



Ungifted, Scholastic Canada Ltd., Toronto, 2012, hardcover, ISBN 978-1-4431-1920-7, 280 pages, \$19.99, scholastic.ca

World Peace and Other 4th-Grade Achievements

BY JOHN HUNTER

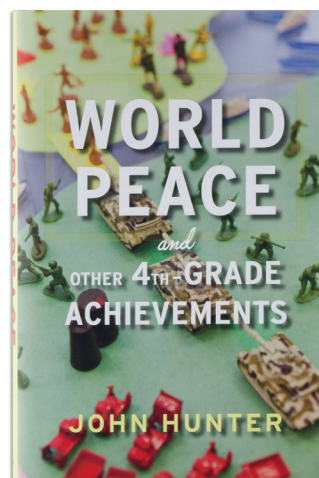
Environmental degradation, climate change, ethnocultural conflicts, terrorism, war and global peace are hardly subjects that educators would expect students to address in elementary school. Yet these are the topics of discussion for John Hunter's students as they play something he calls the World Peace Game.

For more than 35 years, Hunter, a celebrated teacher and speaker, has encouraged his students to solve the problems of the world by assigning roles to act out on an ersatz geopolitical stage. A prime minister

is appointed for each nation who in turn selects a cabinet, a secretary of state, minister of defence and chief financial officer. Although the game is played with imaginary countries, navigating it requires a great deal of real-life statesmanship and knowledge.

Supported by rules, structure and teacher instruction, students are expected to use their expanding understanding of economics, politics and the environment to come up with creative solutions to the problems they encounter. After being given their top-secret dossiers, including a 13-page crisis document explaining a series of interlocking problems, the children engage in intricate negotiations to quell the potential chaos that is unleashed by the crisis. It's as close to recreating real-life global politics at a Grade 4 or 5 level as is possible. Within the context of the game, failure is not only expected, it is actively encouraged, particularly when one player endeavours to act alone to "save" the world.

World Peace and Other 4th-Grade Achievements, Eamon Dolan/
Houghton Mifflin Harcourt, Boston,
2013, hardcover, ISBN 978-0-
547-90559-4, 256 pages, \$29.99,
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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.

COLLEGE AWARDS THREE SCHOLARSHIPS

BY HELEN DOLIK

The Ontario College of Teachers awards three scholarships annually to recognize individuals with a deep desire to teach. 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.

Each scholarship winner receives \$2,000. These are the 2013–14 scholarship recipients:

Joseph W. Atkinson Scholarship for Excellence in Teacher Education

Jennifer Cook is an artist and future teacher who's worked with a wide diversity of people, including some of society's most vulnerable individuals.

Cook, 29, is the 11th recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education, which is named in honour of the College's second registrar. She is a teacher candidate at Queen's University in the Artist in Community Education program, designed for practising artists. She will complete her B.Ed. this year.

Cook has received numerous awards and distinctions at the University of Ottawa, where she earned a Bachelor of Fine Arts in 2008.

Before applying to Queen's, Cook worked as an art outreach educator, offering art programming in social housing communities, family shelters, group homes and community centres through the Ottawa School of Art and City of Ottawa. She also coordinated a drop-in art studio for artists living with mental illness through Family

Services Ottawa. At Operation Come Home, she worked with homeless, street-involved and at-risk youth aged 16 to 30.

She is interested in community art and working collaboratively with people. For example, she coordinated a community mural project that helped transform a tractor-trailer into a youth centre. She creates artwork using natural or reclaimed materials, such as a spherical sculpture made of orange peels and a series of nests created from branches.

As a teacher, Cook aspires "to honour the hearts, minds and hands of every student, to awaken a sense of wonder inside them, and ultimately to cultivate a profound love of learning."

Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship

At the Wally Elmer Youth Centre in Kingston, Shyla Pogany assists in running a drop-in program for high-risk youth aged six to 17. She helps with homework, plans active games, promotes healthy living, enforces anti-bullying campaigns and fosters strong relationships between the children and their peers.

It's just one more stepping stone on her path to a teaching career.

"I would like to be a future teacher because I am so passionate about all children and their well-being," says Pogany, 23, the inaugural recipient of the Ontario College of Teachers Scholarship awarded to an individual in the Primary/Junior or Junior/Intermediate division. "I have a deep desire to work in an academic

setting with at-risk children and youth."

Pogany always knew she wanted to be a teacher, and her various volunteer, academic, personal and work-related experiences are evidence of that. She is a teacher candidate in the consecutive education program at Queen's University and will complete her B.Ed. (Primary/Junior program) in June. She earned her Master of Arts in history in August 2013, and was a teaching assistant for two full-year history courses during her graduate studies.

"I intend to create a learning environment that is accommodating, inclusive, safe and welcoming for my students," Pogany says. "I believe every child has a growth mindset and the capability and ability to learn with proper support, encouragement and tools."

Ontario College of Teachers Intermediate/Senior Scholarship

"Sharing my love for drama and literature that I acquired through my high school teachers, and passing that love along to the next generation of students is what I find rewarding about a teaching career," says Emma Dunn.

Dunn, 22, is the inaugural recipient of the Ontario College of Teachers Scholarship awarded to a teacher candidate in the Intermediate/Senior division. She is a concurrent education program student at Brock University and will complete her BEd in June 2014.

At age 13, she began to seriously pursue her goal of becoming a teacher as a teaching assistant at Moving Art, a company offering drama and dance workshops in elementary schools in Simcoe County.

SCHOLARSHIP RECIPIENTS

Dunn has an impressive academic and community service record, including a wide range of volunteer and work experiences while at Brock. She volunteered at two elementary schools as a “Go Girls!” mentor through Big Brothers Big Sisters of Niagara and volunteered weekly at

Anna’s Daycare Centre in Thorold. She participated in a volunteer trip with Free the Children to Kenya where she helped build accommodation for local high school teachers. She is a member of the Brock Leaders Citizenship Society, a group of exceptional students recognized

for high academic achievement and leadership abilities. Dunn works as a campus experience coordinator with Brock’s Recruitment and Liaison Services, helping Grade 12 students and their families choose a university and program. **PS**

INCAPACITY CASE STUDY

The Investigation Committee refers matters to the Fitness to Practise Committee if it believes members are incapacitated to teach or to carry out their professional responsibilities.

Incapacity refers to a situation where a member suffers from a physical or mental condition that makes it necessary to impose terms, conditions or limitations or, in some cases, revoke or suspend the member's certificate to protect the public interest.

Fitness to Practise hearings differ from disciplinary hearings. They focus on whether a member is incapacitated, for example due to illness, rather than whether the member committed an act of professional misconduct. Disciplinary hearings are open to the public. Fitness to Practise hearings are closed as they may deal with confidential medical matters.

The following account is based on facts from the type of cases the Fitness to Practise Committee deals with, and raises important questions about health, well-being, professionalism and employment. Details have been altered to respect confidentiality.

Parents began calling the school when they heard that a high school teacher swore regularly in class and yelled “shut up you f**ing retards” and “you’re all f**ing useless!”

The news greatly surprised the principal. The teacher had always acted professionally and was well-liked by students and staff. The principal set up a meeting to discuss her behaviour and to issue a

disciplinary letter. The member was deeply embarrassed and confessed she had not been feeling herself.

Following the meeting, the teacher missed a number of days at work without notifying the school. She also failed to submit student marks on time for report cards. When the principal subsequently heard students were openly smoking and drinking beer in her class, he notified the board.

During the board’s investigation, a family physician confirmed the member suffered from bouts of depression, had trouble waking up in the morning and felt increasingly unmotivated by her work. The physician said he had prescribed an anti-depressant, but couldn’t confirm the member was taking it. The board placed the member on paid sick leave and reported her change in employment to the College.

Shortly after, the College received a handwritten letter from the member accusing the principal of launching a smear campaign to ruin her reputation. “Everyone is out to get me,” she wrote. “Now the board and the College are trying to frame me too.”

The Investigation Committee carefully reviewed the results of its investigation, including all legally available medical reports and written statements from the principal and students. The Committee

was of the view that the member’s illness was affecting her ability to fulfill her professional duties and referred the matter to the Fitness to Practise Committee.

The member appeared before the committee and pleaded no contest to the allegations of incapacity. She confessed that, when she went to the pharmacy to fill her prescription, the pharmacist said the pills would make her feel like a zombie. She was so frightened by this information that she never took any of the medication. She recognized that this decision affected her work and her interactions with students, but still hoped to get better. Since taking sick leave, she had started to see a psychiatrist who testified at the hearing.

The psychiatrist reported that, in addition to depression, the member often saw dark shadows and heard voices. Her handwritten letter suggested early stages of paranoia. The psychiatrist explained that these symptoms were typical of depression and psychosis, a condition requiring counselling and medication. He said that if the member continued to receive treatment, her symptoms would almost certainly improve to the point where she could return to work.

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

If you noticed a dramatic change in a colleague's behaviour, what would you do?

The Centre for Addiction and Mental Health (CAMH) reports that, in any given year, one in five Canadians experiences a mental health or addiction problem, and just 50 per cent of Canadians would tell friends or co-workers they have a family member with a mental illness.

psychiatrist notified the College, in writing, that she was well enough to do so. The psychiatrist, with the member's consent, also agreed to file regular medical reports to the College for three years and notify the College immediately if the member's condition worsened or if they felt students might be at any risk of harm or injury. The committee noted that these terms, conditions and limitations would support the member's re-entry into the profession as well as

Based on the medical evidence, the Fitness to Practise Committee agreed the member was incapacitated due to a mental condition or disorder. Given the psychiatrist's evaluation and the teacher's willingness to seek treatment, the committee decided to impose terms, conditions and limitations on the member's teaching certificate. The member could return to work gradually and on a part-time basis, provided her

THE OUTCOME

COUNCIL MEETINGS

COUNCIL SUMMARY — DECEMBER 5–6, 2013

At its December 5–6 meeting, College Council approved:

- a framework for the issuance of professional advisories
- the appointment of Robert Gagné as Chair of the Discipline Committee and as a member of the Executive Committee
- April 7, 2015, as the date of the next Council election
- amending College bylaws to make it

mandatory for members to provide their email addresses to the College

- appointed Lori Lukinuk, Professional Registered Parliamentarian, as a presiding officer for the remainder of the term of the sixth College Council effective December 5, 2013
- the 2014 College budget of \$39,568,000 with capital

expenditures of \$1,718,382 and additional reserves of \$78,654 based on an annual membership fee of \$150 effective January 1, 2014.

At a special meeting on December 6, 2013, College Council approved:

- a change in College bylaws to enable setting the annual membership fee at \$150 for 2014 and for subsequent years until amended. **PS**

HEARINGS

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

Discipline Committee panels have ordered that summaries of these recent disciplinary cases be published in *Professionally Speaking*. Copies of the full decisions are available at oct.ca/members/complaints-and-discipline/decisions.

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

Member: Alexander Clachers

Registration No: 286959

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Alexander Clachers, a teacher with the Kawartha Pine Ridge DSB, in connection with a criminal conviction for sexual interference, sexual assault and sexual exploitation of seven victims between the ages of 11 and 20. Five of Clacher's victims were his current and former students.

Clachers, who was certified to teach in 1998, did not attend the hearing on September 18, 2013, and was not represented by legal counsel.

From 2004 and 2009, the member worked as a Grade 9–12 secondary school teacher. During his employment, Clachers sexually assaulted, exploited and interfered with four male students and one female student. These activities included his inviting students to spend the night at his house, making

inappropriate sexual remarks, and repeatedly touching his students' buttocks and genitals. These assaults happened in the classroom, at the member's house, in a hotel and elsewhere in the community.

In October 2009, a Superior Court of Justice jury found Clachers guilty of 15 sex offences, which included seven counts of sexual assault, seven counts of sexual exploitation and one count of sexual interference. He was criminally convicted and, in October 2010, the court sentenced Clachers to 10 years in a federal prison.

In its written decision, the panel agreed with Superior Court Justice Corkery's statement that "Adult sexual predators who would put the lives of innocent children at risk in order to satisfy their deviant sexual needs must know that they will pay a heavy price."

Having considered the evidence, the onus and standard of proof, and submissions of College counsel, the panel found Clachers 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: William Clarke

Registration No: 247756

Decision: Revocation

A Discipline Committee panel revoked the certificate of Peel DSB vice-principal William Clarke for pursuing and engaging in personal and physical relationships with a school employee, a teacher and a student. Clarke also used a school computer to view dating, chat and pornographic websites.

Clarke, who was certified to teach in 1983, did not attend the hearing on September 24, 2013, nor was he represented by legal counsel.

The panel heard evidence that, between 2007 and 2009, Clarke used his position of authority and trust to prey on three females who were particularly vulnerable. When they turned to Clarke for professional advice, personal guidance or assistance, he exploited his position as vice-principal to begin a process of seduction.

For example, in 2008, a student at the school approached Clarke when she "needed help" and "didn't know where else to turn." Within weeks of their first conversation, Clarke regularly pulled the student out of class to talk, made flirtatious remarks and began sending her "a litany" of sexually charged

emails. Shortly after she graduated, they had intercourse twice in Clarke's car and once at the school.

The panel also heard evidence that Clarke pursued a personal relationship with a young teacher preparing for the principal's qualification program, and a personal and physical relationship with a part-time staff member who was new to the school. In both cases, there was an escalation of contact. Inappropriate sexual comments led to attempts at physical contact, and much to the staff member's regret, sexual activity. The teacher and the staff member reported Clarke's behaviour to the board, saying they were uncomfortable with the unwanted attention but "felt trapped," "powerless" and didn't want to jeopardize their jobs or careers. As a result of the complaints, the board investigated the matter. Clarke resigned in June 2009 prior to the school board meeting to fire him.

Having considered the evidence, onus and standard of proof, and the submissions by College counsel, the panel found Clarke guilty of professional misconduct and ordered his Certificate of Qualification and Registration be revoked.

In its written decision, the panel said that a member "who abuses, to this level, a position of authority and responsibility ceases to maintain the privilege of teaching."

Information about the disciplinary action appears online at oct.ca/members/complaints-and-discipline/decisions.

Member: Hugues Joseph Marcel Latour
Registration No: 510227

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Hugues Latour for grooming and subsequently having sexual intercourse with a student, which resulted in the birth of a child.

Latour was certified to teach in Ontario in 2007. At the time of the allegations, he was employed in the Northwest Territories (NWT) where he held an interim professional teaching certificate. The matter came before the College on January 22, 2013, and continued on June 3, 2013. Latour did not attend the hearings, nor was he represented by legal counsel.

The panel heard evidence that Latour engaged in grooming behaviour to initiate a close and inappropriate relationship with a female student. During the 2009 school year, he encouraged the student to join activities he supervised and to participate in a three- or four-night field trip together. He gave her private tutorials and allowed her to work alone in his classroom. Shortly after she graduated, Latour invited her to his apartment where they drank wine and began a sexual relationship. The relationship continued and the student subsequently gave birth to the member's son.

In August 2010, a hearing committee of the NWT Ministry of Education found Latour guilty of professional misconduct and instructed the Registrar

to cancel his NWT teaching certificate. Latour appealed the committee's decision in December 2012, long after the 30-day time limit to submit an appeal had passed. The committee rejected his request for a new hearing.

In its written finding, the NWT committee stated, "There cannot be a distinction between a sexual relationship that occurs two weeks before graduation between a teacher and a student, and a sexual relationship that occurs two weeks after graduation between the same two people." The Ontario College of Teachers' Discipline Committee agreed with the NWT committee's finding, adding that the member's behaviour was proof of "flagrant negligence with respect to the risk and danger to which he exposed the student."

Having considered the evidence, the onus and standard of proof, and submissions of College counsel, the panel found Latour 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: Allester Gerard Ashley Macedo
Registration No: 206895

Decision: Revocation

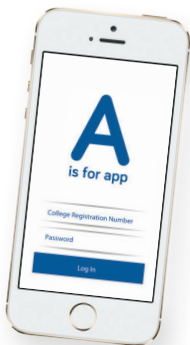
A Discipline Committee panel ordered that the certificate of Dufferin-Peel Catholic DSB teacher Allester Macedo be revoked for sexually abusing a student while they were in the classroom.

The member, who was certified to teach in 1995, attended the public hearing on October 16, 2013, and was self-represented.

The panel heard evidence that in May 2009, Macedo supervised an in-class test during the last school period. When the bell rang, most students handed in their tests and left. About 10 students, who needed additional time, stayed behind, including a female student who was struggling academically. As the remaining students finished the test, they also exited until only Macedo, the female student and one of her classmates were left in the classroom.

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At this point, Macedo approached the female student and pinched and kissed her cheek. After the second student left, Macedo kissed the female student a number of times, hugged her, and ran his hand down quickly toward her backside. Macedo told the student that he loved her and asked if she loved him. After the exchange, the student left the class, almost an hour after the school day had ended. In the hallway, Macedo told the student that what had happened was their secret.

Regional police subsequently charged Macedo with sexual assault and sexual exploitation. In February 2011, a criminal court found Macedo guilty and sentenced him to 90 days in jail and two years of probation for sexual exploitation. A conditional stay was entered with respect to the charge of sexual assault. In May 2012, a Superior Court of Justice dismissed Macedo's appeal of the conviction and sentence.

Having considered the evidence, onus and standard of proof, and the submissions of College counsel and the member, the panel found Macedo guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked.

"Despite being found guilty beyond a reasonable doubt, the member continues to deny any transgression," wrote the panel. "Revocation serves as both a specific and general deterrent as removing the member from the classroom protects students and restores public confidence in the profession."

Information about the disciplinary action appears online at oct.ca/members/complaints-and-discipline/decisions.

Member: Name withheld

Decision: Reprimand

A Discipline Committee panel reprimanded a Peel DSB teacher for speaking to and treating students inappropriately.

The member, who was certified to teach in 1976, attended the public hearing on September 30, 2013, with legal counsel.

The panel heard evidence that in February and March 2009, the member made inappropriate comments in class, including calling his students "idiots"

and "low-life." The school board and school administrators met with the member to discuss his behaviour and gave him a letter of discipline requiring him to undergo sensitivity training, which he completed in April 2009.

In June 2011, the school board met with the member again about his classroom behaviour, for reading student marks out publicly and saying "this person is not going to go anywhere." He also told his class he didn't care if they failed as he got a raise each year. When students weren't listening to his lesson, the member yelled at them, threw chalk and pencils, and walked out of the classroom in frustration. The member received a second letter of discipline and completed two courses on classroom management and boundaries.

Having examined the evidence and based on a memorandum of agreement (MOA), a plea of no contest, a joint submission on resolution, and submissions from legal counsel, the panel found the member guilty of professional misconduct and ratified the MOA. It determined that a reprimand was the appropriate penalty, accepting that the member had retired from the profession in 2012 and this was the first time in a 35-year career he faced allegations of professional misconduct.

In its written statement, the panel noted, "The reprimand by his peers, will inform the member that his conduct was unacceptable and inappropriate while reinforcing the importance of maintaining the highest standards of the profession." The

panel further stated, "The profession will be made aware that similar conduct is not acceptable and will not be tolerated."

Information about the disciplinary action appears online at oct.ca/members/complaints-and-discipline/decisions.

Member: Kenneth John J. O'Keefe

Registration No: 355795

Decision: Revocation

A Discipline Committee panel revoked the certificate of Ottawa Catholic SB secondary school teacher Kenneth John J. O'Keefe for sexually abusing a male student.

O'Keefe, who joined the teaching profession in 1955, did not attend the hearing on August 27, 2013, but was represented by legal counsel.

From September 1 to December 1, 1974, O'Keefe was the student's homeroom teacher and a member of the order of the Basilian Fathers. During that time, the

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HEARINGS

student had an argument with his parents and spoke to O'Keefe about it. O'Keefe, who had always told his students that he was available if they needed someone to talk to, invited the student to stay overnight at his home. When the student arrived, there was only one bed. Although the student said he would sleep on the floor, the

member encouraged him to share the bed. That night, the student awoke to find the member lying naked beside him, pushing his penis between the student's underwear and buttocks. At the same time, O'Keefe was touching the student's genitals.

In September 2012, in criminal court, O'Keefe pleaded guilty to and was convicted

of indecent assault. He was given a nine-month conditional sentence, which included six months of house arrest. In addition, the court prohibited the member, for life, from being in the presence of anyone under the age of 16. This included seeking volunteer or employment opportunities where he might be in a position of trust or authority, and from using a computer system to communicate with anyone under 16. The member has not appealed the conviction or the sentence.

Having considered the evidence, the onus and standard of proof, and the submissions of counsel, the panel found O'Keefe guilty of professional misconduct and ordered his Certificate of Qualification and Registration be revoked. The panel agreed that full publication with name was warranted and necessary.

While the incident occurred 39 years ago and the member is long retired, "Sexual assault on a student is considered to be one of the most severe types of professional misconduct and the committee should communicate strongly that this behaviour will not be tolerated," said the panel in its written decision.

"General deterrence remains an important consideration," they continued. "Teachers must know that they are held to a very high standard and that failure to adhere to the standard will result in the College's most severe penalty."

Information about the disciplinary action appears online at oct.ca/members/complaints-and-discipline/decisions.

Member: Jacques René Joseph Perron

Registration No: 104771

Decision: Revocation

A Discipline Committee panel ordered that the certificate of former principal of the Conseil scolaire de district catholique des Aurores boréales, Jacques René Joseph Perron, be revoked.

Perron was certified to teach in 1990. He attended the hearings between November 21, 2011, and August 7, 2013, and was represented by legal counsel. He pleaded not guilty to the allegations brought against him.

Perron faced seven allegations of professional misconduct related to his repeated abuse of authority, lack of

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judgment and disregard for the welfare of his students. Specifically, he failed to notify the Children's Aid Society that Pierre Grondin, a school employee, sexually abused an intellectually challenged male student over several years. The panel heard evidence that Perron repeatedly ignored allegations of abuse from parents and staff. For example, the school bus driver informed Perron she overheard students saying they had seen Grondin naked on a class field trip. A week later, he lied to her about investigating the matter and said that "nothing serious occurred." In addition to deliberately "turning a blind eye" to protect Grondin, the panel heard that Perron allowed him to continue working despite reports of Grondin's chronic absenteeism, sleeping on the job and use of abusive language toward other staff members.

Between June 2003 and March 2006, Perron mismanaged school funds and records, and "fostered a climate of intimidation, manipulation, retaliation, threats and criticism with respect to staff members, school board members, parents and students." For example, staff members were actively discouraged from registering complaints and described the school as having "an absolutely toxic and unbearable atmosphere." The supervisory officer for the school board reported major shortcomings in the school's administration including student access to pornographic sites via school computers, unfair hiring practices, and incomplete criminal record checks and staff evaluations. Furthermore, Perron claimed expenses during a paid leave of absence and approved significant hours of overtime to favourite staff members saying that "the Ministry of Education always makes up the deficits."

Having considered the evidence, onus and standard of proof, and the submissions of counsel, the panel found Perron guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked.

Information about the disciplinary action appears online at oct.ca/members/complaints-and-discipline/decisions.

Member: Randy Stuart Ward

Registration No: 449418

Decision: Reprimand, conditions, suspension (if conditions are not met)

A Discipline Committee panel reprimanded Algonquin and Lakeshore Catholic DSB teacher Randy Ward for talking to and physically touching female students inappropriately.

Ward was certified to teach in 2001. He attended hearings on November 6, 7, 8 and December 18, 2012, and was represented by legal counsel. Ward also attended the penalty hearing on September 16, 2013.

During the 2008–09 school year, Ward often allowed his current and former students to hang out in his classroom to socialize. This involved four female students who were in his class or who stopped by frequently to talk to him. Witnesses testified that, on several occasions, Ward called them "sexy," "beautiful" and "pretty," hugged them, and touched or tapped them on or near their buttocks. On Valentine's Day, he presented one of the students with a rose and cookies. Ward's behaviour made the students feel uncomfortable to the point where they reported the incidents to the school youth worker. The school board fired Ward in September 2009.

In its written decision, the panel said that Ward displayed a "serious lack of professional judgment" and clearly breached appropriate teacher-student boundaries.

Having considered the evidence, onus and standard of proof, and the submissions of legal counsel, the panel found Ward guilty of professional misconduct. Ward was ordered to appear before the panel to receive a reprimand and to complete, at his own expense, two courses covering classroom management, appropriate boundaries and boundary violation issues. These courses must be pre-approved by the Registrar. If Ward fails to fulfill these terms, conditions or limitations within 150 days of the date of the written penalty decision, the Registrar is directed to suspend his Certificate of Qualification and Registration for three months.

Information about the disciplinary action appears online at oct.ca/members/complaints-and-discipline/decisions. **PS**

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NAME: *Melissa Grelo*

- Born June 30, 1977; raised in Caledon, Ont.
- Grew up on her family's horse farm with her younger sister, Rosanna; was a riding coach by the age of 12, which fuelled her desire to teach
- Attended the French Immersion program at Holy Family ES in Bolton, Ont.; went to Notre Dame SS and Robert F. Hall Catholic SS in Brampton, Ont.; completed her OAC at the new Robert F. Hall's building in Caledon
- Majored in psychology and minored in French at York University; received her Bachelor of Education in 2002
- Taught Grades 7 and 8 for two years at The Montessori Country School in Nobleton, Ont.
- Was accepted into the OISE/UT master's program in 2003; she planned to study gender equity but began to question whether a career in education was meant for her
- The long-time news junkie decided to pursue journalism at Seneca College in 2004
- Her first media gig was in 2006 as the CTV weather specialist in Barrie, Ont.
- Co-hosted CTV's *Olympic Morning* program during the 2010 Winter Games
- CP24 news anchor; co-hosts *The Social* as well as *CP24 Breakfast*
- Follow @melissagrelo on Twitter

THE SOCIAL LIFE

CTV's Melissa Grelo shares her soft spot for skipping, Steinem and Cheez Whiz sandwiches.

BY LAURA BICKLE

Describe your school-aged self.

Annoyingly energized. Engaged.

In elementary school?

Attentive, a good listener, a leader.

And in high school?

Assertive, engaged, a leader.

What was your favourite subject?

Everything — especially mathematics. I was captain of the math league and had a 99 per cent average.

And the most challenging one?

Visual arts. It's just not my thing.

Any inspiring books from that time?

Gloria Steinem's *Revolution from Within* and Naomi Wolf's *The Beauty Myth*. They both challenged my perception of who I was and how others perceived me. They made me think seriously about how I wanted to contribute in life.

What were your top three favourite things to do during recess?

Playing tag, handball and skipping.

Your most memorable school lunch?

A Cheez Whiz sandwich.

Extracurricular activities of choice?

Volleyball and math league.

Who are your heroes?

Gloria Steinem and Sheryl Sandberg [author of *Lean In*].

Do you recall who your most influential teacher was and why?

Michael Horton [OCT] my high school English teacher. I credit my inquisitive nature to him. He was unconventional. He provided more of a university-style lecture and encouraged us to always ask questions, which also meant questioning the establishment.

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

Real-world skills for young women. For example, how to negotiate in business.

What was your dream career?

When I was really young, I wanted to be a veterinarian because I grew up on a farm. In high school, I wanted to be a teacher.

What teaching skills have you carried over into your work as a journalist?

Both require a love of information and the ability to convey it to an audience in an accurate and compelling way.

What do you miss about teaching?

The students, though, I'm still in touch with many of them. I miss interacting with them every day and finding out what's cool! It's fair to say that I learned more from them than they did from me. **PS**

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