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TEACHING REPORT

MARCH 2017

professionally speaking

THE MAGAZINE OF THE
ONTARIO COLLEGE OF TEACHERS



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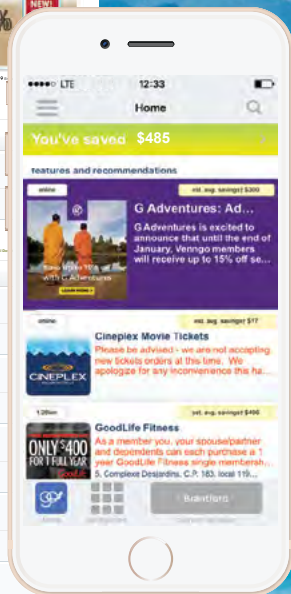
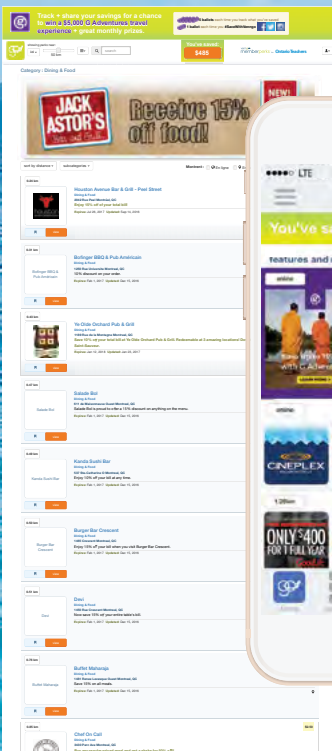
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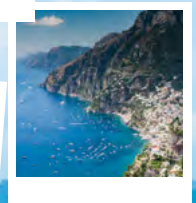
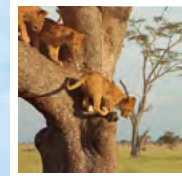
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DELEGATIONS FROM ABROAD

Educators from China (pictured) and the Netherlands visited the College in November and December to learn about its role and responsibilities when it comes to teacher accreditation and regulation.



EDUCATION MINISTER ADDRESSES COUNCIL

Ontario Education Minister Mitzi Hunter addressed College Council at its December meeting, lauding the College for its commitment to education, its partnership in the development of Bill 37, and the implementation of the Enhanced Teacher Education Program.



INFORMING THE PUBLIC

Last November, College staff met with new and soon-to-be parents at the BabyTime Show in Toronto, where they educated the public about how the College governs Ontario teachers.

PHOTOS: THE ONTARIO COLLEGE OF TEACHERS (BABYTIME SHOW AND DELEGATIONS); DARREN GOLDSTEIN, DSG PHOTO (MINISTER)



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A photograph of a man with dark skin and curly hair looking up at a baby. The baby is being held by an adult's hands and is leaning over the man, touching his face. The man is wearing a dark shirt. The background is a blurred indoor setting.

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FOCUS GROUP FINDINGS

Focus groups help the College anticipate needs and therefore better serve its members and the public.

BY ANGELA DE PALMA, OCT

Early in my teaching career I transitioned from a French as a Second Language teacher to a classroom teaching position. For several years, I had the privilege of witnessing the curiosity and excitement a new language ignited in my students, who responded like co-conspirators privy to a secret code.

After teaching “français à la carte” (as my French as a Second Language teacher colleagues and I fondly dubbed the role) travelling from classroom to classroom with instructional resources loaded onto an audiovisual cart, I eventually sought a new challenge. Sharing my appreciation of French language and culture was rewarding, but I was excited at the prospect of becoming a classroom teacher and remaining with the same group of students for a longer span of the school day. When that opportunity arrived, I created a learning space — from the placement of furniture and selection of curriculum resources through to the curating of bulletin board surfaces — tailored precisely for my forthcoming Grade 3 students.

About one week before the first day of school, however, my principal informed me that the composition of my class would change to a combined Grade 2/3 class of 31 students. The results of my careful planning would now need some revisiting and restructuring.

Few, if any, of you are likely surprised by my experience. In fact, many of you can probably recall several examples of situations throughout your career where unforeseen circumstances required your specialized knowledge, skills and yes — patience — to respond to the unexpected. Educators are considered flexible and adaptable for good reason.

A similar comment, in fact, was shared by a fellow Ontario Certified Teacher during a focus group session.

Last summer, the College hosted sessions in six communities across the province to hear from English-language and French-language teachers and parents. We value this input from our members and the public, which helps inform College communications and activities, and builds transparency.



Comments from focus group participants will help guide future enhancements to the College.

The candid and thoughtful observations and comments from focus group participants will help guide future enhancements to the College website, the different channels through which we communicate and the development of new professional advisories. Quantitative and qualitative feedback collated from the sessions reveal:

- College members want to better understand the distinct roles of the College and teacher federations;
- one in four College members have downloaded the College’s app;
- parents want the College to help the public understand how teachers are licensed and regulated in Ontario; and
- parents are interested in knowing more about the work of the College.

This feedback helps the College’s 37-member governing Council and College staff act with increased agility and efficiency in its regulatory role of serving the public interest. By better anticipating needs and changes on the horizon, Ontario Certified Teachers and the public can both be better served. **PS**

Angela De Palma

5 TIPS TO BOOST YOUR Retirement Savings

by Jim Grieve, Executive Director, RTO/ERO



@JimAwesomeYears

Having enough gold to enjoy your golden years is important. Yet Canadians typically don't save or strategize enough for retirement. One study shows that more than half of pre-retirees aged 50-plus don't have a retirement savings plan. Whatever your stage in life, it's never too late (or too early) to plan for retirement. Consider these ways to maximize your retirement savings.



1. Think small

Creating a nest egg can seem intimidating. Yet even modest amounts can grow large. Have a set amount of your pay go automatically into investments. And review your budget to figure how to save on everyday expenses. Little chunks add up. Just an extra \$5 a day (a couple cups of coffee), invested for 30 years at 4 per cent a year, will become almost \$106,000.



2. Evolve your asset mix

It's easier to take investing risks when you have more working years ahead of you than behind you. To keep a consistent level of risk, think of your life stage and allocate your money in stocks and bonds accordingly. One rule of thumb – invest 100 per cent minus your age in stocks. For example, you'd put 55 per cent of your investments in stocks when you're 45, 45 per cent at age 55, and 35 per cent at 65.



3. Buy time

Instead of focusing on a magic savings number or arbitrary retirement age, relieve some pressure. Working a little longer, either full- or part-time, is a triple win. It gives you more time to save, more time for current savings to grow and less time needed to withdraw money for retirement.



4. Remember the tax hit

After deciding on the best investing strategy for you, look at how to delay or avoid taxes. If you have investments inside an RRSP, all growth from interest, dividends or capital gains is sheltered from tax (though eventual withdrawals will be taxed). On the flip side, contributions inside a TFSA don't get you a tax refund, but your withdrawals won't be taxed. That's more in your pocket down the road.



5. Use a financial advisor

They can help you match your goals, needs and age to investment/savings strategies. People with advisors tend to have better savings habits and achieve higher wealth than people who act solo. To learn about anything—including retirement savings—it always helps to have a great teacher.

Saving for retirement is a journey. It's never too early to start or too late to course correct.

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THE BRIDGES OF LEADERSHIP

An unlikely source of inspiration leads to a bridge between teaching and learning about ... well ... bridges.

BY MICHAEL SALVATORI, OCT

Last June, I had the pleasure of attending a Rufus Wainwright concert as part of the Luminato Festival in Toronto. The concert was a song-by-song reproduction of Judy Garland's 1961 performance at Carnegie Hall.

As I tapped my foot along to "San Francisco," the lyrics started to resonate: There's Brooklyn bridge, London Bridge and the bridge of San Louis Rey ... But the only bridge that's a real gone bridge is the bridge across the bay ...

One word: bridge. And, like a bridge, it connected with *Act Like a Leader, Think Like a Leader*, a book I was reading by Herminia Ibarra in which the author illustrates the importance of leaders serving as bridges, making connections to the external world rather than serving as internal hubs.

Ibarra cites research by Deborah Ancona, who found that "team leaders who delivered the best results did not spend the bulk of their time playing these internal roles. Instead, the best leaders worked as bridges between the team and its external environment."

In part, this research flips my previous assumptions and expectations of leaders as the nucleus providing direction, guidance and information to others. As I read further, I began to think of the "bridge model" of leadership and the role of the leader in facilitating growth and independence among others.

The astute leader observes and discerns what the team needs and then sets out to build bridges between the team and resources — human or otherwise — to facilitate its work. In some cases, the "bridge" is a link between an interest or need and the development of a capacity within an individual; a bridge to the teaching and learning process.

As teachers who facilitate student learning, we serve as bridges. The contemporary concept of the teaching and learning dynamic reinforces this model. Student-centred learning naturally diminishes the role of teacher as the hub and promotes connecting, scaffolding learning and capacity building.

The role of teacher-leader is an important one in learning environments as well as at the school and board level.



In some cases, the "bridge" is a link between an interest or need and the development of a capacity within an individual; a bridge to the teaching and learning process.

To acknowledge the role, the College recently developed an Additional Qualification (AQ) course — Teacher Leadership.

Last fall, we engaged members in a survey to help develop the content for the guideline for the course. Our survey response was excellent and generated topics such as: supporting transformative teacher leadership through inquiry and collaboration; mindful leadership; leadership development; reflective theories and practices; pedagogical leadership; empowerment; capacity building; and building ethical leadership.

The draft guideline is available on the College's website at oct.ca. I invite you to read it and provide your feedback. Once it's final, providers will use the guideline to offer the AQ course.

A teacher as bridge connects the learner to opportunities and possibilities both within themselves and in their environments. **PS**

m. salvatori

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.

Inclusivity a Combined Effort

I was overjoyed to see the December cover story, *Promoting Inclusivity*, which had a strong emphasis on lesbian, gay, bisexual, transgender and queer (LGBTQ) inclusion. Featuring a Catholic school board and Villanova Catholic High School's gay-straight alliance is a huge boost to what Catholic schools, as well as other publicly funded boards, have been able to achieve since the inception of the *Safe Schools Act*.

While reading this article I was expecting an acknowledgment of the work our teacher unions have done for students across Ontario, its own members and for the College. For example, it was a partnership between Egale Canada and the Ontario English Catholic Teachers' Association (OECTA) that has provided professional development to hundreds of teachers, administrators, students, parents and the College itself about how to create safer and accepting environments for LGBTQ students in Catholic schools. Through Egale, this outreach to Catholic schools continues.

As the Ontario teaching profession continues to make schools fully accepting of and safer for LGBTQ students



and colleagues, it is important to note the many organizational threads that contribute in a robust way to this positive and proud work.

—**Kevin Welbes**, OCT, is a retired teacher and former special project co-ordinator, Equity and Inclusion, for OECTA at Egale Canada Human Rights Trust.

More Diversity Training Needed

All teachers need more training to support diversity and inclusion in schools. In "Creating Inclusive Schools," Jennifer Lewington does a wonderful job of informing the readers of what our universities are doing to train future teachers to meet the needs of our diverse student population. But more must be done to educate current teachers. We need our provincial government, school boards and unions to work together to provide them with professional development that will meet the needs of Aboriginal students, LGBTQ students and those identified as having learning challenges. We have the scheduled professional development (PD) days — now we need money and effort to put in effective training to meet these students' needs. The public will see this as PD days well-used. What makes the Ontario education system great is that it strives to educate and care for all students.

— **Alan Wayne McFarlane**, OCT, teaches LLS classes at Cobourg Collegiate Institute, Kawartha Pine Ridge District School Board, in Cobourg.

Paying Tribute

I was delighted to read Dan Levy's comments about his former teacher, Anne Carrier, OCT, in "Class Act," in the December issue. Years ago, I worked with Anne in the English department at Northern Secondary School in Toronto. She also taught my three children.

Dan Levy's words echo those of so many of the students who passed through Anne's welcoming door. She was the most professional teacher I have ever met — in her research, delivery, care, attention, insight, and interest in her students and colleagues. Anne, as a teacher knowing what teachers need to know, contributed to the development of both the College's standards and AQ guidelines. On behalf of all of the lives Anne transformed, I wish to thank her for making school a wonderful place to foster deep relationships and learn about life from literature.

—**Patricia Goldblatt**, is a retired teacher in Toronto and a former program officer at the Ontario College of Teachers.



Mind Your Geography

I was excited to read “Taking Tech to the Next Level” in the December issue, however, I was disappointed by the scope of the article. The notion that this article showcases work from “across Ontario” is misleading. Ironically, the challenges of interviewing teachers from north of Sudbury, or even Thunder Bay, which may have once existed, have been removed by the very technology the article speaks of. A testament to this fact is that a secondary teacher in this province may be teaching students from Red Lake, Sudbury and Manitowaning in a digital classroom on any given day using innovative practices and tools. Perhaps it is our remote location that brings forth a desire for both educators and students to think innovatively. In order to teach in a manner that is both pedagogically sound and engaging, educators need to recognize that cutting-edge education is not about the existence or use of technology, but rather the ways that we are meeting student needs with and through the technology — preparing them for 21st-century thinking. *Professionally Speaking* would do a great service to its members to report on the vast amount of innovation occurring in the least likely of places to showcase not only the accessibility of these practices, but also the necessity of them.

—**Taryn Vachon**, OCT, is an Intermediate/Senior English teacher and language arts area leader at Red Lake District High School, Keewatin Patricia District School Board, in Red Lake, Ont.

Editor’s response: *We couldn’t agree more! Please check out this edition’s Tech Class, which profiles how a teacher in Waskaganish First Nation is using social media and other technologies to connect with students and parents in this remote northern community.*



#just one word

What a surprise to see my name in the Chair’s column in the December issue. The kind words from Angela De Palma, OCT, were humbling and much appreciated. It is so heartwarming to hear that something you did during your teaching career benefited a student in such a positive way. I had 35 wonderful years of teaching, and if the truth be known, I learned much more than I ever taught. I’d like to thank Angela and the many other students for the opportunity to be part of their lives.

—**Harold Nobes** is a retired teacher who formerly taught Grades 4 to 8 at St. Jerome Catholic Elementary School and Grades 9 to 12 physical education at St. Thomas More Catholic Secondary School, Hamilton-Wentworth Catholic District School Board, in Hamilton.

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7. To qualify to teach another grade or a new subject.

8. To sharpen their classroom skills.

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10. To complete AQs for certification.

*The College's Additional Qualifications search engine (oct-oeo.ca/9h3bdr).



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CONNECTIONS IN YOUR PROFESSION



Pop Quiz

with Sara Westbrook

BY LAURA BICKLE

When Sara Westbrook was grappling with her parents' divorce at age 11, her mother enrolled her in a support group, as well as a character development course. "It was comforting to discover that I was not alone and that other people were feeling similar emotions," says the author, singer and motivational speaker who struggled with low self-esteem. "It made a huge difference in how I felt about myself and how I saw my world, not to mention my ability to bounce back." That experience — along with several years of being a camp counsellor, and taking leadership and education courses — led her to create UPower, a program that promotes resilience, confidence and mental well-being. Through personal stories and uplifting songs, she has presented to more than 225,000 students, teachers and parents across Ontario since 2008. Here, Westbrook shares the philosophy behind UPower (sarawestbrook.com) and how to apply it in the classroom.

Q What is UPower's core message?

Q You have the *Power* to choose your actions, reactions and beliefs. We're not always in control of circumstances but we are in control of our choices. We need to teach our young people how to move through tough emotions in healthy ways, so they can make decisions from a more reliable place.

Q How can we apply this?

Q I share a decision-making formula that encourages students to learn the skill of thinking and acting beyond their emotions, to help them make character-based choices. Teachers can easily integrate the formula into their classroom. Not only does it help individuals bounce back from challenges, it allows them to identify and release emotions — so they're better able to focus on their school work. We've also created classroom posters that have five simple questions specifically designed to teach, remind and guide students on how to make character-based choices.

Q What role do teachers play?

Q I'm a believer in the saying, "It takes a village to raise a child." Teachers are a huge part of that village. I have spoken with many educators who believe that teaching is not just about the curriculum — it's about developing character skills and mental well-being. Teaching these skills results in happier, more receptive students. This makes the task of learning much easier and the job of teaching more rewarding.

Q Discuss the UPower journal.

Q The journal helps students express themselves — building their confidence, resilience and mental well-being through the stories, exercises and quotes found inside. For teachers, it helps to foster a personal relationship with their students, allowing them to better understand them and support their personal growth in writing, critical thinking, problem solving and independent thinking.

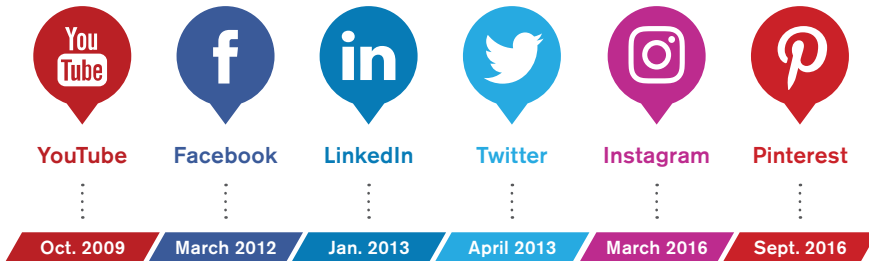


SOCIAL SKILLS

Exploring the College's social media presence.*
BY STEVE BREARTON

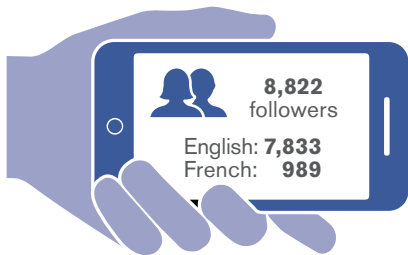
SOCIAL SCHEDULE

Timeline of when the College joined social media to enhance communications with the public — one of its strategic priorities.



FACE TIME

Facebook:



9,890,139 impressions** in 2016.

Twitter:



2,990,000 impressions** in 2016.

VIDEO FEED

Most popular English video on the College's YouTube channel: Registering with Ontario College of Teachers (47,077 views)

55

Number of English and French videos uploaded to the College's YouTube channel since 2009.

22

Number of award-winning teachers profiled in the College's Great Teaching and Pratiques Exemples series.

0:00 / 4:04

Number of total views of the College's YouTube videos: **176,210 views**

*All numbers as of December 31, 2016.

**Number of times followers see a post or tweet from a particular account.



TWEET SHEET

Follow what's trending in the education Twitterverse



Museum of History

@CanMusHistory
The centre for research & public information on the human history of the country. (Français @MusCanHistoire)

twitter.com/canmushistory

72.6K* FOLLOWERS



Museum of History

@CanMusHistory
Discover our online database, which gives you access to a virtual vault of more than 280,000 objects historymuseum.ca/collections #CdnHistory



Educasic

@educasic
#EdTech startup creating classroom-connected apps for pre-K-4. Passionate about #womenintech, #ECE, & #literacy.

twitter.com/educasic

3,972* FOLLOWERS



Educasic

@educasic
Big classroom hacks at very little cost ... Every #teacher's dream: edut.to/2fsytHv @edutopia #edchat #elemchat #teacherhack



Ophea

@Opheacanada
A not-for-profit with a vision that all children value, participate in and make a lifelong commitment to healthy active living.

twitter.com/opheacanada

9,072* FOLLOWERS



Ophea

@Opheacanada
Need a refresher on the Ontario Physical Education Safety Guidelines? There's an app for that! Learn more: safety.ophea.net

*as of February 2, 2017



Reduce communication challenges for students with Autism Spectrum Disorder (ASD) or other exceptionalities with these effective and easy-to-apply techniques. Avoid limiting oral cues to words; instead add gestures and point to images that support your message. Some students may respond better when you approach them and use fewer words, others will understand better when you add their name. It's always a good idea to pause, allowing ample time for decoding. Encourage non-verbal children to point to objects, images and use gestures. Ask those who can talk to add a verb, a colour or a name. And, always remember to celebrate student effort and success, big and small.

— **Mélissa Balthazar, OCT**
Conseil des écoles publiques de l'Est de l'Ontario

→ **Have a classroom idea to share?**
 Send it to us at ps@oct.ca and your advice could be published in an upcoming issue! Check out our Professional Practice Research archive at oct-oeo.ca/1QAwoIQ.

Provincial Test

Prep

BY STEFAN DUBOWSKI

If you're looking for activities to help students get ready for provincial math assessments, check out **EQAQuizzer.com**. A pair of OCTs with backgrounds in math, science and business launched this online resource in January 2016. The site offers EQAO-style questions including multiple-choice, true-or-false, and short-answer problems categorized by grade and strand. The goal: help Grade 3s, 6s and 9s beef up their number-crunching skills.

The system is available via computer, tablet or smartphone — where you and your students will see questions on relevant math topics. The site covers all Ontario curriculum strands, including

measurements and geometry for elementary levels to algebra and linear equations for high school students.

You can use the projector or Smart Board feature to run through assignments and quizzes. Try the built-in questions — or enter your own problems — to customize the experience according to your needs.

One of the best features: students get to work at their own pace. Math whizzes can fly ahead to new questions, while those who require more time can take it without the worry of holding up their peers. You can switch to the dashboard view to see which pupils have completed their assignments, as well as which topics and concepts

students (individuals or as a group) are struggling with. This allows you to circle back and provide further instruction.

EQAQuizzer.com is a professional learning network, too. The associated Twitter feed ([@eqaquizzer](https://twitter.com/eqaquizzer)) is chock full of math-related resources such as tips for creating better word problems and how to successfully shift the mindset of students who might think they're not good at the subject.

Ready to test out this testing site? Access isn't free but once you sign up, your students receive accounts for no cost. Special rates for schools and boards are available as well. Teachers can try it out for a week at no extra charge.

ILLUSTRATION: LAURA PÉREZ/ANNA GOODSON

APPS ANALYSIS

By Stefan Dubowski



Slice Fractions

Developed with input from the Université du Québec à Montréal, this app emphasizes the fun in fractions. Players aged five to 12 solve problems by popping bubbles and slicing blocks, so that an endearing woolly mammoth can get across the screen. The activities solidify important subjects such as fraction ordering and subtracting, and part-whole partitioning. The games make education fun and effective. The free version on Android offers access to just one set of riddles. You have to make an in-app purchase for the rest. The School Editions for both Apple and Android provide a guidebook with tips for teachers who want to use Slice Fractions in the classroom.

DEVICE: Apple; Android

SOURCE: iTunes (\$5.49); Google Play (free)

RATING: 4+; Everyone

EDULULU RATING: 4/5



Quizlet

This nifty study aid allows you and students aged 12+ to create, find and share flashcards for math, science, languages and other subjects. Quizlet offers different features to help improve memorization. Players pair terms and definitions while racing the clock in a match game, and users hear how words and phrases should sound when they select the pronunciation function. Although you can choose from more than 21 million flash cards in 18 different languages, many users prefer to make their own shareable cards to tackle particular concepts. Students can keep their cards private or include them on the Quizlet network.

DEVICE: Apple; Android

SOURCE: iTunes (free); Google Play (free)

RATING: 4+; Everyone

EDULULU RATING: 3.5/5



Satellite Safari

Catching a glimpse of a satellite streaming by is one of the joys of watching the night sky. Budding astronomers aged 9+ no longer need to leave these sightings to chance. Satellite Safari tracks hundreds, including the International Space Station. It's full of fascinating details, for instance, when a satellite was launched, from where and what for. Latitude, longitude, altitude, speed and brightness (visual magnitude) are all on display. Select a bird's-eye view to see where these orbiting apparatuses are in relation to oceans and continents. This app is especially helpful for Grade 9s studying earth and space science, which includes an exploration of Canada's contributions to satellite technology.

DEVICE: Apple; Android

SOURCE: iTunes (\$3.99); Google Play (\$2.99)

RATING: 4+; Unrated

EDULULU RATING: 4.5/5

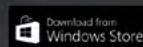
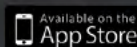
* EduLulu is part of Groupe Média TFO, a world leader in education. The online guide's evaluations are the work of teams of independent experts (including OCTs), who review up to 100 English, French and bilingual educational apps (iOS and Android) each month for ages 2 to 17. To access the complete list and search by filter, visit edululu.org/en. Interested in becoming an EduLulu evaluator? Go to oct-oeo.ca/1NzwdJd to learn how to get involved.

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YOUR
TABLET!**



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Teacher**

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The abbreviation signifies that the member belongs to Ontario's regulated teaching profession and is guided by the standards of practice and the ethical standards for our profession.

OCT THE MARK OF
PROFESSIONALISM
IN TEACHING

Tania Pinto, OCT



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Drawing FROM the DIGITAL

The arts and technology are like Canada Day and fireworks. Each is great on its own, but together — they spark something spectacular. Check out these eight ideas for how to use tech to launch a little creativity in the classroom.

BY MELISSA CAMPEAU

ANIMATE IT! *free trial!*

Software + camera + clay figures = movie magic! Introduce stop-motion animation with this intuitive app from Aardman, the Oscar-winning studio. Keep it short, sweet and simple for younger students, or push your older students' creative limits by exploring the built-in editing tools and scenery options.

Grade: K to 12 **Visit:** animate-it.com

MUSICNOTES

Present students with sheet music for Lady Gaga's "Million Reasons" or Taylor Swift's "Bad Blood" and you're sure to generate some serious enthusiasm. An eclectic database of more than 300,000 arrangements (for multiple instruments) means there's something to suit nearly every musical taste.

Grade: K to 12 **Visit:** musicnotes.com

ARTRAGE

Break out every tool without breaking your art budget. With ArtRage, students can experiment using virtual ink, watercolour, oil paint and more — all with realistic effects. Plus, it's easy to co-ordinate group projects and share work online. Bonus: No messes to clean or supply closets to restock.

Grade: K to 12 **Visit:** artrage.com

SKETCHUP *free trial!*

Challenge: Design an ideal home, or maybe an environmentally friendly school. With SketchUp — intuitive software developed for design professionals — students use a little math and a lot of imagination to create 3D objects that can be pushed, pulled and rotated. It's engineering that's both practical and fun.

Grade: K to 12 **Visit:** sketchup.com

PIXTON *free trial!*

From the drama of Dr. Strange to the silliness of Captain Underpants, comics appeal to a wide range of students. With Pixton, you can assign your class the thrilling job of creating their own comic strips. The site lets them choose characters, costumes, settings, action and dialogue, frame by frame.

Grade: K to 12 **Visit:** pixton.com

SCIENCE OF MUSIC *free!*

Why do our singing voices sound so good in the shower? Students can discover these answers to chin-stroking, music-related questions here, plus muck around with a variety of sounds: mix stomps, claps or the musicality of household items. It's the how, the why and the 'cool!' of musical learning.

Grade: 6 to 12 **Visit:** exploratorium.edu/music

CLASSICS FOR KIDS *free!*

Tap into classroom-friendly classical compositions (such as *Peter and the Wolf*), podcasts and lesson plans perfect for your elementary-level musicians. There's even an instant classical composer page in the Games section, where students drag notes onto a blank staff, then hit play to hear their creations.

Grade: K to 5 **Visit:** classicsforkids.com

DESTINATION MODERN ART *free!*

If a field trip to a Manhattan museum is a hair outside the budget, consider clicking on Destination Modern Art. This site lets children direct animated creatures on a virtual tour of the MoMA. Point-and-click narration explores an art centre, Pablo Picasso's *Three Musicians*, the Wassily Chair and plenty more.

Grade: K to 3 **Visit:** mo.ma/2gjf2Z

For best practices in technology, consult the College's professional advisory *Use of Electronic Communication and Social Media* (oct-oeo.ca/taxqrg).





PILLAR OF STRENGTH

Helen Wolfe, OCT, introduces innovation and incites inspiration at a downtown Toronto school in a marginalized community.

BY JESSICA LEEDER

Helen Wolfe, OCT, is a hard one to spot. It's lunchtime in her classroom at Nelson Mandela Park Public School located just east of downtown Toronto. The students gathered here are an unlikely smattering of girls ages six through 13 — some with long braids, others with bright hijabs. Most have abandoned their food in favour of the coveted silver MacBooks that have been handed out for sharing. Groups of up to five girls can be found in front of each glowing screen, all awaiting a turn to type in their bit of code. When one hits a roadblock, a chorus of singsong cries goes up: “Helen!”

Petite and peering over reading glasses from beneath a mop of silver curls, Wolfe materializes from a cluster of chattering students. She had been teaching them how to use co-ordinates to move a cartoon bird through a maze and turns now to bend over the laptop in question. While she sorts out its wireless connection problem, another student finishes building a tablet computer with a Kano kit (**kano.me**) and begins to program it; others are troubleshooting together as they learn how to use a 3D doodle pen (**the3doodler.com**). When the bell rings, there is no scramble to leave. In fact, Wolfe has to coax the girls into heading back to their regular classes. She has discovered over the past six years that doling out a parting snack at the door does the trick.



ONLINE

To view our Great Teaching video archive, visit oct-oeeo.ca/w2qkmg

EXCLUSIVE

PHOTOS: MARIAN LOZOWCHUK



Helen Wolfe, OCT, with members of her Girls Crack the Code lunch club at Nelson Mandela Park Public School in Toronto.

It has been that long since Wolfe — who is a reading teacher in Regent Park (one of Toronto’s poorest neighbourhoods) — launched this not-so-little lunch club. The weekly Girls Crack the Code gathering has garnered the attention of many big names in the tech industry, including Kirstine Stewart, the career strategy officer of Diply (a user-generated, social news and entertainment community) and a former vice-president of Twitter Canada. At each meeting, you’ll find Wolfe and her daughter, Sarah, a volunteer, alongside a crew of female students who are eager to learn a raft of skills (code.org). They cover everything from how to build various computers to becoming proficient in different programming languages (tryruby.org).

To some, this initiative may sound like a big leap for Wolfe, a humble, veteran teacher who jokes that she is “700 years old” and used to write report cards on the *original* tablets — you know, the ones made of clay. But once you consider her philosophy and much-lauded approach, which won her a Prime Minister’s

Award for Teaching Excellence in 2015, you’ll see it’s far from a departure.

“Coding is connected to math and logic. It has co-ordinates, problem-solving and it’s all about working together — which real developers do,” Wolfe explains. She feels strongly that those skills should be imparted regardless of socio-economic status. “There’s an old saying, ‘Your postal code should not establish your destiny.’ There’s no reason why the next Steve Jobs shouldn’t be a girl in this club — except for lack of exposure.”

Now in her 40th year in education, Wolfe, known simply as “Helen,” has spent the bulk of her career downtown, in the Toronto District School Board. She has bookended her time with positions at Nelson Mandela Park, where the average family income is about \$23,000. Low rents in the area make it attractive to new immigrants who face a myriad of hurdles. Many students, for instance, only begin to learn English when they arrive at school. Others, who know the language, often have a more limited vocabulary than that of their peers in more

well-to-do neighbourhoods. Principal Jason Kandankery, OCT, agrees that those facts can translate into challenges in the classroom. Thankfully, Wolfe sees them as opportunities; she has honed an elastic teaching style in pursuit of justice, which in her case means imparting skills that can help break the cycle of poverty.

“Literacy must be a priority in low-income schools because it contributes so much to student success,” says Wolfe. “You have to be stubborn and dig in your heels and find every way possible to make literacy central to everything you do. You have to believe students can achieve more than they think. Why should a student at this school not read as well as one at another school?”

In addition to having taught each primary grade, Wolfe has worked as a librarian and a reading teacher, as well as a literacy coach and mentor. Her fervent drive to support literacy extends to digital media, mathematics, science and critical thinking. In the classroom, she starts by creating experiences that will inspire everyone.

“I’ve always felt that in a marginalized community, you *must, must, must* take children on field trips,” she says. “To develop language and new vocabulary, you have to do new things.” Wolfe has accompanied students far and wide, from the Mohawk Institute Residential School on the Six Nations reserve in Brantford to North Buxton, a southwestern Ontario terminus of the Underground Railroad. Other favourite destinations are museums, including the Gardiner and the Royal Ontario Museum. “It opens their imaginations to new possibilities and connects language instruction to concrete experiences. In other words,” Wolfe says, “it helps to level the playing field.”

Closer to home, she conducts neighbourhood walks and regularly invites community leaders into the classroom. “It’s about making sure they know that their cultures, communities and their ideas are valued,” she says. “Individuals who feel valued are more motivated to learn.”

Kathy Skandalakis, OCT, counts Wolfe as a mentor. She is often struck by how willing the teacher-librarian is to “take risks” in the classroom, in an effort to find methods that work. “Helen really gets how to support her learners and honours the learning process,” Skandalakis says, adding that Wolfe encourages her to integrate elements of media and technology — from Flip cameras to moviemaking applications — into her lessons. “The creativity piece is huge for her. It’s about popping the bubbles and letting sparks fly.”

Wolfe is not one to dust off and reuse lesson plans year in and year out; instead, she teases out what grabs her students and runs with it. One year, a playful lesson with plastic snakes proved so captivating for her Grade 2s that they studied the reptiles for the entire year, transforming an empty classroom into a Snake Exploratorium filled with student-created museum exhibits, artwork, reports and more. “You have to start with a little of your own enthusiasm,” Wolfe says. “And once they catch hold, you just go with their questions.”

To buttress her lessons, Wolfe draws on a team of volunteers and former students (everyone from doctors to engineers to artists), that she has been

assembling for decades, to speak to her classes and mentor individual students. It’s an added layer of enrichment.

Mary McGee is a volunteer math tutor who first met Wolfe 12 years ago. “She never seems to burn out,” McGee says, adding that the award-winning teacher is careful to lend extra support to those who are both struggling and gifted.

“Through commitment and dedication,” McGee says, “Helen is able to provide rich learning experiences without the additional resources that tuition can buy.”

Where extra resources are necessary, Wolfe goes hunting — applying for dozens of grants over the years. She recently won her school an Indigo Love of Reading (loveofreading.org) grant worth nearly \$100,000 (distributed over three years), that will go toward creating classroom libraries and improve interest in reading. Each class got to go book-buying at the nearby Toronto Eaton Centre mall. “Many of our students had never been to a bookstore,” Wolfe says. “I’ve always felt that if you have the opportunity to pick your own books, you’ll be more likely to read them.”

Thenuka Thanabalasingam, a University of Toronto biology student who met Wolfe a decade ago at one of the lunchtime clubs, explains that her former teacher’s ongoing support has been a great influence.

“Not only does Helen encourage you, she helps you achieve your goals,” says Thanabalasingam. “She has always been on my side. That’s very powerful — especially at a young age — when you’re unsure of what you want to do, not to mention a little scared.”

For Wolfe, seeing students succeed and becoming the best they can be in all areas, including science and math, is the payoff.

“I don’t consider myself excellent or outstanding,” says Wolfe. “But I’ve always worked at being the best I can be — and that’s what it’s all about.” **PS**

The OCT featured in this department has been recognized with a national teaching award and exemplifies the high standards of practice to which the College holds the teaching profession.

JOIN THE CLUB

Looking to start a club but not sure where to begin? Teacher-librarian and Girls Crack the Code founder, Helen Wolfe, OCT, shares her six indispensable secrets to launching a successful school club that your students won’t want to quit:

- 1** Choose the right topic. Launch a club that will expand student opportunities. Wolfe started her club to help elevate female representation within technology.
- 2** Involve professionals within your community. Invite industry influencers to become enthusiastic club mentors; this will help to reinforce student learning and enjoyment.
- 3** Apply for grants to acquire resources that fall beyond the budget. Wolfe has won access to computers, robots, a 3D printer and wearable technology, to name a few.
- 4** Be flexible about club attendance, especially when other school events are scheduled. However, make the most of weekend and summertime meetups, to keep interest high.
- 5** Create a safe and collaborative environment that encourages growth and risk-taking. Eating snacks or lunch together, as a group, will help forge this sense of community.
- 6** Advocate for club-related scholarships and rich experiences that will push student learning beyond the school walls. It opens their minds to new possibilities.



Making Waves

Olympic swim sensation Penny Oleksiak may have captured the world's attention with her record-setting summer in Rio, but her focus nevertheless remains on her studies back home.

BY RICHARD OUZOUNIAN

Dedication. Desire. Determination. Discipline. When you walk into the gym at Monarch Park Collegiate Institute in Toronto, these are the words you'll see. Though they've likely been there long before Penny Oleksiak enrolled at the east-end school, it's inspiring to think that they could have played a part in her tying as Canada's most decorated Olympic swimmer ever. After all, she trained in that very space leading up to the Rio 2016 Games — and it was there that Bryan McAlpine, OCT, guided the teen through a grueling but effective semester-long personal fitness program prior to her summer of triumphs.

Meeting Oleksiak in that very gymnasium, on a brisk December morning, is to understand the study in contradictions that she presents to the world. At 16 years of age, she stands at an impressive 6 foot 1 and radiates an almost tangible air of profound physical strength — yet somehow she's retained the shyly endearing smile of an ordinary teenage girl. Gnawing distractedly on her blue-painted nails, the young record-setter discusses the Lou Marsh Trophy she had won the day before. When asked how she feels about being named the country's top athlete, beating out the likes of a long list of superstars, she replies: "It means a lot, especially knowing that I was considered on the same level as Sidney Crosby — I bet he doesn't even know who I am. But that was yesterday — it's time to move on to the next thing."

With Oleksiak delivering so many surprises in Rio, it's anyone's guess as to what to expect next. "There are people who say that Penny could easily become the most decorated athlete in Canadian history," says McAlpine, who was her physical education teacher last year. "But we all have to understand that she's only 16 — we need to peel off the pressure."

One of the ways that the staff at Monarch Park does that is by making sure that equal attention is paid to the Grade 11's academic and athletic life — an approach that her parents strongly support.



PHOTOS: RAINA+WILSON

IT'S NOT TOO EARLY TO THINK ABOUT

SERVING ON COUNCIL.



WORKING IN THE PUBLIC INTEREST

Among their roles on College statutory, regulatory, standing and special committees, Council members:

- set policy direction for the accreditation of Additional Qualification courses, including principal and supervisory officer qualifications
- review and accredit teacher education programs at Ontario faculties of education
- review and approve the College finances, budget and investments
- receive, investigate and determine how to deal with complaints about College members relating to professional misconduct, incompetence or incapacity
- provide ongoing advice to the Registrar about human resources policies, programs and salaries
- oversee editorial and advertising policy for *Professionally Speaking*
- consider appeals from applicants denied membership in the College
- assess the College's progress in meeting its legislated objectives
- conduct hearings into and make rulings on matters of professional misconduct or incompetence, and the physical and mental capacity of members



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For more information, contact Stéphanne Horace at golf@oct.ca
or call 416-961-8800, ext. 366.



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“Monarch Park keeps me grounded. It means a lot to know that this is my safe zone.”



“My mom and dad have always said, ‘You’re a student first, an athlete second,’” laughs Oleksiak. As the youngest of five children — all of whom have athletic predilections — it’s a philosophy they’ve arrived at through experience. Her brother Jamie has already acquired his own celebrity as an NHL defenceman with the Dallas Stars.

The school/sports balancing act that appears to come naturally to the Olympian hasn’t always been easy. In Grade 9, the freshman’s grades began to suffer as she struggled to keep afloat. “By Grade 10, I realized I needed help,” admits Oleksiak.

Enter McAlpine, a lifelong athlete himself, who understands the stresses of dealing with a full course load while competing in a high-performance sport. “Penny was training three hours in the morning, and then three hours in the evening,” he recalls. “The

guidance counsellor worked with all of her teachers to ensure that she could do the majority of her schooling online during those few hours between practices.” This key adjustment allowed Oleksiak more time to participate in school life, which has always been important to her.

“Monarch Park keeps me grounded. Everyone here is very supportive; but not in an over-the-top intrusive way. It’s not like I’m running around signing autographs,” explains the recently named Canadian Press female athlete of the year. “It means a lot to know that this is my safe zone.”

McAlpine admits that, at times, he feels like his life was designed so that his and Oleksiak’s lanes would ultimately meet. As captain of the Queen’s University golf team, he made the pivotal decision to

pursue an academic career over professional sports — leading him to earn a bachelor of physical education and then a degree in teaching. He taught at Northern Secondary School in Toronto for seven years before moving to Monarch Park, where he is now the head of athletics.



Olympic swimmer, and Grade 11 student, Penny Oleksiak with Bryan McAlpine, OCT, at Monarch Park Collegiate Institute in Toronto.

According to McAlpine, his main goal is to help students discover a healthy lifestyle that they can comfortably maintain throughout their lives. “We try to teach character not just sports,” he says. “What’s that famous line? ‘Sports don’t build character — they reveal it.’”

But what happens when a truly great talent crosses his path?

“I knew what Penny was when I met her. She’s a pure athlete. She has the character, the skill, the drive, the will, everything.”

But teaching Oleksiak has been a two-way street for the 13-year teaching veteran.

“I always ask her what she’s doing for mental training. I want to learn from her, so that I can pass it on to all of my students,” says McAlpine. “She has a quiet confidence; it’s not arrogance but she’s not afraid to fail. I admire her guts.”

Oleksiak’s approach is breathtaking in its simplicity. “Before races, I always tell myself that it’s going to be hard and that it’s going to hurt by the end — whether I win or lose — so I might as well try my best.

“If I lose, I accept it and figure out what I did wrong. If I win, I accept it and try to forget about it — it puts less pressure on me,” explains the swimmer. “If I say to myself, ‘Hey, you’ve just won the Olympics!’ you’re likely to choke on the next thing. You have to learn to let things go.”

So what about those record-breaking four medals she carried home from Rio? “I think I deserved them, because I put in a lot of hard training. I didn’t expect them, but I think I earned them.”

McAlpine agrees. “We knew her goal was to make the Olympic team; just to get on it. But as we watched how she was developing, we said, ‘This could be real. She could medal.’”

If you walk through Monarch Park with Oleksiak these days, the sound you hear in the hall isn’t a cheering crowd but a laughing teenager surrounded by her friends — a young woman who just happens to be the most successful athlete in Canada today.

That makes Bryan McAlpine happy. Not because he gets to teach an Olympic wonder but because he gets to fulfil his goal in life. “All I’ve ever wanted is to focus on my students and help them discover their potential — whatever that may be.” **PS**

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



KEEPING STUDENTS SAFE

LANDMARK LEGISLATION PASSES TO EFFECT GREATER EFFICIENCY AND TRANSPARENCY IN THE COLLEGE'S INVESTIGATION AND HEARINGS PRACTICES.

Last December, the provincial government passed Bill 37, the *Protecting Students Act*, bringing long-sought changes into law to protect students and to make the College's investigation and hearings

processes and practices more efficient and open. *Professionally Speaking* sat down with College CEO and Registrar Michael Salvatori, OCT, to explore what the new changes in law mean to the public and to College members.

Professionally Speaking: In the College's brief to the standing committee on Bill 37, you stressed the notions of maintaining transparency while improving efficiency. These were themes in the original report from former Justice Patrick LeSage, whom the College commissioned in 2011 to provide an independent review of its investigation and hearings practices. What are you most pleased with in this updated legislation? Why?

Michael Salvatori: What I'm most pleased with is that we now have an official articulation of the College's commitment to enhance transparency and efficiency to serve the public interest and keep students safe. The bill represents our commitment over the last few years to improve. It's a public — and official — statement that's embedded in our Act that we committed to making based on the advice we received from Justice LeSage and on recommendations from our Council.

We depend on the government to amend our regulations and our Act, and, in most cases, it acts on the recommendations we make. The bill represents what we asked for. We sought the changes based on the independent review and then requested that the Minister of Education make the changes.

PS: How does the *Protecting Students Act* better serve the public interest?

MS: If we look at some of the elements in the bill, we can see assurances that children are safe in the care of teachers and, in the rare circumstances when a teacher doesn't meet the standards of the profession, there is recourse. For example, if a member is found to have sexually abused a student, there will be a mandatory revocation — a panel no longer has discretion regarding the order or sanction. I think that is a strong statement to the public. In cases where a member may wish to reinstate after a hearing resulting in a revocation, the bill increases the period

from one year to five years before they can apply; again this is in circumstances of the most egregious of allegations. If we look at the transparency aspect, we have defined a number of our processes in the Act for greater clarity, and we've added timelines. For example, we will try our best to dispose of a complaint within 120 days, and we've specified the time a member has to respond to a complaint and the timelines to receive information from other bodies. These are all elements that, in their entirety, are good public confidence pieces.

PS: What is the tangible evidence of change that people can see?

MS: There will be mandatory identification of a member's name in all the summaries of our discipline decisions. So the answer to what would the public see in our magazine, which is much more publicly accessible than a bill or an Act, is that a member will be identified in all of those cases and that there will be no



discretion to not disclose the name of the member. That's something that is visible and will be evident to College members and to members of the public who read *Professionally Speaking*.

Our public awareness initiative — one of the recommendations from the original LeSage report, which we have undertaken over the past three years — is another manifestation of our commitment to transparency.

In our public awareness presentations, we're not only increasing awareness of the College, we're talking about what's in the bill, why the public should have confidence in us as a regulator regarding our timeliness of decisions and our actions, and the substance of them.

“WE KNOW THAT OUR MEMBERS BELIEVE IN PROFESSIONALISM AND THE INTEGRITY OF THE PROFESSION, SO I BELIEVE THAT THEY WILL ALSO LOOK FORWARD TO THESE CHANGES.”

One of our objects is to communicate with the public on behalf of the members. We absolutely have to continue that. As we issue additional professional advisories, they become part of that public message because, in part, the advisories are there to let the public know what to expect of members.

PS: How do these changes affect College members?
MS: As we know, the vast majority of our members uphold the standards in a professional and exemplary way. They should be interested to know that when a member of the profession doesn't do that there are sanctions, and that it doesn't tarnish the reputation of all teachers or the profession. We know that our members believe in professionalism and the integrity of the profession, so I believe that they will also look forward to these changes because they care about the protection and welfare of not only the students in their care, but also those in the care of other members.
We have 243,000 members and yet we receive fewer than 1,200 expressions

“ALL OF THE WORK WE DO UNDERPINS THE GOOD WORK THAT TEACHERS DO. THE RIGHT PEOPLE CHOOSE TEACHING BECAUSE THEY UNDERSTAND THE PUBLIC CONFIDENCE ELEMENTS IN OUR PROFESSION.”

of concern each year. Complaints are made against less than one per cent of our members — and that’s not even taking into account whether the allegations have been substantiated. We’re also the organization that accredits teacher education programs and ongoing Additional Qualification courses, which help teachers continue to refine their practice and to look at our standards of practice as a lens for ethical behaviour. All of the work we do underpins the good work that teachers do. The right people choose teaching because they understand the public confidence elements in our profession.

PS: There are elements in the bill that did not reflect the direction of College Council. What does that mean to the College going forward? Or, how does that determine the College’s ability to serve the public interest?

MS: In some cases, there are things we didn’t request and don’t support. We have to rely on the excellent, collaborative relationship that we have with our Ministry of Education and our Minister to address those areas where the bill has deviated from Council recommendations. We’ve identified eight of those areas. One of them has already been addressed, the other seven have not. There are ongoing discussions with the Ministry. Legislation is complex. Although the bill may have elements that we feel need to be addressed, there are ways to address them through bylaw, regulation or through other means, and we’re in discussions with the Ministry now about how we can address them.

What’s fair to say — and important to say — is that we share the same goal of inspiring public confidence and keeping students safe. When you’re starting from the same moral ground, solutions are possible.

PS: Would you say that the process of change is evolutionary?

MS: Yes. This bill is coming into fruition four or five years after the source recommendations. Things have changed. Situations have changed. Perspectives have changed. We still think that it meets the intent of the Council expectations as far as transparency and efficiency, and there are some elements that can be improved upon.

Legislation is not static. When you look at the last five to 10 years, there were a number of times we’ve had recommendations for legislative change and many of them have gone through. We’ve had a provincial election and a prorogation of the government in the interim, and a number of factors that weren’t anyone’s fault. Nonetheless, we acted immediately on 23 of LeSage’s 49 recommendations, everything within our power to effect.

When we commissioned Justice LeSage to do this work, he spent six months engaged in robust consultation with all our stakeholders, and there was ample time for Council to consider changes and for open debate in a public forum.

Since then, on some of the practice changes, we’ve gone further by consulting with our partners to better define restrictions on a member’s certificate and talking to boards about the process of sharing information. We do think this bill is the result of significant consultation and input from our governing Council.

PS: Will the College still strive to seek changes that will result in further improvements? What might they be?

MS: We welcome the changes in this new legislation. We asked for them and got most of what we asked for. We’ll continue to refine. We, as an organization, are committed to continuous improvement just as teachers are committed to continuous improvement. It’s one of our standards of practice

as a piece of professionalism. As an organization, we are committed to reading the legislative landscape, keeping abreast of changes, and constantly looking at how we can work better in the public interest. Part of that is regular surveying of the public, focus groups like those we conducted this past summer, and presentations we make in the community or to trustees where we ask for feedback on our processes. We find out what inspires public confidence in the teaching profession and in our work, what, if any, elements erode that confidence, and what we can do to improve it. So we’ll continue to ask those questions and advocate for change.

The public has greater access to information, is more sophisticated and expects more from us. Technology has driven some of those expectations and we have adjusted and will continue to adjust as societal expectations change.

PS: Finally, what impact has this had on other regulators?

MS: When we presented a briefing on the original report from Justice LeSage, there were 20 or 30 other regulators in the room who were interested in our advice. The College of Early Childhood Educators had almost parallel legislation that was introduced before ours that made many of the same changes we have. These are good changes for all regulators because they improve all aspects of transparency and efficiency in the context of the public interest, the protection of the consumer and the protection of children.

11

KEY CHANGES TO THE ONTARIO COLLEGE OF TEACHERS ACT

The *Protecting Students Act* took effect on December 5, 2016, and includes a number of amendments to the *Ontario College of Teachers Act*.

- 1 A member's certificate will be automatically revoked if he or she is found to have committed an act of professional misconduct involving sexual abuse of a student, as specified in the *Ontario College of Teachers Act*, or a prohibited act involving child pornography.
- 2 Definitions and/or interpretations of "professional misconduct," "prohibited act involving child pornography," and "sexual misconduct" have been added to the *Ontario College of Teachers Act*.
- 3 If a person has had a certificate revoked for committing an act of professional misconduct that involved sexual abuse of a student, sexual misconduct or a prohibited act involving child pornography, an application to have a new certificate issued shall not be made earlier than five years from the date the certificate was revoked.
- 4 Employers are required to provide information within the time period specified in writing by the College or, if no time period is specified, within 30 days of receiving the request.
- 5 A member is provided with 60 days (or another time frame set by the Investigation Committee) to respond to a complaint.
- 6 Confidentiality provisions are expanded to, among other things, allow the College to share information with bodies that govern professions inside or outside of Ontario and with a police officer to aid an investigation related to a law enforcement proceeding.
- 7 If a member has been convicted or found guilty of an offence under the *Criminal Code* (Canada) for the same conduct or action that is the subject matter of a complaint, the member and the Investigation Committee may agree to fast track the process of sending the matter to the Discipline Committee.
- 8 If a panel of the Investigation, Discipline or Fitness to Practise committees is hearing or reviewing a matter related to the conduct of a person who was a principal or vice-principal at the time the conduct occurred, the panel must include at least one person who is employed as a principal or a vice-principal, or who was previously employed as a principal or vice-principal and is still a member of the College.
- 9 In situations where the Discipline Committee may order that the public be excluded from a hearing, the committee may order publication bans of information disclosed at these hearings.
- 10 The Registrar may appoint an investigator if: (1) the Registrar believes on reasonable and probable grounds that the conduct of the member exposes, or is likely to expose, one or more students to harm or injury, and that the investigator should be appointed *immediately*; and (2) there is not time to seek approval from the Executive Committee.
- 11 Summaries of all Discipline Committee decisions must be published in *Professionally Speaking/Pour parler profession* if the member has been found guilty of professional misconduct or to be incompetent. **PS**

JOB PROSPECTS HOLD STEADY FOR FUTURE OCTs



BY FRANK MCINTYRE

The College's 2016 survey of new teachers holds much promise for the early graduating classes from Ontario's Enhanced Teacher Education Program. Despite a transitional one-time spike in newly licensed teachers in 2015, the 2016 *Transition to Teaching* survey shows the trend of improved first-year full employment may have paused, but it did not change track. Job prospects for education candidates now in the new program appear more promising than entrants to teaching faced in years past.

For the fourth year in a row, our annual poll of recently licensed teachers shows more newly licensed education

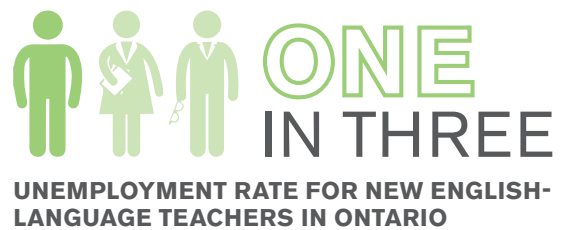
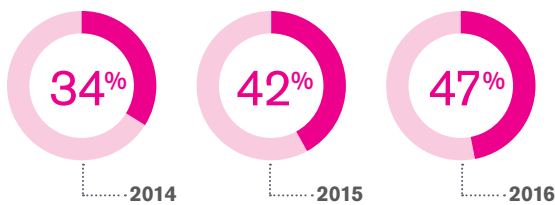
graduates in Ontario found as much work as they wanted in their first-year — up from 42 per cent in 2015 to 47 per cent in 2016, and almost double the meagre 24 per cent reporting full employment back in 2013. Unemployment edged up in 2016 among new teachers while reports of first-year underemployment fell. The resultant small gain in teachers saying they are fully employed continues the multi-year job market recovery. This occurred despite a year-over-year increase of more than 2,400 newly licensed teachers.

Ontario education graduates of earlier years also report stronger employment status in 2016. Back in 2013, at the height

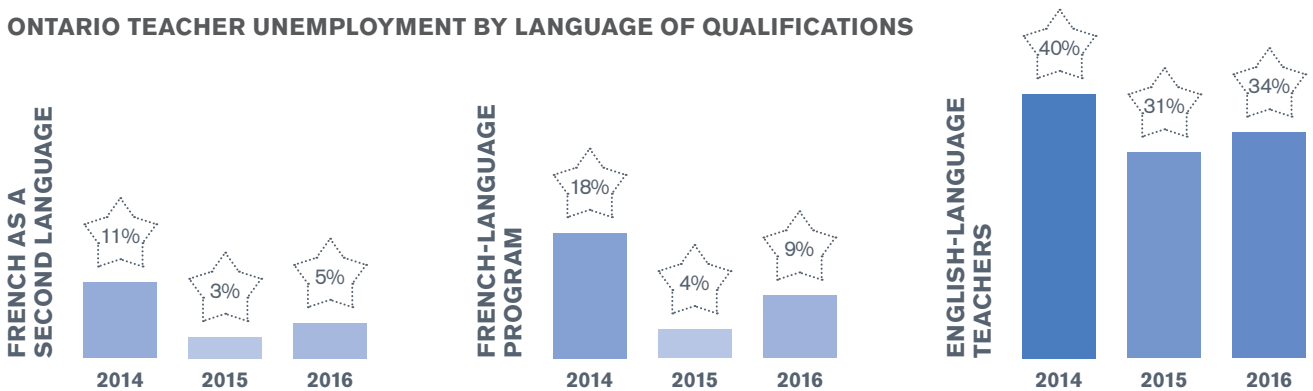
of Ontario's teacher surplus, more than half of new Ontario teachers took four years to achieve what they considered full employment. Now that happens by the end of the first year of licensing. Less than one in 10 Ontario teachers in 2016 say they are unemployed in their third, fourth and fifth years in the profession.

First-year teachers graduating from French-language programs at Laurentian and Ottawa universities continue to report single-digit unemployment. While many more French-language qualification licenses were issued in 2015 than in the previous year, unemployment for these new Ontario teachers still came in at just

FIRST-YEAR FULL EMPLOYMENT INCREASED FROM:



ONTARIO TEACHER UNEMPLOYMENT BY LANGUAGE OF QUALIFICATIONS



HIGHER EDUCATION QUALITY COUNCIL OF ONTARIO STUDY

In November 2016, the Higher Education Quality Council of Ontario, a government advisory agency, published a study on labour market trends and outlooks for six of Ontario's regulated professions. Highlights from its research on elementary and secondary education include:

- New teacher supply exceeded hiring requirements by 26,300 teachers between 2006 and 2011.
- Job markets for new teachers will improve significantly in the years ahead as supply remains restricted and replacement demands rise.
- The current oversupply of teachers may take up to five years to resolve.
- Elementary school enrolment will begin to rise in 2017 because of a population increase, and the pace of growth will accelerate over time causing significant further demand after 2020.
- Annual teacher hiring requirements will rise from 6,000 in 2015 to more than 8,000 by 2024.
- The excess supply rate of Ontario teachers will fall steadily from a peak of 20 per cent in 2015 to just seven per cent by 2025.
- With teacher education applications much lower than in previous years, the next challenge will be convincing young people to pursue a teaching career.
- The skewed age profile of Ontario teachers will lead to a bulge in retirements in the 2030s, which may bring with it another general teacher shortage.

2015 NEW TEACHER NUMBERS

In 2015, many grads of Ontario faculties from previous years who had not become College members decided to obtain their teaching licences prior to the implementation of the two-year Enhanced Teacher Education Program. This one-year bump in new members did not affect the job market trends significantly; many of the individuals who already deferred teaching careers did not renew their Ontario teaching licences in 2016.

nine per cent. Although up from four per cent in 2015, unemployment now stands at just half the peak rate of 18 per cent in 2014 among French-language graduates.

French as a Second Language (FSL) teachers enjoy the most positive employment outcomes. At just five per cent unemployment, their Ontario hiring rate continues to strongly outpace new FSL teacher job success two and three years ago.

New English-language teachers in 2016 continue to be challenged in an Ontario job market still crowded from years of oversupply. About one in three new English-program graduates lacking FSL qualifications are unemployed, and another one in four say they could not get as many teaching days as they wanted during their first year of teaching. Just two in five are fully employed in the first year as licensed teachers.

Intermediate-Senior graduates from English-language programs report less first-year unemployment (24 per cent) than those from Primary-Junior (37 per cent) and Junior-Intermediate (34 per cent) programs. Subject qualifications also make a significant difference. Those with math, sciences and/or computer studies in their qualifications report just 16 per cent unemployment compared

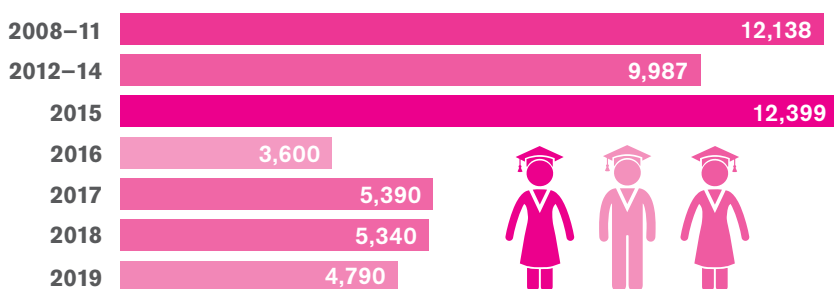
with 28 per cent among English-language Intermediate-Senior grads without these qualifications, French or FSL.

There were over 2,400 more Ontario teachers licensed in 2015 than the annual average for the preceding three years. The small increase in first-year teacher unemployment in 2016 may be an effect of increased competition among this larger new entrant cohort. About half of the 2,400 newly licensed teachers in 2015, however, did not renew their College memberships in 2016 and probably did not seek teaching jobs in the 2015–16 school year. This likely moderated the potential job market impact of the jump in new entrants. The improving trends for most job success indicators of the past few years slowed in 2016 but did not reverse.

The balance of new teacher supply and teaching job vacancies in Ontario will be radically different through the end of this decade, compared with the annual teacher surpluses over the past 10 years. Rather than 10,000 to 12,000 newly licensed teachers each year, annual new licenses will settle in at about 5,000 after the 2016 transitional new program year.

A moderate rise is anticipated in annual Ontario teacher retirements from about 4,500 to about 5,000 in the

NEW TEACHERS LICENSED ANNUALLY (BY YEAR)



16%

VS.

28%



UNEMPLOYMENT RATE FOR NEW ENGLISH-LANGUAGE INTERMEDIATE-SENIOR TEACHERS WITH MATH, SCIENCES, AND/OR COMPUTER STUDIES QUALIFICATIONS VS. THOSE WITHOUT THESE QUALIFICATIONS, FRENCH OR FSL

🗨️ JOB VACANCIES ARE EXPECTED TO INCREASE BECAUSE OF FORECAST GROWTH IN STUDENT ENROLMENT BEGINNING NEXT YEAR AND ACCELERATING IN THE YEARS TO COME. 🗨️

medium term. Job vacancies will also increase because of forecast growth in student enrolment beginning next year and accelerating in the years to come.

The cumulative surplus of unemployed and underemployed English-language teachers from the earlier oversupply years likely includes a significant number of teachers still available to fill job vacancies. One can anticipate that it will take some years of this rebalancing of new teacher supply and annual teacher demand before future first-year English-language teachers begin to report single-digit unemployment. Nonetheless, year after year of fewer new teachers than job vacancies will gradually lower first-year unemployment rates and lead to earlier full employment for new teachers in the future.

The picture is much different for French-language program graduates.

With about 725 to 850 graduates obtaining Ontario teaching licenses annually over the past several years, first-year unemployment is already minimal. With the annual intake falling to about 340 in the years ahead, continued low rates of unemployment for this market segment are assured. With FSL employment rates also in single digits, French-language teacher recruitment should be challenging for many school boards throughout the province.

Among the legacies of the teacher surplus years is a sharp rise in the rate of non-renewal of College memberships. Back in 2005, fewer than one in 20 new members failed to renew in the first year after licensing and under one in 10 after five years. The years of increasing early career unemployment saw these loss rates accelerate and are now almost double the rates of a decade ago. **PS**

ABOUT OUR SURVEY

The *Transition to Teaching* 2016 survey of new teachers examines job entry and professional experiences of teacher education graduates from 2006 through 2015, and new-to-Ontario teachers educated elsewhere and Ontario-certified in 2014 and 2015. Web-based surveys were used with large samples from each of these groups of early-career teachers.

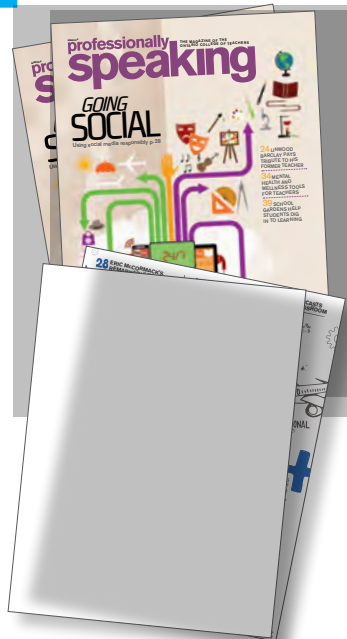
Responses were received from 5,528 teachers. Response rates varied from 16 to 27 per cent of the sample groups, with an average 21 per cent return overall. The accuracy rate is 1.9 per cent overall and 1.8 to 4.7 per cent for the individual survey components, 19 times out of 20.

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 at oct-oeo.ca/fsg4kc.

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CARPE DIEM

FROM Student TO Teacher

Past College scholarship recipients share lessons learned from their first years in the profession.

BY OLIVIA YU

SINCE 2003, THE ONTARIO COLLEGE OF TEACHERS HAS RECOGNIZED EXCELLENCE IN TEACHER EDUCATION BY AWARDING SCHOLARSHIPS TO HELP THOSE STUDYING TO BECOME TEACHERS. WE CAUGHT UP WITH THREE OF OUR PAST RECIPIENTS TO DISCUSS THEIR CAREERS, HOW THEY CONNECT WITH STUDENTS, AND THEIR ADVICE FOR NEW TEACHERS.



Christopher Carswell, OCT

2010 recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education

Christopher Carswell always knew he wanted to teach. You could even say he went into the family business — his father, stepmother and stepfather are all teachers. After graduating from the teacher education program at OISE/UT in Toronto, Carswell started teaching in private schools, putting his passion for different languages front and centre.

Now in his fifth year as a teacher, Carswell can be found teaching Latin at the University of Toronto Schools (UTS), an independent secondary school that admits students based on academic merit. He speaks proudly of the school and the work he does.

But teaching classical languages to high school students can be challenging, so finding a way to connect with students is key. “It begins with talking to them in a meaningful way,” says Carswell.

“Ask them about clubs they’re going to join, favourite TV shows and tying that to something in class. Find out whether they have a nickname they’d prefer to be called instead of their given name.”

He stresses the importance of going beyond the principles and philosophies of teaching. “New teachers are focused on what they learned, but there is so much more to teaching

than just conveying information to students. Humanizing ourselves and being accessible will help build those relationships.”

Carswell also believes that to be effective in the classroom, teachers must be willing to be “lead learners” and show that they, too, are learning new things.

When asked what advice he would give new teachers, he warns against trying to be perfect for their students. “It’s counter-intuitive, but what’s key is to think back and look at what could be done better. By continuing to reflect, new teachers will get to where they want to be.”



Shyla Pogany, OCT

2013 recipient Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship

Most teachers have their own tricks when it comes to making the curriculum more interesting for their students. For Shyla Pogany, a long-term occasional teacher for the Upper Grand District School Board, it's Zumba, a combination of dance and aerobic movements performed to lively music.

In less than three months, Pogany and her students have choreographed at least 12 dances as part of their daily physical activity program.

"I try to incorporate what interests me into class, and I encourage my students to do the same," she says of her Grade 5/6 class. "I find students much more receptive when they have a say in the way they learn."

In fact, Pogany works closely with every student to try to make sure there's something interesting for everyone. She differentiates instructions as needed to ensure each student has the accommodations they need to be successful. "Everyone learns differently. You need to find ways that speak to each student and wait for that 'aha!' moment."

Pogany strives to find the tools that will help her students learn best. But finding the tools isn't enough, she stresses. Setting goals together so that students take ownership of their learning and continually build on those goals, helps them develop a growth and resiliency mindset. And it's OK if students don't succeed. "Failure is the first attempt at learning. It's OK to make mistakes."

She also encourages her class to build their own community and to learn how to resolve issues among themselves.

"We have classroom community agreements posted on the wall. I think it's important to give students opportunities for self-reflection and self-regulation. And if there are problems, they can refer to the agreements."

Pogany, who teaches primarily in the Guelph area, continues to hone her craft and considers herself still new to the teaching profession.

"I'm often the one asking for advice, and I would urge all new teachers to do the same," she says. "Use the resources around you. Go and ask other teachers. Share curriculum, share ideas and share lessons. Learn."



Megan Hamilton Clifford, OCT

2007 recipient, Joseph W. Atkinson Scholarship for Excellence in Teacher Education

Megan Hamilton Clifford is extremely proud to be a part of Limestone District School Board's "A" Team. Also known as the Autism Team, it is a group of educators created to meet the needs of exceptional learners. Clifford and her colleagues aren't part of a traditional brick-and-mortar institution for students to attend. Instead, they work with students in different schools from the City of Kingston to the counties of Frontenac, Lennox and Addington, going where they are needed most.

After graduating from Lakehead University, Clifford taught elementary students and then secondary French while continuing her studies through Additional Qualification courses, including Special Education. It was then that Clifford knew she wanted to work with special needs students.

"I find the kids really inspiring. We don't live in the most accepting of worlds and those students face extra challenges. I love watching them grow, thrive and overcome those barriers."

Clifford celebrates her students' accomplishments, big and small. Even something like learning how to make orange juice from concentrate is a reason to rejoice. Every development is a stepping stone that helps students reach their long-term goals. "I have students who are now in university, who are doing amazing things."

As a Special Education teacher, Clifford struggles with the term "developmental disability," which is commonly used to describe her students. "I don't like the word disability. It's not a lesser way of seeing the world — it's just a different way."

It is her ability to put herself in others' shoes that helps her better

understand her students and to "see the whole student; not just the child who didn't do their homework." Clifford says that it's important to take into account other things that may be happening in a student's life.

Over the years, Clifford has learned many different things, but the biggest lesson she learned — and advice she wants new teachers to heed is "to forgive yourself for your mistakes, because you're going to make them." She also adds that "the mistakes are as informative as what goes well."

Clifford also took the time to reflect on her scholarship from the College and what it meant to her. "It was really encouraging to have recognition as a young educator. It made a big difference to have the professional recognition and the economic boost up. I was really grateful to receive the scholarship." **PS**

NOW ACCEPTING SCHOLARSHIP APPLICATIONS

The Ontario College of Teachers Scholarship Program awards scholarships that provide financial support to teacher candidates. The program identifies exemplary role models and pays direct financial assistance to those with a passion for and dedication to the highest ideals of teaching. Financial awards are made possible through donations. Awards are paid directly to individuals in accordance with the College's criteria. For more information, please visit oct-oeeo.ca/8g82sz.

reviews

Your guide to recently released books and other teaching resources.

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

Don't Tell, Don't Tell, Don't Tell

BY LIANE SHAW



We first meet Frederick in a police station where he is being questioned about the disappearance of his friend Angel, who has been missing for several days. The reader quickly realizes Frederick has a unique way of viewing the world: he dislikes being called Fred, or Freddy, and will only answer to Frederick; he only wears shirts with buttons as other shirts can trap him; his morning routine involves him sliding his feet into slippers rather than touching the floor; and he always puts his left leg through his pants first. We later learn Frederick has Asperger's syndrome. Partially told from

Frederick's perspective, the book admits readers into the world of a teenager who struggles to fit into society's norms.

Frederick has only one friend at school until Angel, a newcomer whom he meets in the school library, comes along. Social interactions are difficult for him, and over time he has built up an arsenal of strategies to help him cope with his teachers and other students. He has a particularly difficult time with the Despisers, the nickname he has given the bullies who relentlessly harass him. Angel is having her own troubles fitting into her new school, and it is a joy to watch the friendship between these two outsiders develop.

The first half of the book is written in Frederick's voice, and while younger readers may get bogged down in Frederick's inner dialogue, teens will

enjoy his views on the world. The second half is narrated by Angel and it is interesting to see how she views Frederick and how important their unusual friendship has become to her.

Liane Shaw, a retired Special Education resource teacher, shines a spotlight on what living with Asperger's looks and feels like. We watch Frederick grow confident in his abilities, and cheer as he reaches far outside his comfort zone to find Angel. While this book tackles a number of teen issues including sexual assault and bullying, the story of Frederick and Angel is ultimately one of acceptance, a universal theme to which all students will be able to relate.

Bev Bellrose, is a library technician at Sudbury Secondary School.

Don't Tell, Don't Tell, Don't Tell, Second Story Press, Toronto, 2016, softcover, ISBN 978-1-927583-95-1, 272 pages, \$12.95, distributed in Canada by UTP, secondstorypress.ca

Breakthrough

BY JACK ANDRAKA

In 2012, American high school student Jack Andraka created an early-detection test for pancreatic, ovarian and lung cancer that has the potential to be at least 400 times more effective than the medical standard, costing less than a nickel per use. In his book, 18-year-old Andraka shares the frustrations he encountered in not being taken seriously by experts before receiving international recognition and respect.

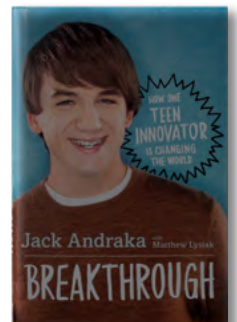
As Andraka goes from eating lunch alone in a washroom stall to dining at the White House, it becomes clear that *Breakthrough* is much more than a book about an experiment inspired by the

death of a family friend; it's a story about developing resilience amid rejection and surrounding oneself with supportive people. Andraka's public struggle with gaining acceptance from the scientific community mirrors his personal struggle with depression as he embraces his sexuality and seeks acceptance from his family, teachers and peers.

The intertwining of Andraka's scientific and personal breakthroughs serve as an inspiration for current safe schools policies and programs, as well as mental health and wellness initiatives. *Breakthrough* also encourages students 13 and older to see their mistakes as

opportunities for learning. After all, Andraka wrote over 200 emails before he found someone to believe in his hypothesis. Andraka is indeed changing the world, one patient, one audience member and one reader at a time.

Anne Marie Landon, OCT, is acting principal at George Vanier Catholic School in Combermere.



Breakthrough: How One Teen Innovator is Changing the World, HarperCollins Canada, Toronto, 2015, hardcover, ISBN 978-0-06-236965-9, 256 pages, \$23.99, harpercollins.ca



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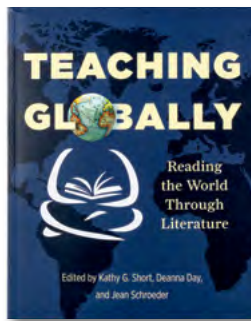
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THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education

REVIEWS



Teaching Globally

EDITED BY KATHY G. SHORT, DEANNA DAY AND JEAN SCHROEDER

When exploring other cultures with our students, we often focus on food, fashion, folklore and festivals. This myopic approach can lead to a shallow understanding of other people and can deepen and entrench cultural stereotypes. *Teaching Globally* helps students look beyond the basics in other cultures as well as their own. Packed with solid research, literary resources and book suggestions, it offers an introduction to the diversity of our world. At the same time, it provides concrete lesson plans that can be used directly or adapted. It also discusses different aspects of global education: using global literature to go beyond the curriculum; showing students how to probe their understanding of their own personal cultural identities; teaching students about a wider range of global issues by connecting them to other cultures; and using literary resources to link to other subject areas, which can propel students to further investigate.

The research and theory in *Teaching Globally* could be applied to kindergarten through high school and to all aspects of the curriculum. It's a resource that can truly change how we look at and integrate literature with global education across our curriculum.

Janet Cottreau, OCT, is an occasional elementary school teacher with the Ottawa-Carleton District School Board.

Teaching Globally: Reading the World Through Literature, Stenhouse Publishers, Portland, ME, 2016, softcover, ISBN 978-1-57110-792-3, 360 pages, US\$28, distributed by Pembroke Publishers, pembrokepublishers.com

P.L.A.N. for Better Learning

BY KEVIN BIRD AND KIRK SAVAGE

Planning with thought and intent is the critical foundation of a classroom teacher's day. Without it, lessons are splintered and without purpose. With it, scaffoldings are built one board at a time so that real learning can happen. This new book is steeped in current research on how to plan so that students can learn with real purpose. It is a user-friendly guide to improving the daily flow of deliberate lessons that both personalize the material and make it broad enough to engage all students.

The book outlines four simple steps: "p" is for preparation for learning, "l" for learning sequence, "a" for authentic application, and "n" for new thinking. These steps can be used to design lessons for individual lesson plans or entire unit plans at any age level and in any part of the curriculum. The framework starts with generating interest and activating students' prior knowledge, followed by a focus on skills like making inferences and interpreting different texts. The final parts of the framework address using lesson information to demonstrate understanding and to reflect on the efficacy of the learning.

P.L.A.N. for Better Learning would be most useful for new teachers but could also serve as a refresher for more experienced educators.

Mary Shaughnessy, OCT, is an adjunct instructor at Queen's University in Kingston.

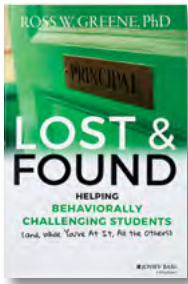


P.L.A.N. for Better Learning, Pembroke Publishers, Markham, 2015, ISBN 978-1-55138-305-7, softcover, 112 pages, \$24.95, pembrokepublishers.com

Lost & Found BY ROSS W. GREENE

Ross Greene believes that kids do well if they can. Based on this assumption, he applies his considerable professional understanding in how to solve problems with students whose behaviour is less than optimal. In his new book, he offers an in-depth look at how to create an empathetic school climate using collaborative problem-solving techniques that target a safe and productive learning environment — for everyone.

The central assumption of the book is that if we are only relying on adult observation and solutions to challenging behaviour, we are depriving kids of the opportunity to build problem-solving skills for themselves.



Relying on the problem-solving techniques outlined in his previous book on collaborative and proactive solutions (CPS), students and teachers are encouraged to find common ground that can meet both the child's fundamental goal of “doing well” with the teacher's expectations of acceptable behaviour.

Lost & Found is a welcome approach to school-wide discipline. Any teacher would benefit from reading it as a reminder of our own code of ethical standards and practices that form the foundation of our work, even in the most challenging times and situations. Principals and superintendents would be wise to look deeper into Greene's work to promote healthy spaces for learning.

Joe Restoule General, OCT, is a learning resource teacher at J.C. Hill School in Ohsweken, Ont.

Lost & Found: Helping Behaviorally Challenging Students (and, While You're At It, All the Others), Jossey-Bass, 2016, hardcover, ISBN 978-1-118-98857-4, 224 pages, \$32.95, wiley.com

Frankencrayon

WRITTEN AND ILLUSTRATED BY MICHAEL HALL
Most of us are familiar with Frankenstein, but what about Frankencrayon? This creative tale draws on the popularity of Mary Shelley's classic with an educational twist.

It is also the companion to Hall's popular picture book *Red: A Crayon's Story*. Similar to the original fable about a crayon crew, this follow-up is filled with colourful messages for young readers between the ages of four and eight.

Frankencrayon is quirky, funny and grabs the reader's attention from the start with a big claim that the picture book has been cancelled. Naturally, this piques the curiosity of the audience to continue reading. Without revealing too much detail, this adventure follows a unique cast of crayon characters, along with a pencil



that acts as narrator. Filled with vibrant pictures, humour and subtle lessons for students, it is a delightful educational resource for the classroom. While entertaining, the plot twists and content may be a bit complicated for the intended young-reader audience to follow. It requires careful reading and likely multiple reads to find all the teachable moments. Teachers and parents may need to guide students along to help them understand and fully appreciate the core messages. The cast of crayons share their conclusions for students, which can prompt meaningful dialogue and interpretation with young learners and the adults who love them.

Joanne Sallay, is an education writer and director at Teachers on Call, a personalized home tutoring service.

Frankencrayon, HarperCollins Canada, Toronto, 2016, hardcover, ISBN 978-0-06-225211-1, 40 pages, \$21.99, harpercollins.ca

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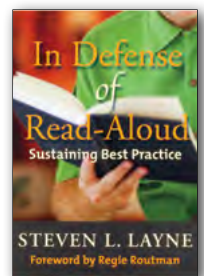
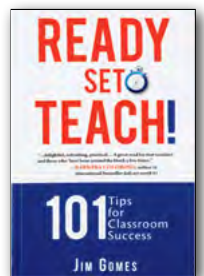
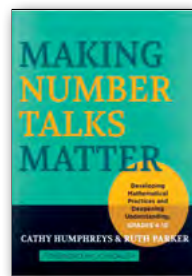
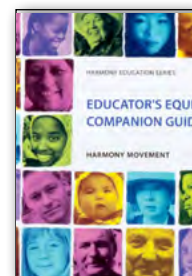
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MAKING CONNECTIONS

A high school teacher in Waskaganish First Nation uses social media and other technologies to connect with students and parents.

BY STEFAN DUBOWSKI



Min Min Tong, OCT, bridges the communication gap using Facebook, among other tools.

THE CHALLENGE: Communicate with students and parents more effectively.

THE SOLUTION: Use text messaging, social media and other technologies to connect with students and parents in ways that work for them.

LESSONS LEARNED: Min Min Tong, OCT, wanted to improve communication with her Grade 10 and 11 math and science students — and their parents. Teaching at Wiinibekuu School in Waskaganish First Nation, a Cree community on the southeast shore of James Bay in Québec, she found that the traditional ways of conveying information weren't effective.

Students struggled to understand math and science concepts. They often forgot assignments. Meanwhile, parents were reluctant to speak with her face to face about their children's progress and challenges.

Tong started to use mobile apps to break through the communication barrier, but found them limiting. Students would need to use their smartphones to see and respond to messages. Tong wanted to make sure the teens and their parents would receive test and homework reminders on not only their phones, but through any web-connected computer, tablet or other device. So she turned to Facebook ([facebook.com](https://www.facebook.com)). "Where I am — and I believe in many other northern communities — Facebook has become a discussion forum, a phone line, a bulletin board," she says.

Alongside Facebook, Tong uses a host of other technologies to help students learn and communicate. She uses text messaging and email to maintain the parent-teacher communication pipeline. She uses Math Help Services ([math-help-services.com](https://www.math-help-services.com)), a website with video lessons matched to the Québec, Ontario and the Western and Northern Canadian Protocol curricula. She has students

YOU CAN DO IT TOO

WHAT YOU'LL NEED:

- A class Facebook page, a Math Help Services account, access to YouTube, PowerPoint software, access to text messaging and email

STEPS TO TAKE:

- 1) Use the Facebook page to send assignment and test reminders to students and parents.
- 2) Log on to Math Help Services to find practical videos for your students.
- 3) Find fun and instructive videos on YouTube to share in class.
- 4) Create a PowerPoint presentation assignment and let students work independently.
- 5) When communicating with parents, use the medium with which they are most comfortable.

tackle assignments using software such as PowerPoint. And she incorporates entertaining YouTube ([youtube.com](https://www.youtube.com)) videos into her lessons as a way to get students interested in math and science.

OBSERVATIONS: The technologies have been effective. Students check their Facebook accounts frequently, so they're likely to see the homework reminders she posts on the class Facebook page, which only students and parents are invited to join. Meanwhile, the YouTube videos help students understand the concepts they're learning. She always assesses those videos for length, close-captioning and ESL-friendliness (most students speak Cree as their first language).

As for parents, some seem much more open to communicating electronically than in person. Tong now finds that communication with students and parents is more productive and therefore more likely to lead to student success. **PS**

The College's professional advisory Use of Electronic Communication and Social Media (oct-oeeo.ca/wz/m58) guides members' professional judgment in the use of technology.

HELPFUL HINT: Be sure to vet any YouTube videos for suitable content before showing them in class, says Min Min Tong, OCT, a high school math and science teacher who uses video to engage learners at Wiinibekuu School in Waskaganish First Nation.



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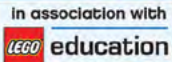
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governing ourselves

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.

SCHOLARSHIP RECIPIENTS

PAYING TRIBUTE TO FUTURE TEACHERS

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



Joseph W. Atkinson Scholarship recipient Krista Bradshaw (middle) with Angela De Palma, OCT, Council Chair, and Michael Salvatori, OCT, CEO and College Registrar.

Joseph W. Atkinson Scholarship for Excellence in Teacher Education Recipient: [Krista Bradshaw](#), teacher candidate in the concurrent education program at Queen's University

Krista Bradshaw understands how daunting university can be for a young person. As a “guide” on campus at Trent University in Peterborough, she helped numerous students struggling with their post-secondary transition.

Known to be conscientious and inspirational, with a passion for rock-climbing,

Bradshaw is trained in safeTALK suicide alertness and knows how to have conversations about career paths and mental health. One student who was considering dropping out of university said that Bradshaw gave her renewed confidence to continue her studies.

In this leadership role, the teacher candidate supported students in registering for courses, connected them with services and planned orientation events for hundreds of people. She guided students through academic and social adjustments,

and assisted them with goal setting, time management and navigating challenges.

Bradshaw enjoyed her placement in a Grade 2 classroom where she incorporated experiential learning into her lessons to cater to the students' individual needs and interests.

Her history professor said that in her last 10 years of teaching over 800 students, Bradshaw stood out as an especially intelligent, engaged and hard-working student who is eager to debate in productive and respectful discussions.

Bradshaw, who completed an Honours degree in history and is now completing a B.Ed. at Queen's, has received many awards and distinctions. She was a member of the Dean's and President's Honour Rolls, a recipient of a Tim Hortons Scholarship for post-secondary education and received awards in storytelling competitions.

Ontario College of Teachers Scholarship — Primary/Junior or Junior/Intermediate Recipient: [Maria Sinclair](#), teacher candidate in the consecutive education program at Western University

Forward-thinking. Dependable. Resourceful. A patient woman with a good heart. This is how Maria Sinclair is described by those who know her. She's also seen as knowing how to use what she learns in the classroom and apply it to real-life situations.

This has served her well during her practicum in a Grade 4/5 classroom where she brought in First Nations artifacts as part of a First Nations inquiry lesson.

Sinclair has been volunteering for several local Indigenous organizations and education venues including the Museum of Ontario Archeology.

DON'T FORGET TO PAY YOUR 2017 MEMBER FEE

The annual member fee is due.

If your fee is not deducted through payroll, please make sure to pay \$150 directly to the College.

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Use the seven-digit invoice number we assigned to you the last time you paid your annual member fee as your online account number. Please call us if you've forgotten or don't have it.

- via the College's mobile app
- by phone at 416-961-8800 (toll-free in Ontario at 1-888-534-2222). Follow the prompts.

THE DEADLINE FOR RECEIPT OF PAYMENT IS APRIL 17, 2017.



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GOVERNING OURSELVES

SCHOLARSHIP RECIPIENTS (CONT.)

Despite growing up mostly in Ontario, Sinclair maintains a strong bond to her First Nation roots in Cross Lake, a remote community in northern Manitoba. It's a community that has grabbed the country's attention because of its high suicide rate.

Sinclair, who completed a bachelor of arts degree with an Honours specialization in childhood and social institutions and a major in First Nations Studies at King's University College in London, Ont., will most likely move to Cross Lake to fulfil her lifelong dream to contribute to the community's future by educating and inspiring its children.

What is this teacher candidate's secret to improving student success? Using inclusive teaching strategies, she says. Diagnosed with a speech impairment and a learning disability when Sinclair was young inspired her to use her own experience to help students find their own ways of learning.

**Ontario College of Teachers
Scholarship — Intermediate/Senior
Recipient: Patrick Vaillancourt,
teacher candidate in the consecutive
education program at Laurentian
University**

Patrick Vaillancourt already has a long track record in the Cache Bay community, located near Sturgeon Falls. A committed Franco-Ontarian, he is a member of LINO (Ligue des improvisateurs du nord de l'Ontario), an improvisation

group, and trainer for the French Catholic high school improvisation team. In addition, the regional schools often seek out his artistic talents, especially in the area of the performing arts.

Vaillancourt is a member of the Ontario Arts Council and is artist-in-residence at the Conseil scolaire catholique Franco-Nord. He is also a regular contributor to the community radio station, the local food bank and the community arts council, and in high school worked with a variety of charities, including the Terry Fox Run and the Let Them Be Kids Initiative.

In addition to supply teaching, he is responsible for the children's liturgy in his parish where, every Sunday, he sits down with children and teenagers to discuss their faith.

He is known to be a pleasant and respectful person with a positive attitude, and is also said to be so popular with students that they never want to miss a class.

Vaillancourt, who completed a bachelor degree in French Studies at Laurentian University in Sudbury, is hoping to teach French and religion. He is passionate about instilling the Franco-Ontarian culture and values in today's youth.

The teacher candidate has received many awards and distinctions including Clown of the Year, an award issued by LINO, and more than 10 awards issued by Laurentian University and the University of Sudbury. **PS**

COLLEGE NEWS

DISCIPLINARY DECISIONS NOW AVAILABLE ON CanLII

The College is committed to transparency and accountability. That is why we have extended the ways in which you can access all disciplinary decisions involving members of the College. Decisions are now available on the Canadian Legal Information Institute (CanLII), a searchable database operated by the Federation of Law Societies of Canada.

Free, bilingual and easily searchable, this database (oct-oeo.ca/a52dzs) was created to make it faster and easier for the public, the media and legal professionals to access documents such as disciplinary decisions and high-quality legal commentary on Canadian court decisions. College Council approved this new initiative at its September 29–30, 2016, meeting. **PS**

MEMBERSHIP FEES

Your Fees at Work

At \$150, the College's annual membership fee* remains one of the lowest of any self-regulating profession in Ontario. Here we provide a visual breakdown of how your annual fee funds College activities.

\$7.89

COUNCIL AND COMMITTEES

- the costs of Council and committee meetings



\$8.67

OCCUPANCY COSTS

- building costs
- property taxes
- building mortgage payments

\$8

OFFICE OF THE REGISTRAR

- the overall leadership of the College
- finance and accounting of the College

\$20.57

SERVICES TO MEMBERS AND APPLICANTS

- assessment of all applications and certification of those applicants who qualify for membership
- outreach to new applicants
- updating the Certificates of Qualification and Registration for members with Additional Qualifications
- annual renewal of College members
- maintenance of the public register

\$21.98

COMMUNICATIONS

- communication with the public on behalf of the College's members
- the creation and distribution of *Professionally Speaking/Pour parler profession*, the College's official publication
- ongoing communication with the public, College members and education stakeholders via the College website
- provision of services in English and French



\$13.29

STANDARDS OF PRACTICE AND ACCREDITATION

- accreditation of pre-service and in-service teacher education programs
- articulation of the ethical standards and standards of practice for the teaching profession
- development of the enhanced teacher education program
- Additional Qualification policy development

\$30.36

CORPORATE SERVICES

- support to Council and College operations through human resources, policy and development, information technology, office services and maintenance

\$33.62

INVESTIGATIONS AND HEARINGS

- intake and investigation of complaints against members
- discipline and fitness to practise issues
- support for the Investigation, Discipline and Fitness to Practise committees



\$5.62

CAPITAL ASSETS

- the purchase of computer equipment, business applications, office equipment and maintaining a state of good repair

At its meeting December 1–2, 2016, College Council:

- approved the College’s 2017 budget of \$40,922,748 with an unchanged annual membership fee of \$150 by offsetting operating budget pressures with a restricted cash reserve draw of \$1,892,601. This includes spending an additional \$30,650 in 2017 to promote greater member participation in the 2018 election;
- welcomed Minister of Education Mitzie Hunter, who engaged in a dialogue with Council. The Minister lauded the College’s work to develop Bill 37, *Protecting Students Act*, and the implementation of the new enhanced teacher education program;
- requested that the Minister of Education amend the *Ontario College of Teachers Act* to provide the Investigation Committee with the authority to order a medical assessment of a member’s fitness to practise to support the committee’s role of investigating and referring complaints;
- received the Registrar’s quarterly report to Council;
- recognized excellence in teacher education by awarding scholarships to assist in the education of future teachers. Krista Bradshaw, a teacher candidate in the concurrent education program at Queen’s University, received the Joseph W. Atkinson Scholarship for Excellence in Teacher Education. Maria Sinclair, a teacher candidate in the consecutive education program at Western University, received the Ontario College of Teachers Scholarship — Primary/Junior or Junior/Intermediate. Patrick Vaillancourt, a teacher candidate in the consecutive education program at Laurentian University, received the Ontario College of Teachers Scholarship — Intermediate/Senior;
- received a quarterly report from the Chair;
- approved a policy for Council Member Application for Employment with the College, which would enable former Council members who have been out of office for more than a year to apply for College jobs;
- approved a College Employees’ Nomination to Council policy, which would enable former College employees to seek nomination to Council if they have been out of the employ of the College for at least a year;
- asked the Minister of Education to amend the College’s election regulations to enable former employees to be

WE'RE TURNING 20!

In 1997, the Ontario College of Teachers opened its doors. To commemorate 20 years of self-regulation in the public interest, the College is planning a number of events and activities.



Setting the Standard for Great Teaching

STUDENT ART EXHIBITION

Starting **May 20**, the College will display artwork by elementary and secondary students from across the province. Come check out the work of these budding artists on our 14th floor.

DOORS OPEN TORONTO

The College is participating in the 2017 Doors Open Toronto, a free, annual event that offers residents and visitors access to over 130 architecturally, historically and culturally significant buildings across the city. This year’s theme is *15 Decades of Canadian Architecture* and features highlights from each decade since the 1860s. Come take a tour of our building **May 27–28** and receive a special commemorative memento.

PANEL DISCUSSION: LOOKING BACK, LOOKING FORWARD

Join us at the College’s Annual Meeting of Members on June 8 for a panel discussion with the first College registrar, Margaret Wilson, OCT; the first College chair, Donna Marie Kennedy; former Education Minister Dave Cooke; and Dr. Avis Glaze, former commissioner of the Royal Commission on Learning. They will discuss the work of the College over the past 20 years and into the future.

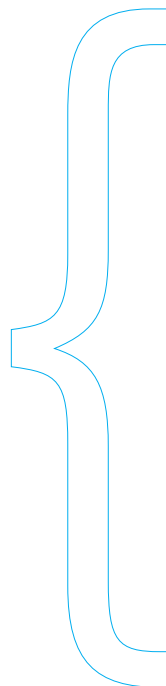
nominated in Council provided that they have not been employed by the College for at least 12 months;

- withdrew a motion to request the Minister of Education to amend the Election of Council Members Regulation (O. Reg. 293/00) to merge the northeast and northwest regions into one northern region with one part-time/full-time and two full-time elected positions; create a new French-language public board — elementary position; and rename the existing French-language public board — elementary or secondary position to reflect secondary only;
- amended bylaws so that the public register shall contain any undergraduate, graduate or postgraduate degree granted to a member, with the name of the post-secondary educational institution authorized to grant the degree, and the date the member completed the degree;
- asked the Minister of Education to amend the College’s regulations to include an interim suspension process for complaints against Council members regarding failure to disclose conflicts of interest and breaches of the oath/affirmation as well as for conduct inconsistent with the College’s duty to serve and protect the public interest;
- approved a change in date for the June 2018 Council meeting to May 29–30, 2018;
- recommended that the Minister of Education amend the Teachers’ Qualifications Regulation to add two First Nations Schools Leaders Additional Qualification courses to Schedule C, and that there be a course name change from Teaching Students who are Blind to Teaching Students who are Blind/LOW Vision in Schedule D; and
- appointed Ravi Vethamany, OCT, chair of the Standards of Practice and Education Committee and to the Executive Committee. **PS**



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THE POTENTIAL PITFALLS OF SOCIAL MEDIA

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

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

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

This incident involves two individuals from a small town near Windsor who had been in a romantic relationship. Martine is a high school teacher who is active on different social media platforms. A few months after their breakup, Marc complained to the College that Martine had posted inappropriate content on different social media sites, including a blog, Instagram, Facebook, Twitter and Pinterest.

Specifically, Marc alleged that Martine posted inappropriate pictures of herself and misleading depictions of past events that reflected negatively on Marc, and commented about sexual activities and alcohol consumption.

Martine said that the complaint was personal and not professional in nature. She explained that Marc followed her on various social media sites and misinterpreted what she posted as personal attacks on him.

Marc responded that he was easily identifiable through the comments Martine posted because they live in a small community and that several people had told him about the posts.

Martine's school board found that the contents of the social media sites did not require any disciplinary action.

If you were a member of the Investigation Committee, what would you do? Would you escalate this case to a disciplinary hearing?

THE OUTCOME

The panel decided not to refer the matter to the Discipline Committee because:

- Martine's blog was anonymous and did not name Marc;
- The school board had not disciplined Martine with respect to the allegations and acknowledged her right to maintain a blog unless it contains illegal or sexually explicit content; and
- Martine removed her blog once the complaint was made, and the pictures she had posted were not considered inappropriate.

Despite these reasons, the panel remained concerned about the potential for the information Martine posted to be disseminated and published on other social media sites, and about the

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*.

Member: Maurino Baptista Alphonso
Registration No: 565041

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended Toronto District School Board occasional teacher Maurino Baptista Alphonso for taking numerous teaching assignments impersonating his wife, who is also a teacher.

Certified to teach in September 2009, Alphonso attended the August 26, 2016, hearing with his legal counsel.

On several occasions, when the member's wife was assigned an occasional teaching assignment by the Toronto District School Board, Alphonso attended in her place and completed the occasional teaching assignments. He did so about 15 times between 2009 and 2011, resulting in financial gain for him and his wife.

He failed to disclose his true identity when teaching at the schools and used his wife's name instead. He was able to do so because his wife's name was not readily identifiable as either male or female.

The Discipline Committee panel found Alphonso guilty of professional misconduct and suspended his Certificate of Qualification and Registration for nine months. He was directed to appear before the committee immediately after the hearing to receive a reprimand.

He must also successfully complete, at his own expense, a course on professional ethics.

In its decision, the panel stated, "By impersonating another teacher and stepping

access students and colleagues would have to such information. The panel, therefore, issued a reminder to Martine that she should consider the risks associated with posting on social media and that teachers are role models in our society. A reminder is a way to communicate the concerns of the Investigation Committee and is not disciplinary in nature. If you are active on social media, check out the College's professional advisory Use of Electronic Communication and Social Media (oct-0660.ca/kvxxdb) for advice on the use of technology. You can also watch our popular video at oct-0660.ca/34yb3n.ps

HEARINGS

into a role for which he was not selected or hired, the Member put his financial interests above all others, including the interests of the students at the schools in which he deceitfully worked.”

Member: Léon Hébert Beaulieu

Registration No: 161753

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Ontario teacher Léon Hébert Beaulieu due to criminal convictions.

Beaulieu, who was certified to teach in June 1980, did not attend the public hearing on July 27, 2016, nor was he represented by legal counsel.

In December 2014, Beaulieu was found guilty of:

- using the Internet to lure and transmit sexually explicit material to another person who was, or who Beaulieu believed was, under the age of 16 years;
- having unlawfully possessed a firearm.

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

In its written decision, the panel stated, “...no members of the profession should conduct themselves in such a manner.” And that “The Member abused his position of trust and authority in a disgraceful fashion.”

Member: Duncan Andrew Bell, OCT

Registration No: 475206

Decision: Reprimand, conditions

A Discipline Committee panel ordered a reprimand to Toronto District School Board teacher Duncan Andrew Bell for an inappropriate and offensive comment.

Certified to teach in June 2004, he attended the July 6, 2016, hearing with his legal counsel.

His offensive comment was made during class when a group of female students were talking among themselves by the member’s desk. One student discussed a hypothetical situation about going on a date with someone, then returning to the date’s residence for coffee. Another student asked her, “do you mean sex?” and the student responded, “no, just coffee.”

The member overheard the conversation and made a comment of a sexual nature. The student felt uncomfortable when the member said those words and believed he was looking at her as he spoke. The other female students heard the remark and felt uncomfortable around the member afterwards.

Following its investigation, the board suspended him for 15 days without pay and transferred him to a different school.

The Discipline Committee panel found him guilty of professional misconduct and directed that he appear before the committee immediately following the hearing to receive a reprimand.

In addition, he must successfully complete, at his own expense, a course on professional boundaries and student sensitivities.

In its decision, the panel stated, “Teachers hold a position of trust and authority and are expected to set an example of good moral behaviour to students and to respect the appropriate professional boundaries of the teacher-student relationship.”

The panel also stated, “The reprimand will allow the Committee to directly address its concerns with the Member and will serve as a specific deterrent. It will remind the Member that making comments of a sexual nature is never appropriate when communicating with students.”

Member: Youssef Benabdallah Chaouni

Registration No: 491788

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Youssef Benabdallah Chaouni in connection with criminal convictions, in 2014, for sexually abusing a female student.

Certified to teach in August 2009, Chaouni did not attend the July 26, 2016, hearing, nor was he represented by legal counsel. He did, however, submit written remarks to the committee.

In November 2011, Chaouni touched a student’s buttocks during a practice lockdown exercise in his class. He then asked the student if she liked it, to which she replied no. He touched her buttocks again during a presentation in front of the class.

The Discipline Committee panel found Chaouni guilty of professional misconduct and ordered that his certificate be revoked.

In its decision, the panel stated that the member “has shaken public trust in the teaching profession. Consequently, he loses the privilege of membership.”

Member: Joseph Anthony Graziano

Registration No: 274327

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Hamilton-Wentworth Catholic District School Board former teacher Joseph Anthony Graziano, who was criminally convicted of sexual offences against a student.

Certified to teach in August 1997, Graziano did not attend the July 7, 2016, hearing, nor was he represented by legal counsel.

Over the course of three years, Graziano engaged in sexual activities with a student in his classroom, at his home and in a recreational trailer that he owned.

In 2015, he was found guilty of sexual interference and sexual exploitation. He was sentenced to three years’ incarceration.

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

Graziano’s teaching certificate was previously revoked in 2015 by another panel of the Discipline Committee for sexual misconduct related to a different student.

Even though his teaching certificate was already revoked, he continued to be subject to the jurisdiction of the College because the misconduct occurred while he had a Certificate of Qualification and Registration.

The panel’s penalty order serves as notice to the profession that the consequences of professional misconduct will be dealt with even if a member’s teaching certificate has been previously revoked.

In its decision, the panel stated, “the student was a vulnerable young man, who had experienced a significant loss in his family before he became involved with Mr. Graziano. Justice H. Arrell described the student as a troubled youth who did not

excel at school. The committee is dismayed by Mr. Graziano's criminal conduct."

Member: Matthew Paul Kras

Registration No: 459441

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended Waterloo Catholic District School Board teacher Matthew Paul Kras for boundary violation issues with a female student.

Certified to teach in July 2002, Kras attended the July 6, 2016, hearing with his legal counsel.

In the spring of 2014, as head of the Co-op and Business Program at his school, Kras did not maintain appropriate boundaries with a student. For example:

- he drove the student alone to her co-op placement on one occasion without the student's father's knowledge or permission, and without the knowledge of the school administration;
- he engaged in inappropriate texting and personal conversations in the evening hours with the student;
- after the student told him "I think I want to hook up with you" he, subsequently, told her "We all have wants, but that doesn't mean it's going to happen." His remarks made the student feel awkward.
- when the student referred to the fact that he had said he wanted to "hook up" with her, he replied "needs and wants are separate things."

He was suspended without pay by his board for three days.

The Discipline Committee panel found Kras guilty of professional misconduct and suspended his Certificate of Qualification and Registration for one month. He was directed to appear before the committee immediately after the hearing to receive a reprimand.

He must also successfully complete, at his own expense, a course on appropriate boundaries and boundary violation issues.

In its decision, the panel stated, "The suspension will serve as a specific deterrent to the Member and as a general deterrent to other members of the teaching profession by reminding them of the importance of respecting and observing

appropriate boundaries with students in all forms of communication."

Member: Evan Law, OCT

Registration No: 517026

Decision: Reprimand, conditions

A Discipline Committee panel ordered a reprimand to Peel District School Board teacher Evan Law for a repeated pattern of inappropriate conduct.

Certified to teach in June 2007, Law attended the July 8, 2016, hearing and was represented by legal counsel.

The member's misconduct occurred during the 2011–12 school year. During this time, the school board received complaints from students and parents. Law's behaviour was racially tinged, insensitive to the feelings of his adolescent students, and disrespectful to a parent. It involved multiple students over several incidents.

Examples of conduct included swearing in class — usually under his breath — using inappropriate or rude gestures in class in an attempt to be funny, and comments like:

- "If you dated a white guy would your mom smack you?"
- "Do you eat white or brown food at home?"

The panel heard that the board's disciplinary measures included a suspension and a transfer to another school.

The Discipline Committee panel found Law guilty of professional misconduct and directed that he appear before the panel immediately after the hearing to receive a reprimand.

Within 90 days of the decision, he must also successfully complete, at his own expense, a course in professional boundaries with students.

The panel looked favourably on the evidence that Law has made significant progress in his professional practice and has achieved several years of successful teaching since the events that brought him to the hearing.

In its decision, the panel stated, "The coursework will remind the Member of his obligations as a teacher and will help him to make better decisions in any future interactions with students."

The panel also stated, "Ultimately,

the profession must be made aware that when teachers repeatedly fail to maintain appropriate professional boundaries with students, when they abuse their authority by coercing students for personal gain, and when these issues persist despite receiving remedial support from their employers, their names should not be shielded from public scrutiny. While the order for publication with name is not intended to cause shame to the Member, if this is the result, it has been brought on the Member by his own conduct."

Member: John Charles Leek

Registration No: 115607

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of John Charles Leek, a former teacher at the Hamilton-Wentworth District School Board and the Peel District School Board.

The revocation is related to criminal convictions for sexually abusing students and young persons over an extended period of time from the 1960s to the 1980s.

Leek, who was certified to teach in June 1966, did not attend the public hearing on August 24, 2016, nor was he represented by legal counsel.

Leek targeted vulnerable young boys who experienced family problems and inserted himself into their lives. He gained their trust and then exploited that trust. According to the victim impact statements, many of them have suffered long-term consequences arising from his actions and they have been unable to recover from the trauma.

In August 2015, Leek was sentenced to four years' incarceration.

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

In its written decision, the panel stated "The Member's conduct jeopardized the public's confidence in the teaching profession. The Member abused the trust and authority that was placed in him without regard for the welfare of his students and other young persons. Through his reprehensible conduct, the Member

HEARINGS

has forfeited the privilege of holding a teaching certificate in Ontario.”

Member: Bruno Severino Pecile

Registration No: 487643

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended Kawartha Pine Ridge District School Board teacher Bruno Severino Pecile for his failure to maintain appropriate boundaries with students.

Certified to teach in July 2005, Pecile attended the June 21, 2016, hearing with his legal counsel.

Between 2011 and 2013, Pecile did not maintain appropriate boundaries with students. For example:

- He played an inappropriate YouTube video for a female student. The video was a parody of the film *Powers of Ten* that included inappropriate content that was highly sexual, pornographic, racist and violent. His intention was to have the student watch the educational film *Powers of Ten*. Because he had not previewed the actual video, he was not aware that the video chosen was a parody of the film.
- He showed the music video by Miley Cyrus for the song *Wrecking Ball* on a computer in the classroom as the students were entering the class. The video contains nudity and sexual imagery. During the class, he discussed the Cyrus video and made comments that made a number of female students feel uncomfortable.

In October 2013, he was assigned to home by the board pending an investigation. Two months later, he went on a medical leave. In April 2014, he resigned from the board.

The Discipline Committee panel found Pecile guilty of professional misconduct and suspended his Certificate of Qualification and Registration for one month. He was directed to appear before the committee immediately after the hearing to receive a reprimand.

He must also successfully complete, at his own expense, a course on boundary violations and professional ethics.

In its decision, the panel stated, “The Committee finds that the course of

instruction regarding boundary violations and professional ethics will assist in the rehabilitation of the Member, should he ever choose to return to a Teaching Position.”

Member: David Arthur Rosewell

Registration No: 274492

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended Upper Grand District School Board teacher David Arthur Rosewell for engaging in inappropriate communications with students.

Certified to teach in November 1997, Rosewell attended the June 21, 2016, hearing with his legal counsel.

Between 2008 and 2011, Rosewell sent sexually suggestive and/or personal text messages and/or Facebook messages to current and/or former students. On some occasions, he sent the students messages while he was inebriated.

For example, in one message, he inquired about what a student was doing and suggested that when she turned a certain age, they would go to bars together to drink and see bands.

The Discipline Committee panel found Rosewell guilty of professional misconduct and suspended his Certificate of Qualification and Registration for six months. He was directed to appear before the committee immediately after the hearing to receive a reprimand.

He must also successfully complete, at his own expense, a course on boundary issues.

The panel found that his comments were clearly unwelcomed by one student. Despite the fact that she repeatedly told him how inappropriate his comments were, Rosewell showed no insight into how inappropriate his behaviour was and how far it crossed student-teacher boundaries.

In its decision, the panel stated, “The Member ought to understand that the power imbalance inherent in the teacher-student relationship does not enable teachers and students to be friends.

No matter how amicable the member’s relationship with his students is, it is erroneous to characterize this dynamic as a friendship.”

Member: Marjorie Alison Steeves

Registration No: 215910

Decision: Acknowledgement of resignation and undertaking

A Discipline Committee panel found Marjorie Alison Steeves, a former teacher at the Upper Grand District School Board, guilty of professional misconduct following an investigation by child protection services. The investigation concluded that her conduct caused a risk of harm to students in her class.

Steeves, who was certified to teach in June 1984, did not attend the public hearing on September 23, 2016, but was represented by legal counsel.

In 2013, she made inappropriate comments to students such as:

- telling individual students to “buzz off”;
- stating to a male student, “Get out of this room you’re wasting my time”;
- and
- saying to two female students, “Is this about work or the bathroom? If it is about the bathroom go sit down.”

She also engaged in inappropriate conduct, including yelling, refusing to allow students to use the bathroom, and engaging in favouritism with some students.

An investigation by Dufferin Child and Family Services revealed that Steeves’s conduct caused a risk of harm to the children in her class. The board also conducted its own investigation.

In 2014, she retired from her employment with the board and, in 2015, she retired from the College.

Steeves agreed to resign as a member of the College, with immediate effect, and undertook to never seek reinstatement of her Certificate of Qualification and Registration or to ever teach again in Ontario.

In its written decision, the panel stated, “The serious nature of the misconduct is underlined by the fact that child protection services investigated and found that the Member’s conduct caused a risk of harm to students in her class.” **PS**

Copies of the full decisions are available at oct-oeo.ca/uveuah.



NAME: *Yannick Bisson*

- Born May 16, 1969, in Montréal
- His father worked in bridge construction, which meant many moves growing up
- Attended K–Grade 3 in Montréal; went to three different schools in Florida for Grade 4–5 and part of Grade 6, moved to Texas in Grade 6 and back to Florida for part of Grade 7
- Attended Highland Junior HS (Grade 7–8); Eastern Commerce CI (Grades 9–10); took a few Grade 11 credits at Central Commerce CI, all in Toronto
- Left high school to pursue acting and support his family, worked in construction and a variety of other jobs between gigs
- Married actress, author and producer Shantelle Bisson when he was 21
- Made his acting debut in the CBC’s critically acclaimed movie *Hockey Night* (1984)
- Has appeared in more than 60 television shows and movies, including *Sue Thomas: F. B. Eye*, *Nothing Too Good for a Cowboy*, *Soul Food*, *Casino Jack* and *Too Late To Say Goodbye*
- Cast as Detective William Murdoch in *Murdoch Mysteries* (2007); has directed several episodes
- Stars in *The Adventures of Napkin Man*, the CBC preschool show in which he plays a teacher; won Best Host in a Pre-School, Children’s or Youth Program or Series at the 2015 Canadian Screen Awards
- Lives in Toronto with his wife and three daughters

MYSTERY MAN

TV detective Yannick Bisson discusses dunce caps, *Dead Poets Society* and the day his daughter graduated.

BY LAURA BICKLE

Describe yourself in elementary school.

Enthusiastic, energetic, innocent.

Describe yourself in high school.

Reluctant, discouraged, impatient.

What was your favourite subject?

Science challenged me; I felt as though I was learning important things.

Your most challenging?

Reading aloud; I know, look at me now!

Favourite way to spend recess?

Group sports like handball — and dreaming about girls.

Fondest school-related memory?

In Grade 6, I had a friend named Richard Gonzales who had the most amazingly infectious laugh, and we did nothing but disrupt Mrs. Irvine’s class. I’ll never forget how much we laughed.

Most embarrassing memory?

I had a dunce cap placed on my head by a girl when I was in Grade 5.

Who are your favourite writers?

Robert Ludlum, James Michener, Napoleon Hill, Robert Kiyosaki, Trevanian and Noam Chomsky.

Favourite literary pieces studied?

I enjoyed anything by Steinbeck — they were always entertaining and piqued my imagination.

What are you currently reading?

The Border City Blues books by Michael Januska.

Who is your hero?

Guy Lafleur, Gilles Villeneuve.

Favourite heroes from fiction?

Jason Bourne, Tintin, Han Solo.

As a student, what career path did you dream of following?

Being a movie star or the Aqua Velva man.

What natural gift did you wish you possessed in the past?

I really hoped I’d be taller, still do.

Lesson learned in kindergarten that still applies today?

Keep your hands to yourself.

What prepared you for acting?

Group work and co-operative learning activities. Every day, I work hand in hand with a team of 100-plus people and each one has a critical role.

Who is your favourite fictional teacher?

Robin Williams in *Dead Poets Society*.

Most memorable teacher?

My Grade 7 and 8 theatre arts teacher, Mrs. Daniels. She was overworked and yet put on epic school musicals, taught us tech and was fabulous.

Qualities you appreciate in a teacher?

Enthusiasm and strict rules.

Best memory from graduation day?

I never got to graduate. Seeing my eldest daughter be the first in my family to graduate was a very big honour for me. **PS**



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Primary	CONT 563	• • •
Junior	CONT 564	• • •

ABQ INTERMEDIATE

Business Studies	CONT 652	•
English	CONT 770	• • •
Family Studies	CONT 687	• • •
First Nations, Metis & Inuit Studies	CONT 638	•
French	CONT 769	• •
Geography	CONT 795	•
Health & Physical Education	CONT 606	•
History	CONT 789	•
Mathematics	CONT 573	• • •
Science - General	CONT 609	• •

ABQ SENIOR

Biology	CONT 773	• •
Chemistry	CONT 605	• •
English	CONT 771	• •
Geography	CONT 772	•
History	CONT 794	•
Law	CONT 637	•
Mathematics	CONT 574	• • •
Physics	CONT 608	•
Social Sciences	CONT 635	• • •
Science - General	CONT 610	•
Visual Arts	CONT 614	•

HONOUR SPECIALIST

Biology	CONT 586	•
Business Studies	CONT 640	•
Chemistry	CONT 587	•
Dramatic Arts	CONT 588	•
English	CONT 590	• •
French	CONT 591	•
Geography	CONT 592	•
Health & Physical Education	CONT 596	• •
History	CONT 593	• •
Mathematics	CONT 594	• •
Music	CONT 582	•
Physics	CONT 595	•
Science - General	CONT 602	•
Social Sciences	CONT 636	• •
Technological Education	CONT 598	• •
Visual Arts	CONT 599	•

THREE-PART ADDITIONAL QUALIFICATIONS

Cooperative Education Part 1	CONT 681	• • •
Cooperative Education Part 2	CONT 682	• •
Cooperative Education Specialist	CONT 683	• •
Teaching English Language Learners Part 1	CONT 539	• • •
Teaching English Language Learners Part 2	CONT 540	• •
Teaching English Language Learners Part Specialist	CONT 541	• •
Family Studies Part 1	CONT 677	• •
Family Studies Part 2	CONT 678	•
Family Studies Specialist	CONT 679	•
First Nations, Metis & Inuit Peoples Part 1	CONT 524	• • •
First Nations, Metis & Inuit Peoples Part 2	CONT 525	• •
First Nations, Metis & Inuit Peoples Specialist	CONT 526	•
FSL Part 1	CONT 536	• • •
FSL Part 2	CONT 537	• •
FSL Specialist	CONT 538	• •
Guidance & Career Ed Part 1	CONT 611	• • •
Guidance & Career Ed Part 2	CONT 612	• • •
Guidance & Career Ed Specialist	CONT 613	• • •
Health & Physical Ed (P/J) Part 1	CONT 510	• • •
Health & Physical Ed (P/J) Part 2	CONT 511	• •
Health & Phys Ed (P/J) Specialist	CONT 512	•
Integration of Information & Computer Technology in Instruction Part 1	CONT 701	• • •
Integration of Information & Computer Technology in Instruction Part 2	CONT 702	• •
Integration of Information & Computer Technology in Instruction Specialist	CONT 703	• •
Kindergarten Part 1	CONT 801	• • •
Kindergarten Part 2	CONT 802	• •
Kindergarten Specialist	CONT 803	• •
Teacher Librarian Part 1	CONT 797	• • •
Teacher Librarian Part 2	CONT 798	• •
Teacher Librarian Part Specialist	CONT 799	• •
Mathematics, Primary & Junior Part 1	CONT 542	• • •
Mathematic, Primary & Junior Part 2	CONT 543	• • •
Mathematics, Primary & Junior Specialist	CONT 544	• • •
Reading Part 1	CONT 533	• • •

Reading Part 2	CONT 534	• • •
Reading Specialist	CONT 535	• •
Religious Education in Catholic Schools Part 1	CONT 624	• • •
Religious Education in Catholic Schools Part 2	CONT 625	•
Religious Education in Catholic Schools Specialist	CONT 626	• •
Special Education Part 1	CONT 504	• • •
Special Education Part 2	CONT 505	• • •
Special Education Specialist	CONT 506	• • •
Teacher Leadership Part 1	CONT 530	• •
Teacher Leadership Part 2	CONT 531	• •
Teacher Leadership Specialist	CONT 532	•

ONE SESSION QUALIFICATIONS

Adult Education	CONT 860	• • •
Classroom Management	CONT 806	• • •
Safe & Accepting Schools	CONT 805	• • •
Special Ed - Behaviour	CONT 810	• • •
Special Ed - Communication - Autism	CONT 812	• • •
Special Ed - Communication - Learning Disability	CONT 816	•
Student Assessment & Evaluation	CONT 811	• •
Teaching & Learning Through e-Learning	CONT 815	• • •
Teaching LGBTQ Students	CONT 807	• • •
Use and Knowledge of Assistive Technology	CONT 820	•

TECHNOLOGICAL EDUCATION

Comm. Tech Grades 9/10	CONT 403	•
Comm. Tech Grades 11/12	CONT 404	•
Computer Tech Grades 9/10	CONT 490	•
Green Industries Grades 9/10	CONT 492	•
Manufacturing Grades 9/10 Blended	CONT 443	•
Tech Design Grades 9/10	CONT 487	•
Tech Design Grades 11/12	CONT 488	•

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SESSION DATES:

Spring 2017: Apr. 10 - Jun. 9, 2017
 Intersession 2017: May. 1 - Jun. 23, 2017
 Summer 2017: Jun. 26 - Aug. 11, 2017

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Spring 2017: Mar. 24, 2017
 Intersession 2017: Apr. 21, 2017
 Summer 2017: Jun. 9, 2017



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CONTINUOUS LEARNING

Ongoing learning is at the heart of teacher professionalism. To support Ontario teachers' professional learning, the College published an updated *Professional Learning Framework for the Teaching Profession* (PLF) in 2016. *Professionally Speaking* spoke with some of the educators who contributed to its collaborative development.

BY MELISSA CAMPEAU

The *Professional Learning Framework for the Teaching Profession* describes the many ways teachers can foster their individual and collective growth, as identified by members of the profession through provincial consultations, surveys, focus groups and written narratives on practice.

practices and innovations that help the teaching profession adjust, on an ongoing basis, to the “evolving nature of learning, teaching and leadership. “Teachers have a responsibility to seek ongoing professional renewal, to prepare students for the challenges they face in the future,” says Beaudin. AQs are one effective way to do this.

Additional Qualifications (AQs) for teachers help support ongoing learning, enhancing teachers’ professional knowledge and practice, and benefiting both students and the public.

Additional Qualifications (AQs) for teachers help support that ongoing learning, enhancing teachers’ professional knowledge and practice, and benefiting both students and the public. “The public trusts that the profession will engage in a multiplicity of forms of professional learning,” says Déirdre Smith, OCT, manager of the Standards of Practice and Education Unit at the College. “AQs are one important dimension of that trust.”

Ongoing professional learning is a standard of practice for the teaching profession. “There’s good reason for this,” says Pierre Beaudin, OCT, practicum co-ordinator and part-time professor at the University of Ottawa. “Additional Qualifications matter a great deal in our profession. They are a way for us to increase our knowledge and skills while keeping up to date on the most recent developments and remaining at the forefront of knowledge.”

Innovating and leading

The Professional Learning Framework recognizes the importance of thoughtful, ethical and critically reflective

Fostering communities

The benefits of Additional Qualifications extend beyond the academic content of the programs. AQ courses nurture a community of learners, whether connections are made through in-person or virtual classes. “Professional bonds can be established through the AQ courses,” says Marisa Di Censo, OCT, principal with the Hamilton-Wentworth Catholic District School Board. “Instructional practice is enhanced through professional collaboration, which serves students across the province.”

Professional learning through AQs can help facilitate community building within entire schools, as well. “In my experience, teachers and education leaders who engage in AQ courses share their learning and enthusiasm with their colleagues,” says Di Censo. “Their practice — and that of their colleagues — is invigorated by new learning, affirmation of their own best practices, and by professional dialogue that occurs both formally and incidentally at school.”



Self-directed learning

While the positive impact of Additional Qualifications is widespread throughout Ontario, research suggests the structure and nature of AQs is quite unique. “We could find no other jurisdiction in the world with a similar offering of professional learning for their teachers,” says Pamela McGugan, OCT, a retired teacher and principal with the Peel District School Board, an education officer with the Ministry and a program officer with the College. “Bearing in mind the thousands of teachers that enrol in AQs each year, virtually at their own expense, it’s a prime example of our teachers’ autonomous self-directed learning in action.”

AQ course content originates in direct response to teachers’ needs and areas of interest — and this is at the heart of the very high levels of enrolment. “AQ course guidelines are developed at the recommendation of teachers or sometimes the public. In many cases a subject association will bring forth a request,” explains McGugan.

The development of new AQs might come from general demand, but the decision about which areas to study is largely in the hands of each

teacher, directed by interest, curiosity and an evolving school environment. “Teaching requires a deep and profound understanding of pedagogy and a willingness to build on that knowledge as new aspects and techniques are discovered,” says McGugan. “Each teaching assignment, classroom and group of students invariably brings new challenges that dictate areas of further inquiry and engagement in professional learning.”

The individualized nature of AQ learning means teachers often come to the courses already engaged in and curious about the subject matter — fertile ground for the development of new skills. “The most important element of effective professional learning for me is autonomy,” says Jennifer Damianidis, OCT, a Special Education teacher for Grades 6 to 8 with the Peel District School Board. “The interests I have pursued for professional learning have been deeply linked to my personal reflection and growth as an educator; they have not been pursued for the sake of status or career moves.”

This individualized learning allows teachers to focus on what matters →



The College engaged members of the profession to help update the Professional Learning Framework.



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most within their own practices and interests. “Although a portion of my ongoing professional learning is based on system needs, other learning opportunities are inspired by what motivates me most: my passion for Special Education and the needs that I have in my classroom,” says Melinda Rapallo-Ferrara, OCT, a Special Education teacher/program consultant with the York Catholic District School Board.

Professional learning that applies directly and immediately to a teacher’s day-to-day needs is more likely to be used, too. “When teachers see the connection of the learning to their practice with students, they are more engaged and committed to ensuring the learning is integrated into their practice,” says Gayle Brocklebank Vincent, OCT, retired superintendent of schools, York Region District School Board.

In the public interest

In addition to helping teachers enhance student learning, AQs also become a matter of public record, helping to maintain confidence in the profession and assuring the public that those who work directly with children and youth have the necessary professional knowledge and skill, and that they embody ethical standards and values.

Ontario communities are best served by confident teachers who work with up-to-date research and employ current best practices. “Professional learning facilitates this,” says Di Censo, and teachers then translate that learning to students. “Strong, capable students ensure and foster communities that are caring, prosperous and healthy.” **AQ**

COLLEGES OF APPLIED ARTS AND TECHNOLOGY: **NOW OFFERING AQs**



Robotics, civil engineering, gerontology, agribusiness: AQs in these and other popular technical areas help teachers spark students' curiosity — and might just influence career choices down the road.

For teachers with technological education qualifications, AQs in these subjects can help gain greater depth of knowledge in their area of interest and expertise.

Technological education (64 options in total, under Schedule F in the AQ courses listing) generally requires specialized equipment and learning spaces, as well as qualified technological education teachers. Until quite recently, there were so few appropriately equipped Ontario

institutions offering Schedule F AQs, they were essentially unavailable to most teachers in Ontario.

All that is beginning to change, however.

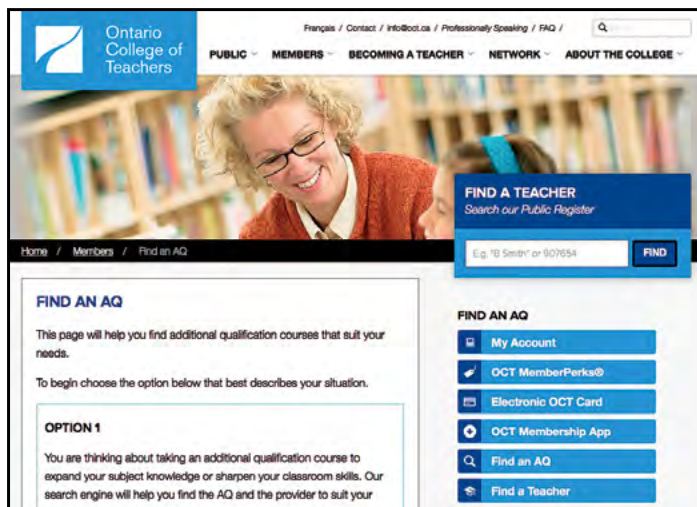
As of 2017, Seneca College, Collège Boréal and Loyalist College will become the first three colleges of applied arts and technology approved to offer AQs.

Each institution has state-of-the-art facilities and specialist instructors, which means they'll have the capacity to offer enhanced learning for teachers, opening up more career pathways for students to explore. Collège Boréal, on board as a provider of technological education AQ courses, helps ensure these Schedule F courses are available to the French-language community, supporting equal access to knowledge

and skills by both French-speaking educators and students.

In years past, teachers with an interest in learning more about teaching in the fields of technological education — such as photography, horticulture, computer repair, child development, cooking, computer-aided manufacturing, architectural design, and beyond — have had to seek out courses on their own, without ever receiving additional accreditation for completing them. With AQ courses available in these technological areas, teachers will have access to state-of-the-art instruction from expert instructors, and earn Additional Qualifications, helping the public to know they are additionally qualified in those areas. **AQ**

FIND AN AQ EXTEND YOUR PROFESSIONAL KNOWLEDGE



Ongoing professional learning is an integral part of teaching. Let our **Find an AQ** search engine be your guide to finding one that suits your needs. Search by provider or AQ name. With over 370 courses to choose from, selecting the right AQ to expand your subject knowledge or sharpen your classroom skills has never been easier.

ACCESS FIND AN AQ THROUGH OUR WEBSITE, OCT.CA, OR THROUGH THE COLLEGE'S MOBILE APP — NOW AVAILABLE ON TABLET.

EXPERIENCE. EDUCATION.

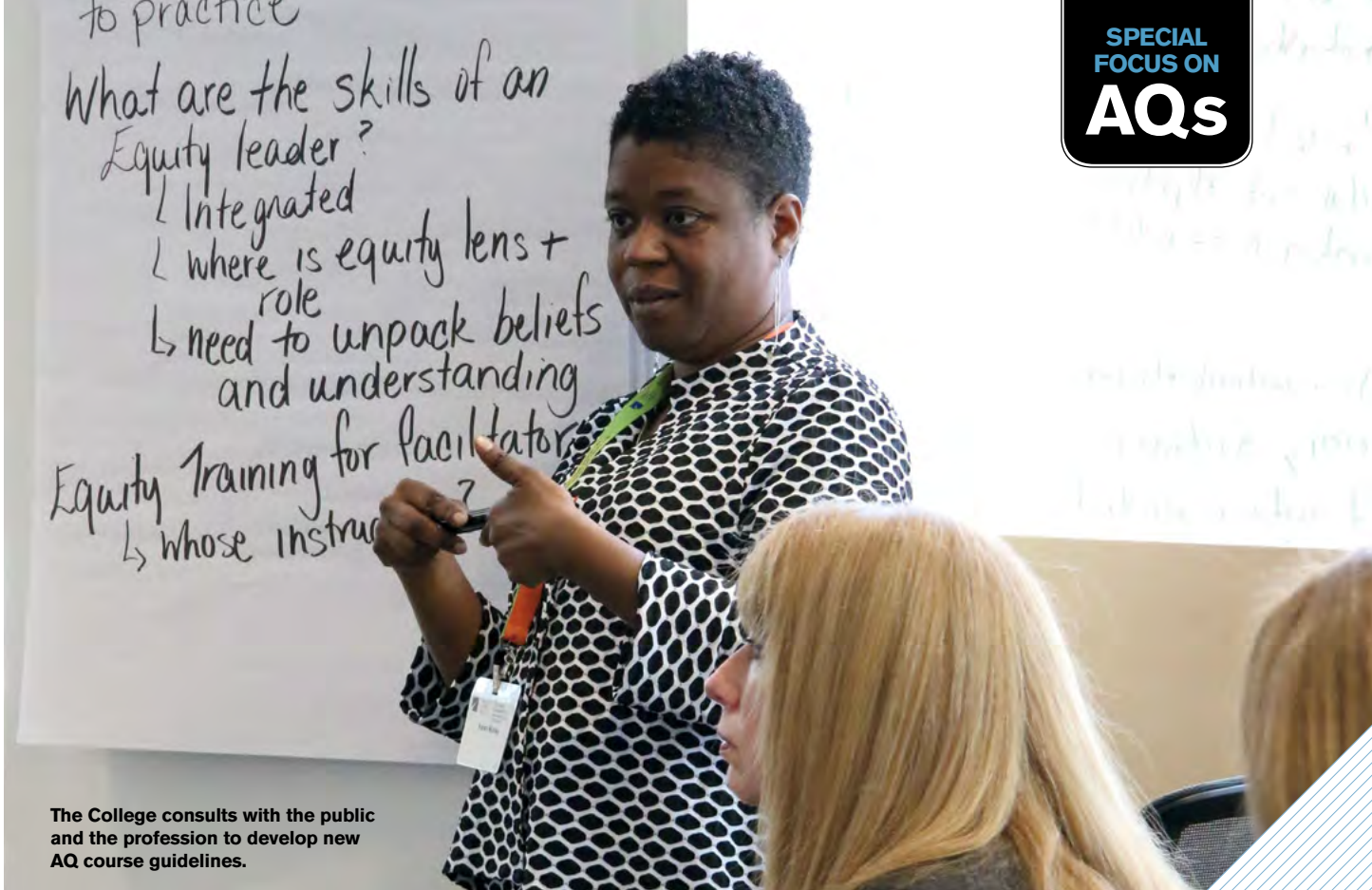
COME TO BROCK.

Additional Qualifications — Continuing Teacher Education

Additional qualification courses are offered in a wide variety of subjects and topics. These courses deepen practitioners' knowledge and skills in the design and delivery of specific programs. They also support professional practice by preparing teachers for specific roles.

Find out more about the Brock experience at brocku.ca/education/futurestudents/contteachered

Brock
University



The College consults with the public and the profession to develop new AQ course guidelines.

GUIDANCE, LANGUAGE AND LEADERSHIP AMONG NEW AQ SUBJECTS

In consultation with the public and the profession, the College continually develops new AQ course guidelines to help teachers with their own ongoing professional learning.

The newest additions to the roster include: Teacher Leadership; Supporting First Nations, Métis and Inuit Students: Guidance and Counselling; Teaching Cayuga; and Teaching LGBTQ Students.

Teacher Leadership

Available this spring, the three-part specialist Teacher Leadership AQ, developed in consultation with over 100 teacher leaders from across the province, is designed to help teachers explore learning theory, instructional design, assessment and evaluation, and more, across the divisions. Through this AQ, teachers can gain in-depth knowledge, refine professional

judgment and generate new knowledge for their own practices.

“We anticipate many teachers will take the Teacher Leadership AQ because there are so many roles for teacher leaders in our schools, and because teacher leadership is central to effective schools and student learning,” says Déirdre Smith, OCT, the College’s manager of Standards of Practice and Education.

Supporting First Nations, Métis and Inuit Students: Guidance and Counselling

The Supporting First Nations, Métis and Inuit Students three-part specialist AQ was introduced in response to conversations between teachers and the province, facilitated by the College. While an Additional Qualification for guidance and career education already existed, these conversations identified and supported the notion that unique

and distinct guidance and counselling needs of First Nations, Métis and Inuit students warranted an Additional Qualification with that specific focus. Kenjgewin Teg is the First Nations educational institution leading the development of this new AQ.

Six Nations Polytechnic in Ohsweken, Ont., is the first and only First Nations educational institution to provide AQs. Currently, Six Nations offers AQs in mathematics, Mohawk and Cayuga, and is taking the lead in creating the new AQ guideline “Teaching and Leadership: First Nations, Métis and Inuit Setting,” which will be developed in early 2017.

Teaching Cayuga

The Teaching Cayuga AQ is one of 10 First Nations languages identified in the Additional Qualification regulation. The policy guideline for this →

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YORK'S BLENDED COURSE FORMAT



Explore our broad range of blended AQ, ABQ and PQP courses at www.edu.yorku.ca/profdev

The Office of Professional Learning in the Faculty of Education at York University offers educators a variety of online and blended AQs/ABQs/PQPs and certificate courses designed to meet unique learning needs.

single-session AQ was developed by Cayuga speakers and educators of First Nations communities, and marks the first time the College has offered an AQ related to the Cayuga language. The course not only supports some of the Truth and Reconciliation Commission of Canada’s calls to action, but also the language revitalization initiative in many First Nations communities.

“The Teaching Cayuga AQ is an important step, because it is one form of validation of teachers whose language and heritage are indigenous to this country, but who have been disregarded by the larger Canadian society,” says Thomas Deer, language program co-ordinator with Six Nations Polytechnic.

“For teachers, the Cayuga AQ recognizes the importance of the language while adding value to their credentials,” says Deer. “It will also help teachers who have not had formal training in teaching an Iroquoian language

to incorporate the basics of syntax, morphology and Cayuga culture in their lessons. The students then benefit by having a knowledgeable teacher who is better prepared to help students learn about the language and culture of the Cayuga people.”

Teaching LGBTQ Students

Launched in 2016, the Teaching LGBTQ Students AQ helps equip teachers with the necessary knowledge and skills to be effective educators for all students, including those who identify as lesbian, gay, bisexual, transgender or queer. Developed in consultation with teachers, students, members of Egale Canada Human Rights Trust and other organizations, the course reflects an increased awareness of the challenges faced by students within the LGBTQ community, and an ongoing need to support teachers in the creation and protection of safe, positive and inclusive school environments. **AQ**

AQ DEVELOPMENT AND REVIEW PROCESS **FOR HIGHLY SPECIALIZED AREAS**

1. Background research
2. Literature review
3. Conversations with key experts in the field
4. Consultation process with the public, the profession and education partners, including:
 - Consensus workshops
 - Appreciative inquiry
 - Narrative inquiry
 - Focus groups
 - Online questionnaire
 - Facebook discussions
5. Writing team with members of the profession
6. Review of the draft AQ guidelines by the Standards of Practice and Education Committee
7. Provincial validation involving the public, the profession and educational partners
8. Release of the final AQ guideline to AQ providers

AQ COURSES MENU

















Spring 2017

REGISTRATION CLOSES March 17, 2017
 COURSES START April 3, 2017
 COURSES END June 16, 2017

Summer 2017

REGISTRATION OPENS April 6, 2017
 REGISTRATION CLOSES June 2, 2017
 COURSES START July 4, 2017
 COURSES END July 28, 2017

**CLOSING DATES WILL BE EXTENDED
IF SPACES ARE STILL AVAILABLE**

-  Co-operative Education Part I
-  English as a Second Language
-  French as a Second Language (all 3 parts now available online)
-  Guidance and Career Education
-  Guidance Specialist
-  Integration of Information and Computer Technology in Instruction (also available as modules for Part I)
-  Kindergarten
-  Librarianship
-  Mathematics (also available as modules for Part I)
-  Reading (also available as modules for Part I)
-  Religious Education (also available as modules for Part II)
-  Special Education
-  Teaching Students with Communications Need-Autism (also available as modules)
-  Student Assessment and Evaluation (also available as modules)
-  Teaching Combined Grades (also available as modules)
-  Writing

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REGULATORY CHANGES FOR FIRST NATIONS, MÉTIS AND INUIT AQs

The College Council met in December 2016 and approved the development of two new Additional Qualifications to be added to the Ontario Teacher Qualification Regulation.

They are:

- First Nations' School Leader Program: Supporting Indigenous Learning and Holistic Well-Being
- First Nations' School Leader Program: Leadership

The nationwide Martin Aboriginal Education Initiative is a charitable foundation established by former prime minister Paul Martin and his family, with a mission to improve educational outcomes for Indigenous youth. The initiative identified the need for

Additional Qualifications in the two areas, outlined above, and approached the College. In response, the College facilitated a conversation between the Martin initiative and the provincial Ministry of Education.

Guidelines for these AQs are currently being developed by educators who are members of First Nations' communities.

The result of those discussions is two new AQs that will explore multiple dimensions of school leadership in First Nations schools. The content for both qualifications explores similar themes but with different points of emphasis. First Nations' School Leaders Program: Supporting Indigenous Learning and Holistic Well-Being will explore leadership in the service of learning and well-being. First Nations' School Leader Program: Leadership will focus on general theories and practices of leadership in First Nations schools.

Guidelines for these AQs are currently being developed by educators who are members of First Nations' communities and in positions of leadership in First Nations' schools. **AQ**



Western Education



2017-2018 Additional Qualification Courses

SESSION OFFERINGS

■ Spring Online ■ Summer Online ■ Fall Online ■ Winter Online

ADDITIONAL BASIC QUALIFICATION (ABQ)

Primary Division	■ ■ ■ ■ ■
Junior Division	■ ■ ■ ■ ■

ABQ INTERMEDIATE

Business Studies - General	■ ■ ■ ■ ■
Computer Studies	■ ■ ■ ■ ■
Dramatic Arts	■ ■ ■ ■ ■
English	■ ■ ■ ■ ■
Environmental Science	■ ■ ■ ■ ■
Family Studies	■ ■ ■ ■ ■
French as a 2nd Language	■ ■ ■ ■ ■
Geography	■ ■ ■ ■ ■
Health & Physical Education	■ ■ ■ ■ ■
History	■ ■ ■ ■ ■
Math	■ ■ ■ ■ ■
Music-Vocal	■ ■ ■ ■ ■
Religious Education in Catholic Schools	■ ■ ■ ■ ■
Science - General	■ ■ ■ ■ ■
Visual Arts	■ ■ ■ ■ ■

ABQ SENIOR

Biology	■ ■ ■ ■ ■
Business Studies - General	■ ■ ■ ■ ■
Chemistry	■ ■ ■ ■ ■
Computer Studies	■ ■ ■ ■ ■
Dramatic Arts	■ ■ ■ ■ ■
Economics	■ ■ ■ ■ ■
English	■ ■ ■ ■ ■
Environmental Science	■ ■ ■ ■ ■
Family Studies	■ ■ ■ ■ ■
French as a 2nd Language	■ ■ ■ ■ ■
Geography	■ ■ ■ ■ ■
Health & Physical Education	■ ■ ■ ■ ■
History	■ ■ ■ ■ ■
Law	■ ■ ■ ■ ■
Mathematics	■ ■ ■ ■ ■
Physics	■ ■ ■ ■ ■
Politics	■ ■ ■ ■ ■
Religious Education in Catholic Schools	■ ■ ■ ■ ■
Science - General	■ ■ ■ ■ ■
Social Science - General	■ ■ ■ ■ ■
Visual Arts	■ ■ ■ ■ ■

THREE-PART ADDITIONAL QUALIFICATIONS

Business Studies Part 1, 2, Specialist (Acct. Entre. Info. & Comm Tech)	■ ■ ■ ■ ■
Co-Operative Education Part 1, 2, Specialist	■ ■ ■ ■ ■
Dramatic Arts Part 1, 2, Specialist	■ ■ ■ ■ ■
Teaching English Language Learners Formerly ESL	■ ■ ■ ■ ■
Family Studies Part 1, 2, Specialist	■ ■ ■ ■ ■
French as a 2nd Language Part 1, 2, Specialist	■ ■ ■ ■ ■
Guidance & Career Education Part 1, 2, Specialist	■ ■ ■ ■ ■
Integration of Information and Computer Tech, Part 1, 2, Specialist	■ ■ ■ ■ ■
Junior Education Part 1, 2, Specialist	■ ■ ■ ■ ■
Kindergarten Part 1, 2, (Specialist - pending accreditation)	■ ■ ■ ■ ■
Teacher Librarian Part 1, 2, Specialist	■ ■ ■ ■ ■
Mathematics, Primary and Junior Part 1, 2, Specialist	■ ■ ■ ■ ■
Primary Education Part 1, 2, Specialist	■ ■ ■ ■ ■
Reading Part 1, 2, Specialist	■ ■ ■ ■ ■
Religious Education in Catholic Schools Part 1, 2, Specialist	■ ■ ■ ■ ■
Special Education Part 1, 2, Specialist	■ ■ ■ ■ ■
Teaching Students who are Blind Part 1, 2, Specialist	■ ■ ■ ■ ■
Visual Arts Part 1, 2, Specialist	■ ■ ■ ■ ■

HONOUR SPECIALIST

Biology	■ ■ ■ ■ ■
Business Studies	■ ■ ■ ■ ■
Chemistry	■ ■ ■ ■ ■
Computer Studies	■ ■ ■ ■ ■
Dramatic Arts	■ ■ ■ ■ ■
English	■ ■ ■ ■ ■
Environmental Science	■ ■ ■ ■ ■
Family Studies	■ ■ ■ ■ ■
French as a 2nd Language	■ ■ ■ ■ ■
Geography	■ ■ ■ ■ ■
History	■ ■ ■ ■ ■
Health & Physical Education	■ ■ ■ ■ ■
Mathematics	■ ■ ■ ■ ■
Physics	■ ■ ■ ■ ■
Religious Education in Catholic Schools	■ ■ ■ ■ ■
Science	■ ■ ■ ■ ■
Social Sciences	■ ■ ■ ■ ■
Visual Arts	■ ■ ■ ■ ■

TUITION

\$675 - ABQ Primary, Junior, Intermediate, Senior, 3-Session AQ

\$725 - Honour Specialist

For more information visit:

aspire.uwo.ca

SESSION DATES

■ Spring	Online	May 3 - June 14, 2017
■ Summer	Online	July 4 - August 3, 2017
■ Fall	Online	September 27 - December 6, 2017
■ Winter	Online	January 24 - April 11, 2018



E-LEARNING & AQs

An Additional Qualification (AQ) is only valuable if the teachers who hope to take the course are able to access it. With this in mind, the College continually strives to collaborate with provider partners as they expand their delivery methods and bring new providers into the fold.

New AQ providers this year include Dufferin-Peel Catholic District School Board, Hamilton-Wentworth District School Board and Durham District School Board.

Also new this year, Six Nations Polytechnic in Oshweken, Ont., will be offering AQ courses in partnership with Kenjegin Teg Educational Institute on Manitoulin Island.

As online learning becomes more widespread and sophisticated, teachers will have additional access to a broader range of AQs — and at flexible times.

“Online learning suits many teachers who have busy lives — whether they’re in Wawa or downtown Ottawa,” says Roch Gallien, OCT, the College’s director of Standards of Practice and Accreditation. “They can log on to a course in the evening or whatever time of day suits their needs.”

The College collected feedback from AQ course candidates in 2016 and found an overwhelming demand for online courses. Of those surveyed, 66 per cent preferred an online delivery mode, 15 per cent wanted face-to-face courses and 12 per cent preferred a blended approach.

To support providers as they expand both their AQ offerings and modes of delivery, the College hosted a provincial consultation with 70 educators to explore and identify the most exemplary forms of e-learning. “The main message that was brought forward from the consultation was that this is the innovative pathway we need to follow,” says Déirdre Smith, OCT, who manages the Standards of Practice and Education Unit at the College.

“Evolving the ways in which AQs are offered is tied to the standards of practice for the teaching profession,” says Gallien. “Innovation is what the profession looks for in our teachers, and as a profession we are expected to continue to innovate.” **AQ**



MARGARET WILSON LIBRARY: YOUR AQ STUDY PARTNER

An important element of professional learning is reading and research, and that's especially true when teachers are engaged in an AQ course. If an AQ curriculum requires books on teaching English as a Second Language or research papers on Special Education, the Margaret Wilson Library can help. With a physical location in the College's office in Toronto, and an online location at oct-oeeo.ca/brfuq9, members can quickly and easily access the books they need — online or on paper — at no cost.

MARGARET WILSON LIBRARY, BY THE NUMBERS

- The library shipped **7,658** return postage-paid book packages to College members in 2016.
- The total circulation of print and electronic items was **30,513** in 2016.
- The total circulation of ebooks was **14,986** in 2016.
- The total number of searches on the EBSCO research database (an online research database used by most large institutions) was **222,915** in 2016.
- Two examples of popular books used in AQs are *Special Education in Ontario Schools*, which has been checked out **155** times, and *Adding English*, which has been checked out **261** times. (The library keeps **5** copies of each book.) **AQ**



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Registration for Spring/Summer begins April 10, 2017.

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STATS & FACTS

10 MOST FREQUENTLY TAKEN AQs

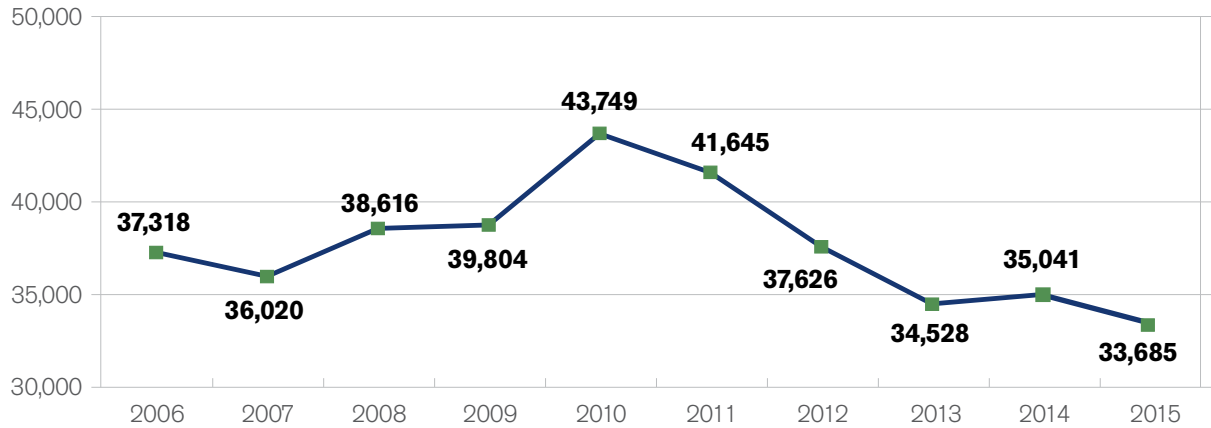
Over 39,000 teaching professionals took AQ courses in 2016. Here's a look at the top 10 by enrolment:

1. Special Education, Part 1 (each year, around 14,000 teachers take this AQ)*
2. Mathematics, Primary and Junior, Part 1
3. Teaching English Language Learners, Part 1
4. Kindergarten, Part 1
5. Special Education, Part 2
6. Special Education, Specialist
7. Mathematics, Primary and Junior, Part 2**
8. Religious Education in Catholic Schools, Part 1
9. Integration of Information and Computer Technology in Instruction, Part 1**
10. Reading, Part 1

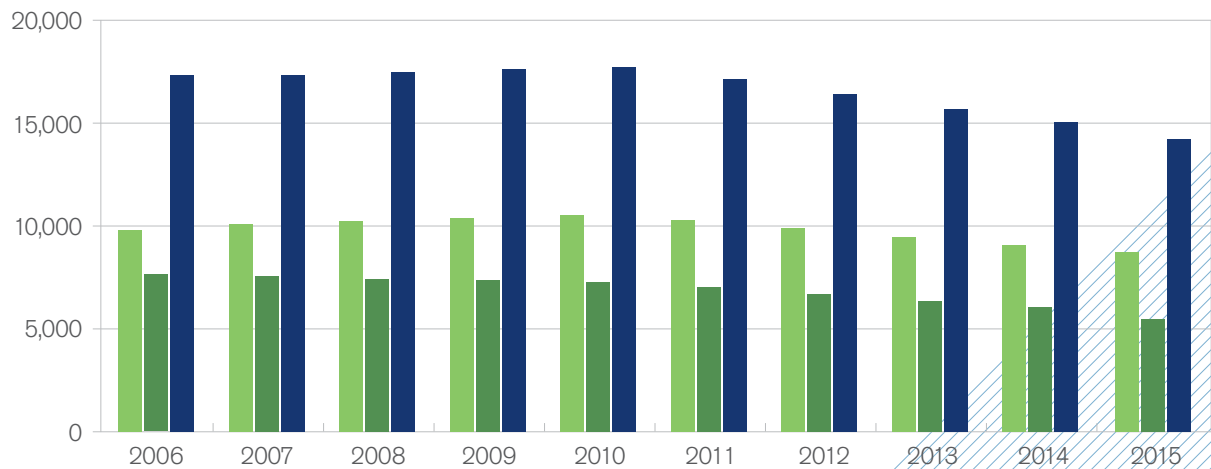
**The majority of teachers who take Special Education, Part 1 have been teaching for four to 10 years. Experienced teachers continue to seek extra knowledge to better meet the needs of children with unique learning profiles.*

***A noteworthy shift: In 2015, Mathematics, Primary and Junior, Part 2 and Integration of Information and Computer Technology in Instruction, Part 1, were not in the top 10.*

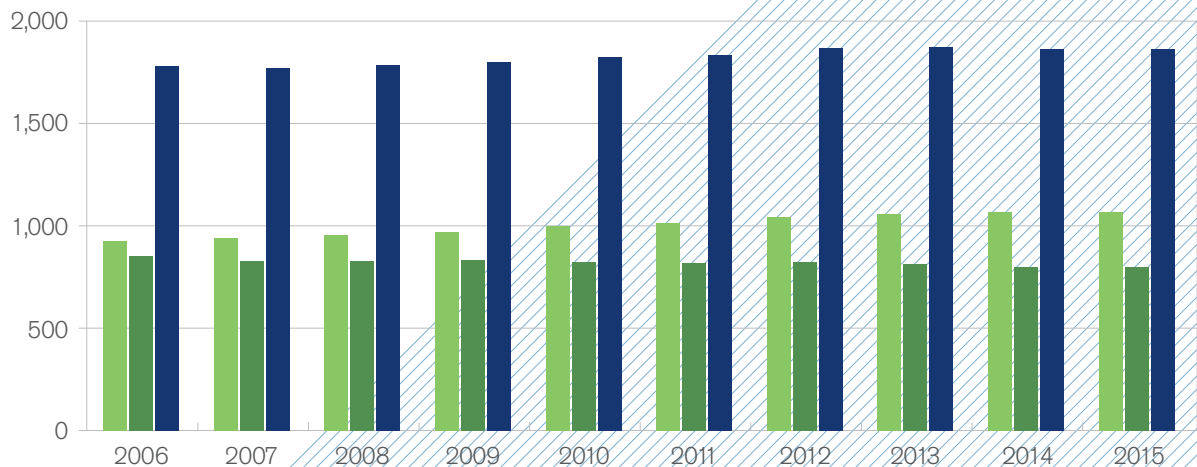
TOTAL NUMBER OF ADDITIONAL QUALIFICATIONS AWARDED ANNUALLY*



MEMBERS WITH PRINCIPAL QUALIFICATIONS (BY GENDER)*



MEMBERS WITH SUPERVISORY OFFICER QUALIFICATIONS (BY GENDER)*



■ Female
 ■ Male
 ■ Total

*Source: Ontario College of Teachers 2015 Annual Report

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ABQ – Junior Division

AQ – Schedule C Courses

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Teaching in the Catholic System

New Mathematics 7 and 8

New Student Assessment and Evaluation

New Use and Knowledge Of Assistive Technology

AQ – Schedule D Courses

Part One, Part Two and Specialist:

English as a Second Language

French as a Second Language

Guidance and Career Education

Integration of Information and

Computer Technology in Instruction

Librarianship

Kindergarten

Mathematics Primary/Junior

Reading

Special Education

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AQ PROVIDERS

- Association des directions et des directions adjointes des écoles franco ontariennes
- Brock University
- Catholic Community Delivery Organization
- Catholic Principals' Council of Ontario
- Centre franco-ontarien de ressources pédagogiques
- Collège Boréal
- Dufferin Peel Catholic District School Board
- Durham District School Board
- Eastern Ontario Staff Development Network
- Elementary Teachers' Federation of Ontario
- Hamilton-Wentworth District School Board
- Huron-Superior Catholic District School Board
- Indigenous Education Coalition
- Lakehead District School Board
- Lakehead University
- Laurentian University
- Loyalist College
- Niagara University
- Nipissing University
- Ontario English Catholic Teachers Association
- Ontario Institute for Studies in Education at the University of Toronto
- Ontario Principals' Council
- Ontario School Counsellors' Association
- Peel District School Board
- Queen's University
- Regis College
- Saint Paul University
- Seneca College of Applied Arts and Technology
- Six Nations Polytechnic
- Western University
- Toronto District School Board
- Trent University
- Université d'Ottawa
- Université Laurentienne
- Université Saint-Paul
- University of Ontario Institute of Technology
- University of Ottawa
- University of Windsor
- Wilfrid Laurier University
- York Catholic District School Board
- York Region District School Board
- York University

FIND AN AQ NEAR YOU

Interested in exploring AQ course options? Go to the “Find an AQ” page (oct-oeeo.ca/424c4n) on the College website. Once you’re there, search by AQ name and provider institution. There are 375 courses in English, 375 in French, with 42 providers in 19 cities, as well as many distance/online options in the mix.

If you don’t know the AQ course name, you can also use the site’s general search engine to track down an information page.

If you can’t find the course you’re looking for offered at a local provider, mention it to the College by emailing Déirdre Smith, OCT, Manager, Standards of Practice and Education Unit, at dsmith@oct.ca.

The College collects all course requests and lets providers know, on a quarterly basis, what members are looking for.

Recently, the College moved to a more detailed search engine that provides members with access to up-to-date course information. AQ providers such as Queen’s University, Trent University and York University have established a data feed in order to more fully participate in Find an AQ. The College invites all providers to do the same. **AQ**

WHAT WE'VE HEARD

Last year, the College surveyed thousands of AQ course candidates. Here are a few highlights about who they are, how and why they took their AQs, and their thoughts on course content and delivery.

SPECIAL EDUCATION AQ

2,759 course candidates surveyed

Why do members take this AQ?

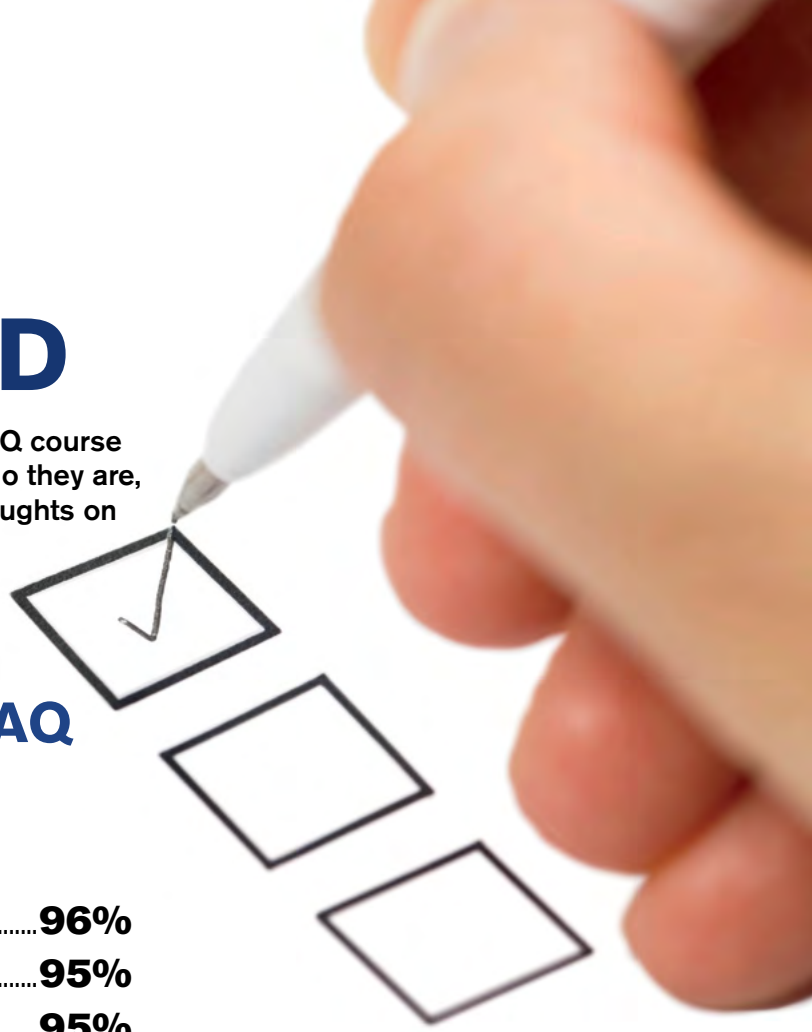
- Extend professional knowledge **96%**
- Further support student learning **95%**
- Enrich professional practice **95%**
- Fulfil personal interest **83%**
- Gain a specific, necessary qualification **73%**
- Gain employment opportunities **70%**
- Respond to curriculum changes **49%**

More than three-quarters of respondents took the course entirely online:

- Full distance **78%**
- Face to face **16%**
- Blended **6%**

What is valuable about this AQ? Percentage of respondents who named each reason as valuable or highly valuable:

- Usefulness to my professional practice **92%**
- Motivating me to learn more in this area **87%**
- Developing a professional network **53%**





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