



Professionally Speaking

DECEMBER 2021

THE PUBLICATION OF THE
ONTARIO COLLEGE OF TEACHERS

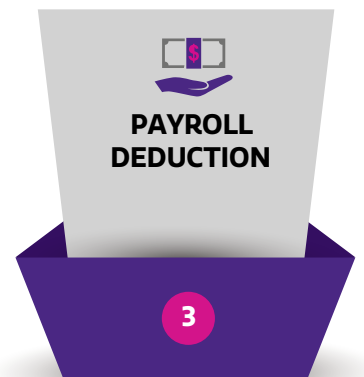
Addressing Anti-Black Racism

New College advisory and AQ guidelines will provide guidance to OCTs on how to recognize and address anti-Black racism in all learning spaces. p. 26 and p. 30

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- Participating Educator, 2020



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**LOOK FOR
THESE STORIES
AND MORE
IN THE NEXT
EDITION OF**

Professionally Speaking:

- Annual AQ supplement
- *Transition to Teaching* 2021 report
- OCTs who have overcome adversity to find a renewed passion for teaching

Professionally Speaking

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

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We look forward to hearing from you!



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ADDITIONAL BASIC QUALIFICATIONS

Primary	● ◆ ▲
Junior	● ◆ ▲

ABQ INTERMEDIATE

Business Studies	● ◆ ▲
English	● ◆ ▲
Family Studies	● ◆ ▲
First Nations, Métis and Inuit Studies	● ◆ ▲
French as a Second Language	● ◆ ▲
Geography	● ◆ ▲
Health & Physical Education	● ◆ ▲
History	● ◆ ▲
Mathematics	● ◆ ▲
Science - General	● ◆ ▲

ABQ SENIOR

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

HONOUR SPECIALIST

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

THREE-PART ADDITIONAL QUALIFICATIONS

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

Teacher Librarian Part 1	● ◆ ▲
Teacher Librarian Part 2	● ◆ ▲
Teacher Librarian Specialist	● ◆ ▲
Teaching English Language Learners Part 1	● ◆ ▲
Teaching English Language Learners Part 2	● ◆ ▲
Teaching English Language Learners Specialist	● ◆ ▲

ONE-SESSION QUALIFICATIONS

Adult Education	● ◆ ▲
Classroom Management	● ◆ ▲
Orientation To Teaching In Ontario	● ◆ ▲
Outdoor Experiential Education	● ◆ ▲
Safe & Accepting Schools	● ◆ ▲
Teaching Students with Behavioural Needs	● ◆ ▲
Teaching Students with Communication Needs (Autism)	● ◆ ▲
Teaching Students with Communication Needs (Learning Disability)	● ◆ ▲
Student Assessment & Evaluation	● ◆ ▲
Teaching & Learning Through e-Learning	● ◆ ▲
Teaching Combined Grades	● ◆ ▲
Teaching First Nations, Métis and Inuit Children	● ◆ ▲
Teaching LGBTQ Students	● ◆ ▲
Teaching Students with Intellectual Needs (Mild Intellectual Disability)	● ◆ ▲
Use and Knowledge of Assistive Technology	● ◆ ▲

TECHNOLOGICAL EDUCATION

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

PRINCIPAL'S QUALIFICATIONS

Principal's Qualification Part 1	● ◆ ▲
Principal's Qualification Part 2	● ◆ ▲

EDUCATIONAL SUPPORT STAFF

Communicating Effectively with Parents	■
Creating Inclusive Work Environments	■

	SESSION DATES	APPLICATION DEADLINE
LATE WINTER	Feb 21 – Apr 22, 2022	Feb 11, 2022
SPRING	Apr 11 – Jun 10, 2022	Mar 25, 2022
LATE SPRING	May 09 – Jul 01, 2022	Apr 29, 2022



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Governance Recruitment

College welcomes a positive and enthusiastic response.

BY PAUL BONIFERRO



In my last column, I asked if you were a leader who wants to be more involved in your profession. Well, I got my answer.

A total of 648 Ontario Certified Teachers (OCTs) and members of the public filed applications for positions on our next Council, committees and rosters. This is a significant increase from the 69 eligible nominations received for the 2018 Council election.

The willingness to participate demonstrates a keen interest in stepping into a leadership role to govern the profession in the public interest.

Future Council, committee and roster members will be appointed based on specified selection and eligibility criteria needed to do the job, and will be reflective of the geographic, linguistic and diverse perspectives within Ontario.

All individuals will begin their term on January 1, 2022, with a series of orientation and training sessions.

A FIRST IN 25 YEARS

For the first time in the College's 25-year history, there will be an equal number of licensees and members of the public on Council, and on statutory and regulatory committees.

The individuals who serve on Council, the committees or a roster are bringing their perspectives and experience to the decision-making process that will help shape Ontario's teaching profession.

We look forward to working with a record number of OCTs and members of the public to govern the profession to support student safety and well-being.

WHY GOVERNANCE MATTERS

Much like accounting, nursing and engineering, teaching is a regulated profession. Only licensed professionals — Ontario Certified Teachers — can teach in the province's publicly funded elementary and secondary schools.

In Ontario, there are more than two million students attending these schools. The College's governing Council and committees ensure the College meets its mandate of protecting students.

Each committee will require members with specialized skills and experience. For example, members of the Standards of Practice and Education Committee should have the ability to evaluate teacher education policies and practice standards, and to consider their impact on the public interest.

A commitment to serve is for two years and may be renewed for up to six consecutive years.

The new governance structure provides greater opportunities for yourself, and other members of the profession, to become involved in the work of the College through serving on panel rosters, committees and Council.

I strongly encourage you to continue looking for future recruitment opportunities at the College. **PS**

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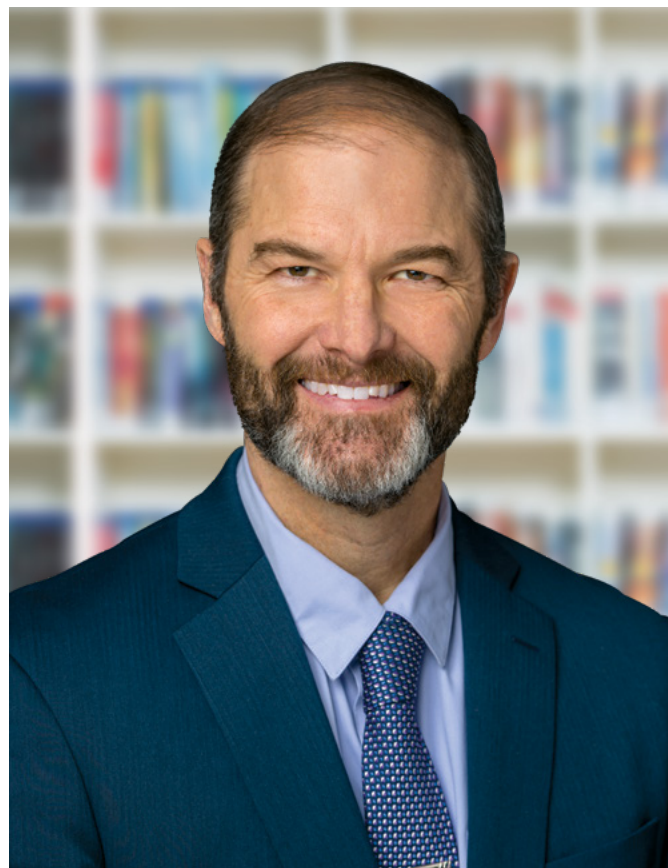


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Promoting Equity and Inclusion

The College's latest advisory and AQ guidelines address anti-Black racism in learning environments.

BY DR. DEREK HAIME, OCT
@DerekHaime



"Privilege is invisible to those who have it. It is a luxury, I will say to the white people sitting in this room, not to have to think about race every split second of our lives. Privilege is invisible to those who have it."

— Author and sociologist Michael Kimmel

The protests against racial injustice that took hold after George Floyd's death in 2020 prompted many of us to once again confront our own privilege and what needs to be done to dismantle racism, both as individuals and as a collective.

The Ontario College of Teachers has an ongoing and long-standing commitment to anti-oppression, equity and inclusion. Our work to eradicate injustice in the province's education system addresses all forms of discriminatory behaviour, including anti-Black racism.

Last November, the *Ontario College of Teachers Act* was updated by the government to enable the College to recognize hatred as a form of professional misconduct. This applies to conduct and/or remarks made to anyone inside or outside the classroom, on duty or off, and via electronic means. Allegations of hatred will be subject to the College's established practice of investigation and, if warranted, public hearing and resolution.

With this edition of the magazine, you'll find the College's latest advisory, *Professional Advisory on Anti-Black Racism* (oct-ooeo.ca/AddressingAntiBlackRacism), authored by Amorell Saunders N'Daw, a journalist and partner at KBRs,

where she is also the equity, diversity and inclusion lead. She says the purpose of the advisory is to "talk about ways we can create safe, welcoming, inclusive spaces for learning for everybody, particularly students from traditionally marginalized communities who face the impacts of systemic racism."

In addition to the advisory, the College has been working with Karen Murray, OCT, to develop three Additional Qualification guidelines to help educators understand and address the systemic challenges imposed upon children and youth who identify as members of Black communities.

Murray, the centrally assigned principal for the Centre of Excellence for Black Student Achievement at the Toronto District School Board, stresses that "This is an important conversation that we want to move intentionally to practice. We want to create the conditions for staff and students to teach and talk about racism. This AQ can provide the tools to enable educators to become comfortable in engaging in anti-Black racism pedagogy."

We recognize there is always more work to be done and we are committed to taking meaningful action, such as leading where appropriate and providing support by consulting on, or following, anti-oppressive and anti-racist practices, policies and processes. The work we've been doing speaks to our commitment to protecting the public interest, which, ultimately, is about *all* students' safety and well-being. **PS**

Derek Haime

Tell us what you think!

In the spirit of open conversation and to support an array of perspectives, *Professionally Speaking* welcomes letters to the editor. The opinions expressed in letters are solely those of the authors and should not be interpreted as the view of the College. We reserve the right to edit letters for length and clarity. Letters should be sent to ps@oct.ca, be in response to content in the magazine, and include the writer's phone number and registration number.

The Path to Reconciliation

BY STEFAN DUBOWSKI

Residential schools are a dark and long-suppressed part of Canada's history. The Legacy Schools Toolkit is designed to support reconciliation through awareness, education and action, and contains free materials to help Indigenous and non-Indigenous students and teachers understand what they can do to move Canada and First Nations forward, together. Developed by the Gord Downie & Chanie Wenjack Fund (DWF), the tool kit includes copies of *Secret Path*, a graphic novel by Gord Downie — the Canadian songwriter and frontman for the band *The Tragically Hip* until his death in 2017 — and comic artist Jeff Lemire. The novel tells the story of Chanie Wenjack, a 12-year-old Anishinabe boy who in October 1969 ran away from a residential school to find his family and then succumbed to starvation and exposure. With the Legacy Schools Toolkit, DWF aims to build on the call to acknowledge the devastating reality of this

past and to pave the way for a better future. To support this, the tool kit also comes with a copy of the *Reconciliation Guidebook*, offering uplifting examples of students and teachers across Canada undertaking reconciliation projects. Part of DWF's Legacy Schools program, the tool kit aims to enhance Canadian students' and teachers' awareness of the rights and perspectives of Indigenous peoples. By joining the program, schools have access to virtual and in-person resources including interviews with artists, musicians and others working toward reconciliation. Participating schools are also deemed "Legacy Schools" and are encouraged to start reconciliation projects and take part in Secret Path Week (October 17 to 22, the dates Downie and Wenjack died, respectively). Visit LegacySchools.ca for details.

Resources for Indigenous Content Welcome

I want to thank the contributors and editors for the content of *Professionally Speaking* as it provides me with an excellent resource for materials and also opportunities for reflection on my own practice.

In the most recent edition, I found a variety of resources — especially those focused on Indigenous content and increased awareness — to be valuable for myself and my peers. I feel that increased awareness on a national level has improved in this area, though we all know there is still work to be done.

Chris Bath, OCT, teaches Grades 9–12 sciences at Dennis Franklin Cromarty High School in Thunder Bay.

TWEET SHEET

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Our "Indigenous history and human rights" page is a jumping-off point to discover Indigenous films, exhibitions and stories about Indigenous people and communities fighting for their rights.
#IHM2021 oct-oed.ca/CMHR

Apps Analysis

FirstVoices Keyboards

Students learning First Nations languages can practise to perfection using this app, which enables them to type words in more than 100 native languages including Inuktitut, Mi'gmaq, Ojibwa, Anishinaabemowin. The app has keyboards for languages not only from nations in what's now called Canada, but also from Australia, New Zealand and the United States. The developers say once installed, the app can be used to type in any of the built-in mother tongues across all other programs including email, word processors and social media networks. It speaks to the provincial Native Languages program for Grades 1 to 8.



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School of Thought

Here are the Top 10 reasons Ontario Certified Teachers take Additional Qualification courses, courtesy of our latest poll.

1. To enhance my professional knowledge, skills and qualifications.
2. To better support students' learning and well-being.
3. To expand my employment and earning prospects.
4. To teach or be qualified in another division or subject.
5. To engage in new areas of learning and critical inquiry.
6. To expand my understanding of current educational research, pedagogy, policy and practice.
7. To foster more equitable, inclusive and supportive learning environments.
8. To develop/advance my leadership skills.
9. To demonstrate commitment to the profession.
10. To engage with colleagues and build professional relationships.



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Pop Quiz with Andrea Haefele, OCT

BY LAURA BICKLE



At the beginning of every morning students and staff at Highgate Public School in Markham, Ont., gather at various indoor and outdoor locations for 20 minutes of physical activity including dancing, co-operative games, walking and running around the school community. The mandated *Healthy Schools: Daily Physical Activity* policy was initiated 15 years ago by health and physical education teacher Andrea Haefele. And even though she's been seconded to the Ontario Physical and Health Education Association (Ophea), the school community continues to make physical activity a priority.

Helping schools incorporate healthy active living into their culture is a passion that Haefele pursues at Ophea as a health and physical education curriculum consultant. She shares the positive impact of physical activity on learners and how teachers and schools can incorporate it into their programs.

What role do schools play when it comes to physical activity?

Schools are great places to encourage healthy, active living while inspiring students, families and staff to prioritize being physically active every day. Providing physical education programming and promoting extra-curricular activities such as intra-murals for all grades during recess creates diverse opportunities for students of all ages and abilities.

How has the pandemic impacted students' activity and wellness?

So many of our students haven't been provided meaningful opportunities to be physically active for almost two years. As educators, it's our responsibility to help students make connections between activity and other parts of their lives. This will help them value physical activity and see the importance of it in their overall well-being.

How can schools help children find that joy in movement?

Take the time to know your learners and create an emotionally safe environment

so that they are excited to explore, learn, succeed and try new activities.

Ophea has created the DPA Every Day! poster (oct-oeo.ca/DPAposter) that explores the idea of physical activity "any which way." Physical activity looks different for every learner in our diverse classrooms. Movement any which way results in happy, active and healthy students who are ready to learn.

How can schools make movement a cross-curricular priority?

Schools should look at well-being as a priority and physical activity as one component of it. It's the role of administrators, families, physical activity providers, students themselves and educators across the whole building, including support staff.

Give multiple opportunities for students to be active across the school day. You can start small. It might be something simple like going outside for a nature walk for 20 minutes every morning. There are a multitude of resources for promoting activity for in-person and online classes at ophea.net.

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By the Numbers: Movement Metrics

Statistics on student fitness during the COVID-19 pandemic.

BY STEVE BREARTON

PANDEMIC SLOW DOWN



49%

Percentage of Canadian children and teens who said they have not been physically active enough during the COVID-19 pandemic, according to a 2020 report on child and youth well-being by Maximum City.

ACTIVE INGREDIENTS

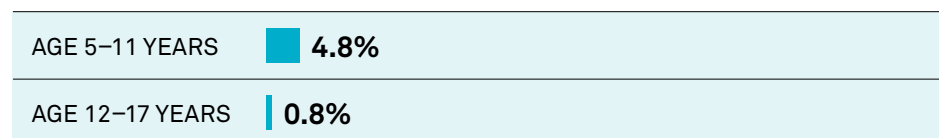


48%

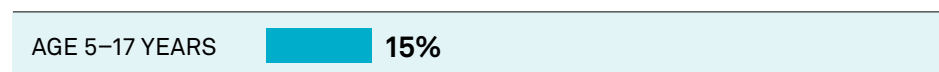
Percentage of Canadian school administrators who, in 2014–15, said they had a fully implemented policy to provide daily physical education to all students, as mentioned in a 2020 ParticipACTION report.

DAILY PHYSICAL ACTIVITY

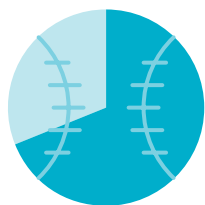
PERCENTAGE OF SCHOOL-AGE CHILDREN MEETING RECOMMENDED MOVEMENT GUIDELINES IN SCHOOL DURING COVID-19 RESTRICTIONS IN 2020:



PERCENTAGE OF SCHOOL-AGE CHILDREN MEETING RECOMMENDED MOVEMENT GUIDELINES IN SCHOOLS IN 2014–15:

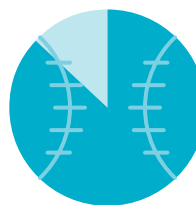


RETURN TO PLAY



69%

Percentage of Canadian parents who say their children are showing signs of being less physically fit as a result of the COVID-19 pandemic, according to the 2021 *Jumpstart State of Sport Report*.



87%

Percentage of Canadian parents who say their children are looking forward to the return of sports and/or recreational play, according to the same report.

Sources: 2020 ParticipACTION report; Jumpstart State of Sport Report, Maximum City



Professional Practice

The 2020–21 school year was a stressful one for nearly everyone. I observed a lot of scared and confused faces on my screen while I was teaching students virtually. To help, I made it a priority to create a positive learning environment and help students build resiliency.

As a class, we watched many TED Talks about mental health and used the TED Talk worksheets, too, to help students find ways to share their feelings. I chose videos that were based on such topics as emotional well-being, overcoming anxiety and handling challenging environments. I also shared articles from scientific journals related to mental-emotional health, sleep and good eating habits. We read these together and then worked in breakout rooms to discuss them.

Our class had productive discussions on these subjects, and many parents reached out to me, as well, to share their appreciation for these lessons.

SAMEER BHAGIRATHI, OCT, TEACHES A GRADE 4/5 GIFTED CLASS AT IROQUOIS JUNIOR PUBLIC SCHOOL IN THE TORONTO DISTRICT SCHOOL BOARD.

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CPR Lessons Now Online

BY STEFAN DUBOWSKI

The Advanced Coronary Treatment (ACT) Foundation has a new free online course as the first step in its High School CPR and Defibrillator Program. The web lessons are designed to help students grasp the basics of cardio-pulmonary resuscitation (CPR) quickly and conveniently, targeting the “Rs” of resuscitation: *risk factors* for heart disease and stroke, how to *recognize* the signs of a heart attack and other emergencies, and how to *react*. The program also introduces students to the most crucial R: how to *resuscitate*. Students then go on to learn more through hands-on practice, in which they’ll use ACT-sourced mannequins and automated external defibrillators (AEDs — devices you can use to restart a heart).

The new online portion averages 1.5 hours of lessons — a small investment that could lead to a big payoff. As

many as 40,000 people experience cardiac arrests each year in this country, says the Heart and Stroke Foundation of Canada. ACT points out that many of those sufferers don’t survive because relatively few Canadians know how to perform CPR or know how to use an AED. And most cardiac arrests happen in people’s homes or public places, not necessarily near hospitals, doctors’ offices or other locations where expert medical help may be readily at hand. The foundation wants every high school student across Canada to have life-saving CPR and AED skills.

Schools enrolled in the High School CPR and Defibrillator Program can access the online course straight away. Contact ACT through actfoundation.ca if you want your school to take part.

Apps Analysis

BY STEFAN DUBOWSKI

Simple Machines by Tinybop

Annoy a grumpy castle by catapulting globs at it. Help an excitable rider get their bike going. Bounce spheres around a spacey pinball game. What's the connection? These activities are all about simple machines: levers, pulleys, screws, wedges, inclined planes, wheels and axles. Each activity demonstrates a machine and gets the player experimenting with it. For example, notice how you need just one or two pulleys to lift a bird, but four or five for a jet. No storyline, no adventure — nonetheless a good introduction to these mechanical devices, which the Ontario curriculum leverages into action in Grade 2.



DEVICE Apple, Android
SOURCE Apple App Store (\$3.99), Google Play (free trial)
RATING 4+, Everyone

Desmos Graphing Calculator

Students can plot polar, Cartesian or parametric graphs with this powerful app. They can arrange data in tables, and create input-output tables. Analyze: view best-fit lines, parabolas and other statistics. Find maximums, minimums and points of intersection in curves. Move the sliders to affect values and see how adjustments change the presentation. A built-in scientific calculator handles equations including square roots and absolute values. Data visualization, including graphs, is integral to Ontario's math curriculum. Check out developer Desmos's website ([desmos.com](https://www.desmos.com)) for teaching resources.



DEVICE Apple, Android
SOURCE Apple App Store (free), Google Play (free)
RATING 4+, Everyone

Parks Canada — National App

No doubt pitching a tent and sleeping under the stars ranks high on the list of activities many are hoping to do, once the weather warms up. Students may relish the opportunity to not only go camping, but also help their friends and families figure out the details. For these proactive types, Parks Canada's National App is packed with information students can use to plan ahead. It provides helpful tips on what to bring in terms of foodstuff, shelter and bedding, as well as safety information. More than just fun: it helps students practise organization, an important pillar of Ontario's high school curriculum.



DEVICE Apple, Android
SOURCE Apple App Store (free), Google Play (free)
RATING 4+, Everyone

Houzz – Home Design & Renovation

This one's for students with an eye for style and/or who've enrolled in Housing and Home Design, Grade 11, in which they study the principles of interior design and decoration. The Houzz app offers more than 20 million images across various interior spaces including kitchens, bathrooms, living rooms and more. It's a true treasure trove for students who need ideas or inspiration. Images are searchable by room, style (contemporary, eclectic, industrial and others) and location (Toronto, Ottawa, Calgary ... how about Belfast?) Articles, newsletters and videos go further to highlight all sorts of ideas for your designers in training.



DEVICE Apple, Android
SOURCE Apple App Store (free), Google Play (free)
RATING 4+, Everyone

Draw a Stickman: EPIC 3

In the latest instalment of the Draw a Stickman series, players see their creations come to life in a slime-fighting adventure, starting with a simple task: draw a stickman. From there the scene opens onto Stickville, where your character meets new friends. But those pals are whisked away in a supernatural earthquake. Can you bring them home? Draw tools to outsmart bad guys, cut through obstacles and find your lost buddies. It's a clever way to get students to practise drawing, which is fundamental to Ontario's elementary arts curriculum. The free version is ad-supported; the non-ad version is available via in-app purchase (\$5.49).



DEVICE Apple, Android
SOURCE Apple App Store (free), Google Play (free)
RATING 4+, Everyone

UN News Reader

Here's a credible source older students can use to help them grasp global events. The United Nations News Reader provides articles, videos and podcasts on peace and security, sustainable development, human rights and climate change. Reports cover efforts to contain Ebola in Côte d'Ivoire, the latest on what's happening in Afghanistan, and how climate change is affecting the weather in Caribbean and Latin American countries. Users can view news by region, topic and media type. UN Security Council and General Assembly meetings are broadcast live. Recommended for high school students in courses tackling human rights, the environment and other worldwide topics.



DEVICE Apple, Android
SOURCE Apple App Store (free), Google Play (free)
RATING 12+, Everyone



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Think Outside the Map

Take your geography lessons to the next level with these tools for deeper learning and a new spin on core concepts. Students will leave their classroom behind and become explorers of distant continents and their own backyards.

BY CAELI MAZARA

1) Google Earth Education *free; Available in French*

This groundbreaking 3D-viewing platform offers explorers a chance to go on a global adventure. Search filters make it easy to find an ideal lesson, whether it's geographic sleuthing with Carmen Sandiego or biodiversity on the high seas following marine biologists off the coast of Costa Rica. **GRADES K–12 | VISIT google.com/earth/education**

2) GeoGuessr *free for limited use, or \$4.79/month; Available in French*

This point-and-click game drops players somewhere in the world and asks them to figure out where they are. The app gets students thinking critically about geographical and cultural identifiers. They'll look for clues like flags, writing and vegetation to solve this geographical puzzle. **GRADES 4–12 | VISIT geoguessr.com**

3) Native Land Digital *Free; Available in French*

Launched in 2019, this free website maps Indigenous territories worldwide. Students can filter by First Nation, language or treaty, and can enter their address to find out what territory they live in. The site encourages students to use the map as a starting point, and links to other resources for further learning opportunities. **GRADES K–12 | VISIT native-land.ca**

4) Maps101 *free trial, US\$9.99/month*

Scroll through the database for maps of just about anything, including the solar system, world religions, the War of 1812, and blueberry production. Membership also gives teachers access to Esri GeoInquiries (recommended for Grades 4–12), a geography resource full of inquiry-based learning activities. **GRADES K–12 | VISIT maps101.com**

5) Stack the Countries *\$3.99*

This app offers three modes of play, a mini-journey around the world, and flash cards that give a snapshot of a nation. Puzzle-style mode asks players to fit countries into a blank continent, and geography trivia rewards correct answers with a country outline players “stack” to reach a finish line. **GRADES 3–6 | VISIT [Apple Store](https://applestore.com) or [Google Play](https://googleplay.com)**

6) National Geographic Education: Maps *free*

A rich resource for any classroom, this site offers a free map-making platform and downloadable maps. Access lesson plans like “Mapping World Heritage” where students explore UNESCO World Heritage sites, and “Geography of a Pencil,” which traces the route from tree to trade to desktop. **GRADES K–12 | VISIT nationalgeographic.org/education/classroom-resources/mapping**

7) Global Oneness Project *Free*

Using film, photography and the written word, this site aims to share universal stories across cultures and places. For example, students can explore “Counter Mapping,” which involves challenging the colonial roots of traditional maps and instead using mapping to trace and record ceremony, song and connections to the land. **GRADES 3–12 | VISIT globalonenessproject.org**

8) Barefoot World Atlas *\$6.99; Available in French*

A beautiful interactive map of the world teaches students about global cultures, landmarks and more. Students can be explorers, journeying to other continents or the heart of the ocean. Along the way, they'll encounter pictures, music, quizzes and spoken narratives to enrich their travels. **GRADES 3–6 | VISIT [Apple Store](https://applestore.com)**





The Duty to Report

Ontario Certified Teachers have a legal and ethical obligation to report suspected child abuse or neglect.

BY STUART FOXMAN

During her online class last winter, Jenny Chan, OCT, was checking in on her JK students. She could see each on her computer. One was playing around and not paying full attention. Typical for the age, says Chan. Suddenly, on the screen, Chan saw an adult hit the child in the head.

The blow knocked the student off a chair. “I was shocked,” says Chan, who teaches at a public school in the Toronto District School Board.

Chan quickly messaged the early childhood educator (ECE) who was running the class with her. “What just happened?” they said to each other. The child hadn’t reappeared onscreen. As the ECE took over the class, Chan contacted the Children’s Aid Society (CAS) and notified her principal.

Although it’s disturbing to see such an incident live on-camera, Chan knows that child abuse and neglect happen far too often. That’s why she’s so familiar with the College’s professional advisory on the duty to report.

As the advisory outlines, Ontario Certified Teachers (OCTs) must report suspicions directly to a CAS, which has the mandate (under the *Child, Youth and Family Services Act*) to investigate and deliver child protection services. This duty applies not only to OCTs but also to others who perform professional or official duties with respect to children: health-care workers, operators or employees of child-care programs or centres, police and lawyers.

The legal and ethical duty to report supersedes all other obligations for OCTs, even if a student reveals something in confidence. In fact, failing to carry out this duty can be grounds for professional misconduct, as well as a fine under Ontario legislation. In 2018, Ontario saw about 150,000 investigations for possible child abuse or neglect, according to the Canadian Child Welfare Research Portal.

“It’s a problem that shows up in every school, I guarantee,” says Andrew Kesteloot, OCT, who works in the guidance department at Arthur Voaden Secondary School in St. Thomas, Ont. “This doesn’t fit into one demographic. I’ve seen students from every background who have to deal with these situations.”

He heeds the advisory’s reminder to be alert for signs of abuse or neglect. Teachers aren’t the only ones with a duty to report. But they do see the same children day

DUTY TO REPORT

Read the full advisory online at oct-oeeo.ca/DutytoReport

What defines abuse or neglect?

As the Ontario Association of Children's Aid Societies explains, "Abuse occurs when a child is hurt intentionally, or when a parent or caregiver does not provide the protection a child needs. Physical and sexual abuse are often the most recognizable, but neglect and emotional abuse can be just as damaging." Here's how the association and the College advisory define it all.

- **Physical abuse.** Use or threat of deliberate physical force by a parent/caregiver, that results in pain or injury, or creates a genuine risk of harm to the child. It can occur as an isolated incident or over time. Examples: punching; slapping; beating; shaking; burning; biting; throwing a child; hair pulling; kicking; cutting; using belts, sticks or other objects to punish a child; and throwing objects.
- **Sexual abuse.** Occurs when a child is used for the sexual gratification of an adult or an older child. Examples: sexual touching/activity; exposing a child's genitals; indecent phone calls; fondling for sexual purposes; grooming for sexual abuse; watching a child undress for sexual pleasure; sexual suggestiveness; observing sexual behaviour; and allowing/forcing a child to view or perform in pornographic pictures or videos, or engage in prostitution.
- **Emotional abuse.** Pattern of extremely negative behaviour that attacks a child's emotional development and sense of self-worth. Includes excessive, aggressive or unreasonable demands that place expectations on a child beyond their capacity. Examples: constantly criticizing, teasing, belittling or insulting; rejecting, ignoring or isolating the child; exposure to domestic violence.
- **Neglect.** Pattern where a child's caregiver fails to provide basic needs. Examples: food; sleep; safety; education; supervision; appropriate clothing; medical treatment. Failing to provide a child with basic needs due to financial inability isn't considered neglect, unless relief has been offered and refused.



after day, making them uniquely positioned to notice changes in student behaviour, says Kesteloot. "That's the number one thing. You get a sense of when something is off."

For instance, has the usually happy-go-lucky student become withdrawn? Has a student become unusually aggressive or defiant? Has school performance quickly declined? That gets Kesteloot's attention, and can at least prompt a conversation with the student.

Different signs can have multiple explanations. You don't have to jump to conclusions, but keep your antenna up, says Mary Elise Harold, OCT, an assistant principal and Grade 1/2 teacher at St. Augustine Catholic Elementary School in Dundas, Ont.

She has carried out the duty to report approximately 10 times over a 20-year career. One involved a middle school student who began lacking clean clothes, wasn't showering, was bringing lunch sporadically, and was falling asleep on the desk. Individually, the signs might not point to abuse. Together, they alarmed Harold, especially when she could never connect with the student's parent.

"Seeing the dramatic change was enough for me, and having no response from home was huge,"

says Harold. She called CAS, which triggered help that the family needed.

Whether physical or behavioural, signs of abuse or neglect aren't always evident. But students might confide in a teacher if they feel a connection with them. The College advisory discusses the ethical underpinnings surrounding the duty to report, including care, a commitment to students' well-being and empathy in practice.

Kesteloot strives to forge respectful and nurturing relationships with students. That's part of being an effective teacher in general, and can help students to come forward with any issues.

Over his career, Kesteloot has had students tell him about witnessing domestic violence in the home, and being physically abused by a parent. In both cases, he made reports to CAS. Show you're a trusted and caring adult, he says, and students will start opening the door.

"Children need to feel safe and feel heard," adds Harold.

A student once shared a drawing that alarmed her. It depicted a violent scene. She had a heartfelt talk with the student, who shared enough to make Harold call CAS. The picture was "a cry for help," she says.

"You have to let students know you have their best interests at heart," Harold says.

Another way to do that is to tell them about their rights, and what constitutes abuse and neglect. That's also part of the College advisory.

Chan and Harold have done that in health units, for instance talking about how nobody has the right to touch you without consent. Once, Chan read a book to her Grade 1/2 students that referenced children going to a shelter. She felt that talking about it in class would educate students about abusive situations and make it more likely they'd disclose if they were in one.

How sure do you have to be to carry out the duty to report? From the advisory: "You don't have to be certain that a child may need protection. Suspicion on reasonable grounds — information that an average person, using normal and honest judgment would need to decide — is reason enough to report."

Chan errs on the side of caution and would make a CAS call even if

her suspicions just rated a three on a scale of one to 10.

To Kesteloot, the threshold for reporting (in the absence of strong evidence or disclosure by a student) is a strong suspicion that something is wrong. "There's just a feeling, as cliché as that sounds, and it's time to make the call."

Sometimes, a suspicion turns out to be nothing. And unfortunately that report could create tumult for a family. Other times, a student could become upset because their confidence was betrayed. "Those are real possibilities, but the advisory is clear," says Kesteloot.

"My education philosophy can be summed up as this: whatever I'm doing should be best for the students. So is it best that CAS is made aware of concerns? It always is," he says.

Everything will come out in an investigation, says Harold. "Whatever is supposed to happen will happen," she says.

Harold still has vivid memories of the first time she had to make a

report, just months into her teaching career. "It shook me so much that I almost wanted to quit," she recalls.

She was talking to a junior class about health, and a student asked about drugs, specifically marijuana. When Harold said it's illegal (as it was at the time), the student got quiet. At recess, the student stayed back and told Harold they were worried they were doing something wrong. It came out that a parent was forcing the student to smoke marijuana, daily, as part of a household routine.

"I called CAS right away. I was devastated, and felt so bad for the child," says Harold.

CAS removed the child from the home. Many years later, Harold ran into the student, by then in their late teens or early 20s. The student was doing OK and thanked Harold, saying who knows what would have happened without that call to CAS.

"You don't guess, you just report," says Harold. "Your job is to keep the child safe." **PS**

Recognizing the signs

What are the signs of abuse or neglect? Beyond some obvious ones — like bruises, welts, cuts or burns — pay attention to these more subtle clues, says the Ontario Association of Children's Aid Societies.

Physical abuse

- Wearing long sleeves/pants even in warm weather
- Excessive crying
- Anxious when other children cry
- Avoids physical contact with others
- Poor self-concept
- Whispered speech
- Wary of adults
- Delinquent behaviour

Sexual abuse

- Frequent sore throats or urinary infections
- Constant sadness
- Thumb-sucking
- Sudden fear of the dark
- Bedwetting
- Avoids undressing or wears extra layers of clothes

Emotional abuse

- Sudden change in self-confidence
- Headaches or stomach aches with no

medical cause

- Destructive behaviour
- Abnormal fears
- Failure to gain weight (especially in infants)
- Desperately affectionate behaviour
- Speech disorders (stuttering, stammering)
- Habit disorders (biting, rocking, head-banging)
- Argumentative or consistent temper tantrums
- Bullying tactics
- Easily frustrated

Neglect

- Missing key articles of clothing
- Over- or under-dressed for weather conditions
- Height/weight significantly below age level
- Consistent school absenteeism
- Persistent hunger

- Trouble concentrating
- Low self-esteem
- Body odour
- Child assumes adult responsibilities
- Always dirty, severely unkempt
- Always tired
- Steals food/lunch money from others

Other warning signs cut across categories. For instance, you might see behaviour extremes or recurrent nightmares due to abuse. For physical or sexual abuse, signs can include clinging; disturbed sleep patterns; loss of appetite for no apparent reason; excessive appetite; or re-enactment of the abuse using dolls, drawings or friends.

Each sign on its own doesn't necessarily mean that something bad is happening, however, if you suspect abuse or neglect, contact your local Children's Aid Society, which can investigate.



Luke Kirby as stand-up comedian Lenny Bruce in *The Marvelous Mrs. Maisel*.

Simply Marvelous

Drama teacher Dennis Johnson helped fuel actor Luke Kirby's creativity and curiosity.

BY RICHARD OUZOUNIAN

On September 2019, Hamilton-born Luke Kirby won an Emmy award for “Outstanding Guest Actor in a Comedy Series.” As he accepted the trophy for his standout performance as Lenny Bruce on *The Marvelous Mrs. Maisel* (beating out a field that included superstars Robert DeNiro, Matt Damon and Adam Sandler), there was one person who took particular delight in the news.

That was Kirby's high school drama teacher, Dennis Johnson, who had been following the young actor's career from the very beginning. “It was very satisfying to see Luke being celebrated — finally! He's a hard-working actor who deserves every bit of success he's receiving.”

And Kirby happily returns the compliments. “This life is something I would have never thought possible if it were not for Mr. Johnson.”

They met at Guelph Collegiate Vocational Institute in 1992, after Johnson had been teaching drama there for 17 years, a position he would hold until his retirement in 1998.

Johnson was born in 1944 and went to McMaster University from 1962–66, studying history and religion. “What do you do with a degree in those two subjects?” he asks with a chuckle. “I went to teacher's college after exploring other career options.”

After two years at the Ontario College of Education (1967–68), which eventually became part of the Ontario Institute for Studies in Education/University of Toronto, he began teaching history at Aldershot High School, but found himself shifting into theatre, and then feeling he had some gaps in that specialization that needed filling.

“I went to the University of Waterloo, then to Queen's, then back to Waterloo. I spent two years taking courses in everything from electronic music to set design. I think I took every course even remotely related to theatre that I could find.

“When I was finished, I applied to Guelph Collegiate and that was my school for the rest of my career.”

While Johnson taught many students over his 30-year career, Kirby made a particular impact. “I have vivid memories of him,” recalls Johnson. “He was the littlest kid in the class, but he'd be sitting in a circle with a bunch of really big Grade 12 students and he would be the director. He was the most self-motivated student I ever had.”

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Kirby remembers things a bit differently, except for his height. “When I started high school, I was relatively adrift. A late bloomer with hair to my shoulders. Not aspirational in any academic capacity, but very curious and excited by the world.”

When asked why Johnson and his class made such a strong impression on him, Kirby doesn’t hesitate. “It was the environment Mr. Johnson created. He gave students freedom and space, and that was so compelling.”

Johnson says that sounds right. “Freedom and space. I guess that may be true of any good drama class. I wasn’t attempting to direct them all the time, at least not by the time I met Luke. In my first decade of teaching, I was the director. By the time I was nearing retirement, I was the facilitator of student directors and leadership.”

And that’s exactly how Kirby remembers their time together. “Mr. Johnson made no grand appeal for what he was teaching, but if you were interested, you could just keep travelling with him.

“He offered a thorough education in the history of the theatre. I was enamoured by his stories of Paul Robeson or Sarah Siddons, Bernhardt or Booth. And Brecht. Always and forever Brecht. It felt to me like that world was right there, welcoming and within arm’s reach.”

But every solid dramatic experience has a defining moment, and for Kirby it happened in the summer following Grade 9.

“He gave me a pamphlet for the Theatre Ontario summer program and that August I spent a week on the Brock University campus with kids from all over Ontario,” says Kirby. “The experience really changed my perspective on the possibility and reality of working as an actor. It really felt like a great quest: a destiny where the fun and beauty would be in the moment to moment of doing the job.”

Johnson explains how it was possible. “We used to use profits from our student productions to pay for the tuition of those Theatre Ontario summer programs.” As it turned out, the program was a wonderful place for kindred spirits to discover each other.



Drama teacher Dennis Johnson gave his students the freedom to discover their creativity.

And indeed, Kirby affirms that “Many of the kids I met that summer, and in summers that followed, are my colleagues and friends today.”

As Kirby entered his final year with Johnson, the actor he would be had already emerged.

“We did *A Midsummer Night’s Dream* and Luke and the other young lovers stole the show. Then he directed Brecht’s *Arturo Ui* and his production was, well, kind of raw ...”

Johnson goes on to describe a specific scene where a bodily function usually confined to the bathroom was simulated on stage, which must have raised eyebrows in Guelph in 1997 and wouldn’t have been out of place coming from the mind of Lenny Bruce, the outspoken comedian whom Kirby won his Emmy portraying on television.

Kirby admits he was drawn to Bruce from an early age, reading a copy of his book *How to Talk Dirty and Influence People* that he found in his grandparents’ attic, watching Dustin Hoffman play him in the Bob Fosse movie he rented on VHS from the library, and seeing the final interview he gave Nat Hentoff on TV.

“It gave me hope,” quips Kirby, “that maybe the dark circles under my eyes would come in handy one day.”

But Johnson thinks the secret to Kirby’s success as Bruce is deeper than anything superficial. “He got

to the heart of the man. Luke always tried to find the heart.”

When asked if he remembers a specific piece of Johnson advice, Kirby instantly volunteers: “When in doubt, find the floor.”

Johnson laughs on hearing that and traces it back to an improvisational comedy course he took in California in the 1970s where one of the teachers said “The ground is your friend. If nothing is happening and things suddenly dry up, then fall on the floor.”

While the two haven’t kept in touch for many years, each has had a lasting effect on the other.

For Kirby, “My perspective on my professional life — one of love and curiosity — can be attributed to Mr. Johnson, thanks to his subtle encouragement.”

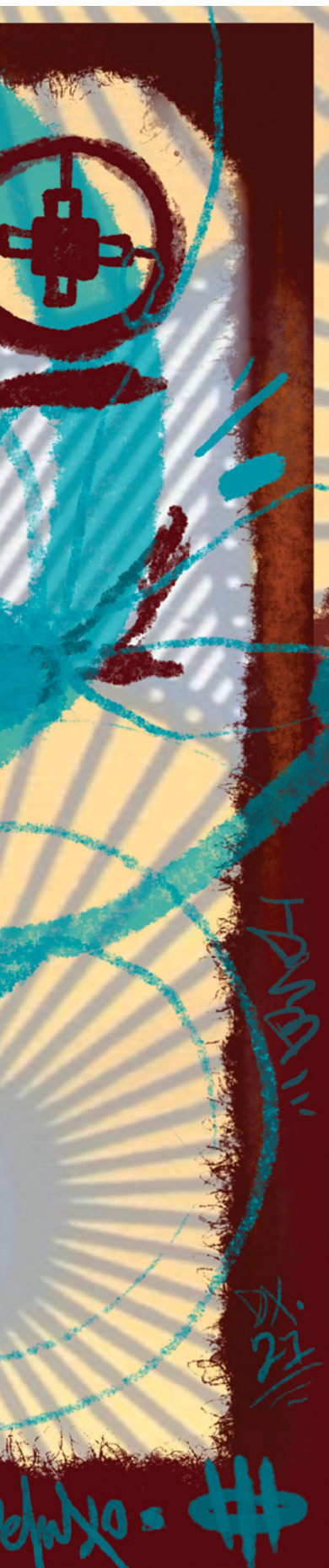
And for Johnson, “He was the kind of student who was as much a teacher as a learner. He had a curiosity about everything and an energy that was positively contagious, things I needed to be reminded of after all those years of teaching. I guess you could say that he was learning about theatre from me and I was learning about life from him.” **PS**

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



The Invisible Thread — the connective tissue between and among peoples of African-descent.

The Invisible Thread of Demure * (X) * • X



Getting at the Roots of Anti-Black Racism

New AQs will look at systemic issues, biases and centring Black stories.

BY STUART FOXMAN

Do you recognize anti-Black racism when it occurs? Or what's at its root? How and why such racism plays out isn't always straightforward — in society, workplaces, the education system or the classroom.

That's why Stefanie Muhling, OCT, is looking forward to the release of the College's new Additional Qualification (AQ) guidelines on anti-Black racism. Muhling, the College's manager of Standards of Practice and Education, says the guidelines are intended to help Ontario Certified Teachers (OCTs) better understand the systemic issues that perpetuate anti-Black racism.

Together, the Part 1, Part 2 and Specialist Addressing Anti-Black Racism to Change Pedagogy and Practice AQs will sharpen teachers' professional focus on the challenges faced by children and youth who identify as members of Black communities. The AQs will provide opportunities to gain a deep understanding of historical and current contexts that are vital to naming and addressing anti-Black racism in all forms.

The reach is broad. These AQs are being developed to inform teaching practice — in any learning environment — with all groups of students. As one of the guidelines states, anti-Black racism affects everyday learning experiences across the province.

As the guidelines suggest, "Saving these discussions for certain times of the year, or leaving the work entirely to students and teachers who identify with the most adversely affected communities, helps reinforce divisions that systemic racism upholds."

Muhling explains that the guidelines establish the standardized framework upon which a program provider develops an AQ course. The guidelines were posted for provincial validation in August. Staff and writing team/community representatives will examine feedback in November, with the final guidelines to be posted in early 2022. AQ course providers will be positioned to submit courses to the College for accreditation shortly after that, and OCTs will be able to register for courses by spring 2022.



“Biases can creep into teaching practices in ways that perhaps aren’t deliberate but that are still problematic.”

Repositioning the Educator Learning from Students, Family and Community — the role and the relationship of the learner.

Muhling says that a primary goal of the guidelines is to lead participants to “ask themselves the challenging questions and examine elements of pedagogy that have been traditionally exclusive.”

“It’s difficult for many people to get to that depth of questioning,” she says. The AQs provide a framework to support OCTs as they adopt and extend anti-oppressive teaching practice.

The guidelines talk about some essential questions that facilitate the design and implementation of all three of the AQ courses:

- What is the foundational understanding necessary to better centre and serve Black students, families and communities?
- How do school leaders centre diverse Black stories in our reimagining of schools?
- In what ways can leveraging positional power facilitate disrupting and dismantling anti-Black racism with a goal of changing pedagogy and practice?

Muhling adds that the roles of educators and learners are interwoven in the guidelines. “The power of shared learning is a key concept,” she says. “The reciprocal learning between students and teachers is

not always highlighted as much as it could be. This writing team really brought it forth.”

Creating the anti-Black racism AQ guidelines fits with the College’s commitment to anti-oppression, equity and inclusion. In these areas, there’s always more work to be done.

Part of that work involves something fundamental, says Karen Murray, OCT: understanding what anti-Black racism looks like. Murray is the centrally assigned principal for the Centre of Excellence for Black Student Achievement at the Toronto District School Board. She has supported the College’s AQ policy development and implementation work for years, and was the external team lead for the development of the anti-Black racism AQ guidelines.

Why are these courses so important? As Murray notes, there still isn’t enough understanding about the history and legacies of colonialism, and the attitudes and stereotypes that reinforce anti-Black discrimination. “One of the reasons why anti-Black racism exists is because the systems and structures that created barriers continue to exist,” says Murray.

She says that anti-Black racism can be overt but is often subtle. That can make it even more insidious. Hate

crimes, using the n-word, and other racial slurs are all clear signs of racism. But what about the less obvious?

Murray reminds that biases can creep into teaching practices in ways that perhaps aren’t deliberate but that are still problematic. That’s why we have to look at impact, not just intent. She adds that so much of the curriculum is still based on Eurocentric notions. Is the pedagogy culturally relevant? Not always. Do teachers bring positive racial identities into the discourse? Not necessarily.

Even sentiments that may seem helpful on the surface can be harmful. Murray uses the example of teachers who tell their diverse classroom that “I don’t see colour.” That might appear to be progressive, but Murray says students hearing that could have a different interpretation. They might think, “You’re saying you don’t see me as a Black person, and you’re taking away something I’m proud of.”

Murray hopes the anti-Black racism AQ courses will raise teachers’ awareness of their practices. More than that, Murray says, “The courses can lead to action-oriented work, and an understanding of our obligations to support the educational achievement of Black students.” **PS**

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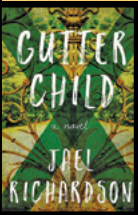
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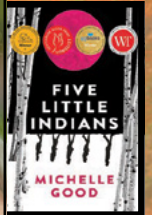
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Addressing Anti-Black Racism

New advisory provides practical advice on how to recognize and address anti-Black racism in all learning environments.

BY OLIVIA YU

Diversity, equity and awareness are critical elements of every safe and supportive learning environment. But what does this look like for Black students and how can Ontario Certified Teachers (OCTs) overcome long-standing and historical legacies to break down deeply entrenched systemic barriers?

“It’s important to remember that anti-Black racism is not new and has been embedded in the educational system for generations,” says Amorell Saunders N’Daw, principal of Amorell & Co, partner at KBRS, where she is also the equity, diversity and inclusion lead, and the lead writer for the College’s *Professional Advisory on Anti-Black Racism*. “The focus on its adverse impacts has been amplified and requires meaningful action and sustainable change.”

The advisory defines racism as “a belief that one group is superior

or inferior to others,” adding that sometimes people do not even realize they have these beliefs. Therefore, anti-racism is the “active and consistent process of change to eliminate individual, institutional and systemic racism, as well as the oppression and injustice racism causes.”

It also states that the term Black began as “a social construct referring to people who have dark skin colour and/or other related racialized characteristics. [Over time,] the term has become less of an indicator of skin colour and more of racialized characteristics. Diverse societies apply different criteria to determine who is Black.”

“The advisory is part of the College’s ongoing and long-standing commitment to anti-oppression, equity and inclusion,” explains College Registrar and CEO Dr. Derek Haime, OCT. “It encourages teach-

ers to be comfortable being uncomfortable, to listen openly, honestly and without judgment, so that they can help drive positive change.”

OCTs play an important and influential role in the learning environment and are uniquely positioned to help address anti-Black racism and its impact on students.

In November 2020, the *Ontario College of Teachers Act, 1996* was amended to recognize hateful remarks and behaviour as acts of professional misconduct. This change is reflected in the advisory, which aims to support all teachers — regardless of where they are in their careers. It helps to clarify professional responsibilities within the context of professional, employer and community standards, legislation and the law.

It urges OCTs to create safe spaces for students of African descent and their families to reach



PHOTO: ISTOCK

out to educators and discuss their academic program, and to actively listen to their concerns.

“Inclusive learning spaces provide students from all backgrounds with the security to speak up and authentically explore their curiosity,” said the College’s Transition Supervisory Officer, Paul Boniferro. “OCTs are known for their dedication to student care and learning, and the advisory will help them grow

their awareness and understanding to further protect students and address systemic racism.”

Reading in print? Refer to the advisory provided with this issue for more information on how to address anti-Black racism with students. You can also read it online at oct-oeeo.ca/AddressingAntiBlackRacism. For the College’s complete list of professional advisories, please visit oct-oeeo.ca/advisories. **PS**

Did you know?

Research found in *Ontario’s Equity and Inclusive Education Strategy* (oct-oeeo.ca/equity) shows students of African descent are more likely to drop out of school than other students due to low expectations set by educators. Another factor is that many students and parents did not find schools very welcoming.

Healthier Relationships, Healthier Schools

The College's landmark sexual abuse prevention program puts trust and care at the centre.

BY ANDREW FIFIELD

He's on our level. He was one of us ... so he became a really relatable person. When I look back, I felt like I was putty in his hands."

Those words, spoken by a survivor who was sexually abused by a teacher, can be found among the video testimonials that are a powerful contribution to a new online sexual abuse prevention program developed in partnership between the Ontario College of Teachers and the Canadian Centre for Child Protection (C3P).

The program, which formally launches on January 3, 2022, was legislated by the provincial government to bolster the College's ability to serve the public interest by protecting student safety. All Ontario Certified Teachers (OCTs) are required to successfully complete it by August 31, 2022, while new and returning applicants must complete it to be eligible for certification by the College.

"The College protects the interests and well-being of students, so C3P is a natural partner for us," says Paul Boniferro, the College's Transition Supervisory Officer. "While incidents of student abuse are rare, this program reflects our ongoing commitment to student safety by providing professional development opportunities to College licensees."

The program content, with video testimonials from both survivors and offenders, complements existing College resources such as *Professional Boundaries — An Advisory for Ontario Certified Teachers*. Together, they provide OCTs with an updated under-

standing of how to more quickly identify signals that a student may be at risk and more readily take action to intervene.

"This program is a critical next step in a series of student safety initiatives developed by the College over the past two years," says Dr. Derek Haime, OCT, the College's Registrar and CEO. "It will strengthen the profession when all OCTs, myself included, are empowered to pass the benefits of this program on to students through the creation of safer and more supportive learning spaces."

The partnership and program is the first of its kind for the teaching profession in Canada and will serve as a model for other regulators and ministries of education, according to Noni Classen, director of education at the Canadian Centre for Child Protection.

"I've had numerous conversations with people across the country, and they are watching this initiative closely because it will lead the way," explains Classen. "There has been a gap when it comes to helping teachers better understand what high risk behaviour looks like, and how to act on it when they see it."

Ensuring that educators embody the trust placed in them is crucial to the development of safe learning environments that support student well-being. It also draws a clearer line between boundary breaches that are the result of poor judgment and those that may be the result of abusive intent.

"The program focuses on what creates healthy relationships between adults and students," Classen says.

"What somebody may readily identify as concerning behaviour — that may not be illegal — can still erode relationships because it crosses boundaries."

The impact of that erosion is clear in the stories of survivors. Such a realization not only makes disclosure more difficult for the affected student, it can also hinder their future recovery.

"Our goal is to ensure unhealthy relationships do not become something worse," Classen adds. "But if they do, we want educators to have systems in place to intervene early."

Early intervention requires vigilance because most children who are being abused will not reveal it, according to Classen. For those who do, disclosure is typically not a one-time event. Instead, it is a process that often begins by "testing the waters" with a behavioural change or by revealing seemingly small details to a trusted adult and gauging their reaction.

Furthermore, Classen suggests that survivors who felt supported as they revealed information were more likely to successfully recover.

Tying together the development of healthy relationships and how they can prevent abuse from occurring and ease the way to early and supportive intervention when it does, is what makes this program a new model for the teaching profession in Canada, Classen adds.

"In the past, we've relied too much on waiting for the child to say something," she says. "Everything hinges on them making a difficult disclosure, but it is not realistic or responsible to continue with that expectation." **PS**



Survivor statistics

- **67 per cent** of adult survivors say they were threatened with physical harm if they disclosed
- **24 per cent** of adult survivors say their abuser threatened to harm family members if they disclosed
- **55 per cent** of adult survivors say their abuser showed them adult pornography
- **47 per cent** of adult survivors who disclosed did not do so until they reached adulthood
- **69 per cent** of adult survivors say they worry about being recognized in images that show their abuse

Source: Canadian Centre for Child Protection Survivors Survey (2017)



John Paul Kane, OCT,
drag performer

A Zest for Life

**Ontario Certified Teachers find meaning
and joy in their favourite pursuits.**

BY LISA VAN DE GEYN

JOHN PAUL KANE, OCT, DRAG PERFORMER

It was late 2015 when John Paul Kane, who teaches kindergarten in Toronto, was watching a video from the San Francisco Public Library called Drag Queen Story Hour. The show brought together drag performers who shared stories with children. Kane says he was immediately inspired. "I had already performed with my students at a few Toronto Pride events, but I knew I wanted to do more," he says.

Enter the incomparable Fay Slift. Kane reached out to his friend Kaleb Robertson, a.k.a. Fluffy Soufflé, and the two paired their love of literacy with their drag personas, creating "Fay & Fluffy's Storytime." By 2016, Fay and Fluffy were reading for audiences of kids, adults and families at the Toronto Public Library. "We then embarked on a relationship with The 519 community centre, Glad Day Bookshop, the Gladstone Hotel and Queen Books, [among others] and have celebrated our five-year anniversary as 'Fay & Fluffy's Storytime,'" Kane says proudly.

What's it like performing in drag for families? Pretty amazing, he says.

"Parents thank us for sharing stories with diverse characters, sharing experiences of being queer, or single parents, or children who are adopted or differently abled. There are so many incredible authors and children's books out there, so it's an exciting time," says Kane. "Having kids ask me why I'm wearing 'girl's clothes' is always one of my favourite moments. When the question arises, parents always look mortified, but I reassure them that I love the question. I explain that the dress I'm wearing isn't a 'girl's dress,' but it's my dress. I tell them I love the colours or patterns and especially love being able to twirl." Fay's outfits are a marvel; all of the costumes are custom-made. "I love things that are big, fun and bold, much like myself," he explains.

The big news for Fay and Fluffy is the announcement of their own television show, *The Fabulous Show with Fay & Fluffy*, which will air on Family Channel in 2022. "It's a variety show for kids with a small studio audience, special guests, stories and songs. We're so excited to speak honestly about issues people face and celebrate diversity while making reading fun."

CAROLYNE PRÉVOST, OCT, WORLD CROSSFIT COMPETITOR

Carolynne Prévost is super fit, incredibly active and always working out. Not only does she teach physical education and fitness (plus math and science) to high school students at École secondaire Gaétan-Gervais in Oakville, Ont., she's also a global CrossFit competitor.

At the world champion NOBULL CrossFit Games in Wisconsin held last summer, Prévost was one of 40 of the world's top female athletes (and one of only four Canadian female athletes) who qualified for the competition. She finished 27th after competing in a 1.6-kilometre swim and a 4.8 kilometre kayak, rope climbing six metres in the air and running a long-distance race. These weren't necessarily the events she excels at (her strengths are the 100-metre sprint, agility courses and lower body exercises like squats), but she did her best, thanks, in part, to a long history in sports. Prévost spent years playing soccer, hockey and practising taekwondo, and has 11 national championships in four different sports under her belt. She comes by athletics honestly; her father played hockey and her sisters all played soccer.



[Left to right] Carolynne Prévost competes at the world CrossFit games; Stephen Bellerby enjoys the view from his hang-glider.

“I’ve really increased my level of commitment. It’s like having a second job. I fit in training as much as I can and I’m extremely competitive.”

— Carolynne Prévost,
world CrossFit competitor

This was her second appearance at the CrossFit Games. Her first was in 2019, when she came 12th overall. “It was a really good experience. The workouts I competed in better fit my strengths. You just never know which events are going to be selected and whether luck will be on your side,” she says.

Prévost got into CrossFit at the age of 23 after graduating from university. The sport features events that test an athlete’s all-around fitness level, and it includes various competitions in endurance, speed, strength and aerobic ability. “I was bored with my regular workouts and enjoyed doing things like lifting and running. A hockey teammate mentioned CrossFit, so I went to a CrossFit gym in Sarnia, where I was spending the summer, to check it out.”

Since then, Prévost has remained dedicated to training, often doing so twice a day for multiple hours at a time. And her fiercely competitive nature makes her no stranger to leaving it all on the field — or ice or gym. These days, Prévost is still playing hockey (she’s part of the Professional Women’s Hockey Players Association), but her priority is CrossFit. “I’ve really increased my level of commitment. It’s like having a second job. I fit in training as much as I can and I’m extremely competitive. I also know there are events that I need to work at. I plan to continue to do the best I can.”

STEPHEN BELLERBY, OCT, HANG-GLIDER

The first time Stephen Bellerby went hang-gliding, it literally swept him off his feet. He was told to run down a small slope with a simple training kite and he would eventually feel it lift off his shoulders. That was the expectation. “But, as a young kid in a flight class full of adults, I was so tiny that the glider pulled me right into the sky and I quite unintentionally flew all the way to the bottom of the shallow hill” he says. “The feeling was unlike anything I’ve ever felt before — I was flying, not falling; I was gliding through the air.”

And that’s all it took for Bellerby’s love of hang-gliding to take off. (Pun intended.) The occasional teacher at Toronto’s King Edward Junior and Senior Public School and Harbord Collegiate, got his hang-gliding licence

at age 14, nearly four decades ago. Today, he flies at a little grass airstrip at the Southwestern Ontario Gliding Association, just outside of Orangeville, Ont., using a launch method called “aerotowing.”

“This is a purpose-built ultralight motor plane that pulls you up to an altitude a bit higher than the CN Tower, about 600 metres, and releases you to silently glide down,” he explains. While Bellerby’s up in the sky taking in the view, he often looks for air currents that birds, sailplanes and paragliders use to stay aloft without flapping. “Ideally, you find some good lift and can climb right up to cloud base. On a good day, you can be up for hours among the clouds.”

Bellerby says that much like other forms of aviation, hang-gliding requires lessons and certifications for each level, but it’s something that’s fun from the start — and it’s something that anyone can try. “With this aerotowing method, anyone who’s curious can take a tandem flight with a certified instructor. They can fly close to 1,000 metres off the ground and get the chance to steer the glider themselves on their first flight.” There are so many things about being up in the sky that appeal to Bellerby, but one thing he has always enjoyed has been watching birds fly and wondering how they’re able to soar so effortlessly on air currents. “And learning how people, too, can use nature to fly on those same



Donald Hall builds houses for disadvantaged communities in the Dominican Republic.



invisible rising air currents, thermal to thermal, sometimes for hours and thousands of metres aloft. That's been the real joy of flight for me."

DONALD HALL, OCT, BUILDING FOR DISADVANTAGED COMMUNITIES

Donald Hall has been teaching for more than 30 years, but he's also been making a special trip nearly every year for the past 17 years, since he became the chaplaincy leader at St. Mary Catholic Secondary School in Hamilton, Ont. He travels to San José de Ocoa in the Dominican Republic annually to help make the dreams of locals a reality. And while he's outside of the classroom during these exciting, passionate trips, he's still making an impact on the students and colleagues who join him.

The DREAMS (Dominican Republic Education and Medical Support) program started 20 years ago in a religion class at St. Mary's. The students initially wanted to help the poor and were inspired to make a difference in the Caribbean. Since the program's inception, thousands of students—often accompanied by Hall—have built a school, a teacher's residence and 60 homes in the San José de Ocoa region.

It was back in the summer of 2004 when Hall interviewed for the chaplaincy position at St. Mary when he first heard about the DREAMS program. He had never been to the Dominican Republic. A year later,

two groups left for San José de Ocoa. Hall was excited for his first journey.

"The day before our group was scheduled to depart, the airline went bankrupt," he recalls. "Finding 18 seats on a plane going to the Dominican Republic during the March break was a huge challenge." Still, the groups made it to their destination.

"Some of my most memorable moments include working in the mountains and building new homes for families in need," he says, adding his adventures have opened his eyes in other ways. "I'm reminded that we are poverty-stricken in ways that the Dominicans are not. They are blessed with joy, love of life, a strong sense of community and a deep, abiding faith in God. We have so much to learn from the people we meet in the Dominican Republic."

Hall says it's the culmination of his experiences that continues to take him back to the Caribbean. "What draws me back is the love of the Dominican people and the passion and teamwork of our students and staff, and our wonderful DREAMS families. While a Dominican family receives a new house, we receive a new perspective on life."

Hall and his colleagues are currently exploring the possibilities of doing similar work with Indigenous communities in Ontario. "DREAMS is continually evolving, and we look forward to reaching out closer to home in the near future." **PS**

The Lunch Lady

While some parents detest the mere thought of lunch preparation, Lindsay Pruss, OCT, has turned this task into a thriving Instagram account with more than 33,000 followers. The now-social-media influencer known as [@lunches_by_lindsay](#), who's also a teacher at St. Louis Separate School in Mississauga, Ont., has made packing kids' lunches fun.

"When my daughter was about to start JK, I found a bento lunchbox I liked and noticed people had posted photos online of what they filled them with. I thought it was a great way to keep track of what I was sending and thought it would be fun to make her lunch cute using different shapes and accessories," Pruss says. "So, I started taking photos, and in 2017, I decided to start an Instagram account just for pictures of what I was packing. If people wanted to follow me, I would hopefully inspire them when it came to fun, healthy lunches. I had good ideas and tips to share."

Pruss says she's found a love of lunch-packing. She's a big crafter, and this is just another outlet for her to get creative. Her biggest lunch hits online have been "anything on a stick" and waffle pizzas. "Right now, I'm working on holiday lunches like the Rudolph sandwich for Christmas. I just want to show people that it's easy to feed your kids healthy foods, and it really doesn't take much time to prepare. My ideas are simple, and you can do them yourself. Just keep it fun and easy."



New at the Library

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Kits, Cubs, and Calves: An Arctic Summer, Inhabit Media, Iqaluit, Nunavut, 2020, ISBN 978-1-77227-274-1, hardcover, 32 pages, \$17.95, inhabitmedia.com

Kits, Cubs, and Calves: An Arctic Summer

BY SUZIE NAPAYOK-SHORT
ILLUSTRATED BY TAMARA CAMPEAU

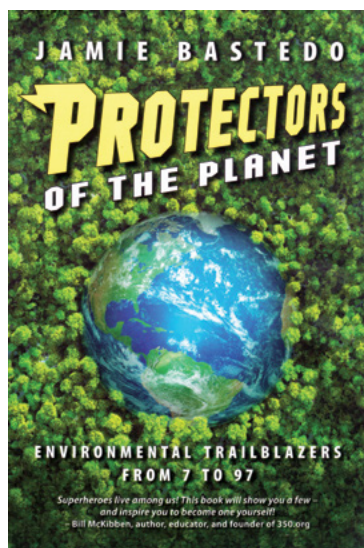
Suzie Napayok-Short presents a junior-level fictional account of a young girl's learning experiences offered through her visit to the Arctic one summer. Colourful, realistic illustrations help bring the environment to life.

Young Akuluk takes a bush plane to see her grandparents in their small Nunavut community. She visits with her grandma (*anaana*) and grandpa (*ataata*) and then boards a noisy float plane with her toy polar bear for another journey. After an hour, the plane glides to the Arctic shore where she's welcomed at the dock of Saatut by her Uncle James and Aunt Sulie.

In this world, humans and animals coexist with understanding and interdependence. Foxes play with their kits on the tundra in much the same way as Akuluk plays with her aunt and uncle's newborn puppies. She also discovers the strongest pup's future role will be to pull the Inuit sled, or *qamutiik*, across the ice and snow.

The narrative will hook the junior-level student, encouraging a sense of adventure. And through Akuluk's Arctic vacation, readers will learn about Inuit life, complex ecosystems and the care of our environment, supplementing many areas of the curriculum.

Dorothea Bryant, OCT, is a tutor for primary, junior and ESL students in reading, writing, English and math.



Protectors of the Planet: Environmental Trailblazers from 7 to 97, Red Deer Press, Markham, Ont., 2020, ISBN 9780889955691, softcover, 330 pages, \$24.95, fitzhenry.ca

Protectors of the Planet

BY JAMIE BASTEDO

Environmental and climate changes can be depressing and distressing topics. However, weaving science with culture, award-winning author and former CBC radio columnist Jamie Bastedo has compiled an inspirational collection of biographies of Canadian eco-heroes who are doing extraordinary things to help the planet. Through interviews and research, Bastedo explains how they dedicated themselves to their cause, including the defining moments that began each of their trail-blazing journeys.

The book's greatest impact may be found in the tips that accompany each profile. Bastedo asked each interviewee what they suggest others can do. The responses range from small daily

measures to larger scale political actions that encourage legislative changes. Written with teens and adults in mind, these relatable stories stem from life lessons, perfect for class discussions, and especially useful to complement Earth Day activities.

Bastedo quotes former Green Party leader and environmental activist Elizabeth May. "Being hopeful is not the same as being unrealistic," she states. "This is not the dreamy, dewy-eyed hope of the deluded ... hope is hard work. Hope is a verb with its sleeves rolled up." *Protectors of the Planet* is for anyone who wishes to keep hope alive and "roll up their sleeves" to protect the planet for future generations.

Anne Marie Landon, OCT, is a principal with the Renfrew County Catholic District School Board.



Alice Fleck's Recipes for Disaster, Puffin Canada, Toronto, Ont., 2021, ISBN 9780735269286, ebook, 9780735269279, hardcover, 256 pages, \$21.99, penguinrandomhouse.com

Alice Fleck's Recipes for Disaster

BY RACHELLE DELANEY

Ever wonder how to make gelatin from scratch or what goes into a peacock pie? Alice Fleck and her father, James, know that and more when it comes to recipes from the Victorian era and beyond.

In this novel, a young girl must navigate through becoming a middle schooler, deciding how she feels about her father's new girlfriend, and avoiding embarrassing herself on a cooking competition show, all while attending a Victorian festival at a stately manor house.

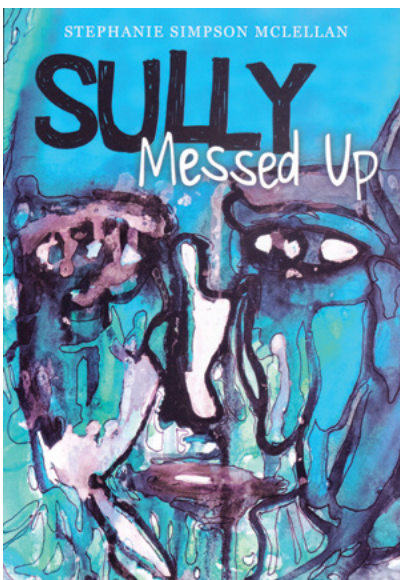
This engaging story mixes in fascinating and expertly researched tidbits about the Victorian era and its food. At its heart is a normal middle

schooler experiencing perfectly normal middle school problems: self-esteem, being herself, and trying to fit in, while also facing a changing family dynamic.

Adding to those pressures, Alice is devastated to discover the new cooking show's producers have turned it into a cutthroat, frightening competition.

This novel blends historical facts, a carefully plotted mystery and fun cooking ideas while exploring themes of identity, family relationships and being a teen girl. It's a natural fit for a middle school classroom and would be an ideal companion to a food and nutrition course or one on careers.

Shannon Saturno, OCT, is English department head at the Virtual Academy in Ottawa.



Sully, Messed Up, Red Deer Press, Markham, Ont., 2021, softcover, ISBN 9780889956377, 312 pages, \$14.95, fitzhenry.ca

Sully, Messed Up

BY STEPHANIE SIMPSON MCLELLAN

Sullivan Brewster awakens on a September morning, the first day of Grade 9, and stares at his creature-like image in the bathroom mirror. To his eye, his reflection shows a frightened Picasso or a deranged Mr. Potato Head.

The fact that (almost) no one else seems to see what Sully sees when he looks in the mirror underscores his search for identity. The school bus trip does not offer him any refuge either. It's there that Tank, the school bully, decides to call him Sally, a moniker that taunts Sully whenever he's around Tank and his crew.

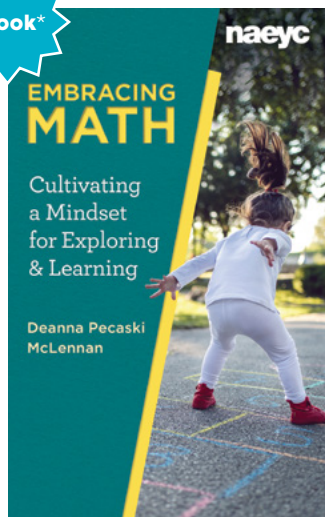
Sully, Messed Up is about a young boy who does all he can to avoid the teasing and harassment of Tank's

gang. He cannot seem to find his way out of the victim role he has accepted. With the exception of his mother, the adults in Sully's world seem oblivious to what he faces daily. Feeling alienated and in pain, and with his self-esteem wavering, Sully goes out of his way to avoid his supportive, if oddball, friends.

Intermediate and senior level students, especially, will identify with the characters and themes of the book. The novel explores the question of how a child can form a healthy identity when they are bullied for long stretches of time, and opens the door for positive classroom discussions.

Dorothea Bryant, OCT, tutors primary, junior and ESL students in reading, writing, English and math.

eBook*



Embracing Math: Cultivating a Mindset for Exploring and Learning, National Association for the Education of Young Children (NAEYC), Washington, D.C., 2020, ISBN: 978-1-938113-65-9, 160 pages, US\$25, naeyc.org

Embracing Math

BY DEANNA PECASKI MCLENNAN

Deanna Pecaski McLennan's new book presents a math education philosophy in which our youngest learners, in preschool or kindergarten classrooms, move toward a more playful and less fearful attitude to numeracy and problem-solving.

She begins with the observation that children are naturally curious about math and that the teacher's role is to create a safe, supportive learning space where that curiosity can be encouraged.

The author also points out that when children explore math situations with others they experience alternative approaches to solving problems.

The second section is about creating rich, cross-curricular experiences that involve math exploration in different subject areas like art, science and

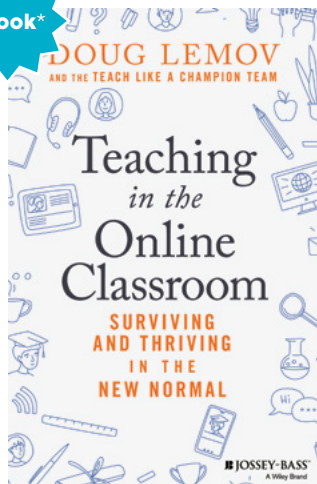
physical education. In a section co-authored with Erin Keith, specific attention is given to connecting math concepts with literacy experience.

In the third section, readers find real-life examples of these principles in action, such as how a classroom bird feeder stimulated interest in numeracy, and how a class food drive created opportunities for number talks.

If more children begin with the type of math and problem-solving experiences the author describes, when they reach high school there will be less compartmentalization and dismissal of math as something they "are not good at" or "don't need."

Chris Jull, OCT, teaches Grade 9–12 English classes at Crestwood Preparatory College, an independent school in Toronto.

eBook*



Teaching in the Online Classroom: Surviving and Thriving in the New Normal, Jossey-Bass Publishers (an imprint of John Wiley & Sons), Hoboken, N. J., 2020, softcover, ISBN 9781119762935, 192 pages, US\$19.95, josseybass.com

Teaching in the Online Classroom

BY DOUG LEMOV (AND THE TEACH LIKE A CHAMPION TEAM)

This book reviews the foundations of online learning by first explaining the difference between asynchronous and synchronous learning, and addressing the pros and cons of each. It also taps fellow educators and scholars for practical solutions. One example considers the challenge of reduced student engagement during synchronous learning, a reality for many teachers. Another concentrates on Pause Points, a strategy that helps to avoid the pitfalls of distraction.

Practical solutions and suggestions support online learning alongside technology tips. However, the book does not negate the challenges

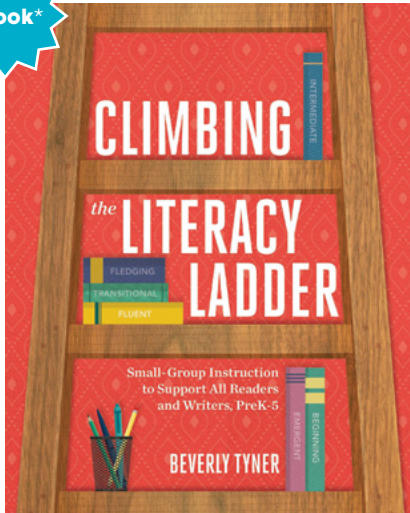
involved for teachers and students such as extended screen time, tech literacy, effective learning spaces and parent support.

By posing questions that will identify potential teaching gaps, Lemov also provides teachers with an opportunity to reflect on their approaches. Each chapter offers teachers' online practices, classroom anecdotes, strategies, examples and resource links.

While the book provides practical information and solutions to support a successful online platform, it does not address inequalities associated with students who are marginalized by the education system, specifically Black and Indigenous students.

Cheryl Woolnough, OCT, is a teacher and inclusion coach with the Peel District School Board.

eBook*



Climbing the Literacy Ladder: Small-Group Instruction to Support All Readers and Writers, PreK-5, ASCD, Alexandria, Va., 2019, ISBN 978-1-4166-2748-7, softcover, 230 pages, US\$25, ascd.org

Climbing the Literacy Ladder

BY BEVERLY TYNER

Teachers see the struggles students face when they do not comprehend what they read. By Grade 3, the skill of reading with comprehension is required in cross-curricular areas. Without this skill, students lose interest and continue to fall behind.

In *Climbing the Literacy Ladder*, Beverly Tyner uses her experience and expertise as a literary educator to address this and other areas. The six developmental stages of reading and writing are handled individually with specific activities for each student from pre-kindergarten to Grade 5.

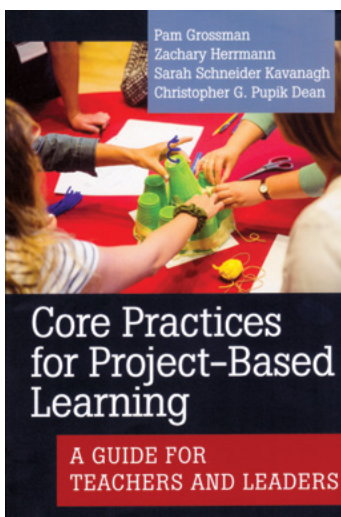
Using a differentiated process with small groups, teachers are able to implement material to build and develop

the student's reading and writing skills. Sample lesson plans include research-based areas to work on while fluency in reading, word study, vocabulary and comprehension are addressed.

Tyner illustrates possible classroom situations and conversations that might take place between student and teacher. Strategies and activities are rich and plentiful. When a student is ready to move to the next level, Tyner provides the resources and direction.

This well-organized resource can help Grade 3 students become confident cross-curricular learners. It is suitable for primary/junior teacher candidates and, of course, kindergarten to Grade 5 classroom teachers.

Dorothea Bryant, OCT, tutors primary, junior and ESL students in reading, writing, English and math.



Core Practices for Project-Based Learning: A Guide for Teachers and Leaders, Harvard Education Press, Cambridge, Mass., 2021, ISBN 978-1-68253-642-1, softcover, 192 pages, US\$32, hepg.org

Core Practices for Project-Based Learning

BY PAM GROSSMAN, ZACHARY HERRMANN, SARAH SCHNEIDER KAVANAGH, CHRISTOPHER G. PUPIK DEAN

This book serves two key purposes: it introduces the principles of project-based learning, and it provides important teaching strategies that serve to further the goals of this approach.

The authors present four pillars of project-based learning: authentic tasks connected to the wider community; collaboration between students; mastery of discipline-specific learning; and iteration. Readers will come away with a strong sense of what this classroom style is all about and its potential.

Core Practices offers strategies for a range of grades and subjects, from

high school math to intermediate social studies. Each chapter begins with a diagram of a classroom and a teacher engaged in project-based learning. Examples offered are the result of years of iterative learning — reassuring for teachers who may find that a project doesn't work as expected on the first try.

The practical advice and guidance in the book can support any teacher, from kindergarten to advanced placement. Teachers interested in project-based learning will find practical advice about how to employ it in their classroom. It would also be an excellent choice for school administrators to assign to staff as professional development reading.

Chris Jull teaches Grade 9–12 English classes at Crestwood Preparatory College, an independent school in Toronto.



Making Math Stick: Classroom Strategies that Support the Long-Term Understanding of Math Concepts, Pembroke Publishers, Markham, Ont., 2021, ISBN 978-1-55138-350-7, softcover, 144 pages, \$24.95, pembrokepublishers.com

Making Math Stick BY DAVID COSTELLO

Author and curriculum consultant David Costello uses his extensive background as a teacher and administrator to create this rich and meaningful math resource. His approach to the subject centres on classroom teachers adapting their teaching and learning framework so they become more manageable and sustainable. The goal is to work smarter, not harder.

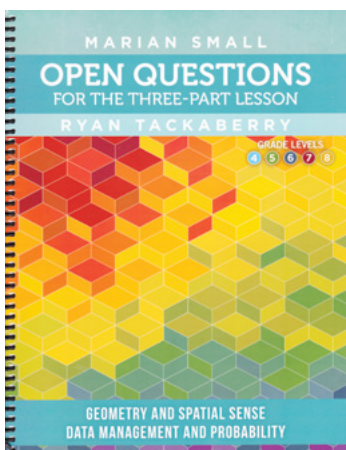
Costello provides a variety of methods to support diverse learners by offering research-based strategies to enhance learning, along with input from educators. Samples of student work are also provided, with solutions to support next steps.

The book describes stages to bolster students' learning, including consolida-

tion and retrieval. Costello explains that retrieval must take place multiple times throughout learning, not just at the end of the math unit. This resource infuses elements of Multiple Intelligences (MI), Differentiation and Universal Design for Learning (UDL), even though they are not explicitly labelled. For example, one strategy involves "Picturing It," where visualization, free sketch, concept maps and graphic organizers guide students through the problem-solving process.

This is a valuable Kindergarten–Grade 8 resource to support all teachers in developing better long-range plans and approaches.

Cheryl Woolnough, OCT, is a teacher and inclusion coach in the Peel District School Board with international teaching experience in the United Kingdom, Caribbean and Asia.



Open Questions for the Three-Part Lesson, Rubicon Publishing, Oakville, Ont., 2015, softcover, ISBN 978-1-77058-980-3; 978-1-77058-981-0; 978-1-77058-988-9; 978-1-77058-989-6; 978-1-77058-993-3; 978-1-77058-994-0, various prices and pages, rubiconpublishing.com

Open Questions for the Three-Part Lesson BY MARIAN SMALL

Marian Small is a renowned mathematics educator, author and learning consultant who, in this six-book series, identifies three key parts to math lessons: Minds-On, Action and Consolidation.

At the back of each book, she provides a grade-by-grade summary of each strand's Ontario math curriculum expectations. This allows teachers to conveniently look up questions they could use to close gaps in student learning. Curriculum expectations are also listed on the top of each page.

The Minds-On questions are designed to draw on students' prior knowledge and stimulate class discussion. From the responses, a teacher would be able

to assess what students are comfortable with and develop next steps to guide instruction. Action questions make up the second part of the book. These can be solved individually or in small groups, and provide a lesson's main learning. The final part of each lesson, Consolidation, determines if students have met their learning goals.

The series is not designed to be an entire mathematics program since a balanced program includes both open and closed questions where teachers assess knowledge and understanding. However, it does provide well-organized, high-interest lessons to encourage student engagement and foster greater thought about how we teach math.

Anne Marie Landon, OCT, is a principal with the Renfrew County Catholic District School Board.

She Codes the Future

An Ontario Certified Teacher uses a boardwide approach to introduce girls to the possibilities of tech.

BY STEFAN DUBOWSKI



Students and teachers participate in the December 2018 Hackergal Hackathon.

THE CHALLENGE Help teachers find appropriate computer-coding activities for students. Help students go beyond the screen to understand technology.

THE SOLUTION Have students and teachers participate in the Hackergal Hackathon.

LESSONS LEARNED As a student success pathways consultant with the Kawartha Pine Ridge District School Board in Peterborough, Ont., Jaime Nobes, OCT, was looking to help teachers boost their capacity to teach computer coding, since it's now part of the high school curriculum. And she wanted to help youngsters become more than just technology consumers. She wanted them to understand the mechanisms behind the software.

She discovered the Hackergal Hackathon, which seemed just the answer. Hackergal is a charity that introduces girls to technology as a career path and a creative outlet. The organization holds an annual "hackathon" for schools to participate in. It's a virtual event in which girls in Grades

6 to 9 code games and mini-websites focused on creating social impact, and is based on a surprise theme announced just a week before.

Nobes wasn't sure students would be interested. But she went ahead and promoted the hackathon anyway, sending messages to administrators, teachers and parents. "By the time I checked at lunchtime, up to 50 girls [had already signed up].... And over the weekend, it went up to 400."

Participants took to the Hackergal Hub, a website with instructions and activities to help them learn Lynx, a programming language. Nobes also set them up on Padlet, a collaboration tool, where students could ask and answer questions. Practise made a difference. "The girls were even at the point where they could problem solve for the other girls," Nobes says.

Then came the hackathon. The theme for June 2021: She Codes the Future. Participants developed digital activities and information boards about the environment, space travel, robotics and other topics over the course of a week. They shared their creations in the

YOU CAN DO IT TOO!

- 1) Visit hackergal.org to learn about Hackergal, the Hackergal Hackathon, and how you and your students can take part.
- 2) Have students follow tutorials in the Hackergal Hub to learn the Lynx programming language.
- 3) Wait for the surprise theme to drop, then take part in the hackathon — a weeklong virtual event in which girls use their Lynx skills to create digital activities and information boards on the theme.

Hackergal online gallery, and on a Flipgrid, which Nobes set up.

OBSERVATIONS Nobes says the event's popularity indicates the strong appetite for these activities. "Never in my wildest dreams would I have thought that more than 400 girls would have signed up."

Participants learned to code but what's more, they came away with stronger skills in key areas such as problem-solving and self-motivation. If they ran into trouble, it was up to them to find solutions either through research or by reaching out to other girls for help. They also practised perseverance, which was required to push through difficulties and complete their projects.

"It didn't take long for some of those students to surpass my ability," Nobes says. "And it really put the learners in roles where they can be successful and able to help and teach other people. That's empowering." **PS**

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

College News

Keeping you connected
to your profession.

New Legislation Recognizes Teacher Professionalism

In October, the College welcomed new legislation that further recognizes teacher professionalism and provides fairer practices for the profession, including entrenching the term Ontario Certified Teacher (OCT) in legislation. Other changes enhance operational efficiencies of the College, and support the fairer use of the OCT designation when Ontario Certified Teachers are not actively teaching.

The provincial government announced its plans in Bill 13, the *Supporting People and Businesses Act* (oct-oeeo.ca/Bill13).

ELEVATING TEACHER PROFESSIONALISM

The proposed legislation closes a gap in recognizing teacher professionalism. Like engineers and accountants who also have professional designations (P.Eng. and CPA), teachers

are highly educated and trained professionals. While “OCT” was trademarked in 2009, it’s now written into legislation, ensuring that only those who meet the province’s high standards for great teaching can use the OCT designation.

INCREASED FAIRNESS FOR ONTARIO CERTIFIED TEACHERS

Proposed legislative amendments provide for fairer treatment of members by making membership statuses clearer on the public register. For retired members and those who have been suspended for non-payment of fees, a new membership status, “inactive/non-practising,” will be used to denote their status. This replaces the term “suspended,” which carried a stigma as it was often associated with disciplinary matters.

OPERATIONAL EFFICIENCIES

The College Registrar will have the authority to appoint individuals to the Deputy Registrar position. This supports effective governance practices and ensures there is proper operational support and clarity of roles.

Together, these new and critical changes support fairness, elevate teacher professionalism and remove outdated administrative processes. **PS**

Update on the College's New Council, Committees and Rosters

We asked, and members of both the teaching profession and the public answered, in unprecedented numbers.

From August 16 to September 30, the College invited applications from dedicated and qualified individuals interested in serving on Council, committees and rosters. During that time, 648 Ontario Certified Teachers (OCTs) and members of the public submitted applications expressing their interest in helping govern the

teaching profession in the province and supporting the well-being of more than two million students.

That’s a significantly higher number than the 69 eligible nominees for the College’s 2018 Council election.

The recruitment is a part of the College’s legislated transition to a new governance structure.

More than 100 individuals will serve in diverse roles on Council, committees or rosters.

Bill 13, introduced earlier this year, included legislative amendments to further streamline College operations, enabling it to operate more effectively and efficiently. Changes include:

- A reduced Council size from 18 to 12, equally represented by OCTs and members of the public, making it nimbler and enabling more effective decision-making.
- A statutory committee panel composition that includes three

individuals from either the committee or the roster of eligible panellists, including at least one OCT and one member of the public. This means there will be greater flexibility to accommodate more hearings in a shorter period.

The College thanks all who applied for roles on Council, committees and rosters.

IMPORTANT DATES

- Successful candidates will be notified by December 1, 2021.
- The new Council, committee and roster members will be announced publicly by December 23, 2021, on the College’s website.
- Terms of office will begin on January 1, 2022.
- Authority under the Act will transfer from the Transition Supervisory Officer (TSO) to Council and committees on February 1, 2022. **PS**

2021 Annual Meeting of Members

The 2021 Annual Meeting of Members, held virtually for the second consecutive year, featured some veteran assistance to help explain the benefits of the College's new governance model that takes effect next year.

To guide attendees through the College's ongoing modernization, Deputy Registrar Chantal Bélisle, OCT, moderated a panel of regulatory experts who discussed the benefits of a new structure that provides equal balance between members of the public and members of the profession across Council, committees and rosters.

David Brown, executive vice-president, Governance Solutions Inc., positioned the College's new structure as in line with an emerging global trend known as *right-touch regulation*, defined by the United Kingdom's Professional Standards Authority as "based on a proper evaluation of risk ... proportionate and outcome focused; it creates a framework in which professionalism can flourish and organisations can be excellent."

"Self-regulation is a privilege," Brown said. "And we want to make sure it's a privilege that's earned."

All panellists agreed that while competency-based selection is an improvement over election-based selection for assembling the Council, committees and rosters that will govern the College, supporting these individuals as they grow into their new roles is critical to their success.

André Gariépy, Commissioner for Admission to Professions, Office of the Professions, Government of Québec, suggested such support would "harmonize" the expertise and lived experiences that the public and the profession each contribute to their roles to create a new governance culture within a streamlined structure.

Following the panel discussion, Paul Boniferno, the College's Transition Supervisory Officer (TSO), began

"Competency-based selection is an improvement over election-based selection for assembling the Council, committees and rosters."

with a note of gratitude for Ontario Certified Teachers (OCTs) and the professionalism they again displayed through another year of pandemic-related disruption.

"Thank you for your adaptability, your resilience and your dedication," he said. "Thank you for helping to ensure the education needs of Ontario's students continue to be met."

Boniferno then spoke about recent legislative changes designed to facilitate the transition and strengthen the profession, including stronger regulations against acts of hatred or discrimination and stronger penalties for professional misconduct related to sexual abuse and child pornography.

Following the TSO's remarks, the College's Registrar and CEO, Dr. Derek Haime, OCT, provided an update on upcoming resources that will support OCTs in their work to make learning

spaces even more inclusive for students of all backgrounds, including new Additional Qualification guidelines and an accompanying professional advisory on anti-Black racism.

The Registrar concluded by echoing the TSO's appreciation for what OCTs accomplished during another challenging year.

"Your professionalism and dedication ensured that the students of Ontario could continue to focus on learning, even as they faced many challenges themselves," he said.

"It's a profession that is strengthened when we put students first, and it is my commitment to you that I will always do exactly that." **PS**

Missed the 2021 Annual Meeting of Members? A full recording is available at oct-oeeo.ca/2021AMM.

Our panel of regulatory experts



David Brown
executive vice-president, Governance Solutions Inc.



André Gariépy
Commissioner for Admission to Professions, Office of the Professions, Government of Québec



Corinne de Bruin
executive director, College of Physicians and Surgeons of British Columbia



Deanna Williams
president, Dundee Consulting Group Ltd.

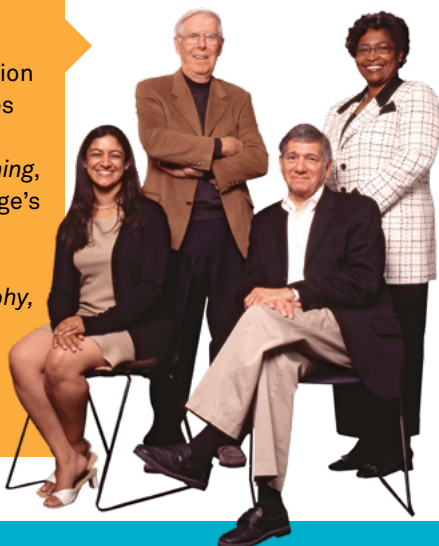
Defining Moments

In 2022 the College will celebrate 25 years of protecting the public interest. Here is a timeline of pivotal points in the College's history.

1995

The Royal Commission on Learning releases its landmark report *For the Love of Learning*, leading to the College's establishment.

[Pictured: Manisha Bharti, Dennis Murphy, Gerald Caplan, Avis Glaze, OCT, and Monique Bégin, not pictured.]



2002

College issues its first advisory to members, *Professional Advisory on Professional Misconduct Related to Sexual Abuse and Sexual Misconduct*, and publishes the first *Transition to Teaching* report, an annual survey of the employment market for new teachers.

2014

College develops the Teaching LGBTQ Students Additional Qualification, the first of its kind in North America.



1999

College develops the *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*.

OCT EAO
Ontario Certified Teacher
Enseignant agréé de l'Ontario
Enseignante agréée de l'Ontario

2008

College members receive the Ontario Certified Teacher professional designation.



1997

First College Council



2012

College releases an independent report from Ontario's former Chief Justice Patrick LeSage to review its discipline policies and practices. (All 49 recommendations were adopted.)



2018

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

College commissions independent review of its governance structure and processes.



A policy to adopt gender-inclusive language is implemented across the organization.

2020

College issues video-conferencing guidelines to help teachers transition from in-class to online teaching during the COVID-19 pandemic.



College announces the development of guidelines for an AQ on anti-Black racism. Racism and discriminatory acts become recognized as a form of professional misconduct.

Legislative amendments enable College to further safeguard students through a proactive sexual abuse prevention program and to begin a corporate governance restructuring to enhance efficiencies.



College introduces a therapy and counselling program for students who have been sexually abused by teachers.

2016

The provincial government passes Bill 37, the *Protecting Students Act*, bringing changes into law to better protect students.

2021

New legislation recognizes teacher professionalism by entrenching the title Ontario Certified Teacher (OCT) in legislation and reduces the size of the incoming Council to a nimbler six members of the profession and six members of the public.

College begins a one-year transition to a new governance structure.

College releases *Professional Advisory on Anti-Black Racism* to help OCTs address anti-Black racism in learning environments.

2019

The passage of the *Safe and Supportive Classrooms Act* strengthens the College's ability to protect students from sexual abuse by teachers.



Honouring future teachers

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



JOSEPH W. ATKINSON SCHOLARSHIP FOR EXCELLENCE IN TEACHER EDUCATION RECIPIENT

Mikayla Bornais, teacher candidate in the concurrent education program at the University of Windsor.

Engaged, positive, highly motivated, tenacious, Mikayla Bornais is known as being a standup person with a genuine interest in the world. Deeply passionate about teaching youth, she is described as having a wonderful character and approaches tasks with strong analytical skills.

Throughout her studies, Bornais worked as a swim instructor where she taught children of all ages, including some with disabilities. She did supply teaching in Ontario's English and French boards and was involved in an after-school program at École élémentaire catholique Sainte-Marguerite-d'Youville in Tecumseh, Ont., where she assisted children with school work.

Bornais also volunteered in the program Let's Talk Science at the University of Windsor, where she presented engaging scientific activ-

ities to students in the community. Her research work was published in the journal *Animal Behaviour*, and she was the recipient of university awards for her outstanding research skills.

Bornais wants to empower students who face challenges, whether these be socio-economic or discrimination due to race, gender, disability or language.



ONTARIO COLLEGE OF TEACHERS SCHOLARSHIP — PRIMARY/JUNIOR OR JUNIOR/INTERMEDIATE RECIPIENT

Anthonia Ikemeh, teacher candidate in the consecutive education program at the Ontario Institute for Studies in Education/University of Toronto (OISE/UT).

As an early childhood educator (ECE), Anthonia Ikemeh already has the qualities she needs for her next move in teaching: strong communication and problem-solving skills, active listening, accountability and a sense of humour. Those around her say that she is compassionate, and that students' well-being is at the core of her learning and research.

Ikemeh worked for six years as an ECE with the Toronto Catholic District School Board while taking evening classes to complete her undergraduate degree in child development. In that role, she was described as constantly looking for ways to challenge students and help them grow through play-based learning, while supporting them as they develop socially, emotionally and cognitively.

Ikemeh created lesson plans that connected students' learning to real-world issues. For example, she used the book *The Water Walker* by Joanne Robertson to connect it to the clean water crisis impacting Indigenous communities in Canada. She also helped create a monthly program called Parents at Play — featured in the *Toronto Star* — where parents came to the classroom to play and learn with their children.

The teacher candidate is looking forward to continuing her engagement in projects that promote diversity and equity of all people, especially marginalized groups such as Black, Indigenous and Peoples of Color (BIPOC).



ONTARIO COLLEGE OF TEACHERS SCHOLARSHIP — INTERMEDIATE/ SENIOR RECIPIENT

Joshua Mogyoros, teacher candidate in the consecutive education program at the Ontario Institute for Studies in Education/University of Toronto (OISE/UT).

Joshua Mogyoros was doing his graduate studies in physics at the University of Guelph when he realized he was more interested in being a teaching assistant than researching his thesis. He followed a wandering career path that led him to working as a design lab technologist at a Toronto independent school and inspired him to dedicate his career to teaching.

For this physics researcher, being comfortable with making mistakes is part of the learning process — and speaking openly about it is part of his teaching philosophy. He enjoys teaching students how to develop critical reasoning skills by teaching them how to think for themselves.

Mogyoros is described as having an impressive combination of talents: bright, motivated, logical, and is a highly skilled communicator who brings creativity and enthusiasm to his interactions with students.



BRIAN P. MCGOWAN SCHOLARSHIP FOR RESILIENCE RECIPIENT
Rachel Stymiest, teacher candidate in the consecutive education program at Queen's University.

One thing is clear about Rachel Stymiest: as a BIPOC female who has overcome significant challenges throughout her life, she has found a passion for education and mental health that will serve her well in her teaching career. She has demonstrated resiliency through her hard work, focus and tact, all of which have

► **“Stymiest knows that by becoming a teacher, she will be able to support and inspire children’s resiliency ...”**

pushed her to always strive for a better outcome.

During her undergraduate studies at the University of Waterloo, Stymiest spent a semester interning at an elementary school where she made a special connection with the diverse student population. Stymiest holds an Honours bachelor of arts in peace and conflict studies with minors in psychology and legal studies. Her knowledge in topic areas such as conflict resolution, cross-cultural practices, mediation, immigration and refugee status, psychology, and legal studies allows her to put theory into practice when she teaches students from a wide range of backgrounds.

Her natural ability to connect and empathize with students is clear in the genuine connections she builds along with her quiet authority. Stymiest knows the importance of caring relationships from her first-hand experiences facing adversity and being aware of the lack of BIPOC representation in teachers, both when she was in school and now as a teacher candidate.

Noting the deeper connection she made with students who related to her racial identity or were ecstatic to see she wore her hair in box braids, a protective hairstyle among the Black community, Stymiest saw the critical importance of increasing BIPOC representation in education.

Stymiest knows that by becoming a teacher, she will be able to support and inspire children’s resiliency, advocacy and compassion in a variety of capacities. She hopes to use her life experience, social position, academic background and calming demeanour to help her students develop their ability to respond positively to challenges, find their voices, and pass on their learning to others in need as she strives to model herself. **PS**



Math Proficiency Test Deadline

The deadline to fulfil the Math Proficiency Test (MPT) condition is December 31, 2021, for applicants who have completed an Ontario teacher education program. **PS**

More information is available at [oct.ca](https://www.oct.ca).

Temporary Certificate Deadline

The temporary certificate will expire on December 31, 2021, and is subject to a condition to pass the Mathematics Proficiency Test by December 31, 2021.

The College endorsed the creation of a temporary certificate to enable faculty of education students to begin teaching earlier as a partial solution to the teacher shortage. **PS**

More information is available at [oct.ca](https://www.oct.ca).

Activities of the Transition Supervisory Officer*

From June 16, 2021, to September 15, 2021.

ON BEHALF OF COUNCIL

- received a quarterly report from the Registrar;
- received the unaudited financial report to June 2021;
- reviewed and approved the minutes for the June 3, 2021, meeting;
- completed the mid-year performance evaluation for the Registrar and Chief Executive Officer;
- recommended to the Minister of Education that the Teachers' Qualifications Regulation (Ontario Regulation [O. Reg.] 176/10) be amended to:
 - 1) Allow for individuals whose Transitional Certificate of Qualification and Registration (CQR) expired due to failure to successfully complete the Math Proficiency Test (MPT) to reapply for a Transitional CQR.
 - 2) Remove the requirement that the individuals noted in paragraph 1 must complete the multi-session program prior to recertification.
 - 3) Upon recertification, reflect the remaining validity period for the expired Transitional CQR noted in paragraph 1.
 - 4) Permit applicants whose certificates have expired after two years as a result of not providing evidence of successful completion of the MPT, a route to reapplication that respects the original five-year time frame for conditions imposed under Section 12 of the regulation.
 - 5) Remove Section 7(2), which currently provides for the possibility of an exemption to establish language proficiency based on the discretion of the Registrar.
- recommended to the Minister of Education that the *Ontario College of Teachers Act* be amended to require that:

- ▶ in addition to paying any applicable reinstatement fee, members of the College with suspended non-payment of fees or retired statuses must complete any prescribed learning, such as the sexual abuse prevention program, before moving into good standing; and
- ▶ every person whose CQR is suspended by the Registrar under Subsections 30(4) or 31(3) as of January 3, 2022, shall, on or before August 31, 2022, provide evidence satisfactory to the Registrar that the applicant has successfully completed the sexual abuse prevention program educational requirements to be eligible to revert to good standing status.
- approved the following regulations made under the College's Act:
 - ▶ O. Reg. 595 — General
 - ▶ O. Reg. 594 — Appointments
 - ▶ O. Reg. 591 — Accreditation
- recommended to the Minister of Education that the Therapy and Counselling Program be amended to remove the member's teaching practice nexus requirement in order to align with the definition of "student" as outlined in the *Ontario College of Teachers Act* and the public protection mandate of the College.
- recommended to the Minister of Education that O. Reg. 345/96, Appointments, be amended to reflect that former College members are ineligible to serve as public appointees to Council.
- recommended to the Minister of Justice that Section 6.3 of the *Criminal Records Act* be amended to designate the Ontario College of Teachers as an authorized body that can request vulnerable sector verifications for applicants applying to become members of the College.

ON BEHALF OF THE ACCREDITATION COMMITTEE

- in accordance with O. Reg. 347/02, Accreditation of Teacher Education Programs, granted general accreditation without conditions to the following programs, as modified, offered by Trent University:
 - ▶ Consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a bachelor of education degree.
 - ▶ Concurrent program of professional education that combines studies in Indigenous education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a bachelor of education degree — Indigenous.
- in accordance with O. Reg. 347/02, Accreditation of Teacher Education Programs, granted general accreditation without conditions to the following programs, offered by the University of Ottawa:
 - ▶ Consecutive and multi-session consecutive programs of professional education for persons of First Nations, Métis or Inuit ancestry with areas of study in the Primary/Junior divisions, leading to a bachelor of education degree or a certificate in Indigenous Teacher Education (community-based). **PS**



What would you do?

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 adopt 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.

The College received a complaint from a school board regarding Eric, an elementary school teacher. It was alleged that he shared personal, confidential personnel information about Louis, a colleague from the same board, with school staff, the media and community leaders.

The allegations included:

- calling staff members and discussing confidential information about Louis despite being directed by his employer not to do so; and
- pressuring community leaders to publicly release confidential personnel matters about Louis on Twitter.

Eric acknowledged that he contacted a reporter and a few community leaders, but said he didn't think he was doing anything wrong. He denied speaking with staff members after being told not to, but said he emailed them once to clarify information about Louis.

If you were a member of the Investigation Committee panel, what would you have issued to Eric?

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

THE OUTCOME

The panel was concerned by Eric's actions and decided to admonish him in writing.

The panel noted that Eric acknowledged that he communicated with community leaders about Louis's personal situation. The panel also noted that despite the fact that he was directed by his employer to cease communication about Louis, Eric asked one community leader to share confidential personnel matters about Louis on Twitter, which they did. **PS**

The College is the self-regulating professional body for Ontario teachers. Membership is open to anyone qualified to teach in the province and required to maintain an Ontario teaching certificate.

The College is trusted to regulate the teaching profession by setting standards of practice and accrediting teacher education programs.

The College also sets the requirements for entry into the profession, investigates complaints involving members and takes appropriate disciplinary action.



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Discipline Summaries

Three-member panels of the Discipline Committee conduct public hearings into cases of alleged incompetence or professional misconduct. Panels are composed of members of the public and the profession based on competencies. The certificate of a member found to be incompetent or guilty of professional misconduct may be revoked, suspended, and/or made subject to terms, conditions or limitations. In findings of professional misconduct, the committee may also reprimand, admonish or counsel the member, impose a fine, and order the member to pay costs.

*Summaries of recent disciplinary cases are published on the following pages. Where the name of an employer is withheld, it is typically to protect the identity of students or to comply with a publication ban ordered by a court or the tribunal. Copies of the full decisions are available at oct.ca → **Members** → **Complaints and Discipline** → **Decisions**.*

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

For a glossary of terms used in these summaries, please visit oct-oeeo.ca/DecisionGlossary.

MEMBER Naoum Abi-Samra
REGISTRATION NO 481539

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of Naoum Abi-Samra, a teacher employed by the Conseil des écoles catholiques du Centre-Est, for sexually assaulting students and for assaulting a female colleague.

Certified to teach in October 2004, Abi-Samra did not attend the hearing on April 22, 2021, and was not represented by legal counsel.

His misconduct included placing his hand on the upper thighs of students and touching the breast of one student.

In a criminal court, he was convicted of sexually assaulting these two students. He was sentenced to two months' imprisonment to be served intermittently, and to two years of probation. He was also made subject to a number of ancillary orders.

The Discipline Committee panel found Abi-Samra guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. The panel also ordered that he receive a reprimand.

In its decision, the panel stated, "Members of the teaching profession must not engage in the unnecessary and unwanted touching of students."

MEMBER Jessica Natalia

Dorego Beraldin

REGISTRATION NO 588408

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of College member Jessica Beraldin, for sexually abusing a male student. She also engaged in an inappropriate personal relationship with the student.

Certified to teach in June 2010, Beraldin did not attend the hearing on June 12, 2019. She had no legal representation.

In a criminal court, Beraldin was convicted of sexual assault. She was sentenced to a conditional sentence of six months and 18 months' probation. Beraldin was also made subject to a number of ancillary orders.

The Discipline Committee panel found Beraldin guilty of professional misconduct and ordered that her Certificate of Qualification and Registration be revoked. The panel also ordered that she receive a reprimand.

In its decision, the panel stated, "The Committee makes both of these orders, notes that it has no discretion in this regard and denounces the Member's misconduct in the strongest terms."

MEMBER Ronald Kent Douglas Boys

REGISTRATION NO 419482

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of Ronald Kent

Douglas Boys, a teacher formerly employed by the Bluewater District School Board, for verbally abusing a student with special needs.

Certified to teach in June 1998, Boys attended the hearing on May 14, 2021, and was self-represented.

Boys yelled at the student for at least 45 seconds. His abusive conduct occurred in front of a classroom of children who were laughing while recording the incident.

Boys had previously received letters of discipline from the board advising him to treat students with respect and not to yell at them.

The Discipline Committee panel found Boys guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. The panel also ordered that he receive a reprimand.

In its decision, the panel stated, "The Member abused his position of trust and authority in the most egregious manner by yelling at Student 1 ..."

MEMBER Regan James Brown

REGISTRATION NO 212877

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Regan James Brown, a teacher employed by the Catholic District School Board of Eastern Ontario, for repeatedly engaging in aggressive behaviour and making threatening comments toward the principal at his school.

Certified to teach in February 1996, Brown attended the hearing on June 21, 2021, with his legal counsel.

On multiple occasions, Brown displayed aggressive and violent behaviour in front of the principal, the superintendent and his colleagues. It included getting angry, yelling, throwing his bag against the wall, kicking, and punching a cupboard door. He also leaned into the principal's personal space and glared at her.

Brown entered into a 12-month common law peace bond in the Ontario Court of Justice.

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

He must also successfully complete, at his own expense, a course regarding conflict resolution and anger management strategies. He needs to do so within 90 days of the panel's order.

In its written decision, the panel stated, "Aggressive, threatening and disrespectful behaviour has no place in a learning environment and falls below the professional and ethical standards of the profession."

MEMBER Geoffrey William Burnet

REGISTRATION NO 441064

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of Geoffrey William Burnet for sexually abusing two female students.

He is a teacher formerly employed by the Hamilton-Wentworth Catholic District School Board, the Upper Grand District School Board and/or the Toronto District School Board.

Certified to teach in March 2001, Burnet did not attend the hearing on May 14, 2021. He had no legal representation.

In a criminal court, Burnet was convicted of exposing his genital organs to two students for a sexual purpose. He was sentenced to a six-month custodial sentence followed by two years' probation. He was also made the subject of a number of conditions and ancillary orders.

Burnet was also convicted of possessing child pornography. His sentencing regarding this conviction was pending as of May 14, 2021.

The Discipline Committee panel found Burnet guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. The panel also ordered that he receive a reprimand.

In its decision, the panel stated, "The public's trust in the teaching

profession is eroded when members of the profession sexually abuse students and possess child pornography.”

MEMBER David John Carle
REGISTRATION NO 278360

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of David John Carle, a teacher formerly employed by the Catholic District School Board of Eastern Ontario, for verbally, physically and/or emotionally abusing three students.

Carle, who was certified to teach in August 1997, did not attend the hearing on February 10, 2020, but had legal representation.

His actions included yelling at a student, grabbing her by the arm, and trying to pull her out of the classroom. He also deliberately mispronounced her name despite repeatedly being asked to stop by the student. He further emotionally abused another student by publicly ridiculing the way that he spoke.

The Discipline Committee panel found Carle guilty of professional misconduct and ordered that his certificate be suspended for three months. He was also directed to appear before the panel to receive a reprimand.

In addition, he was directed to complete a course of instruction, at his own expense, regarding classroom management with an emphasis on students with special needs. He needs to do so prior to starting a teaching position or any position requiring a Certificate of Qualification and Registration.

In its written decision, the panel stated, “The Member’s conduct towards his students was disgraceful, dishonourable, or unprofessional. Members are expected to act in a professional matter, to exercise good judgment and to maintain appropriate boundaries when dealing with students.”

MEMBER Robert Earl Clarke
REGISTRATION NO 307259

DECISION Revocation, reprimand

A Discipline Committee panel revoked the teaching certificate of Robert Earl Clarke, a teacher formerly employed by the Ottawa-Carleton District School Board and/or its predecessor boards, for engaging in a pattern of sexual touching and/or behaviour or remarks of a sexual nature toward many students and others.

Clarke was first certified to teach in August 1967 and became a College member in May 1998. He did not attend the hearing on October 21, 2019, but was represented by legal counsel.

In a criminal court, he was found guilty of seven counts of gross indecency and one count of sexual assault. He was sentenced to a two-year custodial sentence, to be followed by three years of probation. He was also made subject to a number of ancillary orders.

The Discipline Committee panel found Clarke guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. The panel also ordered that he receive a reprimand.

In its decision, the panel stated, “Not only has the Member’s conduct had a grave impact on his victims, but it has also undermined the public’s trust in the teaching profession. Accordingly, the Member is no longer entitled to be a member of the teaching profession in Ontario.”

MEMBER David Michael Cockburn, OCT
REGISTRATION NO 435683

DECISION Reprimand, conditions
A Discipline Committee panel reprimanded David Michael Cockburn, a teacher employed by the District School Board of Niagara, for dishonest conduct.

Certified to teach in May 2000, Cockburn attended the hearing on May 17, 2021, but was not represented by legal counsel.

Cockburn took money from a colleague. He received past warnings from his employer for incidents involving the mishandling of money and acts of dishonesty relating to money.

The Discipline Committee panel found Cockburn guilty of professional

misconduct and directed that he appear before it to receive a reprimand.

He must also successfully complete, at his own expense, a course regarding ethics. He needs to do so within 90 days of the date of the order.

In its written decision, the panel stated, “By taking money from a colleague, the Member brought shame to himself and to the profession.”

MEMBER Angela Marie Defosse
REGISTRATION NO 586437

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Angela Marie Defosse, a teacher employed by the Algonquin and Lakeshore Catholic District School Board, for engaging in an inappropriate personal relationship with a student.

Certified to teach in June 2010, Defosse attended the hearing on January 11 and April 23, 2021, with her legal counsel.

Over a two-month period, Defosse exchanged over 200 emails with a student. Many of these emails contained personal and inappropriate comments where she expressed a high level of emotional intensity and personal attachment toward him.

The student’s parent discovered and reported the emails and Defosse’s inappropriate relationship to school administrators. Though Defosse initially reported and conferred with the guidance department at her school about concerns relating to the student, she chose not to follow the advice she received and continued to engage with him.

Defosse’s emails encouraged the student to develop an unhealthy emotional attachment to her that he believed to be love.

The Discipline Committee panel found Defosse guilty of professional misconduct and ordered that her teaching certificate be suspended for six months. The panel also directed her to appear before it to receive a reprimand.

She must also successfully complete, at her own expense, a course

regarding professional boundaries. She needs to do so within 90 days of the panel's order.

In its written decision, the panel stated, "Teachers are relied upon to put the safety and well-being of students first. The Member breached this trust through her emotionally charged and highly personal conversations with [the student]."

MEMBER Joseph Diletto
REGISTRATION NO 486869

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of Joseph Diletto, a teacher formerly employed by the Toronto District School Board, for sexually abusing a male student.

Certified to teach in June 2005, Diletto did not attend the hearing on July 22, 2020, and was not represented by legal counsel.

His actions included isolating the student, taking him on outings without the student's parents present, giving him gifts, sending him emails late at night, hugging and touching him without consent, and continuing to contact the student after being asked not to by his parents.

In a criminal court, Diletto was found guilty of assault, and received a conditional discharge with 18 months of probation and 50 hours of community service.

The Discipline Committee panel found Diletto guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. The panel also ordered that he receive a reprimand.

In its decision, the panel stated, "Members are expected to create a safe learning environment for students, and not to exploit their position of trust and authority."

MEMBER Douglas Roy Dunford
REGISTRATION NO 167170

DECISION Suspension, reprimand, conditions
A Discipline Committee panel suspended the certificate of Douglas Roy Dunford, a principal formerly employed

by the Hamilton-Wentworth District School Board, for harassing two female teachers at his school.

Certified to teach in January 1990, Dunford did not attend the hearing on May 18, 2021, but was represented by legal counsel.

Dunford acted disgracefully, dishonourably and unprofessionally by making numerous unwelcome and inappropriate comments to the two female staff members. He also touched one of the individual's legs and kissed her on the head.

His misconduct was repeated and occurred over a period of several months.

The Discipline Committee panel found Dunford guilty of professional misconduct and ordered that his teaching certificate be suspended for four months. The panel also directed that he receive a reprimand in writing.

He must also successfully complete, at his own expense, a course regarding professional boundaries. He needs to do so prior to accepting any position in Ontario that requires a Certificate of Qualification and Registration.

In its written decision, the panel stated, "The public's trust in the teaching profession is eroded when principals take advantage of their leadership position, harass their staff and model inappropriate behaviour in the school community."

MEMBER Paul Daniel Fox
REGISTRATION NO 380365

DECISION Revocation, reprimand, costs
A Discipline Committee panel revoked the teaching certificate of College member Paul Daniel Fox for physically abusing numerous students. He repeatedly hurt them for no reason.

Fox regularly made his students feel uncomfortable, embarrassed and afraid. His misconduct included:

- placing a student on his lap and moving the student's arms around like a puppet;
- grabbing students' arms, pulling them behind their backs, and

applying pressure to them in what was described by the students as a "chicken wing" hold;

- grabbing a student by his shoulders and digging into his shoulder blades; and
- applying painful pressure to a student's hand.

Certified to teach in August 1978, Fox did not attend the hearing on January 11 and February 8, 2021. He was not represented by legal counsel.

The Discipline Committee panel found Fox guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. The panel also ordered that he receive a reprimand.

He was ordered to pay the College \$10,000 in costs, which must be paid within 120 days of the panel's written decision.

The panel held that it was just and appropriate to award costs as, among other things, the College was entirely successful in proving its case, and the Member was unresponsive to any communication from College Counsel and refused to participate in the discipline process.

In its decision, the panel stated, "By physically and emotionally abusing a number of his students, the Member undermined the reputation of the teaching profession and the trust that parents, students and the public place in teachers."

MEMBER Michael Biagino Geremia
REGISTRATION NO 170248

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of Michael Biagino Geremia, a teacher formerly employed by the Toronto Catholic District School Board, for sexually abusing a female student.

Geremia engaged in an inappropriate personal relationship and a sexual relationship with the student for several years.

His conduct included kissing, touching of a sexual nature, digital penetration, and having sexual intercourse with her.

Certified to teach in June 1982, Geremia did not attend the hearing on April 22, 2021, but had legal representation.

In a criminal court, he was found guilty of sexually exploiting the student. He was sentenced to a custodial term of two years less a day, followed by one year of probation. He was also made subject to a number of ancillary orders.

The Discipline Committee panel found Geremia guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. The panel also ordered that he receive a reprimand.

In its decision, the panel stated, "Given the power dynamic that exists between teachers and their students, it is psychologically or emotionally abusive for members of the profession to engage in an inappropriate personal relationship and a sexual relationship with a student."

MEMBER Edmund Brian Hacker
REGISTRATION NO 519663

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Edmund Brian Hacker, a teacher employed by the Toronto District School Board, for verbally abusing his students, taking items belonging to the board and damaging school property.

Certified to teach in September 2007, Hacker attended the hearing on May 7, 2021, with his legal counsel.

Hacker made vulgar jokes and disparaging comments about a student in class, including calling him an "idiot."

In addition, he took items belonging to the board for personal use and intentionally damaged a storage locker door at the school to gain access to it.

Hacker had previously been disciplined by the board and the College for similar misconduct involving the misappropriation of board property.

The Discipline Committee panel found Hacker guilty of professional misconduct and ordered that his teaching certificate be suspended for 10 months.

The panel also directed that he appear before it to receive a reprimand.

He must also successfully complete, at his own expense, a course regarding professional ethics. He needs to do so within 90 days of the panel's order.

In its written decision, the panel stated, "Members are expected to address students in a professional manner and to exercise good judgment in their interactions with students."

MEMBER Gail Louise Hall
REGISTRATION NO 210463

DECISION Suspension, reprimand, conditions, costs

A Discipline Committee panel suspended the certificate of Gail Louise Hall, a teacher formerly employed by the Upper Grand District School Board, for a pattern of inappropriate behaviour.

Certified to teach in June 1994, Hall did not attend the hearing on February 14 and 15, 2018, and March 21, 2019. She was self-represented.

On a number of occasions over a period of several years, Hall used inappropriate physical force with multiple young students.

She also repeatedly made inappropriate, demeaning comments to students, including insulting their work, calling a student "baby" and asking him if he needed his diaper changed, and berating students for not following instructions or listening.

She did not allow a student to get ice from the office after the student fell and hit her head. She also physically abused students, which included shaking and pushing them.

The Discipline Committee panel found Hall guilty of professional misconduct and ordered that her teaching certificate be suspended for six months. The panel also directed her to appear before it to receive a reprimand.

She must also successfully complete, at her own expense, courses regarding classroom management and anger management. She needs to do so prior to returning to teaching or any position for which a Certificate of Qualification and Registration is required.

Hall was also ordered to pay the College \$12,000 in costs, which must be paid within 120 days of the panel's order.

The panel held that it was just and appropriate to award costs as, among other things, the College was successful in obtaining findings of professional misconduct and the Member completely refused to participate in the proceeding or co-operate with College Counsel on any matter.

In its written decision, the panel stated, "Members of the teaching profession are expected to promote safe and supportive learning environments and to model appropriate and respectful behaviour."

MEMBER Ronald Howard Huck
REGISTRATION NO 135256

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of College member Ronald Howard Huck for his criminal convictions for sexually abusing students and sexually assaulting two male adults.

First certified to teach in June 1966, Huck did not attend the hearing on May 6, 2021, and was not represented by legal counsel.

His misconduct was prolonged, repeated and spanned 40 years.

In a criminal court, he was sentenced to a total of seven years' incarceration. He was also made subject to various ancillary orders.

The Discipline Committee panel found Huck guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. The panel also ordered that he receive a reprimand.

In its decision, the panel stated, "The public's trust in the teaching profession is eroded when members engage in sexual assault and when they are found to have abused students by the criminal court."

MEMBER Rajbir Kaur Hundal
REGISTRATION NO 106041

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of Rajbir Kaur Hundal, a teacher formerly employed by the Toronto District School Board, for a pattern of inappropriate physical interventions with students.

Hundal, who was certified to teach in June 1992, did not attend the hearing on May 12, 2021, but had legal representation.

Near the end of a class, a student and Hundal became involved in a verbal confrontation. The student attempted to leave the classroom before the bell. Hundal stood in the doorway to block him. When the student tried to go under her arm, she lowered her arm and held him in a headlock.

The Member was previously disciplined by the board and received two earlier warnings from the College with respect to inappropriate physical contact with students.

The Discipline Committee panel found Hundal guilty of professional misconduct and ordered that her certificate be suspended for nine months. She was also directed to appear before the panel to receive a reprimand.

In addition, she was directed to complete a course of instruction, at her own expense, regarding boundaries and boundary violation issues. She needs to do so prior to starting a teaching position or any position requiring a Certificate of Qualification and Registration.

In its written decision, the panel stated, “By escalating a verbal altercation with Student 1, physically blocking his passage, and then physically restraining Student 1 in a headlock, the Member failed to use appropriate discipline and de-escalation strategies to maintain proper order and discipline in her classroom.”

MEMBER Keith Fordyce Hutton
REGISTRATION NO 182428

DECISION Suspension, reprimand, conditions
A Discipline Committee panel suspended the certificate of Keith

Fordyce Hutton, a teacher formerly employed by the Simcoe County District School Board, for unprofessional conduct.

Certified to teach in July 1992, Hutton did not attend the hearing on April 16, 2021, but had legal representation.

Hutton distributed copies of unreleased EQAO assessments to his students and to a colleague for use in her class as practice material. As a result of his actions, the administration of an assessment was compromised and EQAO was unable to confirm the results of certain groups of students.

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

Hutton must also successfully complete, at his own expense, a course in professional ethics. He needs to do so at least 30 days before occupying a teaching position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, “The Member’s conduct violated the trust that the public places in members to assess students’ academic performance accurately and honestly.”

MEMBER Michael Ryan Kowtaluk
REGISTRATION NO 593650

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of College member Michael Ryan Kowtaluk for sexually abusing a student.

Certified to teach in March 2010, Kowtaluk did not attend the hearing on April 20, 2021, but was represented by legal counsel.

Over the course of an evening, Kowtaluk consumed alcohol to a heavily intoxicated state and engaged in sexual activity with a student, twice. He was also present when another adult engaged in sexual activity with the student.

The Discipline Committee panel found Kowtaluk guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. The panel also ordered that Kowtaluk receive a reprimand.

In its decision, the panel stated, “The teaching profession does not tolerate the sexual abuse of students.”

MEMBER Myriam Anne Yvette Léonard, OCT

REGISTRATION NO 524668

DECISION Reprimand, conditions
A Discipline Committee panel reprimanded Myriam Anne Yvette Léonard, a teacher employed by the Kawartha Pine Ridge District School Board, for inappropriate conduct.

Léonard, who was certified to teach in November 2007, attended the hearing on January 11 and April 1, 2021. She had legal representation.

Léonard taught students swear words in class and asked a student to park her car in the staff parking lot, which put the student’s safety at risk.

She also asked students to do a demonstration that involved hugging and touching cheeks, which made a student feel uncomfortable.

The Discipline Committee panel found Léonard guilty of professional misconduct and ordered that she appear before the panel to receive a reprimand.

She must also successfully complete, at her own expense, a course on classroom management within 120 days of the panel’s order.

In its written decision, the panel stated, “Members of the teaching profession must create a physically and emotionally safe environment for their students.”

MEMBER Trevor Scott Norton
REGISTRATION NO 510515

DECISION Revocation, reprimand
A Discipline Committee panel revoked the Certificate of Qualification and Registration of Trevor Scott Norton, a teacher formerly employed by the Simcoe Muskoka Catholic District School Board, for criminal conduct.

Norton was licensed to teach in January 2007. He did not attend the hearing on May 6, 2019, and had no legal representation.

Norton had sexual contact with a female student.

He was found guilty of one count of sexual assault in a criminal court. He was sentenced to seven days in intermittent custody and two years of probation. He was also made the subject of several ancillary orders.

The Discipline Committee panel found him guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration. The panel also directed that he receive a reprimand.

In its written decision, the panel stated, "The Committee denounces the Member's egregious misconduct in the strongest terms."

MEMBER John Thomas Orme
REGISTRATION NO 440553

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of John Thomas Orme, a teacher formerly employed by the Hamilton-Wentworth District School Board, for unprofessional conduct.

Certified to teach in June 2001, Orme did not attend the hearing on October 25, 2019, and January 28, 2020. He did not have legal representation.

Orme routinely yelled at students and made inappropriate comments to or about students. He humiliated one student and made him feel bad about himself.

The Discipline Committee panel found Orme guilty of professional misconduct and ordered that his teaching certificate be suspended for two months. The panel also directed that he appear before it to receive a reprimand within 90 days of the panel's written decision.

Orme must also successfully complete, at his own expense, a course on anger management. He needs to do so prior to starting or resuming a teaching position for which a Certifi-

cate of Qualification and Registration is required.

In its written decision, the panel stated, "The Member failed to maintain appropriate professional boundaries with students and colleagues."

MEMBER Vincent D. Palangio
REGISTRATION NO 251720

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Vincent D. Palangio, a teacher employed by the District School Board Ontario North East, for unprofessional conduct.

Certified to teach in June 1982, Palangio did not attend the hearing on April 7, 2021, but had legal representation.

Palangio's misconduct included:

- showing his students inappropriate videos that had no connection to the Ontario curriculum. Some of these videos contained violence, nudity and inappropriate language, and were disturbing and upsetting to some students;
- disregarding instructions from the school principal and permitting a student to leave his classroom, which may have put the student's safety at risk; and
- failing to properly supervise a class, which resulted in damage to school property.

The Discipline Committee panel found Palangio guilty of professional misconduct and ordered that his teaching certificate be suspended for three months. The panel also directed that he appear before it to receive a reprimand.

He must also successfully complete, at his own expense, courses regarding boundary violations, professional ethics and classroom management. He needs to do so prior to starting or returning to teaching or any position requiring a Certificate of Qualification and Registration.

In its written decision, the panel stated, "His conduct was at odds with his duties as a teacher."

MEMBER Zara Pavlovic, OCT
REGISTRATION NO 432528

DECISION Reprimand, conditions
A Discipline Committee panel reprimanded Zara Pavlovic, a teacher employed by the Hamilton-Wentworth District School Board, for harassment and inappropriate conduct.

Pavlovic, who was certified to teach in May 2000, did not attend the hearing on March 30, 2021, but had legal representation.

Pavlovic disposed of student property without their consent, made demeaning comments to students, dismissed a student's academic abilities, used vulgar language in the classroom, and made remarks that were perceived by a student as racist.

She also yelled at the school's vice-principal and repeatedly accosted and intimidated a colleague.

The Discipline Committee panel found Pavlovic guilty of professional misconduct and ordered that she appear before the panel to receive a reprimand.

She must also successfully complete, at her own expense, two courses: one in anger management and another in communication/classroom management. She must do so within 90 days of the panel's order.

In its written decision, the panel stated, "The Member ought to have known that making intimidating remarks and interacting with a colleague in an intrusive manner was completely unacceptable."

MEMBER Cassandra Marie Penney
REGISTRATION NO 632981

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of Cassandra Marie Penney, a teacher formerly employed by the District School Board Ontario North East, for sexually abusing a student.

Certified to teach in June 2012, Penney did not attend the hearing on May 5, 2021, but was represented by legal counsel.

Penney groomed the student with gifts and money, then engaged in an

inappropriate sexual relationship with him for more than a year.

She also engaged in a pattern of inappropriate conduct with three other students, which included socializing with them outside of school, providing them with alcohol and letting them stay at her residence without their parents' knowledge.

The Discipline Committee panel found Penney guilty of professional misconduct and ordered that her Certificate of Qualification and Registration be revoked. The panel also ordered that she receive a reprimand in writing.

In its decision, the panel stated, "By engaging in such reprehensible conduct, the Member demonstrated a fundamental breach of her duties as a teacher."

MEMBER Jasmina Pita, OCT
REGISTRATION NO 613804

DECISION Reprimand, conditions
A Discipline Committee panel reprimanded Jasmina Pita, a teacher employed by the Halton District School Board, for unethical conduct.

This matter was heard by the panel on May 7, 2019. Pita, who was certified to teach in July 2011, attended the hearing with her legal counsel.

Pita submitted false health-care claims. She submitted 29 claims for reimbursement in connection with 34 health-related service dates and products that were not received by her, her spouse or her dependents.

The total amount the benefits provider paid to Pita for the claims in question was \$3,230. Pita reimbursed the provider.

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

It also ordered her to successfully complete, at her own expense, a course in professional ethics within 90 days of the panel's written decision.

In its written decision, the panel stated, "Though the Member's conduct did not directly involve students, it has nevertheless under-

mined the public's confidence in teachers and tarnished the reputation of the teaching profession."

MEMBER Patrick Rocco
REGISTRATION NO 179763

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Patrick Rocco, a superintendent formerly employed by the Hamilton-Wentworth District School Board and Toronto District School Board, for engaging in serious and repeated acts of dishonesty.

Certified to teach in June 1986, Rocco did not attend the hearing on April 16, 2021, but had legal representation.

His misconduct included misusing a credit card intended for board-related expenses for his personal gain, and submitting expense documents (some of which were altered or falsified) for items that were purchased for his own benefit. He also approved a claim by another board employee for personal travel expenses.

In addition, Rocco contravened a law that is relevant to his suitability to hold a Certificate of Qualification and Registration (CQR) when he was found guilty in a criminal court of two counts of causing the U.S. Consulate to use a forged document contrary to the *Criminal Code*. For these offences, he received a 12-month conditional sentence, including six months of house arrest.

The Discipline Committee panel found Rocco guilty of professional misconduct and ordered that his teaching certificate be suspended for 22 months. The panel also directed that he appear before it to receive a reprimand.

He must also successfully complete, at his own expense, a course regarding professional ethics. He needs to do so prior to returning to or starting a position for which a CQR is required.

In its written decision, the panel stated, "The public places a great deal of trust in members of the profession, and particularly adminis-

trators. The Member demonstrated a serious breach of this trust by his fraudulent actions."

MEMBER Aleida Marianne Sanderson-Bagchus
REGISTRATION NO 105016

DECISION Suspension, reprimand, undertaking

A Discipline Committee panel suspended the teaching certificate of Aleida Marianne Sanderson-Bagchus, a teacher formerly employed by the Hamilton-Wentworth District School Board, for psychologically or emotionally, verbally, and physically abusing students.

Sanderson-Bagchus, who was certified to teach in February 1991, did not attend the hearing on May 31, 2021, but had legal representation.

Her misconduct included yelling at students, making inappropriate, demeaning and culturally insensitive comments to students, prohibiting a student from using the washroom during class, and rubbing a student's stomach.

Sanderson-Bagchus had been warned and disciplined by the school on numerous previous occasions, beginning as early as 2009, about her inappropriate communication and interactions with students.

The Discipline Committee panel found Sanderson-Bagchus guilty of professional misconduct and ordered that her certificate be suspended for eight months. She was also directed to receive a reprimand in writing.

She also undertook to resign as a member of the College, not to teach in any public or private school in Ontario or work in any position that requires a Certificate of Qualification and Registration (CQR), and not to seek reinstatement of her CQR.

In its written decision, the panel stated, "Given the power dynamic that exists between teachers and students, it is emotionally abusive for teachers to make comments to students that make them feel offended, uncomfortable or embarrassed at school."

MEMBER Gary George Somerfield
REGISTRATION NO 169611

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of Gary Somerfield, a teacher formerly employed by the Lakehead District School Board, for possessing child pornography.

Certified to teach in June 1986, Somerfield did not attend the hearing on April 29, 2021, and was not represented by legal counsel.

Police seized 11 electronic devices belonging to Somerfield. Two of those items contained 58 unique digital images that met the definition of child pornography under the *Criminal Code*.

Somerfield was found guilty of possessing child pornography in a criminal court. He was sentenced to six months of imprisonment, received a three-year probation order, and was made subject to a number of ancillary orders.

The Discipline Committee panel found Somerfield guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. The panel also ordered that he receive a reprimand.

In its decision, the panel stated, "The Committee denounces the Member's egregious misconduct in the strongest terms."

MEMBER Quang Tran
REGISTRATION NO 503703

DECISION Revocation
A Discipline Committee panel revoked the teaching certificate of Quang Tran, a teacher formerly employed by the York Region District School Board, for sexual misconduct.

Certified to teach in July 2006, Tran, who represented himself, did not attend the hearing on April 3, 2019.

Tran communicated with a person he thought was a 15-year-old girl. He then arranged to meet her at a hotel room for the purpose of having paid sexual intercourse. When he went to the hotel room with cash, he learned that the girl was an undercover police officer.

In a criminal court, he was found guilty of two counts of luring a child, and one count of communicating with a person for the purpose of obtaining sexual services of a person under 18 years of age.

Tran was sentenced to a total of nine months in custody and two years of probation.

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

In its decision, the panel stated, "Members of the teaching profession hold a unique position of trust and authority, and through his reprehensible conduct, the Member undermined the trust and confidence that the public places in the profession."

MEMBER Ian Frederick Tudor
REGISTRATION NO 422146

DECISION Reprimand, undertaking
A Discipline Committee panel reprimanded Ian Frederick Tudor, a teacher formerly employed by the Simcoe County District School Board, for sexual misconduct.

This matter was heard by the panel on December 7, 2020, and April 28, 2021. Tudor, who was certified to teach in October 1998, attended the hearing with his legal counsel.

Tudor behaved in a sexual way toward two students by touching them, standing too close to them, and staring at their chest.

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

Tudor also resigned his membership with the College and undertook never to teach again in any public or private school in Ontario or work in any position that requires membership in the College, and never to seek reinstatement of his Certificate of Qualification and Registration.

In its written decision, the panel stated, "It is completely unacceptable

for members to create a learning environment that makes students feel very uncomfortable because of the unwanted physical and sexual attention of their teacher."

MEMBER Joan M. Vanderburg
REGISTRATION NO 388058

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Joan M. Vanderburg, a teacher formerly employed by the Waterloo Region District School Board, for engaging in a concerning pattern of inappropriate conduct toward her students.

Certified to teach in June 1982, Vanderburg did not attend the hearing on May 18, 2021, but was represented by legal counsel.

Vanderburg had verbally and emotionally abusive interactions with students. She made numerous inappropriate and disparaging remarks to them, which negatively impacted their well-being.

The member was previously disciplined by the board and the College for similar matters.

The Discipline Committee panel found Vanderburg guilty of professional misconduct and ordered that her teaching certificate be suspended for eight months. The panel also directed that she appear before it to receive a reprimand.

She must also successfully complete, at her own expense, courses in professional boundaries, classroom management, and sensitivity training in relation to students. She needs to do so within 90 days of the panel's order.

In its written decision, the panel stated, "Members of the teaching profession are expected to behave in a respectful manner towards students at all times." **PS**

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

Community Involvement

BY LAURA BICKLE

Exchanging emails for this story would have been much easier for Angelo Tocco, OCT. Instead, he requested a Zoom call so he could illustrate the technical challenges of communicating with hearing loss, and demonstrate how to use a TTY relay service. Finding opportunities to build awareness is part of Tocco's strategy to advance accessibility for people with disabilities, including himself and the students he serves as a Special Education teacher at Dante Alighieri Academy Catholic Secondary School in Toronto.

Tocco is currently seconded to the College's Standards of Practice and Education (SP&E) unit. He is also on numerous accessibility committees including the Kindergarten to Grade 12 (K-12) Education Standards Development Committee under the *Accessibility for Ontarians with Disabilities Act* (AODA) and the York Region Accessibility Advisory Committee. "Through my community participation I am helping to break down accessibility barriers and create awareness and understanding, especially in the education sector, to help achieve Ontario's collective efforts to advance accessibility."

We asked Tocco to share how these experiences have influenced his professional learning.



Angelo Tocco, OCT, advocates for the use of clear masks to support accessibility and inclusion.

How has community involvement made you a better teacher?

It provides me with an opportunity to advocate for impactful and meaningful change, which ultimately benefits my students, colleagues and society. It makes me feel happier, healthier and more confident and motivated, all of which help me in my role as a teacher.

I have also expanded my network and made lifelong friendships. And it works both ways: A committee member who trains new teachers asked me to speak to teacher candidates so they can learn from my expertise and lived experience.

What is your approach to building relationships within your community?

You have to always remain respectful and find ways to establish meaningful, positive connections. For example, the main forms of accessibility I rely on are live captioning and speech-to-text technologies. The best way is to educate people is by walking them

through how to use the technology, such as TTY or IP relay service. They can see how it works, its challenges and why accessibility is so important.

Can you give an example of how community involvement can create change?

In my work with the Education Standards Development Committee (ESDC), and in collaboration with other committee members, I addressed how to overcome accessibility barriers presented by COVID-19 (such as clear masks and captions on videos). This led to us developing recommendations and providing our advice to the Ontario government. (You can read the report at oct-oeeo.ca/BarriersReport.)

How does community involvement benefit teachers professionally?

Community involvement improves skills such as task management, relationship building, organization, ethical leadership, research and

collaboration — all of which have a positive impact on the classroom.

It gives you an opportunity to learn from the expertise of other professionals — and others get to learn from your knowledge and insights. I have more appreciation of how the government works, for the amount of work that is being done behind the scenes at the government level, and what other professionals do. It has helped to break down unconscious biases I may have had.

What advice would you give to teachers who are considering community involvement?

Ask yourself: Do you have the time, are you willing to put in the additional time, and are you doing this unconditionally? If you answered yes to all three, my advice is to invest your time and skills in an area you are passionate and care deeply about. Finally, before getting involved, be sure you have the support from those closest to you. **PS**

A portrait of a smiling Black woman with long brown braids, wearing red-rimmed glasses and a white collared shirt. The background is a solid magenta color.

"My advice? Plan early."

- Alison Robinson
Teacher

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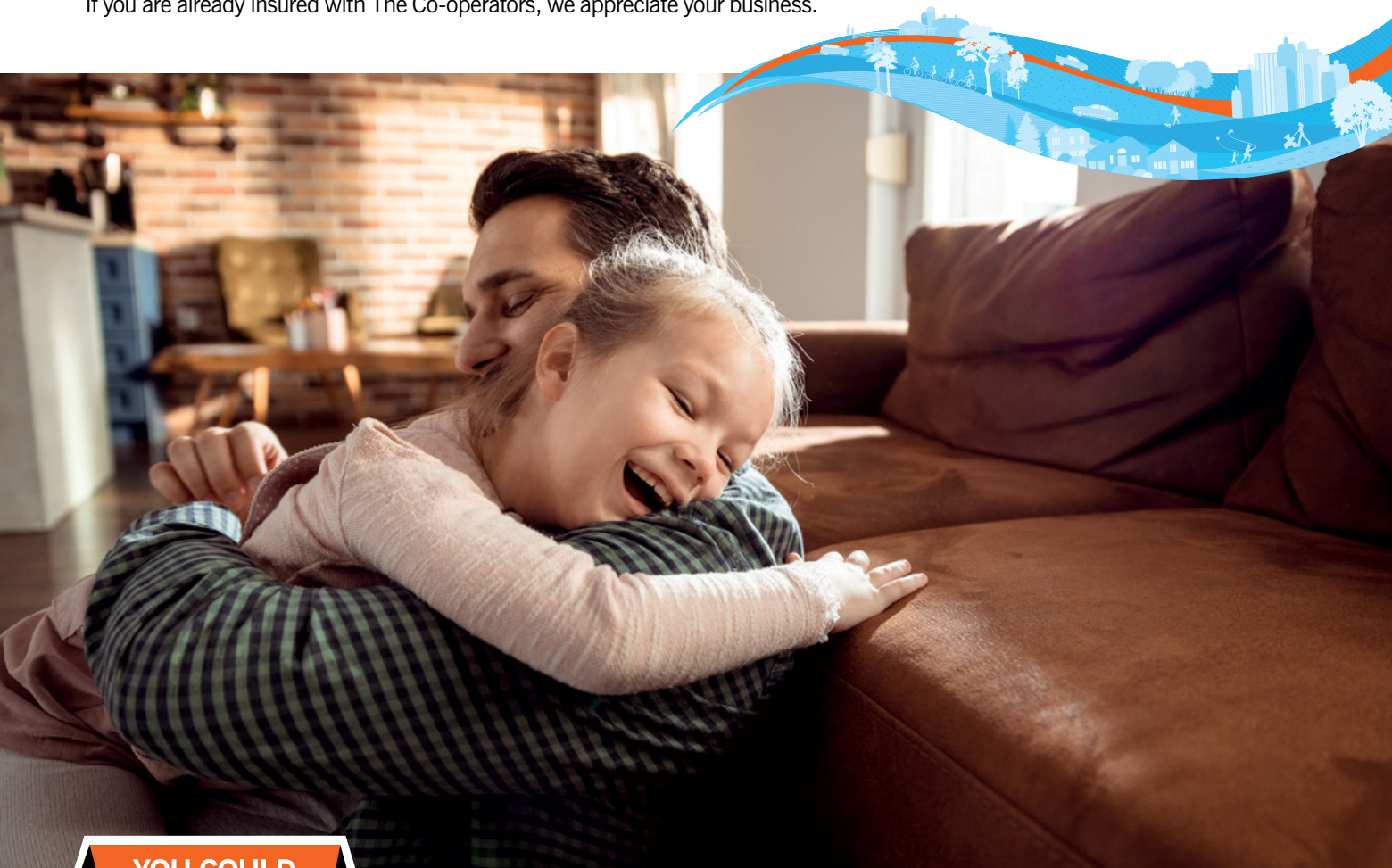
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