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DECEMBER 2017

professionally speaking

THE MAGAZINE OF THE
ONTARIO COLLEGE OF TEACHERS



friend request



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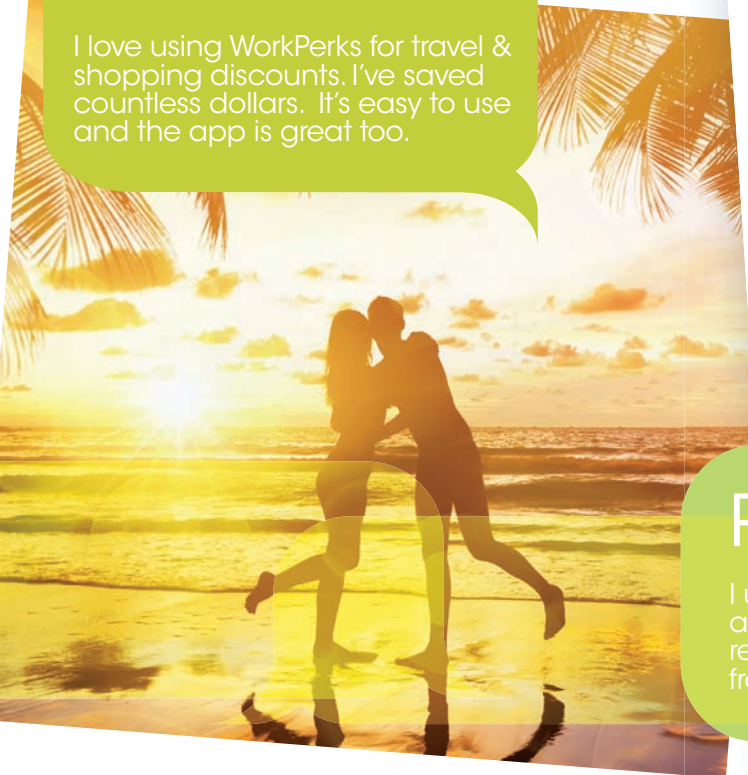
**2018 COUNCIL ELECTION:
THE COLLEGE WELCOMES YOUR
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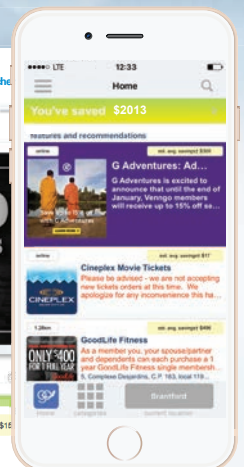
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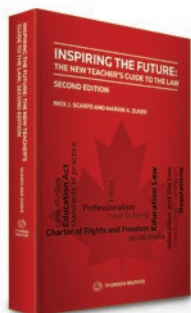
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The views expressed in the articles are those of the authors and do not necessarily represent the official position of the College.

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AT THE COLLEGE



SUPPORTING LITERACY

Education Minister Mitzie Hunter stopped by the College's booth at The Word on the Street in September. The College was at the Toronto book and magazine festival to spread the word about its role in protecting the public interest.



TOWARD STUDENT SUCCESS

In October, the College attended the Annual Halton District School Board Parent Involvement Committee (PIC) Conference in Milton, Ont. This year's conference focused on creating a culture of equity, inclusion and well-being. Parents stopped by the College's information display to learn about its part in public education.



AQ CONSULTATIONS

Provincial AQ writers gathered at the College in October to discuss teaching students who are deaf or hard of hearing. The College regularly consults with the public and the profession to develop new AQ course guidelines.



VISITING INTERNATIONAL DELEGATIONS

The College hosted educators from Australia, the Netherlands, Japan, Spain and China last fall. They were here to learn about Ontario certification requirements, how the College provides oversight of ethics and standards, and how our investigation and hearings process works. (Photo: College Chair Angela De Palma, OCT, addresses a delegation of educators from the Netherlands.)



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THE COLLEGE IS YOUR COLLEGE

Make a difference in your profession by participating in the 2018 Council election.

BY ANGELA DE PALMA, OCT

The summer before I shifted from teaching Grade 4 to Grade 5, I eagerly and somewhat anxiously reviewed the curriculum documents. I wanted to reach a comfort level with the material so I could consider approaches, access related resources and draft an outline for the coming school year.

From the first glance at the social studies curriculum document — at that time the 2004 edition — I anticipated how a meaningful context would help students take an active interest in the topic of Canadian government, citizenship and our electoral process. I certainly hadn't overheard students chatting about civic pride during recess time.

A child's school community, however, plays a primary role in their life. When school is a place where students feel welcome, stimulated and safe, they inevitably take pride in the people, relationships and activities within its fold.

So, with the enthusiastic input of the teacher candidate placed in my classroom, we took an inquiry-based approach to unpack the roles and responsibilities of school community members and beyond before diving into preparations for a classroom-based election.

During the nomination period, student candidates artfully shared with their peers how they would make good decisions for themselves and the classroom as a community of learners. Inspiring posters, slogans and speeches broadcast how voting would elevate a student's voice and choice. It was rewarding to witness civic pride being actualized in the classroom.

As a self-regulating profession, teachers in Ontario have the privilege of being heard in their provincial education community. While 14 members of College Council are appointed by the provincial government, 23 are nominated and elected by you, their educator peers, to represent the profession in Ontario.

If you're interested in showing pride in the teaching profession on a provincial level alongside peers across the province, there's still time to get your nomination form submitted before the December 1 deadline.

Next year opens with an opportunity for OCTs in good standing to select representatives to sit on the College Council, an event that won't occur again for another three years.



Next year opens with an opportunity for OCTs in good standing to select representatives to sit on the College Council, an event that won't occur again for another three years.

The special election area of the College website will be updated in January, especially for members. Instead of posters, slogans and speeches, you'll find the list of confirmed candidates for each position, candidate blogs and a Voter's Forum, where members can share their views.

In February, candidate biographies and Q&As will also be posted.

It's been such an honour to serve the profession on behalf of my OCT peers during the sixth and seventh Councils. As I prepare to cast my electronic vote this time around, I urge you to join me in participating in the 2018 election.

The College is *your* College, the election is *your* election. Seek candidacy for the eighth Council. Get to know the candidates. Join me in asking them questions. Make your candidate choices by casting your electronic ballot starting on March 5. You'll play a key role in determining who speaks on behalf of the teaching profession at your regulatory body for the next three years, and you'll demonstrate shared pride for education in Ontario. **PS**

Angela De Palma

A photograph of a man with dark skin and curly hair, wearing a dark shirt, looking up at a young child with dark skin and curly hair. The child is wearing a blue and white striped shirt and is reaching out to touch the man's face. The background is blurred, showing what appears to be a home interior.

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THE HEART OF PROFESSIONALISM

How and what we learn guides our growth as professionals and influences our daily decisions as practitioners. What inspires you?

BY MICHAEL SALVATORI, OCT

How do you learn? What keeps you current — in your practice, in your thinking? How do you decide what is relevant?

I was mulling over these questions, and more recently, while helping my nephew prepare for an English exam, happened upon this quotation from J. D. Salinger's classic novel, *The Catcher in the Rye*:

What really knocks me out is a book that, when you're all done reading it, you wish the author that wrote it was a terrific friend of yours and you could call him up on the phone whenever you felt like it.

I was struck by the valuable lessons imparted by authors whose works I have read and who have influenced my thinking. That sent me leafing through other classic novels that I devoured during my secondary and early post-secondary studies.

To me, relevant learning endures. It sticks with you and continues to shape your ideas and your actions. Learning that is ongoing informs our decisions and encourages our growth as professionals in a like-minded community.

The profession has committed to ongoing learning as a basic tenet. It's one of our standards of practice. And the variety of learning activities in which teachers engage helps to inspire public confidence in the profession. That is why ongoing professional learning is a strategic priority for the College.

Not only are we focused on promoting the variety and volume of learning activities — from Additional Qualification courses accredited by the College to workshops and courses offered by employers, teacher federations and subject associations — we are committed to continually improving as an organization.

As a professional regulator, the College is a member of several associations and organizations dedicated to advancing the work of regulators in the public interest. Many of our staff regularly make presentations at annual conferences and regional symposia of regulatory associations, such as the Canadian Network of Agencies (CNAR) for Regulation and the Council on Licensure, Enforcement and Regulation (CLEAR).



Relevant learning endures. It sticks with you and continues to shape your ideas and your actions. Learning that is ongoing informs our decisions and encourages our growth as professionals in a like-minded community.

I am privileged as CLEAR's president-elect to prepare to lead its board of directors, to contribute to the continuation of courses CLEAR offers in board governance, executive leadership, regulatory investigation, and to delve into issues of transparency, public protection and professional standards. Additional information on the work of both of these organizations may be found at cnar-rcor.ca and clearhq.org. As an organization, we are enriched by the network, by the exchange of ideas, by the identification of best practices, and by the education opportunities that strengthen our service.

Ongoing learning does that. It is the beating heart of the teaching profession. Like a treasured novel, it continues to nourish our thoughts, generate ideas and guide our decisions. **PS**

M. Salvatori

letters to the editor

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

Committed to Truth and Reconciliation

As I leaf through the September edition of *Professionally Speaking*, my attention is drawn to Pop Quiz with Mike Downey. My family has a very personal connection with the Chanie Wenjack story. My late husband (also a teacher) and I spent seven years in the '70s and '80s running the Henry Coaster Memorial School in Ogoki, Ont. Our children attended the classes with the local students, including Chanie's nieces and nephews.

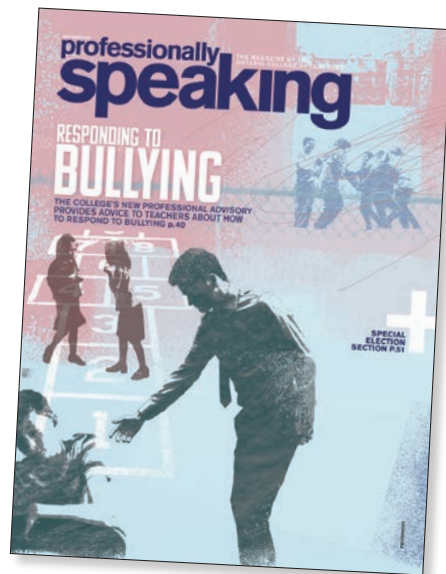
Eight years ago, my daughter, Deirdre, and I visited Ogoki. Our return trip was truly special. Deirdre, a journalist in Ireland, produced a radio documentary on this visit

entitled, *Ogoki: Call of the Wild*. During our conversation with Pearl, Chanie's sister, she recounted the effect her brother's death had on her family.

We are delighted that Chanie's story is now very much in the spotlight with the late Gord Downie's *Secret Path* and the many WE Day events that recognize the tragedies of the residential schools.

I continue to read and appreciate the informative and engaging articles in *Professionally Speaking*.

Mary Mulrooney, OCT, is a retired elementary school teacher who now works as an occasional teacher with the Toronto Catholic District School Board.



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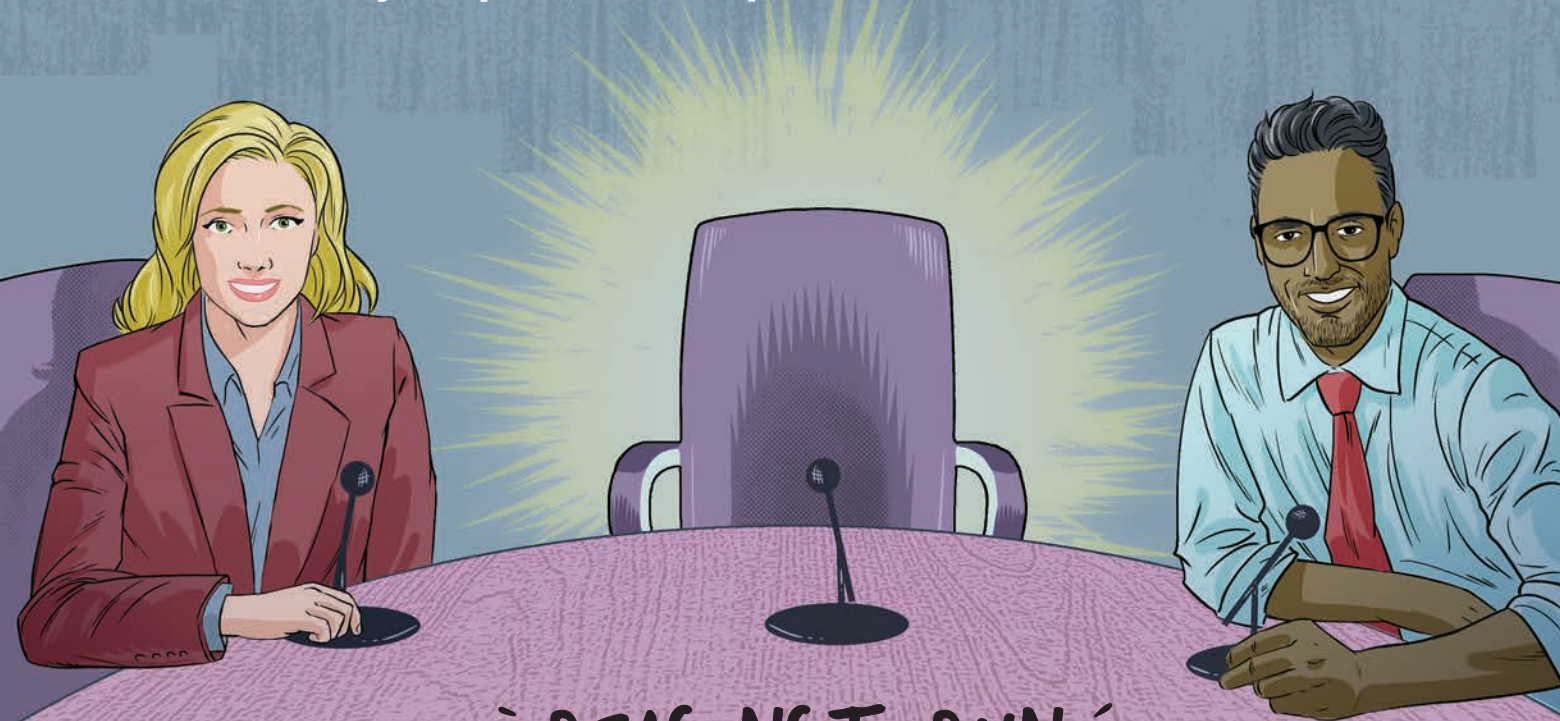
I read with interest the College's professional advisory *Responding to the Bullying of Students* in the September issue. I believe that most readers would not realize that occasional teachers are also frequent victims of bullying. All too often it is not reported to the school administration because the substitute teacher fears being blamed for poor classroom management. Anyone who has attended an Ontario school in the last 60 years has witnessed, or even has joined in "having fun" at the expense of a substitute teacher. We now call this type of "fun" bullying.

The only way to reduce any form of bullying is to expose it, to focus specifically on it. If not, the bullying remains in a blind spot — ignored and even accepted. What better organization is there to focus on this type of bullying than our college of teachers?

Peterr Wilson, OCT, is an occasional teacher with the Toronto District School Board.

connections

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REASONS TO RUN

Here are your Top 10 reasons for running in a College Council election*, courtesy of our latest poll.

1. To help shape the future of Ontario's teaching profession.
2. To share my knowledge, experience and professional interest in teaching.
3. To influence the preparation future teachers receive in pre-service programs.
4. To grow as a leader and develop skills in board governance.
5. To help determine the direction of the College.
6. To have a say in how the College responds to complaints.
7. To expand my professional network.
8. To become better informed about my professional licensing body.
9. To help protect the public interest.
10. To set policies and priorities in accordance with the College's mandate.

ILLUSTRATION: DOMINIC BUGATO/THREE IN A BOX

*To learn more about the Council election and how to vote (March 5 to April 9), visit oct-oeeo.ca/councilelection2018.



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with Rumeet Billan

BY LAURA BICKLE

Increasing emotional intelligence (EI) in your classroom is essential, however, award-winning social entrepreneur and educator Rumeet Billan believes that we're missing a major component — the importance of developing that skill among our teachers. As a partner at Viewpoint Leadership (viewpointleadership.ca) in Toronto, Billan provides administrators, teachers and students with professional development opportunities in self-awareness, resiliency and self-regulation. "Emotional intelligence is often referred to as a 'soft skill' or 'nice-to-have,'" says the two-time TEDx speaker, "but I would suggest that it is *critical* for long-term success." Billan draws from her extensive background in education — as an education advocate in North America, South America and Africa, and as a doctoral graduate in Leadership and Higher Education from the University of Toronto's Ontario Institute for Studies in Education and Munk School of Global Affairs. She is also the president of Jobs in Education, an employment job board for K to Grade 12 educators. Here, Billan shares her vision of how EI can be a powerful and transformative tool.

Q Why should teachers work on their emotional intelligence?

When teachers foster these skills, they can enrich the impact that they have in the classroom; EI is also linked to improving happiness and well-being. Developing these competencies will allow teachers to create strategies that help navigate the day-to-day demands of their roles while contributing to their sense of self.

Q What does emotional intelligence look like in the classroom?

It creates an environment that helps build confidence by allowing students to take risks and make mistakes from which they can learn. These elements are tied to the self-regard, reality testing and flexibility competencies of EI.

Another example of an EI environment is one where students are encouraged to contribute to projects that they find meaningful. This speaks directly to the empathy, social responsibility and self-actualization competencies.

Participating in mindful minutes throughout the day or before a test is another way to assist students (and teachers!) with their stress tolerance, problem solving and impulse control.

Q How else can teachers develop their emotional intelligence?

Identify the triggers that put you in a positive or negative emotional state. Then develop specific strategies to manage the negative and leverage the positive ones.

Q Why did you decide to dedicate yourself to this issue?

EI and resilience have a direct connection to happiness and well-being. I believe that we can improve the quality of our life experiences. At a time where it seems like everything and everyone is vying for our attention, we need to pay more attention to ourselves. By examining how we act, react and interact with ourselves and others, we can work toward a better understanding of who we are and who we want to be.



EXCEPTIONAL STUDENTS

Examining Special Education in Ontario.
BY STEVE BREARTON

PROVIDING THE TOOLS

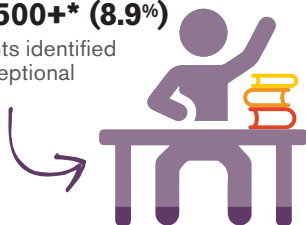
2,003,237
Elementary & secondary students in 2014/15

178,500+* (8.9%)

students identified
as exceptional

162,000* (8%)

additional students provided with
Special Education programs and services

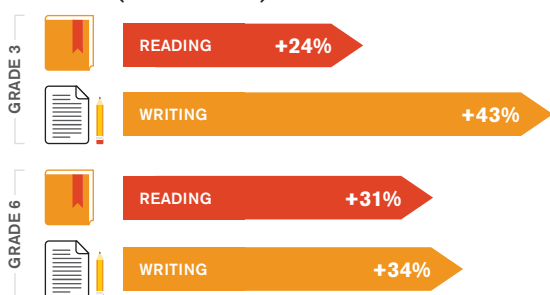


Source: Ontario Ministry of Education, Quick Facts: Ontario Schools, 2014–15
and An Introduction to Special Education in Ontario 2017

SEEING RESULTS

Increase in test scores for Special Education
students between 2002/03 & 2013/14**:

EQAO (Grades 3 & 6)



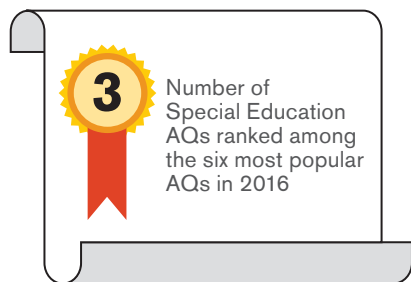
OSSLT (Grade 10)

Source: Ontario Ministry of Education, 2016 Special Education Update

STAYING ON COURSE



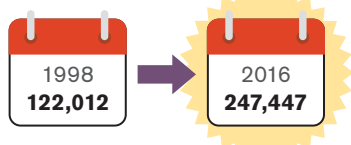
Special Education, Part 1
The most frequently taken AQ in 2016



3
Number of
Special Education
AQs ranked among
the six most popular
AQs in 2016

103%

Increase in Special Education, Part 1 & 2
AQs completed by College Members
from 1998 to 2016



Source: Ontario College of Teachers, 2016 Annual Report
*Most recent available numbers **All numbers exclude gifted students



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9 TED Talks from inspiring
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*as of November 2, 2017





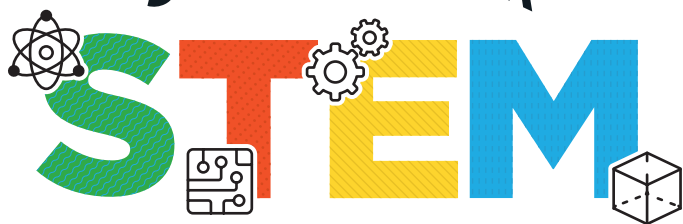
Want to encourage reading, writing and discussion in French? Launch an online magazine! Recruit a dedicated editorial team to work on this digital publication either in class or as an extracurricular activity. During meetings, they will set the theme, content and deadlines for each issue; then watch the research and critical thinking begin. My Grade 7–12 contributors quickly learned the importance of reliable sources, not to mention how to cite them to avoid plagiarism. The group also developed their design, art and computer skills as they worked cover concepts and determined ways to draw readers in through the layout. Curious about the final product? Have a look at our French magazine, *La Griffie* (oct-oeeo.ca/LaGriffe), for a dose of inspiration.

— Najwa Daou, OCT
Conseil scolaire catholique MonAvenir

→ Have a classroom idea to share?

Send it to us at ps@oct.ca and your advice could be published in an upcoming issue! Check out our Professional Practice Research archive at oct-oeeo.ca/1QAwoIQ.

STEP UP YOUR



BY STEFAN DUBOWSKI

See student interest in Science, Technology, Engineering and Math (STEM) soar with a little help from Let's Talk Science. The award-winning Canadian charitable organization has a stack of free classroom activities, planning tools and other resources (oct-oeeo.ca/letstalkscience) aligned with the Ontario curriculum, available in both English and French.

If you teach kindergarten to Grade 3, visit the IdeaPark section for inquiries, investigations and design/build activities that link STEM with other important skills such as numeracy, literacy and social development. Each activity comes with questions for teachers to use, words for students to learn and opportunities for

them to assess inquiry-based exercises from all angles.

Looking for something a bit more outlandish? Enrol in the annual Tomatosphere project. You and your students will receive tomato seeds that may — or may not — have been exposed to the kinds of conditions you'd find in outer space. Grow the seeds, record your observations and submit them for analysis to find out whether your tomatoes are homemade or spaced out.

Grade 8 to 12 teachers will want to take a trip to CurioCity, where you'll be able to connect with STEM experts for live-streamed Q&A sessions, helping students make the link between in-class science and real-world STEM careers.

Sign up for a Let's Talk Science Outreach to have a post-secondary or industry volunteer visit your class and lead students through a STEM-focused activity. Topics include friction, energy and forces for kindergarten, an exploration of the human skeletal system for Grades 3 to 5 and an investigation of unmanned space probes for Grades 6 and 9.

A Let's Talk Science survey found 92 per cent of students believe studying STEM will lead to good jobs, but just 25 per cent are interested in pursuing STEM careers. That is a significant disconnect that needs to be addressed. If you agree, look to these free resources to begin bridging that gap.

APPS ANALYSIS

By Stefan Dubowski



Thinkrolls

This award-winning game helps children aged three to eight get familiar with physics while sharpening their problem-solving skills. Students guide cute characters through a maze in which objects can be moved or removed to clear the way. Buoyancy, gravity, force, acceleration and elasticity all come into play. The further users progress within the app, the more difficult the tasks become. The good news is — there are no penalties for starting over. Your miniature maze masterminds can try, try and try again! And, as they do, they practise perseverance, an important aspect of the “growth mindset” approach, which is of growing importance in today’s classrooms.

DEVICE: Apple, Android

SOURCE: iTunes (\$5.49); Google Play (\$3.99)

RATING: 4+; Everyone



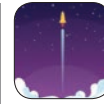
King of Math

Middle school students can maintain and improve their math basics with this app. Early levels start out simply but the quizzes get increasingly more difficult to keep players engaged. The Mixed sections are fun. You never know what kind of question will pop up. Addition? Subtraction? Will you be given the sum and asked for the addends or vice versa? If that’s not exciting enough, the quizzes are wrapped up in a quest. Players start as farmers but as they solve and score points, they move up to king status. On Apple devices, the free version has addition and subtraction; the full version (\$3.99) includes multiplication, division, geometry and other functions.

DEVICE: Apple; Android

SOURCE: iTunes (free); Google Play (\$3.49)

RATING: 9+; Everyone



Memrise

Memrise is great for middle and high school students wanting to explore new languages. It’s also useful for those looking to stay vocab-fresh in the languages they already study or know. The app assists with Chinese, Arabic, French and more — sounding and spelling out new words and phrases that help users with memory retention. Short videos of native speakers are especially powerful. Students hear various pronunciations of the terms they are learning, which increases their comprehension. The free version offers words, videos and reviews. The Pro version provides additional features for tackling tricky words and improving listening skills.

DEVICE: Apple; Android

SOURCE: iTunes; Google Play (free)

RATING: 4+; Everyone

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* Topics vary by region ** Geographic restrictions apply



WHAT TEACHERS SAY ABOUT OUR WORKSHOP PROGRAM

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discovered new ideas to enhance their science programming

86%

felt our workshops helped students better understand classroom STEM content

83%

felt we encourage critical-thinking, reasoning and argumentation skills



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MIND YOUR HEALTH

As a teacher, you're in a unique position to help support* students' mental health and well-being. Whether you're asking questions, sharing information or nurturing a positive space for learning — these resources offer building blocks for doing so in a mindful manner.

BY MELISSA CAMPEAU

1 Centre for Addiction and Mental Health *free!*

The world-renowned institution has dedicated a section of its website for teachers and schools, with links to resources including programs on reducing stigma and preventing use and abuse of alcohol, cannabis and tobacco by youth.

Visit: oct-oeoo.ca/CAMHtools

2 mytoolkit.ca *free!*

Access teaching modules on wellness, substance abuse and stress, each with a step-by-step facilitator guide. There is also an app that encourages teens to identify and track their emotions, as well as a lesson plan to help express difficult feelings.

Visit: mytoolkit.ca

3 Mindfulness Everyday *free to \$375+*

This charitable organization offers classroom meditation podcasts, plus a host of professional development resources on mindfulness including app and book recommendations, a white paper, customized workshops, courses and retreats.

Visit: mindfulnesseveryday.org

4 Mindfulness Without Borders *free to \$645*

Distractions! They're everywhere. Luckily, a daily mindfulness practice can help filter them out so that you can focus and truly engage. This site offers online and in-person courses, designed for teachers.

Visit: mindfulnesswithoutborders.org

5 Rethink Digital Toolkit *\$21 to \$875*

Created by Mindfulness Without Borders, this kit has activities to assist students with regulating emotions, managing stress, bouncing back from adversity and developing healthy relationships. Five free lessons are available prior to committing.

Visit: rethinkdigitalkit.com

6 School Mental Health ASSIST *free!*

Pinpoint who to talk to on your board's mental health leadership team, via a directory on the site's contact page. Plus: find a suicide prevention framework and information on helping students develop resiliency and handle anxiety.

Visit: smh-assist.ca

7 Supporting Minds *free!*

Can you spot gambling issues or substance abuse?

The Ministry's *Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being* offers suggestions on how to talk openly to students about these subjects.

Visit: oct-oeoo.ca/SupportingMinds


8 Teaching Tools by Ophea *free!*

Do your students know the difference between prescription and non-prescription drugs? Ophea (Ontario Physical Health Education Association) lesson plans cover mental health and wellness topics, with instructions and printable activity cards.

Visit: teachingtools.ophea.net

*If you suspect a student is struggling with mental health issues, be sure to consult your administrator to determine how best to provide support.





SMOOTH TRANSITIONS

Amanda Carrol, OCT, ensures teachers and students are equipped to navigate the challenges and changes they face throughout their time at school.

BY JESSICA LEEDER

Getting our youth to think critically about their career path is no easy task, but Amanda Carrol, OCT, has found a way to captivate students as young as sixth graders and jump-start their thoughts about jobs.

It goes like this: Carrol, an elementary teacher and guidance counsellor, assembles a class full of students into one corner. With Grade 6s, 7s or 8s clustered around her, she divides the room into four quadrants. One, she explains, is for those who are university bound, while another is for those headed into the workplace. A third quadrant is for college-bound students and she reserves the final for those interested in apprenticeships. Carrol instructs the group to stand in the area that best matches how they see their future playing out.

At first, almost everyone rushes to the university corner. Although, you see a few experience a sort of paralysis. “Some are just frozen,” Carrol says, “and they don’t know what to choose.” This is her cue to launch into the talk she set out to deliver, one that the entire room, stumped and now curious, is sure to tune into.

Keen to show middle school students that they have more options than they likely thought possible, Carrol tries to demystify college by explaining what it offers. She also explains what, exactly, an apprenticeship is — the word being one that many have simply never heard. By the time Carrol finishes, the “game” has students buzzing about their future, which, she reminds them, is actually just around the corner.

No one knows this better than Carrol, who supports the elementary guidance counsellors in the Peel District School Board. These individuals ensure that more than 12,000 Grade 8s are prepared when selecting their high school courses. In fact, the resource teacher specializes in equipping students, parents and teachers across the board’s 87 schools for the unique transition teens experience when crossing over to their fast-paced high school years. Her title is instructional resource teacher for Program Pathways/Grade 7–10 Transitions; Carrol is currently serving the first year of her second three-year term in the job, which is based out of the board office in Mississauga, Ont.



ONLINE

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

EXCLUSIVE

PHOTOS: MARKIAN LOZOWCHUK



Amanda Carrol, OCT, shows Grade 8s how to build course plans with myBlueprint at Bristol Road Middle School in Mississauga, Ont.

Last year, Carrol's leadership and achievements earned her the Marion Axford Award for Elementary Guidance from the Ontario School Counsellors Association. It's an honour that the 15-year veteran teacher is still beaming about. "I always tell people my job is the best in the department," she says. While that may be true for Carrol, it has not always been easy.

When she left her former school to take this position in 2014, the province had just instituted its Creating Pathways to Success policy a year earlier. Among other things, it mandated that all boards have an online system for Grade 7 to 12 students to do career course and pathways planning. MyBlueprint software was already being used to some extent in Peel, but Carrol's job was to ensure that all counsellors with students moving to Grade 9 were not merely navigating the basics. They needed to leverage the program's full potential, which included teaching middle schoolers how to use it. Students could then model an entire high school career's worth of classes — with an aim to attending university,

for example, or scoring an apprenticeship. If they have a particular job in mind, myBlueprint creates a workback plan for attaining it, beginning as early as Grade 8. If they have more than one career path in mind, the software will compare the courses. It is also designed to be inclusive: students, parents and teachers can all take part. The latter, Carrol argues, is critical to student success. "I think it sends a message to the students that parents and teachers are involved in helping you figure out who you are and what you want to be," says Carrol. "And there's a lot of different ways you can do that."

Setting this new order in motion, though, was a mammoth task. But Carrol took it on with gusto. "Unfailingly, she was positive, respectful and happy to help out," says Adrian Graham, OCT, a former principal who is now Superintendent of Curriculum and Instruction at Peel. "If she couldn't solve a problem with the person on the phone she'd go over to the school and solve it with them in person. She gave personalized service in a job where there was no expectation that she

would ever be able to do that. But that's the way Amanda works," he says.

Carrol was driven by her earlier experience as a guidance counsellor in middle school, which can be a complicated and often fragmented role. While the job looks different at every school, it is always a small allocation, with most spending just 20 or 30 per cent of their teaching time in the role. For some teachers, Carrol says, that works out to less than an hour every couple of days. Many have homerooms and teach other subjects. In Peel, Carrol says, the position has seen a lot of turnover. In 2016, nearly half of the region's 87 elementary counsellors had come into the position in the previous year or two. Carrol's goal is to lower turnover and create consistency for students by giving counsellors all the backup support she can muster.

"My philosophy is to connect with them [counsellors] and say 'I've been in your shoes. I know what it's like when you're trying to meet with a student or parent and the bell rings and you have to go teach math. I know the time crunch you're in, so tell me what resources you need.'"

// THE TRANSITION FROM GRADE 8 TO 9 IS TOUGH; IF WE'RE GOING TO GET STUDENTS OVER IT, WE NEED TO MAKE SURE THEY'RE ENGAGED. //

In addition to making site visits to provide direct help, Carrol offers to connect counsellors with mentors on staff at other schools. She advises them to reach out to community organizations and to establish more than just cursory relationships with the high schools they feed into. The end goal, she says, is to ensure her colleagues are equipped to provide students with the support they need leading up to and during their high school transition.

"We know that the transition from Grade 8 to Grade 9 is tough, and if we are going to get students over it, we need to make sure that they're engaged," Carrol says. "I have empathy with those who are a little lost and need a little nurturing."

This is a quality that inspires others. "Her personality and her drive to achieve is contagious," says Cheryl Streete, OCT, who is the principal at Bristol Road Middle School. While working under Streete at Glenhaven Senior Public School in Mississauga, Carrol ran a long list of initiatives to support their marginalized students — from setting up mentoring partnerships with adults in the community, to mental health and anti-bullying initiatives. When Carrol left, Streete says, other teachers asked if they could continue her work.

In her new role, Carrol is passionate about building supports for four types of students who face a high risk of stumbling amidst the transition. They are those with attendance issues, mental health concerns, English-language learners and Special Education students. They are all on her radar for custom strategies to improve outcomes. "Those are the four being nurtured or cared for in the elementary setting; there's potential for losing them in secondary," she says. To change that, Carrol has worked hard to build processes that will assist her colleagues to better bridge the gap, which includes forging more intimate connections between feeder and high schools.

"In elementary we have the responsibility to prepare them for the environment in

secondary. We also have to know that we're recommending the right program or type of course," she says. "And we have to give the high school a lot of information, and strategies, to carry over." Sometimes that's as simple as ensuring a particular student is registered to take phys-ed in the first semester," Carrol says, "because that will hook them in."

Planning for this, Carrol believes, needs to start in Grade 7. A Peel program called the English Language Learner Transition Application Fund (ELLTAF) pairs a handful of English-language learners with high schoolers who take them through a day-in-the-life of Grade 9. They attend classes together, eat in the cafeteria together and ask plenty of questions of their older peers. The goal is to create a less intimidating experience for students who might be put off by the pomp of big orientation days, which often include multiple feeder schools and can have a carnival feel.

At Carrol's urging, the fund was expanded to include not just Grade 8s but Grade 7s. Her goal is to reinforce students' sense that there is continuity in their community early on, despite switching schools.

"Whatever roadblocks, hardships or difficulties they're going to have," Carrol says, "if they feel they have a community and a place they belong, that is a huge help."

Working to reinforce this across her board has put Carrol at the top of her game. "We often say in education that it comes down to relationships, and Amanda just innately understands that," says Graham. "She has a fabulous skill set, a positive attitude and she is always there to help the students." **PS**

The Ontario Certified Teacher featured in this profile has been recognized with a teaching award and exemplifies the high standards of practice to which the College holds the teaching profession.



The transition into high school can be tricky for students. Award-winning Amanda Carrol, OCT, shares five ways guidance counsellors and classroom teachers can help make what is often a tough time for teens a seamlessly smooth experience.

1. START EARLY

Allow families time to process their options by providing parents and students with information about the types of programs and courses they should begin prior to Grade 8.

2. INVOLVE PARENTS

Help parents recognize their child's academic interests, strengths and needs (in and outside of the classroom), so they can have realistic expectations for career options and consider various pathways.

3. MAKE MULTIPLE PLANS

Encourage students to dream big and look at a variety of post-secondary pathways and occupations that may differ from what their parents chose. When students change their minds (not if!), they'll be familiar with the process of making decisions, researching options and setting goals.

4. WORK BACKWARDS

Have students begin with an occupation of interest and then research post-secondary programs and related secondary courses, so they understand the connections and stay motivated toward their goal.

5. BUILD RESILIENCE

Ensure outgoing elementary students know that secondary school staff are there to help them succeed. Provide them with opportunities to visit their future school and hear from Grade 9s, which will create a sense of belonging. Use discussions about their feelings and concerns as springboards to develop coping strategies. Reassure them that transitions are part of life and growth.



★ A ★ SPECIAL Bond

Dragons' Den star and entrepreneur Michael Wekerle recalls the valuable lessons that his mother taught him at school and the high returns he's enjoyed because of them.

BY RICHARD OUZOUNIAN

On the night of May 11, 2012, the walls of the Royal Opera House at the Palace of Versailles echoed with the cheers of a Parisian audience saluting Canada's Opera Atelier, which had just made its dazzling debut of the 1686 Baroque opera classic, *Armide*. And while the company beamed with justifiable pride, the largest smiles in the theatre belonged to a teacher and her pupil, who also happens to be her son.

One of those smiles belonged to Hermine Wekerle, who surveyed this triumph from the prestigious Royal Box — customarily reserved for royalty and where Marie Antoinette once sat. This was a moment she could only dream of as a child, as she'd watch productions from the back row of the Vienna State Opera — the only seats her family could afford.

Her son, CBC's *Dragons' Den* star Michael Wekerle — one of the most flamboyantly successful Canadian entrepreneurs — was the reason Hermine was there. He had a dream of his own — to see his mother enjoy such glory, since taking him and his high school classmates to see the Canadian Opera Company's *The Merry Widow*.

Much has happened since Wekerle's school days. After dropping out of university and taking a job at the Toronto Stock Exchange in 1982, he soon became the stuff of financial legend. Within a decade, "Wek" swiftly made a name for himself as one of the country's best institutional traders, fast tracking his way through the investment world. Since then, the ups and downs of this multimillionaire's dealings have kept Bay Street buzzing, especially after being a key player in the early financing of Research in Motion (now BlackBerry) and its IPO.

As much as the television personality is known for his financial wins, and occasional high-profile antics, his philanthropic support of artistic and youth organizations is just as noteworthy. When asked about his life achievements, Wekerle claims that "everything good about me came from my mother."

Hermine was a German and history teacher for many years at Michael Power/St. Joseph High School in Etobicoke, Ont., before becoming an influential guidance counsellor there. Looking back, what she and her students remember best is what she called "The Culture Club" — a series of outings she devised to broaden the scope of their lives. "She'd take us to the opera, ballet, theatres and museums," recalls her son. "We even wound up at a disco once; she wanted us to enjoy every type of cultural experience."

PHOTOS: MIKE FORD

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Session dates	Dates: Start and end	Registration deadline
Winter 2018	January 22 - April 6	January 12
Spring 2018	April 9 - June 28	March 31
Summer 2018	July 3 - August 24	June 22
Fall 2018	September 24 - December 7	September 14



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“I CAN STILL SEE HER SITTING, WRITING OUT LESSON PLANS — IT HELPED ME REALIZE THAT YOU CAN’T SUCCEED WITHOUT REAL EFFORT AND PREPARATION.”

“My European background had a lot to do with it,” the retired teacher admits, sitting at a dining-room table in her son’s baronial home in Markham, Ont. “My parents had always taken me to the ballet and opera as a child and I wanted my Canadian students to enjoy the same experiences.

The school thought it was a wonderful idea and so did the parents.”

Hermine immigrated to Canada in 1952, sent by her parents who were determined that she know a better life than what postwar Europe could offer. She landed at Halifax’s famous immigrant destination, Pier 21, and was taken under the wing of the Sisters of Service of Canada, which helped hundreds of newcomers.

“They had a residential home in Toronto for young Catholic girls,” she recalls, of the historic Mary Perram House where she stayed.

Shortly after, she met a tradesman in the import-export business, whom she married and had four children with. Hermine devoted herself to motherhood but when a friend discovered she was fluent in German and English — and suggested a career in teaching — her path in life changed dramatically. She soon became certified at the University of Toronto’s Ontario College of Education in 1971.

“I never thought of myself as a teacher,” Hermine recalls, “but once I began, I realized that it was a job I was born to do.”

When her children reached high school age, the resourceful Mrs. Wekerle found a way for them to attend the same school where she was teaching. Even though it was a good distance from home, she’d drive them in with her each day. “I remember it being a long ride,” says Wekerle, “but Mom believed in keeping the family together.”

It wasn’t until Grade 11 history that Hermine and Wekerle’s academic paths crossed but this didn’t mean any special privileges. “Ninety-nine per cent of the time she was great, but if I got her mad — watch out for that one per cent! It could get awfully quiet in those car rides home.”



Entrepreneur Michael Wekerle and his mother, Hermine (his former history teacher), share a moment at his home in Markham, Ont.

Being a particularly good read of others, a skill that served her well in guidance, Hermine noticed something about Wekerle: he had a penchant for daydreaming. “The only time success comes before work is in the dictionary.” This was one of his mother’s favourite sayings, which Wekerle still recalls fondly. She also stressed the importance of customizing systems that work for you: “Develop your own process and stick to it.”

For a charismatic entrepreneur whose career has known dizzying highs cut with stomach-turning lows, Wekerle has found much inspiration in another of her zingers: “Failure is not an option.”

When asked what he gained from having a parent who was also his teacher, Wekerle’s eyes light up. “I think the most valuable thing was watching my mom prepare each night for the following day. I can still see her

sitting there, writing out lesson plans — it helped me realize that you can’t succeed without real effort and preparation.”

Hermine shares a happy memory of her own. “Sometimes, I’d keep students later and help them with their work; Michael would often stay and lend a hand. He cared about others, even then; I knew he would go far.”

In fact, it was that love of helping others — along with his mother’s rich cultural influences — that brought Wekerle and Opera Atelier together.

Co-artistic director Marshall Pynkoski recalls a special moment at an Opera Atelier event he was speaking at: “I hadn’t even gotten back to my table when someone handed me a cheque for \$25,000. It was from Michael Wekerle, and I had never even met him!”

Since, Wekerle has donated more than \$1 million — assisting youth and young artists with education and outreach opportunities. He has even funded produc-

tions and taken shows abroad.

“I’ll never forget that opening night,” says Pynkoski. “Michael flew his mother in his private jet so that she would arrive on time; he didn’t want her to miss a thing.”

Although Wekerle may have one of the most remarkable careers in Canadian finance, he is quick to attribute credit elsewhere: “It’s all thanks to my mother, and what she taught me in and outside of the classroom. My interest in history, in the arts, in helping others — it all came from her.” **PS**

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

Communicating in an Electronic World

Texting, tweeting, posting pictures ... how can you maintain a professional use of electronic communication and social media? The College has updated its professional advice to Ontario Certified Teachers about using technology responsibly. Professional judgment and reflection are key.

BY GABRIELLE BARKANY, OCT, AND JANIS LEONARD, OCT

Rapid changes in technology make electronic communication a complex area of practice. Our message to you, however, is straightforward: Continue to maintain appropriate boundaries and professional standards when using electronic communication and social media. What does this mean?

“Keep interactions professional, as you would in the classroom, and build a positive online presence,” says the College’s Deputy Registrar Joe Jamieson, OCT. “Know and respect proper professional boundaries with students, even when they initiate electronic interaction. Take time to reflect; ensure the standards of practice guide your professional judgment and actions.”

Why the update?

In 2011, the College published the professional advisory *Use of Electronic Communication and Social Media*. Since then, a lot has changed.

Communication technologies are evolving rapidly, allowing us to access and share information in innovative ways. More teachers, students and their families have access to the internet, tablets and other mobile communication devices.

More social networking sites — such as Snapchat — have also emerged, and some of the more popular sites have changed significantly. For example, Facebook now has features that allow users to chat using instant messaging, talk online and share information using a variety of media.

These changes are exciting for educators. They provide many opportunities to enhance professional learning and practice.

However, these rapid developments, combined with the sheer number of devices, apps and networks that we connect to each day, make it increasingly challenging to protect our privacy, ensure

security and maintain appropriate professional boundaries with students.

Given the highly public nature of electronic communications and the speed at which information is shared, teachers do need to be cautious. Reflect and apply your professional judgment before sharing information electronically — both publicly and privately.

Legal bodies and professional regulators are increasingly referring to mobile messages and social media content in their investigations. A seemingly harmless personal message read out of context could have unintended negative consequences for you and the profession.

What has changed in the advisory?

We updated the definition of electronic communication to reflect a more contemporary meaning, and provided current examples. We also clarified that the College does not discourage the use



“Keep interactions professional, as you would in the classroom, and build a positive online presence. Know and respect proper professional boundaries with students, even when they initiate electronic interaction. Take time to reflect; ensure the standards of practice guide all of your professional judgment and actions.”

of electronic communication and social media. The advisory acknowledges the many innovative opportunities that electronic technologies provide for teaching and learning.

Members told us that more specific advice would be helpful in understanding what is — and what is not — appropriate electronic communication. We added more examples of the types of incidents

we are seeing in professional misconduct decisions.

You will continue to see a self-reflective framework to guide your professional judgment. We have added a few items to the general advice section to help minimize any risks associated with electronic communication. For example, “Would I write this post knowing it can never truly be erased and may remain in the public domain forever?”

To update the advisory, the College reviewed current publications and policy documents, surveyed members about their opinions and practices, and held focus groups with Ontario Certified Teachers, including administrators.

We also engaged our network of professional regulators and educational associations, and compared our advice to members with theirs.

Finally, we reviewed our investigations and discipline cases involving members who have used electronic communication and social media inappropriately. **PS**

To access the College's complete list of professional advisories, please visit

oct-oeeo.ca/professionaladvisories.



Corey Way, OCT,
enjoyed the challenges
and rewards of supply
teaching before landing
a full-time position.



THE BENEFITS OF Occasional Teaching

Occasional teachers share how working in different schools has expanded their skill sets and fuelled their learning.

BY STUART FOXMAN

When he was a young student, Corey Way, OCT, says the day was different when the regular teacher was absent. “We thought a supply teacher meant a free day. I was probably more talkative than usual [on those days] and not on my best behaviour,” he jokes.

Today Way has a different perspective on supply teachers: he completed his teacher education in 2015, and was an occasional teacher (OT) until this past September, when he was hired as a full-time, permanent Grade 6/7 teacher with the Brant Haldimand Norfolk Catholic District School Board. But as an OT, he faced the challenges, and reaped the rewards, of being in new schools and classrooms all the time.

“You see how different strategies work within certain environments,” says Way, “That allows you to reflect on your own practices.”

Supply teaching is a reality for many new teachers — even as more and more new graduates are finding full-time employment. However, as these five

occasional teachers can attest, it can also make you a better teacher. Here are 10 lessons they have learned on the job.

LESSON #1

Enjoy the variety

In teaching, much growth comes from understanding the range of personalities and styles in the classroom, and absorbing professional advice. That’s true for occasional teachers too, but in their case they turbocharge those learnings.

OTs have access to a much broader palette of students and colleagues in any given year. “You get to see what works, and you’re just soaking up so much information,” says Way.

Working with a few boards and many schools as an OT, Eddy Rogers, OCT, witnessed a wide range of traditional and experimental pedagogies. He was able to see how each did (or didn’t) work best.

During interviews for long-term occasional assignments at the Simcoe Muskoka Catholic District School Board, Rogers was asked about his impressions

of various teaching methods. He had a wealth to draw on — not just the theory but actual experiences. “I received practical exposure to the benefits of different approaches,” he says.

LESSON #2

Go with the flow

From September through April during the 2016–17 school year, Kaitlyn Fitzpatrick, OCT, put almost 40,000 kilometres on her car because of work. The occasional teacher lived in Huntsville (she now lives in North Bay) and took assignments in 60 different classrooms at 27 schools within the Near North District School Board. Most were just one-day assignments; the longest was three days.

As the year went on, Fitzpatrick got assignments the day before, and sometimes weeks in advance. But often she’d get the 6:30 a.m. call and have to head right out the door.

The schedule forces you to be flexible and embrace new opportunities and ideas quickly.

“Being adaptable is beneficial in a professional sense,” says Fitzpatrick. “It’s easy to get stuck in a routine and become rigid. For an OT, every day takes you out of your comfort zone.”

LESSON #3

Pick up tools for your toolbox

Going from school to school helps OTs to store an array of strategies they can later implement, whether in other short-term assignments or eventually in their own classrooms.

For instance, on one assignment Rogers was exposed to a very high-tech classroom in which the students worked independently. He incorporated some of those techniques into a subsequent class.

Fitzpatrick was ready to implement the “shiny new methods” she learned in her teacher education program. Inquiry-based, 21st-century learning is important, she says. Yet through her range of OT roles, Fitzpatrick also saw the advantages of more structured “old school” techniques, like some rote activities. “Sometimes you need to give students certainty, knowing if they’re right or wrong,” she says.

Supply teaching has given Fitzpatrick a more complete range of tools to deploy. “It’s one of the best things about being an OT. You get [exposed to] many awesome ideas,” says Fitzpatrick.

The first time she was an OT in a high school, Carol Anglehart, OCT, met a teacher who told her about a certain art project he did with his students. It stuck in her head. When she was at another school, she remembered it and had him forward her the resources. Such sharing of ideas can happen anywhere, but given their schedules, occasional teachers can quickly develop large contact lists.



“In the first few years [of bring an OT] I got to see what age groups I prefer and where I feel more comfortable.”

—**Carol Anglehart**, OCT, occasional teacher with the Conseil scolaire public de district du Nord-Est de l'Ontario



“[Occasional teaching let me] receive practical exposure to the benefits of different [teaching] approaches.”

—**Eddy Rogers**, OCT, occasional teacher with the Simcoe Muskoka Catholic DSB, among others

At every school, Anglehart picks up tricks of the trade. She has done mostly occasional work, with the odd long-term assignment. She has worked for the Conseil scolaire public de district du Nord-Est de l'Ontario (where she now has a year-long contract) and for the Conseil scolaire public du Grand Nord de l'Ontario, becoming close with principals and staff in at least 10 different schools. “The connections are there,” she says, and OTs can use them to connect with students.

LESSON #4

Use the time available for professional development

Once she was exposed to different age groups, Anglehart took Additional Qualification (AQ) courses for the Intermediate and Senior levels to help her get ahead. “I was able to use the downtime for professional development.”

Knowing he didn’t have the same demands as a full-time teacher, Rogers, too, dedicated himself to expanding his qualifications. He thought it would help him to “hit the ground running” if he secured a long-term contract.

During the six months between his graduation and getting on the supply list, Rogers obtained an AQ in Special Education. Once he started as a supply teacher, he pursued another AQ in intermediate education.

With time during the day and in evenings, he also took free professional development courses online.

Rogers had his first long-term assignment from April to June 2016 (just over a year after joining the supply list) and two since. With his busier schedule, he realizes how useful it was to use so much of his downtime on continuous learning. “I miss the leisurely time I had to just gather professional knowledge in a relaxed manner.”

Occasional teaching helped Kaitlyn Fitzpatrick, OCT, to embrace new opportunities quickly.



LESSON #5

Be a quick study, make an impact

Taking command of the room is part of teaching. With every new assignment, OTs get a crash course in classroom management. “I pay close attention to the interactions between each person. You have to be good at sitting there for a second, assessing your group, finding the median and engaging immediately,” says Fitzpatrick.

Sheldon Reasbeck, OCT, knows something about using your training to be game-ready. He played Junior A hockey and is now a Hockey Canada certified instructor. Reasbeck runs a hockey development business in Kapuskasing, Ont., called PowerPlay Hockey and has been an OT for the Conseil scolaire public du Nord-Est de l’Ontario and the District School Board Ontario North East.

“As a hockey coach, I have to size up the game and players and make an impact,” says Reasbeck. It’s no different in the classroom. At school, too, he loves the challenge of having to think on his feet and perform at a high level. Every day is like a new game.

“You’re in different environments, with different grades, teaching different subjects. You have to be quick at reading people, realizing what kind of students you have and seeing how they learn. That’s important for developing as a teacher. It’s like an extension of your training,” says Reasbeck.

Any teacher will try to relate to students and learn how to respond to them. Occasional teachers, however, don’t have the luxury of time. “With supply teaching I have two minutes, not a month,” says Way.



“You have to be quick at reading people, realizing what kind of students you have and seeing how they learn. That’s important for developing as a teacher.”

—**Sheldon Reasbeck**, OCT, occasional teacher with the Conseil scolaire public du Nord-Est de l’Ontario and the District School Board Ontario North East



“They know I’m there because I want to teach them and care about their learning. It’s a teaching experience like no other.”

—**Andrew Shedden**, OCT, teaches at an on-reserve school in the remote community of Kashechewan First Nation near James Bay, Ont.

From the start, Way will ask the students questions — What did they do the night before? What do they like? — which helps him forge bonds quickly. It serves the purpose and reminds him of what can be most important for teacher-student relationships.

“In teaching we try to label so many strategies. But I’m going cold into the classroom, and the first thing I do is try to get to know the students,” explains Way. “It’s making personal connections; that’s my strategy.”

LESSON #6

Focus on the process and the outcomes will follow

Supply teachers are in and out of multiple classrooms in multiple schools, here today and gone tomorrow. Therefore, they don’t always get to track the progress of students and see the fruits of their labours. For Way, that situation is actually an incentive to give it his all every day. It’s about focusing on the moment and the professional ethic.

“If you want to be successful, a trait in any job is to take pride in your work,” he says. “You put your best foot forward. You might not [get to] see the result, but it will help you become a better educator.”

LESSON #7

Get a new perspective on student progress

When you teach the same children every day, progress can often be imperceptible. It’s precisely because Fitzpatrick *doesn’t* go to the same schools or classes every day that she has a different perspective on how students have developed since the beginning of the year.

Fitzpatrick has met students who were struggling in the fall. She has returned as an OT in the spring and has seen how the

same students have improved immensely. It hits home that with effort and a thoughtful teaching practice students can change for the better, something you don't always appreciate on a daily basis. "It's a motivator," she says.

LESSON #8

Be disciplined about classroom management

This is always important, and being a supply teacher reinforces that. Way says some students will assume that the usual routines don't exist when an OT is present. So he made an effort to read up on the regular teacher's notes, grasped the classroom procedures and kept them consistent.

That reminded him that structure influences student success. "Students often struggle with change and it can take their focus away from lesson content," says Way. His objective: "Make sure the class achieves the goals set for them."

LESSON #9

Start with a clean slate

Dealing with the same students and same classrooms day after day has its advantages. You get to know the

children well. Yet that can also place them into "boxes."

"I don't know anybody when I go into a classroom, so I don't have any biases," says Fitzpatrick. "I'm able to be fair with every single person. The kids know that I'm not there to assess them. They can just be themselves. I see them at their most real state."

That highlights the importance of being open-minded and objective with students. Fitzpatrick isn't influenced by what came before. "Every day is a new day, and I like that," she says.

LESSON #10

Ignite your passion

When studying to become a teacher, Rogers was most interested in teaching kindergarten. As an OT, he has taught a wide range of age groups and also spent time with a Section 23 alternative program. "You start to appreciate things beyond the grades and subjects you originally became a teacher for," says Rogers. Proving the point, he is now teaching Grades 7 and 8 in a full-time, permanent position with the Simcoe Muskoka Catholic District School Board.

Anglehart, who has taught students from JK to Grade 12, says, "In the first few years I got to see what age groups I prefer, and where I feel more comfortable."

In a way, being an OT can also fuel your enthusiasm. Without the extra work of a full-time teacher, "I come in fresh all the time," says Anglehart.

She says that a lot of new teachers become stressed worrying about full-time jobs. Take a breath, take the work you can get, and learn from it, she says: "It really broadens your mind and your horizons."

To Reasbeck, it's all about attitude. You get to see different school settings, programs and ideas in action. Full-time employment might be the goal, but in the meantime the broad span of experiences helps to inform occasional teachers about the kind of teacher they want to be, and prepare them for that next opportunity.

"You're a better teacher for it," says Reasbeck. "When you start as a supply teacher, you have the mentality that you want your own classroom. I would say just embrace the challenge of it and the learning curve." **PS**

ON THE FAST TRACK WITH THE FIRST NATIONS

From the start of his teaching career, Andrew Shedden, OCT, had his own classroom, and by year two was working as an intermediate numeracy and literacy coach. He has come a long way — and went a long way to get there.

For his first teaching job, Shedden flew from Toronto to Thunder Bay, took another flight north to Sioux Lookout, and went another 425 kilometres north to Sachigo Lake in north-western Ontario. "It was an exciting adventure and a great opportunity to jump into teaching with both feet."

Rather than seeking OT jobs, Shedden, who's from Peterborough, tried an alternative career path. He taught for six months at the Sachigo Lake First Nation, then moved to the Kashechewan First Nation on the north shore of the Albany River, 10 kilometres inland from James Bay. The community provides housing, and Shedden lives a two-minute walk from the on-reserve Francine J. Wesley Secondary School.

As he has taught, Shedden has also learned, including

the Cree language (he describes his skills as "terrible, but I can understand more than I can speak") and First Nations traditions. He's a musician, too, and has played guitar at community jamborees and at a New Year's celebration with a Cree fiddler.

Just as the community has embraced him, so have the students. "They know I'm there because I want to teach them and care about their learning. They can sense that I'm genuine," he says.

From the beginning, Shedden had the chance to develop his own classroom management strategies, assessments and evaluation. He's adding to his qualifications by doing a master's program part time (through the University of British Columbia) in educational technology.

The full-time postings have fast-tracked Shedden's career, but that wasn't his main motivation for taking work in two northern Ontario First Nations communities. "It's a teaching experience like no other," he says.



A CHANGING PROFESSION

Over the last 20 years, Ontario's teaching profession has seen some important demographic shifts, including age, gender balance and racial diversity.

BY JOHN HOFFMAN



When Andrew Wilton, OCT, started teaching in 1988, he saw very few women in senior positions at his board. “Almost all the people at the top were males,” he says. Now, as Wilton approaches the latter stages of his career, almost three out of five OCT members with supervisory qualifications are female. Wilton himself has worked under various female administrators and superintendents, and three female directors of education, one of whom happened to be African-Canadian.

Judy Philpot, a retired teacher, has one very strong memory from the day she applied for her first teaching job in Toronto in 1969. She thought she was going for a personal interview, but it turned out to be a “mass thing,” as she

put it. “People were lined up down the street. Most of us were women, but my perception was that they came out and selected all the men and interviewed them first. And then, before they got to me, they came out again and said they’d filled all the positions.”

Philpot, who did manage to land a job that year, guesses that the school board was looking for male elementary teachers and was giving them priority in the hiring process. Women have always outnumbered men in elementary teaching. And, now, almost 50 years after Philpot started teaching, the number of male elementary teachers appears to be shrinking — despite increasing gender equity in many aspects of the teaching profession.





These two personal observation snapshots speak to a few of the key themes emerging from *Professionally Speaking's* examination of the changing demographics of the teaching profession in Ontario. Many things have changed over the past 20 or so years, and others, like the age of teachers and where they are located, remain relatively unchanged. However, as the data reported here will show, there are two areas where interesting shifts are taking place: gender balance and racial diversity.

An increasingly female profession

Women have outnumbered men in teaching for many years, particularly in elementary schools, and the trend toward a higher proportion of female teachers continues. In 2014/15 there were four times as many women as men teaching in elementary schools. In secondary school teaching women also outnumber men.

A similar trend can be seen across Canada. According to data from Statistics Canada's household survey, 84 per cent of Canadian elementary teachers and 59 per cent of secondary teachers were female in 2011. (Statistics Canada data may not be comparable to the Ministry of Education data.)

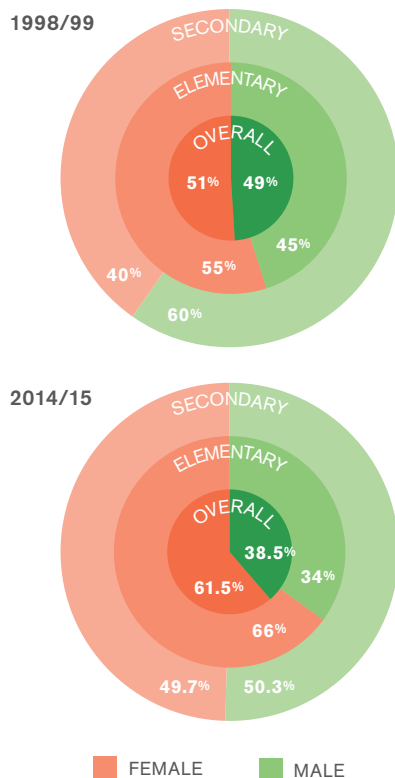
Some education stakeholders have expressed concern about the relative lack of male teachers in elementary schools. In *Narrowing the Gender Gap: Attracting Men to Teaching*, a College report published in 2004, the authors noted that both "men and women are needed to ensure excellence in

teaching," and that "there is a discernible need to address a growing gender gap through the implementation of policies and plans to attract men to the teaching profession."

Doug Gosse, professor of education at Nipissing University agrees. In 2011, he co-authored a paper with fellow professor Mike Parr, based on a survey of 223 male teachers. "Over 90 per cent of our respondents felt that male teachers have unique qualities that are of value to students, often using familial metaphors like 'father figure' and 'big brother,'" says Gosse. "Most also felt that men who want to teach early grades face barriers such as misleading perceptions about men who want to teach young children. About one in eight of our respondents said they had already been suspected of inappropriate contact with pupils."

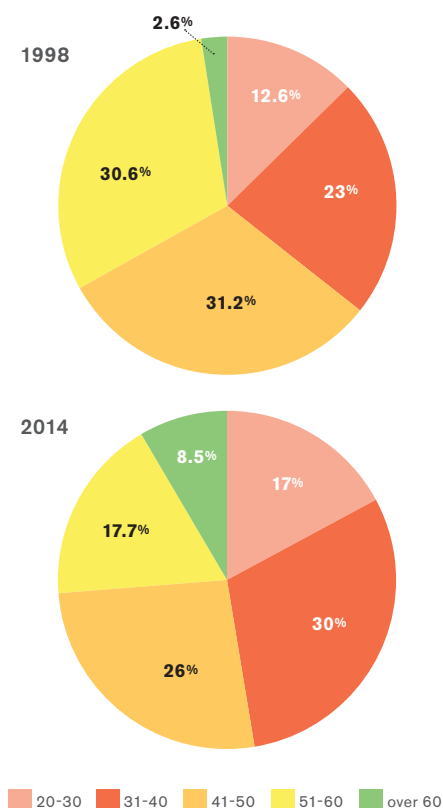
It's also fair to say that the lack of men in elementary teaching may reflect a historical gender imbalance that goes back to the days when elementary teachers were paid considerably less than their secondary colleagues. And if the lack of male teachers in elementary schools is a problem, then most Western countries have a bigger problem than Canada. Data from the Organisation for Economic Co-operation and Development shows that, in 2015, Canada actually had a higher proportion of male elementary teachers than all other Western countries with comparable female labour force participation rates.

PERCENTAGE OF ONTARIO PRINCIPALS AND VICE-PRINCIPALS WHO ARE MALE/FEMALE



Source: Ontario Ministry of Education

AGE DISTRIBUTION OF COLLEGE MEMBERS



More women in leadership roles

At the other end of the gender equity spectrum, there has been a steady rise in the proportion of principals and supervisory officers who are women.

In 1998, female principals and vice-principals slightly outnumbered their male counterparts in Ontario elementary and secondary schools: 3,764 women versus 3,631 men. Since then, the proportion of women administrators has increased significantly to 62 per cent, although it does not yet match the proportion of women in teaching overall (72 per cent).

A similar trend can be seen in those who hold supervisory qualifications. College research tells us that in 1998, 57 per cent of Ontario College of Teacher members with supervisory qualifications were male. In 2016, those proportions were reversed, with 57 per cent of teachers with supervisory qualifications being female. And currently, almost half (34 out of 72) of Ontario's directors of education are female compared to 26 per cent just five years ago.

A younger profession

The average age of Ontario teachers (43), according to College statistics, has been more or less the same for the past 20 years. However, the proportions of teachers in various age groups are shifting. There are more younger teachers and fewer older ones in today's classrooms compared to 1998. Close to half of Ontario's teachers (47 per cent) were age 40 or younger in 2014/15 compared

to just over one-third (35.6 per cent) in 1998/99. At the other end of the scale, almost one-third of Ontario teachers were between 50 and 60 in 1998 compared to less than one-fifth (17.7 per cent) in 2014.

Diversity in the workforce

Although we could not find historical data that would indicate possible trends in diversity, it seems safe to say that the Ontario teaching workforce is more diverse than it was in the 1960s, '70s and '80s. However, it would also seem that the diversity of Ontario's population is not proportionally reflected in the profession of teaching.

While most of Ontario's teacher education programs have developed equity admissions policies, increasing the diversity of Ontario's teachers continues to prove challenging. Ruth Childs, professor of education at the University of Toronto's Ontario Institute for Studies in Education (OISE), led a study of her institution's attempts to increase the proportion of underrepresented groups in its teacher education programs. "What we found was that our admissions policies and procedures were not disadvantaging any specific groups, which may have been the case in the past," she says. "However, at the same time, making changes that would actually advantage underrepresented groups was difficult."

Indigenous Teachers

Initiatives have also been undertaken to increase the number of Indigenous teachers working in Ontario schools, including





Aboriginal Teacher Education Programs (ATEP), which provide a pathway to teacher certification for Indigenous individuals via a diploma, rather than a university degree, and newer Indigenous Bachelor of Education (IBE) programs at several universities including Brock, Lakehead and Trent.

Clearly such programs are needed. In 2002, the Minister's National Working Group on Education noted that while Indigenous peoples comprised 2.3 per cent of Ontario's population, only about 0.5 per cent of Ontario's teaching force was Indigenous. However, while good data is not available on the proportion of Indigenous teachers in Ontario, Julian Kitchen, a professor in Brock University's faculty of education, says ATEP and IBE programs have met modest success. "These programs have definitely made some difference in terms of increasing the number of Indigenous teachers in Ontario schools," says Kitchen. "But there continue to be numerous challenges." For example, some faculties set aside spaces for Indigenous teacher candidates but are unable to fill them. And, for various reasons, some Indigenous students face unique challenges that sometimes prevent them from completing their programs. "If the goal is to substantially increase the representation of Indigenous people teaching in Ontario schools, we will need more targeted programs like the ones that currently exist to help bring more Indigenous people into the profession," says Kitchen.

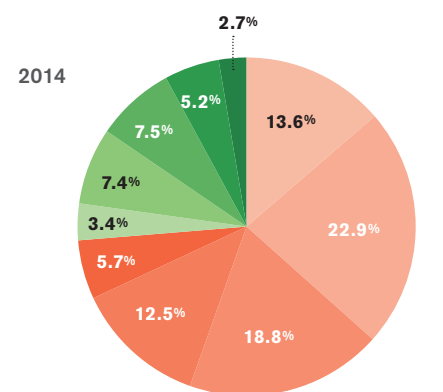
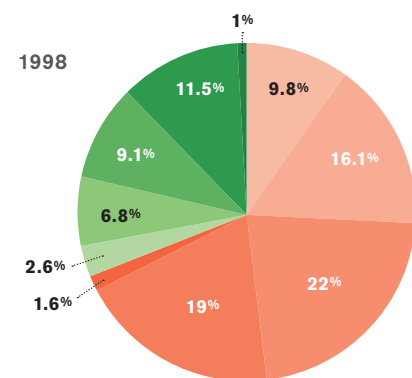
It is important to note that many of the Indigenous teachers trained in Ontario are working as teachers, but not within the Ontario school system. As Lindsay Morcom, co-ordinator of the ATEP at the Queen's University faculty of education points out, teachers trained in ATEPs often return to their home communities to work in First Nations schools, which are a federal rather than a provincial jurisdiction.

Where do we go from here?

There is no doubt that we are in the midst of a demographic shift in the Ontario teaching profession. Joseph Picard, OCT, director of education with Conseil scolaire catholique Providence in southwestern Ontario, believes the makeup of the teaching profession in Ontario is moving in the right direction.

"When I started teaching 30 years ago, teachers were not a very diverse group," says Picard. "Now, the population of teachers is more diverse, but in 20 years I would hope that the diversity in the teaching profession is more reflective of the diversity in our society. The difficulty for a French-language school board like ours is that to find more diverse teachers, we often have to recruit people from outside the province. And that comes with a whole set of challenges." Picard is also concerned about the apparent steady drain of men from elementary schools. "I think we could do more to get the word out that teaching is a very rewarding profession in terms of personal and professional growth." **PS**

AGE DISTRIBUTION OF COLLEGE MEMBERS BY GENDER



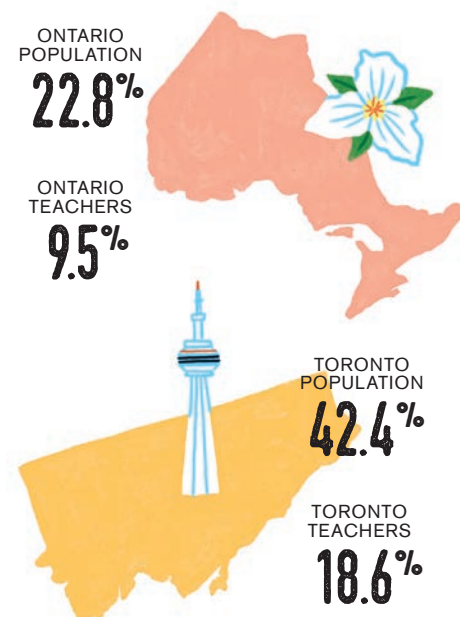
FEMALE

20-30 31-40 41-50 51-60 over 60

MALE

20-30 31-40 41-50 51-60 over 60

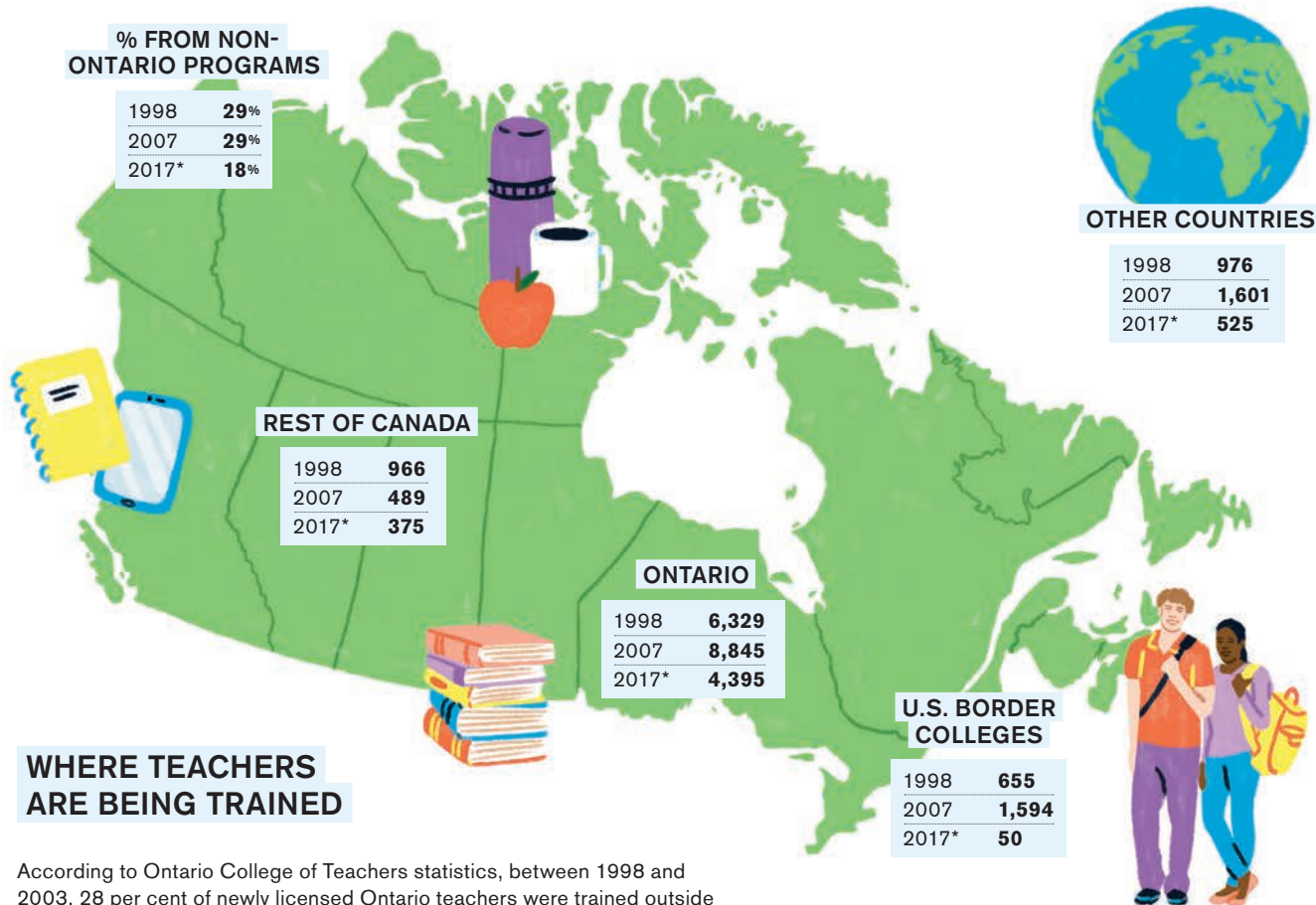
PERCENTAGE OF PEOPLE FROM VISIBLE MINORITY GROUPS IN 2006



Source: "Teacher Diversity in Canada: Leaky Pipelines, Bottlenecks, and Glass Ceilings." James Ryan et al. 2009.

TRENDS IN TEACHING TRAINING, PROFESSIONAL DEVELOPMENT AND EARLY DETACHMENT

The last 20 years has seen a drop in newly licensed teachers trained outside Ontario.



*forecast

NUMBER OF AQs AWARDED ANNUALLY

Thanks to the introduction of the New Teacher Induction Program in 2006, the vast majority of Ontario teachers are now participating in formal mentoring programs. In 2003, 17.7 per cent of first-year teachers participated in formal mentoring programs compared with 89 per cent in 2015, a five-fold increase.

Professional learning is also on the rise, with more teachers pursuing Additional Qualifications (AQs).

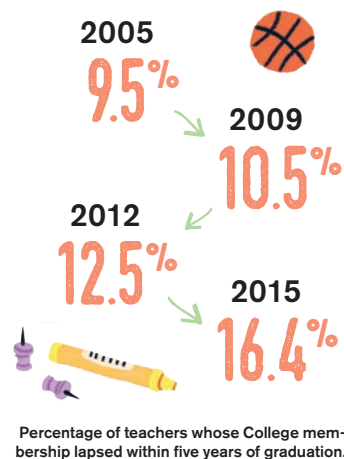
1998
17,783

2015
32,519



TEACHERS LEAVING THE PROFESSION

Since 2005 there has been an upward trend in teachers leaving the profession early in their careers. However, data from the Ontario Teachers' Pension Plan (OTPP), reported in the College's report *Transition to Teaching 2003*, suggest that these rates of early career abandonment of the teaching profession are much lower than those seen in the 1990s, when 20 to 30 per cent of teachers withdrew from the OTPP within three years of enrolment each year between 1993 and 1999.



reviews

Your guide to recently released books and other teaching resources.

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



Super Hammy

WRITTEN AND ILLUSTRATED
BY OKSANNA CRAWLEY

It's little wonder that Oksanna Crawley has such an intimate understanding of the early reading process.

A retired kindergarten teacher who worked extensively with children in Reading Recovery,

Crawley's skills as a former radio journalist and her passion for making reading an enjoyable task for young children are evident in the delightful series featuring *Super Hammy* and his superpowers.

Super Hammy is an attractive package for beginning readers containing 15 small books and an accompanying CD. The star of all the books is an adorable hamster who possesses superpowers. Each book has a single sentence on the left and an illustration of that sentence on the right. Repetition reinforces word recognition and builds up reading vocabulary and confidence.

Throughout the 15 books and three reading levels, other characters like Snowman, Cheese and Little Mouse make appearances. The series promises to make reading fun and simple. It would make an excellent addition to classroom libraries and could be used individually or as a set. Preschoolers would also enjoy these books in their personal libraries where they would be a good addition to shared reading materials.

Gail Lennon is a writer and reviewer with more than 35 years of teaching experience at all levels who lives in West Perth, Ont.

Super Hammy: My First Reading Series, DC Canada Education Publishing, Ottawa, 2017, one CD and 15 softcover books, ISBN 978-1-77205-206-0, \$89.95, individual books can be purchased for \$5.95 each, dc-canada.ca

Starting Strong

BY KATRIN BLAMEY AND KATHERINE BEAUCHAT

It's a simple and powerful truth that early, effective literacy skills are central to student success. The link between low literacy, disengagement and dropping out of high school are irrefutable. Poor literacy closes doors to future employment and a life rich with possibility.

With that in mind, Blamey and Beauchat, both seasoned primary school teachers, bring their years of experience to their current gigs educating university students in early elementary teaching programs. While recognizing the current pressures facing literacy teachers, particularly those teaching our youngest students, they bring together the most successful strategies for fostering engagement.

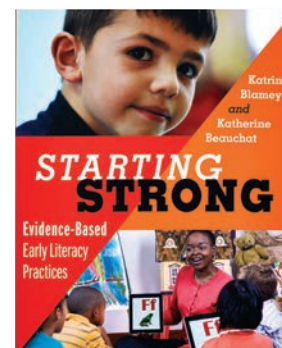
They start by considering four proven instructional approaches to literacy: standards-based, evidence-based, assessment-based and student-based. After clearly explaining each of these instructional practices, they show how they can help improve teaching in all areas of early literacy. While innumerable online teacher resources offer accessible and fun ideas for literacy lesson planning, Blamey and Beauchat caution teachers to ensure that what they bring in to their classrooms is always rooted in solid educational practices.

The book is structured according to early literacy skills: oral language, vocabulary, phonological awareness, word recognition, comprehension and writing skills.

In each of the chapters, a framework is laid out for the way each instructional method can effectively be used to teach those skills. The authors suggest blending and juggling instructional ideas based on the individual circumstances in the classroom dynamic and using the approach that best fits at a given time.

Starting Strong is framed for an American audience, so Ontario teachers would have to adapt the choices to include resources from the Ontario curriculum and for Canadian content.

Nadira Baksh, OCT, teaches history at the Adult Education Centre in the Peel District School Board and recently completed a combined Honours Specialist in English and history.



Starting Strong: Evidence-Based Early Literacy Practices, Stenhouse Publishers, Portland, ME, 2016, softcover, ISBN 978-1-57110-930-9, 240 pages, US\$25, stenhouse.com

The Big Book of Nature Activities

BY JACOB RODENBURG AND DREW MONKMAN

“Take one child. Place outdoors in nearby green spaces. Leave for several hours at a time. Repeat daily. Sprinkle in a dash of adventure. Fold in a generous portion of exploration and discovery. Top with wonder and awe. Let rise...” This unusual recipe for fostering curious and engaged children introduces *The Big Book of Nature Activities*, written by long-time environmental educators Drew Monkman and Jacob Rodenburg. The book is essential reading for anyone who wants to show children how to connect with, explore and enjoy their natural world. Making mud pies, catching tadpoles at a nearby wetland, climbing trees or just staring up at the starry night sky are just some of the pleasures that can open the eyes of children to the wonder of the big, wide world.

Organized around the changing seasons, the six main ecological regions of North America, and the flora, fauna, sky and weather specific to those regions, *The Big Book of Nature Activities* is loaded with detailed descriptions of key natural events and just enough background science to make you want to get out there to get up close and personal with the fascinating world of your own backyard. Citing the growing



body of research pointing to the mental and physical health benefits of getting our students outside, the book also warns of the risks to our health and the health of our planet when we lose touch with our natural environment. The basic skills needed for connecting to nature are then carefully laid out. There are dozens of activities linking the exploration of nature to the arts, to language and to the sheer joy of playing outside. The book highlights the wonder of evolution with a wide range of stories

and activities, and suggests multiple citizen science projects that both kids and adults can get involved in.

Both authors have extensive experience working with children and adults in classroom and outdoor settings. If you are an educator, a parent, or a person with the simple desire to rekindle a sense of wonder and awe for the world around you, *The Big Book of Nature Activities* will first inspire and then guide you to do just that.

Stephanie Benn, OCT, is a science and language teacher in Peterborough at Edmison Heights Public School with the Kawartha Pine Ridge District School Board.

The Big Book of Nature Activities: A Year-Round Guide to Outdoor Learning, New Society Publishers, 2016, Gabriola Island, B.C., softcover, ISBN 978-0-86571-802-9, 384 pages, \$39.95, newsociety.com

The Great Number Rumble

BY CORA LEE AND GILLIAN O'REILLY,
ILLUSTRATED BY LIL CRUMP

Imagine a town where math is suddenly banned from schools. Now think of one student in this same town trying to persuade the educators and citizens to reverse the ban by proving that math is “everywhere, in everything, and we all use it.” This is the storyline of *The Great Number Rumble*, a thought-provoking mix of facts and fiction designed to answer two essential questions: What is math and why should we study it?

Jeremy thinks that studying math is a waste of time. His friend Sam knows that math, is about way more than numbers, and is willing to engage in a math debate (the titular number rumble) to prove it. Neon text boxes highlight engaging facts about the history of math, and well-designed sidebars show practical examples connecting math with a range of other subjects like music, science, and physical education where



math-letes often become the best athletes. In the end, Sam outsmarts the town and wins the debate by offering to work for one cent a day, with his price doubling every day. Both sides calculate that with exponential growth the town will have to pay Sam almost 11 million dollars in his first month of work alone. Fun DIY challenges and funny headings such as “Crimes and primes” complement the fictional story as it underscores the significant role math plays in our lives.

This updated chapter book would make a wonderful read-aloud as part of a STEM (Science, Technology, Engineering, Math) focus. A section titled “Jeremy wrestles with the weird stuff” could help in math planning for struggling math students. Coaches can use the section on 45-degree angles and gravity to improve the shots of their basketball team. By the end of the *Great Number Rumble*, one of the central questions has changed from what is math to what isn’t. And the other question? Well, just read the book to be reminded of the many reasons we value numeracy skills so highly.

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

The Great Number Rumble: A Story of Math in Surprising Places, revised edition, Annick Press, Toronto, 2016, softcover, ISBN 978-1-55451-849-4, 104 pages, \$14.95, annickpress.com

Three Little Piggy Banks

BY PAMELA GEORGE, ILLUSTRATED BY MEREDITH LUCE

Ella and Andy are about to turn five years old and they are dreaming big about their haul of birthday gifts. Instead, the twins each receive three piggy banks from their parents, who explain that every week they will be given three dollars in allowance to be allocated to the piggy banks: one for saving, one for sharing and one for spending. After sorting out how much to save and how much to share, the twins set their hearts on a camera and a bike.

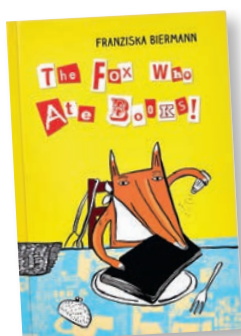
Three Little Piggy Banks is a great way to introduce money management to young children and fills a void in our primary education curriculum. The book is prefaced by a note to teachers and parents emphasizing the impact of financial literacy on our lives and how critical it is to engage children at an early age about delayed gratification and keeping track of expenses. By learning how to save, how to share and how to spend, kids are taught the tools they need to avoid living paycheck to paycheck and to dodge debt.

This book could be used as a springboard to talking and learning about financial literacy with children up to Grade 3. Understanding how to grow up to be a financially competent adult is too important to leave to chance.

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



Three Little Piggy Banks: Financial Literacy for Children, DC Canada Education Publishing, Ottawa, 2016, softcover, ISBN 978-1-77205-176-6, 40 pages, \$12.95, dc-canada.ca



The Fox Who Ate Books

BY FRANZISKA BIERMANN, TRANSLATED BY SHELLEY TANAKA

Mr. Fox literally consumes books in this quirky story with an unconventional hero who likes to read his books lovingly, eat them with gusto, and finally, digest them slowly. Unfortunately for Mr. Fox, he is never quite full, and his grumbling stomach is always craving more literary delights. The foxy bookworm soon runs out of finances to keep him fed and full, which leads him to the library. One day, the horrified librarian discovers his secret. Running out of solutions to feed his belly, Mr. Fox ultimately makes some unwise decisions that land him in jail.

The author has a unique knack for storytelling that will keep young readers ages five to eight engaged. While an amusing story, there are many messages students can take away from these pages. Teachers and parents can reinforce the importance of taking good care of borrowed items — whether from the library or other venues. The consequences and repercussions of stealing can be further studied and applied to real-life situations. Discovering hidden talents in unusual situations is yet another theme to be explored. Students will enjoy this untraditional fairy tale following Mr. Fox on his journey from rags to riches.

Joanne Sallay is an education writer and president of Teachers on Call, a personalized home tutoring service that covers all subjects and grades.

The Fox Who Ate Books, Annick Press, Toronto, 2016 (English translation), hardcover, ISBN 978-1-55451-846-3, 56 pages, \$19.95, annickpress.com



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NOW'S THE TIME!

GET YOUR NOMINATION IN

You have until **December 1st at 5 p.m. (EST)**
to file a nomination for the **2018 Council election.**

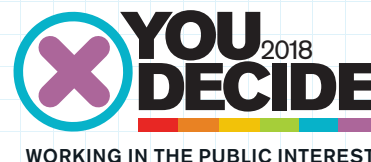
Looking for the next step in your professional career or know someone who is? Consider running or nominating a colleague for one of the 23 available positions.

Join the College Council and learn from other teachers, administrators and community members as they help to set direction for teaching in Ontario over the next three years.



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oct-oeeo.ca/nominationvideo
to learn about running in the election.



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Nominations to stand for election close
December 1, 2017, at 5 p.m. (EST).

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For more information, visit oct-oeeo.ca/Councilelection2018, call our election information line at **416-961-8800** (toll-free in Ontario **1-888-534-2222**), ext. 558, check out **#OCElection2018** or email us at youdecide2018@oct.ca.

GOING BATTY FOR MATH

A computer science and math teacher helps Grade 3/4s learn math and computer coding, using a certain flying animal to get them hooked.

BY STEFAN DUBOWSKI



Lisa Floyd, OCT, teaches coding to a Grade 3/4 class in London, Ont., using ultrasonic sensors.

THE CHALLENGE: Make math and computer coding less abstract for students.

THE SOLUTION: Give students an activity that links math and coding to a topic they are interested in.

LESSONS LEARNED: Lisa Floyd, OCT, is a computer science and math teacher with the Thames Valley District School Board (currently on leave from the board and working as an instructor with the faculty of education at Western University). She regularly visits classrooms to show students that math and computer science can work together in useful ways. In one recent project with Scott McKenzie, OCT, and his Grade 3/4 class at New Dundee Public School, near Kitchener, Ont., Floyd, with her team (Ryan Matthews, OCT, and Katrina Massey, OCT) used a topic the students were interested in as the introduction to math and coding.

Floyd met McKenzie while participating in the Teacher Learning and Leadership Program (TLLP). McKenzie had been

leading a TLLP in the Waterloo Region District School Board, and had also been teaching coding.

The class of eight- and nine-year-olds happened to be studying bats. Building on the students' fascination with these winged creatures, Floyd and her team devised a bat-themed activity. First, the students learned to program microcontrollers — simple computers designed for simple tasks, such as turning on a light. Next, they learned to program the devices to control ultrasonic sensors, which, like a bat's sense of echolocation, tell how far away an object is.

Next came the math. The students were asked to program the sensors to indicate when an object is a certain distance away, say 60 centimetres. They would measure the distance, stand at that spot and use the sensors to verify their location.

"Then we introduced proportional reasoning," Floyd says. "I asked them, 'Can you stand two-thirds of that distance away?' They had to figure out what two-thirds of 60 would be."

YOU CAN DO IT, TOO!

WHAT YOU'LL NEED:

If you have never done computer coding before, there are a number of coding-capable teachers around the province more than willing to help.

- Lisa Floyd, OCT, Thames Valley District School Board: lisafloyd834@gmail.com
- Scott McKenzie, OCT, Waterloo Region District School Board: Scott_mckenzie@wrdsb.ca
- Stacey Wallwin, OCT, Superior-Greenstone District School Board: Swallwin@sgdsb.on.ca
- Tyler Hankinson, OCT, Algoma District School Board: hankint@adsb.on.ca
- Peter Anello, OCT, Nipissing-Parry Sound Catholic District School Board: anellop@npssc.ca

The students verified their calculations using the sensor.

OBSERVATIONS: "They were motivated and excited," she says of the students — and she gets why. Unlike traditional math problems, the ones the Grade 3/4 class faced in this bat-themed session applied to something they wanted to know more about. As well, it provided instant feedback — no waiting for the teacher to say if the calculations are right or wrong. The sensors and the measurements could be verified. If the students got something wrong, they could adjust the parameters.

Many of them fumbled at first, which is more than OK. "Students aren't expected to get it right the first time and that's a good thing," Floyd says. "There's research to show that, in a way, you want them to fail, because that productive struggle will help them to learn more and they'll see that if they keep working at it, they'll get it." **PS**

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

PHOTO: BRENT FOSTER

HELPFUL HINT: Challenge your students. Working with one Grade 3/4 class, Lisa Floyd, OCT, decided to see if the students would be able to code using a more advanced language, since they had prior experience with a basic coding program.

governing ourselves

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

2018 COUNCIL ELECTION

SERVE IN THE PUBLIC INTEREST

The Ontario College of Teachers exists to regulate Ontario's teaching profession in the public interest — your interest.



Council's 37 members — 23 of whom are elected — help to shape the future of education in Ontario.

They do this through:

- regulatory change;
- the development and approval of Additional Qualification course guidelines;
- accreditation reviews of Ontario's faculties of education;
- the provision of professional advisories;
- consultation and communication;
- and so much more.

Why you should consider putting your name forward

You care about teaching as a profession. You care about its future, about setting and maintaining high professional standards, about having a say in what's needed to prepare to teach students today and tomorrow.

You understand the education community. You understand its strengths and needs.

You're committed to the professionalism of teaching — and to serving the public.

You are a strong communicator. You're open to new perspectives. You listen closely, ask questions, actively participate and demonstrate civic-mindedness.

You believe in democracy, excellence in governance, and strategic planning that makes vision, mission and goals real.

You're a natural leader, a proven volunteer, a person committed to personal growth and professional development and who's willing to coach others and share your leadership skills.

There are 23 positions on Council up for election.

One of them is just right for you!

Nominations close December 1, 2017.

MAKE A DIFFERENCE — BECOME A MEMBER OF COUNCIL

Council members figure prominently in the direction of teacher professionalism in Ontario. For example, they:

1) Establish the College's vision, mission, values and strategic priorities.

Through strategic planning, Council members determine the College's direction and the activities that help to realize its vision, mission and goals.

2) Interact directly with Ontario's Minister of Education.

Council members engage in a face-to-face dialogue with the Minister of Education about current issues in public education in the province at least once during the four Council meetings scheduled per year.

3) Review and recommend regulatory change.

Acting in the public interest, Council members recommend regulatory change. For example, last March, Council sought changes to the regulation affecting the election of Council members to make the nomination and election process easier, including a

Learn everything you need to know about the election at oct-oeo.ca/councilelection2018, by calling our information line at 416-961-8800 (toll-free in Ontario 1-888-534-222) ext. 558 or via email at youd Decide2018@oct.ca.

2018 COUNCIL ELECTION

streamlined ballot allowing members to vote for candidates in the systems where they work, and recognizing all provincial school authorities as eligible employers.

4) Dialogue with members.

The Annual Meeting of Members enables Council members to meet directly with interested members, provide summary reports from select Council committees about their previous year's work, and ask questions of the Chair and Registrar. The meeting is also live-streamed, and questions can be submitted online so that Council members can interact with members across the province. Throughout the year, Council members attend College events held across

Ontario to engage with members and the public. As well, Council members are invited to attend focus group activities across the province to periodically gather member and parent input on College initiatives.

5) Rule on content guidelines.

Additional Qualification courses are an important part of ongoing career development. Council members routinely make decisions about guidelines that providers use for the courses offered to all members of the profession.

6) Advance teacher professionalism.

The College awards three \$2,000 scholarships annually to deserving teacher candidates, and Council members oversee the provision of the

awards, the selection process, and the scholarship funding that makes it possible. The program funding — which is self-sustaining at the direction of Council — provides financial assistance to exemplary role models who have a passion for and dedication to the highest ideals of teaching.

7) Ensure responsible financial governance.

Responsibility for the overall financing of College operations is the direct purview of Council members. Council members set policy direction and approve the organization's budget, ensuring that the College maintains its commitment to responsible spending and resource management on behalf of College members. **PS**

2018 Council election nominations close December 1, 2017.



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COLLEGE NEWS

PROFESSIONAL ADVICE ON BULLYING

Last fall, the College visited six Ontario communities to promote discussion of its latest professional advisory, *Responding to the Bullying of Students* (approved by Council in June). Those in attendance included representatives from local school boards, parent involvement committees, federations and associations, faculties of education, the Ministry of Education, student trustees, police services, and experts from the Canadian Centre for Child Protection and the Canadian Safe School Network.



TORONTO

The College launched its professional advisory on October 5 at its headquarters in Toronto. Panellists — including (from left to right) moderator and College Deputy Registrar Joe Jamieson, OCT, Bill Byrd, president of the Canadian Safe School Network, Noni Classen, director of education for the Canadian Centre for Child Protection, Ted Libera, the central co-ordinating principal of Caring and Safe Schools for the Toronto DSB, and Toronto Police Service Constable Megan McGarry — discussed bullying as a societal issue and the sector-wide approach required to deal with it effectively.

OTTAWA

Education stakeholders gathered with College staff, police and child protection services in Ottawa on October 6 to promote understanding of the characteristics of bullying. The voices of student trustees were important as the panel explored how to help teachers and administrators identify the signs of bullying and intervene early to minimize and reduce occurrences.



THUNDER BAY

The College was in Thunder Bay on October 26, recommending that teachers review protocol, intervene early, support students, promote disclosure and provide guidance in response to bullying. Recent research shows that 78 per cent of people have witnessed bullying, but fewer than half of those have intervened.



NORTH BAY

Statistics indicate that 58 per cent of students are victims of bullying and 30 per cent of students bully others. Educator awareness and reflection are key when it comes to bullying prevention. These and other key messages were the focus of a discussion with members of the North Bay community on October 24.



PETERBOROUGH

Responding to the Bullying of Students reinforces the College's professional and ethical standards of care, respect, integrity and trust. This was at the heart of a discussion between education stakeholders and members of the community on October 30 in Peterborough.



WINDSOR

On November 1, the information sessions concluded in Windsor, where parent, school board and police services representatives, along with child safety experts, came together to confer with the College about its professional advice on bullying.

WHEN PEOPLE COMPLAIN

For professions, trust and accountability are like two sides of a coin. Both help to show value, and the response to complaints is a key part.

What generates trust in a profession? Being accountable to the highest levels of training and standards is vital. Professionals are also accountable to those they serve. That includes the public, as well as their employers, regulator and peers.

Sometimes, people don't live up to their professional expectations. If that happens, their regulator must take action.

How does this response work for the Ontario College of Teachers? Over the next year in *Professionally Speaking*, we'll explore the stages of the College's process:

- complaints;
- investigations;
- complaint resolution; and
- disciplinary hearings, decisions and findings.

The thoroughness and legitimacy of these activities are essential to maintaining the public trust, ultimately giving people confidence in both the profession and the College.

People might complain about all sorts of matters regarding members of the profession. The College's focus is on fulfilling its prescribed duties in the public interest, and upholding the profession's standards of practice and ethical standards.

The standards provide a framework of principles. They describe the knowledge, skills and values inherent in Ontario's teaching profession. They also guide its professional judgment and actions.

The College has jurisdiction around allegations of professional misconduct (as defined by the Professional Misconduct Regulation), incompetence and incapacity. To carry out its responsibility, the College receives and investigates complaints against members, and deals with discipline and fitness to practise issues.

Complaints against members are relatively rare. The College has more

than 238,000 members, and last year the Investigation Committee considered 653 complaints. That's just over one-quarter of one per cent of members.

A complaint doesn't necessarily indicate wrongdoing. Some are without merit; others can be handled without a formal hearing. On average, only 100 members face a public hearing in any given year.

Regardless of the numbers, the College has a duty to review each complaint received through an investigative screening committee.

Procedural fairness

To make a complaint, people have to submit it to the College in writing (or in a recording of some form). The subjects of complaints have a right to be presumed innocent until proven otherwise, and a right to procedural fairness (including the right to respond and defend themselves).

Where can complaints originate? Of the 653 last year, 273 came from the public and 67 from College members. The other 313 were Registrar's complaints. The Registrar can launch an investigation upon becoming aware of certain information about a member. That includes notifications made by employers.

Employers have a duty too. They must report to the College about members who've been found guilty of certain criminal acts, who've had certain criminal charges against them, or who've had duties restricted for reasons of professional misconduct.

For example, if a school board terminates the employment of a College member, or restricts the duties of a College member for professional misconduct, it must report to the College within 30 days.

Not every issue surrounding a member rises to the level of professional misconduct. What if a parent is dissatisfied with,

say, their child's Individual Education Plan (IEP) and how a teacher is handling it? Such matters are typically best addressed by the employer.

Employers also have authority to deal with a teacher who, for instance, is late for work or takes an inappropriate sick day. If that's the sole issue, it most often falls under employer-employee matters, as in any workplace.

However, there are clear reasons why employers alone cannot and should not deal with complaints about members and possible breaches of the standards.

For one, employers may have their own way of addressing and resolving such complaints. The public as a whole also won't be aware of what has transpired if discipline is necessary. The College has its own consistent complaints process and public reporting responsibilities around discipline.

Moreover, employers are responsible for the performance and behaviour of their staff. That's the employer-employee relationship. Colleges, in contrast, have a responsibility around the licensing (and public perception) of an entire profession. That's a far broader mandate.

Members who are the subject of a complaint to the College should feel that the process is just. The screening committees that look at complaints are comprised of elected members of the profession and appointed members of the public. That brings a balance of perspectives to the issue, including an understanding by peers of what it means to meet the profession's standards.

Consider the mission of the College: to regulate the teaching profession in the public interest by setting high ethical and professional standards. Complaints, investigations, complaint resolution and hearings are all aspects of enforcing those standards.

To earn the *right* to self-regulate in the public interest, the College must be seen to be *serving* that interest. The complaints process is a critical part of doing just that.

Look for our next instalment about investigations in the March 2018 issue. **PS**

COUNCIL MEETINGS

AT ITS MEETING SEPTEMBER 27, 2017, COLLEGE COUNCIL:

- bid farewell to departing members Marie-Louise Chartrand and Robert Gagné and thanked them for their seven years of public service;
- received a presentation from the Institute for Catholic Education asking Council to consider changes to the Accreditation Regulation and the *Accreditation Resource Guide* to ensure consistency in initial teacher education when preparing teachers to teach in Ontario's English Catholic schools;
- received the Registrar's quarterly report to Council;
- received the College's quarterly financial report as of July 31, 2017;
- received a quarterly report from the Chair;
- approved amendments to the College's professional advisory *Use of Electronic Communication and Social Media* to ensure currency;
- supported the permanent, public display of Anishinaabe representations of the ethical standards and standards of practice at the College created by Anishinaabe artist and College member Bruce Beardy, OCT;
- recommended that the Minister of Education amend the Teachers' Qualification Regulation to reflect initial technological qualifications on a Certificate of Qualification and Registration; and
- recommended that the Minister of Education change the College's Professional Misconduct Regulation 437/97 and the College's Act to replace references to the *Child and Family Services Act* with the *Child, Youth and Family Services Act, 2017*, on the day that Act comes into force. **PS**



Ontario
College of
Teachers

Setting the Standard
for Great Teaching

MISSION

The College regulates the teaching profession in Ontario in the public interest by setting and enforcing high ethical and professional standards for its members.

VISION

To be trusted to regulate the teaching profession.

VALUES

The Ontario College of Teachers commits to:

- protect the public interest;
- quality, excellence and professionalism;
- honesty and integrity;
- accountability and transparency;
- efficiency, effectiveness and fiscal responsibility;
- sustainability;
- inclusivity and respect for diversity; and
- respectfulness and teamwork between the College Council, staff and stakeholder community, each respecting the other's role.

STRATEGIC PRIORITIES

- 1) Broaden membership engagement in the work of the College, and in particular, engage members in non-traditional settings, including retired teachers, and First Nations, Métis and Inuit teachers.
- 2) Develop strategies to facilitate the ongoing professional learning of members.
- 3) Develop a comprehensive, long-term communication plan that includes other regulators and leverages the College's website and other communication vehicles to:
 - inform the public about the objectives and processes of self-regulation;
 - develop, among the public, an appreciation of the value of self-regulation; and
 - improve the transparency of the College.
- 4) Enhance Council and committee effectiveness and accountability through:
 - professional development on good governance;
 - clarification of the appropriate roles of Council members and staff;
 - streamlining and improving Council's processes;
 - identification, review and improvement of committee practices;
 - implementation of formal accountability measurements; and
 - periodic third-party review.

DUTY OF STUDENT SUPERVISION

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

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

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

In the following cases regarding the duty of student supervision, the matters were investigated by the Investigation Committee but not referred to a disciplinary hearing as a hearing was not deemed to be the appropriate outcome.

Case 1

A school board reported to the College that a teacher had allowed high school students to be unsupervised. For example, she had left a note on her classroom door advising students to find an available computer in the school to finish their work. As a result, several students were found in hallways or the cafeteria.

When first questioned, the teacher responded that she was in her classroom, but, when further questioned, she explained that she had moved to the computer lab halfway through class. She believed she followed the established school protocol in allowing some students to access the library and resources room to use computers. She said that a number of staff members

confirmed that she was present with her class on the day in question.

Case 2

A father initiated a complaint after his six-year-old daughter with special needs left the school grounds and was found by police walking on a busy street. According to documents, a teacher was supervising a group of kindergarten students in the schoolyard. The students had been outside for about 45 minutes when he gathered them to return inside the school. He took a head count, realized that the student was missing, and notified the office.

The teacher recognized the seriousness of the incident and acknowledged that he did not take sufficient supervisory measures.

Case 3

A school board notified the College that a teacher allegedly left a class of Grade 6 students unsupervised. During this unsupervised period, a student picked up a broom and chased another student around the classroom. As a result, one of

the students fell and knocked over chairs, one of which struck a student's hand, injuring it. The teacher said that she was briefly in the hall with a student who had wanted to show her a hamster he had brought to school.

Case 4

A school board reported to the College a high school teacher who acknowledged failing to adequately supervise students during a school trip to Cuba. The board noted that she failed to perform nighttime supervision in a consistent, appropriate and vigilant manner.

The teacher also allowed students to consume alcohol in their rooms.

Case 5

A school board notified the College that a high school Transportation Technology teacher was unaware that students had left the class and the school grounds because he was not taking attendance at the beginning of class. He also allowed students to operate machinery in an unsafe manner.

The teacher agreed with the concerns, adding that they were the result of the large class size and unclear information he received about the equipment.

If you were a member of the Investigation Committee, what would you have issued to these teachers to express your concern:

- an admonishment in person (more severe)
- a written admonishment
- a written caution
- written advice
- a written reminder (less severe)

Case 1: Reminder.

According to the committee, the teacher did not provide adequate or appropriate conditions for student safety and student learning at all times. The committee noted that allowing students to be unsupervised increased risk to student safety.

Case 2: Caution. The allegation of failing to adequately supervise a young

student with special needs caused concerns for the committee.

Case 3: Caution. The committee was troubled that the teacher left the classroom unsupervised, resulting in a student sustaining an injury.

Case 4: Admonishment. The committee was seriously concerned that the teacher failed to adequately supervise students during a trip to Cuba.

Case 5: Admonishment in person.

According to the committee, the teacher was not aware of his students' whereabouts because he was not taking attendance. The committee was also concerned that the teacher did not ensure student safety when they were operating machinery. The committee added that it is the teacher's responsibility to understand and follow all rules regarding safe operating procedures. **PS**

HEARINGS

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

The College publishes professional advisories, available at oct-oeo.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-oeo.ca/ethical.

Member: Corinne Bernadeth Christina Braam-Carew, OCT

Registration No: 421934

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Corinne Bernadeth Christina Braam-Carew, a former teacher with the Peel District School Board. The panel found her guilty of professional misconduct and to be incompetent.

Braam-Carew, who was certified to teach in October 1998, did not attend the public hearings on October 20, 2016, and April 3, 2017, nor was she represented by legal counsel.

Her performance as a teacher was unsatisfactory based on three teacher-performance appraisals conducted by her principal. The panel found that she displayed a lack of knowledge, skill or judgment and disregard for the welfare of her students.

The panel ordered that she appear before it to receive a reprimand.

She was also directed to complete, at her own expense, an Additional Basic Qualification course or an Additional Qualification course, which covers curriculum, lesson planning, instructional strategies and assessment of student learning. She needs to do so prior to returning to teaching or taking any teaching position for which a Certificate of Qualification and Registration is required.

In addition, upon returning to a teaching position, she needs to make all reasonable efforts to have her employer carry out two teaching performance appraisals within two years after returning to teaching.

In its written decision, the panel stated, "The seriousness of the Member's conduct in failing to teach her students diligently, and her refusal to improve her practice when support was given, indicate to the Committee that a reprimand is necessary. A reprimand allows the Committee to directly address with the Member the problem of her disengagement and disinterest in the improvement process."

The panel added, "Given the Member's failure to participate in the discipline process to date, the Member has shown a lack of accountability for her actions. The Committee has concerns regarding the Member's governability, given her failure to engage in this process."

Member: Leanora Brown, OCT

Registration No: 170623

Decision: Reprimand, conditions
A Discipline Committee panel ordered Leanora Brown, a former teacher at the Toronto Catholic District School Board, to be reprimanded for:

- using inappropriate language and making inappropriate comments to her students;
- making personal sexually explicit statements to her students; and
- making the students in her class uncomfortable when she showed them how flexible she was by doing somersaults and putting her legs over her head instead of teaching the French curriculum.

Brown, who was certified to teach in June 1987, did not attend the May 2, 2017, hearing, nor was she represented by legal counsel.

The Discipline Committee panel found Brown guilty of professional misconduct and ordered that she appear before it to receive a reprimand. She needs to do so within 60 days of the date of the order.

In addition, she was directed to complete a course of instruction, at her own expense, in professional boundaries with students. She needs to do so prior to starting employment for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, "By using profanity and racist language, insulting students, speaking explicitly about sex and her personal life, and engaging in inappropriate physical stretching, the Member did not act responsibly and respectfully in class."

Member: Richard S. Buckley

Registration No: 438110

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Richard Buckley, a former teacher with the Bluewater District School Board, for engaging in a sexualized relationship with a student.

This matter was heard by the panel on November 15 and 16, 2016, and April 6, 2017. Buckley, who was certified to teach in June 2000, did not attend the hearing but had legal representation.

Buckley tried to isolate the student by asking her to meet privately and go for a drive. When he was hospitalized due to mental illness, he told the student that he was going to kill himself. He also pressured her to cover up their relationship, which started via text message and/or Facebook.

The College previously found Buckley guilty of harassing a colleague.

The Discipline Committee panel found Buckley guilty of professional misconduct and ordered that his teaching certificate be suspended for 24 months. He was directed to appear before the panel to receive a reprimand. He needs to do so within six months of the date of the order.

It also ordered him to successfully complete, at his own expense and within 90 days of the panel's order, a course or courses regarding the College's ethical

standards of care, respect, trust and integrity, and maintaining professional boundaries with students.

In its written decision, the panel stated, “The Member used his position as a teacher to exert his influence over a student. He acted in a manner which would reasonably have made the student feel that she was responsible for the Member’s life or death. Such severe emotional blackmail was a gross violation of the Member’s duty to safeguard his students’ psychological well-being.”

Member: Genevieve Huguette

Emmanuelle Charlton-Rogers

Registration No: 506691

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Genevieve Huguette Emmanuelle Charlton-Rogers, a former teacher with the Simcoe Muskoka Catholic District School Board, for engaging in a romantic and sexual relationship with a female student.

Licensed to teach in June 2006, she did not attend the hearing on April 25, 2017, nor was she represented by legal counsel.

The Discipline Committee panel found her guilty of professional misconduct and directed the Registrar to revoke her Certificate of Qualification and Registration.

In its written decision, the panel stated, “Revocation will reinforce to the profession and to the public the importance of maintaining appropriate student/teacher boundaries, and that inappropriate conduct of this nature will not be tolerated.”

Member: Heather Elizabeth Earl

Registration No: 165174

Decision: Revocation, reprimand

A Discipline Committee panel revoked the certificate of Heather Elizabeth Earl, a former teacher with the Kawartha Pine Ridge District School Board, for sexually abusing a student.

Earl engaged in a sexual relationship with a student for nearly three years. She paid the student approximately \$200,000 to not report their relationship to the police.

The student eventually did and Earl was charged with sexual assault and sexual exploitation. At the request of the Crown, those charges were stayed.

Certified to teach in June 1979, Earl attended the hearing on June 2, 2017, and was represented by legal counsel.

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

The panel also ordered that she appear before it immediately after the hearing to receive a reprimand.

In its decision, the panel denounced Earl’s egregious conduct in the strongest terms.

Member: Noel Kendrick Germundson

Registration No: 656071

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of College member Noel Kendrick Germundson, a teacher in Tokyo at the time of the events in question. He engaged in inappropriate and personal communications with young students via Facebook and email.

This matter was heard by the panel on October 18, 2016, and April 19, 2017. Germundson, who was certified to teach in June 2014, attended part of the hearing remotely via a video link. He did not have legal representation.

His inappropriate and personal communications occurred repeatedly and involved young students. They continued even after the member’s employment was terminated for engaging in similar behaviour.

The Discipline Committee panel found him guilty of professional misconduct and ordered that his teaching certificate be suspended for one month. He was directed to appear before it to receive a reprimand. He needs to do so prior to starting a teaching position or any position for which a Certificate of Qualification and Registration is required.

The panel also ordered him to successfully complete, at his own expense, a course on appropriate boundaries and

boundary violation issues.

In its written decision, the panel stated, “Members of the profession hold positions of trust and authority, and it is inappropriate for them to engage in personal communications about their private lives or other subjects with students that would not be appropriately discussed in a school or school-related setting.”

Member: Angela Anita Grogan

Registration No: 291737

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Angela Anita Grogan for falsely reporting that a male colleague had physically abused and inappropriately touched a female student.

Grogan, employed by the Toronto District School Board, was certified to teach in July 1984. The hearing took place on November 1, 12, 13, 15 and December 2 in 2013, January 13, April 1–2 and October 17 in 2014, and on October 23, 2015.

The member attended all the hearing dates and was represented by legal counsel.

The College called 11 witnesses, including school administrators, teachers, educational assistants and a school board representative. The panel found that during the 2008–09 academic year, Grogan falsely reported to school administrators in separate incidents that a colleague had:

- stood on a student’s toes and did not allow her to get out of her chair in the classroom; and
- stroked the student’s hair and touched her shoulder.

Grogan was on medical leave until her intended retirement in June 2016.

The panel found her guilty of professional misconduct and ordered that her Certificate of Qualification and Registration be revoked.

The panel also found that Grogan inappropriately called her colleague a liar in front of staff and students, but it made no finding of professional misconduct because this was an isolated incident.

Grogan filed a Notice of Appeal in relation to the finding of professional misconduct to the Ontario Divisional

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Court on May 28, 2015. Her appeal was subsequently dismissed.

While the panel acknowledged that it's very important to encourage teachers to report all incidents of abuse where a teacher has a reasonably held suspicion that a student needs protection, the Committee found no evidence that Grogan had reasonable grounds to suspect that any abuse had occurred in this case.

The panel noted that members of the profession need not worry that they, too, may have their certificates revoked if they follow through on their duty to report, provided that they have a reasonably held belief that a student is in need of protection.

Revocation is being ordered in this case to address the member's egregious conduct.

In its decision, the panel stated, "The Member had levelled groundless accusations of physical and sexual abuse against (a colleague), which were both stigmatizing and career-threatening."

Members of the panel also noted that "false reporting can be extremely damaging," and that this was not the type of behaviour that the duty to report seeks to encourage.

Member: Raymond Hubbard

Registration No: 192905

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Raymond Hubbard, a former teacher with the Durham District School Board. Hubbard was convicted of child luring leading to an invitation to sexual touching with a person he believed to be 14 years old.

Licensed to teach in June 1994, Hubbard did not attend the hearing on April 24, 2017, nor was he represented by legal counsel.

The panel heard that Hubbard began to converse through Facebook and Kik with a person who he believed to be a 14-year-old girl. She was in fact an undercover police officer. The conversations, which included over

1,700 messages, involved requests to "cuddle" with the young girl to establish "an emotional connection" and asking for "pretty" or "sexy" pictures. He also initiated discussion about sexual encounters such as masturbation, sexual intercourse and "meeting up."

He was sentenced to 12 months' incarceration less pretrial custody.

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

In its written decision, the panel stated, "Given the serious nature of the Member's actions and his criminal conviction, the Committee finds that, in order to protect the public, and children in particular, as well as to maintain the integrity of the profession, the Member's certificate must be revoked."

Member: James Joseph Lekavy

Registration

No: 148679

Decision:

Reprimand, Revocation
A Discipline Committee panel revoked the Certificate of Qualification and Registration of James Joseph Lekavy, a former teacher with the Kent County Board of Education (now Lambton Kent District School Board), who was convicted of crimes relating to sexual abuse.

Licensed to teach in June 1969, Lekavy did not attend the hearing on May 3, 2017, nor was his legal counsel present.

Lekavy repeatedly sexually abused a total of nine students over the course of almost 20 years.

He was sentenced to two years' incarceration.

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

He was also directed to appear before the panel immediately after the hearing to receive a reprimand.

In its written decision, the panel echoed the sentiment of the sentencing judge who stated, "[it is] incomprehensible how a teacher charged with the responsibility for young developing boys could take such advantage of these children, engaged in a noble profession that permitted you to have such a tremendous influence over the course of young men's lives that you would take advantage in this way for your own purpose

Accreditation Reviews — Call for Volunteers

The Ontario College of Teachers is seeking volunteers interested in serving on accreditation panels that review teacher education programs in the province. Those who are or were educators in a faculty or school of education, or persons with expertise or experience in teacher education program evaluation, are invited to submit an expression of interest. In particular, the College is seeking practitioners with expertise in specialized areas including Indigenous education, Indigenous languages and technological education. The College is also seeking roster volunteers with experience in French as a Second Language programming and distance education.

Interested members are encouraged to forward their name, title, contact information and a resumé that includes two references to:

Roch Gallien, OCT, Director of Standards of Practice and Accreditation, at accreditation@oct.ca, or by mail to: Roch Gallien, OCT, Director of Standards of Practice and Accreditation, Ontario College of Teachers, 101 Bloor Street W., Toronto, ON M5S 0A1



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DON'T FORGET TO PAY YOUR 2018 MEMBER FEE

The annual member fee is due.

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

Protect your good standing status and preserve your ability to teach in an Ontario publicly funded school, and participate in the 2018 Council election.

IT'S EASY. SUBMIT YOUR FEE:

- by debit or credit card online at **oct.ca**
- via your bank or financial institution.

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

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

**THE DEADLINE FOR
RECEIPT OF PAYMENT
IS APRIL 17, 2018.**



**Ontario
College of
Teachers**

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GOVERNING OURSELVES

HEARINGS

and that's reprehensible and it is just so serious ... [The victims] looked up to you as a teacher and as a mentor. They wanted to be in your class. They saw this as a positive element in their life and you completely betrayed their trust."

The panel added, "The Member's conduct constituted devastating abuse of young boys who were his students, without regard for how his actions would affect his victims."

Member: Magelle Lepage

Registration No: 205524

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Magelle Lepage, a teacher with the Conseil scolaire de district catholique de l'Est ontarien, for engaging in an inappropriate personal relationship with a student.

This matter was heard by the panel on April 13, 2017. Lepage, who was certified to teach in July 1995, attended the hearing and had legal representation.

Lepage's psychological or emotional abuse of the student, which lasted for several months, was not sexual in nature. Her multiple inappropriate communications, including electronic communications, were part of a disturbing pattern of behaviour.

The behaviour continued even though the principal of the school warned her to end all inappropriate communications with the student.

The Discipline Committee panel found Lepage guilty of professional misconduct and ordered that her teaching certificate be suspended for four months. She was directed to appear before the panel immediately following the hearing to receive a reprimand.

It also ordered her to successfully complete, at her own expense and within 120 days of the panel's order, a course on maintaining appropriate boundaries.

In its written decision, the panel stated, "The course on maintaining appropriate boundaries will assist with the Member's rehabilitation by reminding her of her obligations as a member of the teaching profession."

Member: Anne Lynn Maranda, OCT

Registration No: 502387

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Anne Lynn Maranda, a teacher with the Conseil scolaire de district catholique Centre-Sud, for her involvement in irregular practices related to the development of Individual Education Plans (IEPs).

Certified to teach in July 2006, Maranda attended the hearing on March 8, 2017, and was represented by legal counsel.

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

Within 120 days of the decision, Maranda must also successfully complete, at her own expense, a course on professional ethics.

In its decision, the panel stated that it acknowledges that the member was obeying her supervisors' instructions, that she made an effort to meet with her supervisors to discuss the irregular practice that she observed vis-à-vis the IEPs (a meeting that never took place) and that she was remorseful.

Member: Phillip Ian Nolan

Registration No: 262789

Decision: Reprimand, Revocation

A Discipline Committee panel revoked the certificate of Phillip Ian Nolan, a former teacher with the Ottawa-Carleton District School Board, for repeatedly sexually abusing two students.

He pleaded guilty to two counts of sexual interference, in a criminal court, and was sentenced to two years in jail and three years of probation.

The trial judge said, "Mr. Nolan was a teacher; he was entrusted to educate, guide and inspire children. We, as parents and as a community, believe that our children are safe at school. We trust and we must trust the system. It is not a place where one of a parent's worst nightmares is to become a reality. Yet, that is what occurred in this case. Mr. Nolan breached the trust."

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Certified to teach in June 1994, Nolan did not attend the Discipline Committee panel's hearing on March 30, 2017, nor was he represented by legal counsel.

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

It also ordered him to receive a written reprimand.

In its decision, the panel stated, "Through his reprehensible conduct, the Member has forfeited the privilege of holding a teaching certificate in Ontario."

Member: Robert Brooklyn Roe, OCT
Registration No: 526372

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Robert Brooklyn Roe, a teacher with the Toronto District School Board, for making inappropriate comments to students and failing to maintain appropriate professional boundaries.

The member, who was certified to teach in June 2008, attended the public hearing on June 2, 2017, with his legal counsel.

The panel heard that Roe's conduct included comments and actions that crossed professional boundaries and made students feel uncomfortable.

It found Roe guilty of professional misconduct and ordered him to appear before it immediately after the hearing to receive a reprimand. The panel also directed the member to successfully complete, at his own expense, a pre-approved course on appropriate boundaries with students. He needs to do so within 90 days of the date of the order.

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

Member: Zubair Ahmed Shaikh
Registration No: 429630

Decision: Suspension, reprimand, conditions
A Discipline Committee panel suspended the certificate of College member Zubair Ahmed Shaikh for making a series of

inappropriate comments with a sexual undertone to a female student while they were alone in his office.

His conduct had a profound negative impact on the student's high school career.

Shaikh, who was certified to teach in August 1999, attended the hearing on January 28–29, 2016, February 11–12, 2016, March 29, 2016, and May 1, 2017. He had legal representation.

The Discipline Committee panel found him guilty of professional misconduct.

The panel ordered that his teaching certificate be suspended for six months and that he appear before it, immediately following the hearing, to receive a reprimand.

In addition, Shaikh was directed to complete, at his own expense, a course on maintaining professional boundaries. He was directed to do so within 90 days after the date of the order.

In its written decision, the panel stated, "It is wholly unacceptable for members of the teaching profession to make insensitive, demeaning and unprofessional comments to students."

Member: Kenneth Gavin Bernard Williamson

Registration No: 150105

Decision: Revocation, Fine, Costs
A Discipline Committee panel revoked the certificate of College member Kenneth Gavin Bernard Williamson for engaging in repeated violent sexual abuse of a child.

Williamson sexually exploited a boy repeatedly over a long period of time. He gained access to him through a program meant to help vulnerable youth.

Certified to teach in June 1980, Williamson did not attend the hearing on December 5, 2016, nor was he represented by legal counsel.

Williamson was convicted of buggery, indecent assault and gross indecency. He was sentenced to four years' imprisonment. The criminal charges were ultimately stayed due to an unreasonable delay in the courts. The Court of Appeal did not overturn the factual findings made by the trial judge or the fact that a jury had found Williamson

guilty. The Supreme Court of Canada only dealt with the issue of unreasonable delay and did not consider the factual findings made by the trial judge.

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

It also imposed a \$5,000 fine and costs of \$10,839.

The panel imposed the fine for a number of reasons. It found that the member's conduct was one of the worst violations a person in a position of trust could commit upon a child. Williamson showed no remorse for his conduct during his criminal trial, did not acknowledge the tremendous damage his abuse had inflicted upon the victim, and did not participate in the College proceeding.

The panel found the costs were warranted given Williamson's rationale for failing to participate in these proceedings — namely that he was financially secure and did not plan to teach again and, therefore, did not need to engage in the College's processes.

By failing to communicate or engage in discussions with the College, Williamson required the College to incur the full costs of a contested hearing, which placed significant emotional burden upon the witness in this case.

In its decision, the panel stated, "The Member abused a vulnerable child who saw him as a father figure. The Member has preyed on a child for his own sexual gratification, and he should never again have the privilege of being certified as a teacher in Ontario."

The panel added that the sustained sexual abuse had a significant detrimental effect on the victim's mental health and his quality of life. The abuse damaged him psychologically and caused him lifelong pain. **PS**

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



NAME: *Jolynn Black*

- Born in Toronto, in 1977, to Jamaican immigrant parents; youngest of nine children, with a twin brother who lived for a day
- Attended Topcliff PS, Elia Middle School, C.W. Jefferys CI & Oakwood CI, all in Toronto
- Featured on "What It Takes," a Chocclair song that won a 1997 Juno Award for Best Rap Recording
- Diploma in Law Enforcement from Seneca College in Toronto in 1998
- Signed to Warner/Chappell Music Canada in 1998
- Won Best Soul/R&B Video at the 2000 MuchMusic Video Awards
- "Sweat of Your Brow" single won Dance/Electronic Recording of the Year at the 2005 Canadian Urban Music Awards
- Has written songs for Destiny's Child, Sean Paul, Missy Elliott, Nas and others
- Starred in the 2005 theatrical production of *'da Kink in my Hair* in Toronto
- Correspondent on *eTalk* from 2005–11; Canadian Idol mentor in 2008
- "Seven Day Fool" single became her first Canadian Top 10 hit in 2007; *Revival*, won the R&B/Soul Recording of the Year at the 2008 Juno Awards
- Vocal supporter of music programs in schools; participated in the MusiCounts education program
- Advocate for LGBTQ communities; hosted multiple WE Day events; cofounded a women's summit entitled "Empowered In My Skin" in 2016
- Named one of "The 25 Greatest Canadian Singers Ever" by CBC Music in 2013

OFF THE CHARTS

Canada's Queen of R&B shares how one teacher's sound advice on hard work helped launch her soulful career.

BY LAURA BICKLE

Describe yourself in elementary school.

Enthusiastic. Jovial. Leader.

Describe yourself in high school.

Confident. Driven. Cheerleader — not the kind with pompoms.

What was your favourite subject?

Law. I lived in an area that many considered at risk, where people didn't know their rights. I became interested in rights and responsibilities — the Criminal Code was like a romance novel to me.

What was your favourite course?

I took an African studies course at Oakwood. We didn't get much black history otherwise; this was a full semester, not just one project on Dr. King. It was revelatory — I recognized I was standing on the shoulders of someone else.

Your most challenging?

French and math. I still have nightmares that I didn't graduate because of French.

Favourite literary or theatrical pieces studied?

The Phantom of the Opera, *Miss Saigon*, *Lord of the Flies* and *I Know Why the Caged Bird Sings*.

What are you currently reading?

Can You Stand to be Blessed? by T. D. Jakes.

Who are your cultural heroes?

Oprah. I met her but I'd love to sit and talk with her. And, Michael Jackson — he was music and music was him.

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

An RCMP officer, but I decided to be a rock star instead!

What do you wish you had been taught in school but weren't?

Financial literacy and life skills — including saving, investing and credit ratings.

Lesson learned in kindergarten that still applies today?

Sleep is necessary.

Favourite way to spend recess?

Assembling an R&B group and performing.

Fondest school-related memory?

It was a middle school music recital. My sister had just passed and left two kids behind. They lived with us. My one-year-old niece Chantelle was clingy and insisted on being with me, so I brought her onstage, held her on my hip and performed "Vision of Love" by Mariah Carey.

If you could pick any time to attend school in, which would you choose?

My era — the nineties were great. The pressure on kids now is unreal.

Best advice given at school?

When I transferred to Oakwood in Grade 12, my music teacher, Mr. Greaves, sat me down and said that while I had raw talent, that I still had to buckle down, study music and sing outside of R&B. It changed my life. My diction and enunciation improved and all of my marks went up. **PS**



**COURSES
FOR TEACHERS**
Continuing Teacher Education

Online Course Offerings

ADDITIONAL BASIC QUALIFICATIONS

Primary	• ♦ ▲
Junior	• ♦ ▲

ABQ INTERMEDIATE

Business Studies	•
English	• ♦ ▲
Family Studies	• ♦ ▲
First Nations, Metis & Inuit Studies	•
French	• ♦
Geography	•
Health & Physical Education	•
History	•
Mathematics	• ♦ ▲
Science - General	• ♦ ▲

ABQ SENIOR

Biology	• ▲
Chemistry	•
English	• ♦ ▲
Geography	•
History	• ▲
Law	•
Mathematics	• ♦ ▲
Physics	• ♦
Social Sciences	• ♦ ▲
Science - General	•
Visual Arts	•

HONOUR SPECIALIST

Biology	•
Business Studies	•
Chemistry	•
Dramatic Arts	•
English	• ▲
French	•
Geography	•
Health & Physical Education	• ▲
History	• ▲
Mathematics	• ▲
Music	•
Physics	•
Science - General	•
Social Sciences	• ▲
Technological Education	• ▲
Visual Arts	•

WINTER • LATE WINTER ♦ SPRING ▲

THREE-PART ADDITIONAL QUALIFICATIONS

Cooperative Education Part 1	• ♦ ▲
Cooperative Education Part 2	• ▲
Cooperative Education Specialist	• ▲
First Nations, Metis & Inuit Peoples Part 1	• ▲
First Nations, Metis & Inuit Peoples Part 2	• ▲
First Nations, Metis & 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 & Phys Ed (P/J) 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	• ♦ ▲
Teaching English Language Learners Part 1	• ♦ ▲

Teaching English Language Learners Part 2	• ▲
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Teaching English Language Learners Specialist	• ▲
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Teacher Leadership Part 1	• ▲
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Teacher Leadership Part 2	• ▲
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Teacher Leadership Specialist	• ▲
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Teacher Librarian Part 1	• ♦ ▲
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Teacher Librarian Part 2	• ▲
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Teacher Librarian Specialist	• ▲
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ONE SESSION QUALIFICATIONS

Adult Education	• ▲
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Classroom Management	• ▲
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Safe & Accepting Schools	• ▲
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Special Ed - Behaviour	• ♦ ▲
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Special Ed - Communication - Autism	• ♦ ▲
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Special Ed - Communication - Learning Disability	• ♦
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Student Assessment & Evaluation	• ▲
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Teaching & Learning Through e-Learning	• ♦ ▲
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Teaching LGBTQ Students	• ▲
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Use and Knowledge of Assistive Technology	•
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TECHNOLOGICAL EDUCATION

Comm. Tech Grades 9/10	•
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Comm. Tech Grades 11/12	•
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Computer Tech Grades 9/10	•
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Green Industries Grades 9/10	•
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Manufacturing Grades 9/10 Blended	•
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Tech Design Grades 9/10	•
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Tech Design Grades 11/12	•
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- ABQ Primary
- ABQ Junior
- One Session AQ
- Three Session AQ (excluding FSL Part 1)

\$745

- ABQ Intermediate
- ABQ Senior
- ABQ Technological Ed
- Honour Specialist
- FSL Part 1

SESSION DATES:

Winter 2018: Jan. 22, 2018 - Apr. 6, 2018

Late Winter 2018: Feb. 26, 2018 - Apr. 27, 2018

Spring 2018: Apr. 9, 2018 - Jun. 8, 2018

REGISTRATION DEADLINES:

Winter: Jan. 12, 2018

Late Winter: Feb. 16, 2018

Spring: Mar. 23, 2018



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