

TWENTY

JUNE 2017

professionally speaking

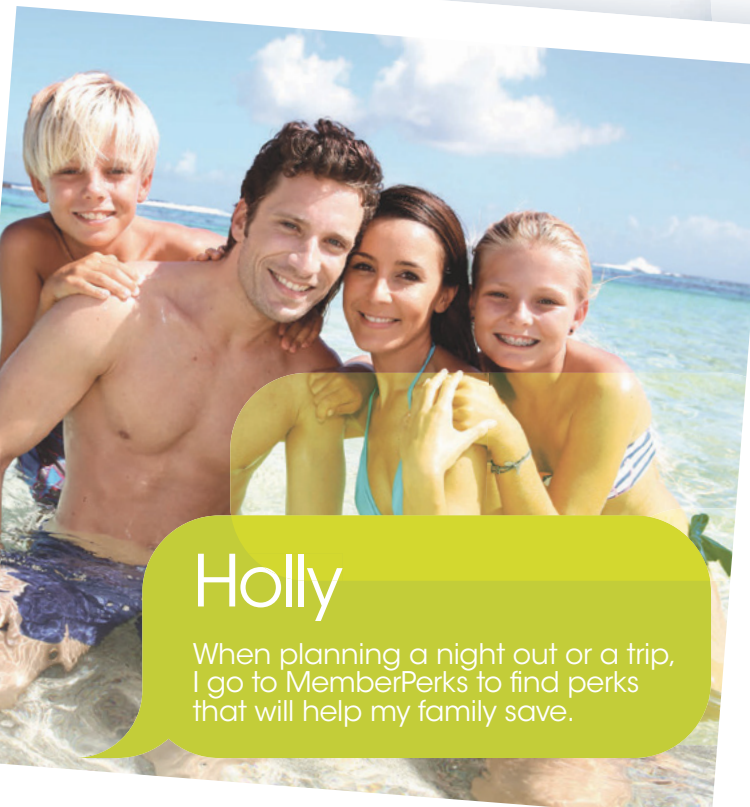
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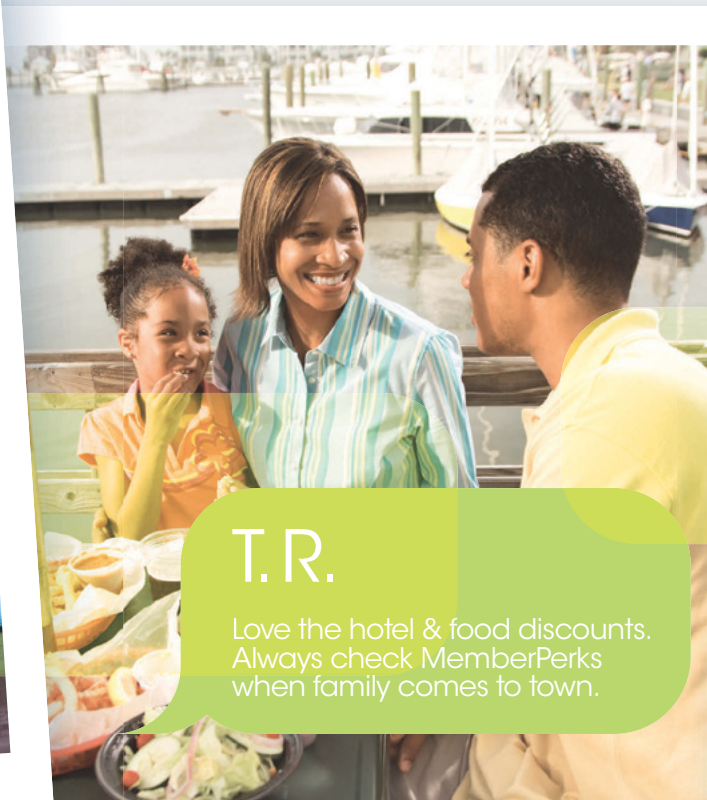
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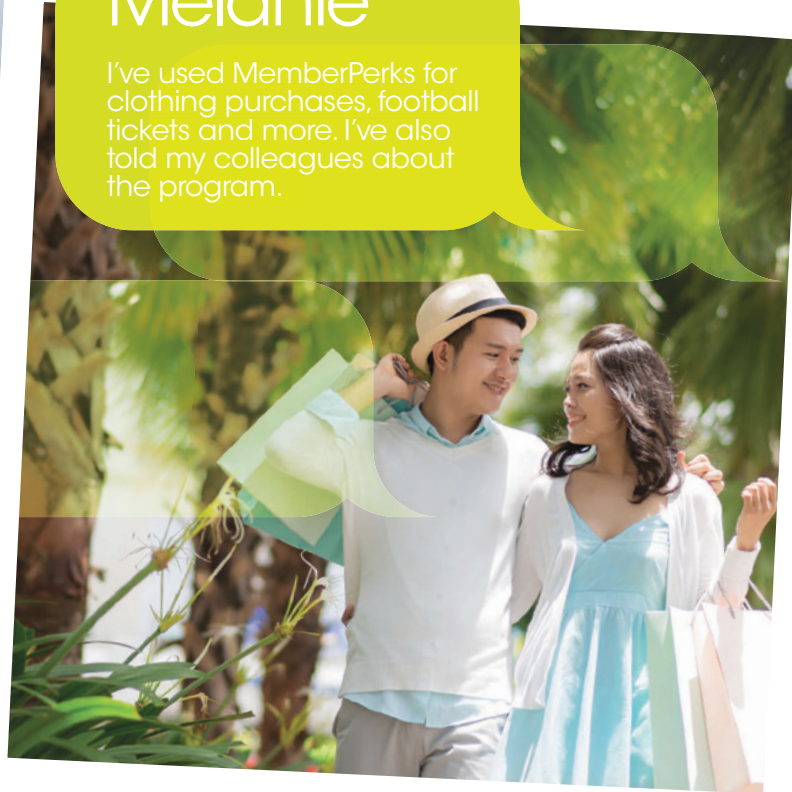
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out with the family



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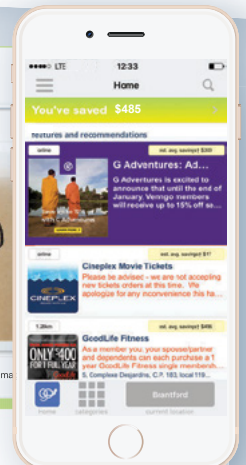
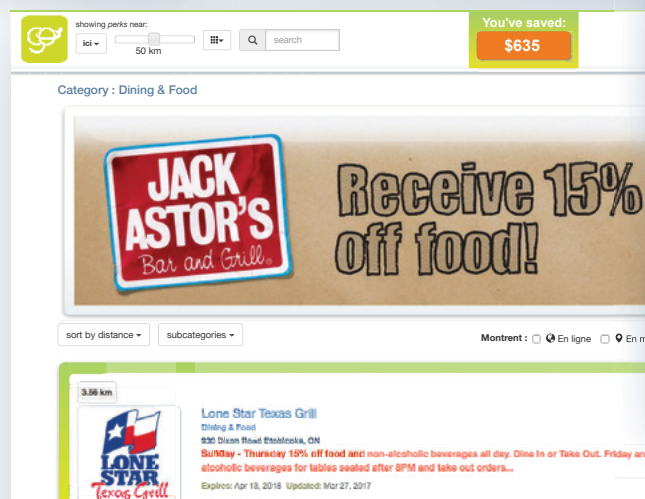
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ADDITIONAL BASIC QUALIFICATIONS

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

ABQ INTERMEDIATE

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

ABQ SENIOR

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

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- FSL Part 1

SESSION DATES:

Summer: June 26 - August 11

Late Summer: August 7 - September 29

Fall: September 25 - December 1

REGISTRATION DEADLINES:

Summer: June 9

Late Summer: July 28

Fall: September 8



**Queen's
UNIVERSITY**

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JUNE 2017

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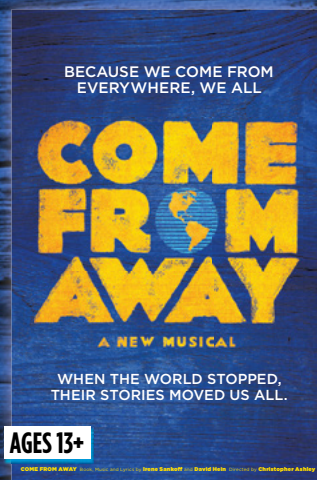
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The College is trusted to regulate the teaching profession by setting standards of practice and accrediting teacher education programs.

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

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French as a Second Language
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Computer Technology in Instruction
Librarianship
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INTERNATIONAL VISITORS

Educators from Peru and Uganda visited the College in February to learn about its mandate, Ontario teacher certification requirements and the foundations of professional practice. [Pictured left to right: CEO and Registrar Michael Salvatori, OCT; Chair Angela De Palma, OCT; members of the Uganda delegation; and external relations officer Kathy Anstett.]



ON DISPLAY

In April, the College had an information display at The Mama Expo & Fam Jam in Windsor. College staff were on hand to speak with parents about the roles and responsibilities of the College.



STUDENT ARTWORK

From February through March, the College displayed 49 paintings by Grade 11 visual arts students from Mayfield Secondary School in Caledon, Ont., on its 14th and 15th floors. The series, entitled "The Animal within Me," depicted the connection between animals and humans.

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ANSWERING TO YOUR NAME

Names contain meaning, contributing to who we are.

BY ANGELA DE PALMA, OCT

What is it about names that make them resonate with such impact? Scores of books, articles and websites are devoted to the art of selecting the right name for a newborn, a pet, a business or a web domain. Products capitalize on the power of names by inviting consumers to personalize labels, averting risks associated with grabbing the wrong bottle of water or jar of Nutella hazelnut spread.

Chances are good that as an educator, the names of many students spring to mind, with at least one that evokes the personality or unique qualities of the corresponding child. When that name pops up years later outside of its original context, the former student's face — and one or more anecdotes from your encounters with the student — immediately surface.

Names resonate with us so much, in fact, that they are believed to contribute to who we are. Consider how much time is spent deciding on a username or Twitter handle, for instance.

This might explain why when we add something to our name — a title, professional designation or a degree — it's likely with intention and often with pride. I'm already looking ahead to the not-too-distant future when I'll be entitled to attach "MA" to my name. I've devoted five years to a master's degree on a part-time basis, and with convocation scheduled this autumn, I'm looking forward to adding these letters after my name and declaring my studies officially complete.

So, when I presented to an auditorium filled with more than 100 teacher candidates entering their first week of the Enhanced Teacher Education Program at a faculty of education, their excitement was contagious and familiar. After all, these students were entering their professional program years, en route to becoming Ontario Certified Teachers.

From the outset of their professional journey, these teacher candidates would be conscious of where their studies and practicum placements would eventually lead them. Such thoughtful planning had not gone unnoticed; one teacher candidate in the audience asked when she would be allowed to put "OCT" after her name. Good question — it's once she is licensed with the College.



The OCT designation attests to students, parents and the public that you apply knowledge and skills specific to teaching, and engage in ongoing professional learning.

While professional designations differ from profession to profession, they share the characteristic of signalling an individual's distinct knowledge and skills. The OCT designation attests to students, parents and the public that you apply knowledge and skills specific to teaching and engage in ongoing professional learning. It's a virtual "shout-out" that you belong to a community of highly educated and trusted professionals whose practice is grounded in established standards of practice and ethical standards.

The years I've spent pursuing a master's degree will culminate this fall in having "MA" added to my name. Until then, I'll continue to attach "OCT" with the same sense of pride, feeling privileged to be in the company of respected and caring practitioners fostering the successes of Ontario students. **PS**

Angela De Palma

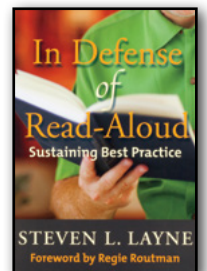
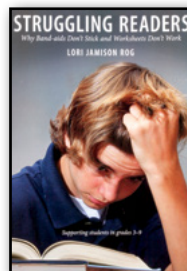
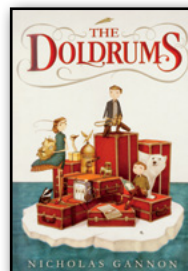
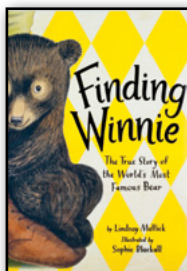
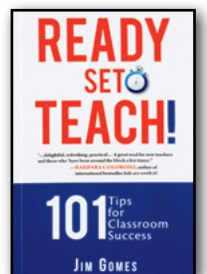
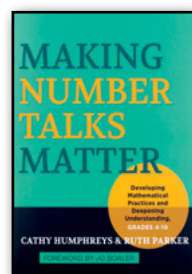
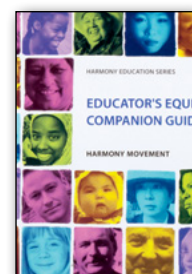
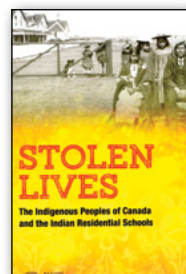
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THE SPIRIT OF COLLABORATION

If you want to go fast, go alone. If you want to go far, go together.

BY MICHAEL SALVATORI, OCT

While I believe there is value in moving quickly, in most cases there is greater value in going farther. This African proverb suggests that speed is best achieved independently, while distance is achieved collectively — collaboratively.

I hope that my high school Latin teacher, Mr. Schiarizza, would be proud that my rudimentary Latin skills have allowed me to recall that collaboration is derived from the Latin for work (*laborare*), with “co-” adding the dimension of shared work.

There are many inspiring examples of working together in the fields of science, business and the arts that serve to illustrate that teamwork does in fact help to achieve enduring impact. Dr. Frederick Banting and Dr. Charles Best, the scientists who discovered insulin, are just one example of the lasting and positive effect that fruitful collaboration can have on society.

The College itself offers many examples of the value of collaboration. The process for development of Additional Qualification (AQ) guidelines, for example, is predicated on collaboration and teamwork. The process is certainly not a rapid one, taking on average between six months and a year from initial consultation to final draft guideline.

During this time, collaboration takes the form of initial consultation with members and experts in the AQ domain. A team of writers drawn from our membership and teacher educators who work with College staff is assembled to develop a draft guideline, inviting and incorporating feedback from members and the public, and eventually seeking the approval of a committee of College Council to finalize it.

The result of this layered process is a course guideline that is current, includes multiple perspectives, is relevant to members and reflective of the College standards.

The College's governance model itself offers a good example of collaboration. With 37 members (23 elected from the profession and 14 appointed by the provincial government), high-level policy decisions are considered and made collectively.



They are the product of analysis, debate, discussion and eventual decision, often through the process of a Council vote. The decisions are not unilateral but, again, informed by multiple perspectives and intended to have a positive and lasting impact on protecting the public interest.

Collaboration can also extend beyond the borders of an organization and can cross provincial and international lines. Recently, our colleagues in Saskatchewan established a professional regulatory body for the teaching profession with a similar mandate and structure as the Ontario College of Teachers. The Saskatchewan Professional Teachers Regulatory Board (SPTRB) consulted with our College to develop many of its structures, policies and practices.

The Chair of Council, Angela De Palma, OCT, and I visited the SPTRB this past fall to congratulate its Registrar, staff and inaugural council on their achievement, and to renew our commitment to continued dialogue, mutual support and learning. We also exchanged small symbolic gifts as tokens of our commitment and reminders of the value of working together in the public interest.

Whether manifested through the co-development of lesson plans, the shared energy of team teaching, or the exchange of insight and expertise, collaboration is born of generosity and common interest, and bears great and enduring dividends. **PS**

M. Salvatori

Ready. Set. Retire.

Looking forward to a rewarding retirement?
Here are some ways to get started.

by Jim Grieve, Executive Director, RTO/ERO



@JimAwesomeYears

1 Stay social.

When people leave the workplace, they lose a built-in social network. Studies show that retirees who are social active are not only happier, they also receive physiological benefits – lower risk of illness, better memory and improved cognitive abilities.



2

Expand your horizons.

When people have more flexibility, travelling (beyond peak season!) often tops the to-do list. Look at travel as an investment with great returns – a chance to have fun, catch up with family and friends who live far off, try new things and learn about different cultures.



3

Get your finances in order.

Beyond savings and pensions, pay attention to financial questions like insurance coverage, owning vs. renting a home, taxes, the need or desire for part-time work and more. The right decisions can help you to fund and live the retirement you want.



4 Give something back.

Volunteering is a way to share your time and talents and make a contribution. Volunteers get something back too – everything from a sense of purpose to new skills. Some surveys even show that volunteers live longer!



5

Look for ways to save.

All sorts of discounts are open to people as they reach a certain age or belong to certain groups. Learn what perks are available and take advantage of cost-saving deals for everyday and special purchases.

For more tips and information about retirement,
go to www.rto-ero.org.

Depuis 1968

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ERO

Since 1968

RTO/ERO is a bilingual trusted voice on healthy, active living in the retirement journey for the broader education community. Its insurance programs are designed by members for members. RTO/ERO welcomes members from the broader education community – including early years professionals, teachers, support/administrative staff and those working in school boards and the post-secondary sector.

[linkedin.com/in/jimgrieve](https://www.linkedin.com/in/jimgrieve)

[facebook.com/rto.ero](https://www.facebook.com/rto.ero)

[rto_ero](https://twitter.com/rto_ero)

connections

... to inform your professional practice

Aa Bb Cc Dd Ee Ff Gg Hh

INFO SHARE

Here are the Top 10 ways OCTs communicate with parents, courtesy of our latest poll.

1. Parent-teacher conferences
2. Phone calls
3. Email
4. Curriculum nights
5. Sending home student work
6. School website
7. Class website
8. Newsletters
9. Google Classroom
10. Social media

ILLUSTRATION: DOMINIC BUGATO/THREE IN A BOX




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CONNECTIONS IN YOUR PROFESSION



Pop Quiz

with Angela Maiers
 BY LAURA BICKLE

You matter. That is the message that drives the work of Angela Maiers, an education and technology consultant. “When people accept that they matter and that their actions count — lives and learning change, and our world changes,” says Colorado-based Maiers, founder of Choose2Matter (choose2matter.org), a social movement that seeks to bring her philosophy to students around the world. Maiers’s impressive body of work has been informed by having taught every level of school (K to graduate school) during her 28 years as an educator. She has also written seven books, including *Classroom Habitudes* and *The Passion-Driven Classroom*, and has even given a popular TEDx talk (oct-oeeo.ca/youmatter) on her powerful message. To discover passion, Maiers advocates that individuals follow their heartbreak, rather than their hearts. By identifying what breaks your heart, you are able to uncover what you find compelling — which brings you closer to discovering your life’s purpose. Here’s how Maiers suggests that we transform education.

Q What does a passion-driven classroom look like?

When you have a passion, it generally presents itself as: “I believe in this. I own this. I think about it even when I’m not on the clock.” This sense of ownership becomes a responsibility — the mission to pursue excellent work. Being in the classroom no longer signifies just a “job” for our teachers or simply a location where students are required to go. It becomes their collective passion.

Q What role does technology play in improving learning?

Connectivity can become a pathway to richer purpose. Through Choose2Matter, students may not know each other but they empower each other and learn to solve problems bigger than they have ever dreamed they would tackle. They do this through common heartbreaks and the mattering framework — and technology allows for this.

Q What should teachers know about their role in this?

Teachers, like their students, must understand that they matter. To help students find their genius, share it with the world and use it to solve epic heartaches — it is essential that the teachers themselves see their value. With high-stakes testing tied to teacher evaluations and other public stressors facing educators, sometimes they are the last ones to hear that they matter.

Q What drives your passion to spread your message?

I often hear about an Achievement Gap in schools. We actually have a Mattering Gap. Too many students walk through school not knowing that they have their own individual genius inside them. Not understanding that *they* matter, not simply to one or two people, but to the world. We must ensure that all students recognize their genius and understand that they have a moral imperative to act on it.

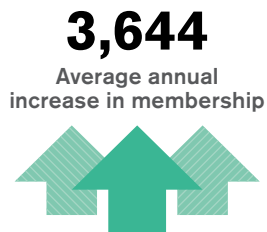
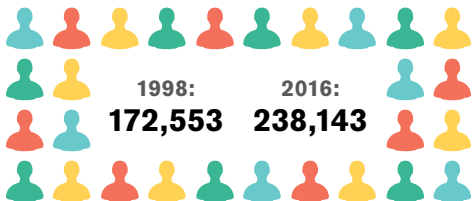


GOING PLATINUM!

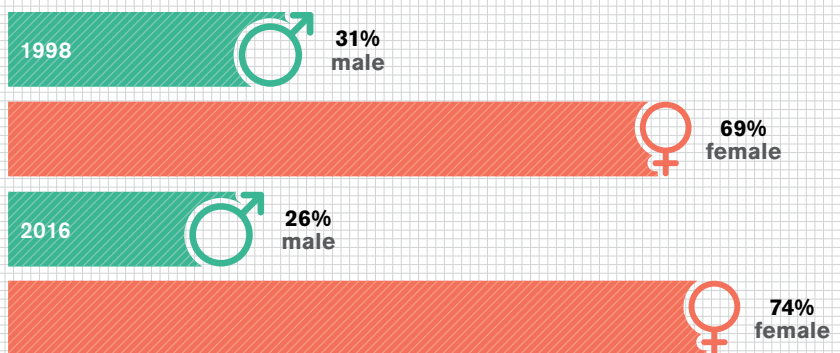
Celebrating the College's 20th Anniversary.*
BY STEVE BREARTON

HEAD COUNT

Total number of members in good standing:



Gender distribution over the years:



INTERNATIONAL DRAW

Total number of new internationally educated teachers (IETs) who are OCTs:

1998**: 16,215 2016: 38,722

Top five countries where IETs received initial certification, 2016:



*Numbers represent most recent final year data from 1998 to 2016.
**Estimate based on 1997 and 1998 data available.



TWEET SHEET

Follow what's trending in the education Twitterverse



Learning Exchange

@TLX_ED
Shares research-based content focused on student achievement in literacy and mathematics; consults the Ontario's Ministry of Education's Student Achievement Division #OntEd

twitter.com/tlx_ed

5,071* FOLLOWERS



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@TLX_ED
Relevant, timely & connected. Free #LearningX resources. See the new video content from recent conference #onted ow.ly/gcxR30amTVJ



Malala Fund

@MalalaFund
Led by education activist Malala Yousafzai, the fund is working toward a world where all girls can learn and lead without fear.

twitter.com/malalafund

540K* FOLLOWERS



Malala Fund

@MalalaFund
Malala and @JustinTrudeau discuss education, what advice they have for girls & who makes them laugh the most. Watch: mala.la/2oA5ci8



AgScape

@AgScapeON
A charity that promotes agriculture and food learning in the classroom; formerly Ontario Agri-Food Education. #ageducation #onted

twitter.com/ag scapeon

4,389* FOLLOWERS



AgScape

@AgScapeON
AgScape Teacher Ambassadors offer FREE lessons w/ agri-food focus & curriculum links to many subjects: agscape.ca/request-ta @ONeducation

*as of May 2, 2017





PROFESSIONAL
PRACTICE

Teaching students how to self-regulate is essential in education. Introducing strategies that encourage this model, along with other executive functions, is an effective way to support the development of 21st-century competencies — the skills students need to be successful in life. There are a variety of ways to infuse these invaluable skills into your lessons, even during breaks. I like to develop opportunities for students to practise yoga and breathing exercises, as well as explore ways in which they can use calming or alerting tools that keep them in the “green” (happy and focused). The Zones of Regulation curriculum (zonesofregulation.com) is also a great resource to draw from.

— Monica Carey, OCT
Toronto District School Board

→ Have a classroom idea to share?

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

PLATFORM FOR LEARNING

BY PHILIPPE ORFALI

Not all digital platforms are created equally but when Groupe Média TFO, a leader in French-language educational content, launches one — you know it is worth a bookmark.

IDÉLLO (idello.org) offers a sophisticated search engine of more than 10,000 resources that includes teaching guides, videos, webinars, apps, games and more. Fine-tune your search with filters that range from: resource language (English and French), level of French (basic, independent or proficient), grade (pre-school to post-secondary), subject (The Arts, Business Studies, Religious Education, etc.), type (audio, video, app, website, etc.) and

theme (Safe and Accepting Schools, Literacy, Francophonie, etc.).

Users can save favourites, create and assign activities, as well as forward resources and assignments to students to explore at their own pace before studying in class. The site is updated regularly to keep resources relevant in Ontario, with new titles added each week. Community members assess the content and enhance the collaborative platform. “This tool was built on principles such as learning communities and the flipped classroom,” says Julie Caron, TFO’s chief digital learning officer. “IDÉLLO will continue to evolve along with pedagogical trends.”

The content is suitable for students of all ages. Early childhood educators will also find the tool useful thanks to its “Franco-recreation” search, which provides users with a list of fun and entertaining resources. The platform is compatible with a full range of formats and devices, including computers, tablets, smartphones and interactive whiteboards.

This is a great site for francophones and francophiles alike. If you teach in a French-language school board or French immersion program, take advantage of your free access to this educational goldmine.

ILLUSTRATION: YELENA BRYKSENOVA

APPS ANALYSIS

By Stefan Dubowski



EasyBib

Here's an app that teenagers will no doubt learn to appreciate. After all, Ontario's Grade 11 and 12 curricula introduce them to footnotes, endnotes and other research referencing systems. EasyBib lets users organize sources with just a few clicks via mobile device. No matter which citation style you're teaching — Chicago, Harvard, Modern Language Association (MLA) or American Sociological Association (ASA), to name a few — with 7,000 built-in style options, there's a good chance that the app has what you need. It even links to the device's camera, so users can snap a photo of a book and have the program generate a reference automatically.

DEVICE: Apple; Android

SOURCE: iTunes; Google Play (free)

RATING: 4+; Everyone

EDULULU RATING: 4/5



Lola's Math Train 2

A likeable panda named Lola wants to help boost your students' confidence in number crunching. Once aboard the math train, for ages six to eight, select from a number of problem-solving games — including a straightforward sequencer that teaches numerical order and a logic puzzle that challenges players to identify the quantity of items in one box compared to another. When Lola's little train pulls into a station, your miniature engineers can choose fun outfits for the animals. Once your class masters the free app, check out the complete version (Google Play, \$2.99; iTunes, \$3.99) — it hauls a full load of math activities at more challenging levels.

DEVICE: Apple; Android

SOURCE: iTunes; Google Play (free)

RATING: 4+; Everyone

EDULULU RATING: 4/5



War of 1812

This electronic page-turner gives middle- to high school students an up-close view of the war between Canada and the United States. It's a high-tech comic following the fictional Loxley family from Upper Canada whose future was shaped by the battle. *The Loxleys and the War of 1812*, a Renegade Arts Entertainment's award-winning graphic novel, forms the basis of the plot. Federal government funding enabled the app's developer — the National Film Board of Canada — to add an online study guide, an interactive map and a cinematic soundtrack to complement superb storytelling. Designed for tablets, this app affords a valuable perspective on a nation-forming event.

DEVICE: Apple; Android

SOURCE: iTunes; Google Play (free)

RATING: 4+; Everyone

EDULULU RATING: 5/5

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

It's Easy Being Green

Members can now opt to receive their renewal package via email only.

Log into your account in the members area to make the change.

→ oct.ca/members/services/login.

Please note this only applies:

- if you haven't renewed for this year; and
- to future membership years.



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SPRING/SUMMER AQ OFFERINGS 2017

TEACHING FIRST NATION, MÉTIS AND INUIT CHILDREN DATES:

- Tues July 4 – Fri July 7
- Mon July 10 – Fri July 14
- Mon July 17 – Fri July 21

APPLICATION DEADLINE:

June 27, 2017

MATHEMATICS, PRIMARY/ JUNIOR

PART III – SPECIALIST DATES:

- Tues July 4 – Fri July 7
- Mon July 10 – Fri July 14
- Mon July 17

APPLICATION DEADLINE:

June 27, 2017

PRINCIPAL'S QUALIFICATION PROGRAM – PART I DATES:

Scheduling to be confirmed

APPLICATION DEADLINE:

Contact for more details

CONTACT INFORMATION:

Email:

reception@snpolytechnic.com

Phone Number: 519-445-0023



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GLOBAL CITIZENS, UNITE!

There's a lot riding on our youth today — especially with the future of our global community in their hands. Teach students how to better position themselves for this great responsibility with these six approaches, and nurture a new generation of change agents into motion in just a few clicks.

BY MELISSA CAMPEAU

1 Virtual Reality

Travel may be the best teacher, but taking a Grade 2 class to Morocco isn't always practical. Use virtual reality (VR) to bring the abstract to life while building empathy for people in faraway places. Slip a smartphone into VR goggles (Google Cardboard, \$7–\$20; oct-oeo.ca/cardboard), upload an app (Sites in VR, oct-oeo.ca/sitesinvr), and students can “walk” through the pyramids in Egypt or “explore” a mosque in Turkey. No borders or customs required!

Grade: K to 12 *free!*

2 Mystery Skype

The popularity of Nancy Drew and Sherlock Holmes prove few can resist a good detective story. So why not wrap a cultural lesson in a mystery-shaped package? Connect with another classroom in an unidentified part of the world with Mystery Skype (oct-oeo.ca/mysteryskype). Your students' mission? Employ critical thinking, yes-no questions and cultural knowledge to discover the other class's location — before they discover yours!

Grade: K to 12 *free!*

3 Foreign Correspondence

Let's be honest, receiving a message from afar, meant just for you, is always a thrill. Communicating with a class in another country (or continent) is no different. Not only is it a ton of fun but the experience provides students with a new perspective. Whose school is greener? Which school rules differ? The Teacher's Corner (oct-oeo.ca/keypals) offers world maps that are searchable by grade to help you connect with others.

Grade: K to 12 *free!*

4 Catalysts for Change

Light-bulb moments? Exciting. Turning plans into reality? Downright inspiring. With the Wonderment (thewonderment.com) students post ideas for social good, then rally international volunteers and donors. Create a mobile library to serve communities in need? Guatemalan students did that! Make a creative space to help refugee children? It happened in Utah! The best part: success builds confidence, which leads to even bigger wins down the road.

Grade: 3 to 12 *free!*

5 Twitter Activism

One tweet (twitter.com) on a hot topic can get people around the world talking. Are your students fired up about First Nations rights? Oil pipeline safety? No doubt there's a social media conversation they can join — or start. Once they're exchanging ideas, take it to the next level. Launch an online petition or include politicians' handles in tweets to enhance the power of social networks and spark change.

Grade: K to 12 *free!*

6 Media Monitoring

This new era of “alternative facts” calls for top-notch media literacy. Have students research a current event, then compare how (or if) international outlets reported it. One World Nations Online (oct-oeo.ca/oneworld) and Media Monitoring System (mms.tamu.edu) provide the tools to dig up and assess relevant info. Are there false claims? What can you interpret about a country by its approach? How might its citizens view the world differently as a result?

Grade: 7 to 12 *free!*

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



FULLY IMMERSED

Tom Deer, OCT, keeps Indigenous culture alive by sharing his lifelong passion for languages with the next generation.

BY JESSICA LEEDER

Growing up on the Kahnawake Mohawk reserve in Québec, there was one thing Tom Deer, OCT, the son of a teacher, particularly hated — and that was going to school.

What he loved, though, was languages and learning to speak them. Spurred by the desire to communicate with the Mohawk-speaking grandfather he idolized, the boy seized every opportunity to increase his fluency; it just so happened that most arose outside the classroom.

“I grew up in a language-rich environment,” says Deer. “My parents, as well as my aunts and uncles, all spoke Mohawk. When we would visit, they would switch to Mohawk — I felt left out, always wanting to be a part of that.”

Determined to learn the Iroquoian language, Deer spent much of his adolescence practising it with anyone who would converse with him, mainly with family — coincidentally, many of whom were teachers. Eventually, Deer joined the profession as a Mohawk teacher, passing the endangered language onto the next generation of learners.

With a career spanning more than 30 years, Deer has taught at various schools on Six Nations of the Grand River — the First Nations reserve with the largest population in Canada, located 25 kilometres southwest of Hamilton. His dedication to the profession and preserving his culture has not gone unnoticed. Deer was recently named an outstanding educator of Indigenous students and awarded a 2016 Guiding the Journey: Indigenous Educator Award for his innovative teaching of language, culture and traditions. Colleagues rank Deer among the community’s most important and beloved educators.



ONLINE

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

EXCLUSIVE

PHOTOS: MARKIAN LOZOWCHUK



Tom Deer, OCT, teaches Cayuga and Mohawk to adults during an evening class at Six Nations Polytechnic in Ohsweken, Ont.

“The teachers see him as a role model,” says Reva Bomberry, OCT, principal of I. L. Thomas Odadrihonyanita Elementary, the Cayuga immersion school where Deer works. “His fluency level, his knowledge and his experience in education form an invaluable force and resource. He is a go-to person for leadership around language acquisition, not only for teachers but the broader community as well.”

The irony of being honoured for his work in the classroom — the place he most reviled in his youth — is more acute than ever for Deer, who chuckles at the memory of his young self during a coffee break in the midst of a recent Saturday morning class. “Of course I ended up being a teacher,” he laughs. “But I ended up teaching something that I love, which is language. It has always been my passion.”

Feeding that passion has propelled Deer through a colourful career, during which he has taught language immersion to every grade spanning from kindergarten to Grade 8. He has also instructed fellow teachers, through a language resource

position. His work in post-secondary has focused on language courses at McMaster University in Hamilton and, most recently, at Six Nations Polytechnic (SNP) in Ohsweken, Ont., which this year began to offer an accredited bachelor of arts degree in Ogwehoweh Languages (Mohawk or Cayuga). Before working in post-secondary, he had been heavily involved in developing curriculum guidelines for both languages as well as lesson plans, resource materials and translations from traditional manuscripts written by elders.

Although Deer remains on staff at I. L. Thomas, the award winner has spent the last two years on an approved leave, to help co-ordinate SNP’s BA program. He still teaches evening and weekend classes at SNP — many of which are full of teachers working to increase their own fluency.

His tireless efforts to both teach and assist in bolstering Indigenous languages stems from Deer’s worry that their future is endangered. “We are at the point where these languages are having their last gasp

and we’re trying to stop that, to bring them back,” Deer says. “We’re not just language teachers. We’re language first responders. There is a lot that needs to be done.”

Unlike most immersion languages taught in provincial schools, Indigenous languages have primarily oral histories. Written texts and teaching tools have always been scarce. “There weren’t any textbooks available — it was all human resources. You had to go and talk to people,” Deer says of when he started out. He would occasionally borrow from his mother who taught Mohawk back in Kahnawake, where they had a resource development program. Today, there is still a dearth of printed materials, a fact that makes tasks such as clarifying correct grammar particularly challenging. It also jeopardizes the future of the language. At I. L. Thomas, where there is a full immersion program up to Grade 4, the aim is to teach every subject in Cayuga. From Grades 5 through 8, students spend one day learning in English and the next in Cayuga. But the

“WE’RE NOT JUST LANGUAGE TEACHERS.
WE’RE LANGUAGE FIRST RESPONDERS.
THERE IS A LOT THAT NEEDS TO BE DONE.”

balance can be daunting for teachers, many of whom are second-language learners and still working to comprehend the nuances of the language themselves.

“Whatever we teach in the classroom needs to be translated first. This has always been a major gap in our program,” Bomberry says, adding: “We are in such a crisis state.”

As part of his personal effort to reverse this, Deer spearheaded the Speak Cayuga initiative, a language-learning app (iTunes, oct-oeeo.ca/speakcayuga; Google Play, oct-oeeo.ca/cayuga) produced by SNP and Thornton Media, Inc. The free app is designed for users aged four and up; it has over 500 words and phrases, a searchable database, audio, video and images. Launching the app was a proud moment for Deer, who is a proponent of using a broad spectrum of technology in the classroom — from high-tech smartphone apps to none at all.

“The world of technology is great,” Deer explains. “But it is also important to go back to the basics.” A useful teaching tool of his is an empty shoebox, which he fills up with household gadgets and trinkets before bringing it to class. Sitting in a circle, students of all ages can pass the box, take out an item and discuss it using whatever language they’re trying to learn. The technique has stood the test of time for all ages.

“You have to stop and make time for those sorts of things,” Deer explains. “Because sometimes they turn out to be the best. You have to use the language as much as you can in all aspects of your life.” As far as he’s concerned, the more avenues students have to learn, the better.

“When I was learning, I had to stumble through and get people to help me understand the grammar of a language that wasn’t written. That wasn’t always easy and some people weren’t always nice [about it],” Deer says.

With both children and adults, Deer’s approach is intentionally gentle and non-threatening. For his students and colleagues alike, that manner is key to helping them learn effectively.

“Our elementary schools were a horrible atmosphere to grow up in. There was a lot of trauma if you spoke your [Indigenous] language and there is a whole generation of us who were shamed,” says Coleen Powless, OCT, a teacher at I. L. Thomas and a student in Deer’s SNP Saturday morning class and Monday evening governance class (taught in Mohawk and Cayuga). “Tom is not just a teacher. He’s a leader for our people,” she says, “Our whole community depends on him and he carries that graciously.”

Bomberry insists that the pride Deer instills in students by championing Indigenous languages not only fosters education but is healing their community.

“There’s just an honour that he brings to speaking the language,” she says. “Overcoming the shame has been a major obstacle. Today’s generation of language learners are still affected by the past — residential schools have beaten the language out of our people — but are now beginning to embrace our language and culture. Tom’s eloquent speaking and teaching lends us that ability.”

Understanding the breadth of the impact he is having both in and outside of the classroom motivates Deer in his educational journey, which he says will likely continue for at least another decade.

“To be part of a process that makes people proud of their language, and who they are, rather than believing they should be covered up and forgotten,” he says, “that has been rewarding.” **PS**

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

STRATEGIES FOR SUCCESSFUL IMMERSION

All language teachers know the challenges of keeping English out of the classroom when immersion is the intention. Here are Deer’s top tips for success:

- It’s important to set the tone for students at the beginning of each lesson. “I stand by the door and calm them down before they enter. I ask them to think about leaving English at the door and moving inside, to Cayuga or Mohawk.”
- Establish a routine. Deer teaches his students to recite a traditional greeting, the Thanksgiving Address, first thing in the morning and before leaving in the afternoon. “Reciting things puts them into a different frame of mind,” he says, adding that he uses the transition to start a meaningful class discussion.
- Blend high-tech with no-tech. Deer embraces language-teaching apps to augment instruction but still supports basic language instruction approaches, such as centre-based learning. His favourite traditional method is Total Physical Response (TPR), wherein instructors speak a command and language learners respond with a corresponding whole-body action.
- Borrow from others, even if they teach a different language. Deer isn’t shy about asking others for tips. In fact, he makes it a habit. “There’s always a lot of camaraderie between language teachers. We face similar challenges in trying to avoid speaking only English,” he says.





Behind the Scenes

Canadian stage and screen great Colm Feore honours the late novelist Richard B. Wright, the teacher who breathed life into his dreams of pursuing a career in the arts.

BY RICHARD OUZOUNIAN

When Richard B. Wright died this past February, at the age of 79, not only did the Canadian literary scene lose one of its finest novelists but 25 years' worth of Ridley College alumni also lost the man who helped them discover their true potential.

"He shook things up in a way that made us think all kinds of things we had never considered possible," recalls award-winning actor Colm Feore, from his home in Stratford, Ont., overlooking the historic Festival Theatre where he has spent much of his time since 1981.

The 58-year-old thespian is one of this country's most celebrated stars of stage, film and television, having played everyone from pianist Glenn Gould and Prime Minister Pierre Elliott Trudeau to Hamlet and King Lear. Canadian audiences will no doubt recognize him from his latest portrayal of the wryly comic senior RCMP officer in *Bon Cop, Bad Cop 2*. There is some irony in his playing this particular role, since back in 1977 — when he was a high school student at Ridley in St. Catharines — he was headed in that professional direction. But then along came Richard Wright.

It was around that time that headmaster Richard Bradley was looking for someone to replace Ross Morrow, the school's retiring English master — and not just anyone, someone out of the ordinary. "Wright was just the ticket," recalls Feore. "A real working writer, someone who would light a fire under all of us *Tom Brown's School Days* types."

He lightheartedly reminisces about a particular style of English teacher whose approach, back in the day, largely consisted of puffing on their pipes and playing a Cædmon recording of John Gielgud reciting the Bard.

But Wright was different; using a distinct style that Feore fondly channels: "Do any of you know about birding? *You've* trained hawks? Good, bring one into class! Have you ever seen a real wineskin? Bring one in! Let's make this play come alive!"

You're Invited



2017

Annual Meeting of Members

DATE:

Thursday, June 8, 2017

5:30–7:30 p.m.

Reception to follow

LOCATION:

Ontario College of Teachers
14th Floor, 101 Bloor St. West
Toronto, ON M5S 0A1

RSVP:

oct-oeeo/amm-register

PANEL DISCUSSION:**LOOKING BACK, LOOKING FORWARD**

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

CHAIR'S ADDRESS

Chair Angela De Palma, OCT, will report on your Council's activities during the last year.

REGISTRAR'S ADDRESS

CEO and Registrar Michael Salvatori, OCT, will reflect on the College's 2016 initiatives.

COMMITTEE REPORTS

Hear from chairs of the Accreditation, Discipline, Governance, and Standards of Practice and Education committees.

**MARGARET WILSON
LIBRARY**

The College's library is hosting an open house. Drop by to see the full range of free services available to you, including the online library catalogue, ebooks and research databases.

HAVE YOUR SAY

Take the opportunity to submit your questions for the College in advance at pollev.com/octoeeo.

LIVE STREAMING

Can't attend in person? The College will live stream the meeting. Simply visit oct-oeeo.ca/amm-live and hit "play." Please ensure your computer or device has the minimum requirements for live streaming.



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"He helped students discover that they were more intelligent than they imagined."

The 17-season Stratford veteran may have shared a stage with the likes of renowned Shakespearean leading men, but the performing skills of his former professor still claim pride of place in his memory. "The man had a truly galvanic effect on all of us." But there was much more to Wright than flash and panache. "He was good at teaching literature because he knew what questions to ask," says Colin Brzezicki, a longtime colleague at Ridley, "and he was especially good at it because he knew there was never just one answer.

"Richard liked asking open-ended questions because it would increase student collaboration." As for his ultimate secret — it was a simple one. "He helped students discover that they were more intelligent than they imagined."

The acclaimed writer was born in 1937 in Midland, Ont., and although he spent most of his adult life in Toronto — prior to settling down in the Niagara region in 1976 — small-town Ontario cast a long shadow over his life. *Clara Callan*, which was published in 2001 and considered by many to be Wright's greatest literary success, was in fact his attempt to understand the women who taught him as a child. The novel sold about 200,000 copies and won him three major Canadian awards (the Giller Prize, the Trillium Book Award and the Governor General's Award for English-language fiction).

The veteran teacher wrote 13 novels, but he wasn't considered successful until nearly 65, however, "Richard never compromised his integrity as a writer," says Brzezicki. "He wrote for himself, on his own terms."

Wright was serious about literature, but those closest to him insist that he wasn't a solemn individual by any means. "He was an elfin kind of guy with a real twinkle in his eye," says Feore. "When I saw the film *The Luck of Ginger Coffey*, I thought of Wright. You'd think, 'Oh, he's been through some scrapes.' He was so full of life."

The Gemini Award-winner may not have pursued a career in literature, but he firmly believes that it was Wright who awakened him to the power of his craft, which led him to acting. And it was Feore's introduction to a trio of books that sealed the deal: Graham Greene's *Brighton Rock*, Evelyn Waugh's

And so they did. And they remain grateful, some 40 years later. Feore still recalls the famous acid-throwing scene from *Brighton Rock* and how Wright made it electric. "There was nothing academic or pipe-smoking about it. It was sheer visceral engagement. I remember thinking

'He knows how to grab hold of an audience and gain their attention, that's what I want to learn.' Richard made the life of an artist seem viable because he was living it himself while teaching us. I realized that I wanted to be an actor."

By the end of the school year, when the young man's parents shared their worries about their son pursuing acting with headmaster Bradley, he shook his head as though the train had long left the station. "Colm wants to do this," Feore's parents were told. "He couldn't stop doing it if he tried."

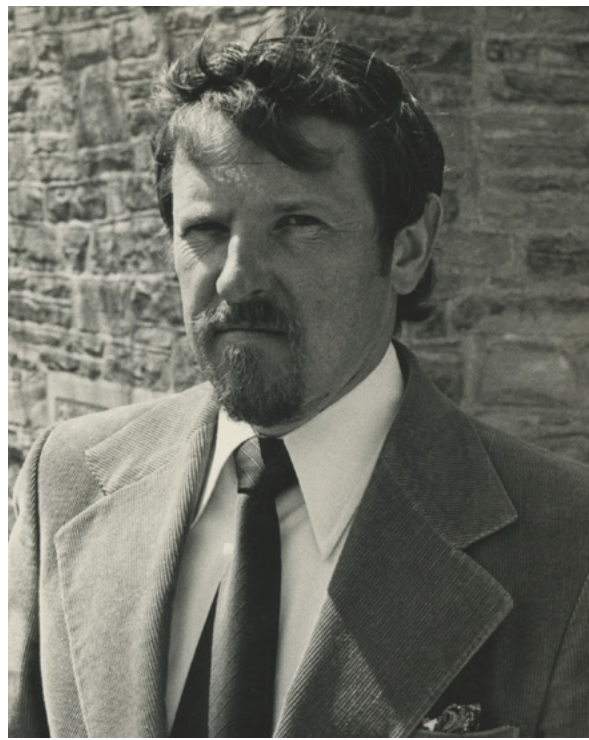
It all came full circle years later, when Brzezicki went with Wright to Stratford, to see the former student play the title role in *King Lear*. "I was thrilled that he came," admits Feore. "I remember Wright saying that he thought it was good. That was enough for me!"

The late talent who divided his life between writing and teaching students to appreciate the writing

of others, loved to quote Lear, "Who is it that can tell me who I am?" For those who knew him, there was never any question.

"He did double duty all his life; a true teacher of English and a real Canadian novelist," says Feore. And when Brzezicki looks back at Wright's life, he delivers a moving epitaph. "His strategies were simple but his outcomes were enormous." **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.

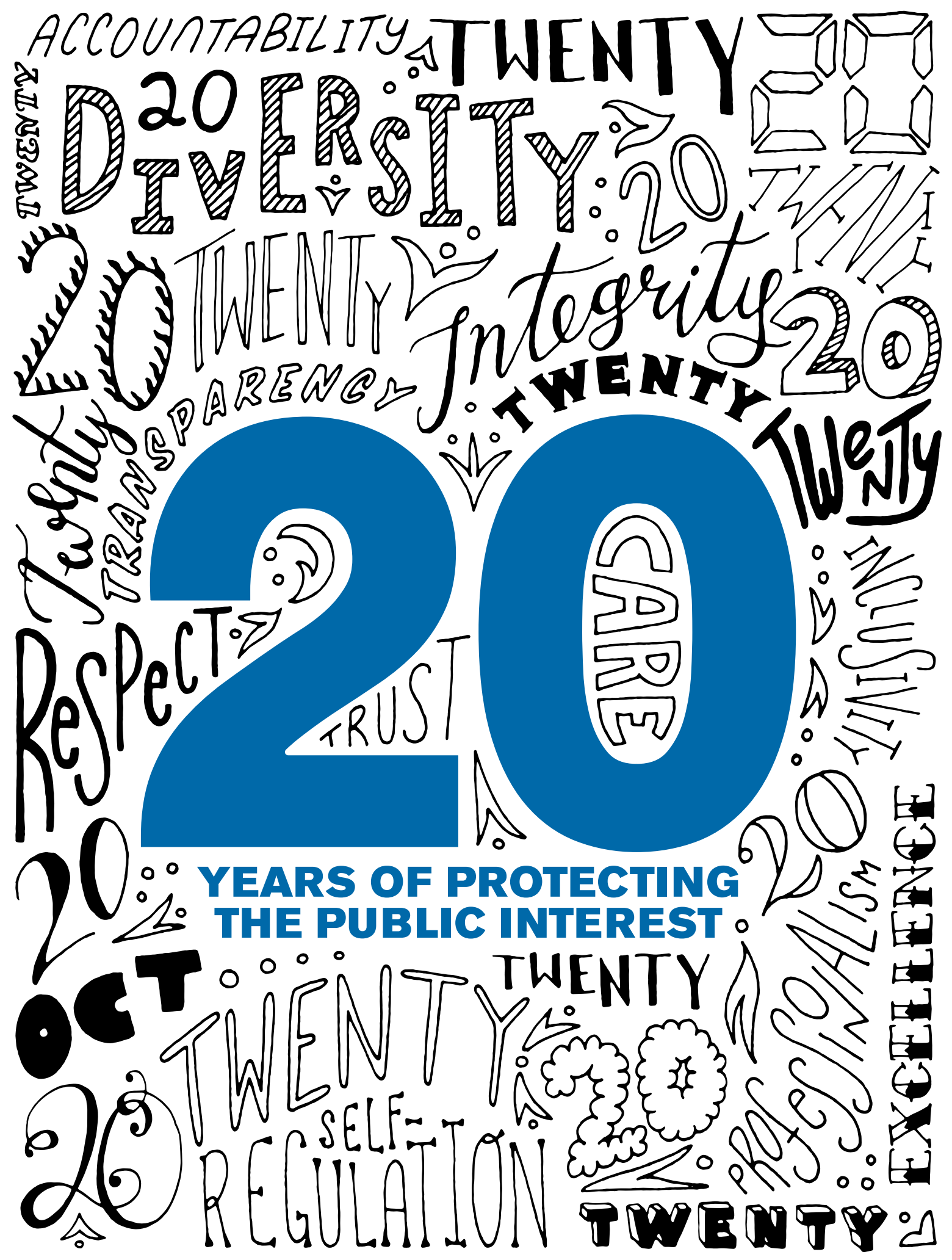


The late award-winning author and English teacher Richard B. Wright during his Ridley College days.

Decline and Fall and James Joyce's *A Portrait of the Artist as a Young Man*.

"Richard would just take hold of us. He'd sit on the edge of his desk, and read a passage and it would just come to life," recalls Feore. "Suddenly it was James Joyce talking to us and we were the young artists."

Brzezicki's memory of the minimalist approach remains vivid: "A piece of chalk, the blackboard and the book he was teaching." But Brzezicki is convinced that it was the students who really drove his friend. "What he wanted, more than anything, is that they would become lifelong readers. He didn't expect them to become English teachers or writers. He just wanted them to read."



ACCOUNTABILITY

TWENTY

TWENTY

DIVERSITY

20

20

20

TWENTY

Integrity

20

Twenty

TRANSPARENCY

Respect

20

TRUST

Twenty

INCLUSIVITY

20

YEARS OF PROTECTING
THE PUBLIC INTEREST

OCT

TWENTY

TWENTY

20

SELF-REGULATION

20

PROFESSIONALISM

EXCELLENCE

TWENTY

Past and current College leaders look back at pivotal points in the College's history and the evolution of self-regulation.

BY STUART FOXMAN

A NEW LEVEL OF OPENNESS



Dust was everywhere. That's how Margaret Wilson, OCT, recalls the first office of the fledgling College. While part of the space was still under construction, staff

worked in a large open area filled with tables. "We needed somewhere to start certification production," she says.

Wilson pitched in with the paperwork like everyone else. Things looked chaotic. "It was as if the sky fell," she says, "but we got it done."

Wilson was employee No. 1, serving from 1995 until 2000. As the original Registrar, she was tasked with readying the College to assume its regulatory authority.

Just before that happened in 1996, Wilson said: "We're beginning to raise accountability of the teaching

profession to a new level of openness to the public and our teacher members." She still believes that. Self-regulation tells the public that you meet strict requirements to enter the profession, live up to high standards, continually ensure your quality and are answerable. All of that increases confidence in a profession.

Wilson taught English and figured she'd be a school administrator. Then she got involved with the Ontario Secondary School Teachers' Federation. She ended up becoming president, and was serving as secretary-treasurer of the Ontario Teachers' Federation when the government tapped her to run the College.

The status quo wasn't working, Wilson says. The group certifying teachers at the Ministry of Education was underfunded, faculties of education weren't keeping up with the times, and discipline wasn't always seen as fair or transparent.

Other professions distinguished between the bodies that regulate versus advocate. Wilson knew that was the only way to go for the teaching profession too.

In the early days, just about everything could be considered a major achievement. Wilson points to things like assembling a solid team, ensuring that the marching orders for the College were clear and workable, and getting the fundamental operations in place.

After leaving the College, Wilson became a consultant and facilitator in education. Her most recent high-profile assignment was a review of the Toronto District School Board.

"Now I think I'll hang up my hat," she says.

In her long and successful career, she has no doubt where the College fits. "I'm proud of the fact that I was a good teacher, and the College was a crowning achievement."

SPEAK YOUR MIND



The very first College Council had a tradition. At every meeting they ate dinner together. "We shared meals and had fun," says inaugural

Chair Donna Marie Kennedy. "It was incredibly important to have the opportunity to sit beside each other and talk about issues that weren't related to education but represented our personal viewpoints. We got a renewed respect for each other."

For a new Council, comprising 17 teachers elected by their peers and 14 people appointed by government, that was a key to ensuring good governance.

As Kennedy reminds, this was a contentious period for education in Ontario. She says issues and priorities in education

tended to swing like a pendulum depending on the government of the day. Kennedy hoped the College would offer some stability, and was attracted to the idea of teaching professionals forming policy.

When she ran for Council, Kennedy headed the Carleton unit (in the Ottawa area) of the Ontario English Catholic Teachers' Association. She had taught Grades 1 to 9, and was also a Special Education teacher and consultant.

The initial Council members had to learn to appreciate where they were all coming from, says Kennedy. Ultimately, the job was to unite around the idea of making decisions in the public interest, she says. Boosting standards and accountability is positive for all.

What makes for the best-running councils? "Every member, whether elected or appointed, should speak their mind. You also have to have an open mind and listen to the arguments," says Kennedy.

She's particularly proud of her part in establishing Council as an independent body, one that could be respected for making informed decisions and offering relevant feedback.

Kennedy is retired now, and spends winters in Arizona and the rest of her time in Calabogie, Ont. Looking at today's issues, she hopes Council will focus on accreditation and the teachers entering the profession. It's an area that demands particularly close oversight, she feels.

While it's essential to have a strong regulatory framework around a profession, she says there's a big difference between creating requirements and prescribing in detail how to meet them.

"I think a profession can be over-regulated. You uphold professionalism by allowing some freedom — the flexibility and creativity to do what's best for the student."

THE STANDARD BEARER



When he started his teaching career in 1966, Joe Atkinson knew he was doing more than just taking a job. Many teachers saw themselves as professionals, and

Atkinson certainly felt like he had to meet high benchmarks. Still, he says, “There’s something different than employee accountability — and it’s professional accountability.”

As one of the first College staff and the second College Registrar, he was a pioneer in cementing that accountability. When Atkinson arrived, “we had a blank page.” He played a huge role in developing the standards of practice and ethical standards for the new body.

“The standards say this is who we are, what we do and how we practise. These are the things we must carry as a profession.”

Atkinson brought experience working in curriculum and program at the board level, and in professional development

for the Ontario Public School Teachers’ Federation (which later merged with another federation to become the Elementary Teachers’ Federation of Ontario). At the College, he served as the first co-ordinator of professional affairs, the first Deputy Registrar and then Registrar from 2000–03.

“I spent a great deal of my tenure speaking to students in every faculty of education. Very few were talking about

Another of his major accomplishments was developing and implementing a professional learning framework that keeps teachers’ knowledge current and relevant.

Health issues forced Atkinson’s retirement. Today, he spends his winters in Florida, the rest of the year in Uxbridge, travels extensively and enjoys his 10 grandchildren. His wife was a principal, and two of his three children are

A regulatory College draws the line between a job and a profession.

what it meant to be a member of a profession. I also talked to parent groups, school boards, and home and school associations. I was proud to communicate what the College was all about.”

As part of that, Atkinson distilled all the regulatory language into three basic promises. The College promises the public that their children will be: 1) taught by qualified and certified teachers; 2) taught by competent teachers; and 3) safe in their charge.

teachers. The third is an electrician.

“He always said he was the only one who didn’t go into the family business — his profession is also regulated, by the way.”

Looking back, he is honoured to have been part of the formative years at the College and reframing the occupation. “When you put teacher after your name, it means the same as what MD or RN does. A regulatory College draws the line between a job and a profession.”

TRANSPARENCY AND TRUST



Doug Wilson has two grandchildren in school, and his daughter takes a keen interest in who is teaching them and how. She visits the College website

frequently, checking the qualifications of teachers and reading some of the articles in *Professionally Speaking*. Many of her friends do the same. Wilson is heartened that the College is seen as so open and accessible. After all, that was a priority of his when he was Registrar from 2003–06.

Transparency can describe the type of information made available, the ease of finding and understanding it, and the efforts to consult on and explain decisions.

It’s all essential to boosting public trust.

“We became substantially better at transparency, and that’s really important for a regulatory body,” says Wilson.

Prior to joining the College in 1999, Wilson was a teacher, department head, curriculum consultant, vice-principal, principal and superintendent of education. He also co-authored several Canadian history textbooks for Oxford University Press, used across Canada for Grades 7 to 10.

“I had 31 years in a school board. This was an opportunity to work at the provincial level and be part of another facet of educational governance,” he says.

His first College role was manager of the Standards of Practice and Education Unit. As Deputy Registrar, he spearheaded the implementation of the Professional Learning Program and was communication liaison for professional advisories.

“There are standards that you’re expected to meet. You have to see yourself in them. And there are consequences if you don’t meet them.”

Wilson built on the efforts to convey the implications of the standards. He recalls criticism by some teachers about the details in the blue pages of

Professionally Speaking, which communicate the discipline decisions of the College to its members.

“There are standards that you’re expected to meet. You have to see yourself in them. And there are consequences if you don’t meet them. Teachers and the public need to know that,” says Wilson.

During his tenure, he sensed an ever-

increasing respect for the College. Ongoing outreach and advertising had a positive impact. “Over time that worked extremely well to explain why we have a College and the benefits.”

In retirement, Wilson is still involved in governance and accountability. He serves as a patient representative on the Family Health Team board at Toronto

Western Hospital. He’s also president of his condo board.

When Wilson reflects on his career, two chapters are at the top. One was being asked to write history books. The other was serving the College. “I wanted to personalize the College across the province, and I loved it. It was exciting. I felt fortunate to have that opportunity.”

PLANTING THE SEED



Brian McGowan still engages in professional learning, but now it entails organic farming, viticulture and ancient Egyptian history. He lives in Prince Edward

County, outside Wellington, Ont., where he grows vegetables, has a small vineyard and raises poultry and rabbits.

“There’s a reassuring simplicity in trying to cause things to grow,” he says. “You prepare the soil, plant the seed and your role is to nurture growth.”

That principle applied to his career too, as a teacher with students and later in helping self-regulation to flourish for the profession.

McGowan was Registrar from 2006–09, but made his mark on the College well before. From 1993–95, he was on the research and writing team for the Royal Commission

on Learning, involved in developing its call for establishing the College.

He came to the College from the Ontario English Catholic Teachers’ Association, where he led the professional development department. One of his first College tasks was a consultation on the entry of new teachers. Another consultation led to new standards on ongoing teacher education and qualifications. McGowan also played a part in creating Teach in Ontario to support internationally educated teachers.

He became Registrar a month before a new College Council took office, the first where a majority of Council members were teachers. That change in governance was a highlight for McGowan.

“The voice of classroom teachers increased at Council. It was a different dynamic, and I felt overwhelming pride about their decisions.”

During his tenure, the College continued the transition from, he says, “being seen as an artifact of the Harris government to a

fully autonomous self-regulatory body.

“There was a popular misconception. The College isn’t an educational body working in the regulatory sector, it’s a regulatory body working in the educational sector. Getting our heads around that was a maturation process for members and the College.”

All regulatory bodies have a mandate to act in the public interest. “The role of a College isn’t to advocate but to adjudicate,” says McGowan, noting that this sometimes creates tensions.

He had an epiphany upon meeting his counterpart at the Law Society of Upper Canada, which was founded in 1797. “I asked the Registrar of the day what their members thought of the organization,” McGowan laughs at the recollection: “He said they’re just getting used to it.”

He feels that self-regulation is positive for any profession. “Anytime you delegate that authority, there’s a real sense of privilege.”

EMERGING LEADER IN SELF-REGULATION



Careers aren’t always planned. Current Registrar and CEO Michael Salvatori, OCT, calls his “planned happenstance.” With the right experience

and training, you can be open to all sorts of opportunities.

Salvatori was a teacher, vice-principal and principal with the London District Catholic School Board. He authored and co-authored several French textbooks and teacher resources, and also taught in France and Italy.

Joining the College was a chance to gain experience at the provincial level and learn more about this relatively new regulatory body. Salvatori worked on the accreditation

of teacher education programs, and was director of membership services. In June 2009, he became the College’s fifth Registrar.

Since then, he points to three defining moments for the College, each relating to core mandate areas.

One was the historic enhancement to teacher education. Salvatori says that addressed a key question of public interest: What does it take to become a teacher to help students in the 21st

IT'S NOT TOO EARLY TO THINK ABOUT

SERVING ON COUNCIL



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

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



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Teachers

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for Great Teaching



century? Making expectations for teacher education clear and accessible, he says, “also helps to enhance confidence and transparency.”

The second milestone was the review that Ontario’s former chief justice Patrick LeSage undertook around the College’s investigation and discipline procedures.

“That was helpful in the eyes of the public,” says Salvatori.

The recommendations have helped the College to handle complaints and discipline efficiently and fairly.

To Salvatori, the process “demonstrated our commitment to continuous improvement. Transparency was also a key component of the review.” Moreover, other regulators learned from the College. “Through that, we emerged as a leader in self-regulation.”

His third key moment was making changes to certification for internationally educated teachers. The focus is more on comparability than exact equivalents. It’s a matter of maintaining standards while “welcoming or facilitating the certification of those teachers and the richness of the experiences they bring to the culture of Ontario schools.”

Salvatori is proud of the commitment of the College’s team. He meets all new employees when they join, then again six months later.

Why do they choose to work at the Ontario College of Teachers?

“They consistently mention the professionalism of the staff and our collaborative efforts,” explains Salvatori.

With all the College’s progress, Salvatori’s greatest satisfaction comes from something fundamental. It goes to the College’s central role to ensure the people it certifies are qualified and worthy of the trust placed in them.

“It’s a source of pride to be part of an organization that communicates to the public that Ontario teachers are highly qualified, ethical practitioners.”

BROADENING PERSPECTIVES



Midway through her teaching career, Angela De Palma, OCT, took short-term school jobs overseas, one in the United Arab Emirates and the other in South Korea. She may have learned as much as she taught.

“I had to adapt to new systems. There was new curriculum. You get an interest in and appreciation for other areas of education.”

De Palma has always sought to gain different views of the profession. Participating in Ministry of Education curriculum initiatives was another opportunity. “Those experiences help you build the big picture,” says De Palma.

Broadening her perspective has proven useful in her position as current Chair of Council, which she assumed in 2015. Members of Council, she says, “need to respect the diversity of opinions and recognize that once those opinions are shared our own learning can grow, which will help us to make better decisions.”

De Palma has taught Grades 2 to 8 and French as a Second Language, and was a generalist itinerant Special Education resource teacher for elementary and secondary schools. She was elected to the previous Council, and served on the Accreditation, Executive and Fitness to Practise committees.

Over the College’s life, the understanding of Council’s function has matured, says De Palma. “There has been a greater focus on the role of being a Council member, and good governance.”

She mentions a few priorities. Mentorship programs for Council members is one. Another is framing discussions around the College’s strategic priorities “to help us be mindful that they underpin our decisions.”

Council members always arrive with their own breadth of knowledge and experiences, but must remember their shared purpose: “We sign an oath to serve the public interest.”

De Palma takes pride in the willingness of Council members to leave behind their other interests. “They exist, but we recognize our fiduciary duties, and that decisions about the profession have been placed in our trust.”

She emphasizes that the College is *the members’* College. “The more you can learn about what it does and offers, the more you can benefit from being part of a profession that’s self-regulated,” she says.

By the time her term ends, De Palma hopes that the College is seen first and foremost as having “inspirational” standards of practice and ethical standards. “That garners respect for a professional, and is something I’d like more members to recognize. The standards are aspirational and descriptive, so people can work toward that and have a common understanding of what it means to serve the profession.” **PS**

Council members always arrive with their own breadth of knowledge and experiences, but must remember their shared purpose: “We sign an oath to serve the public interest.”



Defining Moments

1994

The Royal Commission on Learning drafts its landmark report *For the Love of Learning*, leading to the establishment of the College. [Pictured: Manisha Bharti, Dennis Murphy, Gerald Caplan, Avis Glaze, OCT, and Monique Bégin, not pictured]

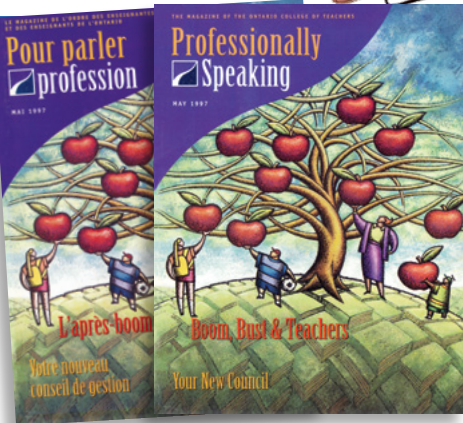


1999

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



College publishes its first annual *Transition to Teaching* survey on employment conditions for new teachers



College publishes first issue of *Professionally Speaking*/
Pour parler profession



College opens its doors —
Luci Loisi, OCT, becomes
Ontario's first certified teacher

1997

First College Council



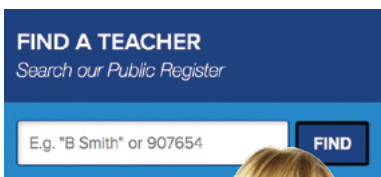
2003

Trent University — the first university to be accredited by the College for pre-service teacher education



2009

The "Find a Teacher" search function is added to **oct.ca**



2008

Ontario teachers receive professional designation

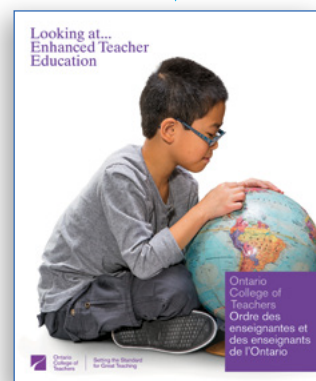


2012

College commissions the Honourable Patrick LeSage to review its investigation and discipline process and practices; Council endorses all 49 recommendations in LeSage's independent 76-page report

2015

College takes leadership role in establishing requirements for the Enhanced Teacher Education Program



College develops an online tool allowing internationally educated teachers to assess their eligibility to apply for a licence to teach in Ontario schools

2010

Consultations in 2005 lead to the development of the 2006 report *Preparing Teachers for Tomorrow*, culminating in the revised Teachers' Qualification Regulation



2014

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



2016

The provincial government passes Bill 37, the *Protecting Students Act*, bringing changes into law to protect students and make the College's investigation and hearings practices more efficient and open. [Pictured: Council Chair Angela De Palma, OCT, and College CEO and Registrar Michael Salvatori, OCT, welcome Education Minister Mitzie Hunter (centre) to Council to speak about the bill.]



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Celebrating Through Art

More than 70 schools in Ontario participated in a student art exhibition to commemorate the College's 20th anniversary. We asked students to create their artwork based on four themes: what they love about school; favourite subject; what they want to learn; and if they were a teacher. Here is a selection of pieces. View the complete gallery* at oct.ca.

20 YEARS



WHAT I LOVE ABOUT SCHOOL: SK TO GRADE 6

Artist: Jake Varieur, Senior Kindergarten

Teacher: Lindsey Gottlieb, OCT
Tawing College, Huntsville



I WANT TO LEARN TO ... GRADES 7-12

Artist: Andrew Stevenson, Grade 7

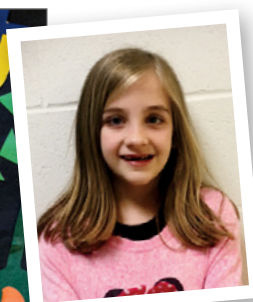
Teacher: Diana Hatzepetros-Middleton, OCT
Runnymede Junior & Senior Public School, Toronto



MY FAVOURITE SUBJECT: SK TO GRADE 6

Artist: Piper Nash, Grade 2

Teacher: Katie Lutraan Dowson, OCT
Mount Hope Elementary School, Hamilton



IF I WERE A TEACHER: GRADES 7-12

Artist: Adriana Cruz-Coronas, Grade 7

Teacher: Rita Hisar, OCT
St. Raphael Catholic School, Toronto



*The student artwork will be on display on the College's 14th and 15th floors until December.

Leading by Example

Whether they're ensuring a generation of readers or running an ESL school, these educational leaders — among the College's longest-holding Principal's Qualification Program (PQP) and Supervisory Officer's Qualification Program (SOQP) holders — share a passion for teaching and lifelong learning.

BY MELISSA CAMPEAU



The Reading Rescuer

Linda Soehner, OCT, Holland Centre, Ont.

Has held the PQP Part 2 for 27 years, PQP Part 1 for 28 years.

From a young age, Linda Soehner had a clear sense of what she was going to do with her life.

"Growing up in England, it was a very class-driven society and I thought that only education could help children change classes, otherwise they were kind of stuck where they were," she says.

Soehner studied in England and taught there for five years before coming to Canada, where she took up a post with the North York Board of Education (now the Toronto District School Board).

Eventually she earned an M.Ed. and her Principal's Qualification Program (PQP) certification and became a principal with the Avon Maitland District School Board.

Being a principal was rewarding, she says, but a favourite memory is from earlier days.

"I was teaching in North York and a stray cat wandered into our classroom," says Soehner. In short order, the class adopted him, named him George, and proceeded to look after him for the entire academic year. There would be times where you'd hear an announcement saying, 'George is in the library. Would someone please come and get him?'" Soehner recalls.

"Then there was the day when the caretaker threatened to get rid of him because he was digging up the plants in the vestibule," she says.

In response, students volunteered to be "plant monitors," doing independent work in the vestibule, two at a time. "All sorts of happy things happened in that classroom because of George."

Although she left the board several years ago, Soehner has never stopped teaching.

"I now run my own school," she says.

Determined to help students struggling to read, she set out to create a program to tackle the problem. "So that's what I did," says Soehner.

She wrote a program called Everyone's a Reader (under her charitable organization Reading Rescue Ontario) and is now involved in helping 35 children to read each week.

The charity works with several schools and also helps adults, people with learning challenges and anyone who asks for a hand.

"When we get students who present a new challenge, I just write a new part for the program and we solve that problem," explains Soehner, who absorbs and implements new research as it's published.

And that, she says, is likely her best advice to new teachers.

"Keep abreast of new discoveries, especially the ones that deal with the science of the brain and how we learn," says Soehner. "Take those ideas and look for new ways to teach using those discoveries."

"Keep abreast of new discoveries, especially the ones that deal with the science of the brain and how we learn. Take those ideas and look for new ways to teach using those discoveries."

— Linda Soehner, OCT

“I’ve always cared very deeply about teaching, in any form ... I want to find ways to make what I want to impart to people easier to learn and more enjoyable — that’s what draws me to [the profession].”

— Ivy Chan, OCT

The Trailblazer

Oi-Yi (Ivy) Chan, OCT, Toronto

Has held the POP Part 2 for 23 years and SOQP for 20 years.

Ivy Chan started teaching piano when she was just 12 years old. While music may have been her first love, it’s her passion for teaching that’s helped shape her diverse career.

In 1976, shortly after arriving in Canada from Hong Kong and earning an M.Ed., she began work with the Scarborough Board of Education (now the Toronto District School Board) teaching Grade 7 and 8 students, eventually moving on to high school students.

She developed an expertise in English as a Second Language (ESL) and developed assessments for the board designed to help teachers better understand how students — whose first language was not English — were progressing. “People were beginning to become very interested in how ESL informed teaching and learning,” says Chan.

Along the way, Chan continued her studies, earning a PhD in education, as well as her PQP and SOQP certifications. “I’ve always cared very deeply about teaching, whether it’s teaching piano or language, teachers or students, or sharing with principals and colleagues,”

she says. “I want to find ways to make what I impart to people easier to learn and more enjoyable.”

Chan has been a quiet trailblazer for much of her career. When she accepted a role as principal at a school in Thornhill with the York Region District School Board in 2002, she became both the first Chinese-born principal and the first female principal the school had seen in its 151-year history.

Until this past spring, Chan was principal at International Education Services with York Region District School Board. “We work with students from 37 countries, and we’ve grown from having 800 visa students to more than 2,000,” explains Chan, with pride. “It’s the biggest program of its kind in Canada.”

Over the years, she’s influenced policy and helped steer teachers’ understanding of ESL learning, but Chan says her fondest memories involve seeing the influence she’s had on her students and their families.

She recalls the father of an ESL student, newly arrived from Vietnam, approaching her one day. “He said, I know you helped



my daughter very much. Can you help me find a place to live? So I became a real estate agent, too!” she jokes.

Chan recalls a few years ago a man approached her in a grocery store one night. “He said I looked familiar and asked if my name was Ivy,” she says. Chan had been his teacher. That night, she discovered he’d grown up to be a police constable.

“He said to me, ‘I always wanted to tell you, I think about the changes you made in my life,’” says Chan. “And that was so precious to me.” **PS**



Kristin Plue, OCT

Beyond Boundaries

FOUR OCTs WITH DISABILITIES SHARE HOW THEIR LIVES
HAVE MADE THEM THE TEACHERS THEY ARE TODAY.

BY STUART FOXMAN



On track day one year, a student asked Kristin Plue, OCT, if she competed when she was young. “I said no, I wasn’t much of a runner.” But she loved the question. “It’s fantastic when students have forgotten about my disability. They see past the challenge.”

Plue was born with spina bifida. Normally, the neural tube closes within a month of conception. With spina bifida, part of the tube doesn’t develop properly. That leads to damage in the spinal cord.

Plue has a moderate case. She walks with crutches and uses orthotics, but doesn’t think about it often. It’s all she knows.

A career in education is almost as deeply ingrained. Her father was a principal, several aunts and uncles were teachers, and her step-mother is a director of education. “I wanted to be a teacher since Grade 3,” she says.

Plue has been one now for 13 years, and is a teacher-librarian at Williamsburg Public School in Whitby, part of the Durham District School Board. The school’s motto is, “We say something,” which originated as an anti-bullying creed. “It’s about not being a bystander. We stand up to make things better,” says Plue. She interprets the motto more broadly as all about empowering students.

PHOTOS: MATTHEW LITEPLO

“I try to be honest and genuine, letting them know who I am as a person, including my hearing loss. Let your students know that you’re a vulnerable human being just like they are.”

— Kim Handley, OCT

That’s a huge part of what satisfies her as a teacher. “Students want to feel they’re being heard. The student voice is a big thing when children feel they can make a difference.”

Plue focuses on each student’s abilities — what they can do, not what they can’t — and how to work together to draw out the best of them. Her disability has influenced that mindset, but it’s the job of any teacher, she says.

Sometimes students ask about her physical challenge. She’ll say something like “Since I was born my muscles weren’t as strong as yours.” Plue doesn’t mind discussing her condition. “Any time we listen to people’s stories and where they come from, it’s going to have a positive impact.”

She encourages teachers to explore ways to support fellow staff who have a physical or intellectual disadvantage — but only because that’s good practice with anyone.

“Nobody should be afraid to say how they can support someone. It’s the same way they would support any colleague, student or friend — regardless of a disability.”

While Plue doesn’t run track, she does help to coach the track team at Williamsburg. (She also works with the phys-ed teacher on a dance program.) Mostly, Plue handles administrative and supervisory tasks.

Is there irony in being a track coach with spina bifida? Not to Plue. She’s a teacher first. “Having a disability,” she says, “is not who I am.”

A Sense of Belonging

Kim Handley, OCT, was 18 when she first noticed that something wasn’t quite right with her hearing, but her doctor wasn’t concerned and she didn’t investigate further. At 28, she had a hearing test and learned that she should have had hearing aids years before.

Today, Handley has severe hearing loss and wears powerful hearing aids. She now knows that hearing loss is genetic in her family. She’s the only one of her generation, but two cousins in the next generation have progressive hearing loss. So do her sons, ages 14 and 16. In addition, one son has attention deficit hyperactivity disorder and the other a learning disability. Raising her sons has had a more profound effect on her teaching than her own hearing loss.





Kim Handley, OCT

“Never underestimate what a disabled person can do. Show them the way, give them the tools and language, and progress will show over time. If I can do it, they can do it too.”

— Eric Grenier, OCT

“The years of supporting them through school and trying to navigate the Special Education system helped me to see the individual needs of each child in my classroom and also understand the parents’ perspectives,” she says.

Handley has taught many subjects with an emphasis on math, phys-ed and art, and this year moved into a Special Education resource teacher position at Parkview Public School in Lindsay, part of the Trillium Lakelands District School Board. If anything, her disability has helped her to seem more human to students over the years.

“I try to be honest and genuine, letting them know who I am as a person, including my hearing loss. Let your students know that you’re a vulnerable human being just like they are. Every student has their own struggle. Finding what works for each one to overcome it is what makes our job difficult, and at the same time so satisfying.”

For Handley, teaching has never just been about grades. “More important is a sense of belonging and confidence, when I see students go out of their comfort zone and feel the reward of challenging themselves.”

She recounts the story of one student who was on the autism spectrum and several years behind in his literacy level. Handley knew that he was highly intelligent but limited due to his reading and writing skills. Working with the Special Education team, she secured a computer with speech-to-text. “Once he saw what he could do he blossomed and went from struggling to engaged. The smile we had rarely seen was now there almost all the time and he began building relationships with other students.”

Another student, Handley recalls, was just getting by, though underachieving

and withdrawing from his learning. She knew he was a fantastic big brother and says, “We talked about that a lot, and I encouraged him.” By year’s end he was a straight-A student and continues to be. He found his confidence.

Both stories reflect how Handley strives to connect with her students.

“I try to find where I can help them meet their potential by pushing themselves,” she says. “Something as simple as letting kids know they have a fresh start, or that you’ve looked forward to having them in class, can go a long way to building a positive teacher-student relationship.”

Never Stop Believing

When he was a classroom teacher, Eric Grenier, OCT, had a fundamental belief: “Have faith in the student,” he says. “You never know what the outcome will be in the future for students. Never stop believing in them.”

Now, Grenier shows that same conviction as a resource consultant for the Ministry of Education. He is attached to the Centre Jules-Léger, which runs a provincial school for the deaf and a demonstration school for students with severe learning disabilities. It also supports French-language school board staff by providing programs and services for students with special needs.

Grenier, based in Sudbury, supports five school boards, with a focus on hearing-impaired students. His varied roles include offering training to staff around serving such students, teaching sign language, advising on IEPs, and making recommendations on strategies or adaptations to suit student needs.

He has a particular appreciation for those needs as someone who has had a hearing impairment his entire life. Grenier was born in Sudbury, and raised in Val

Therese and Casselman, Ont. As a teen, he never planned to be a teacher. In high school, he worked as a labourer for his father and other contractors who were bricklayers. Then he set out to lay his own career foundations, but without knowing what would ultimately be built upon them.

In university in Ottawa, Grenier first studied psychology, then volunteered for the Association Ontarienne des Sourd(e)s francophones. It subsequently hired him as a literacy co-ordinator. He felt good working with the deaf community, but eventually decided to return to school. He studied commerce and political science, and after graduating had trouble finding a job. “I applied to many places and for some, my hearing affected their decision,” he suspects.

One day, a friend at the Canadian Hearing Society told Grenier about a position teaching hearing-impaired students for the Conseil scolaire catholique Franco-Nord. He was hired and went to Laurentian University to become a qualified teacher. He worked closely with individual students, following one in Sturgeon Falls from kindergarten to Grade 6.

“In my eyes, we are all the same,” he says. “We all [face the same challenges]; we are all struggling. The secret is to keep a smile — it warms the heart and soul — and bond with everyone, regardless of who they are.”

Grenier says his background brings professional advantages and disadvantages. “In my job, I have unique strengths that a hearing teacher doesn’t have — my hearing loss. I understand what hard of hearing and deaf students live through. The downside, in my opinion, is that many hearing people only see me as a deaf teacher, unable to teach in other areas.”

Still, Grenier is used to overcoming adversity. He recalls his own days as a

"I've learned that limitations are beatable. There's nothing that can't be figured out with time and creativity. I can demonstrate that there's a solution to every problem."

— Pieter Harsevoort, OCT

student, when he often struggled in school. "At some point, it was hard for me to accept my deafness. There were ups and downs, but I made it with determination."

He sees the same resolve in many of the students he now encounters, and urges his fellow teachers to recognize that. "Never underestimate what a disabled person can do," says Grenier. "Show them the way, give them the tools and language, and progress will show over time. If I can do it, they can do it too."

The Tools to Perform

How much thought do you put into getting into a book? Not reading it, but literally opening the pages. As a boy, Pieter Harsevoort, OCT, had to plan it out. "The cover was too heavy, so I needed to find a ruler or stick for leverage. I've had a lifetime of adaptation."

Harsevoort, who taught in Hamilton until his untimely death in January, suffered from a degenerative neuromuscular disease called spinal muscular atrophy (SMA). He used a wheelchair and relied on assistance with tasks like dressing and feeding. The disadvantages of SMA are obvious, yet living with his condition also shaped an effective teacher.

"I've learned that limitations are beatable. There's nothing that can't be figured out with time and creativity. I can demonstrate that there's a solution to every problem."

Harsevoort worked at Timothy Christian School, an independent, K to 8 faith-based school, where he taught Grade 8 history and Special Education students, and ran a chess club.

The SMA diagnosis came around Harsevoort's first birthday, and his motor muscles progressively wasted away. He called his life ordinary: "I don't know anything different."

From a young age, Harsevoort was drawn to teaching. He loved learning and working with children, and also felt that his disability would be irrelevant in the classroom. Instead, he could rely on his communication skills to build rapport with his students and apply what he knew about problem-solving.

"I never questioned whether I could do it, because I knew I could," Harsevoort believed.

In his classrooms, he created an atmosphere where students could learn about both their strengths and where they can grow.

"They should be prepared for success, but ready to treat failure as something that allows them to stretch their knowledge," he said. "Nothing feels better than seeing a student understand a concept or demonstrate a skill after hours of work, study and practice."

His personal story helped him to see students as able to meet challenges, and his presence allowed them to demonstrate empathy.

"In many ways, I rely on my students to be my arms and legs. If I need supplies, handouts distributed or notes written on the board, I use student volunteers. The children love being helpful. It's a good habit to instill, to help those in need. Students get a look at someone whose life is very different. That's the way to learn about diversity."

Although he relied on assistance from his students, Harsevoort required relatively few accommodations. He used a microphone, as his voice wasn't strong enough to project for the length of the classroom, and he needed enough space between the desks to manoeuvre his wheelchair.

Like using a lever to open a book, people just require the instruments to succeed, Harsevoort said. "All you need as a learner is to be put in the right environment and given the right tools to perform. That's our job as teachers; provide the conditions for our students to develop and grow." **PS**



Pieter Harsevoort, OCT

reviews

Your guide to recently released books and other teaching resources.

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



Time Out

BY LIANE SHAW

Anyone who has ever worked with children with behavioural challenges in a self-contained or regular classroom will appreciate

Liane Shaw's frank and raw portrayal of her experiences as a young teacher working with special needs students in an Ontario school. In addition to being cathartic, Shaw's purpose in recording the emotional, professional and personal challenges she encountered as a Special Education resource teacher is to draw attention to what she argues are woefully inadequate support systems for students

at risk, inside and outside of schools: "Ten years after saying good-bye to my last group of 'behaviour kids' ... there were still far too many students in need and far too few practical resources to provide long-term sustainable support."

Like the students themselves, the solutions to the myriad mental health problems these children face are complicated and, yes, expensive. Coming from broken, group, abusive and/or foster homes, Shaw suggests these children require a level of support that goes well beyond what most schools currently offer. In some ways, the focus of Ontario's new Health and Physical Education curriculum attempts to address the mental health needs of a growing number of students in Ontario classrooms, but ultimately it is up to the teachers to carry out these initiatives.

Despite the daunting nature of her daily work with students, Shaw clearly understands that the influence of a caring adult is the primary means through which her students learn both social skills and, possibly, even a little bit of math and reading. "Sometimes all we have to offer are moments in time when life is a little less difficult than it was a moment before ... it's not enough — nowhere close — but it might plant in them a tiny seed of hope that they are worth something to someone."

Shaw's book leaves readers with the knowledge that good teachers continue to do good things for the challenged children with whom they work.

Michael Bellrose, OCT, is the principal of A.B. Ellis Public School with the Rainbow District School Board in Espanola.

Time Out: A teacher's year of reading, fighting, and four-letter words, Second Story Press, Toronto, 2014, softcover, ISBN 978-1-9277583-32-6, 272 pages, \$19.95, distributed in Canada by UTP, secondstorypress.ca

Ready, Set, Learn

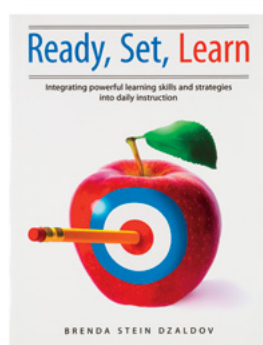
BY BRENDA STEIN DZALDOV

This practical book transcends the often vague descriptors for assessing learning skills and delves into explicit instruction about how to actually teach those skills so that students can learn how to expand their knowledge.

Learning skills transfer between all subject areas and are essential components and indicators of student success. Organization, collaboration and initiative are among some of the basic skill sets explored in this treasury of high-interest lessons and activities for elementary-level students. As the book progresses, communication and memory skills are also considered. The book

includes rubrics, organizers and models designed to meet the needs of both individual students and whole classes. Students' learning styles, preferences and interests are acknowledged throughout the book, and closure for each activity includes a self-reflection piece and suggestions for descriptive, ongoing feedback to both students and their parents about learning skills.

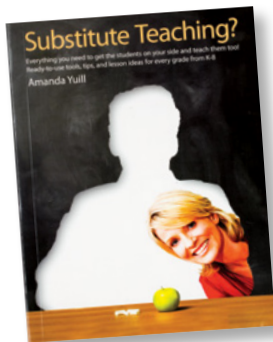
Teachers recognize the valuable role next steps play in assessment. This book shows them how to create opportunities for discussion and for modelling strategies



so that students can learn how to set specific goals and success criteria for measuring their own development. Open the pages of this book to identify what learning skills your students need. Then learn how to collect the evidence and take the next steps to support their continued growth as part of your daily instruction.

Anne Marie Landon, OCT, is acting principal at George Vanier Catholic School in Combermere, Ont., with the Renfrew County Catholic District School Board.

Ready, Set, Learn: Integrating powerful learning skills and strategies into daily instruction, Pembroke Publishers, Markham, 2015, softcover, ISBN 978-1-55138-302-6, 144 pages, \$24.95, pembrokepublishers.com



Substitute Teaching?

BY AMANDA YUILL

Called in at very short notice to primary/junior classrooms, substitute teachers are often at a loss for how and where to

begin teaching a classroom of sometimes unruly and certainly unknown students. In this enthusiastic combination tool kit/instruction manual, Yuill explores how substitute teachers can re-engage their original passion for making a difference in students' lives and actually teach.

To help set the stage, this highly readable guide for new or experienced teachers begins with relationship-building activities. It moves on to ready-to-use ideas for lessons (with companion reproducibles), along with a collection of strategies for managing your attitude and expectations,

and dealing with typical problems. Solid classroom management techniques are examined as are practical curriculum plans. A unique component of the book is a brief description of typical student development, which takes a quick look at physical, social, emotional and academic characteristics at every primary grade level. Organized by grade, it is a helpful snapshot for teachers who are parachuted into teaching students with whom they have little or no experience and few reference points.

Yuill outlines proactive job-finding techniques for the substitute teacher seeking a full-time position, the career-substitute teacher looking for the next assignment, or the retired teacher who may be seeking a different perspective on the classroom experience.

Nadira Baksh, OCT, has recently completed a combined honours specialist in English and history and is a classroom volunteer with the Peel District School Board.

Substitute Teaching? Everything you need to get the students on your side and teach them too! Ready-to-use tools, tips, and lesson ideas for every grade from K-8, Pembroke Publishers, Markham, 2016, softcover, ISBN 978-1-55138-312-5, 160 pages, \$24.95, pembrokepublishers.com



"This is a Great Book!"

BY LARRY SWARTZ AND SHELLEY STAGG PETERSON

This is a Great Book! is rooted in the belief that offering your students great books to read and showing them how to dig deeper into their own responses to them is the foundation of turning them into real readers. This all-in-one guide, which starts with the underpinning educational research and ends at assessment profiles, blackline masters and appendices, represents a continuum of reading in many genres from chapter books to young adult novels.

Novels are a great way to stimulate students' critical abilities and to engage with a wide range of responses that can transcend words and open possibilities and concepts in the wider world. The 101 literacy events outlined in the book invite students to delve into a text not only with written responses but with discussion, through the arts and using online media. Attention is given to exploring reading that is based on the preferences and tastes of students as they develop a lifelong love of reading.

Mary Veronica Moloney, OCT, teaches Grade 4 at D'Arcy McGee Catholic School with the Toronto Catholic District School Board.

"This is a Great Book!": 101 events for building enthusiastic readers inside and outside the classroom — from chapter books to young adult novels, Pembroke Publishers, Markham, 2015, softcover, ISBN 978-1-55138-308-8, 136 pages, \$24.95, pembrokepublishers.com

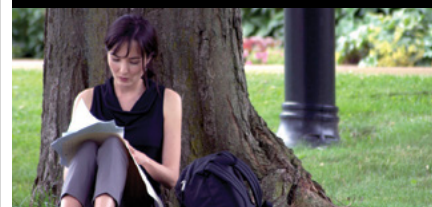
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REVIEWS

The Way to School

BY ROSEMARY MCCARNEY WITH
PLAN INTERNATIONAL

Stunning colour photographs fill this picture book illustrating how students around the world get to school. Children are shown traversing long distances on treacherous water, cliffs, valleys, tunnels, mountain paths, bridges and roads.

Various modes of transportation are depicted including carts, dogsleds, rafts, boats, zip lines, and animals such as donkeys and water buffalo. Some pictures are shocking — such as the one where a child is crossing a river on a tightrope in the Philippines. The pictures are from all over the world including China, Indonesia, Cambodia, Nepal, Brazil, Canada, United States and Africa. The photographs are generous, taking up most of the space on the pages.



The minimal text is large and easy to read.

This book could be used in association with many topics including diversity, cultural studies, transportation, landforms and the effects of natural disasters. The main message of the book is that it is a great privilege to be able to attend school.

Margaret Grift is a librarian at John Knox Christian School in Brampton, Ont.

The Way to School, Second Story Press, Toronto, 2015, hardcover, ISBN 978-1-927583-78-4, 32 pages, \$18.95, secondstorypress.ca

Susanna Moodie

BY CAROL SHIELDS AND
PATRICK CROWE

Susanna Moodie became one of Canada's first literary icons with the publication of *Roughing It in the Bush*, her memoir of life in the Canadian wilderness. She was born into the English gentry, and after her father died she and her sisters turned to writing to assist with the family finances. Shortly after marrying Captain Dunbar Moodie, the young couple immigrated to Canada with hopes of finding prosperity in a new land. Instead, they faced innumerable hardships and setbacks, including a house fire, sickness and the death of a child. Susanna was angry and felt that the land agent's promise of a new and easy life was false and misleading. While her husband was away on active military duty, she began writing and selling short pieces detailing their struggles. These stories would eventually become



Roughing It in the Bush, published in 1852.

This graphic novel adaptation of her memoir is a perfect conduit for introducing Moodie's book to readers in Grade 8 and above. The text is based on Carol Shields's original screenplay for a movie. Selena Goulding's clear and captivating illustrations make the material very accessible by

bringing the story to visual life.

Moodie's work has influenced a number of Canadian authors, including Shields and Margaret Atwood, who wrote the introduction. Budding writers will no doubt find inspiration in this tale of a pioneer woman and author. With the publication of this graphic novel, a new generation can be introduced to this classic tale of one woman's determination and courage.

Bev Bellrose is a library technician at Sudbury Secondary School.

Susanna Moodie: Roughing It in the Bush, Second Story Press, 2016, Toronto, softcover, ISBN 978-1-77260-003-2, 152 pages, \$22.95, secondstorypress.ca

GETTING LOST TO LEARN

Intermediate students in Burlington discover the world through an online geography guessing game that promotes collaboration.

BY STEFAN DUBOWSKI



Ryan Henderson, OCT, uses GeoGuessr as a springboard for geography lessons.

THE CHALLENGE: Help students appreciate global diversity.

THE SOLUTION: Introduce a web-based geography guessing game. Have students figure out not only where they are, but also strategies for navigation.

LESSONS LEARNED: Ryan Henderson, OCT, wanted to help his students understand how vast and diverse the world is. So this Grade 8 math, language and social studies teacher at John William Boich Public School in Burlington, Ont., introduced a challenging and fun web activity: GeoGuessr (geoguessr.com), a geography guessing game.

Here's how Henderson frames it for students: You've just been parachuted into an unknown place somewhere around the globe. GeoGuessr players have to uncover clues to identify their location. The more accurate the guess, the more points they get.

Henderson's class uses school-provided computers to play. Onscreen, the students are presented with an interface that looks similar to Google Street View, with panoramic photos of the location that players can navigate using a mouse. As they collect points in the game, the youngsters record their scores in a Google Sheets spreadsheet, vying for the top of the leaderboard.

A key tool for their research is a 15-point list, which the students created to zero in on the most telling characteristics of an area. One point, for instance, recommends they have a look at the road signs, posters and other written media in the vicinity. Players may be able to use those to identify the alphabet and language used.

Spot by spot, the students see the world. "As they get deeper into the activity, they're looking for landforms, evidence of weather patterns, people — how they dress, what cars they're driving," Henderson says.

They play individually. But that doesn't mean they work alone.

YOU CAN DO IT TOO!

WHAT YOU'LL NEED:

- Web-connected computers, access to GeoGuessr (geoguessr.com)

STEPS TO TAKE:

- 1) Have students develop a list of points to help them identify unknown locations.
- 2) Have them play GeoGuessr in teams or individually.
- 3) Encourage them to share info and to find additional resources online, in class or throughout the school.

"We capitalize on the multitude of languages that are spoken in the school," Henderson says. For example, if a player discovers a sign written in Chinese, she can look for a classmate or teacher who knows how to read the language to decipher the message.

Some places are especially difficult to figure out. "The locations are randomly generated," Henderson says. "The dreaded result is somewhere very rural with no signage ... It's an interesting challenge because with those areas, we can start to talk about environmental diversity." He adds that you can contain your class's GeoGuessr experience by specifying a location — just Toronto, or only Ontario, for instance. But he has his students play globally, for the added challenge.

OBSERVATIONS: Students never know where the game will take them, so they're excited to discover new places. The game also helps strengthen their communication and collaboration skills.

Henderson has learned that sometimes it's best when the teacher doesn't give much direction. "I think the best critical thinking comes out of having fun with it, and the fun comes when the students have time to explore the game on their own." **PS**

The College's professional advisory Use of Electronic Communication and Social Media (oct-oeeo.ca/wztn58) guides members' professional judgment in the use of technology.

HELPFUL HINT: Consider having the students play in teams at first. That helps build their confidence, says Ryan Henderson, OCT. Teamwork also sets the stage for continued dialogue in class once the students start to play individually.

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COLLEGE NEWS

PROTECTING STUDENTS TAKES MANY FORMS, INCLUDING DUTY TO REPORT

Keeping students safe is a legislated professional responsibility. Helping to ensure that teaching professionals know and understand their responsibilities is a mandated function of the Ontario College of Teachers.

Protecting students takes many forms. Recent legislative changes announced in the passing of the *Protecting Students Act, 2016*, for example, will help to improve efficiencies and accountability in the investigations and hearings process that helps to safeguard Ontario students. Among its amendments, the Act gives the Registrar authority to appoint a special investigator to acquire information sooner. As well, it fast-tracks cases to the Discipline Committee where there has been a criminal conviction, and defines timelines for school boards to provide information to the College following a complaint.

The Enhanced Teacher Education Program at Ontario faculties of education protects Ontario students by helping teacher candidates become knowledgeable educators who are sensitive to the needs of a diverse student population. The College's work to review the program — in particular, its impact on focus program areas such as French-language, technological and Aboriginal teacher education, with increased awareness of program durability and sustainability — reinforces that protection.

By speaking with teacher candidates in the program, the College provides vital professional advice on mandate-related topics such as professional conduct and

the use of social media, exercising professional judgment using the ethical standards, and the duty to report suspected abuse or neglect of children.

The duty to report is immediate, direct, ongoing and overrides concerns about confidentiality.

As a professional, you need to know your obligations, recognize the signs of abuse and neglect, and know how and what to report.

Professional advisories inform professional judgment and practice. In June 2015, College Council approved the distribution of the professional advisory *Duty to Report* as a reminder that each OCT has a responsibility to protect children and youth from harm. The College's *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* provide moral and practical groundwork for the College's advice.

Ontario's *Child and Family Services Act* requires those who perform professional or official duties with respect to children to report suspected child abuse where there are reasonable grounds. A child is anyone under 16 (or appears

to be) or who is 16 or 17 and subject to a child protection order.

You have to report to a children's aid society so that they can assess and determine what the child needs, and suspicion on reasonable grounds — information that an average person, using normal and honest judgment would need to decide — is reason enough to report.

According to the Ontario Association of Children's Aid Societies, "Abuse occurs when a child is hurt intentionally or when a parent or caregiver does not provide the protection a child needs. Physical and sexual abuse are often the most recognizable, but neglect and emotional abuse can be just as damaging."

The duty to report is immediate, direct, ongoing and overrides concerns about confidentiality. As a professional, you need to know your obligations, recognize the signs of abuse and neglect, and know how and what to report. Finally, you should be able to say with confidence that you have: reported your suspicions and the information on which they are based appropriately and promptly to protect and safeguard the child; that you have let the children in your care know that they have rights; that you have done all you can to inform yourself; that you have sought training and support; and that you have taken prompt and immediate action when required in suspected matters of child neglect and abuse.

If you haven't read it lately, have another look at *Duty to Report* at oct-oceto.ca/dutyto-report. **PS**

ETHICAL POSTER ARTWORK GETS GREATER NORTHERN EXPOSURE



Bruce Beardy's Indigenous artistic interpretations of the teaching profession's ethical standards are getting lofty, new northern exposure. Images from the College's poster series on the *Ethical Standards for the Teaching Profession* (oct-oeeo.ca/ethical), created by Beardy, OCT, an Anishinaabe artist and education adviser with the Independent First Nations Alliance, will be featured in a new planetarium program at Science North.

Beardy narrates some of a 21-minute video called *Under the Same Stars: Minwaadiziwin*, which is part of a fixed show at the Science North planetarium and a travelling planetarium program that will go into schools, community gyms, festivals and fairs, which will be open to the public in June.

As Science North describes the program: "The First People were scientists and innovators, carefully tracking and moving with the seasons and creating inventions that allowed them to survive in the northern forests of our country. With this close connection to the natural world, the Indigenous People of Canada developed a strong culture, rooted in respect for the environment. *Under the Same Stars: Minwaadiziwin* aims to give visitors a chance to learn about the Indigenous worldview, and sit at the fire with two people who are connected to the traditional ways. Visitors will leave the planetarium with an understanding of common constellations visible in the night sky and the Anishinaabe stories that define them."

The Ontario College of Teachers is contributing by allowing Science North to use the images produced by Beardy.

"Bruce has been integral to the project as one of our Indigenous consultants. His voice fills the dome with stories as

one of the narrators," says Emily Kerton, senior scientist, Outreach and Indigenous Initiatives, Science North Thunder Bay. "The artwork he produced to illustrate the professional values is an important piece that also illustrates the messages our production portrays."

The *Under the Same Stars: Minwaadiziwin* video will be part of a travelling program touring northern Ontario schools and "as many Indigenous communities as possible that are road accessible." Funding from the Ontario 150 program for the portable show provides free access to students.

Kerton says the program hopes to teach students about the Indigenous worldview and the culture of our First People. "And we also want to leave students with the knowledge that we all share this planet, so we all need to be in this together and work to conserve it."

"It's exciting that the College's ethical standards are going to be part of a science show," says Déirdre Smith, the College's manager of the Standards of Practice and Education Unit.

Smith says that the ethical standards posters are also being used by hospitals and by the Association of Early Childhood Educators in early learning child-care centres as teaching tools. They have also been distributed to all Ontario faculties of education and have been requested by the Chiefs of Ontario for posting. **PS**



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COUNCIL MEETINGS

AT ITS MEETING MARCH 2–3, 2017, COLLEGE COUNCIL:

- appointed and welcomed new council member Claudia Patenaude-Daniels, OCT, as the representative for the French-language Roman Catholic Board Secondary position;
- congratulated Brian Beal for being named the recipient of the Ontario Catholic Supervisory Officers' Association Distinguished Leadership Award for 2017;
- received a public presentation on the "Process for Remediation for Teachers" from Catherine Zacal;
- received a public presentation on "Proposed College Bylaw Amendments" from Mike Foulds, president of the Ontario Teachers' Federation, on behalf of its affiliates;
- received a report from the Public Interest Committee, including:
 - an analysis of the results of a survey of independent schools regarding certification as an employment requirement, and protocols and practices for disciplinary matters;
 - *approved amendments to Regulation 293/00 — Election of Council Members relating to election procedures to enhance member participation in the election and clarify nomination eligibility;
 - approved amendments to Regulation 72/97 — General re Council Member Interim Suspension Provisions to include complaints against Council members regarding failure to disclose conflicts of interest and breaches of the oath/affirmation;
- agreed to increase the membership size of the Discipline and Fitness to Practise committees to 17 with nine elected members and eight appointed members;
- **decided against putting transcripts of reprimands received in person by members on the public register; and
- **made changes to update the public register, including:
 - removing referral notations once a notice of motion has been posted to the register;
 - removing disciplinary decisions from the public register and the College's decision database after three years, with the exception of revocations and suspensions. **PS**

ADDITIONAL DETAILS

***Amendments to Regulation 293/00 — Election of Council Members**

Changes to the regulation will make the election and nomination process for Council much easier for future elections. These amendments to the regulation would mean:

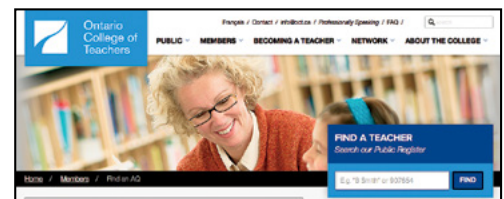
- a streamlined ballot allowing members to vote for candidates in the systems where they work;
- all provincial school authorities will be recognized as eligible employers;
- vacant positions will be filled at Council's first business meeting following the inaugural meeting;
- an appointment to fill a vacant elected Council position as a result of the election process will be made by both elected and appointed Council members, consistent with the filling of other elected Council vacancies;
- additional nomination and

eligibility requirements — a person who has served six consecutive years on Council will be ineligible for further nomination to Council for a period of three consecutive years; and

- former College employees will be prohibited from seeking election to the College Council for at least 12 months following the conclusion of their employment and if they have not served on Council for at least three consecutive years.

****Protecting Students Act — Member's Public Register Bylaw Amendments**

Council's amendments to bylaws means updates will be made to the public register as disciplinary matters progress. For example, when a case is referred to the Discipline Committee a notation will be placed on the public register, and when a Notice of Hearing is issued, it will also be posted. **PS**

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NEW COUNCIL MEMBER



Claudia Patenaude-Daniels, OCT

The College Council welcomes new Council member Claudia Patenaude-Daniels, OCT, who was appointed by Council in March 2017 to fill a vacancy in the French-language Roman Catholic Board Secondary position.

Patenaude-Daniels teaches International Languages and English at the secondary level with the Conseil scolaire de district catholique Centre-Sud.

Since joining the profession in 1999, Patenaude-Daniels has taught in all divisions, in English and French-language schools, for First Nations Education authorities, and in public and Catholic settings. She holds a BA, B.Ed. and an M.Ed. from the University of Ottawa.

For almost two decades, she has worked in Indigenous education as a classroom teacher and curriculum consultant. Her work includes a thesis regarding the importance of a culturally and linguistically relevant pedagogy for First Nations, Métis and Inuit students, and numerous curriculum writing and revision initiatives with the Ministry of Education, the Ontario College of Teachers and others.

Through her workshops with various school boards and organizations, Patenaude-Daniels strives to support educators to include Indigenous perspectives in the classroom and help Indigenous students transition to post-secondary learning to reach their goals and achieve their dreams.

Her community involvement is varied and includes serving on the board of Access Within Inc., a not-for-profit corporation committed to promoting, enhancing, and improving the health and wellness of First Nations youth. **PS**



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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
- 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.

INVESTIGATION COMMITTEE CASE STUDY

THE RISKS OF PHYSICAL CONTACT

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

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

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

The College received a letter of notification from a school board regarding Annie, a high school teacher. The letter alleged that Annie knocked over a student's desk in anger and, after the incident, did not check to see whether or not he was hurt.

The letter also alleged that, a few months later, Annie yelled at another student and put her hands on the student's shoulder and neck in a manner that suggested a choking action.

Explaining her behaviour regarding the desk incident, Annie said that she was frustrated because the student had brought food to class despite her telling him not to many times. She further explained that this rule was well known to students. A struggle ensued between the two over his desk when he refused to hand over the food.

When he suddenly stopped pushing

and stepped back, the desk fell. She stated that the student did not appear upset after the encounter and therefore she did not think that he had been harmed in any way.

In the second incident, in which Annie allegedly yelled at a student and put her hands on the student's neck, Annie stated that she was becoming increasingly more frustrated with the student, who was shouting because she wanted immediate help on her project.

Annie explained that, as a way to defuse the situation, she pretended to be a robot and approached the student until her hands brushed her hair. She said she withdrew her hands once she realized how the physical contact might be misinterpreted.

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

THE OUTCOME

The panel decided not to refer the matter to the Discipline Committee, but required Annie to attend in person to receive an admonishment from the panel. An admonishment is a way to communicate the concerns of the Investigation Committee that is not disciplinary in nature. In their decision, the panel members expressed their concerns about Annie's conduct. They noted that she

acknowledged that she had inappropriate contact with the students in both situations but also that the second incident occurred following Annie receiving a letter of warning after the first incident. The panel admonished Annie to avoid any physical contact with students, except in self-defence or in protection of a student or a member of staff, and to avoid situations that could be interpreted as physical abuse. **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: William John Beaucage, OCT
Registration No: 256681

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded former principal William John Beaucage for repeatedly abusing his position of trust and authority.

Beaucage, who was certified to teach in June 1987, attended the November 7, 2016, hearing and had legal representation.

The member:

- engaged in an inappropriate personal relationship with a female teacher who was under his authority. He allowed her to take sick days when he knew that she was not sick;
- misused board funds to replace the teacher on the days that she was absent for unwarranted personal reasons;
- used the board's email system to send and receive inappropriate emails to and from the teacher, some of which contained sexual comments; and
- engaged in unwelcome conduct or made inappropriate comments to other teachers, and yelled at a student. He resigned his employment from the board.

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

In addition, he was directed to complete a course of instruction, at his own expense, regarding appropriate boundaries.

In its written decision, the panel stated, “The Member’s conduct demonstrated a clear lack of leadership and professional judgment, and it was unacceptable for any member of the teaching profession. The Committee is even more concerned that the Member engaged in this type of conduct as a principal. In this position, he was expected to serve as a leader and a role model for his school community. He fell far short of meeting these expectations.”

Member: Costante Bortolin, OCT
Registration No: 496779

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Costante Bortolin, a Transportation Technology teacher at the York Region District School Board, for transferring ownership of a vehicle to a colleague.

Bortolin, who was certified to teach in November 2005, attended the December 20, 2016, hearing and had legal representation.

Bortolin was responsible for teaching the dismantling and rebuilding of vehicles that were donated to the Transportation Technology program at the school.

The panel heard that a donor gave a 1998 Honda Civic to the school. Prior to the donation, the member told the donor that the vehicle likely had minimal value for the purpose of a charitable tax receipt. He did not provide the donor with a tax receipt.

Bortolin subsequently traded the vehicle with a colleague for two used-vehicle donations. He agreed to trade because of a shortage of vehicles in the program.

However, he entered the agreement without the permission of the donor, the school or the board. The member’s colleague retained ownership of the vehicle.

The donor witnessed the vehicle being driven by the member’s colleague with a different licence plate. The donor reported it to the school and specified that she had not transferred ownership of the vehicle to the member’s colleague.

The board suspended the member for five days without pay.

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

In addition, he was directed to complete, at his own expense, a course of instruction in the ethical practice of teachers.

In its written decision, the panel stated, “The reprimand will allow the Committee to directly address its concerns with the Member and will serve as a specific deterrent.”

Member: Pierre Léozert Chéry

Registration No: 465374

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Pierre Léozert Chéry, a former teacher employed by the Conseil des écoles catholiques du Centre-Est, for abusing students.

Chéry, who was certified to teach in June 2003, did not attend the hearings on October 25–26, 2016, and had no legal representation.

Chéry behaved aggressively and abusively toward at least 19 students in seven different classes. He abused them verbally, physically and psychologically or emotionally. For example, he:

- said to a student, “No, you retard, don’t touch that” or “No, don’t touch that, you retard”;
- shoved a student from behind and dug his nails into the student’s back;
- forced students to pick up objects from the floor by gripping their forearms and forcing them toward the floor;
- seized the puppet of a student and destroyed it; and
- threatened a student with a pair of scissors.

The board suspended him after he refused to attend a meeting as part of the investigation related to his conduct.

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 to receive a reprimand before accepting any position requiring a Certificate of Qualification and Registration.

In addition, Chéry was directed to complete, at his own expense, an Additional Qualification or an Additional Basic Qualification course covering classroom management and communication with students. He was directed to do so prior to accepting any position requiring a Certificate of Qualification and Registration.

In its written decision, the panel stated, “His conduct demonstrated a lack of professionalism, empathy, respect, integrity, commitment to students and student learning, and professional knowledge. His abuse of a number of young students was utterly unacceptable.”

Member: Shelley Fernandes

De Barros, OCT

Registration No: 478726

Decision: Reprimand, conditions

A Discipline Committee panel ordered Shelley Fernandes De Barros, a teacher at the Dufferin-Peel Catholic District School Board, to be reprimanded regarding a chemistry experiment that exploded into flames and injured some students.

De Barros, who was certified to teach in June 2004, did not attend the December 6, 2016, hearing but had legal representation.

De Barros offered to demonstrate a chemical experiment to students in a lab. She added a chemical to a burning flame that suddenly ignited in a flash fire. She then threw or dropped the flaming container causing the fire to spread in the direction of the four students in the front row. This was not intentional on the member’s part.

De Barros immediately attended to the needs of the students.

None of the students were asked by

HEARINGS

De Barros to wear safety goggles, gloves or protective clothing. In addition, some students were watching a movie and not paying attention.

The member and the board were charged under Ontario's fire code. Both pled guilty and were ordered to pay fines.

A police investigation determined that no crime had been committed and no criminal charges were laid against the member.

The Discipline Committee panel found De Barros guilty of professional misconduct and ordered that she appear before it immediately after the hearing to receive a reprimand, which she did.

In addition, she was directed to complete a course, at her own expense, in classroom management with emphasis on supervision and classroom safety.

In its written decision, the panel stated, "The Member could have taken the necessary steps to ensure the safety of her students. The Member failed to ensure that the students were reasonably protected from possible risks."

Member: Michael William Demczuk, OCT
Registration No: 250758

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Michael William Demczuk, a vice-principal at the Grand Erie District School Board, for inappropriate electronic communications with a female student and for failing to respect boundaries with a female colleague.

The member, who was certified to teach in July 1990, attended the public hearing on November 15, 2016, with his legal counsel.

The panel heard that:

- Demczuk gave the student his cell-phone number so that she could send him a message in the event that she should be absent from the school. They exchanged text messages for about six months, and their communication became more personal in nature;
- he made his colleague uncomfortable by sending her text messages, inviting her to attend an out-of-town conference, and sitting next to her at the school. These incidents happened even

after he was told by his principal to be more sensitive about his interactions with her.

The board suspended him for two days without pay.

The panel found the member guilty of professional misconduct and ordered him to appear before it immediately after the hearing to receive a reprimand. It also directed the member to successfully complete, at his own expense, a pre-approved course on appropriate boundaries and boundary violation issues.

In its decision, the panel stated that as a teacher, administrator and a member of the College, the member holds a position of trust and authority and is expected to know and respect the boundaries of the teacher/student relationship.

Member: Jonathan K. Eltis

Registration No: 275258

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended former Kawartha Pine Ridge District School Board teacher Jonathan K. Eltis for repeated inappropriate conduct despite multiple warnings and sanctions by his school board.

Certified to teach in June 1991, Eltis attended the September 22, 2016, hearing and was represented by legal counsel.

The panel heard that he repeatedly behaved unprofessionally in a psychological and verbal way toward students.

For example, he had:

- used profanity in the classroom;
- referred to female students by pet names, including but not limited to "sweetheart";
- made contact with a female student's buttocks with a textbook; and
- squeezed a female student's knee and discussed whether she was ticklish.

He resigned from his employment with the board.

The Discipline Committee panel found Eltis guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be suspended for three months. He was also ordered to appear before the

panel immediately after the hearing to receive a reprimand.

In addition, Eltis must also successfully complete courses, at his own expense, in boundary violations and sensitivity issues prior to returning to teaching.

In its decision, the panel stated, "The coursework will remind the Member of his obligations as a teacher, including the need to treat all students with respect and to maintain appropriate professional boundaries."

Member: Jason Edward Gera, OCT
Registration No: 448106

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Jason Edward Gera, a former teacher at the Hamilton-Wentworth Catholic District School Board, for inappropriate conduct.

Gera, who was certified to teach in July 2001, attended the October 27, 2016, hearing and had legal representation.

The panel heard that Gera prevented a male student from leaving the classroom, and frightened him when he raised his hand at the student and yelled and screamed.

The student cried and ran away from Gera who tried to apologize. The student left the classroom and ran all the way home.

The Catholic Children's Aid Society of Hamilton conducted an investigation and verified the allegation of "causing risk that a child is likely to be physically harmed."

He was charged with assault. The charges were withdrawn after he entered a one-year peace bond.

He was assigned to home duties by the board. His status with the board has been changed to inactive without pay.

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

In addition, he was directed to complete a course of instruction, at his own expense, in anger management and appropriate classroom management.

In its written decision, the panel stated, "The Committee is satisfied that the coursework ordered to be completed

by the Member on anger management and appropriate classroom management will serve to remediate the Member and improve his practice.”

Member: Not identified

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded a former teacher from the Grand Erie District School Board for a repeated pattern of unprofessional and dishonest conduct.

The member, who was certified to teach in June 1992, attended the public hearing on November 7, 2016, with his legal counsel.

The member repeatedly lied to school administration and shirked his teaching responsibilities at the school in order to fulfil a part-time assignment at Mohawk College.

He did so even after having been told by school administration that he did not have permission to take time off to teach at the college. Board resources were expended to cover his absences.

The timing of his absences was also problematic, given that he was absent on several occasions toward the end of a semester and during examinations when he should have been available to assist his students with their exam preparations.

The board terminated his employment.

The panel found the member guilty of professional misconduct and ordered him to appear before it immediately after the hearing to receive a reprimand. It also directed the member to successfully complete, at his own expense, a pre-approved course regarding ethics.

In its decision, the panel stated, “The Member’s misconduct was serious and the Committee denounces his dishonest and unprofessional behaviour.”

Member: Timothy Jordan

Registration No: 251988

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Timothy Jordan, a former teacher at the Dufferin-Peel Catholic District School Board, related to his conviction on two counts of assault.

Jordan, who was certified to teach in June 1993, did not attend the October 14, 2016, hearing but had legal representation.

The panel heard that Jordan grabbed his ex-wife’s partner and repeatedly punched him in the face. He also pushed his ex-wife when she attempted to pull him off her partner.

Jordan was convicted of two counts of assault and given a suspended sentence of 18 months’ probation. He was ordered to perform 50 hours of community service work, comply with a treatment program for assessment/counselling, and prohibited from contacting the two persons directly or indirectly.

The board terminated his employment.

The Discipline Committee panel found Jordan guilty of professional misconduct and ordered him to receive a reprimand.

In addition, prior to commencing or returning to a teaching position, he was directed to complete a course of instruction, at his own expense, in stress and anger management issues.

In its written decision, the panel stated, “Members of the teaching profession are expected to be positive role models. The Member clearly did not meet this expectation, and through his criminal conduct, he jeopardized the public’s confidence in the teaching profession.”

Member: Alistair Martin-Smith

Registration No: 210413

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Alistair Martin-Smith, a former occasional teacher at the York Region District School Board, who was convicted of crimes relating to child pornography.

Licensed to teach in June 1984, Martin-Smith did not attend the hearing on November 3, 2016, but was represented by legal counsel.

The panel heard that, while living in United Kingdom, he took his laptop into a repair shop where the technician checked the laptop’s hard drive and found pornographic images of children on it.

Martin-Smith was found guilty of one

count of taking an indecent photograph and 14 counts of making (downloading or printing) indecent photographs of children. The laptop also contained more than 1,700 pornographic images and videos of children.

Martin-Smith failed to disclose his convictions when he subsequently applied for a long-term occasional position with the board.

He resigned his position with the board after the Toronto Police Service informed the board that he had a criminal record in the United Kingdom.

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, “His disgraceful, dishonourable and unprofessional conduct jeopardized the public’s perception of teachers in the province and must be denounced in the strongest terms.” The panel added, “His reprehensible conduct warrants the most serious consequence — revocation.”

Member: Gilbert Ignatios (Ian) McIntyre

Registration No: 245962

Decision: Suspension, reprimand
A Discipline Committee panel suspended the Certificate of Qualification and Registration of Toronto District School Board occasional teacher Gilbert Ignatios (Ian) McIntyre for failing to comply with an order of the Discipline Committee.

Certified to teach in June 1974, McIntyre attended the October 26, 2016, hearing and had legal representation.

McIntyre disregarded his suspension, which was ordered by the Discipline Committee in December 2010 for his previous professional misconduct, by completing a long-term occasional teaching assignment with the board during his suspension.

He was aware of his suspension but kept this information from the board.

The Discipline Committee panel found McIntyre guilty of professional misconduct and ordered the Registrar to suspend his certificate for five months.

HEARINGS

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

In its decision, the panel stated, “The Member’s failure to comply with an order of the Discipline Committee demonstrated a lack of respect for the profession and undermined an important principle of self-regulation. Self-regulation signifies that the government has delegated its regulatory functions to those who have the specialized knowledge necessary to carry out these responsibilities.”

Member: Anthony Ross

Registration No: 192730

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Anthony Ross, a teacher at the Toronto District School Board, for inappropriate conduct.

This matter was heard by the panel on November 2, 2016. Ross, who was certified to teach in June 1992, attended the hearing and had legal representation.

Ross agreed to the request of a student’s mother to provide additional academic help for her son. His inappropriate conduct included:

- telling the student, on several occasions, that he cared for him and loved him;
- giving rides to the student in his car;
- attending the student’s sports games; and
- holding the student’s hand on several occasions.

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

It also ordered him to successfully complete, at his own expense and within 90 days of the panel’s order, a course on boundary violations.

In its written decision, the panel stated, “The fact of the suspension and the recording of the suspension on the Register acts as a specific deterrent to the Member and a general deterrent to the members of the profession, advising

them that this type of conduct will not be tolerated by the College and will be dealt with seriously.”

Member: Paul Gomes Santos, OCT

Registration No: 426269

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Paul Gomes Santos, a teacher at the Toronto District School Board, for a repeated pattern of inappropriate conduct. The conduct continued despite warnings and disciplinary actions from his board.

Santos, who was certified to teach in June 1999, attended the October 14, 2016, hearing and had legal representation.

His inappropriate conduct, which occurred at two different schools, involved profanity, discussion of marijuana usage and inappropriate remarks about his genitals. Examples of his conduct also included:

- doing the middle finger gesture on the classroom blackboard;
- drawing the attention of a female student to the first three fingers of his raised hand and telling her to “read between the lines.”

The Discipline Committee panel found Santos guilty of professional misconduct and ordered that he appear before it immediately after the hearing to receive a reprimand. In addition, he was directed to complete, at his own expense, a course of instruction in student sensitivities. He must do so within 90 days of the panel’s order date.

In its written decision, the panel stated, “Members of the profession are expected to be positive role models for students, and the Member’s repeated conduct was disrespectful and demonstrated a lack of regard for his students and his professional obligations.”

Member: Douglas Lee Saunders

Registration No: 232638

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of Douglas Lee Saunders, a teacher at the Toronto District School Board, for

inappropriate conduct involving violations of teacher-student boundaries and allowing students to access inappropriate material on his computer.

This matter was heard by the panel on November 3, 2016. Saunders, who was certified to teach in June 1973, did not attend the hearing but had legal representation.

The panel heard that Saunders permitted students access to his Facebook page, which contained the following inappropriate material:

- a photo of a male athlete without a shirt, wearing a Speedo bathing suit and with the words, “Hunk of the Day” on it;
- a cartoon showing a naked woman depicting her breasts and a naked man holding a string tied to his penis with the caption, “When you’re old we’ll use anything not to sag.”

Saunders also permitted a student and/or students in his classroom to have access to his personal laptop computer that contained cached images of a pornographic or erotic nature, which appeared to depict young adolescent males.

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

It also ordered him to successfully complete, at his own expense, a course on boundary violations and sensitivity issues. He must do so prior to commencing a teaching position or any position for which a certificate is required.

In its written decision, the panel stated, “The Member’s conduct involved a repeated pattern of inappropriate and unprofessional behaviour towards students, and is unacceptable. In particular, the Committee was troubled by the lack of awareness and insight into the effect of his professional misconduct on the well-being of his students”. **PS**

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



NAME: *Dyane Adam*

- Born in Casselman, Ont., in 1953
- Her dad was a carpenter and her mother was the “CEO of family”; youngest of 16 children
- Attended École primaire Sainte-Euphémie (until Grade 5); skipped Grade 6, went to École intermédiaire Saint-Paul (Grades 7–8) and Casselman High School (Grades 9–13)
- Received a BA from The University of Ottawa (1974), as well as a bachelor of psychology (1975), an MA in clinical psychology (1977) and a PhD in clinical psychology (1980)
- Assistant vice-president, French Programs and Services at Laurentian University in Sudbury (1988–94)
- Principal of York University's Glendon College in Toronto (1994–2000)
- Commissioner of Official Languages (2000–06)
- Appointed the first president of the Forum of Canadian Ombudsman (2001–05)
- Became a Member of the Order of Canada (2012)
- Acts as a special adviser and consultant to governmental agencies and Canadian universities
- Received honorary doctorates from McGill University in Montréal, the University of Ottawa and Saint-Paul University in Ottawa, Laurentian University and Collège Boréal in Sudbury, and the Université de Moncton
- Lives in Île d'Orléans, near Québec City

KNOWLEDGE SEEKER

The former Official Languages Commissioner shares how books, curiosity — and a little defiance — shaped her life.

BY LAURA BICKLE

Describe yourself in elementary school.

I was a straight-A student academically but not in compliance and obedience. I had a streak of defiance — rules were not to be followed blindly.

Describe yourself in high school.

I was curious and enjoyed learning from those who challenged me.

What were your favourite subjects?

Sciences, biology and math. They came naturally to me and I liked the teachers.

Most embarrassing school moment?

I was the student council president, and we had organized a musical event. Students booed — and I felt responsible.

Favourite historical figures?

The writer and activist Simone de Beauvoir. I am a feminist. I believe that women need to take their full place in society, in all areas of decision-making. She represents that philosophy and the issues she raised remain current.

Favourite literary pieces studied?

The Chrysalids, *A Tale of Two Cities* and *Lord of the Flies*. They made you think about society; how people deal with one another. In high school, I read works by Jean-Paul Sartre and *L'Étranger* by Albert Camus. They were philosophical eye-openers for me that led me to question the nature of human existence.

Who is your hero?

I'm not a hero-oriented person but I would say my mother. My father died when I was five years old. She took charge and made us responsible citizens. That's the toughest job you can do, and she managed it pretty well on her own.

What are you currently reading?

The Fourth Industrial Revolution by Klaus Schwab and *Abundance: The Future Is Better Than You Think* by Peter Diamandis and Steven Kotler.

Best life lesson learned at school?

It was a very tight-knit school environment. We were taught to be sensitive to others.

Best memory from graduation day?

My dress. My sister made it. It was turquoise and went up to my neck — it wouldn't be cool today but I love it and I've kept it. I wore it when I was inducted into my former high school's Hall of Fame in 2005.

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

I loved my school life but I am attracted to today's methods of teaching and technology, as well as the access to international exchange experiences — it's a very formative time.

Qualities you most appreciated in a teacher?

Passion for the subject matter, along with an ambition for themselves and their students to reach their highest potential. **PS**



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