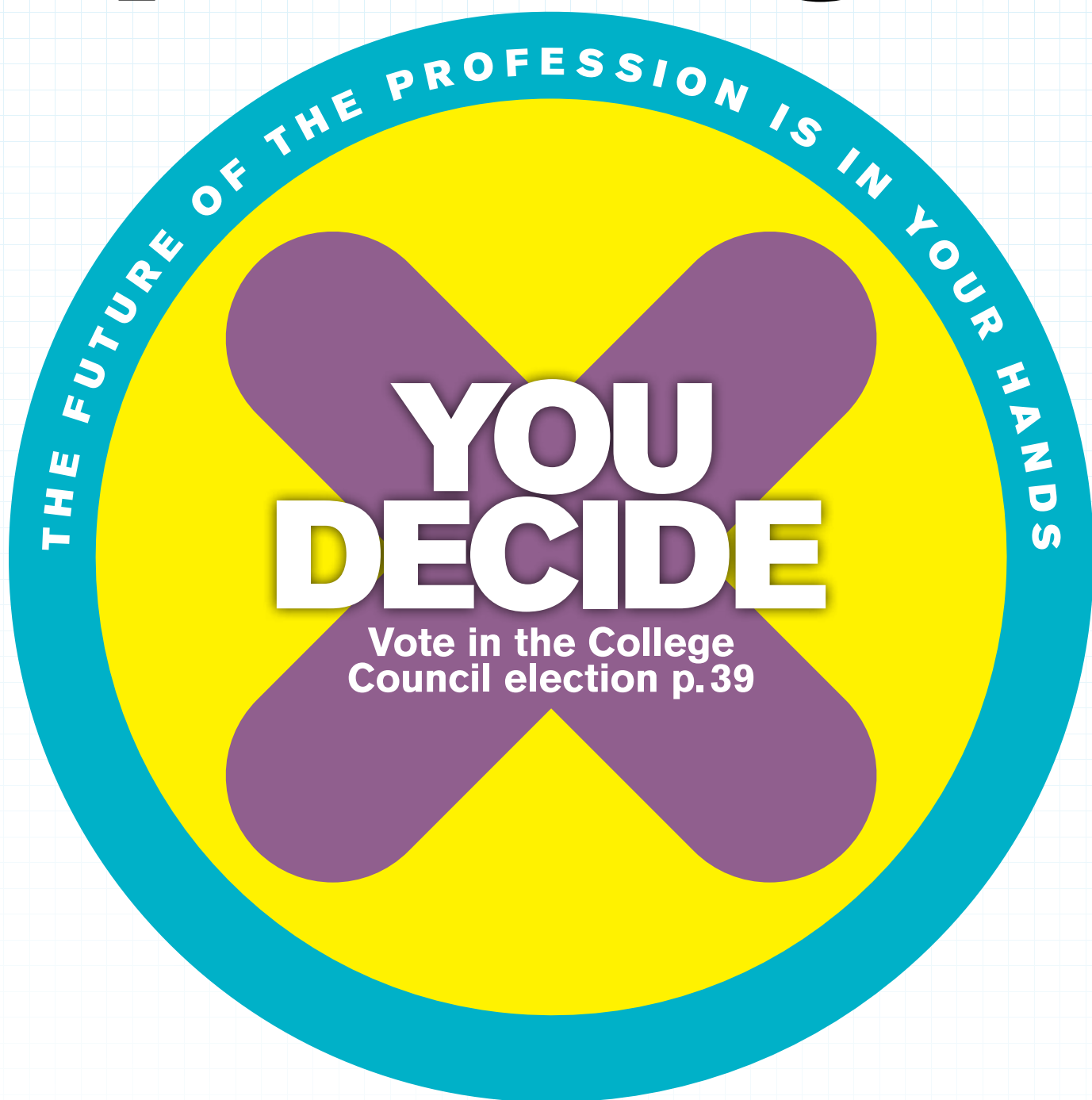


MARCH 2018

professionally speaking

THE MAGAZINE OF THE
ONTARIO COLLEGE OF TEACHERS



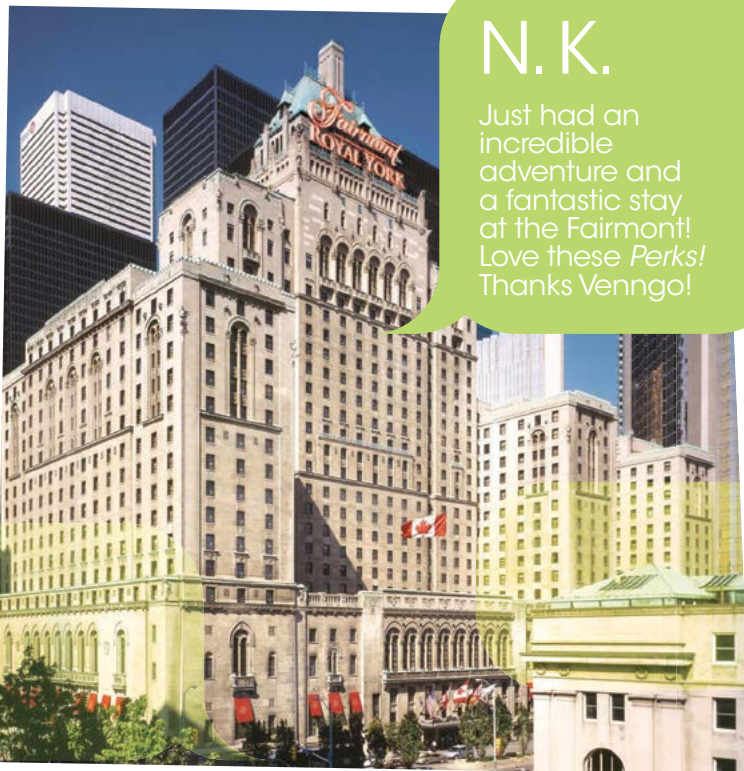
**FLIP
FOR
MORE**



memberperks[®] for

N.K.

Just had an incredible adventure and a fantastic stay at the Fairmont! Love these Perks! Thanks Venngo!



Fairmont
HOTELS & RESORTS

Save 15% off rate of the day,
Upgrade and \$50 Dining Credit.
Minimum 2 night stay.

B.K.

Could not have found a better price for my new Nissan. I saved thousands without hassle. Love my new Rogue!



NISSAN

Take advantage of Nissan's special pricing available to Ontario Teachers on top of current in-market offers on select models.

Exclusive savings. Access your **free** acc
<http://ontarioteachers.venngo>

*Copyright 2018 Venngo Inc. All rights reserved. MemberPerks[®] is a registered trade-mark of Venngo Inc. *Conditions apply. All other trade-marks are the property of their respective owners. perks and/or discounts may not be as shown, and are subject to change without notice.

Ontario Teachers

J.P.G.

Countless times I've been able to save with Venngo, including a trip through the mountains with a rental car, hotel and meal where I saved on every one! Even got an upgrade on the car.



Save up to 25% plus enjoy a free weekend day.



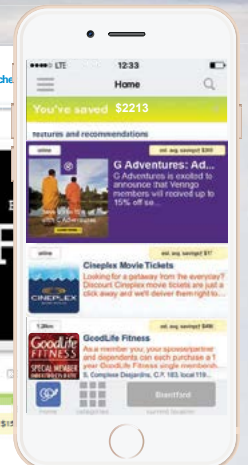
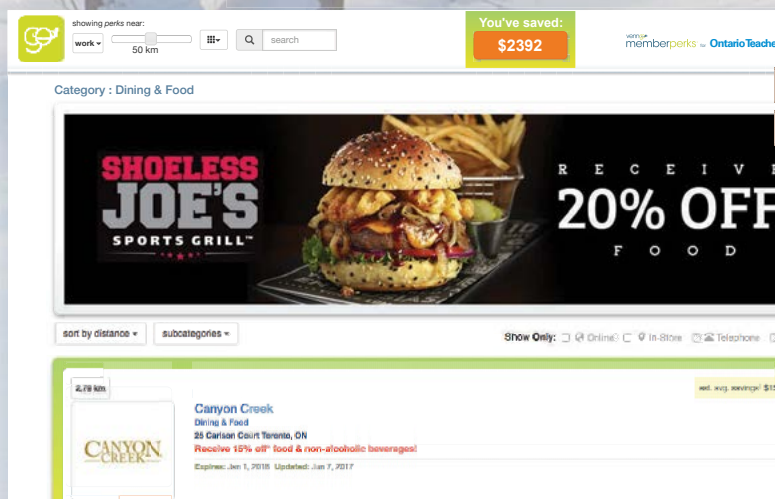
S.R.

I just saved \$509 dollars on my Goodlife membership. Thanks.



Special member preferred rate. Only \$399 for 1 full year.

Count today.
venngo.com





Education pays off.

Want to get ahead? Take the first step with the Financial Kickstart Challenge. It assesses where you are and helps set a course with educator-specific tips, tools and resources to get you where you want to go. It's quick and easy.

Educators
FINANCIAL GROUP

Take the Financial Kickstart Challenge today at
educatorskickstart.ca



UPFRONT

- 6 **AT THE COLLEGE**
- 7 **FROM THE CHAIR**
- 9 **REGISTRAR'S REPORT**
- 11 **CONNECTIONS**

In Your Profession; In Your Classroom;
Tools of the Trade — Eight tools to help
create a welcoming learning environment.

DEPARTMENTS

- 18 **GREAT TEACHING**
Visual arts teacher John Senisi, OCT,
uses a critical lens to help students focus.
- 22 **REMARKABLE TEACHER**
Mr. D star Gerry Dee pays tribute to the
man who taught him to stand up and deliver.
- 116 **FINAL EXAM**
Erica Ehm, blogger and former MuchMusic VJ,
discusses pursuing her passion.

RESOURCES

- 33 **REVIEWS**
*Relationships Make the Difference/Making it Right/
Fight to Learn/Powerful Readers/I Am Not a Number*
- 38 **TECH CLASS**
Laurel Fynes, OCT, participates in a global Twitter
activity to teach kindergarten students about nature.

2018 COUNCIL ELECTION

- 39 Meet your candidates for election to the eighth
Council of the Ontario College of Teachers.

GOVERNING OURSELVES

- 107 In the Public Interest/Membership Fees/College
News/Council Meetings/New Council Members/
Investigation Committee Case Study/Hearings

FEATURES

- 27 **STRENGTHENING JOB MARKET
GREETs NEW OCTs**
The College's 2017 *Transition to Teaching* report.
- 30 **WHAT I'VE LEARNED ABOUT SUCCESS**
Three past College scholarship recipients share
the traits they believe are crucial to success.





THE CANADIAN ENCYCLOPEDIA

Explore Indigenous History

Over 20,000 free, bilingual,
fact-checked resources:

- Indigenous Peoples collection
- Residential Schools timeline
- Treaties education guide
- Powwows exhibit
- Over 800 articles related to Métis, Inuit and First Nations peoples, rights and cultures

thecanadianencyclopedia.ca

LOW AS \$10
PER CHILD

6 BRICKTACKULAR WORKSHOPS*
FROM SCIENCE AND TECHNOLOGY TO LITERACY

To book, call 866.579.9024

Use promo code PS18 to receive Free workshops until 6/29/18

in association with

*School rate only applicable to those who qualify for school admission during periods in which school is in session. See website for details.

*Workshops are \$2 + tax each in addition to admission rate.

LEGOLANDDiscoveryCentre.ca/Toronto/Schools

LEGO, the LEGO logo, the Brick and Knob configurations and LEGOLAND are trademarks of the LEGO Group. ©2018 The LEGO Group.

professionally speaking

MARCH 2018

Editorial Board

Jean-Luc Bernard, OCT; Tim Gernstein, OCT; Godwin Ifedi;
Myreille Loubert, OCT (Chair); Anthony Samchek, OCT (Vice-Chair)

Publisher

Richard Lewko

Editor-in-Chief

William Powell

Managing Editor

Kristin Doucet

Senior Editor

Leata Lekushoff

Copy Editor

Geri Savits-Fine

Translation

Thomas Brouard; Geneviève Dubé; Mélissa Dufour; Luci English;
Julie Fournel; Lori Hall; Pamela Lipson; Loïc Magnier;
Eleanor Paul; Véronique Ponce; Wyley Powell;
Francine Tardif; Stéphanie Tétreault

Contributors

Gabrielle Barkany, OCT; Angela De Palma, OCT;
Wendy Harris (reviews); Brian Jamieson; Michael Salvatori, OCT; Olivia Yu

Circulation

Kerry Walford

Art Direction, Design and Production

Studio 141 Inc.: Dave Curcio (President and Creative Director);
Hannah Browne (Associate Art Director); Jennifer Shaw (Studio Manager)
Studio 141 Inc. Contributors: Trevor T. Stewart; Stephen Ferrie; Sarah Curtis



Professionally Speaking is published quarterly by the Ontario College of Teachers to inform its members about the activities and decisions of the College. The magazine provides a forum for discussion of issues relevant to the future of teaching and learning, teachers' professional learning and standards of practice.

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

Reproduction, in whole or in part, of articles from this issue of *Professionally Speaking* is encouraged. Please credit the Ontario College of Teachers and *Professionally Speaking*, March 2018.

Letters to the editor and submissions on topics of interest to the profession are welcome. Unsolicited manuscripts cannot be returned.

Subscriptions are available for \$10/year in Canada (\$20/year outside Canada). Please contact subscriptions@oct.ca, 416-961-8800 (toll-free in Ontario 1-888-534-222) ext. 656. For College members, *Professionally Speaking* is included in the annual membership fee.
ISSN 1206-8799

Canadian Publications Mail Product Sales Agreement No 40064343

Address

Return undeliverable Canadian addresses to:
Professionally Speaking, Ontario College of Teachers, 101 Bloor St. W.,
Toronto, ON M5S 0A1; ps@oct.ca or subscriptions@oct.ca

Advertising

Dovetail Communications
t. 905-886-6640 f. 905-886-6615 e. psadvertising@dvetail.com

Publication of an advertisement in *Professionally Speaking* does not constitute an endorsement by the College of any advertiser's product or service, including professional learning opportunities.

Printing

Printed with vegetable-based inks on FSC®-certified stock at Transcontinental Printing, Owen Sound, ON.

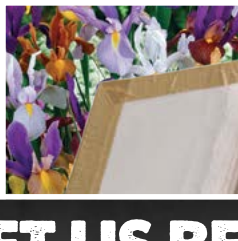
Professionally Speaking is proud to participate in Ontario's Blue Box Recycling Program through Stewardship Ontario.



Stewardship
ONTARIO



BE THE HERO



LET US BE THE SIDEKICK.

No minimum order
FREE Shipping
FREE sales supplies
No up-front cost
All products guaranteed
Expert help every step of the way

EARN 50% ON EVERY SALE!

You are the hero in your story. Start your fundraiser with Vesey's Fundraising and support your cause. You'll be raising fantastic profits with 100% guaranteed bulbs and seeds that help rejuvenate Mother Earth and beautify your community.

Make a difference. Be the Hero.
Vesey's Fundraising is by your side.

**Vesey's Bulbs**
FUNDRAISING

Click or call today to receive your FREE Information Kit & Supplies

www.Veseys.com/fundraising or 1-800-363-7333



Ontario
College of
Teachers

Setting the Standard for Great Teaching

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

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

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

COLLEGE COUNCIL

Chair

Angela De Palma, OCT

Vice-Chair

Myreille Loubert, OCT

Members

Pier-Olivier Arsenault, OCT; Brian Beal, OCT;
Jean-Luc Bernard, OCT; Ann Ciaschini, OCT;
Elizabeth Edgar-Webkamigad, OCT; Susan Elliott-Johns, OCT;
Tim Gernstein, OCT; Marie-Thérèse Hokayem; Godwin Ifedi; Jane Ishibashi;
Jacqueline Karsemeyer, OCT; Matthew Kavanagh, OCT; James Knopp;
Colleen Landers; Shanlee Linton, OCT; Shannon Marcus, OCT;
Marlène Marwah; Richard Michaud, OCT; Michelle Miner-Seal;
Sara Nouini, OCT; Claudia Patenaude-Daniels, OCT; Bill Petrie;
Brigitte (Bidal) Piquette, OCT; Tom Potter; Robert Ryan, OCT;
Anthony Samchek, OCT; Vicki Shannon, OCT; Jennifer Stewart, OCT;
Stéphane Vallée, OCT; Nicole van Woudenberg, OCT; Ravi Vethamany, OCT;
Wes Vickers, OCT; Ronna Warsh; Marie-Claude Yaacov

CEO & Registrar

Michael Salvatori, OCT

Deputy Registrar

Joe Jamieson, OCT

Directors

Chantal Bélisle, OCT, Investigations and Hearings
Roch Gallien, OCT, Standards of Practice and Accreditation
Richard Lewko, Corporate and Council Services
Linda Zaks-Walker, OCT, Membership Services

AT THE COLLEGE



INTERNATIONAL EDUCATORS

International delegations of educators from Brazil (pictured above with College Chair Angela De Palma, OCT, left), China, Korea and the Netherlands recently visited the College. They came to learn more about the College's foundations of professional practice, including the Ethical Standards and the *Standards of Practice for the Teaching Profession*, among other things.



INFORMING PARENTS

College staff members were on hand at baby shows in Ottawa and Toronto to speak with parents about the role the College plays in setting the standard for teaching in Ontario.



AQ COLLABORATION

Last November and December, the College held several AQ writing team sessions on topics such as the use and knowledge of assistive technology, teaching students with communication needs (autism spectrum disorder) and Special Education (pictured). The College regularly collaborates with members of the public and the profession on the development of Additional Qualification guidelines.

BE A VOTER

Contribute to the regulatory body of your profession.

BY ANGELA DE PALMA, OCT

As I've passed through stores during shopping excursions at varying times of the year, displays of "teacher gifts" have caught my eye.

These collections of potential gifts grouped together with intention — be they mugs, bookmarks or notebooks — often feature inspirational or sentimental slogans such as "Best teacher ever" and "Teachers change the world." Merchants clearly recognize the positive impact teachers have on the lives of children by stocking gifts that can serve as a material means of thanks.

"Teacher gift" displays regularly occupy valuable floor space in retail stores because education is monumental. It's far-reaching, formative and unifying, with a saliency lingering well beyond our years as students.

I can recall one year when a store-bought gift wouldn't meet my high, 12-year-old standards. Some personalization, added effort and time were needed to express my full appreciation for my Grade 6 teacher, whom I held in high esteem.

So, with a latch hook secured in my nimble fingers, I devoted the bulk of my artistic energy each evening for a month to completing a hooked rug pattern of an outdoor scene. The luxury of time one enjoys as a 12-year-old was on my side.

Time is certainly at more of a premium to me as an educator than it was as a preteen, so I thought carefully before deciding to put my name forward to serve on the Council of the Ontario College of Teachers back in 2012. Ultimately, I felt confident that I could successfully prioritize my employment while contributing meaningfully to my profession's regulatory body. Acknowledging that serving two terms on College Council has been personally and professionally rewarding may be the greatest understatement I make in 2018.

As teachers, we have access to many opportunities to become engaged in the education sector beyond our immediate assignment. Especially as members of a self-regulating profession, like early childhood educators, social workers and nurses, we can provide input at a provincial level. I encourage you to take this step by voting in the College's eighth Council election. Become a voter.

This edition of *Professionally Speaking* (see p.39) features the names of 69 Ontario Certified Teachers who want to serve



as one of 23 elected members. We're fortunate to have colleagues throughout the province who have declared their candidacy.

The service these members are willing to take on opens up an opportunity for the rest of us as engaged educators. Between now and when voting closes on April 9, we can prepare to decide on who protects the public interest on behalf of the teaching profession in Ontario.

As a voter, start with a meet-and-greet via the candidate bios included in these pages. Then, ask candidates questions and read their responses on the Voter's Forum in the special election area at oct-oeeo.ca/councilelection2018.

The College's Governance Committee heard loud and clear from members that our voting process needed to be easier and more meaningful. That's why your online ballot, accessed through your College account, is newly individualized and streamlined, making it easier to review and select the colleagues who you believe will best serve College Council.

Being a voter will contribute to the regulatory body of our profession for the next three years. Join me in helping our College set the standard for great teaching by submitting your personal e-ballot. The future of protecting the public interest literally rests in our hands. **PS**

Angela De Palma

RETIRE HAPPY! JOIN RTO/ERO

Top 31 Membership Benefits

Group Insurance

- ★ 1 **LARGEST** group insurance plan in Canada for education retirees
- ★ 2 **GROUP INSURANCE** plans that are owned, designed and managed by your peers
- 3 **GUARANTEED ACCEPTANCE** within 60 days
- 4 **GROUP PLAN RATE = FOR EVERYONE**
- 5 **GREAT COVERAGE** across Canada - live anywhere without changing your insurance

- 6 **FREE 93-DAY TRAVEL COVERAGE** through our Extended Healthcare Plan

Discounts

- 7 **1800+** MemberPerks® discounts
- 8 **HEARING AIDS**
- 9 **TRAVEL**
- ★ 10 **HOME & AUTO INSURANCE**
- 11 **COURTYARD MARRIOTT**

Social Activities

- 12 **LOCAL EVENTS** hosted by your peers
- 13 **MERIT TRAVEL** tours and discounts
- 14 **LEADERSHIP OPPORTUNITIES**

Support & Advocacy

- 15 **VOLUNTEER** and job opportunities
- 16 **PENSION SUPPORT AND ADVOCACY**
- 17 **\$100,000 Project-Service to Others grant program**
- 18 **\$37,500** annual scholarship program for family members
- 19 **RTO/ERO FOUNDATION** supports healthy aging research and resources

DISTRICT GOODWILL SUPPORT

Programs & Services

- 21 **BILINGUAL** services and Francophone districts
- 22 **LIVE & FRIENDLY** one-on-one walk-in service
- 23 **FAST RESPONSE TIME**
- 24 **RETIREMENT PLANNING** workshops and advice

Publications

- 25 **RENAISSANCE** magazine
- 26 **LIAISON** newsletter
- 27 **TAX TIPS**
- 28 **POCKET PLANNER** calendar

Online Community

- 29 **ENGAGE WITH RTO/ERO** on social media
- 30 **JIM GRIEVE** vlogs
- 31 **#LEADERSHIPSHINE** monthly tweet chat

rto-ero.org/retire-happy-join-rto

Toronto area 416-962-9463
Toll-free 1-800-361-9888

 @rto.ero  @rto_ero



INTERNATIONAL EXCHANGE

The College connects with regulators for the teaching profession around the world to share effective and emerging practices.

BY MICHAEL SALVATORI, OCT

Growing up in small-town Ontario before the advent of the internet, my international exposure was limited to one of my favourite classes — German with Frau Almassy.

An innovative and committed language teacher, she incorporated many authentic German-language resources into our classes. One of them was a publication for young people called *Jugendscala*.

The quarterly magazine quickly became my outlet to the world beyond Grey County, broadening my fledgling world view through photos and articles on music, food, culture and politics.

I still have a copy of one issue featuring German pop star Nena's international hit "99 Luftballons." I can vividly recall learning the German lyrics and feeling a cut above my friends who were limited to the English version.

The world has since become a much smaller place thanks to social media and digital technology, which allows us to connect to, learn from, and interact with the world and the people and organizations in it.

Our work at the College is locally focused on Ontario's teaching profession, but we connect at the international level in a number of ways and for a number of different reasons.

The College is part of the International Forum of Teacher Regulatory Authorities (iftra.org), which brings together professional regulators of the teaching profession throughout the world. We meet every two years to discuss issues of common interest, such as transparency in the public interest and teacher education and qualifications. Please visit the website to see the member organizations in countries in which the teaching profession is regulated by a body like ours.

We also work with UNESCO to develop international guidelines for teaching standards for those member countries that have not articulated standards of practice and ethical standards.

We stay connected and informed through a number of ways, including webinars. We learn from each other and take advantage of digital technology to share effective and emerging practices. For instance, last year, Council Chair Angela De Palma, OCT, and I led a webinar for our international colleagues about Ontario's *Protecting Students Act* and its measures to improve our investigations and hearings processes in the public interest.



We have an opportunity during these international briefing sessions to hear about the teaching profession in other countries, to exchange resources and to pose questions to our guests.

Sometimes, the international scene comes to us directly. Delegations visit from countries such as Wales, Singapore, the Republic of Korea, the People's Republic of China and Oman. Intrigued by the College's self-regulatory role, they want to learn about our responsibilities, including certification requirements, the standards of practice and ethical standards, accreditation of both pre-service and in-service teacher education programs and the disciplinary process.

The learning is reciprocal. We have an opportunity during these briefing sessions to hear about the teaching profession in other countries, to exchange resources and to pose questions to our guests. And, as with my high school copy of *Jugendscala*, I am always thrilled to receive journals published by our international partners such as *Teaching Scotland* (gtes.org.uk) from our colleagues at the General Teaching Council for Scotland. No music lyrics but lots of great professional learning! **PS**

M. Salvatori



You set the course.
We'll keep you on track.

INTRODUCING NEW EDUCATORS MONITORED PORTFOLIOS.

Investing can be stressful. That's why we launched our new portfolios of mutual funds; to help take the worry and work out of investing. We'll help you determine your goals, then we'll recommend which of our portfolio options best fits your needs.

Our range of portfolios strategically blend a mix of mutual funds tailored to meet your specific investment goals, whether your style is conservative or more growth-oriented.

Our highly experienced, professional Asset Allocation Manager will continuously monitor, rebalance and optimize the portfolios to ensure that you always have the best mix of investments; perfectly balanced, diversified, and broad enough in scope for the greatest opportunity for growth.

We want to help ensure you get where you want to go. We're the experts, so you don't have to be. Interested in getting ahead? Give us a call.



Commissions, trailing commissions, management fees and expenses may all be associated with mutual funds. Please read the simplified prospectus before investing. Mutual funds are not guaranteed, their value changes frequently and past performance may not be repeated.

1.800.263.9541
educatorsfinancialgroup.ca/monitored

$$a^2 + b^2 = c^2$$

$$\pi = 3.14$$

connections

... to inform your professional practice

REASONS TO VOTE

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

1. To have a say in who makes decisions about my profession on my behalf.
2. Voting online is easy.
3. To have my voice heard within my professional licensing body.
4. To help determine the direction of the College.
5. To exercise good professional citizenship.
6. To support a candidate who shares my professional views.
7. To help shape the future of Ontario's teaching profession.
8. To do my part in protecting the public interest.
9. To support a colleague who is running.
10. To be better informed about the College.



*To learn more about the Council election and how to vote (March 5 to April 9), visit oct-oeeo.ca/councilelection2018; look for the election results on April 11.



Connect. Exchange. Discover.

Give your group the experience of a lifetime!

Groups aged 12 to 17 will:

- Discover new places and explore their own community
- Meet new friends
- Learn about Canada's diversity
- Have fun with a wide variety of educational activities

Apply online and start your group's journey today!

1-877-639-9987 ymcaexchanges.org

Building healthy communities



An Exciting Benefit for Ontario Certified Teachers

**SAVE UP TO 25% ON
CAR INSURANCE
AND 20% ON
HOME INSURANCE**

Cassidy & Young
Insurance Brokers Inc.

We are presently running a sweepstakes where we are giving away some great prizes! If you get a quote, we will enter you in the draw and we will send you a \$5 Tim's card just for making the call.*

Email a quotation request to
sales@cyins.com
and we will send some
questionnaires to complete

*CERTAIN CONDITIONS APPLY

CONNECTIONS IN YOUR PROFESSION



Pop Quiz

with Maggie MacDonnell

BY LAURA BICKLE

What does it take to receive the US\$1-million Global Teacher Prize (globalteacherprize.org)? The outstanding achievements of the 2017 recipient, Maggie MacDonnell — who for seven years taught in the fly-in Inuit village of Salluit, Que. — point to the level of dedication, empathy and resilience required. During her time there, the award-winning teacher — who grew up in rural Nova Scotia — became an influential member in the Canadian Arctic community that struggles with poverty, domestic violence, mental health issues and suicide. MacDonnell was instrumental in the creation and funding of a student-run school nutrition program, a job placement and mentorship program at a local daycare, as well as the establishment of a community fitness centre that has become a hub for many. She also helped students raise more than \$90,000 for diabetes prevention as well as health promotion programs for other Northern youth — accomplishing all of this while acting as a temporary foster parent, with her husband, for several children. In February 2017, she was transferred to Kuujuaq, Que., 600 kilometres from Salluit, to oversee regional health-based programs for 17 schools in 14 communities. Here, MacDonnell shares what she has learned from receiving this international honour.

Q What has winning the Global Teacher Prize meant to you?

I thought it would be one day in the media but the organization really sees this as the Nobel Peace Prize for education. It has been transformative for me and my students. I have since travelled with some of them to Montréal, Argentina and Chile, where they met with the president and spoke about their Indigenous experiences, housing, gender roles and education.

I also spoke at the United Nations twice and took students from the region. We had a meeting with former U.S. president Bill Clinton. We've had so many amazing leadership opportunities that you just can't recreate in a classroom.

Q What will you do with the award?

I plan to establish a non-profit that responds to input from the Indigenous community. We have started a project where we took four Salluit residents to Nova Scotia to work with Canoe Kayak Nova Scotia. The Inuit invented kayaking but their connection to it has weakened due to decades of colonization. Reconnecting helps build resilience and cultural pride.

Q Describe your teaching approach.

It's about relationships; that's where my strength lies. I take a community development approach. It's important that you engage students in community initiatives, so they see themselves as solutions to the issues around them.

Q Northern communities tend to see a higher teacher turnover. Why have you decided to stay?

I worked in sub-Saharan Africa for five years, which prepared me for the on-the-ground reality that I would see here. We don't do enough to prepare teachers for the Indigenous reality. You're hearing heavy stories and witnessing big stuff — like suicide and self-harm. It's crucial for teachers to have good self-care strategies to keep mentally healthy and strong.

Q Why set up a fitness centre?

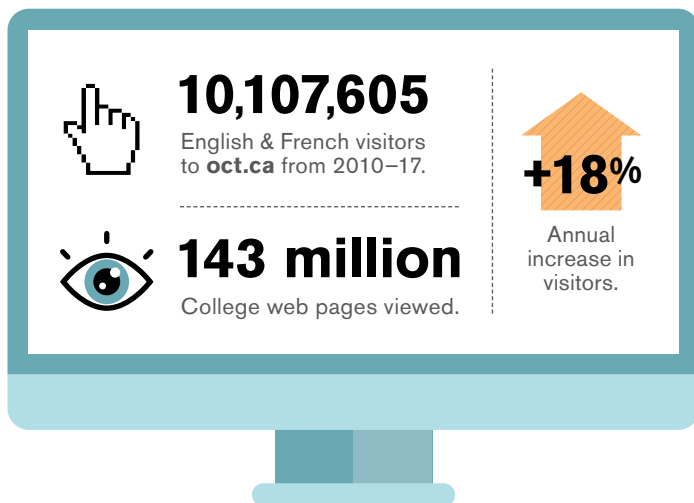
If we invest in young people and create healthy recreation opportunities, they'll choose that over drugs and alcohol. The simple act of moving is a way to cope with stress and improve mental health.



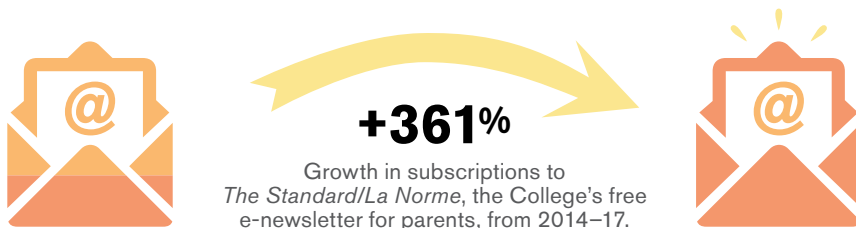
MAKING CONTACT

A look at outreach initiatives at the College.
BY STEVE BREARTON

WEB LINKS

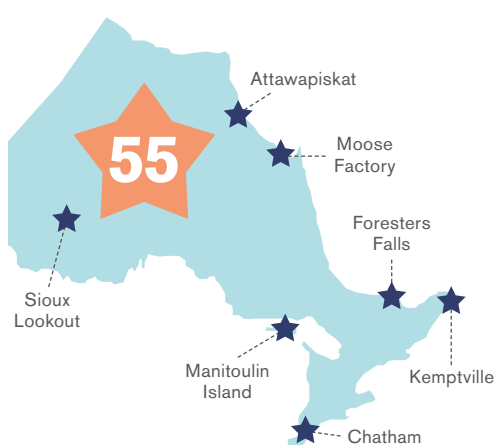


STANDARD TIME



EVENT GUIDE

The College has held policy & AQ guideline sessions in 55 Ontario locations from 2013–17:



Source: Ontario College of Teachers



104

Policy sessions conducted by the Standards of Practice and Education Unit.



9,599

Participants in the nearly 240 AQ guideline sessions.



TWEET SHEET

Follow what's trending in the education Twitterverse



Homework Help

@TVOHomeworkHelp
Free online math help available 24/7! Funded by the Ontario government & powered by @TVO.

twitter.com/TVOHomeworkHelp

4,662*
FOLLOWERS



Homework Help

@TVOHomeworkHelp
Hey! Check out all the games, activities and additional learning tools galore on Mathies!
bit.ly/2BQLxkN



COPA - English

@COPAONLINE
Award-winning leader in the field of bullying & violence prevention, as well as equity and inclusive education.

twitter.com/COPAONLINE

1,441*
FOLLOWERS



COPA - English

@COPAONLINE
As a step toward [#decolonizing](#) and [#indigenizing](#) schools, educators, students and families can learn about the history of relationships between Indigenous and non-Indigenous peoples, including the legacies of oppression and their continuing impact: bit.ly/2rg3xxkQ



Elections Ontario

@ElectionsON
Non-partisan office of the Legislative Assembly of Ontario. Join us on our mission to make voting easy.

twitter.com/ElectionsON

3,710*
FOLLOWERS



Elections Ontario

@ElectionsON
Voting rules! We developed civics education programs for Gr. 5 & 10 teachers in Ontario. The toolkits are available free @ ow.ly/NtWJ30g4Nxxw [#WeMakeVotingEasy](#) [#OntEd](#) [#Teachers](#) [#CivicsEducation](#)

*as of February 1, 2018





Every student studies poetry at some point, but that doesn't mean they like it. Why? Because, often, they do not see themselves, their feelings, in the traditional approach. So how do we create that connection? Consider a different approach! Call it spoken word, performance or slam poetry — this art form is on the rise and already hugely popular among our youth. Captivate your class with videos of spoken word poets spitting their stories into microphones in high-energy performances, and if there is an opportunity to experience a poet live, exhilaration and inspiration levels will skyrocket. The next time you teach poetry, think outside the box and look beyond the written word to inspire student voice, advocacy, empathy and empowerment.

— Holly Painter, OCT
National Director, Spoken Word Canada

→ 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-ooeo.ca/research.

SOCIAL SKILLS

BY STEFAN DUBOWSKI

Do you have students who effortlessly juggle their social networking accounts, blogs and video feeds, all while posting multiple times an hour? These days, classrooms are chock full of these digital media masters, but are they analyzing and assessing what they encounter online? For that, they need context, which is what MediaSmarts (mediasmarts.ca) can help you provide.

This not-for-profit charity has a Teacher Resources section (in both English and French) with lessons, activities and tools to boost your class's social savvy. You can

easily browse resources by grade (K to 12), resource (games, guides, lesson plans, tip sheets, tutorials and workshops), topic (cellphones and texting, online ethics, cyberbullying, privacy and more) and media (internet and mobile, movies, music, television and video games).

Curious about the digital landscape across Canadian schools? The Digital Literacy Framework section explains how students at different levels use the web. Want to delve deeper? There is a discussion paper that maps digital literacy policy and practice throughout

the country, as well as a section that describes digital and media literacy outcomes by province and territory.

The site also lists resources that specific boards and schools are licensed to use, including class tutorials and professional development workshops across the K to 12 spectrum. Click on Find Out What You're Licensed For, to see which ones you have access to.

According to a MediaSmarts study, today's teens are digital media aware — they tend to avoid touchy topics like politics, religion and race in their posts and they don't connect with strangers. However, what they aren't seeing is social platforms as for-profit businesses, and most don't read privacy policies and terms of service. The organization believes that there is “a need to educate youth about their rights and responsibilities as digital citizens,” so they can become masters of modern-day media.

APPS ANALYSIS

By Stefan Dubowski



DragonBox Algebra 5+

With students learning algebra basics (addition, subtraction, equality) as early as Grade 1, it's almost never too soon to introduce them to an app like this. DragonBox transforms algebra into a compelling and simple game for five- to eight-year-olds. All the players have to do is move the colourful cards around the screen to isolate the DragonBox, a little mystery box with a star. Over time, numbers and values replace the cards, helping the player learn the operations to isolate "X" on one side of the equation. Younger players will require some assistance, since the instructions, although easy to follow, are word-based.

DEVICE: Apple; Android

SOURCE: iTunes (\$6.99); Google Play (\$7.89)

RATING: 4+; Everyone



Art Gallery of Ontario

For art-appreciating high school students, there's nothing better than a trip to the AGO. But when that's not possible, this app is the next best thing. It provides virtual access to a selection of the gallery's collections (African, European, Canadian, modern and others) and works (including pieces by Tom Thomson, Claude Monet and James Tissot). If you are able to make the visit in person, tap into additional features such as admission pricing, hours, accessibility details, audio guides and information on upcoming exhibitions. It's all designed to frame your experience exploring an artistic assembly that includes more than 80,000 pieces.

DEVICE: Apple; Android

SOURCE: iTunes; Google Play (free)

RATING: 12+; Everyone



Cursive Writing Wizard

The use of tech devices may be changing the way we communicate, but this doesn't mean that cursive writing isn't still a valuable tool for conveying ideas. This app is one way for your cursive-curious students to learn the art of good penmanship through step-by-step instructions and tracing activities. Developed for children as young as six but useful for older students, too, options include a number of fonts (such as Zaner-Bloser, D'Nealian and Handwriting Without Tears), adjustable sizing to suit a range of hand-eye co-ordination levels, as well as a left-hand mode. Adults can create PDF worksheets — so when students are ready, they can put pen to paper.

DEVICE: Apple; Android

SOURCE: iTunes (\$6.99); Google Play (\$4.99)

RATING: 4+; Everyone



Ontario
College of
Teachers

Setting the Standard
for Great Teaching

2018 Conference

Keynote speakers



Marc-André Blanchard
Canada's Ambassador and
Permanent Representative to
the United Nations



Rex Murphy
Social Commentator and
Journalist



Margaret Trudeau
Celebrated Canadian and
Mental Health Advocate

Toronto Marriott
Downtown Eaton Centre
May 31–June 1, 2018

Early bird deadline:
February 28, 2018
Register at oct.ca

English and French workshops
focused on:

- Professional regulation
- Protecting the public interest
- Topics of interest to employers of Ontario Certified Teachers



NOW'S THE TIME!

GET YOUR VOTE IN

Electronic voting in the Council election begins on Monday, March 5, 2018, at 9 a.m. (EST) and runs until 11:59 p.m. (EDT), Monday, April 9, 2018.

Vote for one of the 23 positions. As a College member in good standing, you may cast votes for up to four positions, depending on your employment. You do not need to vote for all positions.

ACCESS YOUR BALLOT THROUGH YOUR PRIVATE ACCOUNT IN THE MEMBERS SECTION OF THE COLLEGE WEBSITE AT OCT.CA.



Ontario
College of
Teachers

Setting the Standard
for Great Teaching



WORKING IN THE PUBLIC INTEREST

Come to one of our voter information sessions (6–7p.m.) to find out why your vote matters!

- **Toronto on Tuesday, March 6**
(College Office, 101 Bloor St. West)
- **Ottawa on Thursday, March 8**
(Ottawa Conference and Event Centre, 200 Coventry Road)
- **St. Catharines on Tuesday, March 20**
(Four Points by Sheraton, 3530 Schmon Parkway)
- **London on Thursday, March 22**
(Holiday Inn Express & Suites, 374 Dundas St.)
- **Sudbury on Tuesday, March 27**
(Towne place Suites, 1710 The Kingsway)
- **Thunder Bay on Wednesday, March 28**
(Hampton Inn & Suites, 760 Arthur St. West)

**Vote. Voting starts
March 5, 2018, at 9 a.m.!**

COUNCIL MEMBERS HELP TO SHAPE THE FUTURE OF EDUCATION IN ONTARIO.

For more information, visit oct-oeeo.ca/Councilelection2018, call our election information line at 416-961-8800 (toll-free in Ontario 1-888-534-2222), ext. 558, check out #OCTelection2018 or email us at youdecide2018@oct.ca.



ONTARIO

The Institute for Education Leadership
L'Institut de leadership en éducation

The Ontario Institute for Education Leadership is a virtual organization that:

1. engages in professional inquiry as it relates to the Ontario Leadership Framework (OLF) and the Ontario Leadership Strategy (OLS);
2. influences leadership practice through the ongoing development and implementation of the OLF and the OLS; and
3. promotes and mobilizes research on effective leadership practice.

For more information, visit
www.education-leadership-ontario.ca/en

All Inclusive

When students feel they belong, it paves a path to success. Great teachers know the importance of building a community where each child feels safe, supported and valued. Check out these eight tools — podcasts, courses and more — to help teachers remove barriers and create a welcoming learning environment for every student.

BY MELISSA CAMPEAU

1. Coggle Free!

Mind mapping (using a diagram to represent ideas graphically) is an effective way to express complex ideas using visual cues. Imagine the major themes of *The Secret Garden*, fully explored by way of flow charts, images and a handful of words. Coggle is especially intuitive, so students will master it in a snap.
Visit: coggle.it

2. Read&Write for Google Chrome Free!

When reading is easier, everything is easier. This software modifies digital material so that every student can fully participate. Need speech-to-text or text-to-speech functions? Done. It also offers word prediction for typing, explanations of unfamiliar words and a screen-masking tool for students with dyslexia.
Visit: oct-oeeo.ca/ReadandWrite

3. The Inclusive Class Free!

Tips on grading students with disabilities? Check. Advice on how to modify lesson plans to suit multiple learning styles? Check. Teacher and inclusive classroom consultant Nicole Eredics is the passionate and experienced driving force behind this site, which is full of podcasts, how-to articles and links to research.
Visit: theinclusiveclass.com

4. Padlet Free for 30 days!

Imagine a digital wall where students can contribute ideas at their own pace (even anonymously). After a field trip, for instance, set up a page and let comments, pictures and questions roll in. Then, share selected posts to spark classroom conversation. Once your free trial ends, Padlet is US\$12/month or US\$99/year.
Visit: padlet.com

5. Newsela Free!

Now you can share news articles with your class and address a range of reading abilities. This massive collection of material — stories on everything from global warming to self-driving cars — with software that can “translate” the articles you’ve selected into five distinct reading levels, ranging from Grade 2 to 12.
Visit: newsela.com

6. CAST Free!

Universal Design for Learning may be a big part of Special Education, but using insights into how a child learns to adjust how we teach benefits everyone. The Center for Applied Special Technology offers resources like math puzzles and a science lab-writing tool that create flexible learning environments.
Visit: cast.org

7. Do2Learn.com Free to US\$179

Find a trove of tools to support your special needs students. Download printable picture cards depicting emotions, decision-making sheets that prompt pro/con responses, a guide to developing a behaviour management plan and more. Resources are evidence-based and designed by education experts.
Visit: do2learn.com

8. Inclusive Schools Network Free!

This site’s assessment tool will tell you how inclusive you’re classroom is — and how you can do even better. Make the most of the resources: an Inclusion Basics Course, staffing model articles and leadership for inclusive schools. There’s also an e-newsletter, a blog and an annual event that celebrates inclusion.
Visit: inclusiveschools.org

For effective practices in technology, consult the College’s professional advisory *Use of Electronic Communication and Social Media* (oct-oeeo.ca/socialmedia).



THINK LIKE AN ARTIST



John Senisi, OCT, helps students use a critical lens to capture the big picture and the small details.

BY STUART FOXMAN

Educators work hard to help students focus. That includes John Senisi, OCT, but he's referring to a camera, not their attention. The visual arts teacher starts with this premise: students are eager to be in school. "Most want to learn, they just don't want their time to be wasted," says Senisi, who teaches at St. Jean de Brebeuf Catholic High School in Woodbridge, Ont., just north of Toronto. Here's his formula: connect the curriculum to something that matters to students. Tap into their natural curiosity. Give them autonomy. Get them to work together. "Then you just get out of their way," he says.

It's important to teach the technical aspects of, say, composing a photograph. "But that's just a tool to facilitate their deeper learning," says Senisi, who this year is teaching Grades 9, 10 and 11. "I want students to feel like they have agency."

What does he mean? Too often, he says, students become frustrated. They feel like they lack power. Or they don't see the links between their learning and the real world. Senisi wants students to make those connections and know that they can make a difference. The work they produce should actually mean something.

Senisi's approach earned him a 2017 Prime Minister's Award for Teaching Excellence. He was cited in part for encouraging lessons and projects that tie to social issues and community needs. Often, the projects involve students meeting or working with community leaders and organizations.

For instance, a few years ago, one of his Grade 12 classes worked with the nearby City of Vaughan Archives to match historic images with their present-day locations, taking new shots of each. Besides assisting the archives, Senisi explains that the project helped students to understand vantage points: "To see with someone else's eyes is to more deeply understand our own," he says.

The online version of the photo exhibit (oct-oeeo.ca/VaughanRetrospective) won a 2015 APEX Award, a competition for publication excellence, in the social media category.



ONLINE

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

EXCLUSIVE

PHOTOS: MARKIAN LOZOWCHUK



John Senisi, OCT, with his visual arts students in front of their mural project at St. Jean de Brebeuf Catholic High School.

Another of Senisi's classes undertook a project with the Nature Conservancy of Canada (oct-oeeo.ca/Conservation) and Toronto Region Conservation Authority. The students studied the Humber River and Don River valley systems, and created documentary videos for YouTube (oct-oeeo.ca/ConservationDocs).

Last year, his Grade 12 class mounted a photography exhibit at the Kortright Centre for Conservation in Vaughan, Ont., an environmental and renewable energy education and demonstration centre.

The exhibit showcased naturalized spaces and raised awareness of conservation efforts. Senisi had the students drive the entire project, including all administrative and promotional efforts.

"He steps back to give us a lot of independence," says Giulia Venir, who was in that class and now studies art history at York University.

Letting students take charge boosts their confidence, says Bianca Mastrodicasa, OCT,

a former student-teacher Senisi mentored. Now a supply teacher, Mastrodicasa says that Senisi helped her define what it means to be an effective educator. "It's someone who believes in you and allows you to lead your own path."

Ways of seeing and framing issues dominate Senisi's teaching, whether he's talking about equipment or broader lessons.

A bulletin board hanging in the 17-year teaching veteran's classroom has clippings on technical issues like colours and cropping. Tacked up is a piece on camera exposures, zooming in on the three integral settings. There's the aperture — the opening in a lens that you adjust to let in light; shutter speed — which controls how long the light comes through the aperture, and then the ISO — which measures the camera's sensitivity to light.

In a way, these variables preoccupy Senisi as a teacher. He considers the concept of "exposure" on a metaphorical level.

"What are the moral and philosophical implications inherent in the choices we make as educators regarding what material to expose students to?" The award-winning teacher constantly considers the lens with which his classes view the world. What will they choose to document? What will they ignore?

This puts learning in a new light. "At every opportunity," says Senisi, "we must look for the connection between what they're learning and how it applies to their lives."

Senisi's experiences as an artist and a student colour his teaching philosophy. In high school, he felt he never fit in. He struggled to understand the point of what he learned, and generally felt stifled, sensing his desire to question wasn't welcome.

In university, he found what he calls his "kindred spirits." At the University of Toronto, he pursued a minor in medieval studies and majors in Italian studies, as well as art and art history.

Senisi became a practising artist and soon entered the Queen's University Artist in Community Education program, for those who want to teach.

Since he started teaching in 2001, Senisi has empowered students to guide the class agenda and effect change, and to do it collaboratively. "My classroom is like a lab. We're exploring. I often don't know what we're going to do until I talk to the students."

Early in the school year, he leaves some final projects and weeks of class time up for negotiation. It's no free-for-all; there are curriculum goals, but Senisi can allow considerable freedom because he creates a strong instructional infrastructure. On the class website he has organized tutorials, videos, handouts and assessments — content students need to progress in their studies.

Senisi says it's hard for many teachers to give up control and have the faith that students will stay on track. To him, giving them that responsibility is an essential part of learning.

"He totally flips the classroom," says colleague Lara Gudelj, OCT, a communications technology teacher at St. Jean de Brebeuf. "It's all student-centred. It's about giving them the platform to express themselves, and encompassing community and teamwork in these endeavours."

Gudelj says Senisi excels at helping students think deeply. She recalls a trip they took to New York City with their art and design students. One stop was the 9/11 Memorial. On the way, Senisi talked about the design competition to create the memorial. Most proposals had the monuments above ground. The winning entry was different — it had two large reflecting pools on the footprints where the Twin Towers stood.

Senisi discussed how artists use positive and negative space. The artist with the successful concept showed the depth of the 9/11 wound by placing the monument far below the surface — it's a void.

"I thought, I wish I were a student in his class," says Gudelj. "He brings relevance to what they're learning, so it makes sense to them and they can think like an artist."

In New York, they also stopped at the Metropolitan Opera. While Gudelj took photos of the grandeur of the building,

Senisi focused on the smaller details, like crystals. "We were at the same place," she says, "and he just had a different perspective."

It's important for students to see the big picture, all the patterns and themes. But Senisi wants students to see the forest *and* the trees.

That became particularly evident in one class. After briefly shuffling between two groups of students — instructing one on how to use a tripod, huddling with the other to review uploaded project files — Senisi led students across the road to a forested park where they continued a semester-long assignment.

Student teams had used the GPS on their phones to pick an area in the forest with a 10-foot radius. On this day, as they did weekly, the students took pictures of that spot. The goal was to apply their photography skills to document the seasonal changes that occurred. It's just another way he encourages the students to pay close attention and reflect.

In a nomination letter for the Prime Minister's Awards for Teaching Excellence, one of Senisi's former students wrote that his lessons transcended her education.

"Mr. Senisi provides his students with skills that can be utilized in any subject, and well beyond graduation," wrote Josie Libertucci, now a post-doctoral fellow at the University of Michigan Medical School. "Although I did not continue with the arts in my undergraduate degree, the skills I learned as Mr. Senisi's student — such as critical thinking and creativeness — were vital in my success."

Senisi says he wants students to see differently, whether it be objects, their surroundings or the goal of their education. "That allows them to engage with the material in a manner that's not merely abstract or distant," he says. "We get the majority of our information from what we see, but we're not always aware of what we're taking in. Teaching my students to notice things others miss is one of my main objectives." **PS**

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

CREATING POSITIVE SPACE



How can you make the school environment more welcoming? Award-winning John Senisi, OCT, shares how to set the right tone and eliminate "hot spots."

1 Stand outside the classroom doorway to greet students as they enter. "It surprises them because it's rarely done. Let them know you appreciate a similar greeting. It establishes a friendly environment and teaches them to be collegial."

2 Jump right in. "The first few minutes of class are crucial. Begin the day's agenda right away. You're demonstrating what a professional, productive work environment should look like."

3 Watch for danger zones throughout your school. "Do groups of students create zones of intimidation? We call those 'hot spots,' a perfect place for bullying. To identify hot spots try to be intuitive and empathetic. Are there any areas where you would not feel comfortable? Where students feel too intimidated to go? Disrupt those spots when you see them, and make the administration aware of those that are more established."

4 Look for "hot spots" in your classroom, too. "When I notice one form, I take everything off my desk and make the hot spot my new work area. Every part of the school environment should feel safe to everyone."

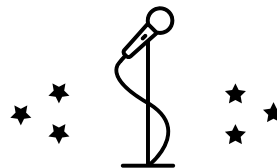
5 Don't get fooled by outward appearances. "Teenagers often act mature or tough but they're more vulnerable than they appear," says Senisi. "Regardless of what difficult situations they may bring to your classroom, they need you to make it a place where they're accepted and not judged for their mistakes."



XAVIER ACADEMY

2010

PHYS.ED.



DEE-CONSTRUCTING GERRY

Funny man (and former teacher) Gerry Dee pays tribute to the person who taught him how to stand up and deliver, one joke at a time.

BY BILL HARRIS

Although Gerry Dee jokes around for a living, one thing he'd like to be clear about is the difference between the teacher he once was and the one he portrays on TV. "I wasn't the character you see on *Mr. D.*," says the creator and star of the CBC sitcom, in which he plays a teacher whose ego often gets in the way of his best intentions. "When I was teaching, I was, in many ways, trying to emulate a former teacher I admired."

Dee, whose career path has been unconventional but successful, was a teacher for nine years before shifting his energies toward his other passion, comedy.

From whom did he draw his approach to teaching? That would be Joseph Onorati, OCT, his Grade 8 teacher at St. Gabriel Catholic School in Toronto.

"With Joe, you think, 'Wow, that person was really great,' even if you didn't notice it as a student," recalls Dee, who went by his real last name (Donoghue) in those days. "Joe was the right balance of three things. First, he was someone we admired. Second, he had a sense of humour and knew when to use it. And, third, he was strict and simply got the job done. Embodying all of those things — as I learned when I was teaching — is rare."

Dee recalls the respect he had for Onorati, regardless of how playful or serious his teacher had to be in the classroom — he navigated all situations in a fair and balanced manner.

"Joe was no softie, he ran a tight ship, but he was the kind of teacher you didn't want to disappoint," Dee says. "There were times when he had to discipline me but I still liked him. I knew he liked me but I also knew I could be a bit much."

Onorati chuckles upon hearing those words. "When Gerry says I liked him, he's absolutely correct," says the retired teacher. "It's great to be valued by someone like him."

Having worked in education for more than 35 years, Onorati has encountered hundreds of students in the classroom, as well as when he was vice-principal and principal at the Toronto Catholic District School Board. During that time, he also had part-time positions at the York University faculty of education as a Principals' Qualification Program facilitator (2005–10) and a practicum facilitator (2011–17), mentoring pre-service teacher candidates.

MASTER OF EDUCATION IN EDUCATIONAL STUDIES



SCHOOL OF EDUCATION

» trentu.ca/education/masters

Our program offers the exceptional opportunity for teachers and other professionals to build their educational leadership in an interdisciplinary, personalized, and research-focused environment.



Personal. Purposeful. Transformative.



WHERE *learning* COMES TO LIFE!

Casa Loma is one of Toronto's premier historic attractions! Originally home to Canadian financier, industrialist and military officer, Sir Henry Pellatt, the castle offers students a unique and interesting way to experience and learn about the early 20th century.

ELEMENTARY & SECONDARY SCHOOL FIELD TRIPS

Guided Tours include: Medieval Studies (GRADE 4), Pre/Post WW1 tour (GRADE 10); Hollywood Tour (ALL GRADES); Architecture Tour (ALL GRADES); Business Case Study of Casa Loma (GRADES 9-12); Lost Jewels Tour (JK-2); and General History Tours geared to the curriculum in your grade (ALL GRADES). We also offer a very special Holiday Program for schools during the month of December.

For full program details, please email us at info@casaloma.ca

GRADES
JK-8

GRADES
9-12



1 Austin Terrace, Toronto, ON M5R 1X8

T: 416.923.1171 F: 416.923.5734 E: info@casaloma.ca

CASALOMA.CA

LIBERTYGROUP.COM

Liberty
ENTERTAINMENT GROUP

“JOE WAS SOMEONE WHO LET ME JOKE AROUND BUT KNEW WHEN TO PUT AN END TO IT ... ONCE YOU GOT TO CLASS, IT WAS ALL BUSINESS.”



And through all of that, Onorati still remembers Dee clearly, and for a particularly special reason.

“Gerry was in my very first class as a teacher; I don’t know if he’s aware of that. I even remember where he used to sit — he was very social, as you can imagine,” says Onorati, who admits that what he lacked in experience, he made up with enthusiasm. “I think I was humble enough and caring enough for them to know that I wanted them to learn.”

Dee recalls being a “pretty good student” but Onorati suggests Dee is selling himself short, saying, “Believe me, Gerry was a very, very good student.” In fact, he was named valedictorian of his Grade 8 class, something the comedian attributes more to his speaking skills than his academic prowess. Onorati, however, insists the teenager had a fine combination of both.

“Gerry wanted to do well,” his former teacher says. “He was extremely neat — I remember that about him — and his books were always so well organized. He used to underline things as he did them.” Having done quite a bit of coaching in those days, he also remembers Dee as a good athlete with great all-around skills.

Dee fully acknowledges, though, that whether he was in the classroom, on the playground or in the gym, he didn’t always know when to settle down. And it was for this reason, he remembers, that Onorati had to have a serious chat with him about being less disruptive.

This memory rings a bell with Onorati — he had a version of that conversation with a number of students throughout his career.

“Gerry was a fast learner,” Onorati says. “He used to be the first to finish assignments, and as often is the case, once you finish your work, you have a tendency to fool around. That is probably why I had to have that chat.

as a comedian would,” Onorati laughs.

“But I felt pride as a teacher, of a student’s success. And that doesn’t have to mean economic success; hearing that they’re happy, doing something that makes them feel fulfilled, and that they’re

caring and good citizens,” explains Onorati. “I’m proud of Gerry, as I am of all my students. But, I think that night created even more of a bond.”

Dee admits that it was hard for him to pick a favourite teacher because he had so many great ones, both at St. Gabriel and then at De La Salle College, where he went to high school in Toronto. He considers himself fortunate to have attended two schools that he absolutely loved.

Still, among those great teachers, Joe Onorati was, and still remains, special to the TV star.

“Joe was someone who let me joke around but also knew when to put an end

to it,” Dee says. “He never mailed it in. Once you got into class, it was all business. He was strict, which I appreciated even as a 12- or 13-year-old; I understood why it was important. We [students] got better, we got smarter, we learned and he prepared us for high school, which really is the most important thing.

“I remember always enjoying my classes with Joe. Strict at times, funny at times, always got the job done. That, to me, is the best teacher.” **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.



Gerry Dee (right) shares a laugh with former St. Gabriel Catholic School teacher Joseph Onorati at the comedian’s home in Toronto, Ont.

“Having said that, he *had* done the work, so maybe it was up to me to give him extra, or something more stimulating.”

Nevertheless, Onorati’s teaching methods clearly provided plenty of stimulation for Dee, in many ways and in many forms.

Neither Dee nor Onorati knew it at the time but even back then Dee was amassing information that would help him both as a teacher, and subsequently as a comic actor who plays a teacher.

As time passed, Onorati became aware that his former student had gone into education. Then, just as Dee was making his big switch into comedy, their paths crossed at a school athletics event. Unbeknownst to Onorati, Dee was the guest speaker. The two had a quick exchange before Dee went on stage. “Gerry kind of roasted me mercilessly; he talked about my discipline style,



PROFESSIONAL LEARNING FOR EDUCATORS

NEW PROGRAMS INCLUDE:

- Activating Indigenous knowledge in a museum
- Art for non-artists
- Hip Hop as social change
- Let's talk about appropriation

BOOK TODAY! AGO.ca/teachers



AGO
Art Gallery of Ontario



3 Unique Locations
serving the GTA

YMCA Outdoor Education

• Discovery • Exploration • Growth

Take your curriculum outside the classroom and experience learning with a fresh new perspective.

Inquire Today!

ymcagta.org/OutdoorLearning

LOOKING FOR THE ULTIMATE OUT OF CLASSROOM EXPERIENCE?

APPLY NOW!

www.parl.gc.ca/teachers



TEACHERS INSTITUTE ON CANADIAN PARLIAMENTARY DEMOCRACY



PRINCIPALS & TEACHERS *Teach in China!*



The Canadian Trillium College (CTC) is a certified Ontario school program in China, offering Chinese students the opportunity of earning credits towards the OSSD.

We are now recruiting Ontario qualified administrators and teachers for the following subject areas:

- ESL, (Levels 2-5)
- Intermediate and Senior English, Mathematics, Business, Physics, Chemistry, Computer Science and Social Sciences.
- Principals

CTC has campuses located in Mainland China: Shanghai, Jinhua, Nanjing and Quanzhou.

Contract Terms: Competitive salary and bonus, return airfare, free private furnished accommodation, assistance for medical insurance and more.

This is an ideal opportunity for retired teachers and administrators, beginning teachers and teachers on leave who are looking for an amazing cultural experience and adventure.

You can visit our website at www.ctc-school.com

For more information contact the Supervising Principal at the address below:

Apply Now!

Forward resume and cover letter to:

Supervising Principal, The Canadian Trillium College, Toronto Office:
• TEL: 416-763-4121 • FAX: 416-763-5225 • johnholtom@hotmail.com



STRENGTHENING JOB MARKET GREET'S NEW OCT'S

BY FRANK McINTYRE

OUR 2017 SURVEY OF NEW TEACHERS CONFIRMS THAT ONTARIO'S ENHANCED TEACHER EDUCATION PROGRAM CANDIDATES ARE HEADING TOWARD A MORE WELCOMING JOB MARKET THAN NEW TEACHERS EXPERIENCED OVER THE PAST DECADE.

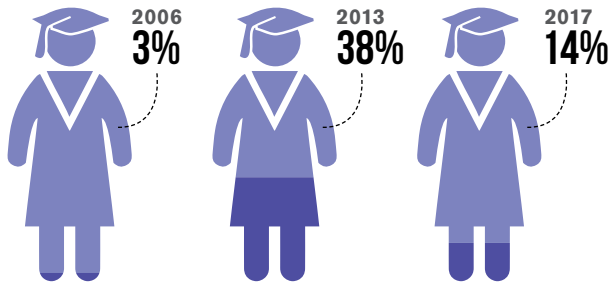
The latest *Transition to Teaching* survey shows that the much reduced numbers of teachers licensed in Ontario in 2016 resulted in a significantly lower unemployment rate than first-year teachers in earlier years. Teachers who are now two to five years into their careers also report much better job outcomes than before.

Our annual poll of early-career teachers shows the unemployment rate among Ontario graduates in the first year after licensing dropped from 38 per cent in 2013 to 14 per cent in 2017. Similarly, average unemployment among graduates in their second through fifth years tumbled from 21 per cent in 2014 to just seven per cent in 2017. Despite these substantial improvements over the past few years,

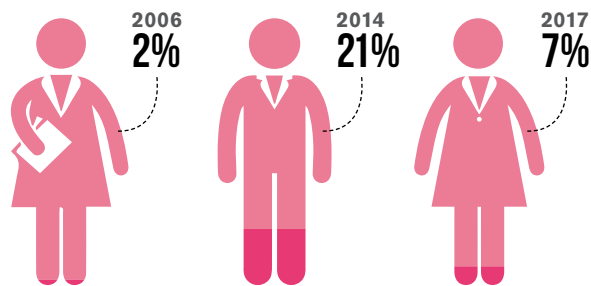
2017 unemployment rates are still above the negligible unemployment reported back in 2006.

How has this shifting job market come about? From 2003 to 2013, newly licensed teachers in Ontario numbered an average of about 6,600 more each year than the annual number of teacher retirements in the province. This led to an increasingly crowded early-career teacher job market and growing unemployment each year until 2013. With decreasing numbers of entrants thereafter, and the sharp reduction in newly licensed teachers in 2016, fewer teachers entered the market than teacher retirements in recent years, easing the market overcrowding. The years ahead will bring a near balance of new teachers and retirements.

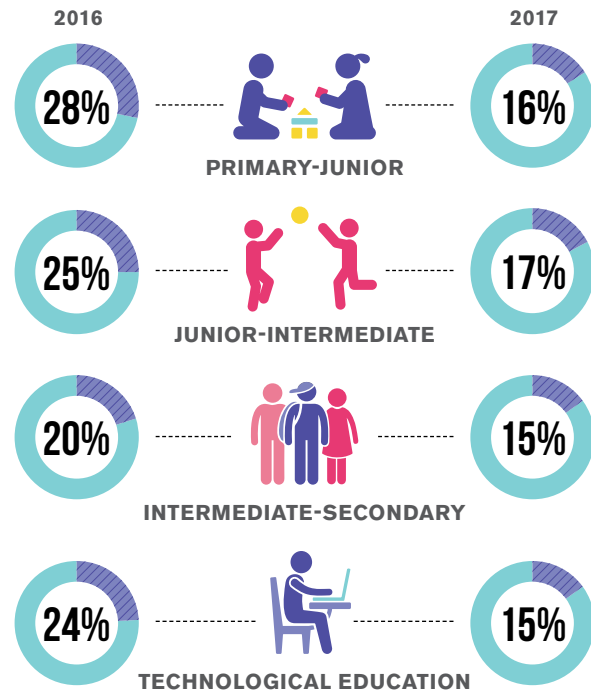
UNEMPLOYMENT RATES FOR NEW GRADUATES



UNEMPLOYMENT RATES FOR NEW TEACHERS IN YEARS TWO TO FIVE



UNEMPLOYMENT RATE FOR FIRST-YEAR TEACHERS



Decreased job competition is evident in this year's survey results, which show falling first-year teacher unemployment across all divisions for those graduates who reside in Ontario after licensing. The most noteworthy improvement for these Ontario-based new teachers surveyed in 2017 is among Primary-Junior (PJ) teachers who report a drop from 28 per cent unemployment in 2016 to 16 per cent in 2017. This improvement among PJ graduates brings the unemployment rate down to about one in six first-year teachers for every division.

The 2017 survey results further highlight that newly Ontario-certified teachers who completed their teacher education outside the province also report improved job success in their first year after licensure. Among new Canadians who obtained their teaching licences in 2016, 49 per cent say they were unemployed in 2017 compared to 61 per cent of the first-year group of new Canadians in 2016.

Language and teaching subject qualifications continue to make a big difference in new teacher job outcomes. First-year teachers graduating from

the French-language programs at Laurentian and Ottawa universities report single-digit unemployment, and they have done so for the past three years. New French as a Second Language (FSL) teachers report negligible unemployment for the third year in a row. First-year English-language teachers in Ontario report much lower unemployment than in the past, but at 19 per cent in 2017, their unemployment rate remains comparatively high.

English-language Intermediate-Senior (IS) graduates with math or science qualifications report just 11 per cent unemployment, down from 16 per cent last year. English-language IS grads lacking these relatively higher demand qualifications experienced 23 per cent unemployment in 2017, down five per cent from 2016, but still higher than all other English-language qualifications, including PJ grads.

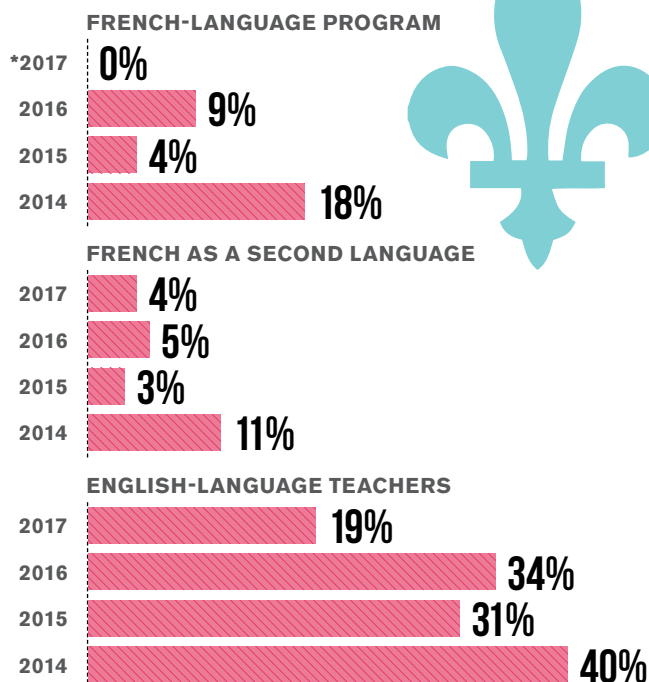
Last year marked a historic transition to a "new normal" in Ontario's annual new teacher supply. With the reduction in Ontario faculty of education admissions in 2015 and the significant recent decline in out-of-province educated

teachers who obtain Ontario licences, the future annual number of newly certified teachers will be less than half the average of the preceding decade. This means a drop from 11,587 in 2006 through 2015, down to a forecasted average of 5,100 in 2017 through 2020.

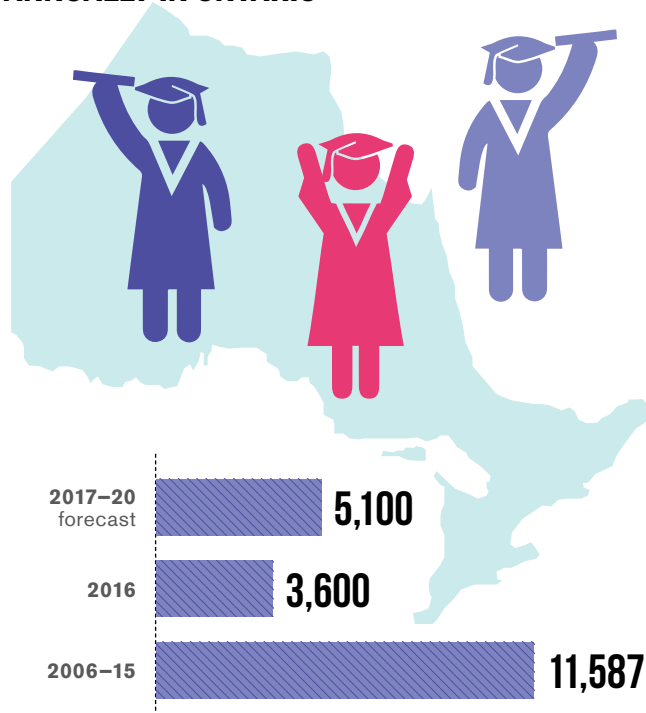
The very low number of new Ontario teaching licences issued in 2016 — reflecting the one-time transition to the longer teacher education program — drove the strong improvements in early-career employment in 2017. The anticipated gradual increase in Ontario teacher retirements to about 5,000 annually over the next several years, combined with a forecasted increase in provincial elementary and secondary enrolment in the years ahead, will create an annual resupplying of the teacher labour pool that will barely keep pace with teaching job vacancies arising through the end of this decade.

In addition to much lower unemployment among teachers in years two through five, the reported underemployment rate for those who are employed is also falling, from 32 per cent two years ago to 25 per cent in 2017. Many teachers

UNEMPLOYMENT RATE BY LANGUAGE OF QUALIFICATIONS



NEW TEACHERS LICENSED ANNUALLY IN ONTARIO



struggling to find jobs in the earlier over-supply years are now beginning to settle into the teaching profession.

Despite the steady job prospects for future OCTs, the Ontario teacher surplus of previous years has left a legacy of continuing negative impacts on career commitment. Early-career teachers now allow their Ontario teaching licences to lapse in much greater numbers than before — and French-language program graduates do so to a much greater extent than English-language grads.

In 2017, seven per cent of College members let their licences lapse after the first year, compared with four per cent in 2005. For teachers licensed five years previous, 17 per cent did not renew their College memberships (26 per cent for French-language program graduates) in 2017, compared with 10 per cent in 2005.

We can expect the rebalanced new teacher supply and annual teacher demand will take a few more years before first-year English-language teachers start reporting single-digit unemployment. Nonetheless, fewer new teachers than job vacancies will gradually lower first-year unemployment rates year after year and

lead to earlier full employment for these early-career teachers in the future.

The picture is much different for French-language program graduates. With the annual intake of new teachers with these qualifications sharply reduced from recent levels, first-year rates of unemployment for this market segment will remain very low. With FSL employment rates negligible for the past few years, French immersion and FSL teacher recruitment should remain a challenge for school boards throughout the province.

The improving Ontario job market cut out-of-province job applications by first-year Ontario graduates from one in four in 2013 to just one in eight in 2017. Our survey found that three in five Ontario education graduates who left the province and established teaching careers elsewhere during the teacher surplus years hope to return one day to teaching jobs in Ontario. With provincial early-career unemployment rates dropping quickly, it is likely many of these past graduates will be needed to staff Ontario classrooms in the future, especially those with math, science and French qualifications. **PS**

ABOUT OUR SURVEY

The *Transition to Teaching 2017* survey of new teachers examines job entry and professional experiences of teacher education graduates from 2007 through 2016, and new-to-Ontario teachers educated elsewhere and Ontario-certified in 2015 and 2016. Web-based surveys were used with large samples from each of these groups of early-career teachers.

Responses were received from 3,420 teachers. Response rates varied from 15 to 24 per cent of the sample groups, with an average 18 per cent return overall. The accuracy rate is 1.5 per cent overall and 2.4 to four per cent for the individual survey components, 19 times out of 20.

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

The full report of this year's study is available on the College website at oct-oeo.ca/t2t.



Past College scholarship recipients William Snodgrass, OCT,
Jennifer Cook, OCT, and Tracy Beck, OCT.

What I've Learned About Success

College scholarship recipients share how a sense of adventure, humour and community, among other things, are crucial to success.

BY OLIVIA YU

EACH YEAR, THE ONTARIO COLLEGE OF TEACHERS RECOGNIZES TEACHING EXCELLENCE BY AWARDING SCHOLARSHIPS TO THOSE STUDYING TO BECOME TEACHERS. WE CAUGHT UP WITH A FEW PAST RECIPIENTS TO SEE WHAT THEY'RE DOING NOW, WHAT THEY'VE LEARNED AS TEACHERS AND WHAT KEEPS THEM MOTIVATED.



Jennifer Cook, OCT

2013 recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education

Jennifer Cook likes to travel off the beaten path. Literally. Since graduating from her teacher education program in 2014, the Ontario Certified Teacher and artist has been living and working in Iqaluit, Nunavut, incorporating arts-based learning strategies in her teaching.

Cook fell in love with the Inuit culture when she worked briefly in Ottawa, which is why she chose to work farther afield. "I love learning about the Inuit people and their connection to the land. We don't have traffic, streetlights or fences. I love the strong sense of community."

Despite the differences between working in big cities like Ottawa and

more remote ones such as Iqaluit, Cook says the principle of teaching remains the same: it's about reaching your students. She personalizes her strategy and teaching methods as much as she can to suit individual student needs.

She also says that being open to learning from her students has kept her inspired. "For them, it's the wonder of learning and the possibility of every day. They have an amazing sense of adventure and an openness to learning something new."

Cook continues to keep her love of learning alive. She attended the World Indigenous Peoples Conference on Education last summer in Toronto, initiated a professional development

workshop on creativity in the classroom for teachers in Iqaluit, and completed an independent study on arts-based learning strategies. In 2015, she finished the Dance Part One Additional Qualification, and volunteered at a Waldorf school in Toronto.

In the near future, the busy teacher plans to return to the Huntsville area, where she grew up, to teach, and hopes to start a community garden there — a place for everyone to grow and harvest food together.

For Cook, the key to keeping her passion ignited both in and out of her classroom is to be as creative as possible. "Incorporate what you love — painting, singing, dancing — into your teaching."



William Snodgrass, OCT

2009 recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education

William Snodgrass is all about variety. Since becoming a certified teacher,

Snodgrass has taught at six schools, and he is grateful for that. Each school has given him diverse perspectives, new challenges and different rewards. Snodgrass has taught a number of subjects and now teaches English and music. He admits that music has been the one subject he always returns to.

Snodgrass didn't always view teaching music as a career; instead, he saw it as an enjoyable pastime. But somewhere along the way that changed. His pastime became a career and his passion, something he could pass onto others.

But even before deciding to be a teacher, he was a natural at it. Snodgrass had a lot of experience working with children and music, so it was logical for him to combine the two.

"It's a wonderful thing to do something you're passionate about and make a career out of it," he says.

Teaching actually fits right into Snodgrass's love of variety. "Every day is a new challenge with new ways to explain things. It lets you have fun and be creative."

Sometimes, his creativity needs to be applied to problem-solving — like the time one of his students managed to get a sandwich stuck in a guitar. "Expect the unexpected. And be ready to laugh."

Snodgrass started teaching seven years ago, at a time when there were few full-time positions available. While job prospects for teachers in Ontario have improved (see the latest *Transition to Teaching* report on page 27), his advice to new graduates seeking a permanent position is to look at the upside: "There are lots of benefits to being moved around — you get to network, gather resources and ideas from everyone you meet. It can make you a better teacher."

When asked what other advice he has for new teachers, he says, "Enjoy every moment. Enjoy everything that happens. Be easy on yourself and let go of your expectations. Approach every teaching experience on its own terms."



Tracy Beck, OCT

2004 recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education

Now in her 12th year as a teacher, Tracy Beck has dedicated her entire career

to supporting students with disabilities. She has a degree in disability studies, has taken AQs in Special Education and, before becoming a teacher, was an education assistant. She has also spent the last 14 summers volunteering as a program director for the Youth Leadership & Diversity Conference, a camp that teaches Canadian and U.S. youth how to be better leaders.

As an Ontario Certified Teacher, she teaches her teenage students how to

stay organized, juggle their course load and manage their emotions. And while there's no doubt that Beck can have a profound impact on her students' lives, she isn't always trying to do that.

Instead, she focuses on "living moment to moment" and how she can make a moment better for her students, many of whom are vulnerable. "What can I do right now to make a student feel better? It's not always about focusing on the big picture — the little things matter too."

One of the "little things" she does is provide an open and inclusive space every lunch hour at White Oaks

Secondary School in Oakville, Ont., where she teaches. Students are welcome to drop in and play games, eat lunch, socialize or just sit. Beck firmly believes that building a community and making students feel accepted and welcome — on their terms — is the best way to connect with them.

She has her teaching routine down now, but this wasn't always the case. Many new teachers struggle with the transition into teaching and Beck was no exception. "I've learned that I can't do it all, and that's OK. You're teaching because you love it, and this should be evident to your students." **PS**

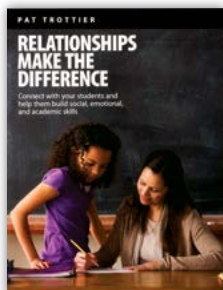
NOW ACCEPTING SCHOLARSHIP APPLICATIONS

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

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.



Relationships Make the Difference

BY PAT TROTTIER

Relationships Make the Difference goes well beyond how to establish parental support and communication. With its lessons and reproducibles on moral qualities like kindness, respect, empathy, fairness, self-control, tolerance and conscientiousness, it offers a

wealth of helpful suggestions to meet socio-emotional requirements, and helps ensure the growth of enduring positive relationships among teachers, students and parents.

Building a strong bridge between home and school is one of the key diplomatic tasks of effective teaching. It's easy to see that the high achievers in a classroom are usually those whose parents are deeply invested in their children's education, providing the necessary discipline and boundaries to help a child learn.

And when that learning relationship with parents is cultivated by a teacher, it creates powerful supports around a student to grow — intellectually, emotionally and socially.

Leading your students toward social and emotional comfort zones is essential before they can experience academic success. It can even provide the motivation they need to pursue higher achievement. While delivering curriculum is important, the key to students absorbing and making sense of it is the fostering of their relationships with parents, teachers and peers.

With emotional and social needs in place, a teacher can help their students build skills. On a deeper level, that solid base will help children move beyond beliefs like they're "stupid," and help those who have unproductive behaviour and defeatist attitudes. Teachers must plan for these important needs and have strategies to address them.

Mary Veronica Moloney, OCT, teaches Grade 3/4 at D'Arcy McGee Catholic School in Toronto.

Relationships Make the Difference: Connect with your students, and help them build social, emotional and academic skills, Pembroke Publishers, Markham, ON, 2016, softcover, ISBN 978-1-55138-314-9, 95 pages, \$24.95, pembrokepublishers.com

Making it Right

BY MARILEE PETERS

Retribution and punishment are not the only ways to mete out justice. Restorative justice, truth and reconciliation, sentencing circles, conferencing and even pardons have all been explored in various cultures over time. *Making it Right* explores all those and more alternative approaches to conflict resolution.

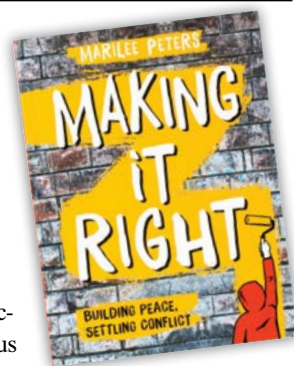
The book opens with a critique of Western-style justice: its familiar systems of crime and punishment and its well-documented statistics on incarceration and re-offence rates. A brief introduction to criminal philosophies and the neuroscience of empathy follows. Chapters focused on topics such as bullying, racial injustices, war crimes and corporate responsibilities form the bulk of the book. Throughout, Peters embellishes her narrative with memorable anecdotes, studies and case summaries.

The author argues that restorative justice is a more effective way to resolve conflict and promote healing for both criminals and their victims. She emphasizes the role of compassion and the important

role youth have in developing strategies to re-establish peace.

Making it Right would serve as an excellent resource for teachers and students studying law, global issues or history. With its many references to the injustices of the Indigenous populations of Canada, the United States, New Zealand and Australia, it could accompany any exploration of Indigenous Studies. Furthermore, it might be used as an entry point for developing student-led programs or campaigns to resolve conflict and promote peace within local and global communities. The text is suitable for middle school students with the help of a facilitator, and could be easily grasped by senior students.

Natalie Munro, OCT, is a learning support teacher at St. Margaret's School in Victoria, B.C.



Making it Right: Building Peace, Settling Conflict, Annick Press, Toronto, 2016, softcover, ISBN 978-1-55451-809-8, 136 pages, \$14.95, annickpress.com



Support your students
with learning disabilities
(LDs).



www.LDatSchool.ca

CAMP AROWHON OUTDOOR CENTER

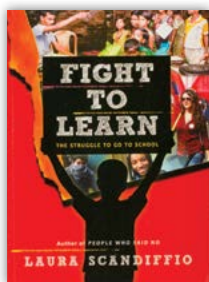
ALGONQUIN PARK, ONTARIO



SPACE AVAILABLE SPRING 2018

FOR MORE INFO CONTACT
MAX@CAMPAROWHON.COM

REVIEWS



Fight to Learn

BY LAURA SCANDIFFIO

The United Nations Universal Declaration of Human Rights says that everyone has the right to an education, and although the declaration also states elementary education should be free, millions of children worldwide are denied that basic privilege. Children seeking an education are faced with countless obstacles and challenges. Scandiffio delves into the stories of these children and tells young readers about the people who are fighting for the right to be educated.

Fight to Learn highlights the many obstacles faced by children throughout the world to getting an education, including poverty, discrimination and violence. Each section depicts a group of children who have been denied an education, and then introduces a person who has made a difference, either by raising awareness of the issues or starting a school of his/her own. The crisis in education is not just a developing world issue. Scandiffio includes timely chapters on the plight of Indigenous children in Canada and African- American children in the United States.

Suitable for children in Grades 5 to 9, the writing in *Fight to Learn* is engaging, and there are numerous colour photos throughout. Each chapter contains direct quotes and sidebars with relevant facts and figures; additionally, a comprehensive bibliography provides websites and articles that students can access for further research.

Bev Bellrose is a library technician at Sudbury Secondary School.

Fight to Learn: The Struggle to Go to School, Annick Press, Toronto, 2016, softcover, ISBN 978-1-55451-797-8, 176 pages, \$16.95, distributed by University of Toronto Press, annickpress.com

Powerful Readers

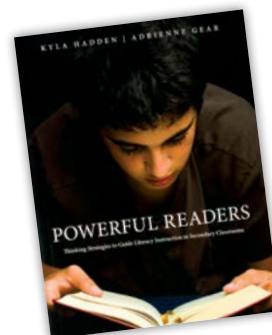
BY KYLA HADDEN AND ADRIENNE GEAR

Powerful reading is reading with thought and intent, so that the reader becomes metacognitive, or aware of their thinking as they read. *Powerful Readers* is a guide to teaching your students how to derive not only a literal understanding of their reading but how to extract real meaning and insight from the written word.

For fiction, connecting text with the reader's own experiences, visualizing concrete images, questioning, inferring information that is not explicitly written, and transforming ideas that readers have about themselves, others and the world are all part of the process. For non-fiction, reading powerfully means making connections, focusing on important information, questioning, inferring, and synthesizing knowledge.

The book presents a balance of theory and practice and includes generic lessons, worksheets and rubrics to help teachers develop critical reading powers in their students. This revision of a decade-old classic instructional guide offers teachers new ideas and lessons as well as new anchor books to support powerful reading principles.

Teresa Ross, OCT, is a secondary school teacher with the Niagara Catholic District School Board.



Powerful Readers: Thinking Strategies to Guide Literacy Instruction in Secondary Classrooms, Pembroke Publishers, Markham, ON, 2016, softcover, ISBN 978-1-55138-313-2, 125 pages, \$24.95, pembrokepublishers.com

I Am Not a Number

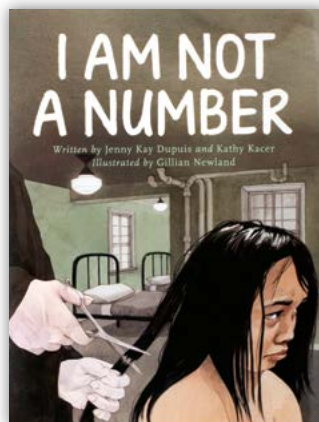
BY JENNY KAY DUPUIS AND KATHY KACER,

ILLUSTRATED BY GILLIAN NEWLAND

First Nations people who were sent to residential schools have a heart-wrenching story to tell that may be difficult for many children to hear. So how do you go about telling it?

In *I Am Not a Number* an Indigenous educator, an award-winning author and an illustrator have collaborated to create a sensitive story about the plight of Jenny Kay Dupuis's grandmother who, as a child, was sent to a residential school. There, she was stripped of her family, her hair and even her name, Irene. Known instead as number 759, she endured the harsh discipline and isolation of what those schools really were — factories designed to eradicate the heritage and culture of First Nations people.

The book supports the social studies curriculum requirement for students in Grades 6 and up to learn about the forced removal of First Nations and Métis peoples from their families. A picture walk in advance of the reading could help students formulate questions as they look at the sombre tones of the illustrations, the pained expressions on Irene's family's faces, the hand that cuts Irene's



hair and the harsh faces of her new caregivers at the school. Teachers could then read the text, pausing regularly to allow students to gather the contextual data supporting the images, to internalize and discuss it. Further questions may then be generated to deepen the inquiry. Is Irene a reliable source? Is the book a reliable depiction of history? *I Am Not a Number* is based on a true story and includes the non-fictionalized account of the real Irene. What other evidence can students look at to gather data?

Rereading *I Am Not a Number* after students have had the opportunity to gather other sources will give them the opportunity to evaluate and draw conclusions about the narrator's perspective. What does that kind of early childhood experience mean for the identity and culture of First Nations, Métis and Inuit people? Though haunting and dissonant, educators must address Canada's role in depriving a whole people of their heritage. Only by truly engaging with our past and talking with students about these injustices, can we embark on the journey together toward truth and reconciliation.

Jennifer Wyatt, OCT, is the junior school principal of The York School in Toronto.

I Am Not a Number, Second Story Press, Toronto, 2016, hardcover, ISBN 978-1-927583-94-4, 32 pages, \$18.95, distributed by University of Toronto Press, secondstorypress.ca

Work, Live and Play Here

British Columbia's Schools Are Hiring Ontario Teachers

Learn why Ontario teachers are coming to teach in BC's urban or rural school districts. BC schools are now hiring to fill over 400 full-time, part-time and on-call opportunities. Don't wait any longer, make the move today!

Make a Future 
CAREERS IN
BC EDUCATION



makeafuture.ca/teach-in-bc

Posting 18-10

PROGRAM OFFICER, STANDARDS OF PRACTICE AND EDUCATION

Standards of
Practice and
Accreditation
Department

Category 5a — Salary Range \$88,317–\$132,062 — One-year secondment

As a member of the Ontario College of Teachers with solid knowledge of teacher education and demonstrated superior teaching, leadership, program development, program review and research experience, your assignment will be to support standards-based research, policy and program development related to initial and continuing teacher education.

Extensive educational leadership experience related to curriculum development, teacher education, project management, research, professional learning and policy development is needed for this position. Advanced facilitation skills, superior project management abilities

along with excellent written and oral communication abilities are required. Some travel within Ontario is also required. Experience related to First Nations, Métis and Inuit education and teacher education and/or French-language education and teacher education would be an asset.

Your responsibilities will include collaborating with teacher education programs, interpreting College policies and regulations, and conducting research, analysis and development of policies and programs related to initial and ongoing teacher education and teaching practices.

Primary Duties:

- Facilitate the development and revision of Additional Qualification course guidelines.
- Accredit Additional Qualification course guidelines.
- Accredit some pre-service programs.
- Foster educative and relational processes that support provincial capacity related to continuing teacher education.
- Support collaborative provincial consultations related to teacher education and policy development.
- Foster relationships with First Nations, Métis, Inuit and French-language communities that support integration of the standards, teacher education, Additional Qualifications and accreditation.
- Carry out varied primary and secondary source research studies related to pre-service teacher education, in-service teacher education, and teaching practices in Ontario and other jurisdictions, including the identification of innovations and pilot programs in teacher education within Ontario.
- Support standards-based teacher education through research, analysis and educative sessions.
- Facilitate the enforcement of the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and *The Professional Learning Framework for the Teaching Profession* within teacher education and professional practice.
- Support the Manager of the Standards of Practice and Education Unit, the Department Director, and the Standards of Practice and Education Committee with respect to teacher education policy development, including information about pertinent research findings, trends in teacher education policies and practices and indicators of outcomes in other jurisdictions.
- Prepare presentations, reports, briefing notes, position papers and statistical and other evaluative studies for the Manager of the Standards of Practice and Education Unit, the Department Director, and the Standards of Practice and Education Committee with respect to policy alternatives in teacher education.
- Support provincewide consultation on policy options being considered by the Standards of Practice and Education Committee.
- Conduct program development and policy development and research activities to support pre-service and in-service teacher education.
- Prepare responses to College correspondence, inquiries or other requirements in support of the College's accountability with respect to the ethical standards, the standards of practice and the professional learning framework.
- Keep abreast of current issues, trends and research in teacher education and career-long teacher professional learning in Ontario and other jurisdictions, and of changes in policy, legislation, technology and innovations that may affect teacher education standards, ethics and practices.
- Develop resources to support awareness and understanding of the ethical standards and the standards of practice.
- Perform other duties as required by the College.

To apply, please visit oct.ca/careers and submit your resumé and covering letter by April 18, 2018.



Ontario
College of
Teachers

Setting the Standard for Great Teaching

The Ontario College of Teachers is an equal opportunity employer committed to inclusive, barrier-free recruitment and selection processes and work environment. We will accommodate the needs of applicants under the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act (AODA) throughout all stages of the recruitment and selection process. Please advise the Human Resources Department to ensure your accessibility needs are accommodated throughout this process. Information received relating to accommodation measures will be addressed confidentially.



TEACH FOR
ENSEIGNER POUR LE
CANADA

Getting to know Teach For Canada

Teach For Canada is a non-profit organization that partners with northern First Nations to recruit, prepare, and support outstanding certified teachers. We are a community-directed organization, and we work closely with our First Nations partners to co-create our programs.



RECRUIT

We help teachers understand their northern fit through recruitment activities, a selection process, and matching with First Nations community partners.



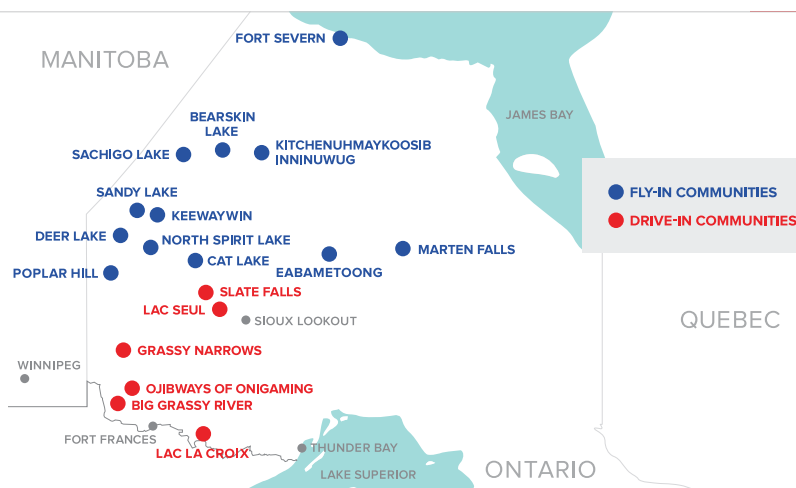
PREPARE

Teachers participate in an intensive three-week preparation program focused on First Nations histories and cultures, culturally-responsive pedagogies, and strategies for success in the North.



SUPPORT

During their first two years in the North, teachers receive personal and professional support and a peer support network to help them thrive in the classroom and community.



Teach For Canada is recruiting certified teachers for full-time classroom positions in a First Nation in northern Ontario.

Successful candidates will start teaching in September 2018.

Learn more and apply at

TEACHFORCANADA.CA

TAKING TO NATURE IN A “BIOBLITZ”

A kindergarten teacher takes students outdoors to observe their natural surroundings, using Twitter to share what they see.

BY STEFAN DUBOWSKI



Laurel Fynes, OCT, participates in a global Twitter activity to teach young students about nature.

THE CHALLENGE: Help students appreciate nature so they understand the value of protecting it.

THE SOLUTION: Take part in **#KindergartenBioBlitz**: a global Twitter activity (started in Ontario) in which kindergarteners and teachers explore nature around their schools and share their observations.

LESSONS LEARNED: Laurel Fynes, OCT, grew up in rural Ontario (between Cookstown and Gifford), surrounded by nature: a swimmable pond with visiting herons and minks, and a burgeoning forest nearby. She learned to appreciate the environment and the importance of protecting it. Now a kindergarten teacher, Fynes always looks for ways to help her students connect with their natural surroundings.

Since 2014, she and her classes have participated in **#KindergartenBioBlitz**. It's a weeklong activity in which teachers take students outdoors to explore. Using

the hashtag **#KindergartenBioBlitz**, they share photos of their findings — be they insects, animals, plants or land formations — as well as thoughts about them.

Participants also interact with “Ranger” Rob Ridley, field centres co-ordinator for the Peel District School Board. Ridley instigated **#KindergartenBioBlitz** in 2013. Now he spearheads the activity three times a year: the first full week of school in September, the last full week in February and the first full week of June. Ridley has seen classes across the country participate, and some from other nations including Singapore, Cambodia, Brazil, the United States and Australia.

The sessions go like this: each day of the week, Ridley introduces a prompt for the participating classes to consider, such as “I predict ...,” “I notice ...” and “I wonder ...” Teachers use them to provide a framework for their outdoor explorations and discussions. Several times a day, Fynes and her crew of four- and five-year-olds at Fairview Public School

YOU CAN DO IT TOO!

What You'll Need:

a class Twitter account, a mobile communications device such as smartphone or tablet

Steps to Take:

- 1) Read Participating in **#KindergartenBioBlitz** at **oct-oeeo.ca/bioblitz**, which tells you everything you need to know about taking part.
- 2) Get outside!
- 3) Tweet your class's observations of nature around your school. Add **#KindergartenBioBlitz** to your tweets so others can see what you've found.
- 4) Follow the **#KindergartenBioBlitz** hashtag to learn from other classes' observations.

in Mississauga grab their “go bag” (filled with things like magnifiers, pouches for leaf specimens and “bug jugs”) and the wonder wagon (with clipboards, pencils and paper, which the children can use to draw their observations). Then they head out to see what they might find in the meadow adjacent to the school.

OBSERVATIONS: Fynes says the activity is especially helpful for youngsters who don't have access to green space at home. “Even if you can't have it outside your door, you know that when you come to school, you're going to get to know the trees and the plants. It's important to learn to love what's around you so you take care of it.”

Fynes finds it worthwhile to take part in all three BioBlitzes each year, noting that her students also learn from other participants. The first session introduces children to the idea, so by the second session, they're more likely to speak up with their own predictions, observations and questions. **PS**

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

PHOTO: MATTHEW UTEPLO

HELPFUL HINT: Whether you're new to **#KindergartenBioBlitz** or well versed, it pays to follow the question-prompts that “Ranger” Rob Ridley uses throughout the activity to help frame discussions with students.

COUNCIL ELECTION

MARCH 5 – APRIL 9, 2018

Meet your candidates for election to the eighth Council of the Ontario College of Teachers. They've stepped forward, met the requirements and now ask for your vote. Learn who they are, what they stand for and how you can support them by casting your vote.

It's your College. You decide!



Be a voter! It's never been easier

Online

- Go to oct.ca and click “Vote Now.”
- Log into your Members section account.
- A ballot will appear with the positions you are eligible to vote for.
- Select the candidates of your choice.
- A link beside each candidate’s name will take you to their biographical information. You can also link to candidate blogs and the online forum for further information and discussion. You are not required to vote for a candidate for every position. The votes you cast are counted. Your ballot is registered as unmarked if you decline to vote.
- Review your ballot choices.
- When you are satisfied with your selections, click “Finish/Cast My Ballot” to submit your votes.

By mobile app

- Open the OCT Membership app.*
- Log in.
- Tap eVote 2018.
- A ballot will appear with the positions you are eligible to vote for.

- Tap the Council position you wish to vote for.
- To learn more about the candidates, tap their name.
- Select the candidate of your choice by tapping the circle beside their name.
- Tap “Continue” to return to your ballot.
- When you have voted for the last position, tap “Review Choices.”
- Tap “Submit Vote.”

Vote online

Electronic voting in the Council election begins on Monday, March 5, 2018, at 9 a.m. (EST). It continues until 11:59 p.m. (EDT) Monday, April 9, 2018.

As a College member in good standing, you may cast votes for up to four positions, depending on your current employment. You are not required to vote for all these positions. If you believe that you have an incorrect ballot, please contact the information line before submitting your votes.

Access your ballot through your private account in the Members section of the College website at oct.ca.

*If you don't have the app, go to oct-oeeo.ca/collegeapp.

IT'S YOUR COLLEGE

This is your chance to be a good professional citizen by participating in the Council election. Your vote is your voice in your professional licensing body.

By electing members to Council, you help to determine College direction and its far-reaching impact on matters including:

- reviewing and recommending regulatory change such as:
 - The *Protecting Students Act, 2016*
 - The enhanced teacher education program;
- reviewing content for Additional Qualification guidelines.

The electoral process enables you to discuss these issues and more with the candidates and with your colleagues.

Your votes determine the leaders who — acting in the public interest — decide how to best govern Ontario's teaching profession.

Get to know the candidates

Want to know what the candidates are thinking? What are their hopes for the profession? What difference do they believe they can make to the governance of your regulatory body?

Check out the candidates’ blogs; join in the conversation. Go to oct-oeeo.ca/candidates to see who’s sharing their views and who are using the online forum to answer your questions.

As part of the election protocol, the candidates were invited to respond to three questions:

- 1) How can the College — and you specifically — work to achieve its strategic priorities? Please choose a priority and discuss.
- 2) What can the College do to promote the public interest in the teaching profession?
- 3) What knowledge, skills and experience do you have that will contribute to the College’s fulfilment of its mandate?

Candidate blogs and comments on the forum appear online as submitted. Unless the candidates themselves have provided answers in English and French, the College does not translate the text provided.

All Council election communications can be seen at oct.ca.

Candidate information

The Registrar has determined that all candidates are eligible to be nominated for the position for which they are listed. Biographical and other candidate information reflects what they provided to the College in their nomination forms.

Additional information regarding candidates is available at oct-oeeo.ca/candidates. This includes the candidates’ answers to three questions posed by the Governance Committee, candidate blogs and an online forum.

Required statement

As part of their nomination, candidates are asked to list any current or past memberships or involvement in any of the 13 organizations designated by the Minister of Education.

Candidates also:

- ✓ attest to their eligibility for the position they are seeking;
- ✓ attest to their willingness to serve on Council; and
- ✓ promise that, if elected, they will swear an oath or affirm that they will serve on Council in the public interest.

Election Q&A

Q. What should my ballot look like?

A. Every College member in good standing as of February 28, 2018, will see candidates in two regional positions based on where they live — one full-time and one full-time/part-time. If you are employed as a principal, vice-principal, supervisory officer, or by a private school or faculty of education in a tenured or tenure-track position, you will see that position. If you are employed by a provinciewide school system, you will see up to two positions for that particular school system. If you are not currently employed in education, you can still vote for the regional positions based on where you live.

Q. I think I may have been given the wrong ballot. How can I get the right one?

A. Call the Election information line at 416-961-8800, ext. 558 or toll-free in Ontario at 1-888-534-2222. We will issue a new electronic ballot if it has not been cast.

Q. Can I change my choices on my ballot?

A. Yes, as long as you do not click on the Finish/Cast My Ballot button, which submits your ballot as final.

Q. Do I have to vote for every position I'm eligible to vote for? I don't know some of the candidates.

A. No. You can skip candidates in one category and move on to the next. It won't affect your other votes.

Q. How much time can I spend reading candidate information to decide whom to vote for? Is there a time limit?

A. For your security, your ballot will time out after 30 minutes if there is no activity. It remains active as long as you are moving around within it. After a time out, you can log in and begin the process again. The ballot is only disabled when you click on Finish/Cast My Ballot to complete your vote.

Q. Why does the ballot time out?

A. To protect your privacy. If you were voting and got called away, this feature prevents others from accessing your ballot in your absence.

Q. Why are some positions labelled as Acclaimed? Why can't I vote for them?

A. There is no need for a vote because a sole nominee has been acclaimed and will take the position on Council.

Q. What happens to my ballot if I don't select any of the candidates for a position?

A. Your choice for that position will be tagged "unmarked vote," and your ballot

How to set up an account

You can access your ballot only through your private, password-protected Members section account.

Don't have an account? Create one now. It's fast and easy.

- 1) Go to the "Members" section of oct.ca.
- 2) Click "My Account" and then the "Creating an account" link in the text.
- 3) Provide your College registration number, your Social Insurance Number* or College-supplied Personal Identification Number** and type the characters you see in the picture.
- 4) Click "Continue."
- 5) Provide your street and email addresses, and create a password.

*The College has your SIN. You can choose to provide a PIN in lieu of your SIN to ensure the security of your private account. **To create a PIN call Client Services at 416-961-8800 or toll-free in Ontario at 1-888-534-2222.

will be submitted showing the rest of your choices.

Q. I accidentally submitted my ballot before I finished voting. Can I get another ballot?

A. No. A ballot may be reissued if the College issued it in error, but only if the original ballot has not been cast.

Q. I am an elementary teacher in the public system living in Ottawa. Which Council positions am I eligible to vote for?

A. You will automatically receive a personalized listing of all positions for which you are eligible to vote, when you access the Members section. Go to oct-oeeo.ca/Councilelection2018 for details on the electoral categories and candidates. You are entitled to cast two votes for your regional positions — one full-time and one full-time/part-time — and one vote for two system positions for a maximum of four votes.

Q. I am employed as a principal in Windsor. Which Council positions can I vote for?

A. You can cast two votes for your regional positions and one for the principal/vice-principal position. Go to oct-oeeo.ca/Councilelection2018 for details on the electoral categories and candidates.

Election Q&A

Q. I recently assumed new responsibilities as a supervisory officer. What do I do if my electronic ballot doesn't reflect my current employment status?

A. You must provide proof in writing to the College of your eligibility to vote in another category. Upon verification, the College will issue a new electronic ballot and the original ballot will be disabled.

Q. I am a retired teacher and a member of the College. Can I vote in the College Council elections?

A. Yes. If you were a member in good standing as of 5 p.m. (EST) on Wednesday, February 28, 2018, you are eligible to cast two votes for your regional candidates. You will not receive ballots for province-wide system positions as you are no longer working in education.

Q. How is information including my ballot kept confidential?

A. The protection of confidential information is of utmost importance to the College whenever the Members section of the College website is used. Information flowing to and from the Members section is protected by the same encryption used by banks for their online transactions. Members are required to authenticate their

identity to set up their private account. The electronic voting system ensures that no one can tell whom you voted for, only whether you completed and submitted a ballot. Overall system security and privacy have been reviewed by Richter, an independent audit firm.

Q. I recently moved to another region. How will this affect my vote?

A. If you notify the College of your change of address online, you will have access to a new ballot that will reflect your new electoral region. You will also continue to be eligible to cast one vote each for two provincewide systems, or one vote in one of the additional categories.

Q. I am working in another school system from the ballot that appears. How do I change this?

A. You are able to update your employer through your Members section account. If you do not see the correct system when you next access your ballot after making the change, call the Election information line at 416-961-8800 (in Ontario at 1-888-534-2222), ext. 558.

Q. I became a member in good standing after Wednesday, February 28, 2018. Can I vote?

A. No. An individual who becomes a member in good standing after 5 p.m. (EST) Wednesday, February 28, 2018, will be added to the College registry but will not be eligible to vote.

Q. When will new Council members take office?

A. Council members will take office at the inaugural meeting of the eighth Council on July 4, 2018.

Q. When will I know which candidates were elected?

A. Voting closes at 11:59 p.m. (EDT) April 9, 2018. At the conclusion of the count the independent election auditor will complete a statement of the results accounting for all the ballots received. Results will be available online on April 11, 2018.

Q. Where can I find out more about voting?

A. Please call the Election information line at 416-961-8800 (in Ontario at 1-888-534-2222), ext. 558. You can also reach our Election information staff via email at youdecide2018@oct.ca.

CHAT WITH YOUR CANDIDATES ONLINE

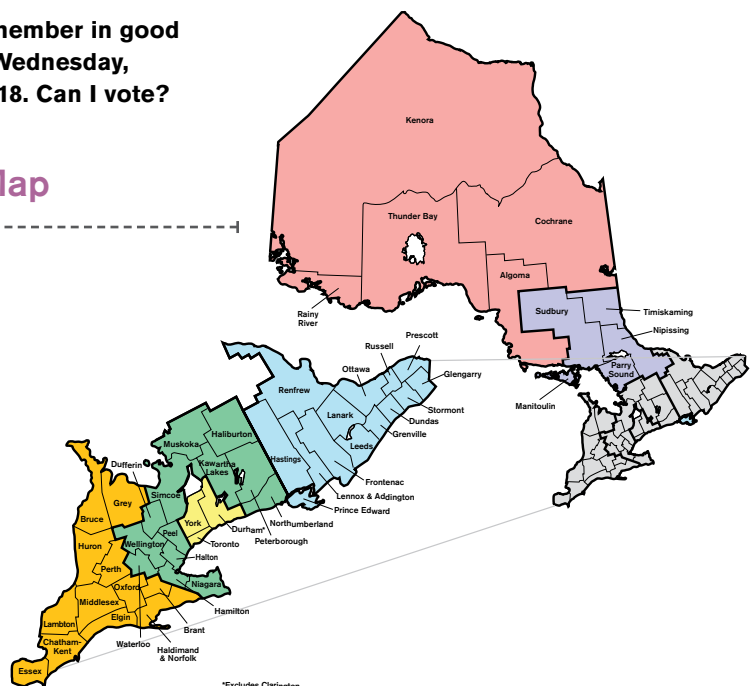
What are they thinking? Where do they stand on education issues?

Learn more about your candidates by visiting their blogs and chatting with them in the online forum. This is your chance to ask Council hopefuls your specific questions.

Visit oct-oeeo.ca/candidates to chat with the candidates.

Electoral Map

- Northwest
- Northeast
- Southeast
- Southcentral
- Southwest
- Central



Index to Candidates BY POSITION/BY CANDIDATE

Central Region FT44	Southeast Region PT/FT74	James Blair, OCT.....91
Marie-Claude Bouchard, OCT.....44	Rita Forte, OCT.....74	Shelly Czerczak (Burns), OCT.....92
Tim Gernstein, OCT.....44	Richard Michaud, OCT.....75	Anthony Samchek, OCT.....93
Melissa Milo, OCT.....45	Nicola Powadiuk, OCT.....76	
David Parmer, OCT.....46	Hanz Schulz, OCT.....77	French-Language Roman Catholic
A. N. Persaud, OCT.....47	Harry St-Jour, OCT.....78	Board Elementary94
		Chantal Côté, OCT.....94
Central Region PT/FT48	Southwest Region FT79	Maryse Deslauriers, OCT.....95
Patrizia De Marco, OCT.....48	Cori Morris (Marchand), OCT.....79	
Patricia Kalligosfyris, OCT.....49	Mary-Anne Mouawad, OCT.....80	French-Language Roman Catholic
Jacqueline Karsemeyer, OCT.....50		Board Secondary96
Sultan Rana, OCT.....51	Southwest Region PT/FT81	Charles Dimitry Abraham, OCT.....96
Andrea Whiteacre, OCT.....52	Erin Glen, OCT.....81	Réjean Dufresne, OCT.....97
	Staci Jobin, OCT.....82	Diana Mazzotta, OCT.....97
Northeast Region FT53	Shane Romualdi, OCT.....83	Claudia Patenaude, OCT.....98
Irene Dembek, OCT.....53	Robert A. Ryan, OCT.....83	
Craig Johnstone, OCT.....54		French-Language
Kim Lawson, OCT.....54	English-Language Roman Catholic	Public Board Elementary
	Board Elementary84	and Secondary99
Northeast Region PT/FT56	Timothy D. Kwiatkowski, OCT.....84	Lucienne Béatrice Koua Dubé, OCT.....99
Ravi Vethamany, OCT.....56	Alicia Nunn, OCT.....85	Sara Nouini, OCT.....100
Northwest Region FT57	English-Language Roman Catholic	Faculty of Education101
Jennifer Barry, OCT.....57	Board Secondary86	Susan E. Elliott-Johns, OCT.....101
Solange Côté, OCT.....57		
Thomas Blase Doherty, OCT.....58	English-Language Public Board	Principal/Vice-Principal102
Rose Giuliano, OCT.....59	Elementary86	Wayne Greco, OCT.....102
Joel McGrath, OCT.....60	Ryan Braden, OCT.....86	John Hamilton, OCT.....103
Stephen Zimmermann, OCT.....61	Ann Ciaschini, OCT.....87	Michael A. Moore, OCT.....104
	Rebecca Forte, OCT.....88	
Northwest Region PT/FT62	Simona N. Sookdeo, OCT.....89	Private School105
Stéphane Vallée, OCT.....62		Faqueeha Sajid Mansoor, OCT.....105
	English-Language Public Board	Shannon Marcus, OCT.....106
Southcentral Region FT63	Secondary90	
Mary-Ann Campanelli, OCT.....63	Diane Ballantyne, OCT.....90	Supervisory Officer106
Carrie Cochrane, OCT.....64		
Jennifer Damianidis, OCT.....65		
Justin Djedje, OCT.....66		
Thompson Famoriyo, OCT.....66		
Marc Gravel, OCT.....67		
Delani Nilmini Ratwatte, OCT.....68		
Angela Salvatori-Corapi, OCT.....69		
Nicole van Woudenberg, OCT.....70		
Southcentral Region PT/FT71		
Paige Bennett, OCT.....71		
Robert Deonarine, OCT.....72		
Donna Lynn Paquette, OCT.....73		
Southeast Region FT73		
Melissa Gaffen, OCT.....73		

WHO VOTES FOR WHOM

Log into your Members section account at oct.ca to see your personalized ballot including all the positions for which you are eligible to vote.

- All members may be able to vote for two candidates in the region in which they reside.
- All members, except those employed as a principal, vice-principal, supervisory officer or at a private school or faculty of education in a tenured or tenure-track position, can vote for a candidate in up to two provincewide systems
- Members who are qualified and employed as a principal, vice-principal, supervisory officer or at a private school or faculty of education in a tenured or tenure-tracked position can vote for the appropriate position.

CENTRAL REGION FT



Marie-Claude Bouchard, OCT

Registration: 522787

macbx@hotmail.com

Certified to teach in Ontario: 2007

Current employment: Specialist teacher

Employer: Conseil scolaire Viamonde

Professional qualifications

Degree	Date	Institution
B.Ed.	2007	Université Laval

Required biography

Came to teach in Ontario after completing her B.Ed. at Université Laval in Québec City, with a specialization in the Preschool and Junior divisions. Is now in her 11th year as a teacher in Toronto's French-language schools. Taught for nine years in nursery school and kindergarten, and two years as a specialist teacher in physical and health education. Was a mentor to new teachers for several years, and also hosted teacher candidates in her classroom on a number of occasions.

Over the past eight years, participated on various EQAO committees dealing with the development of items in French and mathematics, the selection of exemplars and grading. Has also been involved in the activities of her AEFO local.

Believes that the College and members of the Council have a duty to ensure that Ontario teachers offer students the best education possible by maintaining the standards of the profession. The Council must ensure that teacher training is adequate and that teachers have access to professional development programs.

The College Council must also evaluate the complaints that it receives from the public, conduct investigations and make informed decisions, always with the objective of providing Ontario children with the best possible education.

Optional biography

Over the years, obtained her specialization in Special Education and in FSL, and has started a specialization in guidance.

Eligible nominators (Registration)

1. Gabrielle Bergeron, OCT (584036)
2. Aminata Diop, OCT (665106)
3. Vicky Fauteux, OCT (612711)
4. Luc Fournier, OCT (432566)
5. Brigitte Gobert, OCT (302368)
6. Doris Isles, OCT (203927)
7. Lucienne Koua Dubé, OCT (664108)
8. Assia Maameri, OCT (627827)
9. Natasha Martel, OCT (643418)
10. Maxime Pigeon, OCT (638416)

Required statement

1. Marie-Claude Bouchard attests that she is eligible and willing to be nominated, meets all the requirements to run for the Central Region — Full-Time position, and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Marie-Claude Bouchard does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Marie-Claude Bouchard acknowledges that, if elected, she will be required to swear an oath or make an affirmation in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



Tim Gernstein, OCT

Registration: 476805

timgernstein@hotmail.com

Certified to teach in Ontario: 2004

Current employment: Elementary teacher

Employer: York Region DSB

Professional qualifications

Degree	Date	Institution
Hons. Spec. BA	2002	York University
B.Ed.	2004	Nipissing University
M.Ed.	2011	University of Toronto

Required biography

Experience teaching since 2004 in the Primary, Junior and Intermediate panels. Currently teaches a Grade 5/6 split at Blue Willow PS in Woodbridge with the York Region DSB. Has been an occasional, rotary, homeroom and reading recovery teacher and been involved in many extracurricular clubs, including chess and drama, and staff committees, including timetabling and social.

A proud several-time ETFO school steward, he has served on many ETFO York Region committees and often been an elected AGM delegate.

An elected member of the seventh College Council since 2015. Whether meeting with the full Council or with members of the Investigation Committee, continually asks: Does this serve the best interest of the public? The public interest does not need to come at the expense of teachers' interests; these are not always mutually exclusive ideas. Self-regulation is a privilege and it is better to self-regulate than to leave regulation to the whims of inconsistent governments

CENTRAL REGION FT CONTINUED

that have over time both loathed and adored teachers. Inconsistency is not in the profession's best interest. What is in its best interest is to self-regulate consistently and responsibly, and if done right, then the public interest is served and protected in the process.

Optional biography

Tim Gernstein is an elected member of the seventh College Council representing teachers living in Toronto, Durham and York. He is vice-chair of the Investigation Committee and member of the Editorial Board.

By the time he graduated from high school, Tim had attended 17 schools and had no ambition to teach. After earning a theatre degree at York University, he worked in television production. During this time he volunteered at an inner-city kindergarten in Regent Park, Toronto, where his teaching journey began. Tim obtained his B.Ed. from Nipissing University where upon graduating in 2004, he embraced his first assignment: teaching Junior Kindergarten to Grade 3 in a two-room school in Granville Lake, Man., a fly-in First Nations community. This led him to the York Region DSB, where he has worked since 2005. He has enjoyed every grade and class-room, yet kindergarten holds a special place in his heart.

In 2011, Tim completed an M.Ed. from the University of Toronto. He continues advancing his skills through AQ courses and is active with his teaching federation. Outside school, Tim is an avid volunteer, serving on the boards of the Weston King Neighbourhood Centre, the York Lions Club and Mount Dennis United Church. He lives in Weston, Toronto, with his partner Paul and their cats. Tim appreciates the responsibility of Council service and wishes to continue for a second term as a strong advocate for self-regulation, while serving and protecting the public interest.

Eligible nominators (Registration)

1. Wendy Bacon, OCT (431740)
2. Michelle Chitiz, OCT (214290)
3. Liliana Ferraro, OCT (212842)
4. Jatinder (Jodi) Gill, OCT (428394)
5. Michelle Jones, OCT (485843)
6. Jacqueline Karsemeyer, OCT (149514)
7. Ashley Macri, OCT (642260)
8. Kelly Murray, OCT (179168)
9. Shivam Patel, OCT (615536)
10. Diane Pellarin, OCT (195978)
11. Erin Templeton, OCT (615914)
12. Kathryn Wright, OCT (419315)
13. Maxelle Yablon, OCT (102002)

Required statement

1. Tim Gernstein attests that he is eligible and willing to be nominated, meets all the requirements to run for the Central Region — Full-Time position and to serve on Council, confirms that all

information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).

2. Tim Gernstein does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Tim Gernstein acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).

**Melissa Milo, OCT**

Registration: 448674

Melissa.Milo@tcdsb.org

Certified to teach in Ontario: 2001

Current employment: Secondary teacher

Employer: Toronto Catholic DSB

Professional qualifications

Degree	Date	Institution
BA	1997	McGill University
B.Ed.	2001	University of Toronto
M.Ed.	2015	University of Toronto

Required biography

Melissa Milo joined the profession in 2001. She currently teaches high school social sciences and family studies with the Toronto Catholic DSB. She is the co-lead teacher of her school's Specialist High Skills Major Health and Wellness program and a member of its safe schools committee. She also teaches on-line courses with the TCDSB's eClass summer school program. Melissa has a BA from McGill University and a B.Ed. and M.Ed. from the University of Toronto.

Melissa sees the College as an advocate that enables teachers to function as a self-regulating profession. It sets the educational, technical and ethical standards that give its members the power to shape the profession as well as the serious responsibility of ensuring accountability, professional standards and the confidence of the public. Society expects this of the College because Ontario students and their families deserve excellent teachers, safe classrooms and an effective and transparent governing organization. She is confident that, as a member of Council, she could effectively represent her colleagues and contribute in a positive way to the work and mandate of the College.

CENTRAL REGION FT CONTINUED

Optional biography

None provided.

Eligible nominators (Registration)

1. Ariadna Anaclerio, OCT (280058)
2. Sandra Canas, OCT (405665)
3. Jennifer Casole, OCT (461719)
4. Maryanne Daniele, OCT (194627)
5. Mary Frances Denisco, OCT (199456)
6. Camille Falletta, OCT (505428)
7. Maria Fera, OCT (286857)
8. Suzanna Filippelli, OCT (589188)
9. Alice Harris, OCT (484333)
10. Christine Tourangeau, OCT (485387)

Required statement

1. Melissa Milo attests that she is eligible and willing to be nominated, meets all the requirements to run for the Central Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Melissa Milo does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Melissa Milo acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



David Parmer, OCT

Registration: 202310

david.parmer@tdsb.on.ca

Certified to teach in Ontario: 1993

Current employment: Teacher at
Dr. Norman Bethune C.I.

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
B.Sc.	1992	University of Toronto
B.Ed.	1993	University of Toronto

Required biography

Currently in 25th year as a classroom teacher with the Toronto DSB. He has taught various topics, primarily science, biology,

mathematics and ESL, and written math and science curriculum. Has held positions of responsibility for 15 years and taught at Sir Oliver Mowat CI, Sir Robert L. Borden B.T.I., Birchmount Park CI and has been at Dr. Norman Bethune CI for the past 14 years.

OSSTF positions include political action and staff workload committee representative, branch vice-president and president. Has twice served the OTF facilitating provincial summer institutes on science curriculum changes.

The College's duty is "to regulate the teaching profession in Ontario in the public interest by setting and enforcing high ethical and professional standards for its members." He believes it is vital that teachers are self-regulated professionals. Electing experienced, committed and exemplary members to Council ensures the highest calibre of self-governance. Council's responsibility is to oversee important facets of the profession, including accreditation, pre-service teacher programs, investigation, discipline and managing the College's finances.

Optional biography

I am a voting member of several York Region school councils, including Oscar Peterson PS and Stouffville DSS and was instrumental in establishing a students' safe drop-off zone and the construction of an outdoor classroom.

PD involvement includes presenting curriculum at the annual Science Teachers' Association of Ontario conference and at the TDSB's science PD day. I am involved in White Ribbon campaigns, anti-discrimination, equity, human rights and Indigenous education issues, and have organized school assemblies, PD and fundraising campaigns. My interests include wellness, mental health and equity issues, and I have led PD in these areas at the schools at which I have taught. I have mentored OISE/UT teacher candidates for the past 12 years and been a member of the TDSB's assessment and evaluation science learning team. I have also been a soccer, golf and softball coach and boys' golf convenor. I chair the town of Whitchurch-Stouffville's Lebovic Centre for Arts and Entertainment's advisory committee and am a member of its special events/grants and donations advisory committee.

I have the highest regard for students, parents, teachers and administration and will give my best if given the opportunity to be the Council representative for the Central Region. My values as a teacher align with the College's and I am committed to investing my energy to maintain the high standards of our profession while ensuring its self-regulation.

Eligible nominators (Registration)

1. Whitney Aziz, OCT (446679)
2. Suki (Ha Kwan) Chan, OCT (497994)
3. Amy Chow, OCT (482778)
4. Shawn Dougherty, OCT (462786)
5. Michael Fortier, OCT (513469)

CENTRAL REGION FT CONTINUED

6. James Ishiguro, OCT (471378)
7. Kevin Lin, OCT (530677)
8. Bill MacKay, OCT (435906)
9. Andrew McGreal, OCT (280468)
10. Amutha Selvam, OCT (439940)
11. Marla Stone, OCT (435411)
12. Mark Till, OCT (428210)

Required statement

1. David Parmer attests that he is eligible and willing to be nominated, meets all the requirements to run for the Central Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. David Parmer does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. David Parmer acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).

**A. N. Persaud, OCT****Registration:** 456538**anil.persaud@alumni.utoronto.ca****Certified to teach in Ontario:** 2002**Current employment:** Assistant co-operative education curriculum leader and secondary teacher**Employer:** Toronto DSB**Professional qualifications**

Degree	Date	Institution
Hons. BA	1979	University of Toronto
B.Ed.	2002	OISE/UT

Required biography

In 16th year with the Toronto DSB, Anil Persaud has worked as an occasional, continuing education and full-time teacher, and for the past seven years has held a position of responsibility as an assistant curriculum leader for co-operative education programs. Has taught business and career studies, health and physical education, Special Education and co-operative education to students across the spectrum of abilities — from those with developmental delays and multiple exceptionalities to those bound for various levels of

post-secondary education. As a proponent for the equitable treatment, promotion and recognition of all forms of post-secondary pathways, he serves on his current school's pathways professional learning team.

Has previously served as an OSSTF branch vice-president, staff workload representative and staffing committee member all at the school level.

As laid out on its website, the College and its Council ought to ensure, as their legislative duty, a provincewide school system run by skilled, competent individuals who uphold the highest standards for teachers and the province's students. College and Council should also promote and reflect the best of the diverse range of educators across the province. He is curious to find out how self-regulation can be made more relevant to College members.

Optional biography

In addition to the Honours BA and B.Ed. degrees from the University of Toronto and OISE/UT listed on the College's public register, I have also completed certificate programs in emergency management and advanced risk communication through Toronto's George Brown College.

Eligible nominators (Registration)

1. Zoltan Brown, OCT (519665)
2. Penelope Dunlop, OCT (490026)
3. Mathew Gasenzer, OCT (525932)
4. William Kramer, OCT (282980)
5. Chin Ming Liu, OCT (517234)
6. Barry Mager, OCT (105411)
7. Carl Noble, OCT (519654)
8. Yang Ouyang, OCT (564925)
9. Ma Eliza Traballo, OCT (501660)
10. Christopher Wiggins, OCT (190954)
11. Ronald Zimmer, OCT (432925)

Required statement

1. A. N. Persaud attests that he is eligible and willing to be nominated, meets all the requirements to run for the Central Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. A. N. Persaud does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. A. N. Persaud acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).

CENTRAL REGION PT/FT



Patrizia De Marco, OCT

Registration: 479389

pattyfig1@hotmail.com

Certified to teach in Ontario: 2004

Current employment: English-language learners teacher

Employer: Toronto Catholic DSB

Professional qualifications

Degree	Date	Institution
Hons. Spec. BA	2003	York University
B.Ed.	2004	York University
M.Ed.	2016	Mount Saint Vincent University

Required biography

Has served as an elementary teacher-librarian in a Junior Kindergarten to Grade 8 school and taught students in JK, SK and Grades 5 to 8. Currently supports English-language learners.

Supporting students and student learning is in the public's interest. In the public interest and in teachers' leadership roles informed by experience, research, collaboration and knowledge, teachers facilitate students' development as contributing citizens of society.

The *Ethical Standards for the Teaching Profession* represent a vision of professional practice where qualities of care, respect, trust and integrity are fundamental. The *Standards of Practice for the Teaching Profession* describe the essential knowledge, skills and values in Ontario's teaching profession. This includes a commitment to students and student learning, leadership in learning communities, ongoing professional learning and professional knowledge and practice. Central to their practice, teachers embody and uphold the standards expected of them as professionals.

The College and Council serve and protect the public's interest by certifying teachers to work in Ontario's publicly funded schools, approving courses to prepare teachers and disciplining those who fail to uphold their high standards. A 37-member Council (23 elected and 14 provincially appointed) governs the College in the public's interest by developing and approving policies that regulate the profession.

Optional biography

Patrizia holds a specialized honours degree in English, a bachelor's degree in education and a certificate in professional and technical writing from York University. She holds a master of education from Mount Saint Vincent University. In addition to a Principal's Qualification, Part I AQ, Patrizia holds Specialist AOs in Kindergarten, Reading and Writing. She is qualified to teach in the Primary, Junior and Intermediate divisions. Patrizia is working toward her Principal's

Qualification, Part II with Lakehead University, and a certificate in Adult Learning and Development with OISE/UT.

As a member of the College and a course candidate in various AQ courses, Patrizia has been involved in the College's policy development and accreditation processes for AQ courses. She has attended the College to share the conceptual framework and approaches she has used to support a holistic and inquiry-based stance to AQ accreditation. As an example of self-regulation in action, Patrizia has been involved in leading several professional learning sessions for new program officers to assist them in adopting a holistic and inquiry-based stance to the accreditation of AQ courses.

Eligible nominators (Registration)

1. Loretta Allegri, OCT (419840)
2. Elio Bevilacqua, OCT (437278)
3. Thomas Brega, OCT (469412)
4. Domenic Capulli, OCT (437665)
5. Mirella De Vellis, OCT (505135)
6. Tina M. D'Alessandro-Manchisi, OCT (203734)
7. Marilena Graziosi, OCT (574185)
8. Daniele Marra-Scire, OCT (532735)
9. Annalia Montanari-Mazzuca, OCT (425976)
10. Diana Noordin, OCT (499247)
11. Joana Potkidis, OCT (199012)
12. Daniella Teresa Tomei, OCT (446189)
13. Angela Vesia, OCT (447868)

Required statement

1. Patrizia De Marco attests that she is eligible and willing to be nominated, meets all the requirements to run for the Central Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Patrizia De Marco does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Patrizia De Marco acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

CENTRAL REGION PT/FT CONTINUED



Patricia Kalligosfyris, OCT

Registration: 633242

patricia.kalligosfyris@yrdsb.ca

Certified to teach in Ontario: 2012

Current employment: Contract secondary teacher

Employer: York Region DSB

Professional qualifications

Degree	Date	Institution
Hons. BA	2011	Wilfrid Laurier University
B.Ed.	2012	Queen's University
M.Ed.	2016	Queen's University

Required biography

After completing B.Ed. in 2011, moved to the northern community of Williams Lake, B.C. to teach a Grade 6/7 class at a local independent school, and had the privilege of teaching many First Nations students. Learned a great deal about First Nations history, language and culture and was promoted to teacher-in-charge while there. Later decided to relocate closer to family and friends and moved back to Ontario. Hired as a secondary occasional teacher with the York Region DSB in December 2015, and by January 2016 began working as a long-term occasional (LTO) teacher. Received three different LTO contracts before obtaining current contract position. Has taught all secondary grades and various subjects, including business, history and Special Education. Currently teaches business and Special Education.

Is a member of OSSTF.

Believes the College is responsible for maintaining the integrity, professionalism and ethical standards of educational institutions. The College designs and develops guidelines and policies promoting a safe and effective educational environment. Council members serve the College and the public by connecting the College with its members: the teachers of Ontario. Council is also responsible for updating and maintaining the prerequisite qualifications for acceptance into the College.

Optional biography

I believe I am a good candidate for College Council membership because I am committed to the field of education and the betterment of our profession. As educators we have a responsibility to pursue learning opportunities to help advance our profession.

I am a member of edWeb, a free online community for professional educators. It hosts members who are early childhood educators, educational assistants, teachers, vice-principals and principals from a variety of jurisdictions. I subscribe to Canadian

Geo Education and educational webinars through LinkedIn.

During my free time, I volunteer with two organizations: the United Nations Association in Canada Toronto Branch and World Vision. These organizations allow me to help and support people, specifically children, from all over the world. I believe that by volunteering I've become a more well-rounded individual and teacher.

I am always involved in activities at my school and coach soccer and flag football this year. I enjoy getting to know my students outside of the classroom and believe you can learn a lot about your students through sport. I am also an adviser for the school business group DECA and assist the Model United Nations student group.

I hope I get the opportunity to become part of Council as I believe I would be a good addition to our College Council. Please email me if you have any questions.

Eligible nominators (Registration)

1. Beth Adams, OCT (602859)
2. Eugene Chun, OCT (458826)
3. Sandra Ciummelli, OCT (564900)
4. Paul Cugliari, OCT (645689)
5. Leah Harrison, OCT (526819)
6. Tammy Lapensee, OCT (523801)
7. Eric McLoughlin, OCT (629211)
8. Rosetta Mottola, OCT (200417)
9. Robert Pileggi, OCT (435792)
10. Breanne Sherwood, OCT (634672)
11. Tamara Vinokur, OCT (611599)

Required statement

1. Patricia Kalligosfyris attests that she is eligible and willing to be nominated, meets all the requirements to run for the Central Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Patricia Kalligosfyris does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Patricia Kalligosfyris acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

CENTRAL REGION PT/FT CONTINUED



Jacqueline Karsemeyer, OCT

Registration: 149514

jacqueline.karsemeyer@tdsb.on.ca

Certified to teach in Ontario: 1994

Current employment: Elementary teacher and full-time centrally assigned Special Education consultant

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
BA	1974	York University
B.Ed.	1994	University of Toronto
M.Ed.	1993	Mount Saint Vincent University
PhD	2000	University of Toronto

Required biography

- **2004–18:** Special Education consultant, Primary division to Grade 12, Toronto DSB
- **2009–10:** Program officer for the College, standards of practice and education
- **2002–04:** Kindergarten early-language intervention teacher
- **2000–02:** Primary and Junior division resource teacher, English and French Immersion
- **2000:** Guest instructor, textbook editor, teachers' college in Beijing
- **1999–2000:** Credit course instructor, University of Toronto's faculty of music
- **1995–99:** Kindergarten teacher; Primary/Junior division resource teacher for English and French Immersion

Other experience:

- Course instructor, York University, Education of Exceptional students program
- Course instructor, early childhood education programs, Mohawk and Seneca colleges
- Guest presenter, National Institute of Mental Health and Neurosciences, Bangalore, India
- Therapist, creative arts program for children of refugees who had been torture victims
- Children's therapist, Adventure Place and Powell Brown children's treatment centres
- 2008–09: ETFO executive assistant, equity and women's services
- 2006–17: ETFO steward
Current Council member serving on Standards of Practice and Investigation committees.

Beyond *Professionally Speaking's* blue pages, the overwhelming majority of members remain dedicated to serving

the interests of students and the public. The College is a self-regulatory body, a rare form of governance appropriate for members who are committed to upholding and regulating high ethical and professional standards.

Optional biography

It is with great enthusiasm that I am running for re-election to Council. Bilingualism and mediator training enhance my Council contributions. My graduate degrees in curriculum, teaching and learning along with educational psychology and measurement are leavened by a passion for the arts in education and a lifelong study of dance.

Born in Guyana and educated as a francophone in Québec, I have lived in India, worked with teachers in China and studied in West Africa. These experiences ground my understanding of diversity issues.

Publishing an article on poverty in ETFO's *VOICE*, serving on the ministry's Urban Aboriginal Education Advisory Committee, piloting a program for refugees and secondment to ETFO's equity and women's services programs are ways that I have kept social justice in the foreground.

As a teacher and Special Education consultant, I am actively involved in TDSB's inclusion initiatives, supporting kindergarten to Grade 12 teachers in welcoming students with complex needs into our classrooms. EQAO literacy scoring and middle school numeracy entry and exit assessments are some examples of my partnering with colleagues. I have been active on the human rights, professional development and model inner-city schools committees, and wrote a section in *Exploring Inclusive Educational Practice Through Professional Inquiry* published by Sense Press.

College members' professionalism stems from our formal studies and lived experiences. I am proud of our members' substantial contributions to the lives of students and their communities. It would be an honour to continue on Council as your representative.

Eligible nominators (Registration)

1. Rosanna Aceto, OCT (202731)
2. Marci G. Becker, OCT (206804)
3. Joe Belliveau, OCT (286714)
4. Susan Billington, OCT (180331)
5. Tim Gernstein, OCT (476805)
6. Cynthia Jaques, OCT (279544)
7. Jaya Karsemeyer, OCT (531712)
8. Gregory Monteith, OCT (522541)
9. Rhea Perreira-Foyle, OCT (202568)
10. Laura Schilling, OCT (275660)
11. Pamela Speed, OCT (254267)
12. Thomas Widstrand, OCT (426894)
13. Sandra Witty, OCT (446917)

CENTRAL REGION PT/FT CONTINUED

Required statement

1. Jacqueline Karsemeyer attests that she is eligible and willing to be nominated, meets all the requirements to run for the Central Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Jacqueline Karsemeyer does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Jacqueline Karsemeyer acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

**Sultan Rana, OCT****Registration:** 503246**sultan.rana@yrdsb.ca****Certified to teach in Ontario:** 2006**Current employment:** Digital literacy resource teacher**Employer:** York Region DSB**Professional qualifications**

Degree	Date	Institution
BA	2005	Western University
B.Ed.	2006	Lakehead University
M.Ed.	2013	University of Ontario Institute of Technology

Required biography

Has taught students in Grades 4 to 8, in both Special Education and mainstream classrooms in the York Region DSB, and held several system leadership positions between 2006 and 2013. While on leave from 2013–15, taught at a secondary school in Malaysia. Upon return was selected in 2016 to be a digital literacy resource teacher, supporting 41 elementary schools as they embrace more modern learning practices and integrate technologies in instruction, assessment and student engagement. Also works to support board-wide programs that build capacity in innovation, equity and inclusion. Has also taught Parts I and II of the Integration of Information and Computer Technology in Instruction AQ courses.

The College's duty is to ensure that well-intentioned teachers are accountable and devoted to the highest standards of practice to protect society's most valuable assets. Council is an elected body, with diverse voices, experiences and perspectives being

part of all decisions and conversations. Council members must be critical thinkers to ensure that balance and equity are paramount in all decisions and that contributions are free from bias or self-serving agendas. While diversity and individual experiences are strengths, collectively Council represents greater Ontario's public and the teaching profession.

Optional biography

I strive to be a leader beyond the classroom. I am a Google for Education Certified Innovator & Trainer, Apple Distinguished Educator and Raspberry Pi Certified Educator. These companies see me as a change agent who can leverage technologies in the learning environment to engage and enhance students' educational experiences.

I am a strong advocate for anti-racist, anti-oppression and culturally responsive pedagogy. In 2016, I wrote *Neglected Voices*, a video documentary curriculum package for secondary students that focused on the lives of marginalized Canadian youth and the negative effects neglect and disenfranchisement can have on teenagers. I speak about equity, marginalization and inclusivity at faculties of education and work on district-wide projects to support racialized and newcomer populations.

Already a system leader in digital education in the York Region DSB, an instructor of two AQ courses and a guest speaker at faculties of education, I hope that serving on Council will deepen my understanding of the profession's pulse and direction across all regions and systems, including the public, private, Roman Catholic and French boards.

Education is the cornerstone of all prosperous and civil societies. Every day young Ontarians spend the majority of their waking hours in the presence of teachers, and being part of Council is my contribution to go above and beyond and let the general public know we are professionals abiding by the highest possible standards.

Eligible nominators (Registration)

1. Summiya Ahmad, OCT (490476)
2. Lubna Baig, OCT (473279)
3. Tessa John, OCT (523203)
4. Jonathan Lee, OCT (485822)
5. Vivet Mendoza, OCT (268490)
6. Catherine Moon, OCT (519589)
7. Claire Saxton, OCT (463997)
8. Aalia Sheriff, OCT (526483)
9. Cindy Thomas, OCT (527482)
10. Susanne Woo, OCT (488012)

Required statement

1. Sultan Rana attests that he is eligible and willing to be nominated, meets all the requirements to run for the Central Region — Part-Time/Full-Time position and to serve on Council, confirms

CENTRAL REGION PT/FT CONTINUED

- that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Sultan Rana does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
 3. Sultan Rana acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).



Andrea Whiteacre, OCT

Registration: 187346

Andrea.whiteacre@gmail.com

Certified to teach in Ontario: 1989

Current employment: Grade 5
Extended French classroom teacher

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
Hons. BA	1987	University of Toronto
B.Ed.	1989	York University
M.Ed.	2000	OISE/UT

Required biography

- Randall PS, former York Region 1989–2000: Taught almost all grades and subjects from Junior Kindergarten to Grade 7 including some rotary French, and held the junior lead teacher position
 - Delta Senior Alternative School, Toronto DSB 2000–07: Grade 8 homeroom teacher including French, and taught science and music on rotary, pioneering the school's guitar program;
 - Kimberley PS, TDSB 2007–16: Grade 5/6 homeroom with French and held a position of responsibility for three years;
 - July 2013 and 2014, TDSB: Grade 5 science and math and Grade 8 Model Schools for Inner Cities summer school; and
 - Diefenbaker PS, TDSB 2016–present: Grade 5 Extended French. An ETFO member who currently serves as school's union steward.
- As professionals, teachers are responsible for governing themselves and ensuring that those holding teaching certificates are prepared, qualified, committed and able to follow standards of practice and conduct. As a Council member, would be required, through participation in meetings and committees, to become well versed on issues pertaining to governance and to make informed and reasoned decisions that are in the best interest of all students in Ontario.

Optional biography

Andrea began her teaching career in York Region in 1989; her educational experiences include teaching all elementary grades and subjects, alternative school, French and English streams, summer school and holding positions of responsibility in two boards. Having two daughters who graduated from the TDSB also gives her a parent's perspective of educational issues. Respect for the professionalism of her colleagues and her extensive work with teacher candidates leave her optimistic for the future of our profession.

Her teaching practice is guided by social justice and inspired by the arts. Dedication to these foci in the classroom is augmented by her work organizing and performing in concert fundraisers for several local charities. A retired major from the Canadian Army Reserve, she served in a variety of positions including as a trainer, lead instructor and course commander for high school recruits and young logistics officers.

Andrea holds an Honours BA in philosophy from the University of Toronto, a B.Ed. from York University and an M.Ed. in theory and policy studies from OISE/UT with research focusing on gender and ethics. Her professional goals include addressing educational issues from a broader perspective by getting actively involved with organizations beyond the school level, with particular interest in teacher accreditation. She is ready and eager to bring her extensive energy and experience to helping all Ontario students and protecting the public interest through College Council.

Eligible nominators (Registration)

1. Lisa Briones, OCT (497999)
2. Deborah Buchler, OCT (435734)
3. Mary-Ann Cizek, OCT (432063)
4. Paulette Dufort, OCT (184830)
5. Maria Marta James, OCT (462287)
6. Anne M. Johnston, OCT (188904)
7. Maggie Kanellakis, OCT (276877)
8. Rebecca Lewis-Zarkos, OCT (653873)
9. Carolyn Meehan, OCT (476904)
10. Saira Mehboob, OCT (536306)
11. Johnathon Rands, OCT (626540)
12. Eleni Vagenas, OCT (472611)
13. Roula (Argero) Vasilopoulos, OCT (421943)
14. Michael Verba, OCT (259182)

Required statement

1. Andrea Whiteacre attests that she is eligible and willing to be nominated, meets all the requirements to run for the Central Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).

CENTRAL REGION PT/FT CONTINUED

2. Andrea Whiteacre does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).

3. Andrea Whiteacre acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

NORTHEAST REGION FT

**Irene Dembek, OCT**

Registration: 403322

dembeki@scdsb.edu.on.ca

Certified to teach in Ontario: 1994

Current employment: Full-time elementary teacher

Employer: Sudbury Catholic DSB

Professional qualifications

Degree	Date	Institution
BA	1993	Laurentian University
B.Ed.	1994	Lakehead University

Required biography

Started career as an occasional teacher in 2001 with the Sudbury Catholic DSB. Taught the English component of French Immersion from 2001–02. In September 2002, began working at St. Joseph School in the rural setting of Killarney. Has continued to teach all grades from Junior Kindergarten to Grade 6 at St. Joseph, where all students are of Aboriginal descent.

Locally serves as first vice-president of Sudbury OECTA elementary and occasional teachers as well as school association representative. Has held various positions on local executive, including second vice-president, councillor and social committee chair. An active member of the local bargaining team who has served as chief negotiating officer. Provincially has attended grievance officer training, was part of OECTA's anti-bullying initiative and health and safety committee and been a frequent AGM delegate.

As a previous College Council member, she has come to further understand Council's responsibility to safeguard, protect and improve the teaching vocation. The College's duties are met through various Council committees. The protection of the public interest is achieved through ongoing professional development to benefit College members. The result of this is a high standard of conduct that will contribute to moving the teaching profession forward in a very positive way.

Optional biography

Maintaining the high standards of our profession is one of my key objectives. During the fifth and sixth College Councils, I served on

the Accreditation, Registration Appeals, Editorial Board, Discipline and Nominations committees (now Governance Committee) and was committed to ongoing communication with my area members. This experience helped me understand the responsibility the College has to safeguard, protect and improve the teaching profession. Our vocation often faces challenges; I understand the issues and want to strive toward implementing solutions. Through this election I hope to work on behalf of members in matters concerning regulation of the teaching profession that benefit them.

Eligible nominators (Registration)

1. Bradley Blackwell, OCT (605233)
2. Colleen Blackwell, OCT (533691)
3. Shannon Duguay, OCT (457528)
4. Jules Guenette, OCT (469543)
5. Anne-Marie Machum, OCT (398175)
6. Graham Kent MacNeill, OCT (454751)
7. Chantal Rancourt, OCT (203319)
8. Carole Remillard, OCT (492671)
9. Lisa Rossi, OCT (657079)
10. Holly Swain, OCT (247270)

Required statement

1. Irene Dembek attests that she is eligible and willing to be nominated, meets all the requirements to run for the Northeast Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Irene Dembek does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Irene Dembek acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

NORTHEAST REGION FT CONTINUED



Craig Johnstone, OCT

Registration: 432463

johnstc@rainbowschools.ca

Certified to teach in Ontario: 2000

Current employment:

Secondary teacher

Employer: Rainbow DSB

Professional qualifications

Degree	Date	Institution
Hons. B.Sc.	1998	Laurentian University
B.Ed.	2000	Western University

Required biography

Has been teaching for 18 years. Began career teaching biology, chemistry and mathematics at Levack HS in September 2000. Was transferred to Sudbury SS in January of 2001 and has worked there ever since, teaching physics, chemistry, biology, mathematics, earth and space science, and resource. Held the program leader position of science, technology and computers at Sudbury SS for two years. Has been a member of the Science Teachers' Association of Ontario and teacher resource contact with Science North.

Served as school's OSSTF district representative from 2005 until 2013.

As a Council member it would be his duty to ensure that the best interest of the public is constantly being served and done so without prejudice or favour. Teachers must continue to monitor and maintain a high standard of professionalism, as they set an example for all of those in education and those who will follow.

Optional biography

Over the course of my career I have been actively involved in athletics. I have coached multiple teams, including football, girls' flag football, badminton, curling and boys' and girls' softball. I have been the Reach for the Top coach at Sudbury SS since 2001.

One of my professional goals has been to always adjust my teaching style to accommodate the needs of the learners in my classroom. An example of this is over the past few years I have taught myself Python programming language in an attempt to bring machine language to my physics students.

Eligible nominators (Registration)

1. Tressa Beers-Marcolin, OCT (467921)
2. Wayne Cuculick, OCT (429661)
3. Dana Fransen, OCT (485509)
4. Trevor German, OCT (476979)
5. Crystal Gibbs, OCT (484807)

6. William Gordon, OCT (419925)
7. Clinton Jameus, OCT (465004)
8. Richard Kitlar, OCT (425071)
9. Kent Rendell, OCT (276918)
10. Perry Sakki, OCT (179860)
11. Rachelle Urso (Bérubé), OCT (189994)
12. Ryan Wilson, OCT (575428)

Required statement

1. Craig Johnstone attests that he is eligible and willing to be nominated, meets all the requirements to run for the Northeast Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Craig Johnstone does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Craig Johnstone acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).



Kim Lawson, OCT

Registration: 572967

kim.lawson@hotmail.ca

Certified to teach in Ontario: 2009

Current employment: Teacher

Employer: Rainbow DSB

Professional qualifications

Degree	Date	Institution
Hons. BA	2008	Laurentian University
B.Ed.	2009	Laurentian University

Required biography

Prior to teaching, worked for several years in senior management positions in the private sector.

Teaching experience:

2002: Police foundations and small business management at Cambrian College

2009–11: Grade 4 and Grade 1/2 long-term occasional (LTO)

2011–12: Intensive support program LTO

2012–13: Grade 4/5 LTO

2013–14: Grade 6 half-time permanent

NORTHEAST REGION FT CONTINUED

2014–16: Grade 4 and Grade 2 consecutively

2016–17: Grade 8

Current: Grade 3/4

Past president of Sudbury's elementary occasional teachers' local and now a permanent ETFO member.

Council is accountable to the public for how it carries out its responsibilities. Its primary function is to promote teaching excellence through ensuring that qualified teachers are hired to support student success and learning. To ensure parent confidence, Council investigates and resolves any complaints about members. Through transparency and access to information Council works in a way to inspire public confidence. It was created to set and maintain professional standards for the teaching profession. Council supports teacher professional learning, new teachers and protects the public interest by ensuring that teachers understand and maintain professional boundaries between teachers and students.

Optional biography

I am a passionate teacher and mother who believes that student success is at the core of what we do. Each day I wake up excited about going to work and making a difference in the lives of my students. Prior to my career in education I worked as a regional director in the private sector. I am currently part of Rainbow DSB's future leaders program and I sit on our poverty working, and equity and inclusion committees. I am committed to equity and inclusion and work with many teachers and community partners to ensure our professional learning and classroom instruction reflect our diverse community.

Along with my bachelor of education degree from Laurentian University, I hold Specialist AQs in Special Education and Reading as well as the Principal's Qualification, Part I and Mathematics, Primary and Junior, Part I AQs. I also hold a diploma in early childhood education.

I constantly seek to deepen my understanding of effective instructional practices in an effort to cultivate productive, lifelong learners. I believe that passionate educators can engage others to continue to learn and grow within their careers. As educators, we have an obligation to the public and ourselves to be open and accountable in our work to inspire public confidence. I would like to work with a team of passionate people who want to make a difference.

Eligible nominators (Registration)

1. Catherine Bell, OCT (502970)
2. Kara Bolton, OCT (425720)
3. Jillian Jamieson, OCT (455825)
4. Terry Lafrenière, OCT (478936)
5. Brenda MacDougall, OCT (388730)
6. Kaitlin McNamara, OCT (621766)
7. Elisa McNeil, OCT (492444)

8. Kara O'Riley, OCT (486687)
9. Sara Pidgen, OCT (284351)
10. Sean Pretty, OCT (489592)
11. Nancy Shelsted, OCT (451883)
12. Joni Sobiera, OCT (401237)

Required statement

1. Kim Lawson attests that she is eligible and willing to be nominated, meets all the requirements to run for the Northeast Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Kim Lawson does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Kim Lawson acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



CONNECT WITH
YOUR COLLEGE.

OCT.CA

Follow. View.
Visit. Share.



oct-oeeo.ca/tw



oct-oeeo.ca/fb



oct-oeeo.ca/li



oct-oeeo.ca/yt



oct-oeeo.ca/ig



oct-oeeo.ca/pi



Ontario
College of
Teachers

Setting the Standard
for Great Teaching

NORTHEAST REGION PT/FT ACCLAIMED



Ravi Vethamany, OCT

Registration: 285995

vethamr@rainbowschools.ca

Certified to teach in Ontario: 1998

Current employment: Permanent full-time secondary teacher

Employer: Rainbow DSB

Professional qualifications

Degree	Date	Institution
Hons. B.Sc.	1985	Dalhousie University
LLB	1988	Dalhousie University
B.Ed.	1997	University of Toronto
M.Ed.	2004	University of Ottawa

Required biography

Ravi works in care and/or treatment, custody and correctional facilities' Section 23 educational programs, currently teaching secondary students in a northeast Ontario youth detention centre. He also teaches secondary e-learning students across Ontario in collaboration with their public and Catholic teachers.

He is bilingual in French and English. Has taught in northeast Ontario for 10 years in both secondary and elementary schools and has 20 years of public education experience in northeast, central and southeast Ontario regions.

He has been an OSSTF member for the past 18 years and was previously an ETFO member for two years.

He is running for re-election to his current Council position to continue serving the teaching profession. He is chair of the Standards of Practice and Education Committee and is a member of the Executive, Discipline and Fitness to Practise committees. Before becoming a teacher he was a lawyer for 10 years with Ontario Legal Aid and the Ministry of Community and Social Services, and continues to be a licensed Ontario lawyer. He applies both his education and law experience as a member of the Discipline Committee to ensure a fair discipline process that inspires public confidence.

Optional biography

I became a teacher because I believe in public education and I love teaching kids. I became a teacher when the College was created, and I have faithfully and professionally served the public good, both as an Ontario teacher and Ontario lawyer for the past 30 years. I have stood in solidarity with other teachers to protect excellence in public education for the past 20 years.

I have served in my current Council position for three years and I am running for re-election to continue serving the teaching profession. I serve on the Standards of Practice and

Education Committee and the Executive, Discipline and Fitness to Practise committees. During this term, the Standards of Practice and Education Committee developed *The Professional Learning Framework for the Teaching Profession* in co-operation with education stakeholders including the Ontario Teachers' Federation. The Discipline Committee made significant improvements to the discipline process in response to the LeSage Report and the *Protecting Students Act, 2016*; and I completed the Society of Ontario Adjudicators and Regulators/Osgoode Hall Law School's Adjudication Certificate and Advanced Adjudication Certificate to become a better adjudicator in discipline hearings.

I love my beautiful wife, Lesleigh Dye, and I thank God that she is in my life. She is the director of education for the DSB Ontario North East. We live on the west arm of Lake Nipissing, where we love kayaking, boating, swimming, hiking, snowshoeing and skating together.

Eligible nominators (Registration)

1. Patrick Barnholden, OCT (458473)
2. Jessie Dupuis, OCT (529166)
3. Craig Flanagan, OCT (483226)
4. Ian Gray, OCT (485462)
5. Paul Hatzis, OCT (492130)
6. Jana Lahnalampi, OCT (490345)
7. Jeff Lalonde, OCT (262234)
8. Kim Lawson, OCT (572967)
9. Jussi Leinala, OCT (513424)
10. Paul Pasanen, OCT (441435)
11. Katrina Ross, OCT (478997)
12. Joel Schryer, OCT (257765)
13. Paul Shanks, OCT (187324)
14. Rob Sime, OCT (174498)
15. Dave Winsa, OCT (517492)

Required statement

1. Ravi Vethamany attests that he is eligible and willing to be nominated, meets all the requirements to run for the Northeast Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Ravi Vethamany does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Ravi Vethamany acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).

NORTHWEST REGION FT

**Jennifer Barry, OCT****Registration:** 419408**jenniferbarry@live.ca****Certified to teach in Ontario:** 1998**Current employment:** Teacher**Employer:** Lakehead Public Schools**Professional qualifications**

Degree	Date	Institution
BA	1998	Lakehead University
B.Ed.	1998	Lakehead University

Required biography

Began teaching career in 1998 immediately after graduating from Lakehead University with a BA in French and a B.Ed. in the Primary/Junior divisions. Taught Core French for the first two years and Grades 2, 4 and 5 since then. Is currently a primary planning teacher and has held this position for the past four years.

Has served as secretary for the Lakehead Elementary Teachers' Federation of Ontario and held the position of vice-president as well as school steward. Currently sits on ETFO's provincial health and safety standing committee and has previously served on local collective bargaining and constitution committees.

She understands that the College is the governing body that regulates the standards of the profession by establishing and enforcing professional and ethical standards applicable to College members. As a Council member, understands the importance of impartiality and confidentiality in all matters that pertain to position and promises to uphold the ethical and professional standards in all areas. The safety of the public and the children who are entrusted to teachers' care is of the utmost importance.

Optional biography

None provided.

Eligible nominators (Registration)

1. Dawn Aho, OCT (419118)
2. Natalie Corbin, OCT (198224)
3. Jason Duhaime, OCT (463778)
4. Shawn Dunlop, OCT (495507)
5. Darla Fleury, OCT (492747)
6. Leila Gunnell, OCT (190825)
7. Hannah Larocque, OCT (278930)
8. Jolene Lesniewski, OCT (428598)
9. Shanlee Linton, OCT (464595)
10. Carrina Loffredo, OCT (443446)

11. Emily Schooler, OCT (506380)
12. Ryan Sutherland, OCT (276972)

Required statement

1. Jennifer Barry attests that she is eligible and willing to be nominated, meets all the requirements to run for the Northwest Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Jennifer Barry does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Jennifer Barry acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

**Solange Côté, OCT****Registration:** 215066**solangecote@icloud.com****Certified to teach in Ontario:** 1996**Current employment:**

Itinerant music teacher

Employer: Thunder Bay Catholic DSB**Professional qualifications**

Degree	Date	Institution
Bachelor of Outdoor Recreation	1996	Lakehead University
B.Ed.	1996	University of Ottawa

Required biography

An itinerant music teacher with the Thunder Bay Catholic DSB. Since beginning career in 1997, taught Grades 2, 3 and 4 French Immersion for 12 years before expanding to music. As a classroom teacher she regularly practises differentiated instruction and uses several mindfulness techniques to ensure academic and personal success for all. She has earned her Guidance and Career Education, Parts I and II AQs. She led a TLLP project working with four other school choirs. An ability to lead, mentor and work collaboratively with colleagues inspires others and fosters an environment for true professional development.

Has served as OECTA Thunder Bay's human rights committee chair for the past 15 years and initiated many projects that encourage others to volunteer and help those less fortunate in the community.

NORTHWEST REGION FT CONTINUED

She believes that teaching is truly an honourable profession, one that can never be taken lightly or for granted, and is proud to belong to the College because of its high ethical and professional standards for all members. As a self-regulating body it promotes excellence and accountability while creating an environment of professional and personal accountability and transparency.

Optional biography

Solange is a qualified Moksha yoga instructor and enjoys guiding her students in the studio, but more importantly, this discipline allows her the opportunity to connect with others in a deeper and more meaningful way. She also thoroughly enjoys the benefits of meditation and considers herself a practitioner of self, and is continually reading and researching spirituality, mindfulness and self-actualization.

She was honoured to receive the prestigious Marion Tyrrell Memorial Award of Merit presented annually by OECTA provincial. This award honours a member who made an outstanding contribution to education in Ontario schools. A multitasking musician Solange enjoys playing guitar, woodwind, percussion instruments and singing. She is a proud mother of three beautiful adult children who are literally spread across the country. Thank you, Air Miles!

Eligible nominators (Registration)

1. Dave Campbell, OCT (450501)
2. Mona Chiasson, OCT (400478)
3. Joel Facca, OCT (256672)
4. Isabella Franzen, OCT (643416)
5. Rob Hole, OCT (421557)
6. Emily Latimer, OCT (622457)
7. Claudia Lenardon, OCT (202212)
8. Deanna Mauro, OCT (591991)
9. Grace Pacion, OCT (263154)
10. Sarah Polowski, OCT (479836)

Required statement

1. Solange Côté attests that she is eligible and willing to be nominated, meets all the requirements to run for the Northwest Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Solange Côté does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Solange Côté acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



Thomas Blase Doherty, OCT

Registration: 503183

tdoherty@kcdsb.on.ca

Certified to teach in Ontario: 2006

Current employment: Student success and prep coverage teacher

Employer: Kenora Catholic DSB

Professional qualifications

Degree	Date	Institution
BA	1994	Lakehead University
Hons. BA	1994	Lakehead University
B.Ed.	2006	Lakehead University
M.Ed.	2015	Western University

Required biography

Thomas Doherty teaches at St. John School in the Kenora Catholic DSB. Since 2006, he has taught Grades 1 to 8 Native as a Second Language and Northern Studies. Last year he was student retention lead for the Keewatinook Okimakanak Board. He also taught Grade 1, Grade 7/8 options and Grade 10 civics and career studies for the Mundo-Peetabek Education Authority.

OECTA activities:

- certified in Leadership Training Programs
- chair and member of Provincial Elementary Schools Committee
- member of Kenora Unit's executive and local bargaining teams and school representative.

He served as an OTF literacy facilitator for its Books of Life Aboriginal education awareness and literacy initiative and a primer writer for an Aboriginal studies teacher resource entitled *Seeing Every Face, Hearing Every Voice*. He was part of an ETFO/OECTA/Ministry of Education professional development project on First Nations playwright Drew Hayden-Taylor's *Spirit Horse*.

The duty of the College and Council is to transparently uphold the integrity of the teaching profession in a manner that publicly demonstrates that educational professionals hold ourselves and our colleagues accountable for individual actions that may negatively affect the public perception of the trust placed with us in taking care of our youth throughout Ontario.

Optional biography

As an educator, Thomas cannot ask his students to attempt new things or look outside of the box if he himself does not. Therefore, inhibition and fear of failure do not exist for him because he will not limit his potential by not exposing himself to new opportunities and possibilities.

NORTHWEST REGION FT *CONTINUED*

He has been honoured by receiving a 2016–17 Prime Minister's Award for Teaching Excellence, the 2016 Ontario Teachers' Insurance Plan's Elementary Teacher of the Year Award and the 2015 Inspire's National Innovative Teaching Practice Award for his achievements in education and commitment to student success.

Thomas is a former project facilitator for Imagineaction's student social justice action initiatives Daisies for Diabetes and Artistic Hands Lead to Helping Hands sponsored by the Canadian Teachers' Federation. He has also served as a scorer for EQAO's Ontario Secondary School Literacy Test's short-answer section.

Thomas has an M.Ed. in Education Policy Leadership from Western University, a B.Ed. with a Primary/Junior focus, an Honours BA in political studies and a BA majoring in history with a minor in law and politics, all from Lakehead University. Over the years, he has also earned Additional Basic Qualifications in Intermediate and Senior History, the Principal's Qualification Program Parts I and II, Additional Qualifications Specialists in Guidance and Career Education, Integration of Information and Computer Technology, as well as a dual Honour Specialist in history and social sciences.

Eligible nominators (Registration)

1. Melanie Giguère, OCT (631241)
2. Krista Lee Hasenfratz, OCT (617302)
3. Gianna Maria Johannesson, OCT (659762)
4. Angèle Krummenacher, OCT (584129)
5. Shawna Leigh Lamme, OCT (523813)
6. Cori Danielle Litwin, OCT (471184)
7. Lisa Pattison, OCT (510487)
8. Angela Lee Anne Potter, OCT (458158)
9. Erica Thesenvitz-Orwald, OCT (456299)
10. Peter George Wesolowski, OCT (437549)

Required statement

1. Thomas Blase Doherty attests that he is eligible and willing to be nominated, meets all the requirements to run for the Northwest Region — Full Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Thomas Blase Doherty does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Thomas Blase Doherty acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).

**Rose Giuliano, OCT**

Registration: 273216

rosettagiuliano@live.ca

Certified to teach in Ontario: 2002

Current employment:

FSL Core elementary teacher

Employer: Huron-Superior Catholic DSB

Professional qualifications

Degree	Date	Institution
BA	1996	Lake Superior State University, Michigan
Professional Program in Education	2002	Michigan State University

Required biography

Has been an FSL Core elementary teacher with the Huron-Superior Catholic DSB for the past 12 years. Currently serves as a Common European Framework of Reference for Languages (CEFR) team leader for board's Core French elementary teachers. Is a certified DELF (Diplôme d'études en langue française) correctrice. Has also taught secondary English and FSL.

Welcomes new ways to encourage professional growth, facilitate coaches' PLCs and support their PD sessions. Is qualified to administer board's DELF spring testing as a certified correctrice with the CIEP (Centre International d'Études Pédagogiques). An active extracurricular coach who finds developing and fostering relationships with students outside the classroom as rewarding as the learning that takes place within.

Being a Council member and helping serve and protect the public interest is the perfect opportunity to give back to a truly honourable profession. This experience can only be professionally beneficial by continuing to foster a love for the teaching profession and facilitating personal and professional learning, growing and sharing. Rose welcomes the opportunity to serve fellow colleagues, grow in partnership with the public and foster new relationships, both within and outside the profession.

Optional biography

I was born, raised and educated in Sault Ste. Marie in beautiful northern Ontario. I have been married for 24 years to my husband, Joe, and together we are raising our 17-year-old daughter, Mia.

Eligible nominators (Registration)

1. Tara Borrelli, OCT (442273)
2. Nella Bruni-Senecal, OCT (404215)
3. Carmine Di Cerbo, OCT (442488)

NORTHWEST REGION FT CONTINUED

4. Patricia Ianni-Palarchio, OCT (436379)
5. Giuseppe (Joe) Magli, OCT (446658)
6. Marisa Nicoletta, OCT (202384)
7. Kathy Pace, OCT (452128)
8. Mary Pedatella, OCT (188011)
9. Debbie Romano, OCT (204951)
10. Elizabeth (Beth) West, OCT (458454)

Required statement

1. Rose Giuliano attests that she is eligible and willing to be nominated, meets all the requirements to run for the Northwest Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Rose Giuliano does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Rose Giuliano acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



Joel McGrath, OCT

Registration: 210629

jamcgrath@rocketmail.com

Certified to teach in Ontario: 1995

Current employment: Section 23
alternative education teacher

Employer: Keewatin-Patricia DSB

Professional qualifications

Degree	Date	Institution
Hons. BA	1994	Lakehead University
B.Ed.	1995	Lakehead University

Required biography

Joel McGrath's varied career working in schools throughout north-western Ontario includes:

- Substitute teacher with the Thunder Bay Catholic DSB from 1995 to 1996;
- Secondary teacher with the Keewatin-Patricia DSB from 1999 to the present at Onigaming School on the Onigaming First Nation from 1996 to 1999, Ignace School from 1999 to 2000 and Beaver Brae Secondary School from 2000 to the present; and

- Since 2015, assigned by Beaver Brae SS to teach students between the ages of 12 and 17 in a Section 23 alternative education classroom at the Portage Youth Centre in Kenora. Has served as elected president of OSSTF's Kenora Branch since 2016 and will resign from this position if elected to the College Council.

The duty of the Ontario College of Teachers is to serve and protect the public interest through regulation of the teaching profession. The College ensures that students and parents receive professional service from educators who are inclusive and respectful of diversity within our schools. The people of Ontario deserve quality and excellence from their teachers. This is achieved through accountability, transparency and good governance by the College.

Optional biography

Varied interests and community involvement includes serving as a:

- member of the Kenora Gleaning Project, which provides fresh food and produce for the Minto Family Resource Centre;
- housing and homelessness advocate through the Making Kenora Home advocacy group;
- member of the board of directors of the Northwest Community Legal Clinic;
- community coach and member of the management board of Kenora's Keewatin Curling Club from 2010 to 2012;
- soccer coach for Thunder Bay's Current River Recreation Association from 1993 to 1996; and
- editor and writer, *The Chronicle-Journal*, Thunder Bay from 1988 to 1993.

Professional goal is to help others become the best teachers they can be.

Eligible nominators (Registration)

1. Carla Baird, OCT (178834)
2. Roger Cormier, OCT (210739)
3. Robin Dexter, OCT (276140)
4. Jodi Hall, OCT (421622)
5. Wayne Jutila, OCT (198158)
6. Sherry King, OCT (211123)
7. Christopher Lacy, OCT (471752)
8. Blayne Laffin, OCT (209558)
9. Shirley Mack, OCT (422002)
10. Christopher MacNaughton, OCT (282387)
11. Dinah Neilson, OCT (283618)

Required statement

1. Joel McGrath attests that he is eligible and willing to be nominated, meets all the requirements to run for the Northwest Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the

NORTHWEST REGION FT *CONTINUED*

- publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
- Joel McGrath holds an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination). If elected to Council, he will resign from the position of president, Kenora Branch, Ontario Secondary School Teachers' Federation.
 - Joel McGrath acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).



Stephen Zimmermann, OCT

Registration: 400190

szimm92@gmail.com

Certified to teach in Ontario: 1996

Current employment: Teacher

Employer: Algoma DSB

Professional qualifications

Degree	Date	Institution
MA	1987	Queen's University
B.Ed.	1996	Lakehead University

Required biography

Grew up in Thunder Bay and attended Trent, Queen's and Lakehead. Came to teaching after a career in museums, Parks Canada, peddling yo-yos and teaching at university. Taught Grades 4 to 12 in the Yukon for five years before moving to the Soo in 2001. Since then has been teaching Grades 10 to 12 history, law, religion and philosophy.

Served at the school level for the OSSTF on and off over the past 15 years. Federation service has been tremendous professional development, allowing for awareness of trends and issues in education. It's enabled him to better serve the profession and the public interest. Students are what this business is about; teachers serve the students and the federations protect this relationship.

Teachers are the education system — where the rubber hits the road. Teacher professionalism is key to its success. Teachers serve the public. The College should serve teachers. When it doesn't, the College fails to serve the public interest. It has become a tool of harassment used to intimidate and de-professionalize teachers. As a member of Council he will be a strong voice to get the College back on track supporting teacher professionalism, not attacking it.

Optional biography

I'm a veteran teacher nearing the end of my career and I don't need this for my resumé. I like teaching; I like the classroom and I like to help my students become better versions of themselves. When I meet them years later in the supermarket, they thank me. I'm grateful. My wife is a teacher (ETFO), as is her sister, my sister and her husband; it's the family business.

I have never been a fan of the College. I find it has little relevance to me, my students or teaching, and I know I'm not alone in this view. The College has become an oppression upon us, a bloated, self-perpetuating bureaucracy that's out of touch with teachers and the public. College fees are high and always rising, out of step with either inflation or our salaries. What value do we get for our payments? Some fancy real estate for which we have to pay and pay? A subscription to a glossy magazine, filled with splashy PR vanity pieces of little relevance to anyone who actually teaches? The infamous blue pages detail a mix of egregious professional misconduct and absurdly trivial matters, cases of board administrators persecuting a hapless victim enabled by the College. The College neither effectively promotes the profession nor protects the public interest. What would I do if elected? Work with like-minded members to fix the College, which should be by, for and about teachers promoting education, not punishing educators.

Eligible nominators (Registration)

- Vince Buczel, OCT (446790)
- Derek Carlson, OCT (439756)
- Terri Lyn Della Penta, OCT (457274)
- Monica Dvorak-Tong, OCT (445623)
- Brandon Grasley, OCT (465788)
- Jennifer Jill Inch, OCT (420054)
- Tom Keenan, OCT (201312)
- Jared Klooster, OCT (448891)
- Matt Lance, OCT (494180)
- Tony Lopes, OCT (260522)
- Darren McClelland, OCT (192466)
- Donny Muto, OCT (476034)
- Louis Parent, OCT (283438)
- Tracy Reid, OCT (262982)

Required statement

- Stephen Zimmermann attests that he is eligible and willing to be nominated, meets all the requirements to run for the Northwest Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).

NORTHWEST REGION FT CONTINUED

2. Stephen Zimmermann does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).

3. Stephen Zimmermann acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).

NORTHWEST REGION PT/FT ACCLAIMED



Stéphane Vallée, OCT

Registration: 262576

vallees@shaw.ca

Certified to teach in Ontario: 1993

Current employment: Grade 2

French Immersion teacher

Employer: Thunder Bay Catholic DSB

Professional qualifications

Degree	Date	Institution
BA	1993	Laurentian University
B.Ed.	1993	Laurentian University

Required biography

Career began in 1993 in northern Ontario teaching French Immersion at different levels, including single and split grades, French as a first language and Special Education. Commencing a career in a small town has many challenges, yet those years were very rewarding and provided a strong and beneficial foundation and professional learning experience. Upon moving to Thunder Bay, he started teaching in the English system before accepting a position with the Consortium du Nord-Ouest as an educational consultant. A few years later he returned to the classroom as a French Immersion teacher and has remained there ever since. These many years of varied experiences have been enriching, valuable and provided deep insight into the challenges and requirements of the teaching profession.

Served as school's OECTA union representative.

The College has a duty is to:

- accredit the programs of the faculties of education across the province;
- establish the standards of the profession and ensure they are followed by teachers; and
- discipline teachers who do not adhere to the established standards.

Has served for the past three years as an elected member of College Council and learned a great deal about the structure and importance of the profession's regulatory body and its committees.

Optional biography

I have completed Specialist AQs in French as a Second Language, Mathematics and Special Education, was involved in the written and oral DELF-DALF assessments and served as an evaluator for a few years. These are diplomas awarded by the French Ministry of Education to prove the French-language skills of non-French candidates. Teaching FSL to students made it clear to me how important and valuable it is to learn a second language.

I could have listed all the training and workshops I have attended over the years but have chosen instead to share something more meaningful in my life and career — the relationships I have with my students and colleagues. Creating a dynamic and positive learning environment is not easy with the many challenges people face today; however, it's extremely necessary to do so if one hopes to achieve success.

Much of my personal growth comes from amazing professional colleagues and a few personal friends who remain sources of inspiration. Let's not forget the children we see every day. Their smiles, their joy, their imaginations and their love have helped me become a better person, yet there is still much more for me to learn.

The valuable experience I have gained from being part of the seventh College Council will serve me well if I am re-elected and given the privilege of representing the teachers of northwest Ontario for another term.

Eligible nominators (Registration)

- Cindy Louise Bergamo, OCT (502167)
- Katherine Joanna Davis, OCT (535466)
- Jennifer Susanne Edwards, OCT (490590)
- Tiana Maria Felice, OCT (646788)
- Adriana Filice, OCT (197445)
- Ginny Marie Gallo, OCT (432375)
- Peter James Labine, OCT (503450)
- Sherrie Anne Lampi, OCT (433109)
- Jonathan Roger Moore, OCT (482618)
- Leanne Gail Oger, OCT (203747)
- Lori Parkes, OCT (258696)
- Rita Scarcello, OCT (210635)
- Anna Jean Tocheri, OCT (261008)
- Christine Marie Traer, OCT (525846)

NORTHWEST REGION PT/FT CONTINUED

Required statement

1. Stéphane Vallée attests that he is eligible and willing to be nominated, meets all the requirements to run for the Northwest Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Stéphane Vallée does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Stéphane Vallée acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).

SOUTHCENTRAL REGION FT



Mary-Ann Campanelli, OCT

Registration: 265644

campanellima@hcdsb.org

Certified to teach in Ontario: 1994

Current employment:

Secondary school teacher

Employer: Halton Catholic DSB

Professional qualifications

Degree	Date	Institution
Hons. BA	1993	McMaster University
Professional education program	1994	Scotland Teacher Training
M.Ed.	1998	Queen's University

Required biography

Has served the teaching profession since 1997 with the Halton Catholic DSB, Hamilton-Wentworth DSB and the Calgary Board of Education. Has teaching experience in the elementary and secondary panels, having taught in the Junior, Intermediate and Senior divisions.

Positions

- Department head — Canadian and World Studies (CWS), eight years
- Secondary teacher — law, history, civics, ESL, 18 years
- Elementary English and social studies teacher, one year

Ministry of Education

- Exemplar assessment and regional trainer
- Focus group participant — ESL sustaining quality education, CWS curriculum review, think literacy
- E-learning CWS team writer and redevelopment consultant
- EQAO evaluator

Curriculum and leadership

- OECTA curriculum writer and consultant
- Oxford Press CWS civics textbook consultant

- Teachers' Institute on Canadian Parliamentary Democracy participant
- Hot Docs educational package author
- Youth philanthropy initiative facilitator
- Queen's University field assessment faculty liaison officer

Public confidence and member engagement are key pillars of the College as a regulatory body. The College and Council members serve and protect the public interest by facilitating public confidence in teachers' position to self-regulate. Ensuring that professional standards' guidelines remain collaborative, transparent and inclusive to all stakeholders should encourage confidence in a modern school system that supports the full potential of every student and teaching professional.

Optional biography

Teachers and schools are foundational — building a fair, engaged and just citizenry. As a lifelong learner I have served on many committees and curriculum initiatives, but I am first and foremost a classroom teacher. Preparing our students for future success, coupled with my desire to challenge myself personally and professionally, has motivated me to seek this elected position.

In 1996, as a graduate student at Queen's University, I was asked to help with data input for a new registry that was to uphold the highest ideals and standards of a new self-regulatory body for Ontario teachers. It would be my great honour and responsibility to reflect your dedication of those highest ideals on the eighth College Council.

Eligible nominators (Registration)

1. Rachel Bond, OCT (618904)
2. Margaret Chircoski, OCT (449024)
3. Lucy Cianciolo-Bour, OCT (268754)
4. Julianna Crowell, OCT (472550)
5. Denise Grightmire, OCT (518026)
6. Joanne Kenney, OCT (284032)
7. Sandra Leslie, OCT (279531)
8. Jennifer Lukey, OCT (617970)
9. Timothy McCarthy, OCT (189607)
10. Michelle Mowat, OCT (432666)

SOUTHCENTRAL REGION FT CONTINUED

11. Rachel Muvrin, OCT (287959)
12. Elizabeth Tkalec, OCT (190376)

Required statement

1. Mary-Ann Campanelli attests that she is eligible and willing to be nominated, meets all the requirements to run for the Southcentral Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Mary-Ann Campanelli does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Mary-Ann Campanelli acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



Carrie Cochrane, OCT

Registration: 510570

carrie.cochrane@dsbn.org

Certified to teach in Ontario: 2007

Current employment: Grade 3 teacher

Employer: DSB of Niagara

Professional qualifications

Degree	Date	Institution
BA	2003	University of Wales Institute, Cardiff, U.K.
Professional Program in Education	2006	D'Youville College, New York

Required biography

Began career working for the Hamilton-Wentworth Catholic District School Board in 2007 before moving to the DSB of Niagara in 2009. Since then has taught students from Junior Kindergarten through Grade 8, specializing in combined grades in the Primary division. Served as a demonstration classroom for the board's New Teacher Induction Program in 2016 and has hosted multiple teacher education candidates.

Understands that the College sets and upholds ethical standards for its members. It regulates the practice of teaching, has the ability to revoke or suspend certificates and has a duty to

investigate complaints. The College accredits teacher education programs and professional development and is mandated to communicate with the public on behalf of teachers.

Optional biography

Having run seven half-marathons and one full marathon, I enjoy coaching the school's cross-country team and running club. For the past three years I have been a volunteer host family with the Fresh Air Fund of Ontario, an organization giving children living in low-income communities in New York City an outdoor summer adventure. I have completed my Reading, Specialist and Special Education, Part I Additional Qualifications and am working toward my Mathematics, Primary and Junior, Specialist AQ.

Eligible nominators (Registration)

1. Jennifer Bellinger, OCT (287423)
2. Amanda Bingham, OCT (479514)
3. Zakie Hamdani, OCT (465309)
4. Elizabeth Keyes, OCT (437519)
5. Susan Lampman, OCT (273488)
6. Shauna Press, OCT (189310)
7. Kim Rupcic, OCT (214124)
8. Emily Slack, OCT (572391)
9. Terri Steingart, OCT (259706)
10. Scott Vedder, OCT (452370)
11. Nicole Wallace, OCT (196527)
12. Susan Wilson, OCT (285118)

Required statement

1. Carrie Cochrane attests that she is eligible and willing to be nominated, meets all the requirements to run for the Southcentral Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Carrie Cochrane does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Carrie Cochrane acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

SOUTHCENTRAL REGION FT CONTINUED

**Jennifer Damianidis, OCT****Registration:** 487302**jennifer.damianidis@peelsb.com****Certified to teach in Ontario :** 2005**Current employment:** Elementary teacher**Employer:** Peel DSB**Professional qualifications**

Degree	Date	Institution
Hons. B.Sc.	2004	University of Toronto
B.Ed.	2005	OISE/UT

Required biography

Eleven years of teaching experience in the Peel DSB working at the same middle school in Brampton for much of career has offered a diversity of professional opportunity and a valuable community in which to work. Passion is the alternative programming offered through Special Education models. Has taught Grades 6, 7 and 8, did a first-year startup for a behaviour contact program, designed a program model for the Intermediate Autistic Spectrums Disorder program, provided in-school Special Education resource support and currently teaches in a Junior-level enhanced learning program in a kindergarten to 8 school in Caledon.

It is the College's mandate to ensure that the changing role of educators is held by experts qualified in critical pedagogy who are flexible and growth-minded individuals willing to evolve with the profession. This requires diligent self-regulation and the highest standards of ethical inquiry, both as individual educators and as a provincial body. The Council ensures that the diverse lived experiences of teachers, parents and children in Ontario's schools are reflected in the College's decision-making processes.

Optional biography

I have been involved with the College for seven years through participation in AQ policy development, ethical leadership institutes and building of the professional learning framework. I am a Worldview Explorations facilitator, which is a program designed to uncover our inherent personal and cultural lenses. It allows students to value diversity at a fundamental human level to reach their highest potential as compassionate, conscious global citizens.

I have been part of the Indspire Peer Support: Educator Mentorship program for the past three years as a mentee to expand my own worldview and incorporate the diverse knowledge and skills of Ontario's Indigenous educators into my ongoing professional learning. I have a Certificate of Completion of the Two-Year Training in Gestalt Theory and Methodology from the Gestalt Institute of Toronto. Gestalt is an awareness-based psychotherapy process of

being present and connected with yourself and other people.

I create skilful dialogical spaces for students and colleagues in which to learn and co-create. My class partnered with the consciousness tech industry to participate in a citizen science project, inquiring into human-machine interactions. I have an inspired special interest in the integration of our 21st-century teaching technology with body awareness and neurobiological approaches, which are necessary as students spend more time in front of devices. I enjoy being on the evolutionary edge of our profession and have a reflective long-range view when considering best practices.

Eligible nominators (Registration)

1. Sara Barth, OCT (600059)
2. Kim Beardwood, OCT (262806)
3. Amanda Borek, OCT (446712)
4. Samantha Carniel, OCT (610461)
5. Julie Daley, OCT (389283)
6. Natalie Fabro, OCT (399785)
7. Samantha Graydon, OCT (605999)
8. Tom Khuu, OCT (514212)
9. Panayotis Ladas, OCT (443084)
10. Kristina Mathews, OCT (434719)
11. Michelle Shultz, OCT (445219)
12. Erin Walmsley, OCT (468379)

Required statement

1. Jennifer Damianidis attests that she is eligible and willing to be nominated, meets all the requirements to run for the Southcentral Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Jennifer Damianidis does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Jennifer Damianidis acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

SOUTHCENTRAL REGION FT CONTINUED



Justin Djedje, OCT

Registration: 501913

jussstin69@yahoo.fr

Certified to teach in Ontario: 2006

Current employment: Full-time teacher

Employer: Conseil scolaire Viamonde

Professional qualifications

Degree	Date	Institution
Bachelor of Economics	1997	Mohammed V University, Morocco
B.Ed.	2006	University of Ottawa

Required biography

Holds a bachelor of economics, with a development economics option, from the Mohammed V University in Raba, Morocco. Completed his studies at the faculty of education of the University of Ottawa (Glendon campus) in 2006. Immediately worked as a long-term occasional teacher for the Toronto DSB (TDSB), where he taught Grade 7 and 8 French Immersion classes for two years. In 2008, was hired by the Conseil scolaire Viamonde. Taught art and physical education from kindergarten to Grade 8 at École élémentaire La Fontaine. After completing a Specialist Additional Qualification in physical education, taught physical education and health for seven years at École élémentaire Carrefour des jeunes in Brampton. This year is teaching physical education and health classes from kindergarten to Grade 6 at École élémentaire Le Flambeau.

Thinks that the College should, among other things, help to create genuine harmony among the members. Believes that, in order to protect a member who is the subject of a complaint, a committee should be sent to his or her workplace to provide support and understand the problem.

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

Optional biography

None provided.

Eligible nominators (Registration)

1. Rasha Ahmed, OCT (650969)
2. Marie Chantal Bileu Njeya, OCT (533270)
3. Roméo Choumkui Yangoua, OCT (626790)
4. Mamadou Cellou Diallo, OCT (612850)
5. Ian Henry Ducharme, OCT (487258)
6. Magali Laville, OCT (585746)
7. Neja Essamha Loucif, OCT (628824)
8. Anne-Daniele Ngo Kindjock, OCT (558688)

9. Bertin Nkuikeum Lakoundji, OCT (591188)

10. Soraya Oualhaci, OCT (603047)

11. Souhila Selmi, OCT (620242)

12. Konan Sylvere Yao, OCT (679232)

Required statement

1. Justin Djedje attests that he is eligible and willing to be nominated, meets all the requirements to run for the Southcentral region — Full Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Justin Djedje does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Justin Djedje acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).



Thompson Famoriyo, OCT

Registration: 214762

tfamoriyo@gmail.com

Certified to teach in Ontario: 1995

Current employment: Teacher

Employer: Peel DSB

Professional qualifications

Degree	Date	Institution
B.Sc. in Education	1989	Obafemi Awolowo University, Nigeria
M.Ed.	2011	University of Toronto

Required biography

Peel DSB:

2007–present: Sandalwood Heights SS, Special Education, guidance, career studies, health and physical education

2010–11: Assistant administrator, night school

2009–10: Assistant administrator, summer school

2006–07: Calderstone MS, Grade 6 English language, drama and dance

1999–2006: Queen Elizabeth Senior PS, Grade 7/8 behaviour, math, science, Special Education and health

1998–99: West Credit SS, Grades 9 to 11 health and physical

SOUTHCENTRAL REGION FT CONTINUED

education long-term occasional position

Society's dynamism is dependent on its ability to continuously evolve culturally and morally; therefore, the so-called public interest will continuously change. Thompson's duty is to be conscious of the differences within society and be ready to continuously learn about the emerging ideas within it. He epitomizes equality and justice.

He has the commitment, integrity and sense of responsibility to protect the public interest as a Council member. Is a fair-minded person with strong listening and caring abilities. Believes in the standards of practice, the ethical standards, the professional framework that encourage College members to pursue ongoing learning, and the transparency and accountability that are its guiding principles toward protecting the public interest. He accepts the responsibility of upholding these core policies and practices because "the public interest is best served by the free exchange of ideas." (Jack Kane).

Optional biography

Thompson Famoriyo is a careers and Special Education teacher with the Peel DSB. In the last 23 years he has taught at the elementary and secondary levels and served as assistant administrator at both summer and night school.

He has a passion for caring and guiding students toward developing enviable characters and lifelong careers, an experience that earned him a nomination for the 2013 *Toronto Star's* Teacher of the Year Award. Thompson holds a master's degree in education from the University of Toronto and a bachelor of science degree in education. In 2015, Thompson received the Award of Teaching Excellence from the Peel DSB for his distinguished contribution to student success.

A former professional soccer player, Thompson enjoys working out in the gym and coaching sports. He currently serves as a member of the board of directors for Big Brothers Big Sisters of Peel and is a member of the peer support team with the Children's Aid Society of Toronto, a position that gives him the opportunity to support people undergoing trauma. He currently lives in Brampton with his wife and two children.

Eligible nominators (Registration)

1. Rolake Famoriyo, OCT (462390)
2. Nick Grozdanovski, OCT (454746)
3. Magdalena Homem, OCT (570514)
4. Tyler Jackson, OCT (602128)
5. Christopher Parker, OCT (529995)
6. Trevor Rodie, OCT (465097)
7. Stephen Rutherford, OCT (252641)
8. Rukiya Sa'd, OCT (436678)
9. Daljit Sidhu, OCT (448109)
10. Lisa Stutt, OCT (283687)
11. Hari Ulaganathan, OCT (472111)
12. Russell Whiting, OCT (419911)

Required statement

1. Thompson Famoriyo attests that he is eligible and willing to be nominated, meets all the requirements to run for the Southcentral Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Thompson Famoriyo does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Thompson Famoriyo acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).



Marc Gravel, OCT

Registration: 452400

marc.gravel@peelsb.com

Certified to teach in Ontario: 2002

Current employment: Full-time secondary school teacher

Employer: Peel DSB

Professional qualifications

Degree	Date	Institution
BA	1996	UQAC

Required biography

Has been a teacher since 1996. Started his career at the secondary school level in Québec. In 2001, accepted a vice-principal position in a Catholic school board. In 2003, decided to return to teaching and, since then has worked for the Peel DSB.

Has also taught adult night school courses. Since 2015, has participated in the Counting on You program as a head teacher. Has also participated in summer courses, including one with EduTravel last summer.

For 17 years, worked in the Canadian Armed Forces Reserve where he was required to serve in a variety of ways, including as a staff trainer. Has also been a course and training unit commander, in addition to serving as a head instructor and officer in charge of training.

SOUTHCENTRAL REGION FT CONTINUED

Sincerely believes that teachers are professionals who deserve to be treated as such. Protecting the public is related to the professional relationship that exists between members and their clientele. Training, ethics and conduct must match teachers' dedication within the teaching profession.

Optional biography

Has been a Triathlon Ontario official since 2017. Has previously worked as a triathlon instructor and participated in a number of events.

Also owns a publishing house and has published several books.

Eligible nominators (Registration)

1. Chris Bennett, OCT (444086)
2. Lynne Campbell, OCT (466188)
3. Victor Catalano, OCT (419190)
4. Fatima Drider, OCT (206741)
5. Tina Hum, OCT (211004)
6. Jamie Launder, OCT (432062)
7. Julie McCluskey, OCT (536440)
8. Ming Yee Mok, OCT (270610)
9. Khrisna Singh, OCT (156803)
10. Andrew Wallace, OCT (461654)

Required statement

1. Marc Gravel attests that he is eligible and willing to be nominated, meets all the requirements to run for the Southcentral Region — Full Time position, and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Marc Gravel does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Marc Gravel acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).



Delani Nilmini Ratwatte, OCT

Registration: 441414

dnr09070@gmail.com

Certified to teach in Ontario: 2001

Current employment: Grade 2 teacher

Employer: Peel DSB

Professional qualifications

Degree	Date	Institution
Hons. BA	2000	Brock University
B.Ed.	2001	Queen's University
M.Ed.	2007	University of Toronto

Required biography

Has had the phenomenal opportunity to teach kindergarten through Grade 8 in the Peel DSB over the past 16 years. Loves teaching and it's her passion to educate and empower others about the profession. As a student teacher, worked in the district school boards of Niagara, Limestone and Toronto, which gave her an understanding of the needs of different regions and a commitment to getting to know the needs of the regions she will represent if elected to Council. The experience working with diverse student and teaching populations empowered her to complete an M.Ed. with a focus on curriculum and embedding equity, social justice and human rights into daily work empowering young minds.

Has held positions in the Peel elementary teachers' executive and served as chair of ETFO's anti-racist education and human rights standing committees, working alongside the unique perspectives of diverse Ontario teachers.

College Council develops policies that regulate the teaching profession in Ontario. Council is the College's governing body. Members are elected by other teachers and some are appointed by the government.

Optional biography

I would be serving all teachers as a College Council member with the passion and enthusiasm I bring to my teaching every day. The classroom experience I bring with me, the curriculum development perspectives and the focus on teachers' roles and responsibilities today in our profession are invaluable to keeping us professional in the core of all discussions.

I am always open to hearing your ideas about our profession, and with your vote I will advocate and serve as an elected Council member on how our profession is regulated with the valuable ideas of the classroom teachers' perspective on teaching. I thank you for your confidence in me and for your time in participating in the election process this year. I look forward to working with you as your elected Council member.

Eligible nominators (Registration)

1. Julia Allen, OCT (434609)
2. Heather Braybrook, OCT (493409)
3. Bertha Cummins, OCT (425792)
4. Christopher Hoffman, OCT (495697)
5. Peter Luu, OCT (431760)
6. Amandeep Mehta, OCT (475870)
7. Patricia Morgan, OCT (464157)
8. Krista Pederson, OCT (284330)

SOUTHCENTRAL REGION FT CONTINUED

9. Suril Shah, OCT (493016)
10. Anjana (Angela) Thom, OCT (255274)
11. Christy Thompson, OCT (436939)
12. Ping Wu, OCT (430330)

Required statement

1. Delani Nilmini Ratwatte attests that she is eligible and willing to be nominated, meets all the requirements to run for the Southcentral Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Delani Nilmini Ratwatte does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Delani Nilmini Ratwatte acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



Angela Salvatori-Corapi, OCT

Registration: 272894

angela.salvatori-corapi@dsbn.org

Certified to teach in Ontario: 2002

Current employment: Full-time learning resource teacher

Employer: DSB of Niagara

Professional qualifications

Degree	Date	Institution
B.Sc.	1994	Niagara University, New York
M.Sc.	2002	Le Moyne College, New York

Required biography

Twenty-three years of experience has provided the opportunity to teach in all four divisions as well as be a homeroom and science teacher. Has taught in public and Catholic schools in California, Georgia, New York and Ontario. Currently in fourth year as the learning resource teacher at Cherrywood Acres PS in the DSB of Niagara.

ETFO involvement includes:

- Brock University faculty of education advisory and teacher education/faculty liaison committees
- Coaching institute for women mentor, 2016 to 2018
- Teacher representative for DSBN's policy advisory committee

- Local professional learning committee and mental health focus group participant
- AGM delegate and poll clerk
- School steward and health and safety representative

Council members support and enhance College initiatives through public confidence, quality and professionalism, honesty and integrity, as well as equity and diversity. The College accomplishes this through open and transparent public meetings and hearings that help build public trust and confidence. One of its core values is ethical standards of practice, which includes care, trust, respect and integrity. The College practises transparency, fairness and accountability with all of its policies, processes and procedures.

Optional biography

I hold a master of science degree in general education for Grades 7 to 12. I am certified to teach primary, intermediate and senior biology and science, hold a Special Education, Specialist AQ and have completed the Principal's Qualification, Parts I and II. I have also completed DSBN's Aspiring Leadership Program.

Assuming new roles, learning new teaching strategies and taking on new leadership opportunities are very motivating and allow me to utilize my skills to further my professional knowledge. Some examples include organizing, developing and delivering a variety of informational and professional development sessions to colleagues both independently and in collaboration with team members. The sessions cover topics that are at the forefront of my school's improvement plan for student achievement and well-being and focus on math, mental health and Special Education.

College and Council members are an integral and foundational component of the success of Ontario's education system. They protect and serve the public interest by governing and regulating the profession as well as monitoring and enforcing regulations and standards across the province. Teacher certification increases public confidence in the profession, as does accrediting university programs and investigating complaints.

Eligible nominators (Registration)

1. Christine Battagli, OCT (436936)
2. Anthony Corapi, OCT (518647)
3. Dawn Marie DeCaria, OCT (521306)
4. Erin DiCenzo, OCT (213299)
5. Michele Folino, OCT (467458)
6. Tanya Harris, OCT (440453)
7. Rose Rocca, OCT (214084)
8. Michael Snow, OCT (616668)
9. Christina Stevens-Vaccaro, OCT (167582)
10. Laura Tancredi, OCT (516367)
11. Anna Triantopoulos, OCT (440550)
12. Mary Vetere, OCT (422865)

SOUTHCENTRAL REGION FT CONTINUED

Required statement

1. Angela Salvatori-Corapi attests that she is eligible and willing to be nominated, meets all the requirements to run for the Southcentral Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Angela Salvatori-Corapi does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Angela Salvatori-Corapi acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



Nicole van Woudenberg, OCT

Registration: 285635

nvanwoudenberg@smcddb.on.ca

Certified to teach in Ontario: 1998

Current employment: Coordinator of Special Education

Employer: Simcoe Muskoka Catholic DSB

Professional qualifications

Degree	Date	Institution
Hons. BA	1997	McMaster University
B.Ed.	1998	OISE/UT
MA	2005	University of Toronto

Required biography

Has been a certified teacher for 19 years. Experience includes teaching junior and intermediate grades and working as a teacher-librarian, prep teacher for kindergarten through Grade 8 and Special Education resource teacher. Fulfilled the role of Special Education consultant for several years before choosing to return to the classroom to teach. Is currently the co-ordinator of Special Education for the Simcoe Muskoka Catholic DSB.

Nicole is an active OECTA member. First elected to the local unit in 2007, she has served the membership as chair of several committees, including professional development, legislation and human rights. She currently holds the position of recording secretary and is a vetted instructor with OECTA's provincial PD network. Has twice served as provincial educational aid committee chair and has been a delegate at the OECTA annual general meeting for the past 10 years.

Understands that as an elected member will affirm to work together with Council members on behalf of the public to make decisions

regulating and developing a teaching profession that maintains public confidence by prioritizing the well-being and academic success of all students. By seeking re-election, she will continue to represent, protect and advocate in the public interest and for the teaching profession.

Optional biography

In Ontario, the teaching professional is self-regulated and as a current Council member, I am seeking re-election so I may continue to advocate for actions and motions that stay within the Council mandate. I currently serve on the Quality Assurance and Executive committees, as well as chair the Accreditation Committee, which is responsible for conducting accreditation reviews of the faculties of education.

As the co-ordinator of Special Education with the Simcoe Muskoka Catholic DSB, I am responsible for creating, organizing and delivering PD for teachers, including those enrolled in the New Teacher Induction Program. My role requires me to liaise with ministry staff, collaborate with colleagues from regional boards and develop appropriate Special Education protocols and resources used within my board. I have taught face to face and online AQ courses and delivered PD for teachers in Africa and the Caribbean. I am a frequent conference presenter and guest lecturer for university-level courses.

My strong advocacy for social justice continues by co-ordinating an annual board-wide walk for social justice, which draws local media attention. As a member of OECTA's provincial educational aid committee, I have helped select projects and distribute funds to developing countries in need of the basic necessities, including access to education. I continue to work with organizations that support local and international sustainable projects. On Council, I will continue to advocate for the profession and its dedicated members who are highly qualified to teach in Ontario classrooms.

Eligible nominators (Registration)

1. Rita Borgogelli, OCT (188354)
2. Denise Fraser, OCT (200321)
3. Joshua Goodeill, OCT (434192)
4. Allyn Janicki, OCT (428162)
5. Tina-Marie Lockyer, OCT (514906)
6. Kent MacDonald, OCT (200593)
7. Michele MacDonald, OCT (186984)
8. Jennifer MacNeil, OCT (213781)
9. Valérie Michaud, OCT (456135)
10. Alanna Milligan, OCT (420482)
11. Mark Molasy, OCT (173965)
12. Jonathan Rajalingam, OCT (462360)
13. Renata Szczurek, OCT (279333)
14. Sara Vause, OCT (470916)
15. Sonja Whitehead, OCT (274975)

Required statement

1. Nicole van Woudenberg attests that she is eligible and willing

SOUTHCENTRAL REGION FT CONTINUED

to be nominated, meets all the requirements to run for the Southcentral Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).

2. Nicole van Woudenberg does not hold an excluded position that

would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).

3. Nicole van Woudenberg acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

SOUTHCENTRAL REGION PT/FT



Paige Bennett, OCT

Registration: 260875

bennettp@hdsb.ca

Certified to teach in Ontario: 1990

Current employment: Instructional program leader

Employer: Halton DSB

Professional qualifications

Degree	Date	Institution
BA	1989	Wilfrid Laurier University
B.Ed.	1990	Queen's University
M.Ed.	1995	OISE/UT

Required biography

Halton DSB work:

- Classroom teacher, Special Education resource teacher and co-ordinator;
- Vice-principal at three culturally and socio-economically diverse Junior Kindergarten to Grade 8 and Grade 7 to 12 schools; and
- Instructional program leader in both the student services and school programs departments.

Has participated in many ETFO learning opportunities around leadership and effective programming. As a vice-principal was a member of the Ontario Principals' Council and remains an associate member. Served on Halton DSB's local OPC executive and terms and conditions committees and participated in several PD courses.

The College and Council play an important role for educational stakeholders and students. Their work accrediting teacher-education programs and AQ courses ensures sound, rigorous, progressive, culturally responsive programs that prepare and support both early-career and experienced teachers. Their high ethical and professional standards of practice frame teachers' work and establish and maintain public confidence in their work. The College supports the goal of educators and the wider community in establishing safe and supportive learning environments for all children. These environments allow youth to grow and flourish as they strive to reach their full potential. She welcomes the opportunity to work with a dynamic Council team to provide strong leadership and support for all stakeholders.

Optional biography

I have followed many pathways during 27 years in education at the elementary, secondary and tertiary levels. Tertiary experience was with Charles Sturt University, an international Ontario public university. Roles included program director for the bachelor of primary education studies teacher education program, lecturer and faculty supervisor.

I have been committed to providing leadership and support for educators, students and the wider community to nurture learning in supportive, inclusive environments. I have had local, provincial and international experience with effective programming and PD in Special Education, curriculum, instruction, assessment and evaluation, safe and inclusive schools, mental health, FSL, ESL, ethics, equity and inclusive education.

My experiences include being an executive member and vice-president of Ontario's Committee of Youth Officers for 12 years. This association works closely with various ministries, police services and community agencies to advocate for effective support of schools and students by community police officers. I co-authored with the OPP the KIDS (Knowledge, Issues, Decisions, Supports) program for Grade 6 students. This work included training 50 school resource police officers to implement the program and helping develop a tool to assess its effectiveness.

I enjoy being a member of the St. John Ambulance Therapy Dog Program (TDP) with my golden retriever. We have visited Halton Women's Place, children with special needs at schools, read with struggling readers as part of the Paws 4 Stories program at local libraries and attended many community events. I am also one of the evaluators for Burlington's TDP.

Eligible nominators (Registration)

- Nadia Ali, OCT (615606)
- Ian Brandon, OCT (253661)
- Siobhan Chirico, OCT (629600)
- Joanna Doria, OCT (449914)
- Roberto Garcia, OCT (473445)
- Sandra Hall, OCT (274505)
- Sharon Langman, OCT (431722)
- Sandra Lynch, OCT (195843)
- Shelley Michaluk, OCT (276617)
- Jacqueline Ramier, OCT (500157)

SOUTHCENTRAL REGION PT/FT CONTINUED

11. Judy Sackville-Boyd, OCT (256923)
12. Joanna Sandford, OCT (425323)
13. Marla Wenzel, OCT (195608)
14. Debra Zeagman, OCT (261045)

Required statement

1. Paige Bennett attests that she is eligible and willing to be nominated, meets all the requirements to run for the Southcentral Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Paige Bennett does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Paige Bennett acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



Robert Deonarine, OCT

Registration: 514295

robert.deonarine@peelsb.com

Certified to teach in Ontario: 2007

Current employment: Curriculum head for health and physical education and library

Employer: Peel DSB

Professional qualifications

Degree	Date	Institution
Hons. BA	2006	University of Toronto
B.Ed.	2007	York University
MA	2008	Ryerson University

Required biography

- Elementary panel (ETFO: Peel Elementary Teachers' Local) to 2007 at Darcel Avenue Sr. PS in Mississauga. Taught arts, computers and planning time release;
- Secondary panel (OSSTF: District 19) to 2008 at Applewood School in Mississauga. Taught physical and health education and students with Autism Spectrum Disorders;
- Secondary panel (OSSTF: District 19) to 2009 at Brampton Centennial SS. Taught Special Education and history; and
- Secondary panel (OSSTF: District 19) to 2010 to present at Central Peel SS in Brampton. Teaches and serves as curriculum head for health and physical education and library.

OSSTF District 19 involvement includes:

- Branch vice-president at Applewood School in 2007;
- Chair of excellence in education committee;
- Executive member;
- AMPA delegate from 2009–11; and
- Branch president at Central Peel SS in 2015.

It is the duty of College Council members to ensure that the profession of education is maintained to a high degree. This is achieved through transparency, accountability and a strong understanding of the craft of teaching.

Optional biography

Having experience on the University of Toronto Mississauga's alumni association's executive board is an example of how it is vital to have a representative who holds board/council experiences. When seeking a representative for the Southcentral Region, it is important to me for you to know that our opinions and local matters are reflected within Council. Being heard and not just accepting the status quo is an attribute that I always foster in my life experiences and to all the students I teach.

I believe my other life experiences can shed light on possible matters that others on Council could be oblivious to. I anticipate that my life experiences and professional development accomplishments offer insight into how sincere I am toward this Council position and I ask for your support. Thank you.

Eligible nominators (Registration)

1. Simon Carneiro, OCT (513759)
2. Daniel Costello, OCT (534022)
3. Matthew Dennis, OCT (646150)
4. Irene Lappas, OCT (262384)
5. Shanti Prakash, OCT (482310)
6. Rita Salvatore, OCT (586378)
7. Jonelle St. Aubyn, OCT (441216)
8. Leola Sullivan, OCT (261798)
9. Rebecca Thomson, OCT (448344)
10. Adam Walker, OCT (436473)
11. Heather Woloshin, OCT (446981)

Required statement

1. Robert Deonarine attests that he is eligible and willing to be nominated, meets all the requirements to run for the Southcentral Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Robert Deonarine does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Robert Deonarine acknowledges that, if elected, he will be required

SOUTHCENTRAL REGION PT/FT CONTINUED

to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).



Donna Lynn Paquette, OCT

Registration: 287306

donnalynnpaquette@gmail.com

Certified to teach in Ontario: 1998

Current employment: Grade 4 teacher

Employer: Peterborough Victoria Northumberland and Clarington Catholic DSB

Professional qualifications

Degree	Date	Institution
BA	1997	University of Ottawa
B.Ed.	1998	University of Windsor

Required biography

An elementary French Immersion teacher with the Peterborough Victoria Northumberland and Clarington Catholic DSB. Has taught all grades since joining the profession in 1998 at St. Joseph Catholic French Immersion Centre in Bowmanville. Has also taught professional development in mathematics, social justice and teacher engagement in Africa, South America and Central America, and been an instructor of the French as a Second Language, Part I AQ course. She is a qualified mediator registered with the Alternative Dispute Resolution Institute of Canada.

A member of the Peterborough Victoria Northumberland and Clarington OECTA local executive since 2007, who has chaired provincial committees. Serves as an OECTA AQ instructor in the area of FSL and has presented social justice workshops at provincial conferences.

It is the duty of Council to work collaboratively to ensure that the

public can continue having faith in the teachers with whom children have been entrusted. College Council has a responsibility to continue maintaining its transparency and accountability to the public to be proud of its ability to self-regulate. Council members will represent the voices of its members and will strive to be positive ambassadors for the College and its members.

Optional biography

None provided.

Eligible nominators (Registration)

1. Joseph DeVuono, OCT (419391)
2. Mary Jo Jones, OCT (186096)
3. Tennille Hobbins, OCT (465396)
4. Justine Narel, OCT (653089)
5. Martin Payne, OCT (452018)
6. Lise Pipe, OCT (296560)
7. Bart Scollard, OCT (403111)
8. Diane Serra, OCT (488820)
9. Lisa Tonin Souckey, OCT (198634)
10. Nicole Viren, OCT (262875)

Required statement

1. Donna Lynn Paquette attests that she is eligible and willing to be nominated, meets all the requirements to run for the Southcentral Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Donna Lynn Paquette does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Donna Lynn Paquette acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

SOUTHEAST REGION FT ACCLAIMED



Melissa Gaffen, OCT

Registration: 486722

mgaf4@hotmail.com

Certified to teach in Ontario: 2005

Current employment: ESL itinerant teacher-curriculum services

Employer: Ottawa-Carleton DSB

Professional qualifications

Degree	Date	Institution
Hons. BA	2004	Trent University
B.Ed.	2005	Queen's University

Required biography

A full-time elementary teacher with the Ottawa-Carleton DSB who has worked with staff, parents and students, wishes to help build

SOUTHEAST REGION FT CONTINUED

a better educational future for all children, including her daughter, by conveying the everyday realities facing teachers. Has taught all divisions, large classes, students with exceptionalities, English-language learners, split grades, students at risk and students from all cultures, socio-economic backgrounds and family compositions.

Duty as a Council member is to serve and protect the public interest. Hopes to help shape Ontario's teaching profession, represent and give voice to teachers' realities, and speak about and improve what happens in the classroom and school environment for all stakeholders. Understands what is involved in day-to-day teaching, the challenges teachers face emotionally and physically and the financial costs to making the job successful.

Transparency is needed to help protect the public interest. Hopes to influence the readiness of new teachers and their pre-service program preparation. Intends to grow as a leader and improve communications to strengthen the profession by bringing teachers' input to Council and committee meetings. Will ensure that professional standards remain high so the public feels safe, comfortable and confident that children are receiving the best education possible.

Optional biography

Thank you for taking the time to read my biography. You are not reading it for me, but because you believe in what education in Ontario can be. Having taught a wide range of children, I believe students need to learn in a safe, equitable, diverse and caring environment. Both teachers and students need to feel safe and valued. With increasing mental health and other issues, I want to help ensure that teachers entering and already in the profession can successfully face the day-to-day challenges and have the resources required to do so. As Winston Churchill said, "Give us the tools and we will finish the job."

Decisions made by others have caused shortages of technology and resources in schools. Believing I can make a positive difference, I am running for Council. As a good listener and communicator, I believe I can clearly convey our point of view. Together we can build

a better education system. We know the challenges. We've heard them. We've talked about them for years. Let us implement them now. This position is not about me. It is about us and what we can do together. The task has to be about restoring our sense of common purpose and realizing that few obstacles can withstand the power of our voices all calling for positive change.

Eligible nominators (Registration)

1. Laura Argue, OCT (492498)
2. Katharyn Dianne Buck, OCT (530056)
3. Kimberly Christie, OCT (446269)
4. Jana Cleiman, OCT (272584)
5. Susan Fields, OCT (260735)
6. Sarah Gallaway, OCT (451927)
7. Shaw Jackson, OCT (190242)
8. Jennifer Lee, OCT (493152)
9. Jennifer Nielsen, OCT (490752)
10. Jennifer Shank, OCT (181381)
11. Michael Stratford, OCT (457129)
12. Rebecca Taggart, OCT (588905)

Required statement

1. Melissa Gaffen attests that she is eligible and willing to be nominated, meets all the requirements to run for the Southeast Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Melissa Gaffen does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
2. Melissa Gaffen acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

SOUTHEAST REGION PT/FT



Rita Forte, OCT

Registration: 624272

rforte@sympatico.ca

Certified to teach in Ontario: 2011

Current employment:

Occasional teacher

Employer: Ottawa-Carleton DSB
and Ottawa Catholic SB

Professional qualifications

Degree	Date	Institution
BA	1988	McMaster University
Hons. BA	1997	McMaster University
MA	1998	Carleton University
MA	1999	Carleton University
B.Ed.	2011	University of Ottawa
PhD	2017	University of Ottawa

SOUTHEAST REGION PT/FT CONTINUED

Required biography

An occasional teacher since 2012 with teachable subjects of history and math. Worked as a teaching assistant while a graduate student. Prior to becoming an Ontario Certified Teacher taught English to students from Europe, Latin America, the Middle East and Asian countries at private schools. Has also tutored students from Grades 1 to 12 in English and math at learning centres and in their homes. Currently is on a long-term occasional assignment teaching senior math for the Ottawa-Carleton DSB.

As a teacher for the public and Catholic boards, Rita is a member of the OSSTF and OECTA.

The College's role is to regulate the profession so that teachers' integrity and the quality of education delivered in Ontario ensures that students receive quality education that embraces their role as global citizens. Verifying credentials and teaching experience and producing guidelines on pressing educational issues are means to achieving reliability. Critical thinking and learning about multiple perspectives in a diverse Ontario require Council members to ensure that teacher education programs prepare candidates for the 21st century. Council facilitates and leads these initiatives and responds to the public when issues arise that can endanger the profession and the education of young people.

Optional biography

Rita's educational background includes undergraduate degrees in labour studies and political science, and graduate studies, at the master's level, in political science and Canadian studies. Most recently she completed a doctorate in education with a dissertation focusing on critical peace education.

She has pursued her interests in curriculum and governance by presenting at curriculum and education conferences in Canada and internationally. She has also contributed to research projects related to digital histories, global citizenship, comprehensive school health and Indigenous teaching. In 2016, she was part of a team of researchers at the Conference Board of Canada where she contributed to analyzing, writing and preparing surveys and expert and stakeholder roundtables for the Canada Mortgage and Housing Corporation's report *What We Heard* to ensure the federal government provides a national housing strategy that meets the needs of Canadians and Indigenous peoples.

Eligible nominators (Registration)

1. Marc Beuparlant, OCT (658333)
2. Daniel Beg, OCT (671075)
3. Julia Cavanagh, OCT (486829)
4. Andrew Costello, OCT (285982)
5. Judi Côté, OCT (396752)
6. Gillian Dennett, OCT (274755)
7. Nick Graham, OCT (618490)
8. Alanna Marcellus, OCT (653320)

9. Francine Menna, OCT (187580)

10. Michelle Pert, OCT (101880)

Required statement

1. Rita Forte attests that she is eligible and willing to be nominated, meets all the requirements to run for the Southeast Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Rita Forte does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Rita Forte acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

**Richard Michaud, OCT**

Registration: 193683

rickmich@rogers.com

Certified to teach in Ontario: 1988

Current employment:

Grade 8 science teacher

Employer: Conseil des écoles catholiques du Centre-Est

Professional qualifications

Degree	Date	Institution
BA	1988	University of Ottawa
B.Ed.	1988	University of Ottawa

Required biography

Has taught for nearly 30 years, mostly Grade 7 and 8 math and science. Many years working with the Ontario Council for Technology Education has enhanced professional knowledge and skills. Involvement with English and French professional development has increased understanding of challenges the profession faces across all districts and teaching divisions in both languages. These experiences, plus having children and broad exposure to the province's system requirements, have created an appreciation of the importance of having a self-regulating body whose key goals include regulating the profession, serving and protecting the public interest and inspiring public confidence.

Served five years as an AEFO school representative about six years ago and was a member of its Ottawa section for two years at the beginning of career.

SOUTHEAST REGION PT/FT CONTINUED

Protecting the public interest is a Council member's first priority, which gives Ontario the world's best-prepared and best-educated students. Transparent College decisions and committees ensure the public interest. Streamlining processes has made the College more efficient and accountable, and it must continue improving its procedures to create even greater transparency. Re-election to Council would continue involvement in this process and increase efforts to inform and protect the public interest.

Optional biography

Born in New Brunswick, I have had the opportunity to live, study and teach in New Brunswick, Québec and Maine before settling to teach in Ontario. Although French is my mother tongue, I have been exposed to a variety of education systems and been able to master English.

My involvement in many professional organizations and conferences has allowed me to understand the commonalities and differences Ontario's teachers working in different divisions and boards encounter, as well as the language issues that are sometimes barriers to co-operation rather than bridges that create new learning opportunities.

The College still must emphasize its mandate, not just its disciplinary role. After all, every newly certified teacher who applies to work in an Ontario school or takes an AQ course has met the College's professional standards of practice and ethics and is well-prepared to meet tomorrow's challenges.

Eligible nominators (Registration)

1. Monique Boileau-Levesque, OCT (195551)
2. Chantal Demers, OCT (444146)
3. Daniel Desjardins, OCT (302650)
4. Karine Duquette, OCT (278845)
5. Stella Gaerke, OCT (512455)
6. Isabelle Genest, OCT (463769)
7. Marie-France Lalande, OCT (612454)
8. Joel Lavoie, OCT (497636)
9. Daniel Venne, OCT (191557)
10. Eric Wilson, OCT (282050)

Required statement

1. Richard Michaud attests that he is eligible and willing to be nominated, meets all the requirements to run for the Southeast Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Richard Michaud does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).

3. Richard Michaud acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).



Nicola Powadiuk, OCT

Registration: 488168

nicola.powadiuk@ocdsb.ca

Certified to teach in Ontario: 2005

Current employment: Occasional teacher

Employer: Ottawa-Carleton DSB

Professional qualifications

Degree	Date	Institution
BA	2001	University of Victoria
B.Ed.	2005	Western University
M.Ed.	2009	University of Ottawa

Required biography

Career includes:

2002–04: ESL teacher, Okinawa, Japan

2004: program co-ordinator, Revelstoke English Language School, B.C.

2005: ESL teacher, Taipei, Taiwan

2005–07: kindergarten teacher, Peel DSB

2007–09: occasional teacher (OT), Ottawa-Carleton DSB
OT while completing M.Ed. at the University of Ottawa

2009–16: Grade 3 and 4 homeroom teacher, Elmwood,
an independent IB school

2017–present: OT, Ottawa-Carleton DSB

An active member of ETFQ, whose summer institute has enriched professional development at key career junctures. As an OT for the Ottawa-Carleton DSB, is presently an active member of Ottawa-Carleton Elementary Occasional Teachers' Association, whose community and support are commendable. The leadership that the federations and unions bring to the College and the profession is highly valued.

Professional dedication and a desire to cultivate community and engagement among teachers motivates running for Council election. The College's transparency and professionalism are admirable and successfully uphold the *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*. It would be an honour to contribute to the discussions and actions that facilitate the protection and supervision of the profession through a commitment to serving and protecting the public interest while supporting and empowering teachers.

SOUTHEAST REGION PT/FT *CONTINUED***Optional biography**

I have 15 years of diverse and enriching teaching experience. Teaching assignments in two public boards, an independent IB school and overseas have each instilled a unique and well-rounded perspective on education. A lifelong learner, I believe professional development is paramount. At the onset of my career, I focused on curriculum-based PD as well as teaching strategies and resources that would empower me to reach each student.

Additional Qualifications include Special Education, Part I and English as a Second Language, Part I. While teaching at an independent IB school, I became a certified IB teacher. My ability to foster student learning and achievement was enhanced by the international perspective, inquiry and character-focused program that IB provides. As I began transitioning back to the public system, I shifted my PD focus to Google Apps for Education (GAFE) and have become a Google Certified Educator Level 1. This designation has opened a whole new dimension to my pedagogy and approach to technology.

Last year, I focused my Principal's Qualification, Part I practicum on GAFE and the cultivation of technology-rich lead learning communities. The Principal's Qualification, Part II gave me a new understanding and respect for board policies and procedures, as well as the invaluable role played by governing bodies such as the College. My personal and professional goal is to use my experiences and skills, as well as my passion for education, to serve our profession and the public interest.

Eligible nominators (Registration)

1. Aimee Barber, OCT (464668)
2. Paul Compton, OCT (437660)
3. Carmelina Falcucci, OCT (474162)
4. Francisco Alvarez Hudon, OCT (643529)
5. Jessica Kight, OCT (530206)
6. Scott Macklin, OCT (283789)
7. Kaitlyn McGuire, OCT (656002)
8. Riaz Mohammed, OCT (180350)
9. Lorne Ogilvie, OCT (436849)
10. Danielle Perreault (Whalen), OCT (434489)
11. Lisa Piers, OCT (417562)
12. Shelley Smith, OCT (419650)
13. Virginia Strachan, OCT (487608)
14. Dina Talhouk, OCT (489476)

Required statement

1. Nicola Powadiuk attests that she is eligible and willing to be nominated, meets all the requirements to run for the Southeast Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).

2. Nicola Powadiuk does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Nicola Powadiuk acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

**Hanz Schulz, OCT**

Registration: 210323

hanzschulz@hotmail.com

Certified to teach in Ontario: 1989

Current employment: Part-time secondary teacher

Employer: Upper Canada DSB

Professional qualifications

Degree	Date	Institution
BA	1976	University of Saskatchewan
B.Ed.	1989	University of Saskatchewan

Required biography

Began teaching in 1989 as an occasional teacher and obtained full-time employment with the Conseil scolaire de district catholique de l'Est ontarien (CSDCEO). After 9.5 years in the French system, he moved to take a position with the Upper Canada DSB teaching history, English, law, civics, geography and Native Studies. As a retired teacher he has come full circle and now supply teaches in rural high schools.

Was a member of AEFO from 1990–99 when teaching for the CSDCEO. Became involved with OSSTF after moving to Upper Canada DSB, serving as vice-steward for two years and then as steward for the next eight years before retiring. Served on the brief-writing team for contract negotiations and advocated diligently to ensure that new teachers were not frozen on the grid.

In serving the public interest, the welfare of students and the general population must be Council's first priority. While the College is not mandated to be teacher advocates, serving the public interest does not necessarily preclude this function, and there may be times when advocating for the interest of teachers may be in the public's best interest.

Optional biography

One of the strengths I hope to bring to College Council is from my substantial work experience outside of teaching. I worked as a

SOUTHEAST REGION PT/FT CONTINUED

licensed private investigator and senior manager of a security firm for five years and as a patrolman for another six. This has given me experience in dealing with all segments of our society. I know what it is like to balance the expectations of clients, employees, employers and the general public. I have been on both sides of the negotiating table and both sides of strike lines. I understand the bottom line and how to budget. I would like to use these skills for the benefit of the College and the teaching profession.

I supply teach in local rural schools because they have such a difficult time getting qualified teachers to travel outside urban areas to cover absences. Doing so has helped keep me current professionally and allowed me to continue helping students become the best they can be. Being an occasional teacher also ensures that I will have the time to devote to College business without frequent absences disrupting students. The vast majority of us teach because we like helping people. I look forward to the opportunity to help serve the profession and the people of Ontario.

Eligible nominators (Registration)

1. Chantal Armstrong, OCT (263188)
2. Karl Armstrong, OCT (253394)
3. Steven Blois, OCT (274286)
4. Darlene Burningham, OCT (439629)
5. Angeline Campeau, OCT (277934)
6. Craig Carlisle, OCT (259057)
7. Tracy Champagne, OCT (447953)
8. Andrea Despatie, OCT (630110)
9. Ashley Koggel, OCT (629052)
10. Sheilagh McNeil, OCT (506757)
11. Tracey Moffatt, OCT (286308)
12. Sean O'Farrell, OCT (206302)

Required statement

1. Hanz Schulz attests that he is eligible and willing to be nominated, meets all the requirements to run for the Southeast Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Hanz Schulz does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Hanz Schulz acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).



Harry St-Jour, OCT

Registration: 249195

hstjour@rogers.com

Certified to teach in Ontario: 1982

Current employment:

Occasional teacher

Employer: Ottawa Catholic DSB

Professional qualifications

Degree	Date	Institution
BA Appl.	1982	Université du Québec — Québec
B.Ed.	1982	University of Ottawa

Required biography

Started his teaching career in fall 1982 with the Conseil scolaire d'Ottawa as a supply teacher in business and computer science in the Intermediate and Senior divisions. Later, in 1985, joined the Ottawa Catholic School Board (formerly the Carleton Catholic School Board). In both of these boards, taught French Immersion, FSL, drama, social sciences and physical education from kindergarten to Grade 6. In spring 2013, only a few months after retiring, began a new career as a supply teacher. Teaches all subjects in French and English from Grade 1 to 12.

Education plays an important role in Canadian society and is the key to success. The future of young people as well as that of the country depends primarily on the quality of the education system. Just as young people are required to take their studies seriously, so must education professionals assume their responsibilities to these young people by providing them with quality teaching.

In today's society, where such great emphasis is placed on an ongoing quest for social progress, the College and its members have a duty to serve and protect the public interest. To do this effectively, the College must regulate the teaching profession, develop professional standards and accredit teacher training programs.

Optional biography

Is married and has five children. Also has two grandchildren. Has excellent oral and written communication skills, in English and French, and has some knowledge of Spanish and German. Previously sat on his parish editorial board for a biannual magazine in which he has published a variety of articles. Is currently the executive secretary of the social justice committee of the Sainte-Marie d'Orléans Parish, whose primary mission is to provide appropriate teaching to children assigned to domestic duties in a remote village in a third-world country.

SOUTHEAST REGION PT/FT CONTINUED

Eligible nominators (Registration)

1. Graham Patrick Ahearn, OCT (467891)
2. Heather Bernadette Bellamy, OCT, (261616)
3. Mary Beth Daley, OCT (256716)
4. Carol Ann Dillon, OCT (463946)
5. Amy Patricia Eaton, OCT (432457)
6. Corrine Lynn Gagnon, OCT (479248)
7. Michael Hamer, OCT (218332)
8. Mark Jennings, OCT (482598)
9. Mark Alexander MacCuag, OCT (467592)
10. Pamela Ann O'Hagan, OCT (526826)
11. Carmela Oliviero, OCT (599974)
12. Meagan Elizabeth O'Toole, OCT (205758)
13. Patrice Parisien, OCT (457008)
14. Patricia Marie Roche, OCT (249035)
15. Maureen Therese Schiller, OCT (463643)

Required statement

1. Harry St-Jour attests that he is eligible and willing to be nominated, meets all the requirements to run for the Southeast Region — Part Time/Full Time position, and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Harry St-Jour does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Harry St-Jour acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).

SOUTHWEST REGION FT



Cori Morris (Marchand), OCT

Registration: 261153

corimorris@hotmail.com

Certified to teach in Ontario: 1990

Current employment:

Elementary teacher

Employer: Thames Valley DSB

Professional qualifications

Degree	Date	Institution
BSW	1989	Western University
B.Ed.	1990	University of Windsor

Required biography

She has taught all elementary grades from 1 to 6 for the Thames Valley DSB in over 27 years as an educator in Ontario, and has been a proud College member in good standing since its inception.

Has always been an active supporter of professional educational issues, and served as part of a College focus group in the summer of 2017 exploring how the College could improve its public profile and serve its members more effectively.

As a governing body, the College's duty is to ensure the quality of education through teacher certification, professionalism, training and discipline. The OCT designation should signify a level of professionalism and competence much the way The College of Physicians and Surgeons of Ontario does. It should also serve to

celebrate the accomplishments and efforts of the hard-working teachers of Ontario.

Optional biography

As an Ontario teacher who is closing in on retirement, I have seen many initiatives and much change both in society and in the classroom. I have spent my entire career as a teacher and have had no desire to be anywhere but in the classroom with my students. Strong involvement and leadership in my school community have also been important to me. I have coached many sports teams, run dance and drama clubs, organized intramurals and several other activities for children while being an active member of my school improvement and health and safety teams, safe schools committee and served as a division leader.

Being involved in a College focus group this summer opened my eyes to the opportunities available to me through the College. I believe I have much to offer my colleagues and the profession as a whole. I can see where we have been in education and recognize the changes and challenges presented in the modern classroom. I've always been a champion of teachers, recognizing that our job is a wonderful privilege but also a complex and ever-changing one. I have always been proud to be an Ontario teacher and I would embrace the opportunity to serve my fellow educators and the public to help ensure the future of quality education in our province.

Eligible nominators (Registration)

1. Lisa Bandola, OCT (260497)
2. Katherine Campbell, OCT (455105)
3. Ester Chater, OCT (255251)
4. Jennifer Deline, OCT (464231)

SOUTHWEST REGION FT CONTINUED

5. Bradley Fry, OCT (536074)
6. Rachel Hamilton, OCT (463927)
7. Candice Hartnett, OCT (425859)
8. Amanda Kelly, OCT (517766)
9. Wade Mathewson, OCT (508793)
10. Beverley Moss, OCT (451028)
11. Sarah Neufeld, OCT (527412)
12. Tracy Weightman, OCT (258710)

Required statement

1. Cori Morris (Marchand) attests that she is eligible and willing to be nominated, meets all the requirements to run for the Southwest Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Cori Morris (Marchand) does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Cori Morris (Marchand) acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



Mary-Anne Mouawad, OCT

Registration: 454903

mary-anne.mouawad@publicboard.ca

Certified to teach in Ontario: 2002

Current employment: Teacher

Employer: Greater Essex County DSB

Professional qualifications

Degree	Date	Institution
BA	1998	University of Windsor
B.Ed.	2002	University of Windsor
M.Ed.	2013	University of Windsor

Required biography

Has taught for the Greater Essex County DSB since 2002. Professional experience spans over 20 years and includes teaching preschool, working as an educational assistant,

Special Education and early years teacher. Commitment to education led to completion of an M.Ed. with an emphasis on early intervention and Special Education.

Has served as a member and vice-chair of the board of the Learning Disabilities Association of Windsor-Essex County, is a member of the International Dyslexia Association and sat on the Windsor-Essex Catholic DSB's Special Education advisory committee.

The duty of the College and Council is to protect the public interest. Council members collaborate, learn and grow together to ensure that public confidence in the profession continues growing. Council makes recommendations to ensure that teachers receive the best training for their own and their students' futures, and updates and develops AQ courses. Safeguarding students' best interests, safety and protection and looking at new ways to keep members and the public informed about new initiatives are other responsibilities of the College and Council. These are a few of the many duties of the College and Council members and she looks forward to delving further into this role.

Optional biography

My teaching career began in the Special Education classroom where I quickly discovered that not all students fit the typical mould. My initial interest in researched-based intervention for at-risk students began when traditional instructional methods did not seem to work for some students. I co-ordinated an action research project with my board that looked at the efficacy of response to intervention. The success of this project was only the beginning of many years of research. I have facilitated numerous in-service workshops for occasional teachers in the area of Special Education and continue to advocate and empower parents, teachers and students. In my ongoing pursuit of professional knowledge and skills I recently completed training at the Institute for Multi-Sensory Education in the Orton Gillingham Approach for struggling readers and writers.

Eligible nominators (Registration)

1. Shannon Balkwill, OCT (431068)
2. Nicole Bentley, OCT (287994)
3. Darren Bornais, OCT (423951)
4. Antonina Brooks, OCT (194042)
5. Margaret Catroppa, OCT (381635)
6. Mary Cook, OCT (456535)
7. Melissa Dollar, OCT (634482)
8. Jennifer Maleyko-Mills, OCT (424856)
9. Nicole Miller, OCT (501122)
10. Michelle Sylvester, OCT (276481)
11. Lauri Taparluie, OCT (512329)
12. Hailey Corrinne Taylor, OCT (628140)
13. Jaime Ann Taylor, OCT (453327)
14. Nicole Vidamour, OCT (420292)

SOUTHWEST REGION FT *CONTINUED***Required statement**

1. Mary-Anne Mouawad attests that she is eligible and willing to be nominated, meets all the requirements to run for the Southwest Region — Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Mary-Anne Mouawad does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Mary-Anne Mouawad acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

SOUTHWEST REGION PT/FT

**Erin Glen, OCT****Registration:** 509564**e.glen@tvdsb.ca****Certified to teach in Ontario:** 2006**Current employment:**

Learning support teacher

Employer: Thames Valley DSB**Professional qualifications**

Degree	Date	Institution
BA	2004	Western University
Master of Science in Education	2006	Medaille College, New York

Required biography

Teaches with the Thames Valley DSB in London. In her 10th year of teaching, has taught in the primary, junior and intermediate grades in a variety of single and split-grade classes. Currently works as a learning support teacher for Junior Kindergarten to Grade 3 students, working with a variety of students and families to best meet their needs.

A Council member's duty is to represent the best interests of the College and the teaching profession, and serve and protect the public interest by reviewing teacher education programs at Ontario's faculties of education and Additional Qualification courses. Council members also deal with complaints about College members and approve the College's finances.

Optional biography

I have worked as an EQAO range finder and test scorer. I have also worked as an associate teacher and mentor and currently serve as a member of my school's mental health committee. I have completed a variety of Additional Qualification courses and participate regularly in board-offered professional development.

Outside of school I have volunteered for many organizations that provide education and support to those in need, including Collective Kitchen and Bridges Out of Poverty.

Eligible nominators (Registration)

1. Denise Abbott, OCT (257742)
2. Susan Baldinelli, OCT (271646)
3. Lee Davies, OCT (516655)
4. Amie Donais, OCT (259452)
5. Jill Hendriksen, OCT (261704)
6. Wendy Inch, OCT (258738)
7. Katherine Laird, OCT (259831)
8. Sean Martens, OCT (452293)
9. Neil McKay, OCT (478690)
10. David Nuttall, OCT (253720)
11. Jarod Parlee, OCT (492975)
12. Amy Reehill, OCT (462295)
13. Tracie Schembri, OCT (257899)
14. Jennifer Waring, OCT (406893)

Required statement

1. Erin Glen attests that she is eligible and willing to be nominated, meets all the requirements to run for the Southwest Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Erin Glen does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Erin Glen acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

SOUTHWEST REGION PT/FT CONTINUED



Staci Jobin, OCT

Registration: 445293

staci.jobin@publicboard.ca

Certified to teach in Ontario: 2001

Current employment:

Secondary Core French teacher

Employer: Greater Essex County DSB

Professional qualifications

Degree	Date	Institution
Hons. BA	2000	University of Waterloo
B.Ed.	2001	University of Windsor

Required biography

Hired full time by the Greater Essex County DSB in 2001 to teach half French and half English. Transferred to Sandwich SS in LaSalle in 2003 to teach a full timetable of French and has remained there, now having taught Grades 9 to 12 Core French. Completed DELF (*Diplôme d'études en langue française*) correcteur (A1–B2) training. DELF is one of six diplomas issued by the French Ministry for National Education to certify French-language skills. Has subsequently participated in board's DELF examinations for the past three years.

Has served as an associate teacher almost every year since 2003 and attended and presented at conferences such as the Ontario Modern Languages Teachers' Association (OMLTA). Also served as school's health and safety rep from 2007–09 and received its certificate of recognition in 2009. Has acted as coach/teacher sponsor for the pep squad, soccer, basketball and gymnastics teams.

The College's duty is to establish standards and acceptable practices. It serves the public by making these standards transparent and holding educators to them. Another important role is facilitating members' professional learning. The duty of Council members is to uphold the existing standards and to develop plans to further inform the public and encourage members' professional learning.

Optional biography

I understand that the teaching profession is constantly evolving, and as such, firmly believe that ongoing professional development is essential. Since becoming a teacher, I have earned my Honour Specialist, French AQ, DELF correcteur certification and health and safety training and certification. I have attended several OMLTA conferences, as well as the World Congress of Modern Languages. With the introduction of the Core French curriculum in 2015, I attended several workshops on the Common European Framework for Languages and its

action-oriented approach that integrates oral communication, reading and writing in instruction and assessment practices to strengthen student proficiency in French.

I also believe it is a teacher's duty to encourage colleagues' professional growth. I have delivered workshops and PD about XpressLab — a web-based language proficiency testing and eLearning solution that makes creating, delivering and evaluating assessments easy and efficient, and served as a member of its authoring team that developed hundreds of premium content activities. I have also facilitated PD sessions on using music in the Core French classroom and served as an associate teacher for many years.

I am always looking for new ways to continue growing professionally, as well as influence the growth of others. I believe that a Council position will provide this opportunity and I look forward to representing my fellow College members in the Southwest Region.

Eligible nominators (Registration)

1. Faye Alfano, OCT (193572)
2. Annie Bondy, OCT (449229)
3. Andromeda Dean, OCT (193174)
4. Andrew Dudinsky, OCT (599406)
5. Shirley Holland, OCT (445091)
6. Shane Hurley, OCT (430635)
7. Robert Jasey, OCT (459810)
8. Chris Johns, OCT (475590)
9. Steven Langlois, OCT (201599)
10. Lisa LeFaive, OCT (405225)
11. David Mayo, OCT (188550)
12. David Millinoff, OCT (506453)
13. Janice Pennington, OCT (187378)
14. Sanja Srdanov, OCT (460190)
15. Christina Wagner, OCT (499369)

Required statement

1. Staci Jobin attests that she is eligible and willing to be nominated, meets all the requirements to run for the Southwest Region — Part-time/Full-time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Staci Jobin does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Staci Jobin acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

SOUTHWEST REGION PT/FT CONTINUED

**Shane Romualdi, OCT****Registration:** 667557**romushan@cscprovidence.ca****Certified to teach in Ontario:** 2015**Current employment:**

Permanent teacher

Employer:

Conseil scolaire catholique Providence

Professional qualifications

Degree	Date	Institution
BA	2014	University of Windsor
B.Ed.	2015	University of Windsor

Required biography

Currently teaches at École secondaire catholique l'Essor, a French-language school in Tecumseh, and has been a certified teacher with the Conseil scolaire catholique Providence since 2015.

A lifelong learner who is qualified to teach students from Junior Kindergarten to Grade 12 and holds Additional Qualifications in Special Education and Religious Education in Catholic Schools.

Shane is a member of the Association des enseignantes et des enseignants franco-ontariens. He boasts considerable interpersonal skills and leadership qualities. As a young teacher he represents a distinct demographic within the College and offers a fresh perspective and keen attitude that he hopes to bring to Council. Organized and compassionate, he is eager to make a difference. In daily practice and future plans he strives to foster students with opportunities for personal growth and development in safe, supportive and inclusive environments.

Optional biography

Shane is devoted to the school community and is involved in various extracurricular activities. He coaches multiple school teams, is an online course teacher and an after-school tutor. He is also heavily involved in local community initiatives, having volunteered with The Windsor Youth Centre, Big Brother Big Sisters Canada, and the YMCA Youth Gambling Awareness Program among others.

Eligible nominators (Registration)

1. Jean-Paul Cayen, OCT (601010)
2. Holly Dougall, OCT (465289)
3. Marc Dubois, OCT (189027)
4. Scott Frezell, OCT (604748)
5. Paul Ibrahim, OCT (574673)
6. Christopher Morand, OCT (631820)
7. Stéphane Mousseau, OCT (631816)
8. Michael Pittana, OCT (671990)
9. Marie-Claire Simonetti, OCT (475569)
10. Alyssa Stewart, OCT (671037)

Required statement

1. Shane Romualdi attests that he is eligible and willing to be nominated, meets all the requirements to run for the Southwest Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Shane Romualdi does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Shane Romualdi acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).

**Robert A. Ryan, OCT****Registration:** 432535**robert60ryan@gmail.com****Certified to teach in Ontario:** 2000**Current employment:** Full-time

secondary Special Education teacher

Employer: Greater Essex County DSB**Professional qualifications**

Degree	Date	Institution
Technological Studies	2000	Queen's University
Dip. Ed.	2001	Queen's University

Required biography

Has worked as a secondary school Special Education teacher since 1999. Began career in Western SS's adapted and modified programs teaching woodworking, painting and decorating. Subsequently worked at Vincent Massey SS, J. L. Forster SS and Westview Freedom Academy SS teaching self-contained Skills to Enhance Personal Success programs.

OSSTF District 9 committee involvement:

- member, district and teachers' bargaining units
- chair and secretary, educational services
- chair and school representative, health and safety
- member, provincial parliamentary and constitutions council.

College Council members must ensure that teachers fulfil their responsibilities to students and be accountable to the public. They must promote inclusion and create safe, productive classrooms, which may be the only safe haven for

SOUTHWEST REGION PT/FT CONTINUED

a frightened or battered child seeking a familiar face, calm voice and comfortable environment. In the 1960s, teachers were seen as societal role models — trusted and placed above others. Council must ensure that teachers maintain that position with the College as the profession's gatekeeper.

Council enforces and maintains the ethical standards of this regulated trade, and its regulations and duties bind both Council members and teachers. Council shows the public that ethical and professional standards are always adhered to for the betterment of all children.

Optional biography

I am a Special Education teacher with the Greater Essex County DSB. Since joining the profession in 1999, I have taught in the Windsor-Essex area at the secondary level in either adapted or STEPS — Skills to Enhance Personal Success — programs. The curriculum includes numeracy and numbers, personal health and fitness, social and life skills, language communication, choice-making for healthy living, personal finance, exploring the work world, self-help and self-care, and culinary skills.

I was elected to the fifth College Council in 2009 and served until June of 2012. On this Council I was an active member of the Discipline Committee and served as vice-chair of the Election and Quality Assurance committees. I was elected to the current seventh Council in 2015 and will serve out my term through June of 2018. I am currently a member of the Executive Committee, serve as chair of both the Investigation and Quality Assurance committees and am vice-chair of the Human Resources Committee. During this term I have also been a member of the College's Scholarships Selection Committee.

I have a Diploma in Education and Technological Studies from Queen's University and a Special Education, Specialist AQ in behaviour from the University of Windsor. I am a proud father of two fantastic children, Melissa and Kevin, and a beaming

grandfather to Alexa, 9, Ethan, 7, and Easton, 2. This coming April 30th, I will celebrate 35 years of marriage to my wonderful wife, Therese.

Eligible nominators (Registration)

1. Robert Adlam, OCT (443671)
2. Darcie Alfini, OCT (491521)
3. Richard Bolton, OCT (423651)
4. Susan Daabous, OCT (186340)
5. Franklin Konopaski, OCT (501159)
6. Justin Levack, OCT (470803)
7. Martha Spolsky, OCT (172126)
8. Krystle Strong Byers, OCT (561914)
9. Karen Tompkins, OCT (250216)
10. Katina Tsafos, OCT (448160)
11. Carolyn Vogt, OCT (204485)
12. Hiba Yacoub, OCT (507552)
13. Grace Yaworsky, OCT (537655)
14. Krista Zdyb, OCT (504338)

Required statement

1. Robert Ryan attests that he is eligible and willing to be nominated, meets all the requirements to run for the Southwest Region — Part-Time/Full-Time position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Robert Ryan does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Robert Ryan acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

ENGLISH-LANGUAGE ROMAN CATHOLIC BOARD ELEMENTARY



Timothy D. Kwiatkowski, OCT

Registration: 429053

tkwiatkowski@smcdsb.on.ca

Certified to teach in Ontario: 1999

Current employment: Grade 8 teacher

Employer: Simcoe Muskoka Catholic DSB

Professional qualifications

Degree	Date	Institution
BBA	1993	Northwood University, Michigan
B.Ed.	1999	OISE/UT

Required biography

Tim began his career in education as an educational assistant in Alliston, Ont., in 1999. Over the span of his 18-year career he has successfully taught kindergarten, Grades 2 through 6 and is currently teaching Grade 8.

ENGLISH-LANGUAGE ROMAN CATHOLIC BOARD ELEMENTARY *CONTINUED*

While looking for leadership opportunities, Tim spent three years on the Simcoe Muskoka OECTA elementary executive council, has been teacher-in-charge multiple times and has served on the EQAO marking team. He actively educates himself on the latest developments and opportunities he can offer his students, such as piloting technology initiatives and programs in his class.

Education is a right and a privilege. As a College member in good standing, Tim believes it is every teacher's duty to offer the public a safe, welcoming and inclusive environment while ensuring that the profession is promoted in a positive manner.

Optional biography

Tim is a Grade 8 teacher at Saint Gabriel the Archangel Catholic School in Barrie. He has a B.Ed. from OISE/UT and a bachelor of business administration degree from Northwood University in Michigan.

Before becoming a teacher, Tim used his business background and education to work as a marketing professional in the private sector. He believes this gives him a unique perspective on the teaching profession that would benefit his serving on Council.

Eligible nominators (Registration)

1. Kenton Adkinson, OCT (469088)
2. Sandra Augusto, OCT (463319)
3. Krystalyn Bell, OCT (274063)
4. Jessica Caruana, OCT (681747)
5. David Caruso, OCT (515457)
6. Josie Ellis, OCT (468058)
7. Karole-Anne Leroux, OCT (481016)
8. Anna Longo-Zoldi, OCT (203606)
9. Julianne McCord, OCT (451003)
10. Krista Nopper, OCT (279564)
11. Keri-Lynne O'Hare-Salvatori, OCT (206021)
12. Michelle Smith, OCT (452339)
13. David Ryan Tootill, OCT (496507)

Required statements

1. Timothy D. Kwiatkowski attests that he is eligible and willing to be nominated, meets all the requirements to run for the English-Language Roman Catholic Board – Elementary position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Timothy D. Kwiatkowski does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Timothy D. Kwiatkowski acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).


Alicia Nunn, OCT

Registration: 430834

anunndeluca@gmail.com

Certified to teach in Ontario: 2000

Current employment: Teacher

Employer: Halton Catholic DSB

Professional qualifications

Degree	Date	Institution
BA	1995	Brock University
M.Sc. in Education	1999	D'Youville College, New York

Required biography

Full-time teacher with the Halton Catholic DSB since 2000:

- Grades 1, 4, 5 and 6
- Junior division special program team leader for 12 years
- PD and school-staffing board committees member
- Board leadership program participant
- AQ Specialists in Primary Education, Religious Education and Special Education
- Principal's Qualification Program, Parts I and II

OECTA involvement since 2000 has allowed for teacher advocacy and opportunities to learn about and hold various roles:

- Currently second vice-president of Halton elementary executive;
- Previously staff rep, councillor and first vice-president;
- Provincial committees include political action, Catholic education, chair of elementary schools for 2016–17;
- Chair of political action and collective bargaining committees;
- Member of legislation, human rights, status of women and collective bargaining committees;
- Foundational leadership program; and
- AGM and OFL delegate.

The College is the governing body for all teachers and is responsible for setting and upholding standards. A teacher's responsibility is to ensure that all students learn and get the education they deserve. It is vital that the College and teachers work together to support and strengthen the profession while keeping the best interest of the students and the public in mind.

Optional biography

During my 18 years of teaching, I have been very involved in my school community, board and union. I have spent many years as a Junior division special program team leader and led professional activity days, workshops and meetings. In my school community,

ENGLISH-LANGUAGE ROMAN CATHOLIC BOARD ELEMENTARY *CONTINUED*

I have been the teacher lead for student council, EcoSchools and green team, talent show, coached teams and served as the pastoral animator. I have been a part of many committees, including school improvement planning, scheduling, faith day and safe schools.

Since I began teaching, I have been involved with OECTA, first as a staff rep, then as a counsellor, second and first vice-president on the unit executive. I have served on many local and provincial committees such as political action, elementary schools, Catholic education, collective bargaining, legislation, human rights and status of women. Being a part of the union and advocating for teachers is very important to me. An active member of the Oakville District Labour Council, I attended the Ontario Federation of Labour's biennial convention in November 2017.

I am a big believer in professional development; taking board and OECTA leadership programs have really helped me gain knowledge and insight into our profession. Completing the Principal's Qualification Program, Parts I and II has helped me be a better listener and leader. Marking EQAO taught me more about teacher moderation and using exemplars. Every opportunity is a learning opportunity, and I look forward to any future opportunities I may have.

Eligible nominators (Registration)

1. Kim Carnelos, OCT (472942)
2. Laura Clark, OCT (419345)

3. Jennifer De Meo, OCT (631472)
4. Kim Grenier, OCT (215082)
5. Nicole Khalaf, OCT (275531)
6. Victoria Lipinski, OCT (614281)
7. Roberta Maggio, OCT (483938)
8. Kim Sas, OCT (442092)
9. Susanne Scozzaro, OCT (469949)
10. Vendy Volak, OCT (432877)

Required statements

1. Alicia Nunn attests that she is eligible and willing to be nominated, meets all the requirements to run for the English-Language Roman Catholic Board — Elementary position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Alicia Nunn does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Alicia Nunn acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

ENGLISH-LANGUAGE ROMAN CATHOLIC BOARD SECONDARY

No eligible candidate was available for this ballot at the time of nomination. An invitation to apply will be included in the September 2018 issue of *Professionally Speaking*. The eighth Council will appoint a candidate to the position.

ENGLISH-LANGUAGE PUBLIC BOARD ELEMENTARY



Ryan Braden, OCT

Registration: 634912

lorneryan.braden@dsb1.ca

Certified to teach in Ontario: 2012

Current employment:

Elementary Core French teacher

Employer: DSB Ontario North East

Required biography

Experience:

- ELK–Grade 6 (early learning full-day kindergarten) French Immersion itinerant health
- ELK–Grade 6 Special Education resource support
- Grade 6 math, language arts and health
- Grade 2 French Immersion
- ELK–Grade 6 Core French
- ELK–Grade 3 physical education

Institutions are built on public trust; institutions that fail to meet the public's standards and cease to inspire confidence are undermined by the public they serve. Allowing the College to regulate the profession inspires public confidence. The College offers transparency into what it means to be a teacher and illustrates

Professional qualifications

Degree	Date	Institution
BA	2006	Lakehead University
B.Ed.	2012	Lakehead University

ENGLISH-LANGUAGE PUBLIC BOARD ELEMENTARY *CONTINUED*

to the public the profession's standards of practice and ethical standards. The College is separate from other stakeholders, like the Ministry of Education or labour unions, who can become politicized. The College consists of a diverse teaching population allowing it to inspire confidence in the public and create loyalty to the shared ideals and professional standards reflective of the shared ideals of the public it serves.

Council members, teachers in good standing, are in the perfect position to regulate the profession as they bring current teaching experience. The real-time and ongoing experience that Council members possess is key to keeping the profession current with the expectations and ideals of the public it serves.

Optional biography

I have recently become involved with CIVIX, a non-partisan, national charity dedicated to building the skills and habits of active and engaged citizenship among young Canadians. Organizations like CIVIX help strengthen the democracy we live in by helping prepare students to become civic-minded individuals in adulthood. Democracy is our biggest asset and best tool as a population.

In my day-to-day teaching, I rely on the Ontario Physical and Health Education Association (OPHEA) to help guide my practice. OPHEA is of value to me not only on a professional level but also to the overall well-being of the school population.

One's education is measured not by how well the curriculum is understood, but by how well-rounded you are when you leave school. I do my best to reach students through extracurricular activities in tandem with classroom teaching. I organize intramural and inter-school teams for cross-country, track and field, basketball, volleyball and hockey as well as tournaments and meets for my school board. This added value helps me to better identify with the student population. We both end up with a better understanding of each other as people through our experiences outside of the regular classroom environment.

Professionally, I aspire to have a positive impact on the education system using my unique skill set to help promote positive change in education. I believe that being elected to a Council position is one step down a long and fulfilling road.

Eligible nominators (Registration)

1. Sherri Blakey, OCT (195819)
2. Maureen Colasacco, OCT (187632)
3. Leanne Evans, OCT (423080)
4. Michael Harmanmaa, OCT (454083)
5. Nancy Kean, OCT (188361)
6. Lindsay Leonard, OCT (531845)
7. Krista (Baker) Reid, OCT (502665)
8. Mary Ellen Richard, OCT (430219)
9. Patrick Selin, OCT (572181)
10. Liane Vipond, OCT (500598)
11. Duff Yacula, OCT (433511)

Required statements

1. Ryan Braden attests that he is eligible and willing to be nominated, meets all the requirements to run for the English-Language Public Board — Elementary position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Ryan Braden does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Ryan Braden acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).



Ann Ciaschini, OCT

Registration: 178368

aciasch@hotmail.com

Certified to teach in Ontario: 1982

Current employment: Elementary classroom teacher, Grades 1 and 2

Employer: Algoma District School Board

Professional qualifications

Degree	Date	Institution
BA	1981	Algoma University College
B.Ed.	1982	Laurentian University

Required biography

Over the past 35 years, honed myriad skills and assets that continue to benefit Council. Taught triple grades, Grades 1 to 8 Core French and split classes.

Teaching in outlying areas, job sharing, writing/planning/developing curriculum, presenting workshops locally and provincially, piloting programs, peer coaching and mentoring, serving on parent council, coaching sports and participating in community outreach/volunteerism have equipped Ann to provide valuable expertise to Council.

Served two terms on Algoma district's ETFO executive. Was chair of Algoma district's political action committee, AGM delegate, an active participant in leadership and other conferences, including *And Still We Rise* and was key presenter of a social justice and

ENGLISH-LANGUAGE PUBLIC BOARD ELEMENTARY *CONTINUED*

peace workshop for the Algoma district. Continues to serve as school steward.

Has national experience as curriculum workshop presenter for a publishing company and internationally as a team member on a social justice and peace pilgrimage in Israel.

Currently serving first term on College Council as a member of the Discipline and Fitness to Practise committees. A dedicated, passionate educator who also brings extensive governance experience as a director and executive member of Sault Ste. Marie's YMCA board of directors.

The guiding principle in performing College Council duties is to serve and protect the public interest.

Optional biography

My 35 years' experience is a testament to the expertise I will continue providing Council. Early in my career I served as a Federation of Women Teachers' Association of Ontario zone rep and steward. I serve as steward for the Algoma district ETFO, previously served two terms as unit rep and executive member and served on several ad hoc budget committees.

I attended leadership conferences as chair of Algoma ETFO's political action committee. Representing ETFO, I spoke at a town hall hearing organized by the Commission on Quality Public Services to address the Drummond Report and its drastic implications on education. I spoke vehemently on stakeholders' behalf, specifically against EQAO's grossly inflated annual budget, participated in crucial rallies at Queen's Park and Allan Gardens, and met with the local MPP.

Community and global citizenship are my forte. As keynote speaker for Algoma ETFO's "Learning and Understanding: Cultural and Religious Differences" workshop, I shared social justice issues/complexities of a Middle East region I visited. I have been a church leader in my community for many years. I serve on the executive, philanthropy and nominations committees of the Sault Ste. Marie YMCA's board of directors.

I eagerly seek re-election to Council so I may continue using my strong voice, experience and professionalism to stand for what is right and just, both in serving and protecting the public interest and regulating the teaching profession.

Eligible nominators (Registration)

1. Cheryl Artuso, OCT (470350)
2. Corinna Briglio, OCT (442480)
3. David Burritt, OCT (423326)
4. Francis Comery, OCT (458520)
5. Susan (Cameron) Dodson, OCT (261636)
6. Rachel Girardi, OCT (203989)
7. Brenda Gregoire, OCT (188679)
8. Tawny Huff, OCT (192841)
9. Leanne Maguire Case, OCT (427476)

10. Lee-Ann Matteau, OCT (203418)
11. Susan G. Ritchie, OCT (427874)
12. Caryn Robinson, OCT (195712)
13. Liana Seccareccia, OCT (276528)
14. Linda Symboluk, OCT (475184)

Required statements

1. Ann Ciaschini attests that she is eligible and willing to be nominated, meets all the requirements to run for the English-Language Public Board – Elementary position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Ann Ciaschini does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Ann Ciaschini acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



Rebecca Forte, OCT

Registration: 190614

rebeccaforte3@gmail.com

Certified to teach in Ontario: 1991

Current employment:

Kindergarten teacher

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
BA	1991	York University
B.Ed.	1991	York University
M.Ed.	1998	York University

Required biography

Surprisingly, her career began teaching Grade 5. After completing an ECE diploma she felt she knew more about five-year-olds than Grade 5s, but as a lifelong learner, she was soon learning much from her first students.

Teaching Grade 7 and 8 helped shape learning while completing an M.Ed. in curriculum studies. Those years enabled a strengthening of understanding of math concepts. Most of career has been spent teaching kindergarten, focusing on outdoor education, experiential learning and growth mindset, particularly

ENGLISH-LANGUAGE PUBLIC BOARD ELEMENTARY CONTINUED

in mathematics. It is at this level where parental involvement seems to be most evident and she enjoys sharing the role in children's education with them. Has been fortunate to team teach with fabulous, knowledgeable colleagues eager and willing to learn, share and grow together.

Serving on College Council involves the profession, students, parents who graciously allow teachers to educate their children and the general public for whom the profession is appreciated, debated, shared and admired. Being part of something that is respected and trusted by the public means being part of something greater than just classrooms. As a Council member, her duty would be to serve all educational stakeholders and to listen, guide, seek and learn from everyone involved.

Optional biography

I believe in community, the wider teaching community and the one in which our schools are located. To be involved in our communities as a profession is always most welcome. I am part of an intergenerational program with a local health-care centre, bringing children and patients together, and this is just one of the places where you can see how engaged the public is, both with and for education.

My passion for boating has allowed me to become a member of a larger population of educators that represent teachers within the dragon boating community. Each week I am surrounded by dedicated, caring individuals who continually give to those around them.

My professional goals include continuing the journey of learning, having and creating positive experiences, developing partnerships and taking action where necessary, and being reflective in the role of a Council member.

Eligible nominators (Registration)

1. Sue Bryer, OCT (198642)
2. Andrew Corbin, OCT (607576)
3. Matthew Davies, OCT (522837)
4. Chris Dymond, OCT (508785)
5. Julie Gutierrez, OCT (459121)
6. Hannah Kye, OCT (503501)
7. Sarah Legacy, OCT (535972)
8. Heather Love, OCT (493216)
9. Maja Rundo, OCT (528698)
10. James Huntley Turner, OCT (481445)
11. Cathy Ullmann, OCT (436478)

Required statements

1. Rebecca Forte attests that she is eligible and willing to be nominated, meets all the requirements to run for the English-Language Public Board – Elementary position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).

2. Rebecca Forte does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Rebecca Forte acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).


Simona N. Sookdeo, OCT

Registration: 538240

s_beharry@hotmail.com

Certified to teach in Ontario: 2009

Current employment:

Elementary teacher

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
Hons. BA	2007	York University
Master of Science in Education	2008	Medaille College, New York

Required biography

In two years of occasional teaching and six years of permanent teaching, has taught Junior Kindergarten to Grade 8. Experience has been predominantly in inner-city schools, granting the opportunity of invaluable experience in teaching, classroom management and innovating curriculum. Teaching is grounded in theories of inclusion thanks to experiences, while equity and celebrating diversity are permanent learning goals both personally and for students.

As school's ETFO union steward, although only for a short while, has learned the importance of being proactive and advocating. Enjoys being presented with a colleague's issue and through researching and collaborating with executive officers, assisting in finding a solution. Thrives on the thrills of problem-solving, deadlines and doing the best possible job to satisfy both parties.

If elected would adopt the guiding principle of making it her duty to serve and protect the public interest, including members of Council and the College. Would partake in meetings, investigations, initiatives and projects unbiased — always with a foundation of fairness and equity — and will devote time on Council to duties and doing whatever it takes to find solutions.

Optional biography

I am confident that my determination, organization and will to serve the public will be an asset to the College and Council, and hope

ENGLISH-LANGUAGE PUBLIC BOARD ELEMENTARY *CONTINUED*

to continue my involvement at the College level after my term on Council is complete. It is my goal to remain in such a position or a related position to ensure our members are protected and served.

Eligible nominators (Registration)

1. Rosenda Brown, OCT (471951)
2. Nadia Bukhari, OCT (516434)
3. Nadine Feser, OCT (643143)
4. Sukhraj Kaur, OCT (476809)
5. Shashi Kumar, OCT (595959)
6. Elisa Masella, OCT (497120)
7. Sandra Masella, OCT (419887)
8. Brian Morris, OCT (559822)
9. Angus Tannis, OCT (565746)
10. Sheila Wong, OCT (477827)

Required statements

1. Simona N. Sookdeo attests that she is eligible and willing to be nominated, meets all the requirements to run for the English-Language Public Board — Elementary position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Simona N. Sookdeo does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Simona N. Sookdeo acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

ENGLISH-LANGUAGE PUBLIC BOARD SECONDARY



Diane Ballantyne, OCT

Registration: 199568

Email: kdianeballantyne@gmail.com

Certified to teach in Ontario: 1995

Current employment: Teacher

Employer: Upper Grand DSB

Professional qualifications

Degree	Date	Institution
BA	1994	Wilfrid Laurier University
B.Ed.	1995	OISE/UT
M.Ed.	2005	University of Toronto

Required biography

With over 20 years of teaching in a variety of secondary school settings, including e-learning, has served as a department head and regional program chair. Continues facilitating professional development workshops at the school, board and provincial levels. Co-created a unique social justice program and serves as school's staff adviser for its Amnesty International Club and girls' rugby team. Has completed Honours Specialist, History and English as a Second Language, Part I AQs. Was invited to serve on the College's Accreditation Committee.

Currently sits on the OSSTF's Provincial Communications and Political Action committee. Previously served OSSTF at the branch level as president and communications rep, as political action and second VP bargaining unit rep, and at the district level as status of women representative. Worked as a member of the OSSTF's provincial Human Rights committee and received its James Forster Human Rights Award in 2012.

The Ontario College of Teachers provides the *Standards of Practice for the Teaching Profession* that determines a shared vision and a common language to foster understanding within the profession. The Ethical Standards of Practice guide professionals and promote public trust. Council members serve to uphold the integrity of, and promote public confidence in, the teaching profession.

Optional biography

As an active community leader I serve as chapter co-chair of the Council of Canadians, a global civil society movement driving transformative change and co-ordinate a school-based community dinner project in partnership with local support agencies. I have run for county council, a federal party nomination and am an active water protector in my community; please learn more about that at bit.ly/2BJKPtD. Last summer I was part of an international delegation that travelled to Chile to investigate the impact of dictatorship-era water privatization, its current effects on citizens and the Ontario Teachers' Pension Plan's role.

I have published education and curriculum materials for TVO, CBC, Emond Montgomery Publications and in OSSTF's *Education Forum* magazine. My passion for social justice and equity has taken me to the January 2017 Women's March on Washington, as well as numerous rallies, including refugees welcome and last fall's Unity Rally to End White Supremacy at Queen's Park. As an international trip co-ordinator, I have travelled to five continents with over 200 students and been a long-time champion of the student vote and student budget consultation programs. I was selected to attend the Legislative Assembly of Ontario's Teacher's Forum and was co-nominated for the Centre Wellington's Chamber of Commerce Award of Excellence for Community Social Responsibility.

"It is not enough to care about your world; you have to do something to make it better." (Kathy Calvin, UN Foundation)

ENGLISH-LANGUAGE PUBLIC BOARD SECONDARY CONTINUED
Eligible nominators (Registration)

1. Matthew Arnold, OCT (586766)
2. Pamela Brown-Wass, OCT (194282)
3. Paul Bruce, OCT (420178)
4. Heather Cameron, OCT (503000)
5. Laura Griffin, OCT (508638)
6. Zoltan Hunyady, OCT (440693)
7. Randall Jamieson, OCT (460498)
8. Christopher Jess, OCT (534918)
9. Tim King, OCT (477065)
10. Erica Parker, OCT (507916)
11. Dave Ritter, OCT (189297)
12. Paul Sedlak, OCT (445292)

Required statements

1. Diane Ballantyne attests that she is eligible and willing to be nominated, meets all the requirements to run for the English-Language Public Board — Secondary position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Diane Ballantyne does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Diane Ballantyne acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).


James Blair, OCT
Registration: 432009

jimmyblair@hotmail.com
Certified to teach in Ontario: 2001

Current employment: Secondary law and civics teacher

Employer: Durham DSB

Professional qualifications

Degree	Date	Institution
BA	1999	Brock University
Professional Program in Education	2000	D'Youville College, New York

Required biography

Teaching:

- Trillium Lakelands DSB 2000–01: Elementary and secondary supply and LTO
- Durham DSB 2001–05: Pine Ridge HS; 2005–present Dunbarton HS. Has taught Canadian and world studies, social science and humanities, guidance and career studies and French.

Extracurricular:

- hosting numerous federal town hall meetings;
- connecting students with local food producers, running board PD sessions and promoting and running local farmers' market at Dunbarton HS;
- coaching wrestling and rugby teams yearly since becoming a teacher;
- leading school's Specialist High Skills Major Health and Wellness program;
- school safety committee;
- serving as an OFSSA rugby regional representative; and
- hosting Cree First Nation of Waswanipi student exchange.

Interest in politics led to studies at Lakehead University and then Brock University to earn a politics degree. Also studied European economic politics at the Université Canadienne en France and is completing an MBA focusing on leadership and innovation through Edinburgh Napier University.

Believing firmly in the College, James, with the support of other Council members, will examine district school boards' structures to ensure effective management and leadership practices and through best practices, will advocate for leadership that provides open and collaborative culture between teachers, school administration and board officials.

Optional biography

While education is unquestionably important, I firmly believe that it may prove useless without also promoting and offering students opportunities to build a sense of self-worth and develop the skills and abilities to apply what they have learned within the real world.

Over the past 17 years of teaching, one thing has become abundantly clear: teachers are the backbone of our public education system. While brand new schools and Smart Boards in every classroom are nice, they in no way replace a committed, caring teacher. Today almost every person I talk to at every level within education suggests that Ontario's education system is in need of repair.

It's a system that is too bureaucratic, or so worried about doing its job or isolated from the day-to-day issues within the classroom that it has failed to see the job that it is doing.

A few suggestions I believe are important to help repair the system include:

- finding ways to prevent teacher candidates and newly certified teachers from leaving the profession. Most industries today are doing everything they can to attract and retain these highly trained individuals. Sadly many that I have spoken to feel they are just a number;

ENGLISH-LANGUAGE PUBLIC BOARD SECONDARY CONTINUED

- seeking ways to modernize the governance of our system and creating an inclusive leadership structure where all parties in education are involved; and
- ensuring that student and teacher safety are key priorities.

Eligible nominators (Registration)

1. Mahomed Alibaccas, OCT (615483)
2. Bryan Birch, OCT (614880)
3. Paul Brunette, OCT (462991)
4. Amy Casimir, OCT (203316)
5. Cameron Conacher, OCT (632706)
6. Mark Deighan, OCT (449588)
7. Jonathan Demaray, OCT (451712)
8. Craig Dougall, OCT (417576)
9. Shelley Grey, OCT (449707)
10. Mark Hancock, OCT (190982)
11. Rhonda Hill, OCT (274872)
12. Bernadette Le Moine, OCT (180569)
13. Anthony Phelan, OCT (460930)
14. Angela Quartermain, OCT (172037)
15. Maria Trotti, OCT (183742)

Required statements

1. James Blair attests that he is eligible and willing to be nominated, meets all the requirements to run for the English-Language Public Board — Secondary position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. James Blair does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. James Blair acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).



Shelly Czerczak (Burns), OCT

Registration: 564039

shellyczerczak@gmail.com

Certified to teach in Ontario: 2009

Current employment: Secondary teacher

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
Hons. BPHE	2008	University of Toronto
B.Ed.	2009	OISE/UT

Required biography

Shelly has been a secondary teacher with the Toronto DSB (TDSB) since 2009. She has had the opportunity to work in numerous schools and has taught courses at the university, college, applied and advanced placement levels for students in Grades 9 through 12. Teaching in a variety of schools has helped her gain a better understanding of the needs of both teachers and students in Ontario's largest school board. She has an Honours BPHE degree from the University of Toronto and a B.Ed. from OISE/UT.

Being a College member means upholding the *Standards of Practice for the Teaching Profession*, practising ethical standards and continuing to build a professional learning framework that guides teaching to a professional standard. Maintaining and improving our personal professionalism demonstrates our dedication to our students' learning and overall well-being.

Being elected to serve on the College Council would provide an opportunity to share knowledge and experience with other Council members provincially. Together we would ensure the public's interest is upheld and protected while guiding and improving College regulations in the best interest of all teachers.

Optional biography

Shelly's internship and work experience with the Ontario Physical and Health Education Association has given her experience in curriculum development and editing, ministry-led workshops on assessment and evaluation, and contributing to sport-safety guidelines.

She recently completed her Junior Division Additional Basic Qualification as well as other Additional Qualifications previously, and has attended professional development workshops within the TDSB.

At an extracurricular level, Shelly has been a student-teacher adviser and mentor, coached a variety of sports teams, organized numerous clubs and was an executive councillor for the TDSB's northwest region athletic council.

ENGLISH-LANGUAGE PUBLIC BOARD SECONDARY CONTINUED

Shelly's professional goals include contributing to the teaching profession by serving on the College Council, teaching Additional Qualification courses, working for the Ministry of Education and working for the Ontario Federation of School Athletic Associations, commonly known as OFSSA.

Eligible nominators (Registration)

1. Surinder Ahitan, OCT (494456)
2. Ammer Askary, OCT (473364)
3. Jennifer Bell, OCT (565017)
4. Jerome Carter, OCT (213803)
5. Patricia Davies, OCT (513174)
6. Paul Dias, OCT (421639)
7. Renee Lefort, OCT (515606)
8. Marty Munchinsky, OCT (494192)
9. Elias Paisley, OCT (516933)
10. Stjepan Repic, OCT (172055)
11. Melvin Stein, OCT (167766)
12. Paul Stoitsiadis, OCT (472371)
13. Sandra Ventura, OCT (513237)
14. Robert Weaver, OCT (421510)

Required statements

1. Shelly Czerczak (Burns) attests that she is eligible and willing to be nominated, meets all the requirements to run for the English-Language Public Board — Secondary position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Shelly Czerczak (Burns) does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Shelly Czerczak (Burns) acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



Anthony Samchek, OCT

Registration: 443342

anthony.samchek@peelsb.com

Certified to teach in Ontario: 2001

Current employment:

Secondary school teacher

Employer: Peel DSB

Professional qualifications

Degree	Date	Institution
B.Sc.	1984	Dickinson State University, North Dakota
B.Sc. in Education	1984	Dickinson State University, North Dakota
Master of Theological Studies	1990	Ontario Bible College

Required biography

For 17 years has worked with the Peel DSB within the elementary and secondary panels. Has taught in classrooms with Special Education needs, credit recovery and student success programs. Spent three years working as a resource teacher with Special Education responsibilities, and remains involved with continuing education and home schooling programs in various capacities.

As a past member of ETFO and current member of OSSTF, has served as District 19 chapter representative for education and political action committees.

The public is everyone, of any age, who is and is not a member of the College. The College regulates the teaching profession by building structures to establish the profession's standards of practice, guide its members to serve the public with excellence and protect it from those who do not maintain the expected high standards. A few ways this is accomplished is by establishing professional and ethical standards, reviewing teacher education and Additional Qualification programs, reviewing and licensing teachers and investigating members where it's reported that they do not meet the expectations.

Optional biography

During the seventh College Council, Anthony worked closely with members of the Investigation Committee and as vice-chair of the Editorial Board. When chairing investigation panels, his dedication to principles of equity and social justice brought a consciousness of the individual and the consideration of mitigating factors when making decisions. Due to his creative character, he has helped guide decisions around the focus and direction of *Professionally Speaking/Pour parler profession*. He has also suggested innovative story ideas that were considered and approved for publication.

His focus on building individual capacity has been the foundation of his work with people and stakeholders in his various leadership roles. Having a passion for equity and inclusion practices, he has worked with various teams to develop innovative curriculums, programs, conferences, resources, and facilitate workshops and mentor people. In 17 years with the Peel DSB, Anthony has worked with both the elementary and secondary panels.

Influencing him to be an effective system and school leader, these experiences have broadened his perspective in his cross-panel work

ENGLISH-LANGUAGE PUBLIC BOARD SECONDARY CONTINUED

as a resource teacher with Special Education responsibilities, district mentor leader and chair of various school action teams related to building a positive climate for learning and working. His leadership is rounded out with being a past ETFO and current OSSTF member. He has previously served as a chapter representative to District 19's education and political action committees. All of these experiences enhance the perspective he brings to Council.

Eligible nominators (Registration)

1. Dave Badovinac, OCT (474704)
2. Christine Bellini, OCT (498172)
3. Allison Cunningham, OCT (200697)
4. Caroline Fussek, OCT (580350)
5. Andrew Giraldi, OCT (586145)
6. Shaonan (Tony) Gong, OCT (574012)
7. Jasmine Jackman, OCT (281600)
8. Annie Vijay Jos, OCT (512071)
9. Katie Levalds, OCT (455731)
10. Jawshan Redha, OCT (206051)

11. Pomilpreet Sandu, OCT (453982)

12. Omar Zia, OCT (429476)

Required statements

1. Anthony Samchek attests that he is eligible and willing to be nominated, meets all the requirements to run for the English-Language Public Board – Secondary position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Anthony Samchek does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Anthony Samchek acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).

FRENCH-LANGUAGE ROMAN CATHOLIC BOARD ELEMENTARY



Chantal Côté, OCT

Registration: 183358

chantal.cote@cscdgr.education

Certified to teach in Ontario: 1995

Current employment: Teacher in the Primary division

Employer: Conseil scolaire catholique du district des Grandes Rivières

Professional qualifications

Degree	Date	Institution
BA	1994	Laurentian University
B.Ed.	1995	Laurentian University

Required biography

A member of the profession since 1995, she is a Grade 2 teacher for the Conseil scolaire catholique du district des Grandes Rivières. Has also been a Grade 2 and Grade 3 classroom teacher, and the literacy and numeracy section head.

Holds a Specialist AQ in Computers in the Classroom and obtained a diploma in rehabilitation techniques at Cambrian College. Regularly participates in training sessions offered by her school board and AEFO in order to refine her competencies and enrich her knowledge.

Has taken part in many projects of the Ministry of Education, including exemplars, the review of the mathematics and French curricula, a cross-sectional study of curricula and program piloting.

Headed a PALPE (teacher learning and leadership program) project and led workshops for the Ministry.

A member of various committees in her school, she initiated the creation of the committee for the Soutien Comportement Positif (positive behaviour support) program.

Is enthusiastic about taking on new challenges as a member of Council, and is constantly promoting Ontario's high standards of education. Respects teachers' rights and dignity, and is committed to working in the best interests of students and the public.

Optional biography

Her participation in union activities entails various responsibilities: has been a union representative for her school and the AGM, has participated in conferences and has sat on the Status of Women provincial committee. Her varied experience includes supporting colleagues, participating in various parent committees, coaching sports teams and participating in community activities. Is also a volunteer in her community.

Eligible nominators (Registration)

1. Mélanie Beaulieu, OCT (469324)
2. Lina Bernard, OCT (180287)
3. Nancy Bilodeau, OCT (426380)
4. Mélissa Bondu-Proulx, OCT (498194)
5. Véronique Boulanger, OCT (420439)
6. Julie Charbonneau, OCT (182183)
7. Marie-Claude Forgues, OCT (468872)
8. Julie Grenier, OCT (445973)

FRENCH-LANGUAGE ROMAN CATHOLIC BOARD ELEMENTARY *CONTINUED*

9. Lynn Pominville-Roy, OCT (261863)
10. Jennifer Thibodeau, OCT (206034)
11. Tania Villeneuve, OCT (477207)

Required statements

1. Chantal Côté attests that she is eligible and willing to be nominated, meets all the requirements to run for the French-Language Roman Catholic Board — Elementary position, and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Chantal Côté does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Chantal Côté acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



Maryse Deslauriers, OCT

Registration: 617169

deslamar@ecolecatholique.ca

Certified to teach in Ontario: 2011

Current employment: Teacher

Employer: Conseil des écoles catholiques du Centre-Est

Professional qualifications

Degree	Date	Institution
BA	2010	University of Ottawa
B.Ed.	2011	University of Ottawa
M.Ed.	2014	University of Ottawa

Required biography

Since September 2011, she has been a teacher with the Conseil catholique du Centre-Est. She began her career as a Grade 6 teacher in a regional school. This experience allowed her to understand the needs of children living in a minority language environment. After one year, she accepted a position to teach Grade 6 in a personalized teaching school. This school enabled her to use a teaching approach based on Montessori principles. She taught Grade 6 for four years and, in her last year at that school, had the opportunity to work in a "programme de PAJE" or Early Learning — Kindergarten Program. Now, since September 2017, she has taught Grade 6 in a school located in the Gloucester region. Over her seven years of experience,

she has acquired tools, strategies and professional experience with an extensive clientele. For two summers, she corrected the EQAO assessments in reading and writing. In addition, she has had the chance to sit on an exemplar selection committee. Her experience with the Ontario Ministry of Education has taught her how to harmonize her winning practices with her colleagues. Their responsibility is to ensure that teachers are qualified and that they comply with ethical standards. Also, they work with the Ontario institutes to promote the best programs for future teachers.

Optional biography

Her professional objective is to make a difference in the teaching world. She strives daily to make a difference in the lives of her students and to get involved in different committees in her school. She believes that it is important to have a voice and to propose innovative ideas. When you work as a team, you can always face challenges and overcome them together. By sitting on the College Council, she is committed to being honest and helpful, and to maintaining an adequate level of professionalism.

Eligible nominators (Registration)

1. Grace Azzi, OCT (568960)
2. Marilyn Boulerice, OCT (630384)
3. Mikal Corriveau, OCT (670914)
4. Leila Costa, OCT (498206)
5. Valérie Delorme, OCT (663555)
6. Sherry Hunt, OCT (424339)
7. Louise Leclair-Bélanger, OCT (197238)
8. Mélissa Lortie, OCT (516702)
9. Brigitte Masson, OCT (519191)
10. Isabelle Paiement, OCT (519870)
11. Venessa Poirier, OCT (605747)
12. Josée Rivard-Cooke, OCT (594543)
13. Mélanie Vaillant, OCT (668285)

Required statements

1. Maryse Deslauriers attests that she is eligible and willing to be nominated, meets all the requirements to run for the French-Language Roman Catholic Board — Elementary position, and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Maryse Deslauriers does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Maryse Deslauriers acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

FRENCH-LANGUAGE ROMAN CATHOLIC BOARD SECONDARY



Charles Dimitry Abraham, OCT

Registration: 521172

jimix28@yahoo.com

Certified to teach in Ontario: 2007

Current employment: Teacher

Employer: Conseil scolaire catholique MonAvenir

Professional qualifications

Degree	Date	Institution
Dental Surgery	1996	Université d'État d'Haïti, Haïti
B.Ed.	2008	University of Ottawa

Required biography

Began his career in 2007 as a teacher with the Conseil scolaire catholique MonAvenir. Also teaches in the faculty of education of the University of Ottawa (Toronto campus). Prior to this position, was an activity leader with the Public Health Agency of Canada as part of the *Amélioration des compétences en santé publique* (improving public health skills) program, and participated in reviewing the Spanish curriculum for the Ministry of Education. In addition, in 2010, was part of the *Appui en tout temps* (ongoing support) program, funded by the Ministry of Education. The purpose of this program was to provide support to students having trouble in mathematics.

Holds a BA from the UEH, an M.Sc. from the Instituto Nacional de Salud Pública (Mexico) and a B.Ed. from the University of Ottawa, where he is completing a DES degree in program review.

Since the enactment of the *Ontario College of Teachers Act* on July 5, 1996, the College has contributed to providing quality education by licensing teachers and accrediting teacher education programs. Furthermore, it protects the public interest through its monitoring, investigation and competency-tracking system, while ensuring compliance with professional and ethical standards, and implementing a disciplinary process. Finally, it is governed by a Council of 37 members whose mission is to formulate proposals and approve regulations for the profession.

Optional biography

Has done extensive volunteer work within his union on compliance with workplace standards, conditions and safety in several capacities: as a member of the executive committee of his unit, as a union representative, as a member of the advisory committee of his school, and as a member of the occupational health and safety committee of his school board. Furthermore, from 2012 to 2017, sat on the relief grant committee of the Association des enseignants et des enseignants franco-ontariens (AEFO). Issues that

he is particularly committed to include labour relations, program evaluation, school safety and student performance. In keeping with his mission and values, is the founding member of Réseau d'Appui Plus, an organization offering free tutoring to children from cultural communities.

Eligible nominators (Registration)

1. Vincent Charbonneau, OCT (200457)
2. Kenneth Day, OCT (439249)
3. Julie Désautels, OCT (650604)
4. Mamadou Diaby, OCT (618743)
5. Krystel Dufour, OCT (629624)
6. Martin Dupont, OCT (652362)
7. Barbara Nowak, OCT (491708)
8. Marie-Claude Préfontaine, OCT (535130)
9. Pamela Ross, OCT (672060)
10. Matthew Stewart, OCT (602769)
11. Cynthia Tokai, OCT (562569)
12. Eric Wilcox, OCT (191771)

Required statements

1. Charles Dimitry Abraham attests that he is eligible and willing to be nominated, meets all the requirements to run for the French-Language Roman Catholic Board — Secondary position, and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Charles Dimitry Abraham does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Charles Dimitry Abraham acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).

FRENCH-LANGUAGE ROMAN CATHOLIC BOARD SECONDARY *CONTINUED*

Réjean Dufresne, OCT

Registration: 106367

dufreje65@gmail.com

Certified to teach in Ontario: 1989

Current employment:

Guidance counsellor

Employer: Conseil scolaire catholique Providence

Professional qualifications

Degree	Date	Institution
Initial Teacher Education	1989	Université Laval
B.Th.	1987	Université Laval

Required biography

Has 28 years of experience in Catholic education, including 21 years at the secondary level as a teacher of French and religious education, and seven years as a guidance counsellor in identity-building and inclusive education.

In addition, when his three daughters attended school in the Catholic French-language system, he sat on the school council, as a parent, for close to 10 years.

The College has a duty to provide quality education in Ontario and to ensure that teachers make the students their main priority, so that they can study in a safe and inclusive environment. Finally, the College is responsible for ensuring that the public has great respect for the teaching profession — a profession that he feels passionate about.

Optional biography

Subjects that currently drive him are defending the Catholic education system in Ontario and the neurosciences of education. Furthermore, with his commitment to the students' interests, he has participated in writing new religious education resource materials and in drafting the religious education curriculum, as well as the Catholic version of the physical education and healthy living curriculum.

It is very important for him to be a member of the board of directors because he wants to make a difference in the ongoing improvement of the French-language education system in a minority setting. This position would also give him an opportunity to grow as a professional and especially to protect the public interest.

Eligible nominators (Registration)

1. Donald Albert, OCT (193194)
2. Lysande Bisson, OCT (576961)
3. Marc Dubois, OCT (189027)
4. Julie Fortin, OCT (591062)
5. Giselle Hinch, OCT (202432)

6. Matthew Mailloux, OCT (236639)
7. Sarah Mantysaari, OCT (515476)
8. Mélanie Moir (Raymond), OCT (578371)
9. Julie Petrasovic, OCT (677196)
10. Marc-André Proulx, OCT (508772)

Required statements

1. Réjean Dufresne attests that he is eligible and willing to be nominated, meets all the requirements to run for the French-Language Roman Catholic Board — Secondary position, and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Réjean Dufresne does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Réjean Dufresne acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).



Diana Mazzotta, OCT

Registration: 481509

dianamazzotta@gmail.com

Certified to teach in Ontario: 2004

Current employment: Teacher

Employer: Conseil scolaire catholique MonAvenir

Professional qualifications

Degree	Date	Institution
BA	2003	University of Ottawa
B.Ed.	2004	University of Ottawa

Required biography

Has taught Grades 7 to 12 languages and social sciences since 2004. In 2011–12 taught at the University of Ottawa's faculty of education. Co-ordinated ÉSC Saint-Charles-Garnier's International Baccalaureate's middle-years program from 2016–17. Is a lawyer in good standing with the Law Society of Upper Canada.

Volunteered as an associate AEFO workplace steward at ÉSC Saint-Charles-Garnier in 2007–08 and again from September 2016 to February 2017.

FRENCH-LANGUAGE ROMAN CATHOLIC BOARD SECONDARY *CONTINUED*

A desire to serve as a College Council member stems from experiences as a former cultural director of the French pavilion in Oshawa and articling at the College as a dispute resolution officer, a hearings assistant and a decision writer. As a result of these positions, Diane recognizes the duties that are required of Council committee members as they voice opinions on a variety of subjects. As a proud College member, she believes it is the duty of teachers to ensure that every member is up to par with the College's ethical standards and acknowledges their responsibility toward students, parents, the community and the profession.

Optional biography

It is my passion for the profession, my ethics and good judgment that render me the ideal candidate for this position. I believe that one must lead by example. As such I strive to instill a sense of belonging and principles within my students by showing them the good that comes from being a responsible and active community member.

Eligible nominators (Registration)

1. Melanie Louise Antunes, OCT (517255)
2. Carole Marie Aucoin, OCT (464518)
3. Marie Josée Bourdages, OCT (454636)
4. Morgan Shernell Brown, OCT (683812)
5. Erika Maria Buechner, OCT (470373)
6. Louise Madeleine Cassidy, OCT (433592)
7. Mario Ducasse, OCT (511691)
8. Marc Richard Gauvreau, OCT (658215)
9. Mélanie Marie Glasser, OCT (510791)
10. Koyé Alain Gueye, OCT (616699)
11. Aristote Kavungu Nzuzi, OCT (267586)
12. Nadia Chantale McLean, OCT (446358)
13. Mélanie Gail Roher, OCT (433614)
14. Jean-Marc Roy, OCT (505814)
15. Lisa Micheline Venne, OCT (262616)

Required statements

1. Diana Mazzotta attests that she is eligible and willing to be nominated, meets all the requirements to run for the French-Language Roman Catholic Board – Secondary position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Diana Mazzotta does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Diana Mazzotta acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



Claudia Patenaude, OCT

Registration: 430033

cpatenaude@cscmonavenir.ca

Certified to teach in Ontario: 1998

Current employment: Teacher

Employer: Conseil scolaire catholique MonAvenir

Professional qualifications

Degree	Date	Institution
Hons. BA	1997	University of Ottawa
B.Ed.	1998	University of Ottawa
M.Ed.	1999	University of Ottawa

Required Biography

Teaches international languages and English at the secondary level with the CSC MonAvenir. Has taught in all divisions, in English and French-language schools, for First Nations Education authorities and in public and Catholic settings. Has worked for nearly two decades in Indigenous education as a classroom teacher and curriculum consultant.

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.

A member of the current College Council, she serves on the Accreditation, Discipline and Fitness to Practise committees and has received extensive training in each of these roles. Fully accountable to the public, she is thrilled to be a member of a Council that operates in an open and transparent manner helping to build and ensure public trust.

Optional biography

Published work includes a thesis regarding the importance of a culturally and linguistically relevant pedagogy for Indigenous students, as well as numerous curriculum writing and revision initiatives for FSL, Native studies and languages and international languages with the Ministry of Education, the College, the Centre franco-ontarien de ressources pédagogiques, the Ontario Modern Language Teachers' Association and others.

Through workshops with various boards and organizations she strives to support educators to include Indigenous perspectives in the classroom and help all students transition to post-secondary education to reach their goals and achieve their dreams.

Eligible nominators (Registration)

1. Robert Antoine, OCT (478361)

FRENCH-LANGUAGE ROMAN CATHOLIC BOARD SECONDARY *CONTINUED*

2. Michelle Desmarais, OCT (482396)
3. Dominique Dumoulin, OCT (627125)
4. Marika Lacroix, OCT (671083)
5. Stéphanie Loranger-Millette, OCT (489880)
6. Anne Meginnis, OCT (491898)
7. Stéphanie Mercier, OCT (486906)
8. Michel Montpellier, OCT (505624)
9. Tricia Poulin, OCT (470694)
10. Julie Rioux, OCT (277302)
11. Caroline Roberge, OCT (450157)
12. Chantal St-Aubin, OCT (424424)
13. Pamela Watson, OCT (510159)

Required statements

1. Claudia Patenaude attests that she is eligible and willing to be nominated, meets all the requirements to run for the French-Language Roman Catholic Board — Secondary position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Claudia Patenaude does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Claudia Patenaude acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

FRENCH-LANGUAGE PUBLIC BOARD ELEMENTARY AND SECONDARY


Lucienne Béatrice Koua Dubé, OCT

Registration: 664108

ngnonbowo_beatrice@yahoo.com

Certified to teach in Ontario: 2015

Current employment: Full-time teacher

Employer: Conseil scolaire Viamonde

Professional qualifications

Degree	Date	Institution
Bachelor of Law and Political Science	1997	University of Dschang
Master of Business Law	1999	University of Dschang
B.Ed.	2015	Laurentian University

Required biography

Has taught at École élémentaire Gabrielle-Roy in Toronto since 2015, the year in which she also completed the AQ course in FSL, Part 1. Well before then, she taught consumer law and labour law in her country of origin. When she arrived in Canada in 2012, she was, by turns, a lunch supervisor, teacher aide and uncertified occasional teacher. After becoming certified to teach in Ontario, was an evaluator for the Program for International Student Assessment under the auspices of the Council of Ministers of Education, Canada, in Toronto and in Ottawa. For the past few months, has contributed to the *Lu, Vu, Entendu* (reviews) section of the French version of College magazine, *Professionally Speaking*.

We need to remember that a professional order has a duty to “protect” the public. Standards, therefore, need to be implemented

to reassure the public and earn its trust. The College regulates the profession to protect the public by setting high practice and ethical standards for its members and ensuring compliance with such standards.

The College's mandate is not limited to simply promoting the profession. Its mandate also involves encouraging collective respect for the teaching profession and ensuring that education is granted the importance it deserves, and regulating or — better still — creating laws that govern the teaching profession in Ontario, not only in the interest of the public, but also in the interest of teachers.

Optional biography

Is passionate, genuine and faithful to her obligations, with a heightened sense of responsibility and respect for human dignity. Managing people is above all a show of humility. Is there any better profession than teaching, in which the culture of patience and humility predominates, to enable this wonderful quality to flourish in oneself and in others?

Humility drives us to promote professionalism, which, in particular, involves professional development and the use of our skills to benefit students and the community. Showing parents, students and other education stakeholders that you are listening to them means updating both your professionalism and your qualities as a leader. She acquired these communication skills in her work as a legal expert and administrative assistant, and, as a result, her relationships today are characterized by respect and collaboration with all education partners. In the classroom, encourages student engagement by offering her students the possibility of choosing the learning activities and strategies that best suit them in an effort to improve their results in all subjects. Also plans her lessons and her evaluations by keeping in mind

FRENCH-LANGUAGE PUBLIC BOARD ELEMENTARY AND SECONDARY *CONTINUED*

the principles of transparency and fairness. Participates in professional training offered by the Ministry of Education, organized by the CFORP during the summer and by her school board. Finally, has been a member of her school's advisory committee and is now a member of the committee in charge of preparing Black History Month.

Eligible nominators (Registration)

1. Gwladys Aguio Allatin Beda, OCT (662201)
2. Odile Bella, OCT (536953)
3. Marie-Claude Bouchard, OCT (522787)
4. Madjiguène Diallo, OCT (645458)
5. Modeste Douanla Yombang, OCT (664918)
6. Doris Isles, OCT (203927)
7. Therese Valerie Leuga Monthe Yamdjeu, OCT (668569)
8. Bertrand Ndeffo Ladjape Mba, OCT (525258)
9. Mady Nga Ndzigui Ateba, OCT (534572)
10. Vera Ngo Baniny, OCT (531378)
11. Aminata Sylla Epse Traore, OCT (664348)
12. Zoumeratou Tchadouwa, OCT (617196)

Required statements

1. Lucienne Béatrice Koua Dubé attests that she is eligible and willing to be nominated, meets all the requirements to run for the French-Language Public Board — Elementary and Secondary position, and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Lucienne Béatrice Koua Dubé does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Lucienne Béatrice Koua Dubé acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



Sara Nouini, OCT

Registration: 417749

snouini@octcouncil.ca

Certified to teach in Ontario: 1998

Current employment: Grade 2 teacher

Employer: Conseil scolaire Viamonde

Professional qualifications

Degree	Date	Institution
B.Ed.	1998	University of Ottawa

Required biography

Started her teaching career at CEFCUT in 1997 as a supply teacher. Since 1998, has taught at the Conseil scolaire Viamonde (formerly CSDCSO). Has taught various subjects as a specialist to students from nursery school to Grade 6: computer science, art education, physical education, literacy, Special Education and the language-upgrading program. Has also been a classroom teacher in single and multi-level classes, such as nursery school, kindergarten, Grade 2, Grade 3, and a Special Education class with students ranging from Grades 3 to 6.

Has been a member of the executive committee of the AEFO local unit and the union delegate for her school. Has participated in a number of EQAO activities as a member of the teams responsible for selecting exemplars, reviewing tests and grading.

The duty of the Ontario College of Teachers and its members is to serve and protect the public interest through regulation of the teaching profession so as to ensure students' well-being and success. Council members participate in at least four meetings a year in order to establish policies and recommend regulatory amendments that will continue to improve the teaching profession and further strengthen public trust. They also serve on at least two standing or special committees, as provided by law.

Optional biography

Since becoming an Ontario Certified Teacher, has taught at the Conseil scolaire Viamonde. Has been an associate teacher and a mentor teacher for several years, and has co-ordinated or convened a number of committees in such areas as bullying, social activities, student success, PLCs, numeracy, literacy, robotics, ICT, cultural activities, healthy schools and the school council.

Also has her school principal qualification and two specialist AQs: Special Education and Computers in the Classroom, as well as two other AQs: Physical and Health Education in the Intermediate division, and FSL, Part 1.

Since July 2015, has been one of 23 elected members of the College Council. Finds her work at the College to be exceptionally rewarding on a professional and personal level. Sits on three committees, including the Discipline Committee and Registration Appeals Committee, and is vice-chair of the Governance Committee.

Among other activities, the Governance Committee developed a strategic communication plan in 2016 for the 2018 elections to enable members of the College to play a more active role in self-regulating their profession. The College has a very talented membership, and the committee aims to ensure that future Councils will be able to benefit from this talent.

FRENCH-LANGUAGE PUBLIC BOARD ELEMENTARY AND SECONDARY *CONTINUED*

The plan has the dual purpose of motivating a greater number of members to become engaged in Council work and of increasing member participation in elections.

Eligible nominators (Registration)

1. Selma Ayadi, OCT (610520)
2. Nabila Bensadek, OCT (524723)
3. Mireille Boubonnais, OCT (164595)
4. Stéphan Deschênes, OCT (483015)
5. Rabah Lotfi Djemai, OCT (650797)
6. Stéphane Éthier, OCT (106065)
7. Lucienne Koua Dubé, OCT (664108)
8. Sylvain Lachance, OCT (106173)
9. Daniel Lajeunesse, OCT (192152)
10. Danielle Picard, OCT (469074)
11. Géraldine Savidan, OCT (499335)
12. Josée Trépanier, OCT (212490)
13. Sophie Vasilakis, OCT (280536)
14. Mireille Zangue Kouambo, OCT (669208)

Required statements

1. Sara Nouini attests that she is eligible and willing to be nominated, meets all the requirements to run for the French-Language Public Board — Elementary and Secondary position, and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Sara Nouini does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Sara Nouini acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

FACULTY OF EDUCATION *ACCLAIMED*

Susan E. Elliott-Johns, OCT

Registration: 106746

susanej@nipissingu.ca

Certified to teach in Ontario: 1989

Current employment: Associate professor

Employer: Schulich School of Education, Nipissing University

Professional qualifications

Degree	Date	Institution
B.Ed.	1979	University of London, U.K.
M.Ed.	1986	McGill University
PhD	2005	McGill University

Required biography

Began career teaching in London (1979–82) before emigrating to Canada. In Ontario, taught junior/intermediate grades, was a literacy consultant and elementary vice-principal and principal. Also had the privilege of working in Québec, Northwest Territories and PEI as a teacher and administrator. Now a full-time teacher educator and researcher at Nipissing University teaching pre-service and graduate education and supervising graduate students.

Has maintained College membership and is active in a number of leading national and international organizations, including Canadian

Society for the Study of Education (CSSE), Canadian Association for Teacher Education (CATE), International Study Association on Teachers and Teaching (ISATT) and American Educational Research Association (AERA). Experiences in these networks enables sharing of knowledge and expertise across a range of stakeholders with vested interests in education, as well as the exchange of innovative ideas for developing professional learning that enriches and enhances both students' learning and teachers' teaching.

The College is accountable to the public for how it carries out its responsibilities — including the accreditation of teacher education programs. Effective communication with advocates of pedagogy for contemporary teacher education promotes and creates opportunities to strengthen and enhance leadership in rigorous teacher preparation that serves to inspire public confidence.

Optional biography

Susan E. Elliott-Johns is an associate professor and member of the graduate faculty at Nipissing University's Schulich School of Education. Research interests include teacher education, reflective inquiry and educational leadership. She is in her second term as secretary and vice-chair of the ISATT (2017–19). Susan was elected to the College Council in 2015 and has served as vice-chair of the Accreditation Committee and a member of the Standards of Practice Committee.

Prior to joining the faculty at Nipissing, Susan enjoyed a very successful career in public education as a Junior Kindergarten to Grade 10 teacher, literacy consultant, elementary school administrator and teacher educator. An active member of several professional

FACULTY OF EDUCATION CONTINUED

organizations, including ISATT, AERA, CSSE and CATE, Susan has provided leadership through workshops, conference presentations, keynotes and publications for teachers, administrators and teacher educators across Canada, Europe, the U.S. and Australia.

She is an associate editor for the ISATT journal *Teachers and Teaching: Theory and Practice*, a member of the international advisory board for the journal *Studying Teacher Education*. Her most recent book was *Leadership for Change in Teacher Education: Voices of Canadian Deans of Education* (2015) and she was co-editor of *Perspectives on Transitions in Schooling and Instructional Practice* (Elliott-Johns & Jarvis, 2013). Susan's professional goals continue to focus on research into professional learning for teachers and teacher educators in contemporary contexts and the ongoing development of pedagogy and praxis.

Eligible nominators (Registration)

1. Terry Campbell, OCT (145092)
2. Maria Cantalini-Williams, OCT (249827)
3. Darlene Ciuffetelli Parker, OCT (190447)
4. Julie K. Corkett, OCT (417774)
5. Kristen Ferguson, OCT (440606)
6. Daniel Jarvis, OCT (421243)
7. Julian Kitchen, OCT (183212)

8. Callie Mady, OCT (261767)
9. Kathy Mantas, OCT (201080)
10. Julie Mueller, OCT (184657)
11. Michelann Parr, OCT (192870)
12. Carole Richardson, OCT (106114)
13. Tim Sibbald, OCT (403004)
14. Kara Smith, OCT (188622)
15. Astrid Steele, OCT (167130)

Required statements

1. Susan E. Elliott-Johns attests that she is eligible and willing to be nominated, meets all the requirements to run for the Faculty of Education position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Susan E. Elliott-Johns does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Susan E. Elliott-Johns acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

PRINCIPAL/VICE-PRINCIPAL



Wayne Greco, OCT

Registration: 163203

waynegreco@gmail.com

Certified to teach in Ontario: 1977

Current employment: Vice-principal

Employer: Huron-Superior Catholic DSB

Professional qualifications

Degree	Date	Institution
BA	1976	University of Windsor
B.Ed.	1977	University of Windsor

Required biography

Twenty-eight years of classroom experience teaching in all four divisions with the Huron-Superior Catholic DSB. Currently a vice-principal and half-time Grade 8 teacher at St. Paul Catholic School who continues to enjoy time in the classroom and involvement as the school's curriculum leader.

Past union positions include vice-president for Huron Superior OECA as well as provincial executive and treasurer for the

Catholic Principals' Council of Ontario.

The duty of a College Council member is to hold teachers to the highest standard in meeting their professional obligations. Expects to listen and contribute to policy development that reflects the ongoing growth and change in education. Expects to be involved in College governance to ensure that all members are served and heard, and that the College is a representative body of the excellence in education that is a standard in Canada and in many parts of the world. Finally, expects that his role on Council will be to continue delivering parents and students a high level of confidence in publicly funded education.

Optional biography

- Past president and board member, Sault Ste. Marie YMCA
- Board of directors, Sault Ste. Marie Public Library
- Board of directors, Federation of Ontario Public Libraries
- Member, City of Sault Ste. Marie Best for Kids Committee
- Member, City of Sault Ste. Marie Cultural Advisory Board
- Board member, Qualifications Evaluation Council of Ontario

Eligible nominators (Registration)

1. Kristen Coulter, OCT (425980)
2. Christopher Czop, OCT (213746)

PRINCIPAL/VICE-PRINCIPAL CONTINUED

3. Christine Durocher, OCT (197949)
4. Corey Gardi, OCT (433350)
5. Colleen Hannah, OCT (177728)
6. Linda Rocchetta-Legacy, OCT (279329)
7. Domenic Rosso, OCT (205274)
8. Carmela Roznik, OCT (202654)
9. Franca Spadafora, OCT (274909)
10. Ron Zagordo, OCT (188390)

Required statements

1. Wayne Greco attests that he is eligible and willing to be nominated, meets all the requirements to run for the Principal/Vice-Principal position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Wayne Greco does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Wayne Greco acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).



John Hamilton, OCT

Registration: 253700

john.hamilton@ddsbc.ca

Certified to teach in Ontario: 1994

Current employment:

Elementary principal

Employer: Durham DSB

Professional qualifications

Degree	Date	Institution
Hons. BA	1991	McMaster University
B.Ed.	1994	Lakehead University
M.Ed.	2002	University of Toronto

Required biography

A career of over 25 years has provided various opportunities to serve students and communities. Beginning in the Toronto DSB and during more than two decades with the Durham DSB he has worked as an educational assistant, occasional teacher, elementary teacher, vice-principal and principal.

Serving on College Council is a serious and important responsibility. Representing the public interest as it relates to public

education requires the College to regulate the profession through a lens that provides a responsive, relevant and safe educational experience for all students. Through transparent, fair and equitable processes, the College can promote confidence in public education by promoting and maintaining high professional and ethical standards for all educators that fall under its governance.

Becoming an elected member of College Council is the desired next step in his growth plan. He understands the complexities and political realities of the environment in which teachers work, has proven experience representing and advocating on behalf of peers, and is committed to supporting public education in Ontario. As a proud educator in one of the world's finest public systems, he will work tirelessly to ensure that high standards for professionalism and service to students are met.

Optional biography

Extensive experience working in each of the positions I have held over my career has informed my understanding of the important role all educators play in supporting the success of our students — success that is grounded in their personal well-being and sense of belonging, and further realized by their academic achievements. Student achievement and well-being drive the work of all educators, and as a principal, I am committed to working with our education stakeholder partners to develop and cultivate the conditions in which all educators are able to meet the unique needs of their students. Creating these conditions will also help our students realize their full potential in safe, welcoming and intellectually engaging environments.

Beyond school-based leadership, I have been an active participant in Ontario's public education system both provincially and internationally. Provincially, I served on the Ontario Principals' Council for eight years, the executive for five years and completed a one-year term as the provincial president. Currently, I serve as a committee member with the Ministry of Education for School Mental Health ASSIST and am an executive member with the International Confederation of Principals, an organization representing more than 40 principal associations around the world. These experiences attest to my commitment to continue growing professionally as an educator.

Eligible nominators (Registration)

1. Chrystal Bryan, OCT (254364)
2. Tracey Cant, OCT (196175)
3. Karen Cherry, OCT (276499)
4. Peter Creer, OCT (256648)
5. Dean Doucette, OCT (101302)
6. Grayson Hefford, OCT (279202)
7. Francis John Mauceri, OCT (399344)
8. Jason Rodman, OCT (494077)
9. Elizabeth Thompson, OCT (167744)

PRINCIPAL/VICE-PRINCIPAL CONTINUED

10. Sebastien Villeneuve, OCT (457150)
11. Jennifer Wells, OCT (418429)

Required statement

1. John Hamilton attests that he is eligible and willing to be nominated, meets all the requirements to run for the Principal/Vice-Principal position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. John Hamilton does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. John Hamilton acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).



Michael A. Moore, OCT

Registration: 198619

michael.moore@tdsb.on.ca

Certified to teach in Ontario: 1992

Current employment: Vice-principal

Employer: Toronto DSB

Professional qualifications

Degree	Date	Institution
Hons. BA	1989	Brock University
B.Ed.	1992	Brock University
MA	1993	University of Guelph

Required biography

Began teaching 26 years ago in 1992 for the Toronto Board of Education, now the Toronto DSB, and has worked in five elementary schools, three of which have been dual-track schools. He has taught kindergarten, primary and junior grades, ESL and Special Education and has Specialist Additional Qualifications in Mathematics Education (Primary/Junior), Special Education, Reading and eight other AQs.

A school administrator for the past six years he is currently vice-principal at John Ross Robertson Junior Public School in Toronto. Formerly vice-principal at Fairbank Middle School and Fairbank Public School, he possesses a depth and breadth of experience in teaching and educational leadership, and truly understands the issues concerning teachers and administrators.

It is each Council member's duty to diligently serve and protect the public interest by responsibly holding the teaching profession accountable for professional conduct, and educating and protecting students to the highest standards in a transparent manner. He is committed to honouring and respecting the trust the public places in the profession, and to maintaining the public's confidence in Ontario's teachers, administrators and schools.

Optional biography

Originally from Simcoe, in Norfolk County, Michael struggled in school as a young boy and overcame many obstacles — the driving force behind his decision to become a teacher and then administrator. He believes that all students can learn and that schools need to be safe, inclusive places where everyone is able to reach their full potential.

Michael is passionate about equity education. As someone who has been diagnosed with Becker Muscular Dystrophy, he advocates for accessibility and currently serves on the TDSB's accessibility working group, which reviews the *Accessibility for Ontarians with Disabilities Act* compliance. Michael is also a member of the Early Years Leading and Learning team within the TDSB that is addressing the implementation of inquiry-based learning in kindergarten classrooms.

Michael is a member of the Ontario Principals' Council (OPC), which once again and prior to nominations being published, interviewed and chose its own candidate (a past president again) to run and represent its interests. Michael did not seek that endorsement because he wishes to run for election without bias. He is a public school administrator who also very much values and respects his Catholic and French colleagues and their educational systems, and will represent all of them with integrity, regardless of affiliation.

On a practical note Michael is well-situated to take on this role, as he lives just five minutes from the College's downtown Toronto building and works 10 minutes away. Michael Moore is enthusiastic about serving on College Council.

Eligible nominators (Registration)

1. Cassandra Alviani-Alvarez, OCT (262662)
2. Peter Boross-Harmer, OCT (196472)
3. Charlene Carruthers, OCT (419191)
4. Lynda Kilpatrick, OCT (183616)
5. Rosa Lio, OCT (257546)
6. Karen Madarasz, OCT (172072)
7. Bill Mah, OCT (425091)
8. Stavroula Skordakis, OCT (193889)
9. Lois Stewart, OCT (266848)
10. Jennifer Zurba, OCT (204383)

PRINCIPAL/VICE-PRINCIPAL CONTINUED

Required statements

1. Michael A. Moore attests that he is eligible and willing to be nominated, meets all the requirements to run for the Principal/Vice-Principal position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of his Nomination).
2. Michael A. Moore does not hold an excluded position that would prevent him from serving on Council (in response to question 4 of the Candidate Statement part of his Nomination).
3. Michael A. Moore acknowledges that, if elected, he will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of his Nomination).

PRIVATE SCHOOL



Faqueeha Sajid Mansoor, OCT

Registration: 679653

faqueeha@ualberta.ca

Certified to teach in Ontario: 2016

Current employment:

High school teacher

Employer: New Oriental International College

Professional qualifications

Degree	Date	Institution
B.Ed.	2016	University of Alberta

Required biography

Teaching Grade 9 Canadian geography, Level 2 ESL, Grade 10 academic English and Grade 12 challenge and change in society at New Oriental International College this year. Also taught Grade 10 career and civics studies, Grade 10 and 11 English, Grade 11 anthropology, psychology and sociology and Grade 12 world geography and nutrition and health sciences in 2016–17. Has prepared assignments to meet the diverse needs of English-language learners.

The duty of the College and Council members is to protect education for people living in Ontario. In order to improve students' learning, it is crucial for parents and students to know what they are learning and how they go about learning it. Council members ensure that teachers do their best to minimize the communication gap and make every effort to work for the benefit of children to have a successfully educated society. Council also emphasizes the importance of teachers' readiness to manage inclusive classrooms full of diverse students.

Optional biography

I hold a B.Ed. with distinction from the University of Alberta, and was selected as one of eight faculty of education's Roger S. Smith undergraduate award recipients to research the experiences and resilience of LGBTQ youth.

I have been involved with social services since 2012, volunteering for Catholic Social Services, Big Brothers Big Sisters of Edmonton and Area and the Edmonton Mennonite Centre for Newcomers (MCN). At MCN, I worked with English-language learners who came from different countries. My aim is to ensure that all people have access to education, regardless of their gender, religion, race, ethnicity, culture, sexual orientation or age, because educated minds are essential to bring positive change in society.

I believe that for students to become global citizens and 21st-century learners, they should have access to teachers who are role models. I am passionate about professional development that advances students' learning, helps teachers meet diverse students' needs and respects all perspectives to create inclusive classrooms.

As a Council member I am determined to help teachers become effective educators, which will help students achieve their goals and become successful learners.

Eligible nominators (Registration)

1. Jianhua Ai, OCT (501833)
2. Nicole Alonso de Mesa, OCT (673669)
3. Sheena Chand, OCT (520133)
4. Priscilla Groom, OCT (643729)
5. Jinyoung Kang, OCT (631694)
6. Xiu Bai Li, OCT (669522)
7. Wan-Lin Yvette Liu, OCT (569943)
8. Melissa Phen, OCT (670468)
9. Alexandru Volvoreanu, OCT (660103)
10. William Webster, OCT (148797)

Required statements

1. Faqueeha Sajid Mansoor attests that she is eligible and willing to be nominated, meets all the requirements to run for the Private School position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Faqueeha Sajid Mansoor does not hold an excluded position

PRIVATE SCHOOL CONTINUED

- that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Faqueeha Sajid Mansoor acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).



Shannon Marcus, OCT

Registration: 507760

Certified to teach in Ontario: 2006

shannon.marcus@gmail.com

Certified to teach in Ontario: 2006

Current employment: Principal

Employer: Durham Christian High School

Professional qualifications

Degree	Date	Institution
BA (Program of Teacher Education)	2005	Calvin College, Michigan
M.Ed.	2009	University of Toronto

Required biography

Has been working in education for 13 years. Began career teaching French and humanities at Durham Christian HS. Moved in 2009 to teach at the American International School of Egypt. Returned to Canada in 2011 to work at Woodland Christian HS as the director of international students and a French teacher. In 2015, returned to Durham Christian High School to become its principal.

Having served on Council for the past three years, has gained significant understanding of the work of the College and specifically of Council, whose role is to provide direction and guidance to the College's daily work. The College holds teachers accountable to professional standards and sets the tone for what it means to be a professional in the province of Ontario.

Optional biography

I have been working in education for 13 years and come from a family of educators. I believe that education is the key to a flourishing, fulfilled society. In the past I have served as the chair of Edifide a professional association for Christian educators. I have also volunteered in a variety of community organizations and local groups.

I look forward to assuming a role on the eighth College Council and furthering my input to help shape the work of the College for the teaching profession in the next three years and beyond.

Eligible nominators (Registration)

1. Lonneke Brown, OCT (469137)
2. Diana Brunsveld, OCT (251589)
3. Tine Buma, OCT (171675)
4. Keith Cameron, OCT (615713)
5. Paul French, OCT (658612)
6. Kevin Huinink, OCT (285636)
7. Joyce Koornneef, OCT(260843)
8. Anita Kralt, OCT (479418)
9. Mary Ann Krotz, OCT (462576)
10. Ingrid Reinsma, OCT (198958)
11. Helen Strybos, OCT (284682)
12. Marjorie Sutherland, OCT (272139)
13. Lynette van de Hoef, OCT (626093)

Required statements

1. Shannon Marcus attests that she is eligible and willing to be nominated, meets all the requirements to run for the Private School position and to serve on Council, confirms that all information provided is accurate and agrees to the publication of this information (in response to questions 1, 2, 3, 6 and 7 of the Candidate Statement part of her Nomination).
2. Shannon Marcus does not hold an excluded position that would prevent her from serving on Council (in response to question 4 of the Candidate Statement part of her Nomination).
3. Shannon Marcus acknowledges that, if elected, she will be required to swear an oath or make an affirmation to serve in the public interest prior to assuming a Council position (in response to question 5 of the Candidate Statement part of her Nomination).

SUPERVISORY OFFICER

No eligible candidate was available for this ballot at the time of nomination. An invitation to apply will be included in the September 2018 issue of *Professionally Speaking*. The eighth Council will appoint a candidate to the position.

governing ourselves

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

IN THE PUBLIC INTEREST

INVESTIGATING COMPLAINTS

College staff and Council members each have important roles in exploring allegations.

Just about everything the Ontario College of Teachers does can be traced to helping members understand and meet their professional expectations. That includes taking action if a member fails to meet these expectations.

In the last issue of *Professionally Speaking*, we discussed the complaints process. Continuing this series, we now turn to investigations.

To recap, the *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* define what it means to be a teacher in Ontario. In addition, the Professional Misconduct Regulation defines what actions form misconduct for College members.

Anyone can make a complaint about a member's alleged failure to carry out their professional responsibilities. The College then has a duty to review these potential lapses.

In any given year, the College receives approximately 1,000 expressions of concern, calls and queries about members and the role of the College. In many cases, people are simply seeking guidance or asking about the College's jurisdiction. About 600 of these matters turn into formal written complaints, mainly from the public and employer reports.

To explore these issues, the Investigations Unit (staff) and the Investigation Committee (Council members) each play a part.

It starts with the Investigations Unit. A Manager of Investigations leads an in-house team that includes a senior investigator, about 14 investigators and support staff. Their backgrounds range from teaching to law, to policing, to social work. Some staff also have experience with other professional regulators.

Generally, a complaint is assigned to a single investigator. He or she will review any inquiries already carried out on the matter (for example, by an employer), conduct additional interviews and obtain relevant documents as required.

If an investigator requests an interview with a witness who is a member, that individual cannot refuse to participate. Failure to co-operate with an investigation could be considered professional misconduct.

The investigation is a confidential process. At all stages, the member who is the subject of the complaint has the right and opportunity to respond to allegations.

Any time new information comes to light, the College must disclose it to the member. It also encourages members under investigation to consult and seek guidance from their federation or association.

Once this part of the process is complete, the results go to a three-person panel of the Investigation Committee. This committee consists of current elected and appointed Council members (and possibly previous Council members).

The investigation is a confidential process. At all stages, the member who is the subject of the complaint has the right and opportunity to respond to allegations.

Committee panels typically meet twice a month. When they deliberate, members of the panel consider the investigator's report and supporting documentation, discuss the case and decide how to proceed.

A panel has several options. It can dismiss the complaint because of insufficient information to support it. At times, it will see information at an early stage and then determine if the complaint is frivolous or vexatious, or unrelated to professional misconduct, incompetence or incapacity. In those cases, no investigation is required.

In other cases, the panel can remind, advise or caution the member in writing, or admonish the member in writing or in person. This has no bearing on a member's Certificate of Qualification and Registration. It's a way for the panel to raise its concerns, so the member can ideally learn from the incident and prevent further occurrences.



August 21 & 22, 2018
Hilton Mississauga/Meadowvale
Mississauga, ON

www.LDatSchool.ca

GOVERNING OURSELVES

IN THE PUBLIC INTEREST

Depending on the seriousness of the alleged conduct, and if there is sufficient supporting evidence to warrant a hearing, a panel of the Investigation Committee can also refer the matter (in whole or part) to one of two committees:

- the Discipline Committee (regarding possible incompetence or professional misconduct); or
- the Fitness to Practise Committee (if the information indicates that a health-related issue is affecting the member's ability to teach).

Once the panel has made its decision, the Registrar notifies the member, the complainant and the member's current employer. If a past employer reported the matter, they will also receive a notification of the decision.

As of December 2016, referrals to the Discipline Committee are noted on the public register, Find a Teacher. The notation stays on the register until a Notice of Hearing is served to the member.

If a member is in good standing with the College, he or she will remain so throughout the investigation. However, an employer may choose to suspend the member with or without pay — that is up to the employer, not the College.

To gain insight into the kind of decisions facing a panel of the Investigation Committee, review the case studies published in each issue of *Professionally Speaking*. These “What-would-you-do?” scenarios help to illuminate the types of issues that come before the College and demystify what happens during an investigation.

In addition to the outcomes noted above, the Investigation Committee can also ratify a Memorandum of Agreement reached through a complaint resolution process. That's the topic of the next instalment in the June 2018 issue. We'll wrap up the series in the September 2018 issue with a look at disciplinary and fitness hearings, decisions and findings. **PS**

RETIRING SOON? STAY CONNECTED WITH YOUR PROFESSION.

Protect and preserve your professional status as an Ontario Certified Teacher.



Maintain your membership in good standing to:

- nominate, run and vote in Council elections*
- participate in surveys and focus groups
- participate in Pre-Service Program accreditations and Additional Qualification course development
- return to a teaching assignment
- receive monthly updates via *Your College and You*
- learn about legal and regulatory matters affecting the profession
- continue your access to the Margaret Wilson professional library
- continue to receive *Professionally Speaking*
- continue to use the OCT professional designation, and more.

Keep your membership alive. Share your experience.
Visit the Member's Area (oct.ca/members) to find out how.

Plan to retire and never teach again? A quick note lets us know to change your official status on the public register to “Retired.” Or complete and submit the “Notice of Retirement” form at oct.ca to avoid the “Suspended — Non-payment of fees” status and enjoy life as an acknowledged — retired — teacher.

* You must be a member in good standing and work a minimum of 10 days in the year prior to an election to participate.

MEMBERSHIP FEES

Your Fees at Work

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

\$9.02

COUNCIL AND COMMITTEES

- the costs of Council and committee meetings



\$8.50

OCCUPANCY COSTS

- building costs
- property taxes
- building mortgage payments

\$8.01

OFFICE OF THE REGISTRAR

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

\$20.18

SERVICES TO MEMBERS AND APPLICANTS

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

\$21.65

COMMUNICATIONS

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



\$12.84

STANDARDS OF PRACTICE AND ACCREDITATION

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

\$29.80

CORPORATE SERVICES

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

\$34.40



INVESTIGATIONS AND HEARINGS

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

\$5.60

CAPITAL ASSETS

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

COLLEGE NEWS

COLLEGE ADVANCES DIVERSITY WITH NEW POLICY

The College has implemented a new policy to adopt gender-inclusive language across the organization.

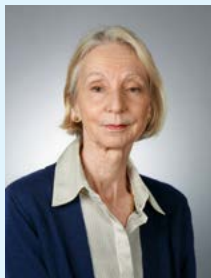
To support its ongoing commitment to diversity, the College recently updated the online application form and members' area to include a third gender-identification option. As well as providing members with the ability to self-identify, standard correspondence will reflect, wherever possible, gender-neutral language. This initiative supports the College's ongoing commitment to inclusivity and respect when communicating with applicants, College members and the public. **PS**

COUNCIL MEETINGS

AT ITS MEETING DECEMBER 7, 2017, COLLEGE COUNCIL:

- received a delegation from Ontario Teachers' Federation's president Chris Cowley regarding the College's 2018 budget and annual membership fees;
- received a presentation from Bill Steer, OCT, seeking Council representation for Ontario Certified Teachers working in NGOs and industry;
- received a quarterly report on operations from the Registrar;
- received a quarterly report from the Chair of Council;
- approved a 2018 College budget of \$44,462,838, including an unchanged annual membership fee of \$150. To offset budget pressures, the College would draw \$2.6 million from its reserves;
- endorsed a process to renew the College's strategic priorities;
- amended College bylaws to complement regulatory changes so that member profiles on the public register reflect any certificate, diploma or advanced diplomas granted to applicants at the time of certification related to their technological education qualifications, and any acceptable work experience and competence demonstrated by the applicant at the time of certification related to their technological education qualifications;
- amended College bylaws to allow different or former member names on the College register in the interests of personal safety and gender consistency;
- amended its procedures regarding debate to enable the mover of a motion to speak first in debate for up to five minutes; and
- moved the June meeting of Council to June 7–8, 2018. **PS**

NEW COUNCIL MEMBERS



Marlène Marwah

The College Council welcomes new Council member Marlène Marwah, who was appointed in November 2017 for a three-year term. Marwah has dedicated her career to advancing the French language at post-secondary levels, government and various corporations in Ontario.

She has been a French-language instructor for more than 20 years at a number of institutions including the University of Toronto, the Alliance Française, both the federal (Superior Court judges) and provincial governments, as well as the Law Society of Ontario. Some of her students have included Karen Kain, Gerard Kennedy, Kelly Burke, assistant deputy minister for francophone affairs, and Eric Hoskins, minister of Children and Youth Services (now minister of Health and Long-Term Care).

Prior to becoming a private instructor, Marwah was a professional translator, completing various texts for clients including the University of Toronto, Royal Ontario Museum and North American Life Assurance Company.

She holds a master of arts (linguistics) from the University of Toronto, a Certificat d'enseignement du français langue seconde from George Brown College, and a bachelor of arts from the University of Toronto.



Michelle Miner-Seal

The College Council welcomes new Council member Michelle Miner-Seal, who was appointed in November 2017 for a three-year term.

Miner-Seal is a Certified Human Resources Executive (CHRE) and an accredited mediator through Mediators without Borders.

Fluent in French, Miner-Seal is a skilled executive with over 25 years of experience directing human resources and labour relations. She is also a negotiator, investigator, interviewer and published writer.

Miner-Seal has worked with various federal government departments and agencies, Crown corporations, provincial health-care agencies, the public sector and not-for-profit organizations.

She has served on the board of directors of the United Way of Ottawa and the Human Resources Professionals Association.

Miner-Seal holds a Master of Industrial Relations degree from Queen's University. **PS**

INVESTIGATION COMMITTEE CASE STUDY

PHYSICAL CONTACT

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

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

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

In 2014, the College received a complaint from a mother of a Grade 9 student regarding Betty, a high school teacher. The mother alleged that Betty, who was not her son's teacher, kicked the boy in the foot while he was sitting on the floor of the school cafeteria and studying with a friend.

The incident left a mark on his foot and later resulted in bruising and swelling.

The mother alleged that Betty got a colleague to lie and say he saw nothing, and that the principal said Betty would be disciplined, but she was not.

The mother also stated that a year after the alleged incident, while Betty was supervising her son's classroom, she inappropriately punished him by making him wash the desks.

Betty denied the allegations. The school board investigated but did not take any disciplinary action since it could not conclude that either incident occurred. Betty's principal asked her not to have contact with the boy.

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. Regarding the first allegation, the panel noted contradictory information pertaining to the alleged physical contact between Betty and the student.

However, the panel was concerned that there may have been some physical contact between Betty and the student, and reminded her to avoid any physical contact with students except in self-defence situations or to protect a student or staff member. The panel also advised her to avoid situations that could be interpreted as physical abuse.

Regarding the second allegation, the panel felt that there was no information to support it, and, therefore, took no further action. **PS**



Ontario
College of
Teachers

Setting the Standard
for Great Teaching

MISSION

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

VISION

To be trusted to regulate the teaching profession.

VALUES

The Ontario College of Teachers commits to:

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

STRATEGIC PRIORITIES

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

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

Member: Jason Lloyd Ashbaugh

Registration No: 455997

Decision: Revocation, reprimand
A Discipline Committee panel revoked the Certificate of Qualification and Registration of Jason Lloyd Ashbaugh, a former teacher with the Hamilton-Wentworth District School Board, for sexually abusing a student

Licensed to teach in May 2002, Ashbaugh did not attend the hearing on May 31, 2017, but was represented by legal counsel.

The panel heard that Ashbaugh invited a student to a social event, took her to dinners and bought her alcoholic drinks. They engaged in sexual intercourse on several occasions at his home.

The Discipline Committee panel found him guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration. He was also ordered to appear before the panel to receive a reprimand.

In its written decision, the panel stated, "The Committee is satisfied that the penalty is appropriate in the circumstances and meets the principle of serving and protecting the public interest."

Member: Kenneth Charles Derr

Registration No: 406845

Decision: Suspension, reprimand, conditions
A Discipline Committee panel suspended the certificate of College member Kenneth Charles Derr for engaging in inappropriate conduct with a female student on a school trip.

Derr, who was certified to teach in December 1996, attended the hearing on July 12, 2017, and had legal representation.

Derr conduct himself inappropriately by wrestling with the student on a bed in her room, and entering the bathroom while she was showering and throwing cold water over the top of the shower curtain.

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 the panel immediately after the hearing to receive a reprimand. In addition, Derr was directed to complete, at his own expense, a course on boundary violations. He was directed to do so within 120 days of the panel's decision.

In its written decision, the panel stated, "As educators, members hold a position of trust and authority. They are expected to know and respect the boundaries of the teacher/student relationship. In this case, the Member failed to recognize the emotional impact of his actions on the student and demonstrated insensitivity to the need for privacy of adolescent girls."

Member: J. Ted Erland, OCT

Registration No: 261545

Decision: Reprimand
A Discipline Committee panel reprimanded J. Ted Erland, a teacher employed by the Ottawa Catholic District School Board, for inappropriate

electronic communications with two female students.

Erland, who was certified to teach in June 1994, attended the hearing on June 7, 2017, without legal counsel.

Erland communicated with the students via Instagram and Twitter. In one exchange, he wrote to a student: "This is what I wanted to ask u: I've had the biggest crush on your best friend but I can't say anything[.] And I don't think it matters anyway?"

The Discipline Committee panel found him guilty of professional misconduct.

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

In its written decision, the panel stated, "The Member must be reminded that the dynamic between members and students is forever changed when they engage in personal communications in an online environment. Members hold a unique position of trust and authority, and they should never engage in personal information-sharing, or discourse in any electronic setting which would not be appropriate in a school setting."

Member: Gennady Gefter

Registration No: 206539

Decision: Reprimand, conditions
A Discipline Committee panel ordered a reprimand for Gennady Gefter, a former teacher with the Toronto District School Board, for a repeated pattern of inappropriate conduct, despite the school administration's interventions and the board's disciplinary measures.

Gefter, who was certified to teach in July 1994, attended the public hearing on June 13, 2017, with his legal counsel.

The panel heard that Gefter had overly aggressive teaching methods. He was impatient with students and made several of them feel upset and discouraged, rather than fostering a learning environment in which students could grow and develop.

The panel found Gefter guilty of professional misconduct and ordered him to appear before it to receive a reprimand.

It also directed the member to successfully complete, at his own

HEARINGS

expense, a pre-approved course on anger management and appropriate language to be used with students. He needs to do so prior to undertaking any teaching position or any position for which a Certificate of Qualification and Registration is required.

In its decision, the panel stated, “Teachers are expected to encourage their students, regardless of a student’s proficiency in a particular discipline.”

Member: David Thomas Hay

Registration No: 284232

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of David Thomas Hay, a teacher formerly employed by the Simcoe County District School Board, for engaging in an inappropriate personal relationship with a female student.

Hay, who was certified to teach in June 1995, did not attend the hearing on July 12, 2017, but had legal representation.

Hay told the student about his sexual activities, advised her about her sexual activities, and suggested that, at some point in the future, they might engage in a sexual relationship. He also bought her movies and a vibrator as graduation gifts.

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, “It is completely unacceptable for members of the teaching profession to engage in sexual communications with students, regardless of whether the communications lead to other forms of physical sexual abuse or not.”

Member: William John Kemp

Registration No: 617393

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of William John Kemp, a former teacher at the Halton District School Board, for sexual misconduct.

Licensed to teach in August 2011, Kemp did not attend the hearing on

October 2, 2017, nor was he represented by legal counsel.

Kemp repeatedly failed to maintain appropriate boundaries with several students over an extended period of time. His actions amounted to sexual misconduct, which made several students feel very uncomfortable.

He invited students to meet off school property. He engaged in inappropriate personal communications with them via email and text message, including late at night and early in the morning.

His conduct represents a reprehensible pattern of grooming behaviour.

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, “The Member flagrantly abused his position of trust and authority, he failed to provide students with a physically and emotionally safe learning environment, and he jeopardized the public’s confidence in the teaching profession.”

Member: Farhez Lakhani

Registration No: 203080

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended College member Farhez Lakhani, a department head at the York Region District School Board, for disgraceful conduct.

Certified to teach in June 1995, Lakhani attended the hearing on August 16, 2017, with his legal counsel.

Lakhani purchased stolen goods from a student. He also encouraged other teachers to do the same and allowed the student to misappropriate property that belonged to the school.

Following an investigation by police, he was charged with possession of property obtained by crime under \$5,000. The charge was withdrawn after Lakhani completed 50 hours of community service.

The Discipline Committee panel found Lakhani guilty of professional misconduct and suspended his Certificate of

Qualification and Registration for two months. He was directed to appear before the committee immediately after the hearing to receive a reprimand.

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

In its decision, the panel stated, “Members of the profession are expected to serve as positive role models for students at all times, and the Member fell far short of this expectation.”

Member: Jacqueline Elizabeth Lavigne

Registration No: 486973

Decision: Revocation, reprimand

A Discipline Committee panel revoked the teaching certificate of Jacqueline Elizabeth Lavigne, a former teacher employed by the Waterloo Catholic District School Board, for sexually abusing a male student.

Lavigne, who was certified to teach in June 2005, did not attend the hearing on June 22, 2017, nor was she represented by legal counsel.

Lavigne had sexual intercourse with the student at her home. She also engaged in prolonged electronic communications of a sexual nature with him. Hundreds of messages were exchanged between her and the student. Consequently, the member was found guilty in criminal court of sexual exploitation.

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

The panel also ordered that she appear before it to receive a reprimand. She needs to do so within six months of the panel’s order.

In its written decision, the panel stated, “The Committee denounces the Member’s egregious conduct in the strongest terms.”

Member: Brian Anthony Mallette

Registration No: 458298

Decision: Revocation, reprimand

A Discipline Committee panel revoked

DON'T FORGET TO PAY YOUR 2018 MEMBER FEE

The annual member fee is due.

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

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

IT'S EASY. SUBMIT YOUR FEE:

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

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

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

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



**Ontario
College of
Teachers**

Setting the Standard for Great Teaching

GOVERNING OURSELVES

HEARINGS

the teaching certificate of Brian Anthony Mallette, an occasional teacher formerly employed by the Toronto District School Board, for possessing and accessing child pornography.

Mallette, who was certified to teach in July 2002, did not attend the hearing on August 16, 2017, and was not represented by legal counsel.

Mallette was found guilty in a criminal court of possessing and accessing child pornography. He was sentenced to four months of imprisonment and placed on probation for three years.

He had in his possession approximately 150 images of child pornography and 40 video files of varying length. Virtually all of the images and videos depicted pubescent boys, some looking as if they could be 10 to 12 years old.

The Discipline Committee panel found Mallette guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration. He was also ordered to appear before the panel within 90 days of the order to receive a reprimand.

In its written decision, the panel stated, "Through his egregious conduct, the Member has jeopardized the public's trust in the teaching profession, and he has perpetuated the cycle of violence and abuse involving children who are the subjects of pornography."

Member: Kantilal Manga
Registration No: 244582

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Kantilal Manga, a former teacher employed by the Toronto District School Board, for a repeated pattern of insensitive and inappropriate conduct despite warnings and discipline from the school administration and the board.

Manga, who was certified to teach in August 1979, attended the hearing on June 1, 2017, and had legal representation.

Manga behaved abusively toward students by making culturally insensitive

comments and disparaging remarks regarding their academic abilities.

The Discipline Committee panel found him guilty of professional misconduct.

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

In addition, Manga was directed to complete, at his own expense, a course(s) on professional ethics and cultural sensitivity. 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, "The Committee was concerned by the Member's lack of awareness and insight into the inappropriateness of his conduct and its impact on the well-being of his students."

Member: Louis Gilles Parent, OCT
Registration No: 283438

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Louis Gilles Parent, a teacher employed by the Algoma District School Board, for inappropriate conduct.

Parent, who was certified to teach in February 1998, attended the hearing on August 2, 2017, with his legal counsel.

Parent grabbed a disruptive student's binder and dropped it onto the student's desk from a height in order to get his attention. It landed on the student's fingers.

The Discipline Committee panel found him guilty of professional misconduct.

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

In addition, he was directed to complete, at his own expense, a course on classroom management.

In its written decision, the panel stated, "The Member ought to have communicated his displeasure with the student's behaviour using his words rather than resorting to the type of conduct in which he engaged."

Member: Hendrik Christopher Reinders
Registration No: 152448

Decision: Revocation

HEARINGS

A Discipline Committee panel revoked the teaching certificate of Hendrik Christopher Reinders, a teacher formerly employed by the Near North District School Board, for engaging in numerous acts of harassment and abuse of staff and students over the course of several years.

Reinders, who was certified to teach in June 1993, did not attend the hearings on March 22 and 23, 2017, and was not represented by legal counsel.

Reinders' conduct was extremely serious. He harassed and threatened colleagues, and was insulting and abusive toward students. Examples of his behaviour include swearing in class, insulting a student's appearance, threatening to physically harm students, and speaking about killing a colleague.

The panel noted that he did not show remorse for his actions; to the contrary, his lack of participation in the College's disciplinary proceedings and his correspondence with College counsel show a failure to acknowledge that he may have committed serious misconduct and harmed others.

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

The panel stated that the College exists to govern the profession in the public interest. Reinders' refusal to abide by the College's processes makes him ungovernable, which was an aggravating factor leading toward revocation.

In its written decision, the panel also stated that "staff and students need to be protected from the Member's hostile and abusive behaviour."

Member: Paul Szabo

Registration No: 251160

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Paul Szabo, a former teacher employed by the Upper Grand District School Board, for inappropriate comments and conduct in class.

Szabo, who was certified to teach in

June 1985, was self-represented but did not attend the hearing on July 19, 2017.

Szabo repeatedly made harsh and abusive comments to his students. He demonstrated a profound lack of judgment, restraint and respect.

The Discipline Committee panel found him guilty of professional misconduct.

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

In addition, he was directed to complete, at his own expense, a course on anger management.

In its written decision, the panel stated, "Teaching is often challenging, but teachers must adhere to the standards of the profession in their classroom management and discipline. Members are expected to keep their composure at all times, to provide students with safe and supportive learning environments, or to seek assistance as needed."

Member: Donald Ashley Thompson, OCT

Registration No: 440021

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Donald Ashley Thompson, a teacher with the Toronto District School Board, for a repeated pattern of inappropriate conduct.

Thompson, who was certified to teach in September 2001, attended the public hearing on June 12, 2017, with his legal counsel.

The panel heard that Thompson resorted to the use of, or the threat of using, physical force against students despite receiving warnings and disciplinary sanctions from the board.

During the latest incident, he raised his fist and made a punching motion toward or near a student.

He was charged with assault, but the charge was subsequently withdrawn in exchange for the member entering into a peace bond.

The panel found Thompson 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 anger management and effective student discipline. He needs to do so prior to starting any position for which a Certificate of Qualification and Registration is required.

In its decision, the panel stated, "As adults and professionals, teachers are expected to keep their composure and to address difficult situations in a reasonable and professional manner."

Member: Not identified

Decision: Revocation, reprimand

A Discipline Committee panel revoked the Certificate of Qualification and Registration of a College member.

The revocation is related to several criminal convictions resulting from his interactions with a student, including sexually abusing the student, possessing child pornography, and failing to comply with a condition not to go within 200 metres of the student's place of residence and school.

He was sentenced to 33 months' incarceration followed by three years' probation.

The name of the member is not identified because the court ordered a publication ban, including the member's name, to protect the identity of the student.

The panel heard that the member had an inappropriate relationship with the student. It started with them exchanging declarations of love and led to them engaging in sexual relations.

The Discipline Committee panel found him guilty of professional misconduct and directed the Registrar to revoke his teaching certificate. He was also directed to appear before the committee immediately after the hearing to receive a reprimand.

In its written decision, the panel stated that his conduct "was inexcusable and had a devastating impact on many, including the student and the student's family, the Member's family, the school community, and the profession at large." **PS**

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



NAME: *Erica Ehm*

- Born Erica Miechowsky, in Montréal
- Attended Westminster Public School (Grades 1–6) and Wentworth Public School (Grades 7–8) in Montréal, and Hudson High School in Hudson, Que.
- Studied theatre and English at Marianopolis College in Montréal
- Graduated with a BA from the University of Ottawa in 1982
- Started working at MuchMusic in 1982, becoming a video jockey from 1985–94, when she left to pursue her songwriting career
- Her songs have been recorded by Van Morrison, country singers Cassandra Vasik and Tim Thorney, as well as actor Tom Jackson
- Received three Canadian Country Music Association Awards and three SOCAN Awards
- Wrote *She Should Talk: Conversations with Exceptional Young Women about Life, Dreams and Success* in 1994, and co-authored the children's book *The Mischievous Mom at the Art Gallery* in 2010
- Launched and hosted TV show *Yummy Mummy* in 2003 on the Life Network and Discovery Health
- Created the award-winning yummymummyclub.ca (now **YMC.ca**) in 2006, the largest independently owned online property for moms in Canada
- Wrote three family-friendly stage musicals: *Caillou's Big Party*, *The Big Comfy Couch* and *Caillou's Big Book Club*
- CEO of digital publisher & marketing firm Ehm & Co
- Lives in Toronto with her husband and two teenagers

IMPRESSIVE EHM

Erica Ehm — parent blogger and former MuchMusic VJ — discusses Anna Pavlova, Peter Pan and pursuing her passion.

BY LAURA BICKLE

Describe yourself in elementary school.

Creative. Hard working. Bookworm.

Describe yourself in high school.

Rebel. Leader. Director.

What was your favourite subject?

Creative writing.

Favourite literary pieces studied?

Jane Eyre by Charlotte Brontë, *A Tree Grows in Brooklyn* by Betty Smith and a biography of the ballerina Anna Pavlova.

Who is your favourite fictional teacher?

Mark Thackeray (portrayed by Sidney Poitier) in *To Sir With Love*.

Favourite historical figures?

Anne Frank.

Who is your favourite fictional hero?

Peter Pan.

Which subject do you wish you had paid more attention to?

Math.

What did you excel at in school?

Doing my own thing.

What did you struggle with?

Authority.

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

Acting.

What natural gift did you wish to possess during your school days?

I wish I had the talent to be a great actor.

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

Business.

Quality you most appreciated in a teacher?

Being empathetic and entertaining.

Favourite way to spend recess?

Practising my lines or reading a book.

Favourite school lunch?

Going to Famous Delly Boys with my sister for a burger, fries and a cherry cola.

Favourite extracurricular activity?

Drama and writing *Erica's Teen Scene* weekly column for the local newspaper.

Most embarrassing moment at school?

When someone put a dead fish in my locker.

Lesson learned in kindergarten that still applies today?

Fight the bullies.

Fondest school-related memory?

Directing the school play.

Strongest memory from your graduation day?

The big party at my house after graduation that the entire grade attended.

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

I would go back to the simplicity of *Little House on the Prairie*.

If you could create a new course, which would you choose?

Success: How to get what you want in life.

Best advice given at school?

My university professor told me I wasn't cut out for school — and that I should pursue my passion. **PS**

Your road to

RETIREMENT

5-15 YEARS

before you retire

Attend one of RTO/ERO's
Retirement Planning
Workshops

[rto-ero.org/
rpw-schedule-list](http://rto-ero.org/rpw-schedule-list)

1-5 YEARS

before you retire

Begin your transition into
retirement. Connect with
retired colleagues and
join RTO/ERO.

6 MONTHS

before you retire

Connect with your
financial planner and look
into your pension.
Consider your insurance needs:

[rto-ero.org/
group-insurance-plans](http://rto-ero.org/group-insurance-plans)

60 DAYS

before you retire

Apply for RTO/ERO
membership and
group insurance.

★ RETIREMENT ★

RELAX!

You've earned it.

Depuis 1968

RTO
ERO

Since 1968



Learn more about retirement planning
rto-ero.org/retirement-planning



@rto_ero



@rto.ero



Ontario Certified Teachers

Let us help you find the right insurance coverage



Get the right insurance protection for you, complete with group savings, exceptional coverage and service, competitive rates and our unique, no-obligation Claims Guarantee. **Save up to 40%* when you get an Auto and Home insurance quote!**

Call us or get an online quote today for your chance to win one of five \$5,000 grand prizes!† Already a client? You're automatically entered!

YOU COULD
WIN
\$\$\$

1-800-387-1963 | www.oct.ca/memberperks



Connect with us  

This group insurance program is only available through our Contact Centre and website.

The Co-operators® used under license from The Co-operators Group Limited. Group auto and home products underwritten by COSECO Insurance Company and administered by HB Group Insurance Management Ltd, member companies of The Co-operators Group Limited. Discounts, coverage and eligibility vary by province. Auto insurance not available in British Columbia, Manitoba and Saskatchewan. †No purchase necessary. For complete contest rules and regulations, visit www.cooperatorsgroupinsurance.ca or write to Group Marketing, 5600 Cancross Court, Mississauga, ON L5R 3E9. Contest closes December 31, 2018. *Group members may save up to 40% once all discounts have been calculated. This percentage is based on COSECO base rates for customers resident in Ontario and Quebec. Total available discounts, insurance coverage and eligibility may vary by province. The Co-operators is committed to protecting the privacy, confidentiality, accuracy and security of the personal information collected, used, retained and disclosed in the course of conducting business. To learn more, visit cooperatorsgroupinsurance.ca. HBG603 (12/17)

The Evolution of Lifelong Learning

SPECIAL
FOCUS ON
AQs

YOUR GUIDE TO:

- Supporting diverse learners
- New AQs and providers
- Updated stats and facts
- Revised leadership program guidelines

**FIND AN AQ
NEAR YOU p. 20**

**FLIP
FOR
MORE**



Ontario
College of
Teachers

Setting the Standard for Great Teaching



Online Course Offerings

SPRING • LATE SPRING ♦ SUMMER ▲

ADDITIONAL BASIC QUALIFICATIONS

Primary	• ♦ ▲
Junior	• ♦ ▲

ABQ INTERMEDIATE

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

ABQ SENIOR

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

HONOUR SPECIALIST

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

THREE-PART ADDITIONAL QUALIFICATIONS

Cooperative Education Part 1	• ♦ ▲
Cooperative Education Part 2	• ▲
Cooperative Education Specialist	• ▲
First Nations, Metis & Inuit Peoples Part 1	• ♦ ▲
First Nations, Metis & Inuit Peoples Part 2	• ▲
First Nations, Metis & Inuit Peoples Specialist	• ▲
French as a Second Language Part 1	♦ ▲
French as a Second Language Part 2	• ▲
French as a Second Language Specialist	• ▲
Guidance & Career Ed Part 1	• ♦ ▲
Guidance & Career Ed Part 2	• ♦ ▲
Guidance & Career Ed Specialist	• ♦ ▲
Health & Phys. Ed (P/J) Part 1	• ♦ ▲
Health & Phys. Ed (P/J) Part 2	• ▲
Health & Phys. Ed (P/J) Specialist	▲
Integration of Information & Computer Technology in Instruction Part 1	• ♦ ▲
Integration of Information & Computer Technology in Instruction Part 2	• ▲
Integration of Information & Computer Technology in Instruction Specialist	• ▲
Kindergarten Part 1	• ♦ ▲
Kindergarten Part 2	• ▲
Kindergarten Specialist	• ▲
Mathematics, Primary & Junior Part 1	• ♦ ▲
Mathematics, Primary & Junior Part 2	• ♦ ▲
Mathematics, Primary & Junior Specialist	• ♦ ▲
Reading Part 1	• ♦ ▲
Reading Part 2	• ♦ ▲
Reading Specialist	• ▲
Religious Education in Catholic Schools Part 1	• ♦ ▲
Religious Education in Catholic Schools Part 2	▲
Religious Education in Catholic Schools Specialist	• ▲
Special Education Part 1	• ♦ ▲
Special Education Part 2	• ♦ ▲
Special Education Specialist	• ♦ ▲
Teaching English Language Learners Part 1	• ♦ ▲

Teaching English Language Learners Part 2	• ▲
---	-----

Teaching English Language Learners Specialist	• ▲
---	-----

Teacher Leadership Part 1	• ♦ ▲
---------------------------	-------

Teacher Leadership Part 2	• ▲
---------------------------	-----

Teacher Leadership Specialist	• ▲
-------------------------------	-----

Teacher Librarian Part 1	• ♦ ▲
--------------------------	-------

Teacher Librarian Part 2	• ▲
--------------------------	-----

Teacher Librarian Specialist	• ▲
------------------------------	-----

ONE SESSION QUALIFICATIONS

Adult Education	• ▲
-----------------	-----

Classroom Management	• ♦ ▲
----------------------	-------

Safe & Accepting Schools	• ♦ ▲
--------------------------	-------

Special Ed - Behaviour	• ♦ ▲
------------------------	-------

Special Ed - Communication - Autism	• ♦ ▲
-------------------------------------	-------

Special Ed - Communication - Learning Disability	▲
--	---

Student Assessment & Evaluation	• ▲
---------------------------------	-----

Teaching & Learning Through e-Learning	• ♦ ▲
--	-------

Teaching LGBTQ Students	• ♦ ▲
-------------------------	-------

Use and Knowledge of Assistive Technology	▲
---	---

TECHNOLOGICAL EDUCATION

Comm. Tech Grades 9/10	▲
------------------------	---

Comm. Tech Grades 11/12	▲
-------------------------	---

Computer Tech Grades 9/10	▲
---------------------------	---

Green Industries Grades 9/10	▲
------------------------------	---

Manufacturing Grades 9/10 Blended	▲
-----------------------------------	---

Tech Design Grades 9/10	▲
-------------------------	---

Tech Design Grades 11/12	▲
--------------------------	---

CHECK OUT OUR FB PAGE FOR MONTHLY COURSE GIVEAWAYS!

www.facebook.com/QueensCTE

\$685

- ABQ Primary
- ABQ Junior
- One Session AQ
- Three Session AQ (excluding FSL Part 1)

\$745

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

SESSION DATES:

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

Late Spring 2018: May 7, 2018 - Jun. 29, 2018

Summer 2018: Jun. 25, 2018 - Aug. 10, 2018

REGISTRATION DEADLINES:

Spring: Mar. 30, 2018

Late Spring: Apr. 27, 2018

Summer: Jun. 15, 2018



Queen's
UNIVERSITY

Committed to Lifelong Learning

Ontario teachers are committed to ongoing professional learning. Developing new skills and gaining new insights benefit the profession as it supports a diversity of learners in the province's classrooms.

BY MELISSA CAMPEAU



Often, a very personal motive fuels the drive to reflect, learn and grow. For Pierre Beaudin, OCT, formerly the teacher education practicum co-ordinator at the University of Ottawa, it's his two children — both of whom have special needs. His son has high-functioning autism, and his daughter was born deafblind and challenged with several disabilities including cerebral palsy and spina bifida. In studying how best to support their education, Beaudin became a passionate advocate for teaching students with learning differences.

When his daughter was five, Beaudin enrolled in an Additional Qualification course for teaching deafblind students. While serving as an education consultant at Centre Jules-Léger in Ottawa, he made it his mission to have the centre become an AQ provider. “We partnered with the faculty of education at the University of Ottawa and we became the first to offer a French-language AQ for teaching deafblind students,” says Beaudin. “The centre had been dreaming of doing this for about a decade but it had never gone anywhere. I was motivated by my daughter — that was the engine that accelerated the process.”

Beaudin then helped to create what would become the first French-language AQ for teaching children on the autism spectrum, offered at the University of Ottawa.

In 2015, he proposed developing a new three-part Specialist AQ for teaching children with autism spectrum disorders (the idea is currently being reviewed by the College). “The fact that I have a son with autism motivates me because I know how important it is for teachers to [have the necessary professional knowledge and skills] to support learners with autism spectrum disorders,” he explains.

At W. Ross Macdonald School in Brantford, Ont., the educators' commitment to students have resulted in new professional learning opportunities for teachers across the province. As a school for blind, hearing impaired and deafblind students, teachers at W. Ross Macdonald have highly specialized skills, knowledge and education. Because there are so few students who are deafblind — fewer than 200 across the province — the only university offering the AQ (in partnership with the school) faced low enrolment, and eventually stopped offering the course. That led to a six-year period with only one French-language provider of the AQ for Teaching Students Who Are Deafblind in Ontario, and no English-language provider at all. With many teachers at W. Ross Macdonald close to retirement (but unwilling to leave their students until a new and well-qualified generation stepped in), leaders at the school could see a crisis on the horizon.

“We began to realize that students around the province weren't going to have access to that specialized teacher with that specific knowledge,” says Dan Maggiasco, OCT, principal at W. Ross Macdonald School. “Since we are uniquely positioned to understand the needs of deafblind students, and because we service most of the deafblind students in Ontario, it just made sense to provide the AQ ourselves.”

The rigorous path to becoming a first-time provider (see *Spotlight on New AQ Providers* p.4) was worth the time and effort involved, says Maggiasco. The school offered Part 1 of the AQ for the first time last fall, attracting 20 candidates. This enabled teachers to pursue their professional education, and gave deafblind students the reassurance that they could continue to count on well-prepared teachers and school board staff to support them. **AQ**



Collaboration at the College

To help establish or review guidelines for AQ courses, the College facilitates focus groups, open space consultations, online surveys and more to ensure a diverse group of stakeholders have a chance to share ideas, ask questions, raise concerns and voice perspectives.

AQ for Teaching Deaf and Hard of Hearing Students

Last spring, the College hosted an open space consultation to review the guidelines for the AQ Teaching Students Who Are Deaf or Hard of Hearing — ASL/LSQ, and Teaching Students Who Are Deaf or Hard of Hearing — Aural/Oral Communication.

Cheryl Zinszer, OCT, implementation co-ordinator, LD Pilot Projects, with the Ontario Ministry of Education, was part of the consultation, along with educators, educational partners, members of the deaf and hard-of-hearing community, students and the public. “It was a wonderful experience listening to everyone share their thoughts and experiences,” says Zinszer, who is a qualified teacher of the deaf, and who has held past posts as principal at Robarts School for the Deaf

and superintendent for the Provincial Schools for the Deaf and demonstration schools in Ontario.

Close to 75 people attended the event — facilitated in four languages: English, French, American Sign Language (ASL) and Langue des signes Québécoise (LSQ) — to determine recommendations for enhancing the Additional Qualification courses.

Heather Gibson, former assistant to the Superintendents, Provincial and Demonstration Schools Branch, Ministry of Education (and now education officer with the Ministry of Education, Student Achievement Division), was involved in the consultation process to review the guidelines and co-authored a policy document for the American Sign Language (ASL) three-part Specialist qualifications. “The process was enlightening as I started to see how our differences brought us to a place where collectively we were more effective in meeting the challenge together than we would have been apart,” says Gibson. “For example, the technologies we used were innovative, which allowed people like me to bridge language differences between French, English, ASL and LSQ in this project.” She notes this allowed the group to work

collaboratively, contributing a wide variety of perspectives.

Theara Yim, OCT, a deaf teacher who speaks LSQ, attended the open space event where participants were asked to work as a team to identify the needs of the community and how the AQ program could better meet those needs. Afterwards, several small-group meetings were scheduled to draft the program, he explains. “The discussions were fair and balanced.”

Feedback was gathered in other ways, as well: 10 teachers for the deaf across the province facilitated focus groups with parents and educators, exploring the knowledge and skills required for teachers of the deaf and hard of hearing.

“Through that process you are not only hearing from educators, you will also hear from other professionals supporting students with autism,” explains Déirdre Smith, OCT, manager of the Standards of Practice and Education Unit at the College.

AQ for Special Education

“When you think about students who are deafblind or who are on the autism spectrum, they are among some of the learners with highly complex learning profiles,” explains Smith. “In terms of the Special Education AQ, every teacher is going to have a diversity of learners within their classroom, so that specialized knowledge and skill

“It’s important to include students in the policy development process since they have first-hand knowledge of what works in schools and what needs to be changed.”

AQ for Teaching Students on the Autism Spectrum

The College is considering a proposal by Pierre Beaudin to make the AQ for Teaching Students with Autism Spectrum Disorders a three-part specialization course. While the College consults on this idea, it’s also undertaking a review of the current guidelines.

“There’s a growing number of children who have been identified as being on the autism spectrum, but the professional education hasn’t kept up with this pace,” explains Beaudin. “Teaching students with autism spectrum disorder is very complex; there are a lot of things to learn and they have to be learned correctly. If not, they can really have a detrimental effect.”

The College asked teachers who support students with autism to hold focus groups with students and teachers to gather feedback about the AQ program and how it might better meet students’ needs. It also asked each school district in the province to do the same.

that comes with the AQ for Special Education is really important to students, families and serves the public interest.”

In addition to focus groups and an online survey about revisions to this AQ’s guidelines, the College held an open space consultation that drew close to 100 participants. The varied group included teachers, principals, superintendents and members of the public. A number of organizations brought students, too, ranging in age from 16 to 21.

Smith believes it’s important to include students in the policy development process since they have first-hand knowledge of what works in schools and what needs to be changed. “When students speak, people listen, and they listen with a compassionate heart. What they hear can transform perspectives, change assumptions and beliefs, and gently challenge people to change policies and practices,” she says. **AQ**



Spotlight on New AQ Providers

When new institutions apply to become accredited AQ providers — and then offer courses tailored to meet the needs of their communities — it helps make ongoing professional education accessible to a greater number of teachers, benefiting students and the public interest.

W. Ross Macdonald School

Last year, W. Ross Macdonald School, a provincial school for students who are blind or deafblind, became the first Ontario Ministry of Education institution to offer an AQ on its own. (W. Ross Macdonald had teamed with a university to deliver an AQ for the deafblind in the past, but not without a partner.)

With the school's highly specialized educators nearing retirement and no AQ for Teaching Students Who Are Deafblind available in English anywhere in the province, the school's leaders approached the College. Recognizing the urgency of the need, the College adapted its policies to allow the Ministry of Education to become an AQ provider, for the first time. Once accredited, the school followed the College's AQ's guidelines and created a course of its own.

"The thought of offering the AQ at a school level without a partner was pretty daunting to us," says the school's principal, Dan Maggiacomo. "For a university, this would be pretty standard stuff. This is the language they speak, offering courses. For us it was entirely new," says Maggiacomo. "Luckily, we had a great team working on this, and the College made it possible by helping ensure we were on the right path every step of the way."

Halton Catholic District School Board

The Halton Catholic District School Board also joined the growing list of AQ providers this past year (see p.19). The board began offering Religious Education Part 1 in the fall, and it hopes to add Part 2 and Part 3 in the near future.

"Becoming an accredited provider, and then preparing our first course, was a rigorous process — as it should be — but it's not a difficult one," says Terri Durham, OCT, curriculum consultant, Religion, Family Life, Social Sciences and Humanities, Halton Catholic District School Board. "It's all very clearly outlined and the expectations about what's needed are really

transparent and easy to follow,” says Durham. “But it is very detailed and does take a dedicated team.”

To chart a course from idea to implementation, the Halton board assembled a wide spectrum of collaborators including superintendents, school principals, curriculum consultants, as well as staff from records management, human resources, information technology and research and development. “We found the College provided stellar support through the process, too,” says Durham. “They had a team who communicated with us and advised us at every step of the process. They sent us all the materials we needed, answered every question we had, and reviewed everything we developed prior to official submission.”

The work involved in setting up the first course, says Durham, will help pave the way for smooth implementation of additional courses. The board hopes to add more AQs in the near future. “So far, we’ve had a great response to Part 1, and we’ve had many inquiries about when the next session will run, so we anticipate having steady enrolment.”

Kenjgewin Teg Educational Institute (KTEI)

Much like W. Ross Macdonald, Kenjgewin Teg Educational Institute (KTEI), on Manitoulin Island, Ont., had experience partnering with another institution to provide an AQ. “We ran the AQ for

Teaching Ojibwe through Six Nations Polytechnic because they were already a service provider,” says Stephanie Roy, OCT, executive director, Kenjgewin Teg Educational Institute. “Six Nations was already a leader in the area of languages so they were able to facilitate that experience, that mentorship, about course development,” says Roy. “That was instrumental for us.”

In becoming a service provider and offering Teaching Ojibwe on its own, Roy says KTEI was able to filter the AQ course through the school’s own lens. “It allowed us to look at what that meant from an Indigenous perspective — at a local level but also within a global context of looking at Indigenous languages.”

Preparing to offer the AQ required laying foundations that will ease the way for additional course offerings in the future. “Part of what we were able to do is really look at what’s involved in delivering the AQ courses: working from the language policy guidelines, our course syllabus and learning expectations; the particular components as they related to standards of practice; the theoretical foundations of teaching the language; program planning, implementation and assessment; and the learning environment,” says Roy. “Going through the process gave us the confidence to move forward. The goal now is to continue to be responsive to what the needs are in the community, with respect to ongoing professional learning.” **AQ**

FIND AN AQ EXTEND YOUR PROFESSIONAL KNOWLEDGE



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

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



Continuing Education for Educators

ONLINE COURSES

International Educator Certificate for IB Qualification OFFERED BY THE FACULTY OF EDUCATION

- ▶ Program specific based on interest: PYP, MYP or DP
- ▶ Three intakes per year: January, June & September
- ▶ Four courses in total plus professional learning community (PLC) facilitated online

Learn more at www.uwindsor.ca/iec.

*IEC qualifies for an IB Educator Certificate in Teaching and Learning

Additional Qualifications Courses

Choose from over 80 courses

Register now: www.uwindsor.ca/aq

\$25 Off for AQ! Use Promo Code PS25AQ at checkout



www.uwindsor.ca/continuingeducation
E: cstudies@uwindsor.ca | TF: 866.419.0685



Revised Guidelines for Leadership Programs

Leadership sets the tone for a community and can help ensure an environment that's equitable, inclusive and representative of all. That understanding informed the recent review of the Principal's Qualification Program (PQP) and the Supervisory Officer's Qualification Program (SOQP).

Changes to the guidelines, finalized last spring, reflect the changing needs of students, teachers and the public. These needs were brought to light at an open space event facilitated by the College that included students, parents, educators and representatives from stakeholder groups.

"It's important that voices representative of those who are impacted by school district leadership be part of the dialogue," says Eleanor Newman, OCT, executive director and SOQP co-ordinator, Eastern Ontario Staff Development Network, and part of the writing team for the SOQP guidelines. "The work of supervisory officers is done through engagement with those who bring different experience and expertise to the tasks and issues that arise," says Newman, who notes this was modelled through the AQ guideline writing process, as well.

"I applaud the College's effort to bringing diverse voices to the table, understanding that diversity does not just mean social identities — it also means diversity of thought," says Alison Gaymes San Vincente, OCT, centrally assigned principal, Principal Coaching and School Improvement, Toronto District School Board. "When you only have similar perspectives at table, it's challenging to get to that cognitive dissonance place where new thinking emerges. However, a diversity of voices and perspectives allows for this."

The revised guidelines include a more explicit emphasis on ethical leadership and the importance of principals and supervisory officers adopting a critical pedagogical stance. The program addresses the critical role of the supervisory officers in monitoring curriculum, instruction, assessment and evaluation practices, so that these practices are bias-free, inclusive, respectful and relevant to all learners. Principals and supervisory officers can be key catalysts for change and are ethically responsible for raising consciousness about whose voices and perspectives are included and whose are excluded.

ADDITIONAL QUALIFICATIONS FOR TEACHERS

» trentu.ca/aqcourses

Completely Online.
Facilitated by Experienced Educators.



SCHOOL OF EDUCATION

The **POWER** *of* **NIAGARA**



21st-century Degree • Mentors for the Mind and Heart
Beyond the Ridge • World Ready • Purple Pride

EXPAND YOUR QUALIFICATIONS

Increase your teaching credentials by earning an Additional Qualification from Niagara University. Our fully online, OCT accredited courses are offered during the fall, spring and summer for your convenience.

Also offering:

BACHELOR DEGREE IN TEACHER EDUCATION

MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP

Exceptional preparation for emerging leadership opportunities.

For more information, call **905.294.7260** or visit us online at www.niagara.edu/ontario.



SCHEDULE A COURSES

ABQ Schedule A courses

Primary Division

Junior Division

Intermediate Division/Health and Physical Education

AQ — Schedule C Courses

Adapting Curriculum for the Catholic School System, Teaching in the Catholic System, Mathematics 7 and 8, Student Assessment and Evaluation, Use and Knowledge of Assistive Technology, Teaching Students with Communication Needs/Autism Spectrum Disorders

AQ — Schedule D Courses

Part One, Part Two and Specialist:

Teaching English Language Learners, French as a Second Language, Guidance and Career Education, Integration of Information and Computer Technology Instruction, Teacher Librarian, Kindergarten, Mathematics Primary/Junior, Reading, Special Education

SEE MORE AQ COURSES AT

WWW.NIAGARA.EDU/AQ-COURSES

905.294.7260 • www.niagara.edu/ontario

Consequences of policy, practices and decisions can impact various communities in different ways, and leaders must be attuned to this. “The revised SOQP guideline places emphasis on building the capacity of candidates to recognize and address systemic barriers,” says Newman. “This is important as the ultimate goal of education leadership is for the student journey through school to be a positive and productive experience.”

“There is an abundance of research evidence that suggests that student achievement, positive character development and well-being are often intrinsically connected to students feeling included in their schools and communities,” says Richard White, OCT, co-ordinator of international programs and leadership, Professional Learning Office, faculty of education, York University, and a member of the writing team for the PQP guidelines. “The input gathered from the open space session confirmed that a critical component of the role of school principals is the ability to co-create inclusive learning environments for all students in the school community, hence the focus on leadership through an equity lens was adopted for the revised PQP guideline,” he explains.



“We know that certain populations underachieve and their social identity is a factor,” says Gaymes San Vincente. “Therefore, it’s imperative to include a focus on equity, diversity and how power operates in public education.” She adds, “When we understand these pieces, and make a targeted effort to challenge barriers in public education, this takes us a step closer to truly achieving the goal of young people reaching their full potential.” **AQ**

“Recent changes to the PQP and SOQP guidelines reflect the changing needs of students, teachers and the public.”

AQ DEVELOPMENT AND REVIEW PROCESS FOR HIGHLY SPECIALIZED AREAS

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

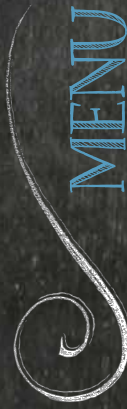
For more information visit:
oct-oeeo.ca/additionalqualifications

Order one to fit
your needs and

ENJOY!



AQ COURSES



ONTARIO ENGLISH
Catholic
Teachers
ASSOCIATION

Spring 2018

Registration Opens
DECEMBER 5, 2017

Registration Closes
MARCH 16

Courses Start
APRIL 3

Courses End
JUNE 15

Summer 2018

Registration Opens
APRIL 6

Registration Closes
JUNE 1

Courses Start
JULY 3

Courses End
JULY 27

A DISCOUNT OF \$200 FOR ANYONE WHO TAKES AN OECTA AQ SPECIALIST IN AN INSTRUCTIONAL COURSE. THAT IS NOT SUBSIDIZED.

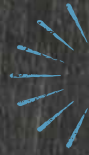
Fall 2018

Registration Opens
JUNE 12

Registration Closes
SEPTEMBER 11

Courses Start
SEPTEMBER 24

Courses End
DECEMBER 14



A limited number of
**\$450 AQ
SUBSIDIES**

are available for **ALL**
Math, Kindergarten and
Technology (ICT) courses.

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

CLASSROOM MANAGEMENT

CO-OPERATIVE EDUCATION

FRENCH AS A SECOND LANGUAGE

GUIDANCE AND CAREER EDUCATION

INTEGRATION OF INFORMATION AND
COMPUTER TECHNOLOGY IN
INSTRUCTION

KINDERGARTEN

MATHEMATICS

READING

RELIGIOUS EDUCATION
IN CATHOLIC SCHOOLS

SPECIAL EDUCATION

STUDENT ASSESSMENT AND EVALUATION

TEACHER LIBRARIAN

TEACHING COMBINED GRADES

TEACHING ENGLISH LANGUAGE LEARNERS

TEACHING STUDENTS WITH
COMMUNICATIONS NEEDS (A.S.D.)

TEACHING STUDENTS WITH
COMMUNICATIONS NEEDS (L.D.)

Part I, II and Specialist available

.....
catholicteachers.ca
.....



New AQs

Teacher Leadership

Last fall, the Toronto District School Board (TDSB) began offering Part 1 of the new three-part Specialist AQ Teacher Leadership, focusing on building effective leadership skills.

Jennifer Watt, OCT, program co-ordinator for the Board's Teachers Learning and Leading Department, along with Karen Murray, OCT, vice-principal at Amesbury Middle School in the TDSB, and Stephanie Fearon, OCT, instructional leader in the TDSB's Equity and Inclusive Schools department (now a K–12 learning coach), collaborated to write all three parts of the course.

The course, they note, emphasizes leadership as collective action, rather than a position. It highlights the idea that effective teacher leaders seek, build and sustain reciprocal learning relationships with participants, rather than followers.

Watt, Murray and Fearon determined the course inquiry question would be “How can I grow as an equity leader and an ethical teacher leader?” The writers worked together to plan and design the course, so even though there were three authors, the larger ideas were in sync.

The finished product reflects the belief that all educators can be leaders from the very beginning of their educational journey, and that leadership doesn't necessarily equate to administration — it can take on many variations. Teachers can make the most of the course to consider what leadership skills and competencies they hold and how they can use them in their professional relationships.

First Nations School Leader Program

Recently, the College finalized two new First Nations School Leader Program AQs, designed to support educational leadership

Stand out from the crowd with ASPIRE, Advanced Studies in Professional Education at Western

120+

courses
available

✓ **CONNECT**

In environments that bring educators together to learn, share and grow

✓ **EXPLORE**

Course content using tools and approaches that reflect classroom practice

✓ **COLLABORATE**

With colleagues to respond to a classroom inquiry – unique to ASPIRE

✓ **SELECT**

From among 120+ online and blended courses accredited by the Ontario College of Teachers

SESSION TIMES

Spring 2018	Online	May-June	6 weeks
Summer 2018	Online	July-August	4 weeks
Fall 2018	Online	September-December	10 weeks
Winter 2019	Online	January-April	10 weeks



**Western
Education**

findyouraq.uwo.ca
aspire@uwo.ca
519-661-2092



within First Nations communities and respond to the Truth and Reconciliation Commission's calls to action.

The first of these schedule C (one-session) AQs, First Nations' School Leader Program: Leadership, supports teachers in honouring, celebrating and promoting Indigenous languages, traditional teachings, ceremonies and culture. Course candidates explore the concept of First Nations histories informing professional practice, as well as inviting, respecting and honouring the guidance of knowledge keepers and Elders.

The AQ First Nations' School Leader Program: Supporting Indigenous Learning and Holistic Well-Being focuses on Indigenous culture and history and embraces land-based learning to support student learning and well-being. Throughout the course, candidates reflect on and engage in holistic learning as a process that interconnects the mind, body and spirit.

Environmental Education

Part 1 of the three-part Specialist course Environmental Education is currently offered at Six Nations Polytechnic. Umar Umangay, OCT, researcher and consultant at Six Nations, developed the course, based on the College's AQ guidelines, with the intent of supporting Indigenous teachers in the Six Nations and Manitoulin Island regions.

"The curriculum is based on local Indigenous knowledge and traditions. It asks participants to incorporate traditional teachers, knowledge keepers and community resources to enhance learning experiences," he says.

The course is mindful of the rights of Indigenous Peoples and of children, and works toward relationships and conversations for healing, understanding, working with Indigenous languages and stories, and using critical inquiry, local Indigenous histories and experiential education as the foundation for planning, assessment and evaluation, as well as field trips.

"The course is also important and relevant for Indigenous students because it affords a course where they see themselves, their families and their language, traditions and Elders being part of the learning experiences," explains Umangay. "This AQ seeks to find success criteria and evaluative methods that support Indigenous knowledge and learning styles."

The Environmental Education AQ also speaks to the work of the Royal Commission on Aboriginal Peoples and related documents that recommend Indigenous control of Indigenous education.

"In the spirit of reconciliation, it is important for the public to recognize, support and engage with curriculum and teaching practices developed by Indigenous researchers and taught by Indigenous educators," adds Umangay. **AQ**

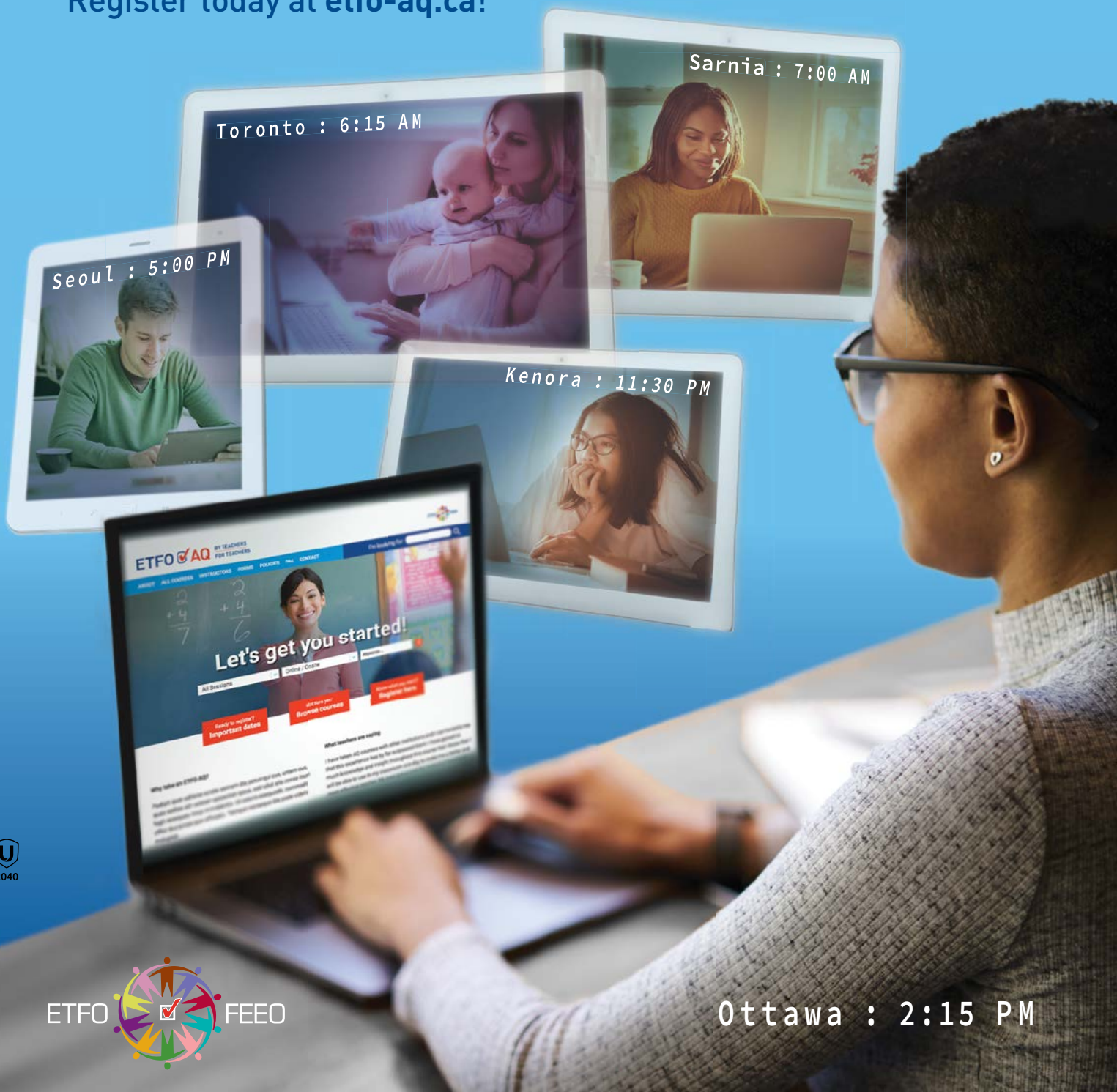


BY TEACHERS / FOR TEACHERS

With over 75 courses to choose from, ETFO AQs are current, practical and flexible to meet your learning needs and busy life.

Register today at etfo-aq.ca!

Join our
AQ community
any time that
works for you.



Ottawa : 2:15 PM



Stats & Facts

MOST FREQUENTLY TAKEN AQ COURSES IN 2017

1. Special Education, Part 1	3,470
2. Mathematics, Primary and Junior, Part 1	3,006
3. Teaching English Language Learners, Part 1	1,721
4. Special Education, Part 2	1,566
5. Kindergarten, Part 1	1,401
6. Religious Education in Catholic Schools, Part 1	1,353
7. Special Education, Specialist	1,204
8. Mathematics, Primary and Junior, Part 2	1,002
9. Guidance and Career Education, Part 1	818
10. Reading, Part 1	797

“Special Education tops the list of most popular AQs, followed by mathematics.”



TAKE ADVANTAGE OF LIMITLESS LEARNING

York University's Faculty of Education offers an unparalleled range of high-quality professional learning options. Learn from expert instructors who emphasize practical knowledge and skills.

WE OFFER:

- AQ and ABQ courses in many different subjects
- PQP to prepare you for a leadership position
- certificate programs featuring more in-depth training
- customized programs for your school board or organization

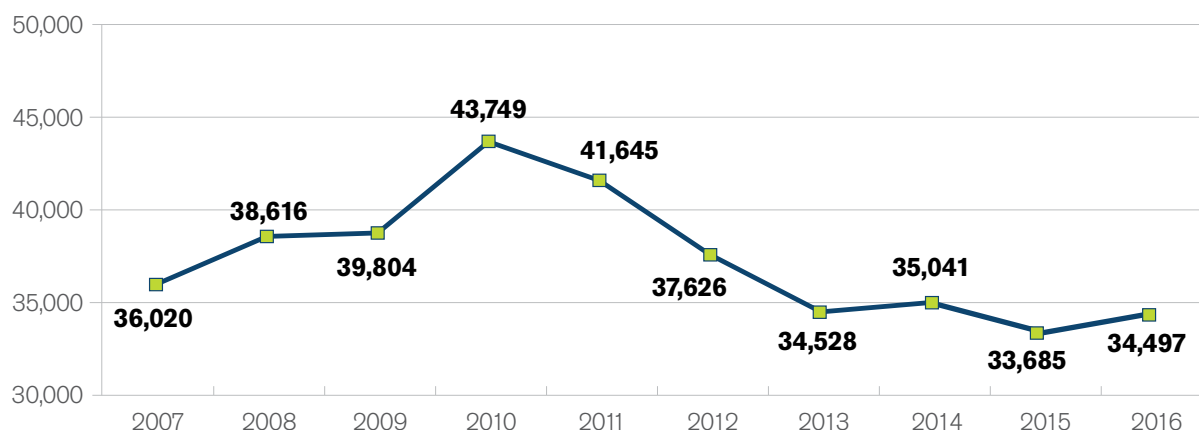
Choose from blended or online learning formats. With multiple start dates throughout the year, find a course that fits your schedule.

Visit raiseyouraq.ca

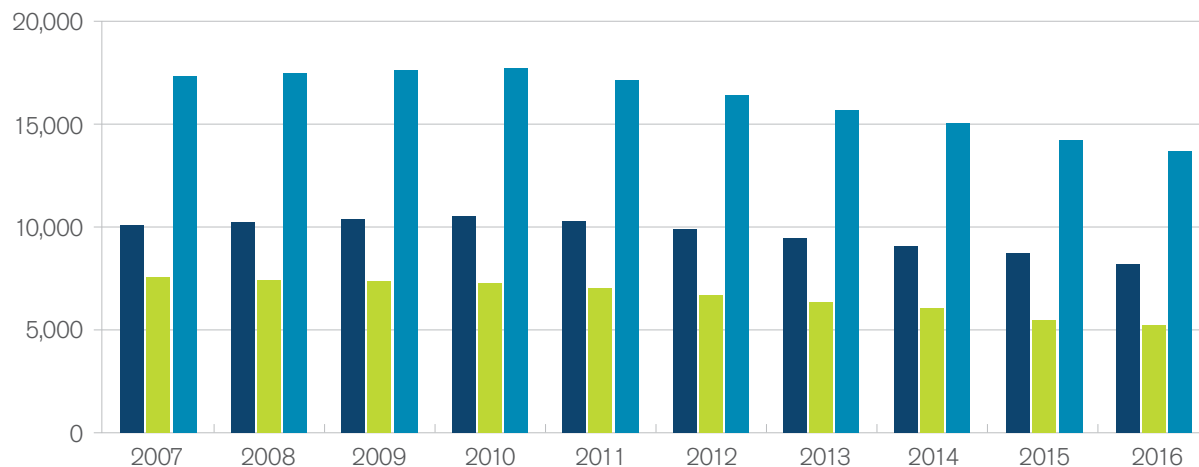
education



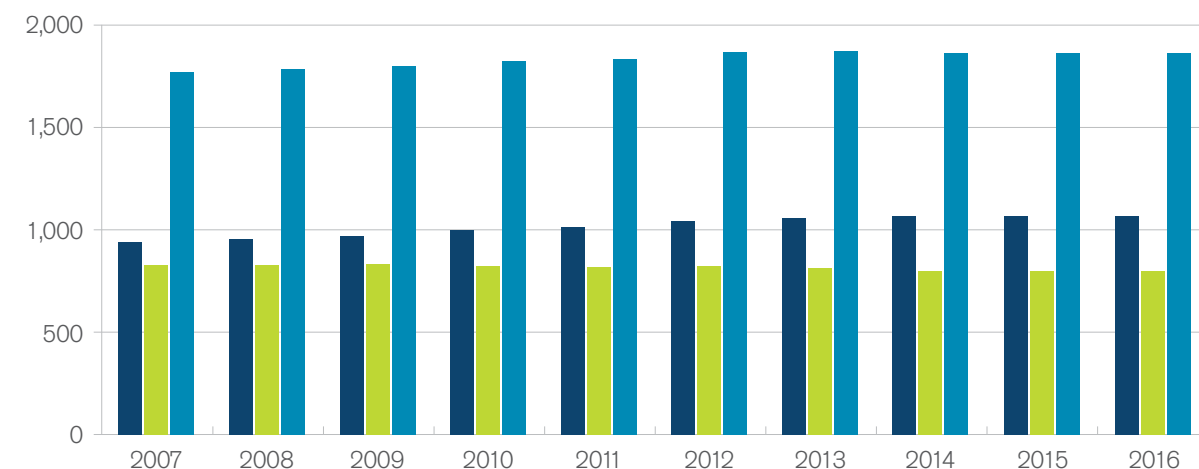
TOTAL NUMBER OF ADDITIONAL QUALIFICATIONS AWARDED ANNUALLY*



MEMBERS WITH PRINCIPAL QUALIFICATIONS (BY GENDER)*



MEMBERS WITH SUPERVISORY OFFICER QUALIFICATIONS (BY GENDER)*



Female Male Total

*Source: Ontario College of Teachers 2016 Annual Report



AQ providers: Evolving to Meet Needs of the Profession and Public

AQ providers rely on the feedback from candidates to improve their course offerings. When teachers complete an Additional Qualification, the College immediately asks them to fill out a survey reviewing their experiences in that course. The College also works with AQ designers and instructors to help identify areas in need of enhancement. In 2016, more than 400 AQ instructors and course designers attended sessions on course design and content.

“AQ providers are highly responsive to the feedback received from course candidates through surveys, focus groups and consultations, and immediately use this information to enhance the AQ courses they submit, which we then accredit,” says the College’s Déirdre Smith, OCT, manager of the Standards of Practice and Education Unit.

As well as changes to content, AQ providers are also adapting how courses are delivered to better meet teachers’ needs. Some providers are now offering AQs in modules that allow candidates to personalize and individualize their professional learning. Breaking a course into several sections gives them both scheduling and budget flexibility. Smith explains that the other advantage to modules is that theoretical concepts can be scaffolded and integrated in innovative ways over time. Teachers can then apply new insights and understandings to their practice prior to moving on to the next module.

Providers are also making the most of technology to connect with teachers — wherever they might be and at flexible hours. In remote areas of northern Ontario, for example, AQ providers connect with candidates through Contact North, an online learning portal serving four million Ontarians in remote or rural locations.

Other providers are making the most of Skype, FaceTime, GoToMeeting and other technologies. Lakehead University, for example, will soon be offering the Supervisory Officer’s Qualification Program. To enable this, they’ve partnered with the IT department at the university to engage with students who may need to connect at times through different online platforms.

Some AQ providers have been taking courses to the land, honouring Indigenous ways of learning. An AQ writing team at Kenjgewin Teg Educational Institute, for example, meets mainly outdoors, building vision boards from various natural materials to help shape the course’s framework.

“All the innovation — whether it’s outdoor education, technology or experiential learning — just shows you how limitless the possibilities are to facilitating inquiry-based teacher education,” says Smith. “Teachers who take those Additional Qualification courses are then even better equipped to be innovative and creative in their profession and able to offer the most effective support to each of the learners.” **AQ**



John George Althouse Building, Faculty of Education, Western University, London, Ont.

Accredited AQ Providers

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



Find an AQ Near You

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

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

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

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

A more detailed search engine that provides members with access to up-to-date course information is now offered by the College.

AQ providers Queen’s University, Trent University and York University have established a data feed in order to more fully participate in Find an AQ. The College invites all providers to do the same. [AQ](#)

What We've Heard

Every year, the College surveys thousands of AQ course candidates. Here are a few highlights from the most recent Principal's Qualification Program (PQP) candidates about who they are and how and why they took the program.

Why they took the PQP:

- Enrich professional practice **98%**
- Fulfil personal interest **92%**
- Extend professional knowledge **90%**
- Gain a specific, required qualification **88%**
- Acquire a specific position or role **83%**
- Further support student learning **80%**
- Gain employment opportunities **76%**
- Respond to curriculum changes **41%**

How they took the course:

- Face to face **45%**
- Blended **38%**
- Full distance **16%**
- Other (teleconference/face to face combined) **1%**

Respondents serving in a wide range of roles took this AQ:

- Classroom teacher **50%**
- Resource teacher **16%**
- Principal or vice-principal **12%**
- Consultant/co-ordinator **11%**
- Other* **7%**
- Long-term occasional teacher **4%**
- On a leave of absence **1%**

*Other included interim vice-principal, Intermediate division teacher, guidance counsellor, Special Education teacher, teacher-librarian and arts instructional coach.



Ontario
College of
Teachers

Setting the Standard for Great Teaching