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# Professionally Speaking

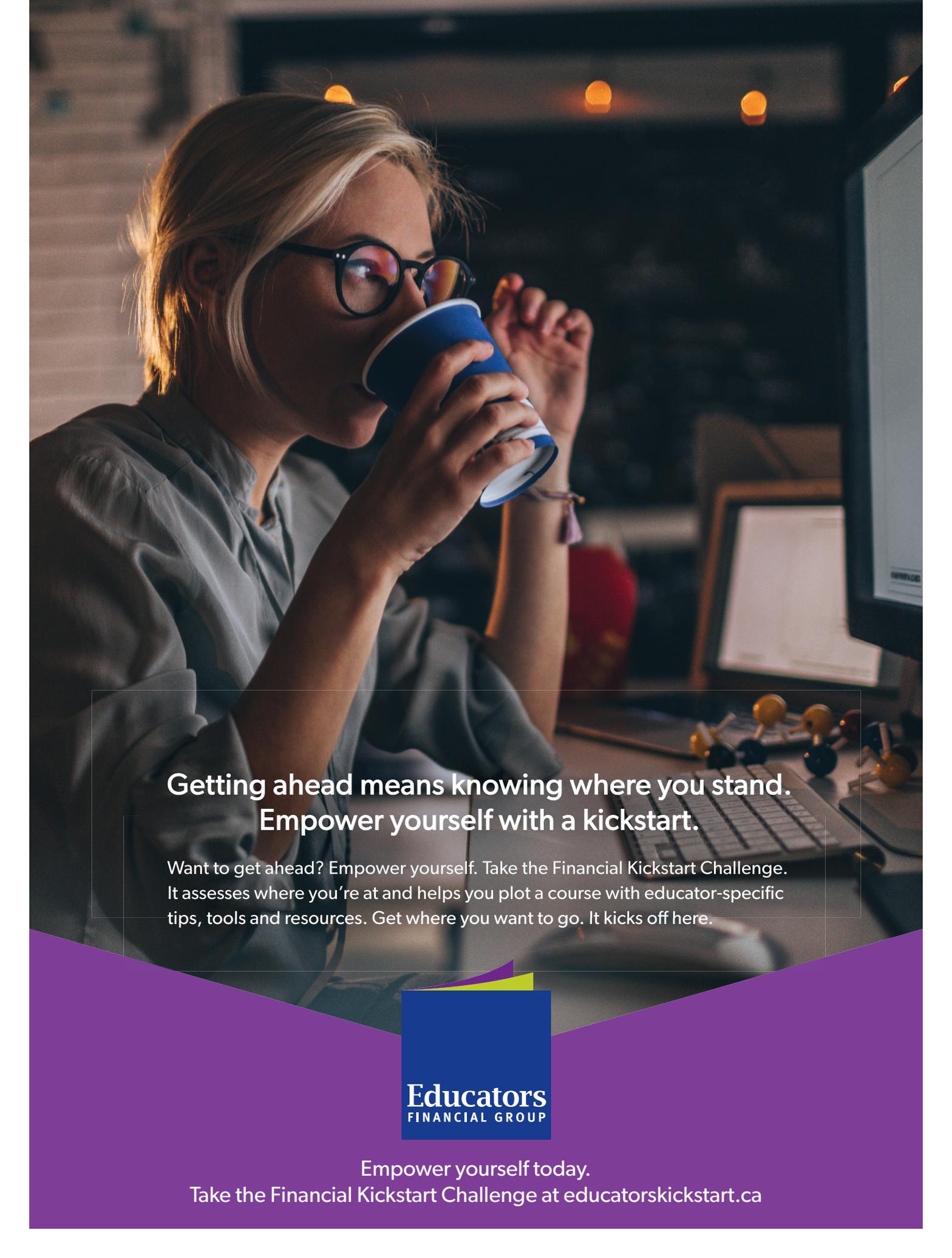
MARCH 2019

THE PUBLICATION OF THE  
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## Supporting Students' Mental Health p.28

The College's latest advisory helps OCTs assist students with mental health concerns.



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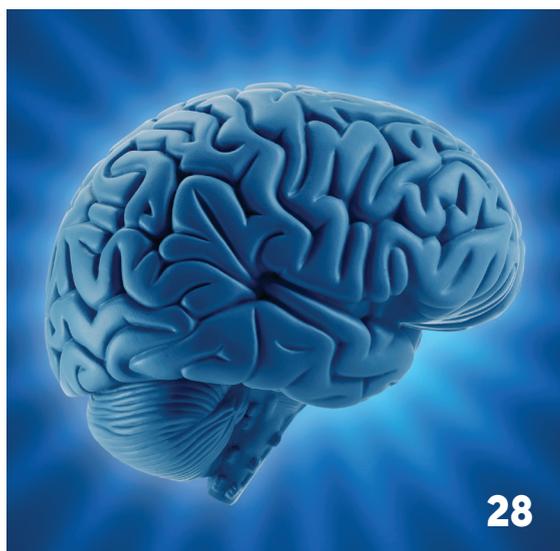
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The views expressed in the articles are those of the authors and do not necessarily represent the official position of the College.

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# Are you retirement ready?

Here are some thoughts and tips to get you started...

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Leaving the workforce means leaving a part of your social circle behind. So get out there and stay sharp!

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is the average amount Canadians have saved for retirement.<sup>2</sup>



**\$750,000**

is the average amount in personal savings they think they'll need for retirement.

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— Jo-Ann

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— Gordon

"I attended a few RTO/ERO retirement planning seminars before I retired, and I knew that being part of this organization was the right thing to do. I've told all my former colleagues to sign up when it's their turn to retire!"

— Carolyn

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[rto-ero.org/retirement-planning](http://rto-ero.org/retirement-planning)

<sup>1</sup> Parker-Pope, Tara. "Socializing Appears to Delay Memory Problems." The New York Times. June 04, 2008. <https://well.blogs.nytimes.com/2008/06/04/socializing-appears-to-delay-memory-problems/>.

<sup>2</sup> "Are RRSPs Still the Way to Go? Many Canadians Aren't Sure and Don't Seek Advice: CIBC Poll." CIBC Media Centre. <http://cibc.mediaroom.com/2018-01-25-Are-RRSPs-still-the-way-to-go-Many-Canadians-arent-sure-and-dont-seek-advice-CIBC-poll>.

<sup>3</sup> Chevreau, Jonathan. "The magic number for retirement savings is \$756,000, according to poll of Canadians." Financial Post. <https://business.financialpost.com/personal-finance/the-magic-number-for-retirement-savings-is-756000-according-to-poll-of-canadians>

**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.

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**TOP LEFT** Over the past few months, the College has attended several events to raise awareness about how we protect students. Staff were on hand to answer questions at the Dream Big parent conference in Scarborough, the Peel District School Board Parent Conference and the BabyTime Show in Mississauga, the Toronto District School Board Parent Involvement Advisory Committee Conference in Toronto, the District School Board of Niagara Parent Involvement Committee Conference in St. Catharines, and the 2019 Public Education Symposium in Toronto.



**TOP RIGHT** At the close of 2018, the AQ (Additional Qualification) provincial writing team gathered for an all-day session to write new course guidelines for Schedule D Science and Technology, Primary and Junior AQ courses. AQ writing teams comprise a diverse group of stakeholders who come together to share ideas, ask questions, raise concerns and voice perspectives.

**BOTTOM LEFT** Last December, the College was at the OISE/UT (Ontario Institute for Studies in Education at the University of Toronto) Career Fair. We were there to talk to teacher candidates about the licensing process and our scholarship program for teacher candidates. Approximately 5,600 new teachers are licensed annually in Ontario.



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# AGO

# Changes Ahead

Understand how Bill 48 impacts your profession.

BY NICOLE VAN WOUDEBERG, OCT  
@Nicole\_OCTOEE0



Change is inevitable — and change within regulatory bodies is no exception. Regulating in the public interest is the constant. As such, Council recently created new strategic priorities for the College that are both current and aligned with our mandate. These include strengthening transparency and accountability, managing risk more strategically, and improving stakeholder engagement.

Last October, Bill 48, the *Safe and Supportive Classrooms Act, 2018*, was introduced in the legislature. The new bill clarifies the definition of sexual abuse as it relates to professional misconduct. It also states that sexual abuse does not include touching, remarks or behaviour that is a necessary part of a teacher's professional responsibilities.

Furthermore, the College will be responsible for providing funds for counselling and therapy to victims of sexual abuse by teachers. While we await the implementation of this program, the College is proposing to use reserves to finance the cost.

There are two more legislative changes included in Bill 48. One is the requirement of new teachers to meet math proficiencies. The other relates to the governance structure of College Council and committees. In March 2018, the College launched an independent review of our governance structure at the recommendation of the Governance Committee. I encourage you to read the report (found here: [oct-oeeo.ca/governance](http://oct-oeeo.ca/governance)) and the article on page 30 about the report's recommendations to Council to improve the effectiveness and efficiency of our governance practices.

At its November meeting, Council provided direction for the Registrar and me to communicate with the Ministry of Education in addressing the changes noted above. It is important for all OCTs to be aware of the content of the bill and how these proposed changes to self-regulation impact your profession. **PS**

*Nicole van Woudeberg*

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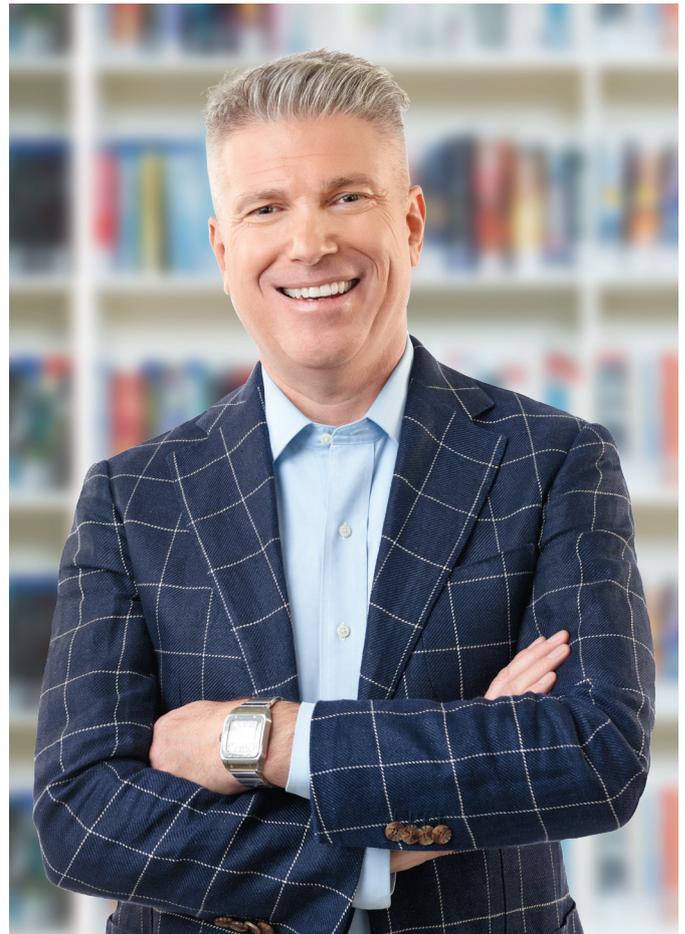
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# Asking Why

Articulating the why of our work builds trust, respect and positive relationships.

BY MICHAEL SALVATORI, OCT

@michael\_OCTOEE0



**W**hat is the privilege of self-regulation? Why are public awareness and understanding so important? Good questions. The answers vary according to one's experience, role and opportunity for learning.

For example, my first awareness of a regulatory body came from collecting the mail at the end of our family driveway in rural Grey County and glancing at correspondence from the College of Nurses of Ontario (CNO) addressed to my mother, a nurse. I admit I had little interest in any dinner conversation about the CNO newsletters or professional updates because it wasn't relevant to me at the time. That's changed.

Regulating in the public interest requires awareness, engagement and support from members and the public. Several years ago, the College developed a multi-faceted initiative to communicate its role and responsibilities to parents and community members. Favourable public awareness surveys and focus group feedback in the past two years reflect the gains. But there is much to do.

*Start with Why* author Simon Sinek offers some direction in urging us to move away from explaining what we do to focus on why we do it. In my College role, the shift from "what" to "why" goes from setting standards,

certification, program accreditation and investigations to inspiring confidence, ensuring student welfare and earning public trust.

Trust, one of the College's ethical standards, is a cornerstone of public confidence in teaching. We establish and maintain trust by exercising our regulatory responsibilities, but communicating why we set ethical standards and high requirements for certification likely has a more profound impact on the trust the public rightly places in the profession.

When someone asks why you are a teacher, a principal or a supervisory officer, might your reasons include "contributing to student well-being and potential" or "helping them to find their place as contributors to our civil society"? Articulating the why of our work builds trust, demonstrates respect and enhances relationships with students, parents and the community.

I chose this profession and I welcome any opportunity to explain why, particularly if it sparks meaningful dialogue about the impact and influence of teaching. I hope you do too. **PS**

*m. salvatori*

# Tell us what you think!

Professionally Speaking welcomes letters to the editor. We reserve the right to edit letters for length and to conform to our publication style. To be considered for publication, letters should be in response to an article or ad published in the magazine and include the writer's daytime phone number and registration number. Address letters to: The Editor, Professionally Speaking at [ps@oct.ca](mailto:ps@oct.ca) or 101 Bloor St. W., Toronto, ON M5S 0A1.

## Wine Ads in a Professional Magazine?

I was reading the December 2018 issue of *Professionally Speaking* and noticed a full-page ad on page 14 for Cecchi wine.

In all my years of reading *Professionally Speaking*, I have only noticed advertising for education-related services, and have never seen promotions for alcohol. Although I can always appreciate a nice glass of red, I question this advertising direction in our professional magazine.

Is this particular ad a one-off, or is the College opening up advertising space in our magazine to winemakers and others to generate an increased revenue flow? Or, has alcohol always been advertised and publicly promoted by the College and I have just never noticed in the past?

**Nicholas Varricchio, OCT, is the principal at Dr. Frank J. Hayden Secondary School in Burlington, Ont.**

*Editor's response:* Thank you for noticing the advertising in *Professionally Speaking*, which we rely on to offset our production costs. We have indeed included wine advertisements in the past. Our advertising policy, developed by the Editorial Board, does not preclude alcohol companies from advertising in the magazine.



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## At Your Service

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3. **Professionally Speaking**  
(members' quarterly magazine)
4. **Members' area of oct.ca**
5. **E-Services**  
(for instance, to order College forms or pay annual membership fee)
6. **Find an AQ** (search engine)
7. **Electronic OCT card**
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# Pop Quiz with Noni Classen

BY LAURA BICKLE



Approximately one in 10 children are sexually victimized before they turn 18. Sexual abuse can have harmful long-term effects on children, but early detection along with appropriate support and counselling can help to reduce after-effects — and teachers can play a pivotal role in that effort. That was one of the messages Noni Classen, director of education for the Canadian Centre for Child Protection, shared at the College conference last May. The centre oversees the Child Safety and Family Advocacy Division and three national prevention programs, as well as [cybertip.ca](http://cybertip.ca) — a tip line for reporting online sexual child exploitation. “Teachers typically know they have a statutory duty to report when a student discloses abuse,” says Classen. “The issue is that the majority of children do not disclose verbally.” That’s why the centre provides training and resources to help teachers understand what to do if they have concerns. “Teachers play a critical role in the protection of children as they have a unique, and early, opportunity to identify those who may need help.” We spoke to Classen about what you need to know.

## How can teachers protect students from being victimized?

It’s important to establish a culture in which children know that you are a person who is there to keep them safe. They need to know that if they are worried, or need help, they can go to you. Teachers should also model what social, emotional, physical and sexual boundaries look like. For instance, if a student requests to “friend” a teacher on social media, the response should be: “I’m a teacher, I’m an adult, so this would be inappropriate — that’s not OK.”

For more information, our Commit to Kids program ([commit2kids.ca](http://commit2kids.ca)) covers the importance of boundaries and understanding where risk lies.

## Tell us about Kids in the Know.

It’s a program of interactive activities that build children’s confidence, as well as a way to reduce victimization. It teaches protective factors to incorporate into everyday life, such

as the buddy system, identifying safe adults to go to for help, getting permission before going somewhere and not keeping secrets about touching or picture taking.

## What if you suspect but are not certain that sexual abuse is occurring?

If we’re going to improve early identification, we need to understand that even if the behaviour isn’t illegal, it could still be harmful and a child needs supports. Teachers can let the child know they notice he or she doesn’t quite seem like themselves, and ask if there is anything they can do to help. Inquire responsibly and confidentially by calling us (204-945-5735) or the Children’s Aid Society in your area. There is a process and the support is there. We must address the misconception that we will ruin lives if we are wrong. We ruin lives if we do nothing. If you look at it that way, there is no other way.

# By the Numbers: STEM Sell

Science, technology, engineering and math (STEM) in Ontario schools.

BY STEVE BREARTON

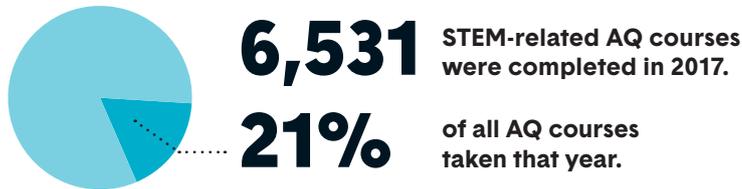
## SHARED VALUES

**90%** of teachers and administrators believe STEM education improves student learning.

**78%** of high school students believe STEM education is relevant to their lives and careers.

Source: Toronto District School Board, 2016

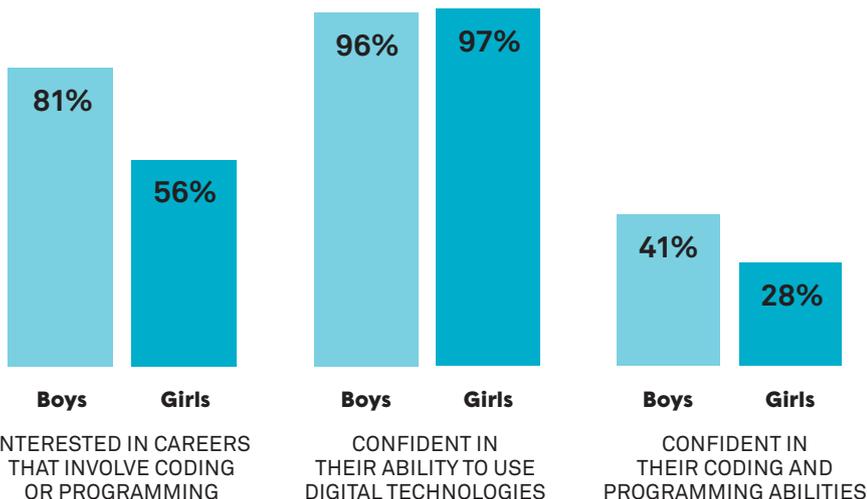
## COURSE OUTLINE



Source: Ontario College of Teachers, 2017 Annual Report

## COMPUTER SAVVY

PERCENTAGE OF CANADIAN STUDENTS (AGED 12 TO 18) WHO ARE:



Source: Actua's Coding the Future Survey, 2018

## TWEET SHEET

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# Professional Practice

Maintaining student attention levels in the classroom is often difficult for teachers; it affects both the seasoned and the new. After experiencing this challenge first-hand and trying various approaches throughout my career, I eventually landed on a technique that works well for me; it starts with getting to know your students' character!

Once you've accomplished that, I suggest you try doing a physical warm-up at the beginning of each class, as well as incorporating mindfulness meditation and deep breathing exercises — this is what I've found has helped me handle my more rambunctious classes. (For instance, one combination is jumping jacks or lunges followed by yoga poses.)

Every group and teacher is different, but if you begin with this approach, you can then fine-tune it to what will work best for you and your students within your learning environment.

DAVID PARMER, OCT  
TORONTO DISTRICT SCHOOL BOARD

## HAVE A CLASSROOM IDEA TO SHARE?

Send it to us at [ps@oct.ca](mailto:ps@oct.ca) and your advice could be published in an upcoming issue! Check out our Professional Practice Research archive at [oct-oeeo.ca/research](http://oct-oeeo.ca/research).

# Amp Up Your Eco-Education

BY STEFAN DUBOWSKI

You know the three Rs of environmentalism: Reduce, Reuse and Recycle, but how about Rethink? Resources for Rethinking ([r4r.ca](http://r4r.ca)), a website with English and French lesson plans, books, videos and more, invites students to think comprehensively about biodiversity, climate change and other matters of sustainability — either as a stand-alone subject or linking it to topics such as math, social studies and art.

The non-profit Learning for a Sustainable Future (LSF) created the site and has teachers review featured resources (which are matched to the Ontario curriculum), making it easy to find material for all grades and subject matter. Simply use the handy home-page, pull-down menu to search by level, topic and jurisdiction.

For instance, are you teaching Grade 10 business and commerce? If so, the site recommends *Chew on This*, a book on the fast food industry that outlines the environmental impact of large-scale meat production facilities.

How about Grade 5 math? Try *Playing with Decimals*, a lesson in which students explore cost-of-living differences between developed and developing countries. Grade 8 arts? Try *Antifreeze; Anti Fish*, a play that illustrates the relationship between storm drains and water ecosystems.

If you're not sure where to start, visit the Hot Topics tab for a calendar of environmental events like World Food Day, Waste Reduction Week and the COP 24: UN Climate Change Conference, all of which you can use as jumping-off points for classroom activities.

The Ministry of Education's elementary-level resource guide *Environmental Education: Scope and Sequence of Expectations*, explains that students require the knowledge and skills to understand the complex issues that affect the environment, both now and in the future. With Resources for Rethinking, you will find a range of tools that will help students reach this increasingly important goal.

# Apps Analysis

BY STEFAN DUBOWSKI

## Slice Fractions 2

Help a woolly mammoth get his cap back! That's the game — but as students play, they learn and practise a variety of fraction concepts including part-whole partitioning, numerators and denominators, as well as multiplication. Slice Fractions 2 includes more than 100 increasingly challenging yet entertaining puzzles that Université du Québec à Montréal (UQAM) researchers helped to develop in an effort to build strong math muscles at an early age. It all adds up to good mental exercise for Ontario students, who learn fractions from Grades 1 to 8.



**DEVICE** Apple, Android  
**SOURCE** App Store, Google Play  
**RATING** 4+, Everyone

## Toca Lab: Plants

Experimentation comes alive in this digital laboratory where you learn how environmental conditions affect living things — great for students in Grades 1 to 3, who are beginning to explore plant life in school. Players take walking, expressive plant-like creatures around the lab to see if extra light, water or food makes them gleeful or glum. Young scientists will discover: Does this plant float in water? What food does it like best? At the cloning station, mini-biologists can mix and match to create entirely unique botanical buddies.



**DEVICE** Apple, Android  
**SOURCE** App Store, Google Play  
**RATING** 4+, Everyone

## Autodesk SketchBook

Most creative processes begin with a sketch — with this app students draw images and designs, and access a host of in-app tools to perfect their creations. There's an array of pencils and brushes to choose from; plus features to fill, flip and distort what appears onscreen. You'll want to note that users must sign up for an Autodesk account and that the sophisticated tools do take some getting used to. This app is best for middle and high school students — “creating” is a key strand in the Grade 9 and 10 arts curriculum.



**DEVICE** Apple, Android  
**SOURCE** App Store, Google Play  
**RATING** 4+, Everyone

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The screenshot shows the 'Find an AQ' search page. At the top, there's a navigation menu with links for PUBLIC PROTECTION, PARENTS, MEMBERS, BECOMING A TEACHER, NETWORK, and ABOUT THE COLLEGE. Below the navigation is a search bar with the text 'FIND A TEACHER Search our Public Register' and a search button. The main content area has a heading 'FIND AN AQ' and a sub-heading 'This page will help you find additional qualification courses that suit your needs. To begin choose the option below that best describes your situation.' There are two options: 'OPTION 1' and 'OPTION 2'. 'OPTION 1' is selected and contains the text: 'You are thinking about taking an additional qualification course to expand your subject knowledge or sharpen your classroom skills. Our search engine will help you find the AQ and the provider to suit your needs.' Below this is a search input field with the placeholder text 'E.g. "B Smith" or 907654' and a 'FIND' button. On the right side, there's a 'LET'S CONNECT' section with social media icons for Facebook, Twitter, Instagram, LinkedIn, and YouTube. Below that is a 'FIND AN AQ' section with three buttons: 'My Account', 'Discounts', and 'Electronic OCT Card'.

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# Making Dollars Make Sense

Students with money management mojo become grown-ups with fiscal smarts. Integrate financial literacy lessons into nearly any subject with these sites and apps, and let students discover how fun — and empowering — financial know-how can be.

BY MELISSA CAMPEAU

## 1. The City — A Financial Life Skills Resource *Free!*

When students picture their adult selves, are they realtors, vets or bartenders? Do they own a home or belong to a gym? This site's "Lifestyle Reality Check" quiz is a healthy (but still entertaining) eye-opener. Plus, find lesson plans and resources covering the essentials of credit, budgeting and investing. Grades: 9–12 | Visit: [oct-oeo.ca/TheCity](http://oct-oeo.ca/TheCity)

## 2. Practical Money Skills Canada *Free!*

There's nothing like a good game for introducing big ideas. From cute animated characters (Peter Pig's Money Counter) to splashy graphics (the FIFA-branded Financial Soccer), there are options for a range of grades. For high school, find in-class activities on making money, budgeting and student loans. Grades: JK–12 | Visit: [oct-oeo.ca/PracticalMoneySkills](http://oct-oeo.ca/PracticalMoneySkills)

## 3. The Stock Market Game *Free!*

Keep all the excitement but ditch the risk. That's the concept behind this simulated stock market site (also available as an iOS app). Students manage a virtual \$100k portfolio and make decisions about buying and selling, based on their research and understanding of current real-world events. Grades: 4–12 | Visit: [oct-oeo.ca/StockMarketGame](http://oct-oeo.ca/StockMarketGame)

## 4. Rich Kid Smart Kid *Free!*

Jesse wants to grow his ice cream stand business, Ima is looking to save and Reno is going into debt to buy a video game. Students help the characters find solutions, which in turn grow their business skills and develop creative thinking through levelled lesson plans, activities and games. Grades: K–12 | Visit: [oct-oeo.ca/RichKidSmartKid](http://oct-oeo.ca/RichKidSmartKid)

## 5. Savings Spree \$8.49

The game-show format of this iOS app makes financial learning a blast. With fast-paced and colourful animation, students take in the effects of long-term savings, the risks of impulse shopping, charitable giving and investing. Financial shocks are written into the narrative to underscore the value of saving. Grades: 2–7 | Visit: [oct-oeo.ca/SavingsSpree](http://oct-oeo.ca/SavingsSpree)

## 6. The Mint *Free!*

How will students plan a (fictional) prom? Will it be in the gym or at a country club? Sandwiches or fancy catered snacks? It's a lesson in budgeting wrapped in a deeply relatable scenario. Find similar activities on the stock market and credit, and learn how to make decisions when faced with scarcity and choice. Grades: 6–12 | Visit: [oct-oeo.ca/TheMint](http://oct-oeo.ca/TheMint)

## 7. Make it Count *Free!*

Spending situations like going to the movies with friends or shopping for a new pair of shoes take financial know-how from the abstract to the very real. The site's lesson plans are easily layered onto other subjects, with objectives, discussion points, activities and questions to assess what students have learned. Grades: K–12 | Visit: [oct-oeo.ca/MakeitCount](http://oct-oeo.ca/MakeitCount)

## 8. EduGAINS *Free!*

Financial literacy is an easy match with nearly any subject. Take music: How are recording artists paid? Environmental education? Consider extreme weather and its financial impact on a community. Search by grade or subject matter for lesson plans and videos, written with the Ontario curriculum in mind. Grades: 4–12 | Visit: [oct-oeo.ca/EduGAINS](http://oct-oeo.ca/EduGAINS)

# It Lasts A Long



**ONLINE EXCLUSIVE**

To view our Great Teaching video archive, visit [oct-oeeo.ca/GTvideos](http://oct-oeeo.ca/GTvideos)

## A Natural Resource

**Rebecca Chahine, OCT, and her students understand that small changes can often mean big differences, especially when looking at energy and the environment.**

BY STUART FOXMAN

Imagine having to trek for hours each day to collect water for your family. That's what Rebecca Chahine, OCT, asks her Grade 4/5 class at Malvern Junior Public School in Toronto to think about.

Chahine begins the conversation by reading aloud two books based on African childhoods. As students listen closely, they learn that not everyone their age has easy access to this vital resource. Reading these true stories is useful but not enough to paint the picture — so she takes her students to a local creek. There, they fill buckets with water and walk several kilometres back to the school.

“You learn by experience,” says Chahine. “This really allows the students to empathize. It also gives them an appreciation for how lucky they are just to be able to go to school every day.”

The bucket haul doubles as a fundraiser. With pledges from family and friends, the students recently raised and donated \$700 to the social development charity ME to WE, to aid in their clean water campaign ([oct-oeeo.ca/walkforwater](http://oct-oeeo.ca/walkforwater)).

Making important issues like that real for students is Chahine's passion. She was a leader in the effort to make Malvern a Platinum eco-certified school, and aims to foster a sense of environmental and energy awareness through hands-on projects.

Her students, for instance, participate in creek and schoolyard cleanups and conduct school waste audits, calculating the percentage in each classroom diverted from landfills. Some students have even planted trees in Rouge National Urban Park in Toronto. And Chahine's class won the Plastic Bag Grab challenge ([plasticbaggrab.com](http://plasticbaggrab.com)) — a waste reduction program for elementary schools. They invested the \$1,000 prize back into the school community, buying a bike rack to encourage students to cycle to school.



Rebecca Chahine, OCT, and her Grade 4/5 students regularly conduct classroom waste audits at Malvern Junior Public School in Toronto.

Chahine delivers an overarching lesson in these endeavours: “It’s teaching the students that small changes can make a difference in the world.”

In 2017, Chahine led her students through a 12-week Classroom Energy Diet Challenge. It encouraged classrooms across the country to complete up to 25 tasks, such as researching Canada’s renewable and non-renewable forms of energy, and learning how to reduce their carbon footprints. For her efforts, Chahine was named central Canada’s 2018 Energy Educator of the Year by Canadian Geographic Education.

These lessons take centre stage in Chahine’s classroom, where she teaches almost everything, except French and music. Energy and the environment naturally fit under her science unit, but she skilfully weaves in multiple not-so-obvious parts of the curriculum as well.

Consider Malvern’s walk-to-school initiative. The elementary teacher saw it as a chance to help her students develop all sorts of skills, far beyond just participating.

To promote the program, she had students work in pairs to write public service announcements about the pros of walking to school, which they broadcast to their peers. These young eco-warriors then visited classrooms, surveying how many students walked to school and how many were in class overall. They turned the daily results, over the course of a month, into a graph with percentages. Tracking the progress involved the students in math and data management, and promoting it let them show their media literacy — all of which built their leadership and collaboration abilities. It happened so seamlessly that the students didn’t see any of it as traditional lessons. Instead, it was an opportunity to do something positive for the environment and their school.

Stacey Green, OCT, who also teaches Grade 4/5 at Malvern, says Chahine excels in offering integrated lessons that are authentic.

“The students connect all types of learning and apply it in a way that’s meaningful,” she says.

Chahine believes that global citizenship starts in kindergarten and wants all students to not only be aware of eco-challenges but be part of the solutions. Her students act as ambassadors throughout Malvern, taking action and educating others about energy and environmental issues through presentations.

“This level of engagement helps our students see themselves as agents of change,” says the school’s former principal, Thelma Sambrook, OCT.

That message is clear in the signs running along the top of one wall in Chahine’s classroom. They have sayings such as “Your deeds are your monuments,” “Fortune favours the bold” or “When it’s dark, be the one who turns on the light.” These thoughts, extracted from the book *Wonder* by R. J. Palacio, capture what she wants students to feel.

The 19-year-teaching veteran obtained her B.Sc. at York University in Toronto, then pursued her B.Ed. Her teaching philosophy boils down to helping students learn how to be kind and caring. She is focused on

their well-being and that of the planet they inhabit.

The two often go hand in hand. Look what happens, she says, when students get outdoors to work on environmental projects, or when they're encouraged to bike or walk to school. They practise healthy, active lifestyles. They do good for their community. And, they get energized in ways not always seen in the four walls of a classroom.

Chahine is equally dedicated to fostering compassion and inclusion. This school year, she read *Fish in a Tree* to her class — a book about a girl named Ally who moves from school to school, and hides her inability to read by being disruptive. Eventually, Ally discovers that she has dyslexia and simply learns differently.

The title refers to the notion that if you judge a fish by its ability to climb a tree, as a result, it will live its life thinking it's inadequate. The moral is that everybody is smart, in different ways.

"*Fish in a Tree* is a great story that my students can connect with and learn life lessons about social skills," says Chahine. "The characters are about the same age and the events that arise are common in a junior classroom. I often select stories that teach students to treat each other with kindness and respect."

When her school welcomed students from Syria, Chahine encouraged their visitors to share their experiences. With her assistance, the Syrian students created videos and told their stories — one was a child labourer before coming to Canada.

"It was important to give them a voice," Chahine says. "That has a lot to do with respecting differences and understanding diversity in the community."

Colleague Nardia Lall, OCT, says that one thing that makes Chahine a great teacher is that she's a tireless learner.

"She has a growth mindset, taking every professional development [opportunity] she can get her hands on," she says. "Then she comes back and teaches the rest of us."

Last fall, OISE/UT (Ontario Institute for Studies in Education at the University of Toronto) invited Chahine to join an action research team focused on environmental and sustainability education. As a certified Google educator, she has also presented at the Toronto District School Board's Google Camp.

For Chahine, technology is another way to help her students express what they're learning. "I try to tap into students' interests and talents to create excitement around learning, while showcasing their abilities." She mentions two students who wrote a rap song about litter in the creek, then filmed a video at school using a green screen to put the creek behind them. The environmental lesson morphed into a media production that highlighted the students' creativity.

Chahine routinely gauges her own progress and takes the temperature of the students by seeking their feedback. She tapes the Twitter logo to her classroom door, and asks her students to write down how they feel about school and add their thoughts to the door. These student "tweets," just for the classroom audience, gives her insight into what's on their minds.

At the end of the year, the Grade 4/5 teacher also has each student write a report card for her. What did they like? What should Chahine do more or less of? "By asking their opinion, I improve my teaching practice," she says.

The award-winning teacher is mindful of creating a nurturing learning environment, one that ignites the children's interest levels. That happens naturally by placing a priority on 21st-century skills, from creativity to critical thinking to problem-solving.

"My students are my definition of energy," she once wrote to her principal. "They have so much untapped energy, and with guidance they become responsible, active global citizens who develop strong leadership skills." **PS**

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*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.*

## Searching for Creative Activities?

**Rebecca Chahine, OCT, is always seeking programs and ideas that offer stimulating learning opportunities that go beyond her daily lessons. Ideally, they're low-cost or no-cost for the sake of school budgets and accessibility. Here are four of her go-to sources and strategies:**

### **Relay Education** ([relayeducation.com](http://relayeducation.com))

is a Canadian charity that delivers hands-on programming about renewable energy. Chahine uses them for an in-class workshop called Capture the Wind, where students build a model wind turbine that powers a light bulb.

### **Daytrippers** ([daytrippers.ca](http://daytrippers.ca))

is another charity that raises funds for school groups in lower-income and remote areas to participate in, for instance, trips to museums, galleries and conservation areas. Last year, it enabled Chahine's class to go to the Ontario Science Centre.

### **Ophea** ([ophea.net](http://ophea.net))

is a charity that offers teaching tools around health and physical education. The online lesson plans, supplements and activities cover topics ranging from mental health to active living to cyber safety. Last year, Chahine obtained Ophea's Healthy Schools Certification.

### **Twitter** ([twitter.com](http://twitter.com))

is an endless source of educational information for Chahine, who checks her feed every night before going to sleep. She learns from other educators who, for instance, are tweeting about contests, great places for class excursions, grants and lesson plans.



# Funny Girls

**The *Baroness von Sketch Show*'s Aurora Browne and Jennifer Whalen get serious about the teachers who inspired them to think creatively and have a deep respect for the arts.**

BY BILL HARRIS

**S**ketch comedy seems easy when performed well, but Aurora Browne and Jennifer Whalen know first-hand how difficult it is to master their craft. If you've watched the hit CBC series *Baroness von Sketch Show*, you know it's a fun and daring romp. Co-created, co-produced, co-written and co-starring Browne, Whalen, Meredith MacNeill and Carolyn Taylor, the series has busted barriers as it barrels toward its fourth season.

Considering the success they've enjoyed and the hard work required, the Ontario-born-and-raised Browne and Whalen fondly recall the high school teachers who instilled in them a deep respect for the arts. Browne thinks back to Barbara Kuschak, her art teacher at Fort William Collegiate Institute in Thunder Bay, Ont., while Whalen credits Peter Kunder, her drama teacher at Cawthra Park Secondary School in Mississauga, Ont.

"I knew of her before she was my teacher; I had four older sisters who had gone to the same high school," Browne says of Kuschak. "She's such a personality. She was a loud person (she will say this about herself!) and she was expressive — someone who would talk about her own experiences, as well as the work at hand."

Browne has a particular memory that continues to inspire her to this day — and it's especially relevant as she navigates the television business. It's related to Kuschak's dissatisfaction with renovations that were being made to her school art room, and she shared her frustrations with the students.

"She told us, 'I can't believe it — I was having a discussion with this architect, and I was asking where are we going to put the books, and he was like, you don't need books to teach art, and I was just so angry!'" Browne says.

"It was a really cool thing for me to see; my parents are quieter, very sincere, deeply Canadian mid-century people — so it was amazing to have this person who could advocate for herself."

And Browne also appreciated Kuschak's fantastic feedback. "My philosophy was to teach the student as well as the subject, but not by coddling them or giving them false hope," says Kuschak, an Illinois native who moved to Canada in the late 1960s to attend Lakehead University, and still lives in Thunder Bay. "Teach them to take constructive criticism, so they learn to think creatively and anticipate issues.

Aurora Browne (left)  
Jennifer Whalen (right)

# Invitation to Apply

## COLLEGE COUNCIL VACANCY:

### NORTHEAST REGION PART TIME OR FULL TIME

College members who are employed part time\* or full time\*\* as classroom teachers by a district school board, school authority, private school or the Provincial Schools Authority, and live in the Northeast Region of Ontario, are invited to apply to serve in this vacant Council position. The Northeast Region includes the regions of Sudbury, Manitoulin, Timiskaming, Nipissing and Parry Sound.

## HOW TO APPLY

You may submit an expression of interest for this position if:

- you are a member in good standing with the College;
- you live in the Northeast Region of Ontario;
- you are employed as a part-time\* or full-time\*\* classroom teacher in an elementary or secondary school;
- you are available to participate in Council and committee meetings from the time of your appointment until June 30, 2021; and
- you are not on a leave of absence for any reason other than illness, compassion, family or parental.

*\* A part-time classroom teacher is a person who provides one or more instructional services for at least 10 days (either partial or whole days) during each year of a Council member's term. A part-time classroom teacher may be an occasional teacher, or a person who is part of an employer's regular teaching staff and is assigned in a regular timetable to provide one or more instructional services in a school on a less than full-time basis.*

*\*\* A full-time classroom teacher is a person who is part of an employer's regular teaching staff and is assigned in a regular timetable to provide one or more instructional services in a school on a full-time basis.*

*Guidance counsellors, librarians, co-ordinators or consultants who co-ordinate subjects and programs for students, or for the teachers of subjects and programs, are considered to provide instructional services.*

You may apply if you hold a position as an employee or appointed or elected director, official or member of the executive at the provincial level, or as a president at the local level, in your teacher federation, the Ontario Teachers' Federation or the Ontario Ministry of Education. However, you must resign that position and meet the employment requirements of this Council position before taking office.

If you meet the criteria and would like to serve on the Council of your professional governing body, please forward your cover letter and resumé by email to Kim Bauer, Council and Committees Officer at [kbauer@oct.ca](mailto:kbauer@oct.ca).

The deadline for receipt of applications is April 8, 2019.

The Governance Committee will review all applications, meet with short-listed candidates and recommend a nominee to Council.

## IF YOU ARE SELECTED BY COUNCIL TO SERVE

Your employer's salary expenses will be reimbursed for temporary replacements for the time that you are engaged in College business. You will be directly reimbursed for travel and accommodation costs associated with Council and committee business.

Please contact Kim Bauer toll-free in Ontario at 1.888.534.2222, ext. 614 or [kbauer@oct.ca](mailto:kbauer@oct.ca) for further information on the duties associated with Council service.



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“Visual arts gets a bad rap about being totally in the eye of the beholder, but if the beholder is ignorant of art traditions, history and technical skills — sorry, it is not art, *not yet*. Everything one does and calls art should be validated by expression, design and/or technical skill — preferably by the artist, and not some well-meaning sympathizer.”

The 33-year teaching veteran recalls the Brownes as remarkable girls who “came as a unit back in the day,” but she described Aurora as the most boisterous of the family.

“Her sense of humour was boundless, but she also had a thoughtful, introspective side,” says Kuschak, who retired in 2002. “I am delighted that she has continued our friendship through social media; I am now also a devoted fan! No teacher could be more impressed and pleased.”

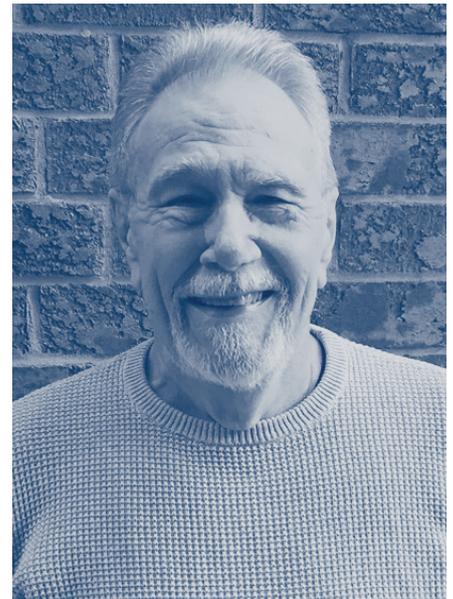
The common theme between Browne’s experience with Kuschak and Whalen’s with Kunder is the notion of taking art to heart and not regarding it as a flight of fancy.

Whalen’s family moved from London, Ont., to Mississauga as she was entering Grade 8; by the time Grade 11 rolled around — factoring in the transition from elementary school to high school — she had attended three different schools in four years. For most, that would be plenty — but not for Whalen. After discovering the specialized arts program at Cawthra Park, she gave her parents a shock when she informed them that she wanted to switch schools *again*.

“I leapt at the chance,” Whalen says. “I couldn’t tell you what I did for my audition — I was super nervous — but I got into the school, and I was thrilled.”

Once there, Kunder made an immediate impression — not only because he was a good teacher and a nice person, but because he had experience as an actor. One of Whalen’s best memories is when Kunder took her and some classmates on a field trip to Second City in Toronto. Mike Myers was in the cast doing an early version of Wayne, his character later seen in *Wayne’s World*.

“It really directed the course of my subsequent career,” says Whalen,



Aurora Browne’s Fort William Collegiate Institute art teacher Barbara Kuschak (left) and co-star Jennifer Whalen’s Cawthra Park Secondary School drama teacher Peter Kunder (right).

who eventually took a Second City course when she was in her early 20s. “I don’t know if I ever would have found that had Mr. Kunder not taken us.”

Although Kunder grew up in Stratford, Ont., his immediate family wasn’t into theatre and he didn’t visit the Stratford Festival until years later. He began his career teaching adults at Humber College in Toronto, then transitioned to teaching English at Parkdale Collegiate Institute in Toronto, adding drama when it became a subject at the school in 1970.

While at Parkdale, Kunder worked with Ken Gass in the English department. Through his friendship with Gass, founder of Factory Theatre in Toronto, Kunder entered the acting world — leaving his teaching position in the early 1970s to pursue acting full time. Two years later, Kunder returned to teaching at TL Kennedy Secondary School in Mississauga, where he stayed for seven years before applying to Cawthra Park.

“The principal there had the idea to open a regional arts program, because Cawthra Park was suffering from declining enrolment at the time,” Kunder recalls. “So it was a coincidence that I went there, but a happy circumstance.”

Kunder taught at Cawthra Park from 1980–99, then returned to teaching adults — this time at Sheridan College

in Brampton, Ont., for 14 years. The 45-year-teaching veteran remembers Whalen as a bright and gracious student who excelled in an area that he himself found challenging.

“One of her strengths was improvisation,” Kunder says. “We didn’t spend a huge amount of time on improv in class — it didn’t happen to be one of my strengths. Give me something I can memorize! But every year there was one unit and Jennifer was always fabulous at it.”

According to Kunder, one of the best things about being a teacher in the arts is that sometimes your students wind up doing things that you get to see in public.

“I’ve been watching,” Kunder says of Whalen’s work on *Baroness von Sketch Show*. “She’s terrific, *of course*.”

No matter what your chosen field may be, one of the keys to finding success is honouring your craft. Aurora Browne and Jennifer Whalen learned that lesson from Barbara Kuschak and Peter Kunder, respectively. And, now, with a beloved and critically acclaimed TV show on the air, the viewing public gets to marvel at the creativity and go along for the hilarious ride. **PS**

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



# Supporting Students' Mental Health

The College's latest advisory helps OCTs assist students with mental health concerns.

BY BRIAN JAMIESON

A provincewide thrust to support students with mental health concerns has been boosted by the College's release of a new advisory aimed to help its members.

In November, College Council approved the *Supporting Students' Mental Health* professional advisory to help Ontario Certified Teachers (OCTs) understand how to assist and support students with mental health concerns.

"Teachers are often the first to recognize changes in student behaviour," says the College's Deputy Registrar Joe Jamieson, OCT. "Are teachers diagnosticians? Emphatically, no. But can they help to support students with mental illness? Equally and emphatically, yes."

The advisory is the result of months of research and consultation. It promotes mental health, reduces stigma and encourages a multidisciplinary team approach to caring for students. In the process it examines: current trends and statistics; the role of educators in the context of professional ethics and responsibilities; and legal considerations. It also provides a framework for self-reflection. The advice is predicated on the profession's ethical standards, which are built on the pillars of caring, trust, integrity and respect.

The spectrum of mental illness covers students from all backgrounds and across all grades. The percentages of those affected are staggering.

Consider:

- One in five students experience a mental health illness or concern in any given year.
- Seventy per cent of mental health problems have their onset during childhood or adolescence.
- An estimated 1.2 million children and youth are affected by mental illness, yet less than 20 per cent receive appropriate treatment.
- Suicide accounts for 24 per cent of all deaths among 15- to 24-year-olds in Canada and is the second leading cause of death among teens.

Everyone goes through periods of self-doubt or has trouble focusing or interacting with others. Not all behaviours are indicative of mental disorders. But if they persist, they should never go unattended.

The duty to support students' mental health stems from the profession's ethical and practice standards along with statutes, regulations, school board and employer policies, professional workplace standards and common law.

OCTs also receive information from the Ministry of Education, education faculties, College-approved Additional Qualification courses and programs, federations and professional associations.

The advisory highlights what to look for and poses the following questions:

- What do I know about mental health and mental illness?

- Do I know my employer's policies and procedures about getting help?
- Is there an identifiable continuum of care for students?
- Are students at risk of self-injury, suicide or harming others?
- Have I created a positive learning environment that encourages caring, respect and acceptance, and recognizes religious and cultural differences?
- Do I look for opportunities to promote mental health within the curriculum?
- How can I develop and implement instructional practices that better serve the learning needs of students with mental health issues?
- Do I know who to report to and what to report?

"Apply your professional judgment," Jamieson says. "Being aware, knowing who to contact and what you can do goes a long way to supporting all students, not just those with mental health concerns." **PS**

Refer to the enclosed hard copy of the professional advisory for more information on how to support your students' mental health. You can also read it online at [oct-oeeo.ca/mentalhealth](http://oct-oeeo.ca/mentalhealth). To access the College's complete list of professional advisories, please visit [oct-oeeo.ca/professionaladvisories](http://oct-oeeo.ca/professionaladvisories).



# Good Governance

Committed to continuous improvement, the College conducts an external review of its governance practices.

BY OLIVIA YU

As part of its commitment to efficiency, effectiveness and improvement, the College commissioned Governance Solutions Inc. (GSI) last March to conduct an independent review of its governance structure and processes.

“Ontario Certified Teachers are encouraged to improve their daily practice through self-reflection,” says College Registrar and CEO Michael Salvatori, OCT. “Internal review and examination are also part of the College’s commitment to continuous improvement, and the independent review is a part of that.”

After in-depth study and consultation, GSI delivered a comprehensive report, which provides 37 recommendations on the size and scope of the College’s Council and its 14 committees. (See the complete report at [oct-oeeo.ca/governance](http://oct-oeeo.ca/governance).)

The report, made public on November 26, 2018, was shared with the Governance Committee and was presented to College Council.

“Council governs and makes decisions in the public interest,” says Council Chair Nicole van Woudenberg, OCT. “We are committed to improvements and will carefully review the recommendations to ensure we are doing what’s best to protect the public interest.”

## INSIDE THE REPORT

The review’s recommendations include the following:

- a smaller, balanced Council of 14 members, seven of whom would be Ontario Certified Teachers and seven members of the public appointed by the province. Currently, Council comprises 37 members, 23 of which are members and 14 appointed;
- selecting Council members from a pool of qualified professional applicants following a robust, transparent process based on a competency profile. This would be in place of the current election process;
- selecting a separate set of qualified members of the teaching profession through an application process for the College’s Statutory, Regulatory, and Standards of Practice and Education committees;
- staggered, two-year Council terms, renewable up to four times (maximum eight years). Currently, Council members may serve up to two, three-year terms;
- changing the Chair of Council position from a full-time, seconded position, to a part-time role focused on being an effective manager of Council, a resource to Council members and a liaison with the Registrar;
- Chairs of Council and committees will serve one-year, renewable terms.

Currently, Council appoints members to these positions for the duration of the three-year Council term.

- renaming the College to better reflect its statutory authority and duty to regulate teachers;
- increased use and authority of roster members serving on panels of statutory and regulatory committees; and
- altering the composition of Council committees to re-balance the mix of professional and public members, such as:
  - equal numbers of both professional and public members for the Investigation, Discipline and Fitness to Practise committees;
  - a majority of professional members for the Accreditation, Accreditation Appeal, Registration Appeals and Standards of Practice and Education committees;
  - a majority of public members for the Audit and Finance, Governance and Nominating, and Human Resources committees; and finally,
  - the entire Council itself would make up the Executive Committee.

The recommendations stem from the consultations and observations of the College’s governance practices, compared with other regulators, as well as GSI’s experience and expertise.



## Report methodology

David Brown and his team at Governance Solutions Inc. used online surveys, in-person and telephone interviews to canvass numerous stakeholders, in English and French, including:

- members of the public;
- members of the College;
- members of the current and previous College Council; and
- key external stakeholders including teachers' federations, school boards, education associations and regulators.

Read the report at [oct-oeeo.ca/governance](http://oct-oeeo.ca/governance).

The College's commitment to effective governance processes and structures aligns with the *Safe and Supportive Classrooms Act, 2018*, which is before the legislature.

At the bill's second-reading debate in November, Ontario Minister of Education Lisa Thompson explained that the proclamation was delayed to allow the Ministry to consider the outcomes of the College's governance report and prepare necessary regulations.

On the report itself, Council Chair van Woudenberg says, "Council will continue to serve with rigour in the public interest — protecting students — and receives the recommendations in the report with that lens. The next step is to discuss the recommendations and determine an action plan moving forward."

From an industry standpoint, regulators are using formal and informal governance reviews to become nimbler, more efficient and better able to protect the public. For example, the College of Nurses of Ontario, the Law Society of Ontario, the College of Registered Nurses of British Columbia, and the Engineers and Geoscientists British Columbia are either undergoing or have undergone reviews of their governance structure.

### SHARING EFFECTIVE PRACTICES

In between reviews, regulators also share lessons learned. For example, the leaders from various regulatory bodies in Ontario's regulated health professions often share their effective governance with one another.

The Ontario College of Teachers' leadership team and staff do the same. From communications tactics to regulatory efficiencies to application processes, the College makes it a point to work and collaborate with other regulators.

David Brown, author of the College's governance report, and his team at GSI have been examining best practices in governance through information sharing and consultations for more than 27 years.

"If Ontario's regulated professions, including the Ontario College of Teachers, seek to preserve a self-regulatory governance model, they will need to demonstrate effectiveness in protecting the public interest," Brown, GSI's executive vice-president, says in the report. "In the case of the College, this primarily means protecting the students of Ontario."

Having a third-party review of the College's practices is not new. The College commissioned former chief justice Patrick LeSage to look at its intake, investigation and discipline practices in 2011. LeSage's review yielded a 76-page report with 49 recommendations, calling upon a concerted effort by the provincial government, district school boards and the College to update legislation, practices and bylaws to improve public protection. Ultimately, the report helped the College become more competent and transparent in its daily operations.

In addition, The College regularly conducts internal reviews of its work. One example is its own internal review of fairness practices, which took place before the formation of Ontario's Office of the Fairness Commissioner (OFC). As a result of the review, the College made improvements to its application and registration processes, including practical experience requirements, efficient and timely decision-making and the reasonableness of fees. The College continues to review its practices for its annual submission to the OFC.

A profession's ability to self-regulate is seen as a privilege, one that is earned by putting the interests of the public first. This belief is, and has been, firmly ingrained in the College's work.

"As one of the largest regulators in Canada, we have to show that we are willing and able to look at ourselves to make changes that can improve the way we do our work," Salvatori says. "We have to be open and accept that there is room for improvement." **PS**

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education



# A New Era

Today's teacher candidates will enter the most promising labour market since the turn of the century.

BY FRANK MCINTYRE



**“The decade-long surplus of teachers that brought years of unemployment for many Ontario education graduates is nearly over. Since 2013, the unemployment rate for first-year OCTs has dropped from 38 per cent to just six per cent in 2018.”**

Ontario is emerging from a teacher surplus toward a teacher shortage. As the College's latest *Transition to Teaching* survey confirms, new teachers will find jobs in Ontario more easily today than they would have 10 years ago.

The decade-long surplus of teachers that brought years of unemployment for many Ontario education graduates is nearly over. Since 2013, the unemployment rate for first-year Ontario Certified Teachers (OCTs) has dropped from 38 per cent to just six per cent in 2018. The number of unemployed OCTs in years two through five of their careers has declined from 21 per cent in 2014 to five per cent in 2018.

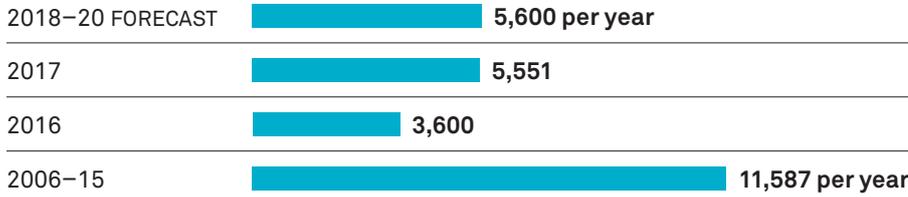
With record low numbers of new Ontario teachers forecast for 2018 through 2020, we can expect to see more new teachers employed over the next few years. In fact, Ontario school boards will need to prepare for teacher shortages beyond those teaching in the French school boards and French as a Second Language (FSL) teachers. English school boards will have a difficult time hiring daily occasional

teachers (OTs) for their rosters. And it's likely that we'll see regional and subject-specific long-term occasional (LTO) and permanent vacancy shortages.

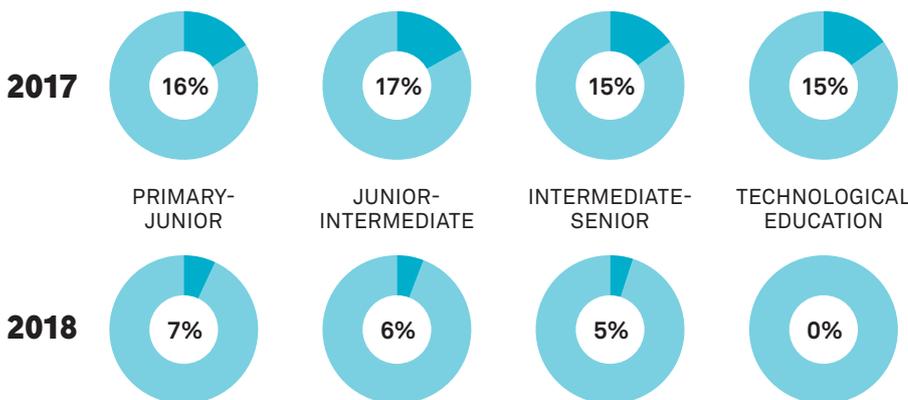
Over the past two years, fewer newly licensed Ontario teachers has meant less competition for occasional teaching rosters and teaching jobs across the province. More teachers found their first jobs without having to leave Ontario. Many unemployed and underemployed teachers from earlier years also managed to find teaching jobs.

The number of unemployed teachers in the first five years after licensing is now much smaller than it was before the drop in newly licensed teachers after 2015. With more early-career teachers now employed, school boards will be looking to hire newly licensed teachers as the primary source for occasional teacher rosters and teaching jobs over the next few years. The estimated number of unemployed Ontario teacher graduates will remain much lower than in previous years — with just 1,200 in 2018, compared to 4,200 in 2016 and 7,700 in 2014.

## NEW TEACHERS LICENSED ANNUALLY IN ONTARIO



## UNEMPLOYMENT RATES FOR FIRST-YEAR TEACHERS



Graduates across every division reported substantial employment gains in 2018. First-year teachers in Ontario reported unemployment rates in the mid-teens in 2017. Our 2018 survey finds unemployment dropped by more than half from the previous year's rates with primary-junior, junior-intermediate and intermediate-senior teachers in the seven to five per cent range and no unemployment reported by first-year technological education teachers.

This year's survey further validates the widely recognized shortage of French-language teachers in Ontario. Unemployment is now rare or non-existent among graduates of Ontario's French-language teacher education programs and graduates of English-language programs who hold FSL qualifications.

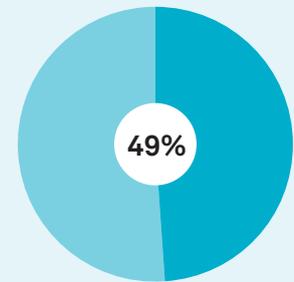
Unemployment in Year 1 for English-language teachers fell from 19 per cent in 2017 to 9 per cent in 2018. Those qualified to teach primary-junior report 10 per cent unemployment in 2018, down from 19 per cent the

year before (and 40 per cent in 2014). Junior-intermediate (JI) teachers with math or science as subject qualifications are now experiencing no unemployment, compared to 21 per cent in 2017. English-language teachers without those subject qualifications report 11 per cent unemployment, compared to 37 per cent in the previous year.

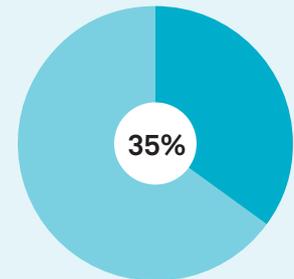
Unemployment for Intermediate-senior (IS) teachers qualified to teach math and/or science is now at six per cent, down from 11 per cent in 2017, whereas IS teachers who aren't qualified to teach those subjects indicate an eight per cent unemployment rate, down from 23 per cent in 2017. Those who teach math and/or science continue to have an employment advantage over teachers without these subject qualifications.

Newly licensed teachers with education degrees from outside the province also made gains in 2018. Ontarians who completed teaching degrees and were licensed in other countries, and teachers educated in

## UNEMPLOYMENT RATE FOR TEACHERS WHO ARE NEW TO CANADA



2017



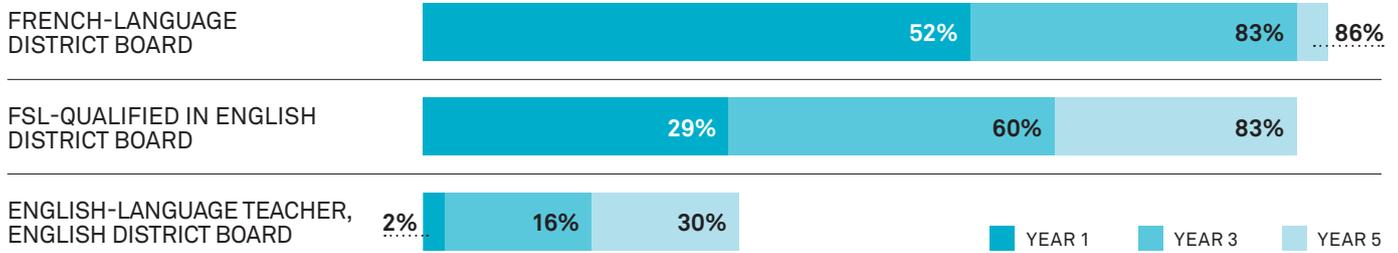
2018

other Canadian provinces, found employment more easily in 2018 than in 2017. Teachers who are new to Canada with education degrees from other countries report 35 per cent unemployment in 2018, down from 49 per cent in 2017.

Despite the positive employment environment for future Ontario education graduates, many teachers who joined the profession within the last 10 years experience lingering career challenges associated with the recent teacher surplus. Career patterns are very different for French-language and English-language teachers in Ontario. The challenges are acute among English-language teachers — especially for those in Ontario district school boards.

Ontario graduates hired by French school boards find full-time employment more quickly. More than half land permanent contracts in the first year of teaching and more than four in five do so by Year 3. Similarly, nearly one in three FSL-qualified graduates teaching in English district boards

## PERCENTAGE OF TEACHERS WITH PERMANENT TEACHING CONTRACTS



### About our Survey



*Transition to Teaching* surveys are conducted annually. Since 2001, they have provided a longitudinal view of the changing Ontario teacher labour market.

The 2018 survey examines job-entry and professional experiences of teacher education graduates of 2008 through 2017, and new-to-Ontario teachers educated elsewhere and Ontario-certified in 2016 and 2017. Web-based surveys gathered large samples from each of these groups of early-career teachers.

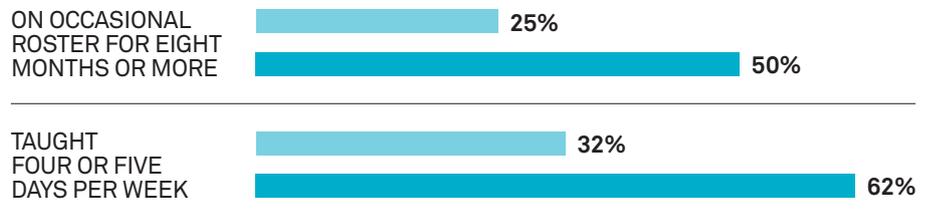
Responses were received from 3,155 teachers. Response rates varied from 14 to 24 per cent of the sample groups, with an average 18 per cent return overall. The accuracy rate is 1.7 per cent overall and 2.6 to 5.4 per cent for the individual survey components, 19 times out of 20.

The annual *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 is available on the College website at [oct-oeoo.ca/t2t2018](http://oct-oeoo.ca/t2t2018).

### TEACHING ASSIGNMENTS FOR FIRST-YEAR OCCASIONAL TEACHERS

2016 2018



have permanent contracts within Year 1, three in five by Year 3, and four in five by Year 5.

In sharp contrast, just two per cent of first-year English-language teachers who do not hold FSL qualifications have permanent contracts, and less than one in three do by Year 5. This very slow career progress is an outcome of the much greater and longer-lasting oversupply of English-language teachers over the past decade. The surplus of French-language teachers didn't last long and was replaced by a shortage a few years ago.

A secondary contributor to the career challenges facing English-language teachers is the staged hiring process in English school boards. Teachers on occasional rosters or who hold LTO contracts must wait until a permanent vacancy arises in their own district board for which they have the qualifications and sufficient seniority to compete. Even highly experienced occasional teachers cannot apply for positions for which they are qualified outside their own boards.

Daily occasional roster teachers

now report that they gain roster status much earlier in the first year following licensing than in previous years. They also receive teaching assignments for more days per week.

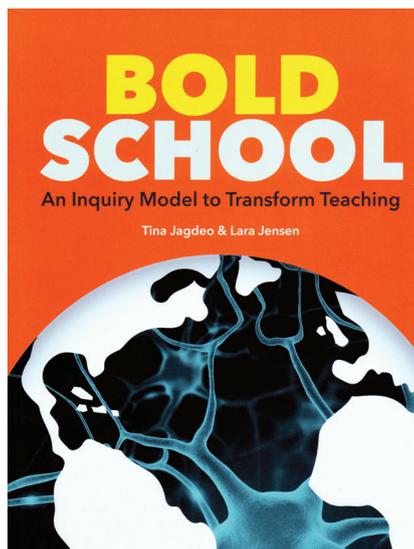
Many teachers moved to other provinces and other countries during Ontario's period of teacher surplus but maintain their Ontario teaching licences.

Our surveys find the majority of these teachers hope to return to Ontario to teach in the future. In addition, many more teachers over the past decade allowed their memberships to lapse when the address they left with the College was out-of-province. Some of these individuals may well be actively teaching elsewhere and could return to Ontario to teach given the right conditions.

With low numbers of new teachers forecast over the next few years, these Ontario graduates of years past may be part of the answer to meeting recruitment needs of district school boards in the years ahead. **PS**

# Your guide to recently released books and other teaching resources.

For additional reviews of French-language resources, visit [pourparlerprofession.oeeo.ca](http://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](mailto:library@oct.ca).



*Bold School: An Inquiry Model to Transform Teaching*, Portage & Main Press, Winnipeg, 2016, softcover, ISBN 978-1-55379-672-5, 127 pages, \$25, [portageandmainpress.com](http://portageandmainpress.com)

## Bold School

BY TINA JAGDEO AND LARA JENSEN

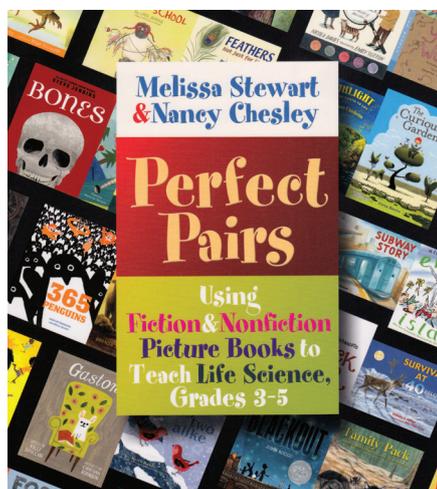
Research shows that when students have a choice and voice in their learning, they are more motivated to make it matter. With this in mind, it is important to teach your class how to assess information, so that they can fine-tune their problem-solving and really learn something. This is known as an inquiry approach because it places students' questions, ideas and observations at the centre of their learning experience. Various models exist, and it can be confusing and challenging to know how to structure an inquiry-based classroom.

So where to begin? In *Bold School*, Tina Jagdeo and Lara Jensen share their research and guide teachers on how to become knowledge facilitators and assist students in transforming

their sense of wonder for the world into knowledge. The book provides a wealth of ideas and resources on this particular approach, including how to use provocations, ask questions, refine research methods and use technology.

The authors' insights into planning, assessing and supporting students are clear, detailed and easy to adapt to your own teaching. Anyone looking to create a bolder school would benefit from reading this book, which offers approaches on how to build more inquiry into learning environments.

**Kerry Zinkiewich, OCT, is a vice-principal at Clarington Central Intermediate School with the Kawartha Pine Ridge District School Board.**



*Perfect Pairs: Using Fiction and Nonfiction Picture Books to Teach Life Science, Grades 3-5*, Stenhouse Publishers, Portland, Maine, 2016, softcover, ISBN 978-1-57110-959-0, 360 pages, \$38.95, [pembrokepublishers.com](http://pembrokepublishers.com)

## Perfect Pairs

BY MELISSA STEWART AND NANCY CHESLEY

Imagine building language, reading, writing and oral communication skills while teaching science. Now imagine receiving the lesson plans required for such a sophisticated approach, all handed to you in a clear and concise format that you can adapt for students' particular needs. *Perfect Pairs*, a unique guide to seamlessly blending the two curriculum areas, promises to deliver on all of the above. The book is a compilation of a number of detailed three-part lesson plans, each beginning with a wonder statement designed to cultivate curiosity and questions in your Grades 3-5 students. Melissa Stewart and Nancy Chesley

also provide learning goals, preparation steps, teaching tips and scaffolded questions.

One of the more delightful aspects of *Perfect Pairs* is that each of its lesson looks at both a fiction and non-fiction educational book with a focus on life sciences. Topics include how feathers help birds survive, why some animals look different from their family members, and how newly introduced species can affect an ecosystem. You will also find annotated samples of student work with assessment notes and ready-to-use templates at the back of the book.

**Anne Marie Landon, OCT, is the principal at George Vanier Catholic School with the Renfrew County Catholic District School Board.**

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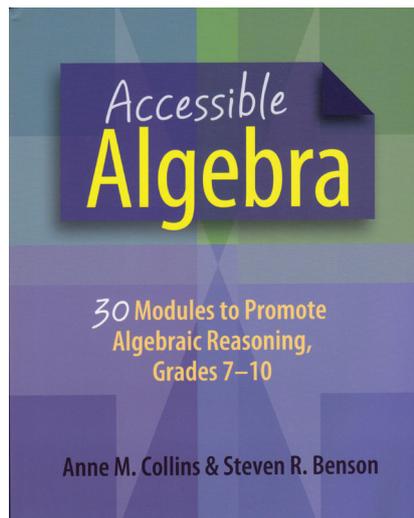
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- By phone at **416.961.8800** (toll-free in Ontario at **1.888.534.2222**)

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*Accessible Algebra: 30 Modules to Promote Algebraic Reasoning, Grades 7–10*, Stenhouse Publishers, Portland, Maine, 2017, softcover, ISBN 978-1-62531-066-8, 240 pages, \$38.95, [pembrokepublishers.com](http://pembrokepublishers.com)

## Accessible Algebra

BY ANNE M. COLLINS  
AND STEVEN R. BENSON

Developing solid algebraic skills is integral to understanding and mastering higher-level mathematics in high school and beyond.

Once you have the basics, you can tackle most anything. However, the transition from problem-solving in arithmetic to problem-solving in algebra is not always easy — this is especially true for your middle and secondary school students, when many at that age have no idea why they are learning it.

Anne M. Collins and Steven R. Benson's appreciation for algebra is evident in this book, and it is the springboard for the creation of 30 well-crafted modules that address everything from fundamental skills to the development of algebraic thinking — order of operations to area expressions, polynomials and functions.

You'll find real-life applications of algebra throughout this helpful and practical resource — such as how to calculate your taxes and interest,

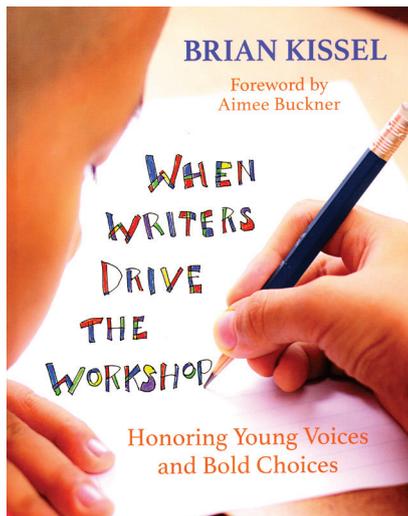
how to solve problems in uniform motion and how to make sense of changing patterns.

The modules begin with common misconceptions and roadblocks that students encounter, as well as advice for how to prevent them going forward.

In keeping with the province's focus on an investigative approach to learning mathematics, students first explore a topic, idea or skill before the authors highlight the abstract mathematics that are involved in each.

*Accessible Algebra* also includes a variety of examples that feature actual student responses to problems, as well as the authors' practical suggestions of how to meet the needs of both your struggling learners and those who are, perhaps, ready for greater mathematical challenges; suggested for Grade 7–10 teachers.

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



## When Writers Drive the Workshop

BY BRIAN KISSEL

Magic happens when you offer students the opportunity to steer their own writing. This workshop gives aspiring writers the wheel, encouraging them to make autonomous decisions about what their story will focus on and how it unfolds. Through this process, students learn to appreciate their unique voices, their shared dreams, their power and their potential.

Brian Kissel — a professor of literacy and elementary education at the University of North Carolina — shares the triumphs he has seen when teachers have facilitated student-led workshops.

He offers practical suggestions that transform an all-too-familiar workshop structure into a responsive, student-focused journey. Kissel reminds teachers of what it was like before standardized testing, which has irrevocably altered how we teach language arts. To be clear though, this book remains very much grounded in the 21st century.

*When Writers Drive the Workshop: Honoring Young Voices and Bold Choices*, Stenhouse Publishers, Portland, Maine, 2017, softcover, ISBN 978-1-62531-073-6, 192 pages, \$29.95, [pembrokepublishers.com](http://pembrokepublishers.com)

Writing with an abundance of humour and compassion, the author clearly understands the unique challenges that you face within your learning environment, as well as the demands you may feel from administrators and boards.

Kissel provides a compelling argument for thinking beyond the constraints of grade/content requirements and encourages teachers to customize content based on their students' needs.

While balancing classroom evidence with recognized academic theory, Kissel urges teachers to foster meaningful connections with their students, so that they will feel inspired and learn how to write about what is most important in their young lives.

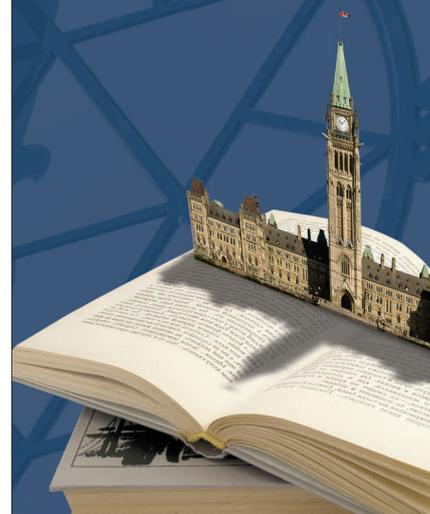
Although *When Writers Drive the Workshop* is for the K–5 teacher, middle and secondary school teachers will nevertheless find it a worthwhile read.

**Nadira Baksh, OCT, teaches at the Adult Education Centre with the Peel District School Board.**

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• TEL: 416-763-4121 • FAX: 416-763-5225 • [johnholtom@hotmail.com](mailto:johnholtom@hotmail.com)

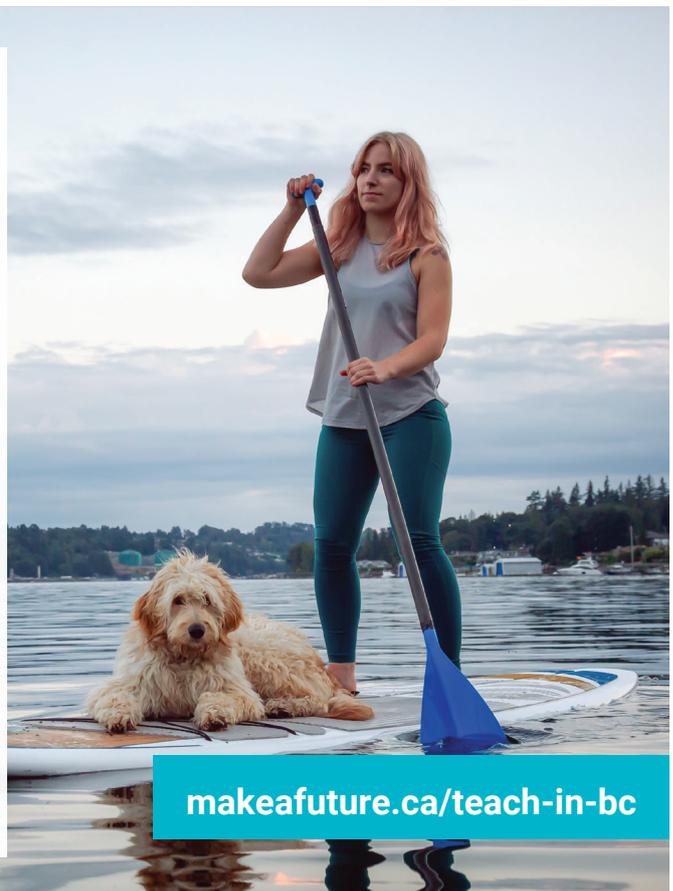
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# History that comes to you

A Thunder Bay high school teacher has a high-tech mobile classroom roll into town.

BY STEFAN DUBOWSKI



The Holodomor bus uses technology to raise awareness about the Ukrainian genocide.

**THE CHALLENGE** Expand students' appreciation for history.

**THE SOLUTION** Invite the Holodomor National Awareness Tour to school and introduce students to a significant, yet little-known, event.

**LESSONS LEARNED** Rory Bain, OCT, teaches Grade 10, 11 and 12 history at Superior Collegiate & Vocational Institute in Thunder Bay, Ont. Last year, while he was teaching at Sir Winston Churchill Collegiate & Vocational Institute, Bain wanted his Grade 10 history students to internalize the idea that what happened in the past informs the present. So when he heard about the Holodomor National Awareness Tour — a bus transformed into a high-tech mobile classroom with lessons and activities about the Ukrainian genocide — he was intrigued.

“Holodomor” is Ukrainian for “death inflicted by starvation.” In the 1930s, Ukraine was part of the Soviet Union and the government set extremely high quotas for the amount of grain farmers had to produce. Many farmers

didn't meet the mark. As punishment, the government demanded fines in the form of meat and potatoes, leaving farmers with little to feed themselves — effectively starving them. The authorities also prohibited farmers from leaving the country. Millions died. For decades, the government denied that the Holodomor happened.

Sure that most of his students were unaware, Bain scheduled the Holodomor National Awareness Tour to come to his school. Teacher and students boarded the bus and a guide walked them through activities. There was a documentary about the event shown on the built-in large screen. Then there was group work using iPads: students investigated photos, survivor interviews, news and stats. At the end, they shared their findings and considered questions such as: Why is historical documentation important? Why are survivor testimonials important? What do you take away from this experience?

**OBSERVATIONS** Bain says students learned big lessons: that primary

## YOU CAN DO IT TOO!

Follow these steps:

- 1) Visit the Holodomor National Awareness Tour website ([holodomortour.ca](http://holodomortour.ca)) to book the mobile classroom.
- 2) On that site, visit “For Teachers” for curriculum links and other educational resources.
- 3) Have class discussions about genocide to prep students for the tour.
- 4) Connect with other teachers and people in your municipality so not only your students, but also people in the broader community, can visit the tour and learn.

sources of information can be crucial; that governments can suppress information; that what's happening today is linked with the past (notably Russia's annexation of Crimea being connected with the countries' histories).

The teacher learned, too. Bain says he saw how technology is especially effective. “Putting the Holodomor in a technological setting [helps to] reach more people more intimately.”

He has had the tour come twice, and he expects to do it again. “I think we have a responsibility to highlight not only the issues of the day but also the ones that aren't as well known. Isn't that the point of teaching? To give people knowledge so they can do something with it.”

**HELPFUL HINT** Use the fact that the mobile classroom is coming to your community to promote awareness of Ukrainian culture. Rory Bain, OCT, organized a week of Ukrainian food and fun when he had the Holodomor tour visit Thunder Bay. **PS**

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



## MISSION

Placing students' interests and well-being first by regulating and promoting excellence in teaching.

## VISION

Trusted to regulate the teaching profession in Ontario.

## 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. STRENGTHEN TRANSPARENCY AND ACCOUNTABILITY:

- develop objective and subjective key performance indicators for the College that are measurable, observable and perceivable;
- make improvements to the discipline process to better reflect public expectations; and
- use plain language internally and externally in all communications to better connect the public and College members to the work of the College.

### 2. MANAGE RISK MORE STRATEGICALLY:

- focus more on managing risk and less on operational issues in Council meetings;
- increase public awareness of the ongoing professional development activities of all College members;
- annually conduct an environmental risk scan;
- analyze College data and trends as a basis for creating additional guidance and member resources; and
- utilize the recommendations of the 2018 Governance Review to ensure improved governance and oversight.

### 3. IMPROVE STAKEHOLDER ENGAGEMENT:

- clarify and better communicate the privilege and benefits of self-regulation; and
- enhance the effectiveness of collaboration with government constituent organizations and other regulators.

## OBJECTS

The College has a duty to serve and protect the public interest by carrying out the following objects in the *Ontario College of Teachers Act*:

- regulate and govern Ontario teachers;
- determine requirements for College membership;
- accredit professional teacher education and development programs, and provide for members' ongoing education;
- develop, accredit and provide for programs leading to a teaching certificate and Additional Qualifications;
- issue, renew, amend, suspend, cancel, revoke and reinstate Certificates of Qualification and Registration;
- set and enforce professional and ethical standards for College members;
- investigate and resolve complaints against College members regarding allegations of professional misconduct, incompetence and fitness to practice; and
- communicate with the public on behalf of College members.

# Governing Ourselves

*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.*

## Counselling Program for Sexual Abuse Victims Starts January 2020

Children and students who allege sexual abuse, sexual harassment and child pornography by a member of the College will have access to a counselling and therapy program, starting January 1, 2020.

The legislation for the program was introduced in May 2018 and will be proclaimed when Bill 48, the *Safe and Supportive Classrooms Act, 2018* ([oct-oeo.ca/Bill48](http://ont-oeo.ca/Bill48)), is passed.

The College will be working closely with the government to develop and define the parameters of the program, including the application process,

administration and implementation. The government is determining the funding amount and duration of the program, and together we are working to iron out the details in regulation that acknowledge the College's financial risk.

The College will also determine how the funds will be distributed — and how the costs of counselling paid by the College will be recovered — if the Discipline Committee finds a member guilty of sexual abuse, sexual harassment or a prohibited act of child pornography.

The College has been reviewing historical disciplinary decisions where there has been a finding of sexual abuse to provide an initial costing of the program. Initial funding will be drawn from College reserves.

The development of a counselling and therapy program for victims of sexual abuse, sexual harassment or child pornography by the College is in line with what already exists with health regulators.

More information about the program will be made available as its development continues. **PS**

## Council Keeps Fees Fixed for Sixth Straight Year

For the sixth straight year, College Council has frozen member fees at \$150.

In approving the College's 2019 budget of \$42.1 million at its December 6, 2018, meeting, Council held fees at the same rate they've been for more than half a decade.

Ontario Certified Teachers pay the lowest fees among the province's 40 professional regulatory bodies, and the College has one of the lowest staff-to-member ratios among regulators.

Prudent fiscal management and careful use of reserves have made fixed fees possible despite organizational pressures and legislative changes.

For example, beginning in January 2020, according to legislation introduced last fall, the College expects to

provide for therapy and counselling for students who have been sexually abused by members.

The 2019 budget reflects an across-the-board funding freeze of programs. Operational costs are projected at \$42,119,402 and assume a draw of \$3.6 million from College reserves. Reserves, intended as an emergency source of funding — covering issues such as sudden increases in expenses, one-time unbudgeted expenses, and unanticipated losses in funding — help to make up the deficit needed to meet the budget.

Of the College's revenues of \$37.7 million, member fees account for \$35 million. The remainder comes from other fees, website and magazine advertising, investment income, and external project funding.

The number of member renewals and registrations — 233,346 and 5,425 respectively — are expected to flatline in 2019 and remain stable for the next five years. Roughly 5,000 OCTs retire in a year.

In setting the budget, Council follows a set of financial operating principles to ensure that services are appropriately funded. These include:

- meeting legislative requirements;
- providing good service to members;
- achieving economies, efficiencies and effectiveness;
- minimizing member fees; and
- setting reasonable fees for special services.

To ensure stability and independence, Council seeks to stabilize fees and address unexpected risks and opportunities. **PS**

# Celebrating the Next Generation



College scholarship recipients (left to right) Taylor Crawford, Sarah Salt and Luke Sawczak. The annual program supports the education of future teachers in Ontario.

## THE ONTARIO COLLEGE OF TEACHERS SCHOLARSHIP PROGRAM RECOGNIZES AND SUPPORTS EXCELLENCE IN TEACHER EDUCATION. THIS IS DONE THROUGH THE AWARDING OF THREE ANNUAL SCHOLARSHIPS TO ASSIST IN THE EDUCATION OF FUTURE TEACHERS.

### Joseph W. Atkinson Scholarship for Excellence in Teacher Education Recipient — Taylor Crawford, teacher candidate in the concurrent education program at Queen's University.

Taylor Crawford has a reputation for being ambitious, dedicated, empathetic and highly motivated. People close to her say she is a first-rate scholar with superb communication and critical thinking skills. One professor describes Crawford as being in the top one per cent of students she has taught throughout her career at Trent University, in relation to overall ability.

Crawford has recently taken on intensive, challenging leadership and volunteer roles at Trent and in the Durham Region community. While she was Trent's Academic Mentoring Program co-ordinator, she expanded the program by recruiting and training dozens of new mentors who serve as role models and offer guidance to fellow students. Crawford was also

the co-ordinator for the university's Penpal Program, which promotes literacy skills throughout Durham Region's elementary schools. As a volunteer with the local Big Brothers Big Sisters mentoring program, Crawford worked with at-risk girls and young teenagers in low-income schools — she was someone to talk to and share their experiences with.

When tutoring children with exceptionalities and volunteering at a treatment camp for children with psychological disorders, Crawford always thought outside the box and adjusted for different learning styles.

The recent Joseph W. Atkinson Scholarship recipient has fond memories of the teachers she has had over the years: "They respected and valued me as an important member of the classroom and school community, establishing within me a sense of belonging and importance at school — which all students deserve."

Crawford has received various awards during her scholastic career, including the Alumni Recognition Award, which is presented to a graduating student who has made a significant and continuous contribution to Trent University.

### Ontario College of Teachers Scholarship — Primary/Junior or Junior/Intermediate Recipient: Sarah Salt, teacher candidate in the concurrent education program at Brock University.

Compassionate. Determined. Enthusiastic. A passionate leader with a heart of gold. This is how those who know Sarah Salt describe her. In recent years, she has been actively involved in recruitment for Brock University, as well as various events within the Niagara Region.

Salt has led the Trick or Eat initiative for which university students collect non-perishable items for food banks in the community. Each year this event collects over 4,000 pounds of food, which feeds many St. Catharines residents who are in need.

As an advocate for equity, inclusion and social justice, Salt volunteered for Big Brothers Big Sisters, as well as for events affiliated with the Canadian Mental Health Association.

Salt is such an active ambassador for the university that Mrs. Claus *herself* asked the teacher candidate to attend an event on her behalf at a school in a low socio-economic area of Thorold, Ont. Mrs. Claus was pleased with how Salt did.

The College scholarship recipient credits her high school guidance counsellor and her Grade 7/8 teacher, Rebecca Richardson, OCT, for encouraging her decision to pursue a career in teaching: "[Ms. Richardson] taught me the importance of working hard and always trying my best. She would always go the extra mile for her students and her dedication to teaching was always apparent."

This is not Salt's first award — she was a member of the Dean's Honour List for three consecutive years, as well as the recipient of Brock's Foundations in Leadership and Volunteers Plus Gold awards.

Ontario College of Teachers Scholarship  
— Intermediate/Senior Recipient:  
**Luke Sawczak**, teaching candidate  
in the consecutive education program  
at OISE/UT

One thing is clear about Luke Sawczak — he likes to mix things up. His passion and curiosity have afforded him a variety of experiences, including the role of linguistics facilitator, debating club training director, Sunday School volunteer, computer science teaching assistant and private tutor for students aged six to 60.

As well as being a hard worker, Sawczak has earned a reputation for being conscientious and patient — especially with children with learning difficulties. He aspires to nurture his future students as well as his religion teacher, John Terpstra, OCT, nurtured him. “He was always willing to spend more time, or even change his plans, to support students who, like myself, struggled to adapt and had difficulty with anything that was one-size-fits-all.”

Sawczak is completing his master’s degree in teaching, however, you will find him conducting research on issues within secondary education and translating poems written in Old French by medieval poet Marie de France in his free time. According to one of his professors, he does all of the above with quality and finesse — he is the type of student who takes a number of linguistic courses and aces them all.

For this teaching candidate, a good teacher pursues the most profound understanding of their content and does not let their knowledge become superficial or outdated. *Why?* Because they understand that the child is not learning a permanently fixed curriculum but real-world knowledge that develops as we progress as a society.

Over the years, Sawczak has received various awards and distinctions, including a number from the University of Toronto, such as Outstanding Performance — Language Studies, the Principal’s Involvement Award and the Faculty Choice Award. **PS**

## New Appointments



### Bob Cooper, OCT

The Council welcomes new Council member Bob Cooper, OCT, who was appointed for a three-year term beginning December 12, 2018. Cooper is a mathematics teacher at Upper Canada College (UCC).

Since beginning his work at UCC in 2005, Cooper has developed a program that honours Canadian veterans (which includes pairing students with veterans), coached the UCC softball team, and directed school plays and musicals.

During his 20-year career in education, Cooper has also served as a supervisor/principal in the independent and supplementary school systems.

In addition to teaching, he has been the director of an overnight camp, worked as a theatre actor and vocalist, and is a project management professional who has served as the Board of Directors vice-chair of the Toronto Centre for the Arts — where he chaired the Main Stage Renovation project.

Certified to teach in Ontario in 1994, Cooper holds a BA in political science from Western University, an M.Ed. from OISE/UT and a certificate in advanced project management from Seneca College. **PS**



### Vincent Rinaldo, OCT

The Council welcomes new Council member Vincent Rinaldo, OCT, who was appointed for a three-year term beginning December 12, 2018. Rinaldo has been at Niagara University since 2002, where he was a member of the faculty and is now a member of the administration.

He holds the rank of Professor, has served as chair for the Department of Middle Childhood and Adolescence, and was appointed as doctoral faculty for Niagara’s program in leadership and policy. In addition to his administrative duties, he has written university policy and chaired numerous college and university committees.

His scholarship includes journal publications in the areas of dispositions and the arts, as well as developing two music programs for Grades 1–8, one of which was adopted by a number of Ontario school districts and the other by the New York City Department of Education. He holds a bachelor’s degree from McMaster University, a Master of Science in Education and an MBA from Niagara University, and a Master of Education and PhD in Curriculum from the University of Toronto. **PS**

# Council Meetings

## At its November 8, 2018, meeting, College Council:

- welcomed its newest members Gerry O'Reilly, OCT, in the Supervisory Officer category, and Mary Ellen Gucciardi, OCT, in the English-Language Roman Catholic Board — Secondary category;
- received a quarterly report on operations from the Registrar;
- received a financial report for the third-quarter ending on September 30, 2018;
- received a quarterly report from the Chair of Council;
- approved a professional advisory on *Supporting Students' Mental Health* to help Ontario Certified Teachers understand how to assist and support students with mental health concerns;
- directed the Governance Committee to recommend to the Executive Committee a mechanism to identify committee membership opportunities for Council members appointed to Council following each term's inaugural meeting;
- amended College bylaws to add email as a form of serving notice to College or Council members or the College's auditor, or serving a hearing notice to a member's legal counsel if the legal counsel has agreed to accept this mode of communication;
- approved revised College vision and mission statements and strategic priorities as follows:
  - amended the College's vision statement to read "Trusted to regulate the teaching profession in Ontario";
  - amended the College's mission statement to read "Placing students' interests and well-being first by regulating and promoting excellence in teaching"; and
  - approved strategic priorities for 2018–23 to:
    - Strengthen transparency and accountability
      - develop objective and subjective key performance indicators for the College that are measurable, observable and perceivable;
      - make improvements to the discipline process to better reflect public expectations; and
    - use plain language internally and externally in all communications to better connect the public and College members to the work of the College.
- Manage risk more strategically
  - focus more on managing risk and less on operational issues at Council meetings;
  - increase public awareness of the ongoing professional development activities of all College members;
  - annually conduct an environmental risk scan;
  - analyze College data and trends as a basis for creating additional guidance and member resources; and
  - utilize the recommendations of the 2018 Governance Review to ensure improved governance and oversight.
- Improve stakeholder engagement
  - clarify and better communicate the privilege and benefits of self-regulation; and
  - enhance the effectiveness of collaboration with government constituent organizations and other regulators.
- directed the Registrar to draft a work plan to implement the 2018–23 strategic plan for Council's consideration at its May 30, 2019, meeting;
- approved the Vulnerable Sector Check, as set out in the *Police Record Checks Reform Act*, as the preferred criminal background check, which includes criminal charges, convictions, warrants and court orders, for applicants for certification; and
- recommended that the Minister of Education amend the Teachers' Qualifications Regulation to require applicants for certification to submit the Criminal Record and Judicial Matters Check, or its equivalent, as set out in the *Police Record Checks Reform Act*. **PS**

## At a special December 6, 2018, meeting, College Council:

- approved the College's 2019 budget of \$42,119,402 with an unchanged annual membership fee of \$150;
- approved bylaw changes to reflect the College's refreshed visual identity, and use of the logo and updated wordmark;
- referred a Governance Review Report and its recommendations to the Governance Committee for study and report to Council at its February 28 to March 1, 2019, meeting;
- honoured College scholarship recipients Taylor Crawford from Oshawa, Ont., a teacher candidate in the concurrent education program at Queen's University, awarded the Joseph W. Atkinson Scholarship for Excellence in Teacher Education; Sarah Salt, from Campbellville, Ont., who is a teacher candidate in the concurrent education program at Brock University, awarded the Ontario College of Teachers Primary/Junior or Junior/Intermediate scholarship; and Luke Sawczak, from Georgetown, Ont., who is a teacher candidate in the consecutive program at the OISE/UT, awarded the Ontario College of Teachers Intermediate/Senior division scholarship. **PS**

# Your Fees at Work

The College's annual membership fee\* remains at \$150 for 2019. Here we provide a visual breakdown of how your annual fee funds College activities.

## \$8.81

### COUNCIL AND COMMITTEES

- the costs of Council and committee meetings



## \$8.28

### OCCUPANCY COSTS

- building costs
- property taxes
- building mortgage payments

## \$7.97

### OFFICE OF THE REGISTRAR

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

## \$20.16

### 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

## \$21.36

### 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

## \$12.83

### 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



## \$28.46

### CORPORATE SERVICES

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

## \$8.09

### CAPITAL ASSETS

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



## \$34.04

### 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

# What would you do?

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

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

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

The College received a complaint regarding Louis, a high school teacher. It was alleged that he shared a personal anecdote with students that was demeaning to members of the LGBTQ community.

He also allegedly made numerous culturally insensitive remarks, including making fun of ethnic and religious groups.

Louis acknowledged making the comments referred to in the allegations, but explained they were in-

tended to be humorous and had been taken out of context.

The school board conducted an investigation and suspended him for a brief period of time. He was also counselled on how to create and maintain respectful boundaries with students.

If you were a member of the Investigation Committee panel, would you dismiss the complaint or refer the matter to the Discipline Committee for a hearing?

## THE OUTCOME

The College’s mandate is to regulate the teaching profession in the public interest. One of its roles is to resolve complaints about members. The Investigation Committee panel reviewed the parties’ submissions and all relevant information available to the College. Members of the panel were satisfied that the allegations set out in the complaint related to professional misconduct, incompetence or incapacity. They referred the matter to the Discipline Committee. **PS**

# Retiring Soon?

## Stay connected with your profession.



Ontario  
College of  
Teachers

Setting the  
Standard for  
Great Teaching

### PROTECT AND PRESERVE YOUR PROFESSIONAL STATUS AS AN ONTARIO CERTIFIED TEACHER.

#### Maintain your membership in good standing to:

- 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*;
- nominate, run and vote in Council elections\*; and
- continue to use the OCT professional designation and more.

\* You must be a member in good standing and work a minimum of 10 days in the year prior to an election to participate.

### 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](http://oct.ca) to avoid the “Suspended — Non-payment of fees” status and enjoy life as an acknowledged — retired — teacher.

**Keep your membership alive. Share your experience. Visit the Members’ area ([oct.ca/members](http://oct.ca/members)) to find out how.**



# Discipline Summaries

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

*Summaries of recent disciplinary cases are published on the following pages. Copies of the full decisions are available at [oct.ca](http://oct.ca) → **Members** → **Complaints and Discipline** → **Decisions**.*

*The College publishes professional advisories, available at [oct-oeoo.ca/](http://oct-oeoo.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-oeoo.ca/ethical](http://oct-oeoo.ca/ethical).*

**MEMBER:** Anthony Mario Aquino

**REGISTRATION NO:** 427770

**DECISION:** Suspension, reprimand, conditions, counselling

A Discipline Committee panel suspended the certificate of Anthony Mario Aquino, a teacher employed by the Hamilton-Wentworth Catholic District School Board, for inappropriate conduct.

This matter was heard by the panel on October 1, 2018. Aquino, who was certified to teach in June 1999, attended the hearing. He had legal representation.

Aquino entered a changing area designated for female students and stared at them while they were changing. He did so a second time hours after his department head had specifically advised him not to.

His school board subsequently transferred him to an adult and continuing education centre.

Aquino was previously found to have engaged in professional misconduct by the College in 2007 as a result of boundary violation issues. He had engaged in a personal relationship

with a female student.

In this case, the Discipline Committee panel also found him guilty of professional misconduct and ordered that his teaching certificate be suspended for three months. He was directed to appear before it to receive a reprimand.

The panel also ordered him to successfully complete, at his own expense, a course on understanding and maintaining appropriate professional boundaries with students. He needs to do so prior to returning to teaching or any position for which a Certificate of Qualification and Registration is required.

The panel also ordered him to attend individualized instruction sessions with a social worker, counsellor or other specialist related to Aquino's understanding of the importance of adhering to professional boundaries with students at all times.

In its written decision, the panel stated, "Members of the teaching profession are expected to promote and participate in the creation of safe and supportive learning communities."

**MEMBER:** Igwenagu Raphael Awachie

**REGISTRATION NO:** 418483

**DECISION:** Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of Igwenagu Raphael Awachie, a teacher employed by the Toronto Catholic District School Board at the time of the allegations, for inappropriate behaviour.

Awachie, who was certified to teach in July 1998, attended the hearing on January 23, 24 and September 18, 2018. He had legal representation during the finding stage of the hearing, which Awachie and his counsel attended. Awachie represented himself during the penalty stage of the hearing.

The panel heard that Awachie dismissed students early from class, and allowed an unidentified female visitor to enter the school prior to the end of the school day, without abiding by the school's visitor policy. He then engaged in sexual activity with her in his school office.

The Discipline Committee panel found Awachie guilty of professional misconduct and ordered that his certificate be suspended for 10 months. He was also directed to appear before the panel to receive a reprimand.

In addition, Awachie was directed to complete a course of instruction, at his own expense, regarding professional ethics. He needs to do so prior to starting a teaching position or any position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated that "the Member's reprehensible behaviour and his lack of professional judgment were very serious and deserved an equally serious penalty. The Member acted entirely in his self-interest and he demonstrated no regard for the safety of his school community. His conduct undermined the reputation of the teaching profession and the trust that the public places in teachers."

The panel added that Awachie's "actions not only demonstrated a complete lack of respect for the school environment and property, but also a blatant disregard for the well-being of students because the sexual encounter happened at school, where students could have walked in and witnessed it."

**MEMBER:** David Bielby, OCT

**REGISTRATION NO:** 275192

**DECISION:** Reprimand, conditions

A Discipline Committee panel reprimanded David Bielby, a teacher with the Hamilton-Wentworth District School Board, for making highly inappropriate comments that were sexist and demeaning to students.

Certified to teach in November 1994, Bielby attended the hearing on June 15, 2018, and was represented by legal counsel.

Bielby repeatedly made rude and disparaging comments to students. He made sexist comments that had a negative impact on female students in his class. He used profanity and he mocked his principal in the presence of students.

The Discipline Committee panel found Bielby guilty of professional

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

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

In its written decision, the panel stated, "Members of the profession are expected to serve as role models for students and to foster safe and supportive learning communities."

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**MEMBER:** Ellen Ann Bond  
**REGISTRATION NO:** 180087

**DECISION:** Revocation, reprimand  
A Discipline Committee panel revoked the teaching certificate of Ellen Ann Bond, a former teacher with the Kawartha Pine Ridge District School Board, for engaging in an inappropriate personal relationship with a female student.

Bond exchanged romantic and sexual communications with the student, which indicated grooming behaviour.

Certified to teach in June 1989, Bond did not attend the hearing on June 15 and August 24, 2018, but was represented by legal counsel.

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

The panel also ordered that she receive a reprimand.

In its decision, the panel stated, "The Committee vehemently denounces the Member's abuse of trust and authority in her role as a teacher."

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**MEMBER:** Darlene Patricia Boote  
**REGISTRATION NO:** 538289

**DECISION:** Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Darlene Patricia Boote, a teacher formerly employed by the Conseil scolaire catholique Providence, for inappropriate conduct.

This matter was heard by the panel on October 2, 2018. Boote, who was certified to teach in April 2009, attended the hearing. She had legal representation.

Boote, while on a school trip with six students, failed on numerous occasions to perform her supervisory duties.

For example, she left a student alone at the hotel, allowed two students to take a taxi downtown on their own, and left the group unsupervised in order to have dinner with friends.

She also purchased alcohol for some of the students, let them drink it during their stay, and drank with them in a hotel room.

When questioned by the school principal about the alcohol, she initially lied before admitting the facts.

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

It also ordered her to successfully complete, at her own expense, a course on the ethical standards for the teaching profession and maintaining appropriate boundaries. She needs to do so within 90 days of the order.

In its written decision, the panel stated, "Be they in the classroom or away on a school trip, members of the teaching profession must ensure students' safety at all times."

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**MEMBER:** Mark Andrew Bradley Bowers, OCT

**REGISTRATION NO:** 577920

**DECISION:** Reprimand, conditions  
A Discipline Committee panel reprimanded Mark Andrew Bradley Bowers, a teacher formerly employed by the Bluewater District School Board, for a pattern of inappropriate conduct.

Bowers, who was certified to teach in June 2009, attended the hearing on October 15, 2018. He was represented by legal counsel.

His inappropriate conduct includes sending private Facebook messages to a student that made her uncomfortable. He also entered into an inappropriate relationship with another student and encouraged her to deny the relationship when he became aware that the school was conducting an investigation.

The panel ordered that he appear before it following the hearing to receive a reprimand.

He was also directed to complete, at his own expense, a course regarding appropriate boundaries and boundary violation issues at least 90 days before he starts or resumes any teaching position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, "Members of the profession hold a unique position of trust and authority and the member abused this trusted position by becoming too close with these students outside of the educational setting."

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**MEMBER:** David Chiandussi  
**REGISTRATION NO:** 471207

**DECISION:** Revocation, reprimand  
A Discipline Committee panel revoked the Certificate of Qualification and Registration of David Chiandussi for engaging in an inappropriate personal relationship with a female student, which was indicative of grooming, over a period of approximately six months. He was a former teacher with the Windsor-Essex Catholic District School Board.

Licensed to teach in June 2005, neither Chiandussi nor his legal counsel attended the hearing on October 3, 2018.

Chiandussi and a female student exchanged communications of a romantic or sexual nature. He treated the student differently in class, giving her "privileges" that other students did not have. He also made inappropriate comments to her in the presence of other students and bought her gifts.

As a result of Chiandussi's conduct, the student described feeling confused and overwhelmed. She noted that she cried herself to sleep for about a month. She further noted that Chiandussi scared her when he drove her to a river and told her that he had feelings for her.

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

In its written decision, the panel stated that it "strongly denounces the Member's abuse of his position of trust

and authority. Members of the profession are expected to promote and participate in the creation of safe and supportive learning communities.”

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**MEMBER:** Pierre Fils-Aimé, OCT  
**REGISTRATION NO:** 480278

**DECISION:** Reprimand, conditions  
A Discipline Committee panel reprimanded Pierre Fils-Aimé, a teacher employed by the Toronto District School Board, for inappropriate conduct.

This matter was heard by the panel on October 2, 2018. Fils-Aimé, who was certified to teach in August 2004, attended the hearing. He had legal representation.

Fils-Aimé held the arm of a student when the student tried to push him and get past him in order to leave the classroom without permission. The student fell, hitting a garbage can and a recycling bin.

Criminal charges were laid and eventually withdrawn in exchange for a peace bond. Fils-Aimé also agreed to have no contact with the student for 12 months.

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

The panel also ordered that he successfully complete, at his own expense, one or more courses on classroom management, and stress and anger management.

In its written decision, the panel stated, “Members of the teaching profession must foster a safe environment. They must never deliberately use physical force that causes pain or injury, or puts students at risk.”

---

**MEMBER:** Jean-Pierre Roland Glazer  
**REGISTRATION NO:** 144901

**DECISION:** Revocation  
A Discipline Committee panel revoked the teaching certificate of Jean-Pierre Roland Glazer, a teacher employed by the Conseil des écoles catholiques du Centre-Est, for inappropriate conduct.

The hearing took place on December 13 and 14, 2017. Certified to teach in June 1972, Glazer took no part in his disciplinary hearing and did not

present a defence.

During at least three school years, Glazer made numerous inappropriate and unpleasant comments to students, including some of a sexual and racist nature; was brusque and aggressive with students; and shouted at students, a colleague and the vice-principal.

Glazer received several warnings from his board and support from the administration, and several disciplinary measures were imposed, but there was no improvement in his behaviour.

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

In its written decision, the panel stated, “Based on the evidence submitted, the Committee has no confidence that the Member wishes or is able to rehabilitate himself. It therefore finds that revocation is the only appropriate penalty in order to protect the public interest and the school community.”

---

**MEMBER:** Heather Joan Sergeant, OCT  
**REGISTRATION NO:** 478751

**DECISION:** Reprimand, conditions  
A Discipline Committee panel reprimanded Heather Joan Sergeant, a teacher employed by the Upper Grand District School Board, for inappropriate conduct.

Sergeant, who was certified to teach in February 2006, attended the hearing on August 23, 2018. She was represented by legal counsel.

Sergeant involved herself in serious personal matters regarding students at her school. For example, she expressed her interest in adopting a student’s baby and developed a personal relationship with the student and her family as part of that process.

She later informed the student that she changed her mind about adopting the baby. She did so in a public place with no consideration for the impact that this news might have on the student.

She also gave students her personal phone number, communicated with them through Facebook outside of

school hours, and shared personal information with them.

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

She was also directed to complete, at her own expense, a course on maintaining appropriate and professional boundaries. She needs to do so within 90 days of the date of the order.

In its written decision, the panel stated, “Members of the teaching profession hold a unique position of trust and authority, and they are expected to maintain appropriate professional boundaries with students at all times.”

---

**MEMBER:** Joan M. Vanderburg, OCT  
**REGISTRATION NO:** 388058

**DECISION:** Reprimand, conditions  
A Discipline Committee panel ordered Joan M. Vanderburg, a teacher at the Waterloo Region District School Board, to be reprimanded for inappropriate conduct.

Vanderburg, who was certified to teach in June 1982, did not attend the October 15, 2018, hearing. She was represented by legal counsel.

Vanderburg made inappropriate comments to students about suicide and a recently deceased staff member.

Her comments about suicide and death were upsetting to students and made at least one student cry.

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

It also ordered her to complete a course, at her own expense, on professional communication and boundary issues.

In its written decision, the panel stated, “The coursework will remind the Member of her obligations as a teacher and will help her to make better decisions in any future interactions with students.” **PS**

Copies of the full decisions are available at [oct-oeeo.ca/decisions](http://oct-oeeo.ca/decisions).

# Learning Legend

**John Hattie on his journey to becoming a world-renowned education expert and how teachers can implement his Visible Learning philosophy.**

BY LAURA BICKLE

- Born in Timaru, NZ, in 1950
- Received his diploma of education (1971) & master's degree in arts (1974) from the University of Otago, NZ
- Research assistant at the University of Guelph (1974–76) & research assistant & lecturer at OISE (1974–77); received his PhD at the University of Toronto (1981)
- Head of the department of education at the University of Western Australia (1986–90); co-director (1987–89) & then director (1989–94) of the Centre for Tertiary Education Studies at the University of Western Australia; distinguished visiting professor at the University of Alberta (1990–91); professor of education at the University of Auckland (1998)
- Wrote the acclaimed *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (1980), believed to be the largest evidence-based study on student success
- Professor of education & director of the Melbourne Education Research Institute at the University of Melbourne (2011)
- Awarded Officer of the New Zealand Order of Merit (2011)



## Describe yourself in grade school.

Talkative, hungry to learn and keen to try most things.

## Describe yourself in high school.

Quiet, hungry to learn, more alone.

## What was your favourite subject?

Mathematics (especially algebra). It was like crosswords — when it worked, it finally made sense.

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

Anything that would get me out of my town. I started as a painter and paperhanger until I discovered that you could get paid to train to become a teacher in a larger town.

## What natural gift did you wish to possess during your school days?

Evoking emotions with music. I have recently returned to piano and clarinet.

## If you could create a new course, which one would you choose?

Service learning — the art of giving back.

## Explain visible learning?

It is encouraging teachers to see learning through the eyes of students, using their expertise to adapt their instruction to the immediate needs of their students. Through their passion, they show students the beauties, challenges and fun of learning — and they are keener to listen and understand each student's pathway to success.

## How can teachers begin to implement this approach?

Ask students what it means to be a learner in their classroom. You want them to feel that it is fun to make mistakes, powerful to learn from others and hard work — but the goal is to make the challenge of learning an enjoyable process for all.

## Quality you appreciated in a teacher?

Listening.

## Based on your Visible Learning research, what changes would you like to see made in teacher education?

I would ask teacher candidates the same thing I ask teachers and school leaders; put the evidence on the table. Ask them to create videos or assignments, in their final year, that show that they can diagnose what a student knows and cares about, how they choose an optimal intervention, and how they evaluate their impact on one student, a small cohort or a class. That is, assess their ability to meaningfully change the learning lives of students.

## What would you like school boards to take from your research?

How to scale up the incredible educational successes that are around us, and develop the profession to respect and own their expertise. **PS**



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- INTERVIEW WITH AN AQ INNOVATOR
- FIND THE RIGHT AQ FOR YOU
- COLLEGE AQ RESOURCES



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## Online Course Offerings

SPRING 2019 ● LATE SPRING 2019 ◆ SUMMER 2019 ▲

### ADDITIONAL BASIC QUALIFICATIONS

|         |       |
|---------|-------|
| Primary | ● ◆ ▲ |
| Junior  | ● ◆ ▲ |

### ABQ INTERMEDIATE

|  |       |
|--|-------|
| Business Studies                       | ▲     |
| English                                | ● ◆ ▲ |
| Family Studies                         | ● ◆ ▲ |
| First Nations, Metis and Inuit Studies | ▲     |
| French as a Second Language            | ◆ ▲   |
| 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 as a Second Language | ▲   |
| Geography                   | ▲   |
| Health & Physical Education | ● ▲ |
| History                     | ● ▲ |
| Mathematics                 | ● ▲ |
| Music                       | ▲   |
| Physics                     | ▲   |
| Science - General           | ▲   |
| Social Sciences             | ● ▲ |
| Technological Education     | ● ▲ |
| Visual Arts                 | ▲   |

### THREE-PART ADDITIONAL QUALIFICATIONS

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

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

### ONE-SESSION QUALIFICATIONS

|  |       |
|--|-------|
| Adult Education                                  | ● ▲   |
| Classroom Management                             | ● ◆ ▲ |
| 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

|                                     |   |
|-------------------------------------|---|
| Communications Tech Grades 9/10     | ▲ |
| Communications 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            | ▲ |

### NEW IN 2019

|  |
|--|
| Environmental Education Part 1             |
| ABQ Senior Environmental Science           |
| Outdoor Education                          |
| Special Ed. - Mild Intellectual Disability |
| Teaching Combined Grades                   |

|              | SESSION DATES  | REGISTRATION DEADLINES   |
|--------------|--|--|
| SPRING       | April 15 - June 14, 2019   | April 5, 2019  |
| LATE SPRING  | May 6 - June 28, 2019  | April 19, 2019   |
| SUMMER       | June 24 - August 9, 2019   | June 7, 2019   |
| <b>\$685</b> | <ul style="list-style-type: none"> <li>• ABQ Primary</li> <li>• ABQ Junior</li> <li>• One-Session AQ</li> <li>• Three-Session AQ (excluding FSL Part 1)</li> </ul> | <b>\$745</b> <ul style="list-style-type: none"> <li>• ABQ Intermediate</li> <li>• ABQ Senior</li> <li>• ABQ Technological Ed</li> <li>• Honour Specialist</li> <li>• FSL Part 1</li> </ul> |



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# Inquiry and Professional Learning

BY MELISSA CAMPEAU

**Asking questions is at the heart of ongoing professional education — that’s why Ontario teachers are committed to lifelong learning. That means ongoing examining, exploring and discovering — leading to new ideas and skills. Questions are also at the core of an anti-oppressive stance, helping teachers forge a path toward fairer and more inclusive learning environments.**

PHOTO: MATTHEW PLEXMAN, JOHN ROSS ROBERTSON JUNIOR PUBLIC SCHOOL



**“If I want teachers to honour the voices, the cultures and the experiences that each student brings, then I need to do the same when I design experiences for them.”**

**How do you define the inquiry and anti-oppressive stances?**

An inquiry stance is when we allow critical questions to drive our learning, constantly examining how we can better meet our learners. An anti-oppressive stance is recognizing that our systems are not fair for all involved. It requires an inquiry stance within our practice to ensure that we’re listening to our diverse communities and equity leaders as we find new ways to empower all learners.

**Do you see these stances as interrelated?**

I do. If our belief is that education is meant to foster a critical, creative, healthy society, then we have to recognize that society isn’t those things for everyone. As educators, we need to accept and embrace that our system isn’t fair and equitable, and seek changes we can each make to our practice.

**Why did these approaches become so important to you?**

It happened organically over the years. I grew up overseas in different countries, and although I didn’t always succeed in a traditional academic fashion, I had teachers who went above and beyond to support me in my learning journey. For me, an inquiry stance started with a desire to share what I had experienced as a child, feeling competent and capable.

I remember walking into one of the first AQ courses I facilitated for OISE — with a room full of knowledgeable educators — and it reminded me that here, too, I could spark learning. It was great to see how AQ courses were not just about imparting knowledge but rather pushing our learning forward as a community (myself included). Over time, my role became that of a provocateur.

There’s a great quote in the Ontario kindergarten program document that defines the vision of a learner — it talks about seeing learners as competent and capable, respecting the variety of families and communities they come from. If I want educators to see students that way, then I need to approach the AQ courses in the same way.

If you see the 20 or 30 learners in front of you as competent and capable, I think that automatically pushes you to

## Interview with an AQ Innovator

**E**volution may be a necessity but change often brings really great things, too. Just ask Tina Zita, OCT, a TEDx speaker, AQ course designer and facilitator for OISE/UT, thought leader and modern learning resource teacher with the Peel District School Board. The profession continues to shine a spotlight on inquiry-based and anti-oppressive stances in the classroom — and that’s something Zita feels is paying big dividends for both teachers’ professional learning and students’ success. Zita champions these philosophies through her work online and has been instrumental in helping the College weave both stances into Additional Qualification (AQ) course guidelines. Most recently, she contributed to the Teacher Leadership AQ guidelines design, as well as the creation of a new resource to support AQ course providers [see p.13]. Here, Zita shares her thoughts on these forward-thinking stances and her work with the College.

an inquiry stance. It leaves you wondering how you can challenge their learning and grow together.

### What obstacles do teachers face with these stances?

One of the struggles (both in the classroom and in an AQ course) is that balance between having high expectations and standards, while also allowing for personal exploration — layering on a critical lens that challenges our biases and assumptions. The struggle is in that balancing act that many of us haven't experienced in our own education.

It was author Alvin Toffler, known for his writing on modern technologies and the digital revolution, who said, the key literacy skill of the 21st century is the ability to “learn, unlearn and relearn.” Many of us have been educated in one system and we're really trying to question that, proactively.

### What advice do you have for teachers taking these stances?

Get to know your learners. It's listening and getting to know them as individuals; we educate holistic beings and not just the academic side of them.

Another important piece is taking that inquiry stance ourselves — whether we're facilitating, designing or teaching — so that we are in an active learning stance together, as a learning community. It's about putting ourselves in a vulnerable, uncomfortable place of learning, while pushing others to do the same.

### Any final thoughts to share?

We need to model what we want learners and students to experience. If I want teachers to honour the voices, the cultures and the experiences that each student brings, then I need to do the same when I design experiences for them. **AQ**

## Resources for Exploring Inquiry and Anti-oppressive Stances

Want to know more? Modern learning resource teacher Tina Zita, OCT, recommends seeking a range of perspectives through social media and print — from colleagues to local leaders to international figures. “Find great voices that challenge you and follow them!” suggests Zita.

### Here are seven Twitter handles that Zita follows:

- 1 **@PLloydHenry**  
Phiona Lloyd-Henry, OCT, instructional co-ordinator for equity and inclusive education with the Peel District School Board — a passionate, thoughtful and outspoken advocate for equity in the classroom.
- 2 **@tanyatalaga**  
Tanya Talaga, Anishinaabe author of *Seven Fallen Feathers* and *All Our Relations* — a CBC Massey Lecturer in 2018 and a *Toronto Star* journalist.
- 3 **@chrisemdin**  
Christopher Emdin, professor in the department of math, science and technology at Teachers College, Columbia University, New York — co-launched the Center for Health Equity and Urban Science Education online community in 2013.
- 4 **@JenApgar**  
Jennifer Apgar, OCT, 21st-century technology coach with the Upper Grand District School Board — tweets regularly about equity and inclusiveness in the classroom with a sense of humour and plenty of curiosity.
- 5 **@stepanpruch**  
Stepan Pruchnicki, OCT, experiential learning lead with the Toronto Catholic District School Board — has a keen interest in educational reform and raises questions about who, what and how teachers teach.

### 6 **@ZohrinM**

Zohrin Mawji, OCT, Grade 8 teacher with the Peel District School Board — posts about literary circles, student letters to Amnesty International, coding breakthroughs and other everyday triumphs and inspiration.

### 7 **@LizUgoEYC**

Elizabeth Ugolini, early years co-ordinator with the Peel District School Board — a cheerleader for children and educators and an advocate for play and inquiry.

### Three books to dive into:

- 1 ***We Should All Be Feminists*, by Chimamanda Ngozi Adichie**  
What does feminism mean today? That's the question at the heart of this personal and elegantly argued essay, adapted from the TEDx talk of the same name.
- 2 ***Deep Diversity: Overcoming Us vs. Them*, by Shakil Choudhury**  
Writing with compassion, the author challenges readers to identify their own biases and offers practical ways to break free of our learned habits of prejudice.
- 3 ***THINQ 4–6: Inquiry-based learning in the junior classroom*, by Jill Colyer, OCT, and Jennifer Watt, OCT**  
Part of a series, this book applies the big ideas of inquiry-based learning to the practical needs of junior students and teachers.



Kindergarten Open Space participants review AQ guidelines during a breakout session at the College.

## Working Together to Keep Current

**Teaching is a profession that continues to grow and evolve. As our understanding about how we learn changes, and the focus of our culture shifts, it's important to review AQ guidelines to make sure they accurately reflect the current needs of teachers and students.**

To capture a wide range of perspectives during an AQ guideline review, the College welcomes individuals with different experiences (in responsibilities, language, communities and geographical locations) to focus groups, workshops and open sessions. That collaboration results in changes that better represent and support our teachers and students, no matter where they live or what challenges or circumstances they face. It's an essential democratic process that includes students, parents, teachers, supervisory officers, professional partners and stakeholders.

### REVISED GUIDELINES FOR KINDERGARTEN AQ

Last fall, the College reviewed the Kindergarten AQ guidelines during an open session with 80 participants (parents, early childhood educators, kindergarten teachers, principals and board staff) who oversee early learning and parents.

Large group discussions and smaller breakout conversations revolved around the "Inquiring into Early Learning: Principles, Pedagogy and Partnership" theme. Participants spent the day sharing ideas about the policies and practi-

ces that support inquiry-based teaching and learning.

“Groups explored such topics as supporting Indigenous ways of teaching in early learning, effective practices that encourage inquiry, professional collaboration, and the importance of exploring your own biases, assumptions and beliefs,” says Déirdre Smith, OCT, the College’s manager of Standards of Practice and Education. “They looked at how to create an inquiry-based learning environment and engage parents as partners in the process, and how to have students co-create the learning goals and learning activities.”

“It was an empowering and enlightening session,” explains Debbie Dasios, OCT, a kindergarten teacher with York Region District School Board. “Despite having different perspectives and experiences, we were united by a common purpose — and having that shared understanding is really important.”

Participants moved from group to group throughout the day, pausing and sharing. “We commiserated, compared notes. It was empowering, and an ideal reflection of a student classroom,” recalls Dasios. “We had an opportunity to build on ideas in a mutually respectful way.”

Early childhood educators (ECEs) are vital partners in kindergarten classrooms, so their input is fundamental to the process. “There was so much openness and sharing that day,” says Sharon Hack, an ECE with the Toronto District School Board. “It’s all about navigating those two experiences — that of being a teacher and being an ECE — and working together collaboratively for student success. That’s what it comes down to.”

Hack, who mentors other ECEs, anticipates changes in the revised guidelines that will reflect the group’s discussions, as well as nine years of in-class learning since the partnership between ECEs and teachers began. “We are respecting each other’s backgrounds and perspectives, and building that relationship in the classroom,” she explains. “If we build it, student success will be there.”

A 16-member writing team is now working to incorporate their feedback into the guidelines, as well as focus groups findings from across the province and a survey of more than 600 College members.

“There was such tremendous interest in this review process, it shows the profession’s commitment to learning,” states Smith. “It’s an example of self-regulation in action and it illuminates the importance of collaborative policy development. The profession contributes significantly to these policies for continuing teacher education and professional learning.”

## **NEW INTENTIONAL DESIGN RESOURCE FOR AQ DESIGNERS AND FACILITATORS**

The College is working with members to develop an online guide that focuses on intentional design that will help course writers, AQ instructors and teachers adopt inquiry and anti-oppressive stances.

“The ‘intentional’ part is the way of thinking and behaving that’s grounded in a set of values and approaches to teaching and learning,” says Janet Markus, OCT, Masters of Teaching Program teacher in the curriculum, teaching and learning department at OISE/UT. “It sets up how we proceed as educators.”

Until now, designers have worked with AQ guidelines but there hasn’t been an explicit framework to help them write and teach the courses from an inclusive, inquiry and anti-oppressive stance. Typically, the AQ courses were written by content area experts, says Markus: “Content decisions were a reflection of the writer’s experiences, values and level of knowledge, as well as Ministry guidelines and College expectations. With the new resource, there’s a focus on social change and real-life implications.”

Markus offers an example of how intentional design shifts views. As a former high school visual arts teacher, she points out that the convention in art history is to focus on famous artists and styles. “Using the intentional design process, you start to ask questions,” shares Markus. “You’ll start to notice the number of cultures, countries, perspectives, and genders that are not included.” The resource also helps AQ course writers identify the common themes, challenges and frameworks that envelop any course, regardless of which institution provides it and who designs it.

The team that was assembled to develop the resource brought diversity to the process, as well as experience in developing AQs and occupying leadership positions in their respective boards or regions. “For example there was an educator and vice-principal there from the W. Ross Macdonald School, which is a provincial school for the blind and visually impaired,” explains Charmain Brown, OCT, York University’s faculty of education course director and practicum facilitator seconded from the York District School Board. “Some were coming from areas north of Thunder Bay and had experiences with Indigenous communities that may differ from those of educators who work in other areas of the province.”

The finished resource will help course designers plan for and model equitable, diverse and inclusive practices and pedagogy, no matter what the AQ course. “This was one of the most interesting, meaningful and purposeful projects that I’ve ever participated in,” says Brown. **AQ**



## New and Notable AQs

**Ever wonder what inspires new AQs? The College and AQ providers keep their ears to the ground and respond to the needs of teachers and students across the province. More French-language AQs? More ways to learn about leadership? Whatever the request, when teachers ask for opportunities to learn and grow, the College and AQ providers take action to make sure professional learning is available when and where it's needed most.**

### **BUILDING TEACHER LEADERS**

Last year, the Toronto District School Board became the first provider to offer the new Teacher Leadership specialist program, in three parts. The AQ course helps teachers develop collaborative skills, unpack complex challenges in education, and chart a course of action for implementing positive change in their schools — all through an equity lens. “Another thing that’s critical to leadership is having a strong vision of positive change, and we ask everyone in the course to think about that in a deep way,” says Jennifer Watt, OCT, program co-ordinator for the Toronto District School Board’s teachers learning and leading department.

### **DEVELOPING FIRST NATIONS SCHOOL LEADERS**

OISE/UT’s new First Nations’ School Leader Program AQs (Leadership, and Supporting Indigenous Learning and Holistic Well-Being) are designed to help better understand First Nations culture, history and the impact of the residential school system. “There’s a need to understand the cycle that’s been inflicted on First Nations communities, compounded in many ways, from generation to generation,” says Neil Debassige, OCT, principal (currently on leave) at Lakeview School at M’Chigeeng First Nation.

**“There’s a need to understand the cycle that’s been inflicted on First Nations communities, compounded in many ways, from generation to generation.”**

“These AQs can help teachers gain a good understanding of context and a deeper knowledge of the perspectives, history and culture of First Nations students, their families and their communities,” explains Debassige.

#### INDIGENOUS FOCUS TO BUILD A COMMUNITY OF ALLIES

“To me the AQ route seemed like a great opportunity to build community, engage in co-learning and hopefully build allyship,” shares Pamala Agawa, OCT, a vice-principal with the York Region District School Board. That’s why her board now offers the new AQ, First Nations, Métis and Inuit Studies, Part I, II and III.

Agawa and her course co-author (both of whom are Anishinaabe) insisted that Indigenous instructors should teach the courses: “You want to make sure the course has impact, so you need to have someone with a lived experience and who can connect to the work.” She explains: “Through each part of the AQ, the candidates go deeper with their understanding of how they can use their privilege and power to leverage the learning of Indigenous education in their classrooms, buildings and systems.” She has already seen candidates share their work with peers, beyond the AQ setting. “I see them continuing the work, and I know this because they’re active on social media — they’re engaging with their own communities.”

#### NECESSITY, QUICK ACTION AND RESULTS

In the case of Université Laurentienne’s five new AQs, the collaboration required to get them into the course lineup (and fast!) was in response to a specific community’s needs.

When some internationally educated teachers apply to the College for accreditation, there may be a condition that they need to take between one and five AQs to make sure that they have the professional knowledge and skills to practice in Ontario.

For French-language teachers, providers weren’t offering the required “Schedule C” courses. At the same time, the

## Read these Regulatory Changes

The College is constantly updating and evolving its AQ offerings. Take a look at these AQ course changes that Council passed in 2018:

- 1 the name *Classroom Management* was changed to *The Learning Environment*
- 2 the name *Inclusive Classroom* was changed to *Equitable and Inclusive Schools*
- 3 a *Supervisory Officer’s Development Course* was added to the *Teachers’ Qualifications Regulation*
- 4 the name *Supporting First Nations, Métis and Inuit Students: Guidance and Counselling* was changed to *First Nations, Métis and Inuit Students: Counselling and Support*
- 5 a one-session *Teaching Students with Communication Needs (Autism Spectrum Disorders)* was revoked and replaced with a three-session course
- 6 the AQ program name *Enseigner aux élèves Sourds ou Malentendants* was changed to *Qualification additionnelle en surdit * in the *Teachers’ Qualifications Regulation*
- 7 *Teaching Students Who Are Deaf or Hard of Hearing* to be enacted within O. Reg. 176/10, *Teachers’ Qualifications Regulation*
- 8 members currently awarded the *Teaching Students with Communication Needs (Autism Spectrum Disorders)* AQ course within Schedule C of the *Teachers’ Qualifications Regulation* were deemed to have the equivalent of Part I of the same qualification within Schedule D
- 9 the name *Teaching LGBTQ Students* was changed to *Teaching for Equity: Supporting Gender and Sexual Diversity in the Classroom*

province was facing a critical shortage of certified teachers for its French-language schools.

The College and Université Laurentienne in Sudbury, Ont., worked out a solution to offer more French-language teachers a way to take the required courses. The university agreed to expedite the development of five new Schedule C AQ courses. The College then prioritized the accreditation process, as well. It’s a quick resolution, through an effective partnership, that will help French-language schools and students across the province. **AQ**



The College hosts year-round focus groups, workshops and open sessions to discuss and refine AQ guidelines.

## 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-oeo.ca/additionalqualifications](http://oct-oeo.ca/additionalqualifications)

# Ethical Leadership in Education

**Principals and vice-principals have unparalleled influence over school culture and, by extension, the success of its students. Regular review of the AQ guidelines for these roles helps make sure OCTs are prepared to govern and guide effectively and ethically.**

Joanne Robinson, director of professional learning at the Ontario Principals' Council (OPC) notes that the organization's collection of leadership AQ offerings has critical elements in common: the ethical nature of leadership and the importance of being equitable and accessible.

"Leadership is about influence and keeping your eye on the prize — students are the future citizens of the country," says Robinson. "If you're thinking that leadership is something you'd like to explore, then it's important to understand that it's not about power and authority, but about influence and collaboration."

Monique Ménard, OCT, director of education for Conseil scolaire catholique Franco-Nord, helped to develop the recently revised AQ guidelines for the Supervisory Officer's AQ. First, says Ménard, course

participants gain an understanding of how their leadership influences staff and student well-being. Then, the content gives them the tools to lead. "From stakeholders to students, collaboration and communication, equity and inclusion, regulation and staff development, budgeting and establishing system priorities, the complexities of the supervisory officer's responsibilities and required competencies are all considered in the program content."

Like all leadership Aqs and courses, the Supervisory Officer's Qualification program supports inquiry-based and anti-oppressive stances. "When leaders start with an equity lens on, it changes decision-making processes that are vital to collaboration and inclusion; this fosters empowerment and engagement," shares Ménard. "As a service leader the supervisory officer needs to be an ethical model for others." **AQ**

# AQ COURSES FOR TEACHERS

[trentu.ca/aqcourses](http://trentu.ca/aqcourses)

**QUESTIONS?**  
[aqcourses@trentu.ca](mailto:aqcourses@trentu.ca)

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education





Bora Laskin Building, Faculty of Education, Lakehead University, Thunder Bay, Ont.

## AQ Providers List

- Association des directions et des directions adjointes des écoles franco ontariennes **FR**
- Association des gestionnaires de l'éducation franco-ontarienne **NEW FR**
- Brock University
- Catholic Community Delivery Organization
- Catholic Principals' Council of Ontario
- Centre franco-ontarien de ressources pédagogiques **FR**
- Dufferin-Peel Catholic District School Board
- Durham District School Board
- Eastern Ontario Staff Development Network
- Elementary Teachers' Federation of Ontario
- Fanshawe College (Consortium) **COMING SOON**
- Halton Catholic District School Board
- Hamilton-Wentworth District School Board
- Huron-Superior Catholic District School Board
- Kenjgewin Teg Educational Institute **NEW**
- Lakehead District School Board
- Lakehead University
- Laurentian University
- Niagara University
- Nipissing University
- Ontario English Catholic Teachers Association
- Ontario Institute for Studies in Education (OISE) 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 & Technology
- Six Nations Polytechnic
- Toronto District School Board
- Trent University
- Université d'Ottawa **FR**
- Université Laurentienne **FR**
- Université Saint-Paul **FR**
- 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

### New Providers

- **Association des gestionnaires de l'éducation franco-ontarienne (Agéfo)** promotes member professional development and leadership in French-language education in Ontario.
- **Fanshawe College** is part of a consortium of six Ontario colleges that plan to offer Schedule C, D and F (Technological Education) AQ courses.
- **Kenjgewin Teg Educational Institute** is a post-secondary institution at M'Chigeeng First Nation in the Manitoulin District of Ontario, that welcomes both Indigenous and non-Indigenous students who are interested in pursuing their academic goals, while they gain an inclusive understanding of Indigenous worldviews.



## Facts and Figures

### MOST FREQUENTLY TAKEN AQ COURSES IN 2018\*

|    |   |       |
|----|---|-------|
| 1  | Special Education, Part I                       | 3,383 |
| 2  | Mathematics, Primary and Junior, Part I         | 2,274 |
| 3  | Teaching English Language Learners, Part I      | 1,700 |
| 4  | Special Education, Part II                      | 1,389 |
| 5  | Kindergarten, Part I                            | 1,272 |
| 6  | Religious Education in Catholic Schools, Part I | 1,096 |
| 7  | Special Education, Specialist                   | 1,070 |
| 8  | Guidance and Career Education, Part I           | 968   |
| 9  | Mathematics, Primary and Junior, Part II        | 894   |
| 10 | Principal's Qualifications, Part I              | 823   |

### THE MAIN AQ COURSES/PROGRAMS REFERENCED IN AQ INQUIRIES\*\*

- French as a Second Language
- History
- Special Education
- Music-Vocal
- Reading

### FIND AN AQ SEARCH TOOL STATS (OCT.CA)\*\*\*

Number of Inquires on Find an AQ:

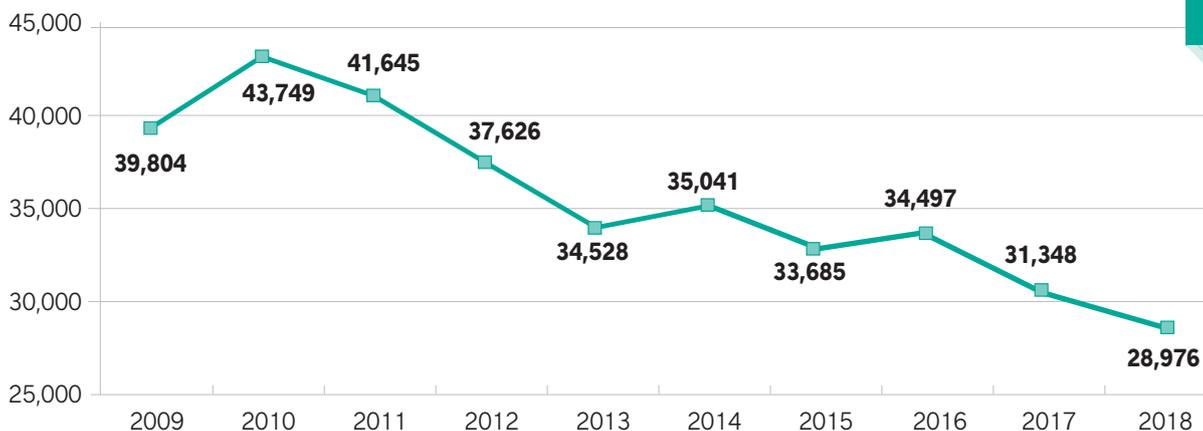
**205** inquiries received from **January 1** to **December 30, 2018**

- 23 were French-language inquiries
- The most referenced course delivery method was online
- Most inquiries came in April

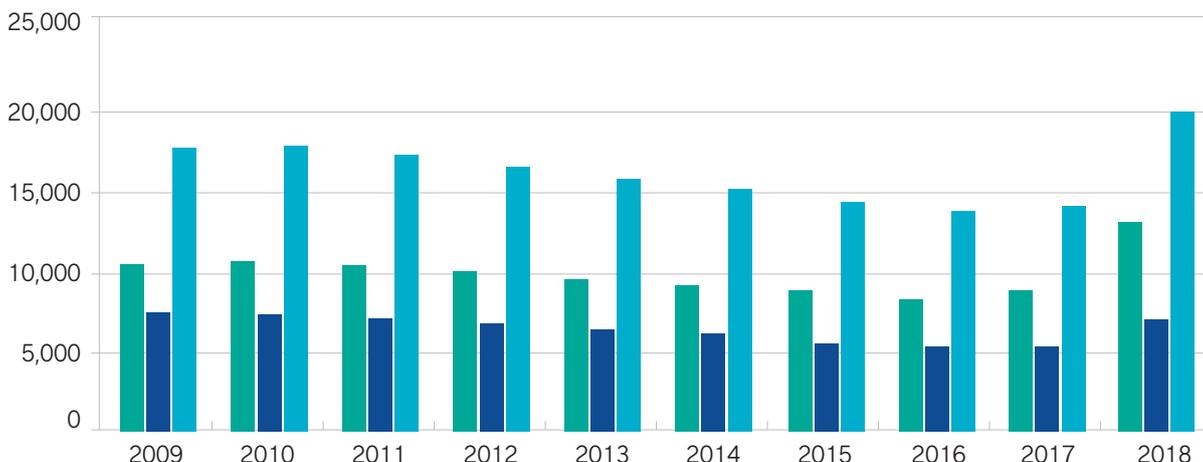
### NATURE OF THE INQUIRIES\*\*

- General information about a specific course
- When a course will be offered
- Where to take a course
- Recommending a course be offered by a provider
- Course registration process
- Whether a course is available online

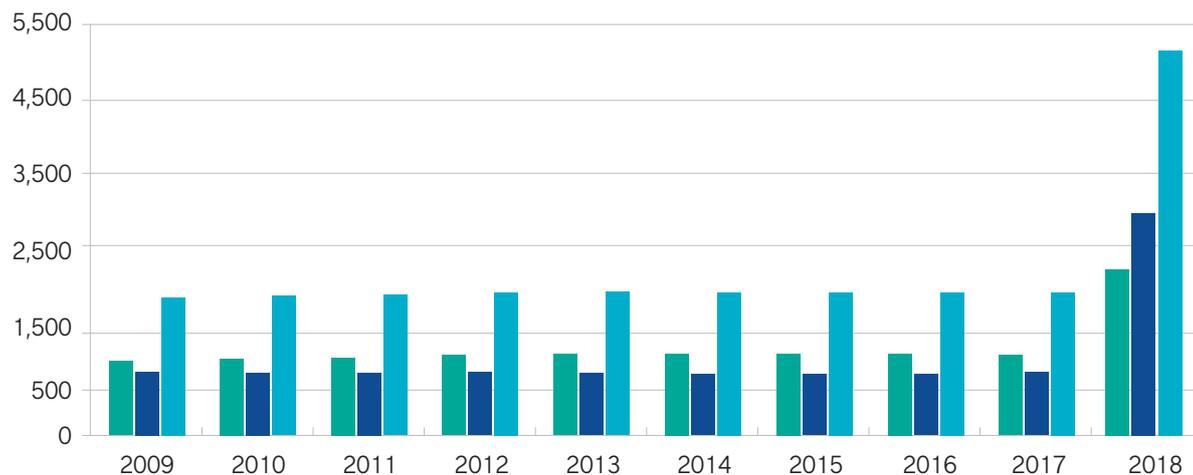
**TOTAL NUMBER OF AQs AWARDED ANNUALLY\***



**MEMBERS WITH PRINCIPAL QUALIFICATIONS (BY GENDER AS OF JANUARY 2019)\***



**MEMBERS WITH SUPERVISORY OFFICER'S QUALIFICATIONS (BY GENDER)\***



\* Source: Ontario College of Teachers, Business Intelligence Data Report

\*\* Source: Ontario College of Teachers, AQ Infographics September 2018 Report

\*\*\* Source: Ontario College of Teachers, Find an AQ Data Report

**Female**   **Male**   **Total**

Order one to fit your needs and

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# AQ COURSES



ONTARIO-ENGLISH  
**Catholic Teachers**  
ASSOCIATION

[catholicteachers.ca](http://catholicteachers.ca)

## Spring 2019

Registration Opens  
DECEMBER 4

Registration Closes  
MARCH 18

Courses Start  
APRIL 1

Courses End  
JUNE 14

\* \* \*

## Summer 2019

Registration Opens  
APRIL 8

Registration Closes  
JUNE 10

Courses Start  
JULY 2

Courses End  
JULY 26

\* \* \*

## Fall 2019

Registration Opens  
JUNE 13

Registration Closes  
SEPTEMBER 16

Courses Start  
SEPTEMBER 30

Courses End  
DECEMBER 13

\* \* \*

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

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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



## We're Listening

To ensure course candidates get what they need, in the way they need it, the College regularly surveys teachers about their experiences. Here's what recent Kindergarten AQ candidates had to say about who they are, and how and why they took the program.

### WHY DO MEMBERS TAKE THIS AQ COURSE?

- 97% To extend my professional knowledge
- 95% To enrich my professional practice
- 95% To further support student learning
- 86% To respond to curriculum changes
- 86% To fulfil personal interest
- 64% To gain a specific required qualification
- 47% To acquire a specific position or role
- 46% To gain employment opportunities

### HOW DID TEACHERS TAKE THIS AQ?

- 84% Entirely online
- 12% Blended (partly online, partly face to face)
- 5% Face to face

### WHO TOOK THIS AQ:

- 44% Classroom teachers
  - 21% Long-term occasional teachers
  - 17% Occasional teachers
  - 6% Others\*
  - 3% Resource teachers
  - 3% Consultants/co-ordinators
  - 1% On leaves of absence
- \*Teacher-librarians, child and youth workers in the community.*

### YEARS OF TEACHING EXPERIENCE:

- 5% Less than 1
- 16% 1 to 3
- 39% 4 to 10
- 20% 11 to 15
- 14% 16 to 20
- 12% more than 20

Source: Ontario College of Teachers,  
AQ Infographics September 2018 Report

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- Equivalency courses for completion of PQP Part I and Part 2.

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### SCHEDULE A COURSES

ABQ — Primary, Junior and Intermediate divisions

### SCHEDULE C COURSES (one session 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

### 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 in Instruction  
Teacher Librarian  
Kindergarten  
Mathematics Primary/Junior  
Reading  
Special Education

### PRINCIPAL'S QUALIFICATIONS COURSES:

PQP 1 and 2

SEE MORE AQ COURSES AT  
[WWW.NIAGARA.EDU/AQ-COURSES](http://WWW.NIAGARA.EDU/AQ-COURSES)

**416.533.7039 • [www.niagara.edu/ontario](http://www.niagara.edu/ontario)**



## Find the Right AQ for You

**W**ant to explore your AQ course options? Visit the College's Find an AQ\* page ([oct-oeeo.ca/findanAQ](https://oct-oeeo.ca/findanAQ)) to search by AQ name and provider. There are 375 courses in English and 375 in French to choose from, with 44 providers in 20 cities, as well as many online/distance options in the mix.

Don't know the AQ course name? Use the [oct.ca](https://oct.ca) general search engine to track down an information page.

Still can't find the course you're looking for? Let us know by emailing Déirdre Smith, OCT, manager of Standards of Practice and Education ([dsmith@oct.ca](mailto:dsmith@oct.ca)).

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

\*While the "Find an AQ" search engine provides course information, three AQ providers — Queen's University, Trent University and York University — have each established a data feed that allows members to search for much more detailed and up-to-date information about AQs at these institutions, including course dates, delivery methods and locations. The College invites all providers to do the same.



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\*IEC qualifies for an IB Educator Certificate in Teaching and Learning

### Additional Qualification Courses

Spring Courses starting April 29, 2019 • Summer Courses starting June 17, 2019

ONLINE & BLENDED

- ABQ Business Studies-General Senior
- ABQ Communications Technology, grades [9 & 10] [11 & 12]
- ABQ Dramatic Arts, Intermediate
- ABQ English Intermediate
- ABQ English Senior
- ABQ First Nations, Metis and Inuit Studies Intermediate
- ABQ French Senior
- ABQ Geography Senior
- ABQ Green Industries, grades [9 & 10] [11 & 12]
- ABQ Health and Physical Education Intermediate
- ABQ Health and Physical Education Intermediate (Wallaceburg)
- ABQ History Senior
- ABQ Junior Division
- ABQ Math Intermediate
- ABQ Math Senior
- ABQ Media Arts Senior
- ABQ Primary Division
- ABQ Religious Education in Catholic Schools Intermediate
- ABQ Science-Biology Senior
- ABQ Science-General Senior
- ABQ Social Science Senior
- ABQ Technological Design, grades [9 & 10] [11 & 12]
- ABQ Visual Arts Senior
- AQ Classroom Management
- AQ Cooperative Education, Part 1, 2 & Specialist
- AQ Dance, Part 1, 2 & Specialist
- AQ Dramatic Arts, Part 2 & Specialist
- AQ Family Studies, Part 1, 2 & Specialist
- AQ French as a Second Language, Part 1, 2 & Specialist
- AQ Guidance and Career Education, Part 1, 2 & Specialist
- AQ Health and Physical Education (Int./Sr.), Specialist (Wallaceburg)
- AQ Health and Physical Education (Int/Sr), Part 2
- AQ Health and Physical Education (Int/Sr), Specialist
- AQ Honour Specialist English
- AQ Honour Specialist Health and Physical Education
- AQ Honour Specialist History
- AQ Honour Specialist in Technological Education
- AQ Honour Specialist Music
- AQ Honour Specialist Social Sciences
- AQ Honour Specialist, Biology
- AQ Honour Specialist, Business Studies
- AQ Integration of Information & Computer Technology, Part 1, 2 & Specialist
- AQ Kindergarten, Part 1, 2 & Specialist
- AQ Math 7/8
- AQ Math Primary/Junior, Part 1, 2 & Specialist
- AQ Media, Part 1
- AQ Music-Instrumental, Part 1, 2 & Specialist
- AQ Music-Vocal Intermediate/Senior, Part 1, 2 & Specialist
- AQ Orientation to Teaching in Ontario
- AQ Reading, Part 1, 2 & Specialist
- AQ Religious Education in Catholic Schools, Part 2 & Specialist
- AQ Special Education, Part 1, 2 & Specialist
- AQ Teacher Librarian, Part 1, 2 & Specialist
- AQ Teaching and Learning through E-Learning
- AQ Teaching English Language Learners, Part 1, 2 & Specialist
- AQ Use and Knowledge of Assistive Technology
- AQ Visual Arts, Part 1, 2 & Specialist
- AQ Writing, Part 1

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## College Resources

**AQ courses are one great option, but professional learning can happen in plenty of ways. For inspiration, we've rounded up some intriguing, thought-provoking resources that will spark conversation, reflection and education.**

### 1 NATURAL DISASTERS AND ETHICAL LEADERSHIP

On January 12, 2010, a 7.0-magnitude earthquake devastated the country of Haiti. This video — called *Acting on Our Ethics: Caring for Haiti* — highlights the ongoing relationships, experiences, professional learning and ethical leadership of the Dufferin-Peel Catholic District School Board educators who stepped in to offer assistance.

**VISIT:** [oct-oeoo.ca/ActingEthics](http://oct-oeoo.ca/ActingEthics)

### 2 THE PRACTICE OF BEING A PRINCIPAL

Managing negative staff members, handling conflicts and working with complicated families: it's all in a day's work for most principals. *Exploring Leadership Practices through Case Inquiry: Supporting Inclusive Schools* is a collection of actual scenarios that will provoke plenty of questions and deep thinking about leadership practices.

**VISIT:** [oct-oeoo.ca/LeadershipCaseInquiry](http://oct-oeoo.ca/LeadershipCaseInquiry)

### 3 ADVENTURES IN TEACHING MATHEMATICS

Two teachers prep students for a contest, a “math coach” unlearns and relearns how to become a better teacher, and a teacher explores challenges that can come with supporting Indigenous students' math learning. Find these and other case studies in this online publication, *Inquiring into Professional Practice: Narratives of Educators of Mathematics*.

**VISIT:** [oct-oeoo.ca/InquiringProPractice](http://oct-oeoo.ca/InquiringProPractice)

### 4 TWO VISIONS OF THE EDUCATOR AND THE LEARNER

These two graphic posters feature visions of the educator and the learner. In one, the learner is a reflective and collaborative thinker, while the educator is a leader who is committed to student success and the love of learning. In the other — an Anishinaabe perspective — the learner stands in the centre, with a desire to learn, while the educator walks with students and is supported by community.

**VISIT:** [oct-oeoo.ca/VisionofLearnerEducator](http://oct-oeoo.ca/VisionofLearnerEducator);

[oct-oeoo.ca/AnishinaabeVisionofLearnerEducator](http://oct-oeoo.ca/AnishinaabeVisionofLearnerEducator)

### 5 STANDARDS AND PRACTICE ON VIDEO

These narrated vignettes offer synopses of the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*. Perfect for initial teacher education, continuing teacher education, leadership development and within professional practice.

**VISIT:** Ethical Standards video

[oct-oeoo.ca/EthicalStandardsVideo](http://oct-oeoo.ca/EthicalStandardsVideo);

Standards of Practice video

[oct-oeoo.ca/StandardsofPracticeVideo](http://oct-oeoo.ca/StandardsofPracticeVideo)

For these and other resources, visit

[oct-oeoo.ca/ProfessionalStandardsResources](http://oct-oeoo.ca/ProfessionalStandardsResources). **AQ**



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