

JUNE 2015

professionally speaking

THE MAGAZINE OF THE
ONTARIO COLLEGE OF TEACHERS

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SEVENTH
COLLEGE
COUNCIL

GAME CHANGERS

OCTs GEAR UP FOR THE PAN AM AND
PARAPAN AM GAMES P. 32

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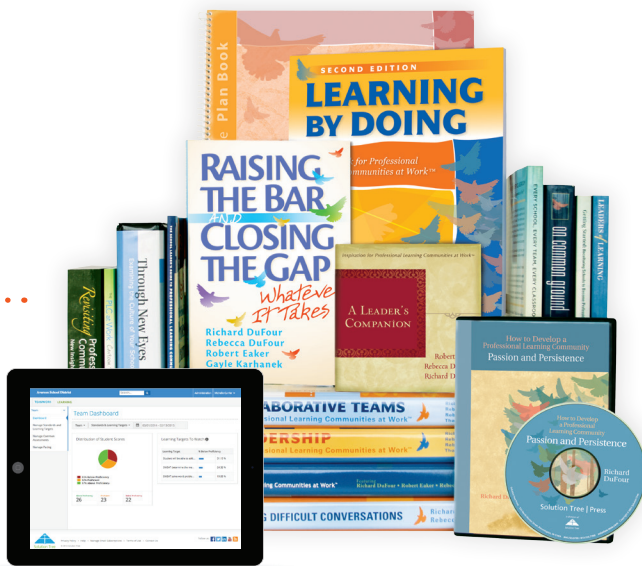
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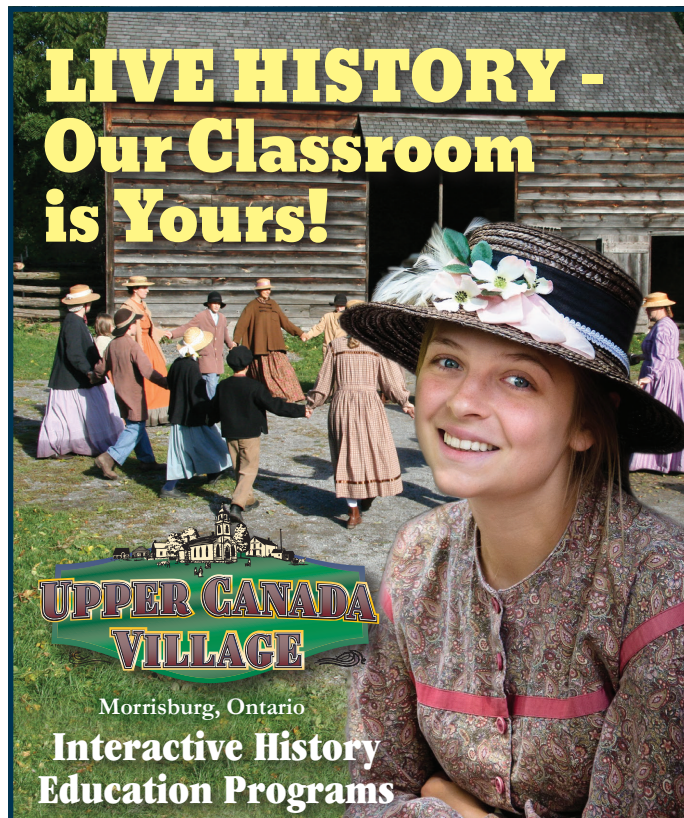
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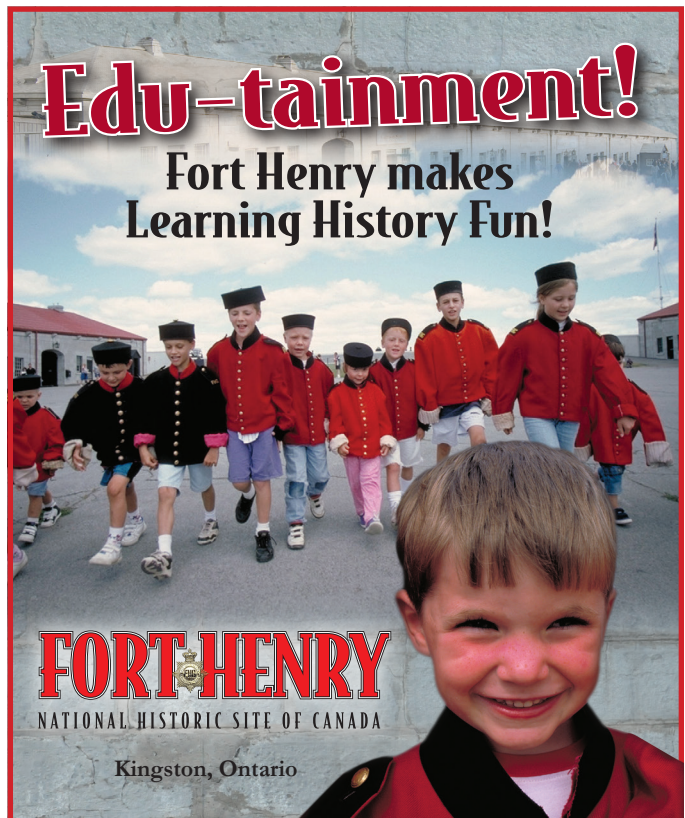
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Avis Glaze, former commissioner of the Royal Commission on Learning, accompanies a group of Danish principals on a visit to the College. Glaze said she was pleased to see the College serving the public interest, which is how the commission envisioned the College's mandate when it recommended the establishment of the College 20 years ago.

VISITING DELEGATIONS

In March and April, the College hosted visiting delegations from **Denmark, Sweden and Uruguay**. Directors of education and school administrators from these countries gathered at the Toronto office to learn about the College's mandate, investigations and hearings process, Ontario's enhanced teacher education program and Additional Qualifications.

BABY TIME

A mother and her infant son visit the College booth (and sandbox) at the **Ottawa Baby Show**, held March 21 and 22, 2015. The College was there to inform new and expectant parents about the role it plays in protecting the public interest.



College Council Chair Liz Papadopoulos (centre) speaks with members of the visiting delegation from Uruguay.



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PLANNING FOR SUCCESS

Creating a legacy for future leadership

BY LIZ PAPADOPOULOS, OCT



As you reach your final month with your students, you will, no doubt, take time to reflect on how your practice has affected them.

As teachers, we teach ideals and ethics and facilitate skills development in our students so that they can continue to succeed when they are no longer in our class.

In a similar vein, succession planning is important to the success of an organization. The Chair of Council has an important role to play in the development of her or his successor. Succession planning ensures that the required skills are developed so that when a leader has vacated a position, for whatever reason, there is a cadre of people who can take the lead in a seamless manner.

In 2009, I began my first term as Chair with some specific goals in mind. By 2012, in my second and final term as Chair of Council, my professional development in the area of governance helped Council to establish a legacy for the College.

Shared leadership helps to fuel growth in an organization. As such, effective governance was a priority for Council members.

Council established a Governance Committee that, during the seventh Council, will adopt a new guideline for future Councils. The Governance Committee will be tasked with the responsibility, among others, to advise Council on issues pertaining to Council effectiveness and committee membership. When elections eliminate incumbents, and appointed and elected members' terms conclude, the legacy of good governance will continue at the Ontario College of Teachers.

It is appropriate for Council to establish priorities for an organization and for staff to set the objectives in motion. The outgoing Council, with the support and assistance of our staff, has left the College in a healthy financial position for its successors. Maintaining financial stability is critical considering the estimated reduction of new College registrants for 2016 (and beyond) that the enhanced teacher education program will bring.

The Accreditation Committee will be trained and poised to ensure that the initial teacher education Additional Qualifications (AQs) and Additional Basic Qualifications

(ABQs) programs are aligned with the profession's standards. The committee's work protects the public interest by ensuring that Ontario faculties of education are turning out teachers who are well prepared to meet the needs of today's students.

Likewise, the Investigation, Discipline and Fitness to Practise committees are doing their part to protect the public interest, working hard to deal with complaints. At the intake level, staff are educated in how to use a screening tool to determine which complaints belong at the College.

The College's communication strategy, guided by Council's set of principles, will help to ensure complaints that come to it are not misplaced. It aims to educate the public and our members about who the College is and that its mandate is to regulate the teaching profession in the public interest.

Future registrants to the College will continue to find fair and reasonable processes when applying and, where necessary, for satisfying conditions that may be placed on a Certificate of Qualification and Registration.

The recent refinement of our Professional Learning Framework assures members of the profession and the public that ongoing professional learning is a foundational element of who we are as a profession. It articulates how teachers are guided by the *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*, and is linked to the *Foundations of Professional Practice*.

Just as you reflect and refine your practice, so too must the College.

I would like to take this opportunity to thank all the people with whom I've worked who made this term such a success. Their dedication to the protection of the public interest is to be commended.

May you all have a fantastic summer — reflecting, growing, learning and, perhaps, even teaching. I can't wait to see what the seventh Council will tackle over the next three years!

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WHAT'S NEXT

BY MICHAEL SALVATORI, OCT

"After all, tomorrow is another day."

This closing line from both the book and the film *Gone With the Wind*, conveys hope, optimism and promise. I am not sure that Margaret Mitchell was thinking about the end of the school year when she penned it, but at this time of the year, I find myself thinking about the next "day."

June is a time for reflection on the year gone past, as well as a chance to think ahead to the summer months and the professional learning opportunities available that will allow us to continue to improve and enhance our practice. The possibilities for professional development are endless: we can participate in a summer institute organized by our school board, register for a workshop offered by our association or federation, or take a course to acquire an Additional Qualification (AQ).

When you commit to continuous professional learning, you earn public trust. Simple as that. Before the end of the month, take the time to recognize the many successes in the year and to celebrate learning with your students. Demonstrate that you're committed to your *own* learning.

"Find an AQ" is a valuable search tool to help you meet your learning objectives. The College website provides you with this resource to help you easily identify a course leading to an Additional Qualification. All you need to do is insert one or two keywords that correspond to your area of interest (for example, "special education," "technology" or "reading"). If an AQ exists on the topic, the course name, guideline and approved providers will appear.

The end of the school year is also a time for self-examination; a time to look back and ask ourselves, How did I deepen my professional knowledge this year? How did research enrich my professional practice?

By taking the time to look back at your year, question and engage in a dialogue with others about your commitment to ongoing professional learning, you strive to improve — and that is commendable. In addition to



The end of the school year is also a time for self-examination; a time to look back and ask ourselves, How did I deepen my professional knowledge this year? How did research enrich my professional practice?

helping you find the right AQ, your professional regulatory body provides you with resources that are designed to help you achieve this goal. Just go to "Resources" in the Members section of oct.ca.

Teachers will often use the "exit ticket" system to determine what students learned from a lesson. Before they leave the classroom, students are asked to write down, on a ticket, one or two aspects of a lesson that made an impression on them.

What are you going to write on your exit ticket this year? **PS**

M. Salvatori

Letters to the editor

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

Overseas Experience Matters

I have just read your September 2014 issue and found it interesting. Letters to the editor express concern at the fact that Ontario has continued for years to oversupply the teacher training programs with students, resulting in many well-trained teachers without work. On the other hand, regulation does not allow any teachers who find work overseas to be given credit, even though they plan, collaborate, mark, report to parents and do extracurricular activities.

Overseas, teachers use the Internet consistently, they Skype with experts



and involve their class, they use TED Talks and YouTube presentations to support their work, they get involved in the community, they enjoy their work

and demonstrate this to their students. All the teachers I work with are College-certified, and they are building some impressive experiences, taking students on week-long trips out of the country, engaging in training and certification courses and doing intensive work helping people who are less fortunate.

These teachers' experience and training should be counted, and certainly would be by anyone who has seen their work.

—**Richard Dickson**, OCT, is a teacher at the Canadian International School in Ho Chi Minh City, Vietnam.

Engaging Teachers on Bullying

As a classroom teacher, and thus the first line of defence against bullying in schools, I was happy to see your cover story for the March issue on bullying, a topic of tremendous significance for students.

After reading the article, which quoted five administrators and a professor of education — and zero teachers — I feel compelled to publicly question your goal of “engaging membership.” Unless, of course, you define membership as administrators only.

I hope that *Professionally Speaking* can be a forum for all parties to discuss the realities of 21st-century education.

—**Jeremy Murray**, OCT, is a senior social sciences teacher at Birchmount Park Collegiate Institute in Toronto.



Gearing up for Greatness

[Thank you for] a great article on Stan Hunter (Great Teaching, March 2015.) He continues to do amazing things with FIRST (For Inspiration and Recognition of Science and Technology) Robotics.

I helped start a FIRST team at Oakville Trafalgar High School 12 years ago. When I retired from teaching, I stayed on as a volunteer mentor. It allows me to continue working with great students. This year there are 128 high school teams registered in Ontario, plus hundreds of FIRST Lego League and Junior FIRST Lego League teams of elementary school students.

The program can't run without volunteers, both technical and non-technical, and there's no experience necessary. If you're interested in starting or helping out with a team near you, find more information at firstroboticscanada.org.

—**George Chisholm**, OCT, lives in Oakville and is the southern Ontario senior mentor for FIRST.

Health Hazards of Technology

I was pleased to read the article “Safety Rules” in the December 2014 issue. Unfortunately, your article did not mention the risk of exposure to wireless radio frequency (RF) or microwave radiation (MWR) from routers and electronic devices now proliferating in our schools. RF was declared a possible carcinogen in 2011 (in the same category as lead and DDT), by the International Agency for Research on Cancer (IARC). Many independently conducted research studies demonstrate serious biological effects of MWR, including sperm damage, DNA breaks (cancer), and learning and memory problems.

Recently, the United Federation of Teachers warned its 200,000 members about wireless radiation. In 2013, the BC Teachers’ Federation passed a resolution requiring on/off switches for Wi-Fi to help limit exposure. The Canadian Teachers’ Federation published the brief, *The Use of Wi-Fi in Schools*, to lobby Health Canada to update its exposure limits.

As your article outlines, the best safety protocols involve planning to avert future harm by taking appropriate safety precautions. It is past time for all parties to attend to the well-documented and credible body of research demonstrating that we



may be unwitting participants, exposing students to a serious health hazard with incalculable long-term ramifications.

—**Dorethy Luyks**, OCT, is an elementary teacher at Walter E. Harris Public School and Norman G. Powers Public School in Oshawa.

FSL Teachers Deserve Respect

As a career Core French teacher, I need to respond to “Pop Quiz with Graham Fraser” (March 2015). While it is true that one of the biggest challenges in second-language learning is the lack of second-language teachers, rarely is there authentic discussion about the reason for this shortage: Second-language teachers are often treated as second-class teachers.

In elementary schools, for example, despite being the only teachers on staff who actually have to complete a subject-specific competency test in addition to basic FSL qualifications, we are relegated to working without our own classroom space. While it may seem inconsequential, I can tell you unequivocally that having a dedicated French space not only facilitates better teaching (enabling seating and groupings uniquely tailored to speaking activities, avoiding set-up and tear-down delays, ensuring working audiovisual equipment at all times), but it elevates the subject in the eyes of students, parents and other staff. Going to “the French room” helps students see French as a subject of value, with a teacher who is worthy of respect. If we truly want to attract and retain excellent FSL teachers, we need to extend to them the same rights and privileges as their co-workers.

—**Kimberley Peters**, OCT, is a Core French teacher and teacher-librarian at Beaverton Public School in Beaverton.

Balking at Bit.lys

I am very annoyed by *Professionally Speaking*’s use of bit.ly addresses to shorten URLs. This shortening method was created to enable links to be embedded into character-limiting contexts such as tweets or text messages. The practice is extremely helpful when used in places where readers can click through to a link, but the unnecessary shortening of the URLs in print removes critical features that are communicated only by reading the entire URL. For example, the domain name provides clues about the source of the information, and may help readers determine if it is familiar or credible.

Also, the full URL usually contains words I can remember and type into a web browser address bar. I find copying the bit.ly code much more of a challenge.

Finally, what if the bit.ly link becomes broken? A user has no way of tracking down that information using a site’s search or menu features.

For all these reasons, your use of bit.ly links in a print publication is a glaring contextual error that should be remedied. Please save them for your tweets!

—**Yohonna Hodgins**, OCT, is an elementary teacher with Markstay Public School in Sudbury.



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- **August 25th:** Opening keynote by Dr. Daniel Ansari, Canada Research Chair in Developmental Cognitive Neuroscience at Western University
- **August 26th:** Opening keynote by Dr. Jamie Metsala, Gail and Stephen Jarislowsky Chair in Learning Disabilities, Professor of Education, Mount Saint Vincent University
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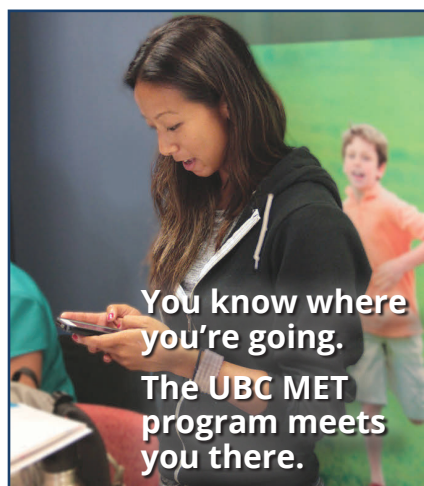
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...to inform your professional practice

Class Rules

Solve your classroom management struggles with these Top 10 strategies, courtesy of our latest OCT poll.





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Pop Quiz

with Gail Prasad

BY LAURA BICKLE

When Gail Prasad was a child, her parents — who collectively spoke Hindi, German, Japanese and French — were advised to raise her in English to succeed in school. Now pursuing her PhD in education at OISE/UT, Prasad is challenging that assertion. The Loran Scholar and Weston Fellow's research on children's plurilingualism (the ability to speak more than one language) is the first Canadian study to examine a topic across English, French immersion and French-language schools. "My work demonstrates that a creative plurilingual lesson offers options that move beyond the traditional 'two solitudes' approach to teaching English and French," says the award-winning researcher. "It also fosters culturally and linguistically inclusive schools." Prasad shares how you can introduce plurilingualism in your classroom and enjoy the benefits that come with it.

Q Why is linguistic and cultural diversity important?

We're doing students and their families a disservice when we do not value home languages and cultures. It seems obvious that our youth should not be leaving school with less than what they started with. Sadly, the exclusion of cultural and linguistic resources in the classroom often results in language loss. In a global knowledge-based economy, we should be preparing our students to be plurilingual global citizens, rather than monolingual graduates.

Q What does a plurilingual classroom look like?

It's a dynamic space that encourages students and teachers to pool their creative and communicative resources, so that they can fully engage in the world.

Q What steps can teachers take to nurture plurilingualism?

You can start by giving plurilingual writing assignments, and studying the similarities and differences of a word or term across a variety of languages. The European Centre for Modern Languages (ecml.at) is a great resource that provides

language awareness activities in English and *éveil aux langues* resources in French. The work that I've done with teachers and children is available at iamplurilingual.com. If we move away from accepting monolingualism as the norm, cultural and linguistic diversity become resources that everyone in the classroom can benefit from.

Q Describe for us the child's perspective on this topic?

Children display a great curiosity when it comes to languages and cultures. There was a boy in Grade 5 who said that Santa Claus is the "best plurilingual person in the world" because children write to him in different languages and he responds to all of them. That's a pretty amazing insight at that age!

Q How do you hope your work will impact policy?

As a plurilingual and tricultural Canadian researcher, teacher and mother, I am compelled to advocate for policies that recognize, affirm and build on the various resources that our students naturally bring to their learning. I hope that my work helps schools see plurilingualism as an essential classroom resource.

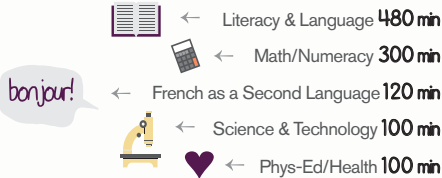


CULTURAL IDENTITY

A snapshot of the arts scene in our schools.
BY STEVE BREARTON

PRIME TIME

Recommended **MINIMUM MINUTES**
for core subjects per five-day elementary school cycle:



Source: Arts Education Consultants of Ontario, 2014



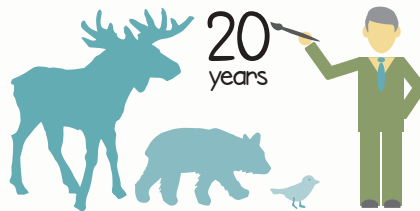
LIMITED EDITION

\$15 PAID for Tom Thomson's *Autumn Scene*,
gifted to Riverdale Collegiate in 1917.

Before becoming a full-time artist in 1976, Canadian
wildlife painter Robert Bateman taught high school for:



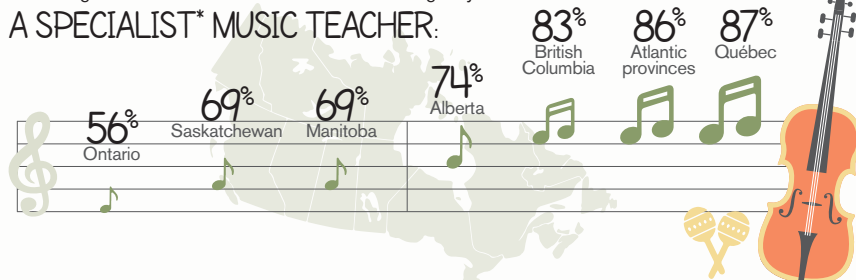
Source: Art Gallery of Ontario, 2015



Source: robertbateman.ca, 2015

PITCH PERFECT

Percentage of schools in Canada where music is taught by
A SPECIALIST* MUSIC TEACHER:

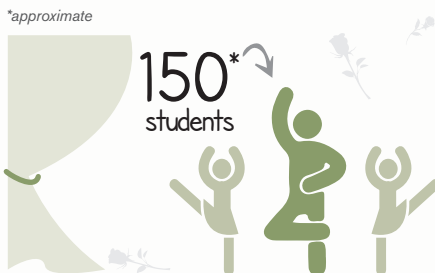


Source: Coalition for Music Education, 2010

* For a list of music AQs in Ontario, visit bit.ly/1EUMV0n.

CENTRE STAGE

Number of Grade 6–12s enrolled in full-time curriculum-
based studies at Canada's National Ballet School:



Source: National Ballet of Canada, 2015

THE YEAR dance became a stand-alone
elementary subject, separate from phys-ed & drama:



Source: The History of Dance Education in 20th Century Ontario Schools, 2012

TWEET SHEET

Follow what's trending in
the education Twitterverse

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@environmentont
Official account of Ontario's
Ministry of the Environment
and Climate Change.

twitter.com/environmentont

11.3K
FOLLOWERS

Environment Ontario
@environmentont
Our new E-Zone app has posters,
videos & more environmental
education resources for kids:
bit.ly/1b7J8kb

Cube For Teachers
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Ontario K–12 database where
teachers can share, search and
store their favourite resources.

twitter.com/cubeforteachers

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growing. Together teachers are
building better education inside
cubeforteachers.com. Join us.
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Ministry of Aboriginal Affairs,
Government of Ontario.

twitter.com/onaboriginal

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Resources from @OntarioEDU
help incl. First Nations, Métis &
Inuit history & culture Gr. K–8
ontario.ca/b5p2 #TreatyON
#lessonplan



When I was an occasional teacher for math and science, I came to class prepared for anything. One trick that never failed was packing a collection of puzzles and brain teasers for a variety of learning styles and ability levels. These handy resources fostered valuable mental activity for those times when a lesson plan was not available, or when I'd completed a lesson early. Plus, they allowed me to teach problem-solving skills along the way! Tactile games are always fantastic for keeping students engaged and well-behaved.

—Irina Ivanova, OCT
Toronto District School Board

→ Have a classroom tip to share?

Send it to us at ps@oct.ca and your helpful tip could be published in an upcoming issue!

Check out our Professional Practice research archive at bit.ly/16mofMi.

ASK AN EXPERT

BY STEFAN DUBOWSKI



Explore the world without leaving your classroom. Take an electronic trip to the Digital Human Library (dHL) and browse the hundreds of “meBook” experts who are just waiting to discuss curriculum-based concepts within their area of specialization.

Like your local library, you register first; then access is free of charge. The experts you'll come across include published authors, historians, astronomers, even clean-energy specialists. Collaborate with these human encyclopedias to create activities, lessons or presentations to share with your students via your videoconferencing technology of choice (for instance, Skype,

Google + Hangouts, FieldTripZoom). The Royal Botanical Gardens, the Canadian Aviation and Space Museum, as well as the Art Gallery of Ontario are among the participating institutions — many of which provide content in both English and French.

Never done a video chat? dHL offers tools to help you through the process. Visit the Teachers tab on digitalhumanlibrary.com for advice on how to choose an appropriate expert, what technology you'll need to get started and how to ensure that your overall experience is a smooth one. If you're ready to crack the spine on this high-tech adventure, select the Resources tab on the site's homepage

to take your students on pre-recorded multimedia tours of cities, museums and natural wonders like the Grand Canyon and the Great Barrier Reef.

dHL is the work of Leigh Cassell, OCT, a Grade 1/2 teacher at Stephen Central Public School in Dashwood, Ont., and the technology coach for the Avon Maitland District School Board. Tired of having to tell her students that they wouldn't have the same field-trip opportunities as those in less remote areas, Cassell developed the site as a solution. But it's not just practical for students in rural areas; it provides essential instruction for any next-generation classroom.

APPS ANALYSIS

By Stefan Dubowski



NFB Films

Bring the best of the National Film Board's short educational documentaries and animated movies into your classroom. This content-rich app includes a Kids' Movies channel with access to 20 films that are suitable for elementary students. A sampling of the compelling subjects on offer: a polar bear searches for work in the big city; a boy deals with a subway jam (in his apartment!); dinner guests learn the consequences of poor table manners. Use the app's search tool to peruse more than 2,500 titles, including classics such as *The Sweater*, *The Cat Came Back*, *Log Driver's Waltz* and. Stream films directly from the site or save them for later.

DEVICE: Apple; Android

SOURCE: iTunes; Google Play; free

RATING: 12+; Low Maturity

EDULULU RATING: 4.5/5



Montessori 1st Operations

What do you get when you combine monsters, mobile technology and the popular Montessori pedagogy? One engaging math app! Games designed for six- to eight-year-olds help reinforce lessons in addition, subtraction, halves, doubles, and even and odd numbers. Correct answers earn players points that they redeem in the Monster Lab, where they can "purchase" components to make creepy creatures. The camera feature lets players snap shots of their creations and save them on their mobile devices. The app automatically adjusts to each skill level, presenting more challenges as he or she progresses. Call it "sum" good old-fashioned fun for young math whizzes.

DEVICE: Apple; Android

SOURCE: iTunes; Google Play; \$3.99–\$4.99

RATING: 4+; Everyone

EDULULU RATING: 5/5



Vatefaireconjuguer

Download this app for an interactive conjugation cheat sheet ready to use on your tablet or smartphone, any time. Can't quite remember the infinitive form of the past participle *eu*? Just type those two letters into the app's simple search box and up pops the verb *avoir* — conjugated in all *modes* (*indicatif*, *conditionnel*, *subjonctif* and *impératif*) and tenses (including *futur proche*, *futur antérieur* and *passé antérieur*). From *aller* (to go) to *zézayer* (to lisp), the program catalogues thousands of verbs and conjugates them as stand-alone words or in complete sentences for additional context. Installed by more than 100,000 users around the world, this intuitive app is, as they say, "*très utile!*"

DEVICE: Apple; Android

SOURCE: iTunes; Google Play; free

RATING: 4+; Everyone

EDULULU RATING: 4.5/5

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



Multi-teacher household?

Many members of the Ontario College of Teachers live in two-teacher households.

If you would prefer to receive only one copy of *Professionally Speaking* per issue, please forward your request to info@oct.ca along with: names of members living at the same address; your respective College registration numbers; and your current address.



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to ensure that the teachers of Ontario receive the right tools to help our students achieve great things, like becoming an expert in handling and installing glass. Discover how we set the standard for great teaching at **OCT.ca**



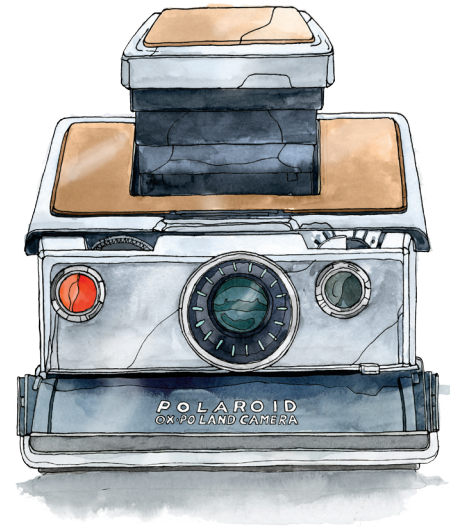
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Picture this

The recent surge of tech trends has changed the educational landscape as we know it. Remain steps ahead of your students (while appealing to their socially savvy sides!) by leveraging your favourite photo-sharing platform and bringing innovation to art, science, math and more with these 10 picture-perfect ideas.

By Melissa Campeau



1. CAPTURE A MOMENT

Relive Jacques Cousteau's maiden underwater voyage or Neil Armstrong's first steps on the moon. Have students research and recreate moments in history (or even vignettes of famous paintings) to photograph, upload and share.

2. START SLEUTHING

Break out your Sherlock Holmes gear! Have small groups stage and photograph a clue-laden scene of a mystery — stolen running shoes! Missing homework! Then let the deductive reasoning begin as students try to figure out whodunit.

3. SPARK A STORY

Collect photos of objects and scenes that inspire questions — a boy in mismatched shoes, a sink piled high with candy or a balloon floating away. Students can then dream up a backstory to go along with each and determine what happens next.

4. GET REPORTERS ROVING

Assign your future Woodwards and Bernsteins a beat to cover — hallway fashion, school dances or sports. After discussing each of their photographic approaches, ask your students to upload their files and produce a class newspaper.

5. CREATE FOR A CAUSE

Skip the school bake sale — instead, raise funds by auctioning off pieces from your budding photographers' portfolios. Students brainstorm ideas, shoot their images and add special effects to create something unique and personal.

6. ENGAGE, AGAIN

What could be more exciting than firing up a Bunsen burner or peering down a microscope? Seeing your science project's results evolve before your eyes when you document every step of the experiment with a picture!

7. HONE HEALTHY HABITS

Breakfast smoothie? Click. Soccer after school? Click. Having students post pics of daily habits can bring physical education lesson plans to life. Plus, images can spark conversations about nutrition and exercise.

8. CONNECT WITH PARENTS

Share your students' assignments and activities with their biggest fans — their parents! Capture a child's handwriting, for instance, over the course of the year so that everyone can celebrate their progress and encourage them.

9. CURATE A COLLAGE

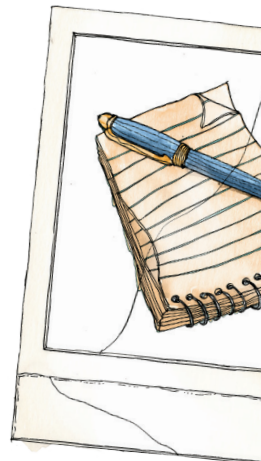
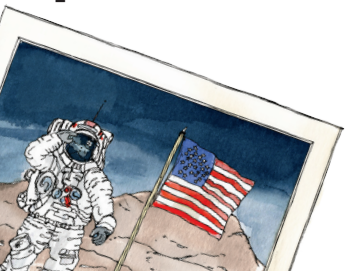
Challenge your class to gather pictures that define their values. Apply the same idea to fictional characters; then post images of what Huck Finn or Romeo and Juliet would be drawn to if they'd had access to social media.

10. DOCUMENT THE DAY

Trekking to a museum? Visiting a nature reserve? Going to the zoo? Nominate an event photographer to record highlights from your class's field trip. Once you're back, use the pics as jumping off points for lively group discussions and projects.

Use photography responsibly when you document and promote learning; check with your school board for any related policies that may be in place. For best practices in technology, refer to the College's Professional Advisory on the Use of Electronic Communication and Social Media (bit.ly/1wcV2m1).

ILLUSTRATION: EMMA KELLY/HANDSOME FRANK



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EXCLUSIVE



French Revolution

Sylvia Duckworth, OCT, is turning the classic approach to language learning on its head and seeing a spike in student success rates.

BY TRISH SNYDER

Sylvia Duckworth, OCT, welcomes a little noise in the hallways as long as it's in Canada's second official language. Before every French period at Crescent School, the Toronto independent school for boys, the Grade 3–5 French teacher warms her class up with a catchy rap about putting English in their pockets and filling their heads with *français*. Rather than calm the boundless energy that powers the eight- to 10-year-olds — one twirls as he sings, while another fidgets with the thick moulding that skirts the floor — she channels it into the song. But, make no mistake, this teacher runs a hardline class: once everyone crosses the *ligne magique* into her room, it's French only.

In the classroom, she resembles a conductor leading a choir. The boys all speak at once while Duckworth uses her hands to make animated gestures: for *quand* she points brightly to her wristwatch; for *manger* she pretends to put food in her mouth. The way these boys are jumping up and speaking — and shouting, truth be told — you'd never know most of them started learning French just a year earlier. Her secret weapon is AIM (Accelerative Integrated Method; bit.ly/1EaxIUa) for teaching second languages, which gets students speaking French faster with gestures, keywords, music, storytelling and drama. “The louder they speak, the better,” says Duckworth proudly. “It shows how engaged they are.”

Duckworth, a 30-year education veteran, caters to boys' kinesthetic learning styles when she asks them to retrieve iPads and laptops to transform scripts they've written into digital slide shows. One boy proudly shows his distinctly Canadian reinterpretation of a story they've been reading about animals — he replaced the mouse and lizard characters with hockey stars Sidney Crosby and Jonathan Toews. Another student is about to upload music for his slide show when Duckworth announces the end of class. He's not the only one who wails, “Nooooooo!”

PHOTOS: MARKIAN LOZOWCHUK; HAIR & MAKEUP: BUFFY SHIELDS, JUDY INC.



Sylvia Duckworth, OCT, uses a variety of hand gestures with her Grade 4 French class during a recitation of *Boucles Violettes et les trois ours*, a contemporary twist on *Goldilocks and the Three Bears*, at the all-boys Crescent School in Toronto.

With a radical teaching method and cutting-edge technology, Duckworth is making it easy and fun for students to flourish in French. Within a couple of years, her classes are performing in plays, writing stories and having conversations. Duckworth is a pioneering trainer in this technique. She has developed instruction materials and schooled thousands in the method, which has been adopted at boards such as the Bluewater District School Board. She's also influencing educators around the world through social media. She has millions of views on her YouTube channel ([sduckworth100](#)), and thousands of interested followers on Twitter ([@sylvia Duckworth](#)), her blog ([sylvia Duckworth.blogspot.com](#)) and Google+ ([+sylvia Duckworth](#)) — not bad for an ex-technophobe who once scoffed, “Why do I need a SMART Board?” Her impact on students and teachers earned her an award from the Canadian Association of Second Language Teachers in 2012, and last year's Prime Minister's Award for Teaching Excellence. When Sandra Boyes, OCT, head of Crescent's Lower School, took students on a trip to Europe last year, she was struck by the boys' eagerness to speak French. “That confidence and willingness to put themselves in a risk

situation and feel comfortable working through it is a testament to the work Sylvia does,” Boyes says.

With all of her success, it's hard to imagine that about 15 years ago, Duckworth was frustrated with the lack of fluency students were attaining with traditional methods of teaching. No matter how creatively she taught grammar, her students just couldn't speak French. “It's not the way language is acquired,” she says. “Have you ever heard a parent ask a child learning English to conjugate a verb?” She started experimenting with the technique after she watched the method being piloted by founder Wendy Maxwell. A former winner of the Prime Minister's Award, Maxwell was dramatically boosting the comprehension, written and oral skills of her Core French students with this visual, auditory and kinesthetic teaching method backed by years of linguistic and brain-based research. “Participation went through the roof because the students are the ones talking,” says Duckworth. “It's not the usual model where the teacher speaks and a student might answer one or two questions per class.”

To adopt the method, Duckworth had to learn a new *langue* herself: Pared-down Language. The approach simplifies

French in the first year by reducing it to 300 keywords — the essentials for basic communication, according to Maxwell's research. From day one, students learn a mix of regular and irregular verbs (*avoir, être, trouver, manger, devoir*, etc.) and high-frequency opposites (*donne/prend, garde/laisse*). They start with *je, tu, on, tout le monde* and *la classe* before learning *nous* and *vous*. Vocabulary is still taught in themes, but in association with a verb that can be gestured (such as *fait ... une soupe, un gâteau*). Even corrections are supportive: “*Est-ce que c'est un école ou une école?*” Duckworth asks. The students grow accustomed to this trick: hearing the wrong answer first and the right answer last, they quickly learn how to correct themselves.

It took a couple of years for Duckworth to get comfortable using the 700 gestures (in total, there are about 1,500) that communicate meaning without resorting to English. (She talks exclusively *en français* at school, even while coaching teams; some students believe it's all she speaks!) Words are always taught with the related hand movements, in the context of a complete sentence. Masculine and feminine nouns are reinforced with visual cues: mimicking a mustache versus fluffing the hair. Duckworth knows

Going Social

some teachers take the training but never implement it — the approach demands a complete change in mindset plus learning all the gestures (the use of hand signs drops off as the students gain fluency). “It’s very physical,” says Duckworth. “I’ve been teaching it for 14 years, and I’m exhausted by the end of the day. But the payoff is tremendous. When you see the fluency and how much the students are enjoying themselves, it makes it all worthwhile.”

Gone are the traditional word lists and verb conjugations. Now Duckworth engages her students with stories ranging from classics like *Boucles Violettes* (Goldilocks) to originals like the one her Grade 4s were studying (*Les animaux de bayou* by Wendy Maxwell). Comprehension, speaking, reading and writing come from a sequence of scaffolded language activities contained in kits, which are sold online (bit.ly/1EaxIUa). A sort of Bento box for teachers, each kit contains 50 hours of instruction materials that revolve around a play, including CDs, DVDs, a teacher’s guide and student reference books. Every activity stems from that core story, which students work with for months. Once they learn it together, they might perform the script in small groups, write their own versions or create poems. Students absorb so much from active participation that teachers who’ve visited Duckworth’s classroom from the United Kingdom, Indonesia and Australia have mistaken Crescent for a French immersion school.

“I was amazed that our boys were having so much fun and speaking so much French after just 40 minutes a day,” says Françoise Brown, a parent of two Crescent students: her older son was inspired by Mme Duckworth to take high school French (and learn Spanish!), and her younger son plans to stick with French too. Brown’s daughter studied French the old-fashioned way, then dropped it as soon as she could.

To keep the boys engaged, Duckworth has digitized her French program. To extend learning and keep it hands-on, she has students using iPads and Chromebooks (laptops loaded with the Chrome browser) to create French movies, dialogues, puppet shows and

rap based on the story they’re studying. They use apps like VoiceThread (voicethread.com) to add voice-overs; iMovie (apple.co/1PMKkZV) to film each other, add music and effects; Sock Puppets (apple.co/1zfBMXG), to create animated puppet shows; and YAKiT Kids (apple.co/1DQ94If), to make inanimate objects talk. She gained even more app inspiration after being selected to attend the 2012 Google Teacher Academy in California for two days of intense professional development. Now a Google Certified Teacher, she’s also a self-described share-aholic who spends evenings uploading education resources and weekends attending conferences or running workshops to help others embrace tech. “I call Sylvia my tech guru,” says Diane Ankenmann, OCT, a French teacher at Toronto’s Havergal College, who recently began blogging after three decades of teaching French. “I’m excited about implementing what I’ve learned at one of her workshops or discovered on her websites.”

Online video conferences show Duckworth’s students the value and pleasure of learning a second language. At a Google Apps for Education conference, she and another teacher hatched a plan for a mystery Google Hangouts (think Skype): by asking yes-or-no questions, each class had to figure out where the other was located. For days Duckworth worked with her boys on questions and vocabulary. When the classes met screen-to-screen, they narrowed down the other’s city with simple questions about geography and local sports teams. Duckworth supports Information Communications Technology not as a substitution for traditional paper learning, but for learning experiences that would be virtually impossible without technology. “If I can help students develop an appreciation of French,” says Duckworth, “that’s the reward for me — and for them.” **PS**

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

Sylvia Duckworth, OCT, says she wouldn’t have won a Prime Minister’s Award for Teaching Excellence if it weren’t for social media. That’s how she tapped into a Professional Learning Network of teachers who aren’t shy about sharing. “I’ve gained more knowledge, inspiration and resources from connecting with educators on Twitter than from any professional development or personal research,” says Duckworth. Here’s why she considers social media her most valuable learning tool:

COOL IDEAS

Duckworth has discovered dozens of apps and lesson ideas from language and tech-friendly teachers who post links to student work on Twitter. She sorts her feed by hashtags to get straight to the subjects she’s most interested in, including **#aimlang**, **#fslchat**, **#langchat**, **#ipaded**, **#frimm** and **#gafesummit**.

QUICK ANSWERS

How do you get an iPad to recognize spoken French and then transcribe it into that same language? Duckworth posed the question on Twitter and had her answer in minutes. Go to:

Settings > General > Keyboard > Keyboards > Add new keyboard > French [Canada].

When you’re back to typing, click the globe key, then toggle to the language. Select the microphone key and start speaking to see your words transcribed.

HELPFUL SUPPORT

Most French teachers have a limited network in their schools. So why not leverage your online network, where you can connect with other OCTs to brainstorm, test ideas, request feedback and even collaborate. Duckworth’s famous Google Hangouts came through a teacher she was following on Twitter.

Duckworth’s digital footprint includes millions of views on YouTube (**[sduckworth100](https://www.youtube.com/user/sduckworth100)**), thousands of followers on Twitter (**[@sylvia_duckworth](https://twitter.com/sylvia_duckworth)**), Google+ (**[+sylvia_duckworth](https://plus.google.com/+sylvia_duckworth)**) and her blog (**sylvia_duckworth.blogspot.com**).





SEASONED

FOR SUCCESS

Michelin-starred chef Alvin Leung dishes on the man who helped him substitute his shyness for a savoury sense of humour.

BY RICHARD OUZOUNIAN

Celebrity chef Alvin Leung is on a roll. With four Michelin stars to his name, two top-rated international restaurants and a new mouth-watering hot spot in Toronto, it's hard to believe it was only 12 years ago that he stepped up to the stove professionally. In fact, everything about the self-taught cook oozes a calculated confidence, paired with a healthy serving of no-nonsense. Although these traits make Leung the fair but fearsome judge on CTV's *MasterChef Canada*, somewhere behind the blue-tinted glasses resides the timid boy from Scarborough who once struggled to find his way in school.

As a newcomer in 1965, suburban life was not a simple one for Leung to settle into. "We were the only Asian family in our neighbourhood," he recalls. "And, when I moved here from Hong Kong, I couldn't speak English — so communication was a big problem."

Leung would soon discover that he wasn't the only one navigating new territory that year; some would even argue that fate intervened when he was placed in Wayne Ellis's Grade 5 class. Their first year at Toronto's Highland Heights Junior Public School would prove to be a pivotal one in both of their lives — though neither would realize it until years later.

Fresh out of teachers' college, Ellis remembers starting out at the beginning of the Hall-Dennis era — a time that called for broad reforms in education across the province. Since the now-retired principal taught one of four classroom pods and occasionally different units in a busy school, you wouldn't blame him for losing track of a few names or faces, but Ellis swears he can still picture one child in particular: "I wouldn't call Alvin an outgoing student — he was somewhat reserved due to his level of English — but he had a sparkle in his eye that you couldn't miss."

It was the young teacher's boisterous nature that left an indelible impression on Leung. "He was different from the other teachers," says the culinary innovator. "He was *very* popular because he was *very* funny. He used to do this horn trick — ask him to tell you about that!"

"My horn trick?" Ellis says, initially puzzled. Then it dawns on him, "He means my imaginary trumpet! I would blow on it to get the students' attention." And, 43 years later, he demonstrates how he did it, creating a very plausible riff with his lips reverberating through his hands.

"You know, I think I got my sense of humour from him," Leung jokes. "I learned that being funny could help ease tension and make people like you."

PHOTOS: MARKIAN LOZOWCHUK; HAIR & MAKEUP: BUFFY SHIELDS, JUDY INC.



“There were times when [Ellis] was tough on me when I needed it. But I always felt that he had my best interests at heart.”



Thrilled to hear that his comical side may have rubbed off on the self-proclaimed “Demon Chef” (derived from the Greek word *Daimon*, meaning playful spirit), Ellis likens it to a similar experience of his own. “I came from a very poor but loving family in Newfoundland. My sense of drive came from my dad, who was a hard worker and extremely funny. He taught me how to use humour as a way to connect with people. I’m glad I passed that lesson along to Alvin.”

Before entering the food world, Leung worked as an engineer for 20 years. The technical skills that he picked up during that time paired with his sense of adventure in the kitchen no doubt helped to inspire his “X-treme Chinese” approach to cooking. In fact, you could say that his cutting-edge experimentations started to simmer back in school.

“I will never forget the day Mr. Ellis performed a science experiment with a balloon, a milk bottle and a lit candle,” says Leung. “It created a vacuum and sucked the balloon right in.”

“It was an old trick but, no matter what, it always managed to stump the students,” explains the former Grade 5 teacher.

When Ellis asked his class how to get the balloon out of the bottle, Leung immediately raised his hand and triumphantly responded: “I would use a vacuum cleaner!”

It may not have been the answer Ellis was looking for but he’d certainly have given Leung extra points for creativity and an A for the good chuckle.

As much as Ellis loved a laugh, he knew when to get serious. When he had his first parent-teacher conference at Highland Heights, it came with a caution from his principal at the time, Don MacKenzie: Alvin’s dad could be challenging.

Ellis appreciated the tip and kept this information top of mind: “So when the day came, I chose my words carefully. I told Mr. Leung that Alvin was a quick-witted boy who had to be drawn out, but that he certainly showed a lot of potential.

“Then I cleared my throat nervously and said, ‘Now I would like to talk about the areas where Alvin could improve. You see,

“You can’t be friends with your students, but you can be friendly,” says Ellis. “I was never the autocrat or the mean teacher. I never yelled or lost my cool — there’s no point in that. But I was no pushover either.

“I remember saying to Alvin, ‘Nobody here’s an angel. We’re all going to make mistakes, including me. But there’s a fine line when it comes to good behaviour

and if you cross that line, there’s going to be consequences.”

Once Leung moved on to middle school, the student and teacher lost touch — as many do. But fate wasn’t done with this duo’s story; it took its time but brought them back together this year. “When I first noticed that there was an Alvin Leung on television, I wondered if it could be the same little Alvin I knew,” recalls Ellis. “He looked like the student I taught but he was *so* different, *so* confident — I thought, it couldn’t be him.”

Then came the phone call in February — the one that not only notified Ellis that a

former student wanted to honour him, but confirmed his suspicions about the man on TV. Thrilled doesn’t begin to describe Ellis’s reaction to how lasting his lessons had been.

And, not two months later, Ellis was sitting in a hip new restaurant in downtown Toronto, across from a student he taught more than four decades ago, sharing a few good laughs and swapping stories from their school days. For Wayne Ellis and Alvin Leung, success never tasted so sweet. **PS**

In this department, notable Canadians honour the teachers who have made a difference in their lives and have successfully embraced the College’s Ethical Standards for the Teaching Profession, which are Care, Respect, Trust and Integrity.



Celebrity Chef Alvin Leung catches up with his former Highland Heights Grade 5 teacher, Wayne Ellis, in Toronto at his new restaurant, R&D.

from time to time, Alvin can be a bit lazy.”

Ellis’s voice rocks with merriment as he recalls what happened next.

“Mr. Leung sat upright in his chair, leaned forward, put his elbow on the desk, shook his index finger and said, ‘Oh no, Mr. Ellis. You’re wrong. He is lazy all the time!’”

The star chef’s father seemed to be a strong personality. “That helped me to understand why Alvin was so shy, but I knew I could bring him out with some encouragement.”

The time and passion Ellis put into his practice was not lost on Leung. “There were times when he was tough on me when I needed it, like when I was being lazy or forgetful,” says the restaurateur. “But I always felt that he had my best interests at heart. He really influenced me.”

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CRISPIN DUENAS, OCT

Pan Am athlete





For three teachers, it's

GAMES ON

The Pan Am and Parapan Am Games are coming to Toronto July 10–26 and August 7–15. A trio of OCTs who will be taking part — as a competitor, a theatre performer and a coach — talk about their Games experiences, and how sports helps inform their professional practice in the classroom.

BY STUART FOXMAN

STRAIGHT ARROW

As a physics and math teacher, Crispin Duenas, OCT, helps students to get the point and stay on target. That's something he himself excels at outside school.

Duenas, one of the top archers in the world, was a member of two Canadian Olympic teams (Beijing 2008 and London 2012). The occasional teacher with the Toronto District School Board is excited about the chance to perform in his hometown at the 2015 Pan/Parapan Am Games.

"When I'm competing, that field and my target are the only things that exist. But it will be nice to be able to go home and do what I do in a normal day," says Duenas. "It's also great for Toronto to see a multi-sports event. A lot of Canadians aren't very sports-centric outside hockey."

What attracted Duenas to archery? The movies played a part. Growing up, he was fascinated with Robin Hood and Westerns.

He was also a fan of *Back to the Future Part III*, set in the Old West. In one scene, Marty McFly finds an arrow stuck in his car and tosses it away. "I remember saying to the screen, 'Why aren't you keeping that, it's such a cool thing,'" says Duenas. "So the spark of archery was in me."

Something else lit that spark. Duenas is intrigued by the quest for precision and perfection. When he was a student, Duenas was on the swim team, did gymnastics, and studied karate and music (he can play piano, guitar, trumpet, flute and drums), all while doing well at school. "I was always drawn to the idea of excellence," he says.

That makes archery an ideal fit. One of the sport's appeals is that it holds the promise of an ultimate score — hitting every 10, or the bull's-eye. Still, says Duenas, "Not every arrow lands in the middle, so you get a little tickle in the

back of your brain — *I can do better.*"

Duenas started training as an archer in 2000. In 2007, at age 21, he won silver at the Pan Am Games in Rio de Janeiro, Brazil, and won another silver at the 2011 Pan Ams in Guadalajara, Mexico. He also earned a bronze at the 2013 World Archery Championships in Turkey.

Archery is a highly technical sport, but physically demanding too. "Your core is always stretched, and your arms are always at shoulder height. If you're not strong, any amount of wind will twist you," says Duenas. "Your cardio also has to be very good because some of our competitions last eight hours."

"Archers make it look easy," he continues, "but imagine 50 pounds of pressure on three fingers, pulling the bow all the way back to your face, holding it for three to six seconds, and then hitting a target the



VICTORIA NOLAN, OCT

Parapan Am performer

size of a CD a football field away.”

During summers, Duenas is at the archery range by 9 a.m., shooting for three to four hours. He’ll break for lunch and often hit the gym for 90 minutes of work on stability and cardio (like doing planks and rowing). Then he’ll rest and head back to the range in late afternoon to shoot until sunset.

On teaching days, Duenas will go home for a bite after class, then head to either the gym or to the range for about four hours of shooting.

Duenas feels that his physics degree from the University of Toronto, and his subject matter as a teacher, give him

some advantage as an archer.

“The goal is to make the arrow leave the bow as straight as possible. You have to knock the arrow onto the string in a perfect spot and adjust the tension in the spring. That tuning process is made easier by my knowledge of physics.”

Archers also need to be aware of the environment, like the effects of crosswinds and humidity on the flight of the arrow. Does Duenas play up the science of archery — projectile motion and transfer of energy — in his teaching? You bet. “It’s all classical physics,” he explains. “I can make those connections, but what

hooks a lot of kids is just that they’re being taught by an Olympian.”

Duenas says that being a teacher has made him a better archer. “I’ve learned patience and how to roll with the punches.” But he also brings some lessons from archery about perseverance into the classroom.

“Some kids want to give up because school is too hard and they feel they can’t do it. I tell them there’s no reason to get down on themselves,” says Duenas. “I know there’s always a chance to redeem yourself. There’s always another practice, another tournament, another arrow to be shot.”

STILL MAKING WAVES

During their events at this summer’s Pan Am/Parapan Games, the competitors will take centre stage. So will Victoria Nolan, OCT, but on an *actual* stage as part of “Panamania,” the arts and culture program happening in tandem with the Games.

Nolan is a Special Education teacher at Gledhill Public School in Toronto, and a world-class rower. She is one of the stars of *Push*, a play about athletic achievement and overcoming barriers that weaves together the personal stories of five Canadian athletes.

“It’s about how disability has shaped our lives, and how sports has affected it,” says Nolan. “I enjoy the chance to raise that awareness.”

When Nolan was a student, she once failed phys-ed. She was forever tripping, bumping into classmates and missing the ball. Nolan never dreamed that one day she would represent Canada as an athlete. Or that her troubles in gym stemmed from a serious eye disease: retinitis pigmentosa (RP).

RP is marked by night blindness and then a narrowing of vision. The disease is progressive. Nolan was diagnosed at 18 and describes her vision now as similar to looking through a pinhole or a stir stick.

In 2005, when she was 31, Nolan was at a low point. RP was making her feel restricted, and she worried that her two young children would view her as less able. She decided to get active. Why

rowing? Nolan couldn’t drive anymore, but rowing gave her a feeling of freedom — gliding over the water with no fears.

One day, another rower urged Nolan to consider joining a competitive team. By 2007, she was a member of Canada’s national adaptive rowing team, which won a medal at the World Rowing Championships. She won another in 2010, and also competed at the 2008 and 2012 Paralympic Games.

Nolan is retired from rowing, but has taken up tandem cycling with Sarah Chaudhery, a former Olympic rower. They started out doing a charity ride, but the competitive itch got to both of them, and now they’re aiming for the national para-cycling team. Nolan trains an hour-and-a-half each morning before her children, now ages 10 and 12, get up. She uses a bike that’s set up on a stand and programmed to offer resistance: “It’s a speed workout to increase RPMs.”

“I feel like I can go all out and be safe, because Sarah is controlling the bike,” says Nolan. “The speeds we can get to are incredible, up to 76 km/hour. It’s riding the line between terrifying and thrilling.”

Nolan jumped at the chance to be an official volunteer ambassador for the 2015 Games. The role involved recruiting other volunteers and promoting what’s happening this summer. Her involvement led to *Push*, which will be playing at the Michael Young Theatre in Toronto’s Distillery District throughout the Parapan Am Games.

“[Having a disability] has taught me a lot, that there’s always a way to succeed even though you might not see it right away.”

While Nolan hasn’t acted before (unless you count a 10-line performance in *The Wizard of Oz* when she was seven), she has done extensive public speaking and looks forward to being on stage. All of the athletes appearing in *Push* were interviewed to inspire the script. In the performance, they’ll be seated in a semicircle and play parts in each other’s lives. Besides playing herself as an athlete, Nolan will play a mother and a teacher.

She says having a disability has in fact helped her to become an elite athlete. “It has taught me a lot, that there’s always a way to succeed even though you might not see it right away. That gave me mental strength to be a competitor.”

Teaching Special Education, Nolan draws on her own experiences to try to encourage the students. “I tell them that just because you’re not good at something now doesn’t mean you can’t excel at it later.”

She also reminds them that every little improvement can make a huge difference, even though it might not be immediately apparent. “In rowing, the boats are so long that it takes a lot to move them. You can be right beside another boat, putting the effort

in until it feels like you’re going to die, and it looks like you’re not going anywhere. But those little inches add up, and before you know it your boat is out in front.”

Nolan feels the lessons she has learned — in dealing with a disability,

becoming an athlete, and teaching Special Education — can help anyone become a better teacher.

“I don’t focus on what a student is *not* able to do. Find out each student’s strength and build their confidence around *that*.”

GETTING A NEW HOLD

For Tonya Verbeek, OCT, teaching high school students and coaching future Olympians are two sides of the same coin. “I’m just trying to get the best out of them,” she says.

Verbeek, 37, retired from wrestling in 2013 after a sterling career. She won silver at the 2004 Olympics, the first time women’s wrestling was added to the Games. She also earned a bronze at the 2008 Olympics, a silver at the 2012 Olympics, and multiple medals at the Pan Am Games, Commonwealth Games and World Championships.

Since 2004, Verbeek, based in Thorold, Ont., has also been a supply teacher with the District School Board of Niagara. When she retired as an athlete, she took on a new job as talent identification coach with Wrestling Canada.

“Basically, I’m looking for and working with our future high-performance athletes, trying to lead them down that pathway,” says Verbeek.

She assists during camps and on domestic and international tours, touching on everything from physical tests to nutrition. As a recent competitive athlete herself, she can relate well to the up-and-comers. For the Pan Am Games in Ontario, Verbeek will act as a mentor to the wrestling competitors.

“I’ll assist with the training, serve as a training partner, and be someone they can speak to about getting prepared and what to expect,” she says.

Growing up, Verbeek did gymnastics and figure skating, but competed most heavily in jump rope (Double Dutch was her specialty). With her agility and endurance, wrestling was the next challenge. She took it up in Grade 11 as an extracurricular activity, and loved the combination of physical and tactical challenges. Verbeek compares a match — with its

“The satisfaction of coaching is that it’s unselfish. As an athlete, the goals and training are all based on you. With coaching, you’re helping others.”

moves and holds — to “chess on a mat.”

During her last six years as an athlete, she dabbled in coaching. “It was something I really enjoyed. The satisfaction of coaching is that it’s unselfish. As an athlete, the goals and training are all based on you. With coaching, you’re helping others. The teacher in me comes out. So that pushes different buttons and challenges me in different ways.”

Verbeek feels that she’s a far better coach because of her teaching skills. “The way I communicate with the athletes, knowing there’s not only one way to learn, [allows me to] reach them in different ways. And it’s not just about telling, but about showing, about feeling.”

Her experiences as an athlete and a coach continue to inform her teaching. It took Verbeek eight years of hard work to make the national team, which she calls her greatest challenge. Through all the years of competitions, she had to remain totally dedicated and disciplined, and now nurtures the same traits in the younger athletes. She sees similarities in what she has to foster in the classroom, and brings the students her first-hand lessons.

“It’s about finding a way to stay committed to your ultimate goals, and striving for that continuously,” she says.

She tries to instill that attitude in the classroom (she teaches two to three times a month), and in her other speaking opportunities with children. She recalls a

presentation to a group of Grade 5 students, where she read aloud the Dr. Seuss book *Oh, the Places You’ll Go!* “We talked about what some of that means, the ups and downs, the struggles, and how we learn from mistakes and grow. That book is a useful learning tool for any teacher.”

To help students to develop and succeed, Verbeek advocates extracurricular activities. The right balance between school and play, or work and play, can boost anyone’s well-being and abilities. She is learning that herself.

“When I was an athlete, everything was so regimented because I was on a training plan all the time. For me, balance is being active. I get to do that while I’m coaching, so I’m fortunate that my job entails that. But it’s also important to be active on my own time, with my own choices. So I lift weights, do hot yoga, run and play hockey.”

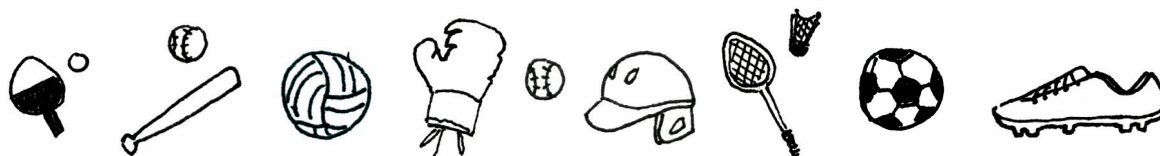
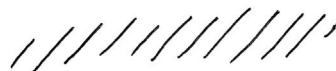
She says that when students find their own passions outside the classroom they can become better learners.

“You learn from experiences, in finding what you enjoy, the things you want to get better at. For me it was sports. For others it’s the arts or being involved with clubs. When you love something and want to make it part of your life, you get to grow so much as a person. You learn more about yourself when you’re trying to reach goals. Being able to work hard, stay focused and have an outlet outside the classroom — that’s exciting. And it’s crucial for kids.” **PS**



TONYA VERBEEK, OCT

Pan Am wrestling coach



PANTASTIC!

This summer's Pan Am and Parapan Am Games will bring 7,600 athletes from 41 countries to Toronto and neighbouring locales. Here, they'll find Ontarians from each of those countries, including many Ontario Certified Teachers. Meet 20 OCTs from 20 Pan American nations.



BY STUART FOXMAN



The Pan Am Games are the world's third largest multi-sport Games (only the Summer Olympics and the Asian Games are bigger). It's the province's first international multi-sport event since the British Empire Games in 1930.

The Games draw athletes from across Latin America, South America, the Caribbean and North America. Over the years, the waves of immigration to Ontario from these countries are a big reason for this province's diversity.

Respect for diversity is embedded in the College's ethical standard and in teacher education. The Pan Am/Parapan Am Games are a chance to highlight the incredible diversity in the Ontario teaching ranks. The 40 countries (besides Canada) participating in the Games are the birthplaces of over 2,500 Ontario teachers. We asked 20 of those teachers to share their stories, their favourite sports/activities (in honour of the Games), their passion for the profession, and their views on diversity.

SEE THEIR ANSWERS TO THESE FIVE QUESTIONS:

1. **Why did you want to teach?**
2. **How do you define a successful teacher?**
3. **What's the best lesson you've learned about teaching?**
4. **How is diversity an advantage for you, the profession or the classroom?**
5. **What do you want people to know about your home country?**



Belize

FREDRICK VALDEZ, OCT

Birthplace: Punta Gorda

Location/position: Listowel District Secondary School, Avon Maitland District School Board, C.O.P.E./NEXUS Alternative Program.

Background: Arrived in Canada at age two in 1978. Has taught for 13 years, after working as a logger, cashew salesman and hardwood floor installer.

Favourite sports/activities: Soccer, volleyball, squash, badminton.

1. The impact you can make by being an advocate for students who are struggling. I don't always see the evidence, but I know I'm planting seeds and all I can do is give that seed a chance in the most hospitable, caring environment possible.
2. One who sacrifices much and pushes their students past what they thought possible, both academically and personally.
3. You need to be consistent and fair, and care for every student for who they are at that moment.
4. I teach a group of students who have been marginalized by society and their families. As a visible minority, I'm a great resource to aid discussions.
5. It is one of the most beautiful countries in the world with some of the happiest people.



Brazil

CILENE NASCIMENTO, OCT

Birthplace: São Paulo

Location/position: Brighton Public School, Kawartha Pine Ridge District School Board, Grade 3/4.

Background: Arrived in Canada 1987, age 27. Worked in a warehouse, for the phone company, and as waitress/hostess, cleaner and cook. Started teaching in 2004.

Favourite sports/activities: Walking, soccer and the Stanley Cup playoffs.

1. For the joy of seeing students develop their abilities and reach their potential.
2. [Someone who is] able to deliver lessons tailored to students' needs and learning styles in a safe and caring environment.
3. We all have good days and bad. Recognize that you did the best with what you knew at that time.
4. The classroom is an opportunity for students to be exposed to different cultures, and to celebrate and welcome our many differences. I use my experience whenever I have the opportunity to make a connection with the topic.
5. I'm proud of how the Brazilian people hope for a better tomorrow and dare to dream big.



Chile

RODRIGO ARENAS, OCT

Birthplace: Santiago

Location/position: Danforth Collegiate and Technical Institute, Toronto District School Board, math.

Background: Came to Canada at age four in 1974, as political refugees. Has taught for 14 years.

Favourite sports/activities: Cycling.

1. There's an attitude that mathematics is difficult and dull. I always believed I could make it easy, yet challenging and engaging.
2. Always learning about different strategies and new tools to engage students.
3. There's more to math than what's in a textbook.
4. We each bring perspectives, ideas and solutions that no one else would have thought of. Diversity fosters a sense of unity in my classroom.
5. There's a spirit that fights for justice and stands up to oppression.



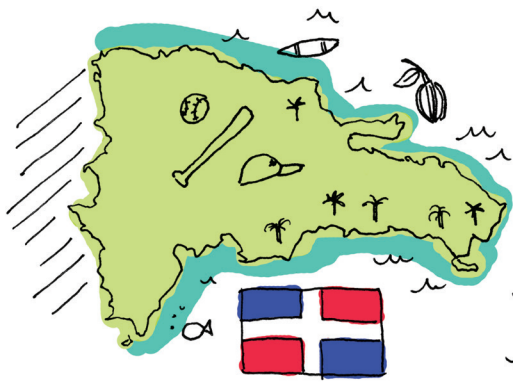
Dominica

CATHY JULIEN-DOUSE, OCT

Birthplace: Massacre

Location/position: St. Thomas Aquinas Secondary School, Dufferin-Peel Catholic District School Board, resource teacher and Grade 9 GLE 101.

Background: Came here in the 1970s



at age three, and returned home for summers. Prior to teaching, she was a hospital pharmacy technician.

Favourite sports/activities: Walking outside and aerobics.

1. I realized after working in health care that I enjoyed helping people.
2. Someone who reflects on the purpose and content of what they're teaching, and keeps it fresh by relating it to not only their students but events around them. A successful teacher isn't afraid to give students a voice in the classroom.
3. Students remember not what you taught them but how you treated them.
4. Our world is getting smaller. The more people we interact with from different backgrounds, the more we can appreciate cultural differences. Teachers from minority backgrounds can make a positive impact; minority students see them as role models.
5. I know that wherever I go in life I'll always be welcome in Dominica and never feel like an outsider.



Dominican Republic **FRANCESCA MARTÍNEZ** **HERNANDO, OCT**

Birthplace: Santo Domingo

Location/position: St. Marguerite Bourgeoys Catholic School, Algonquin and Lakeshore Catholic District School Board, Core French.

Background: Arrived in Ontario in 1997, at age 10. Has taught for four years, and

previously worked as an ESL instructor.

Favourite sports/activities: Volleyball.

1. Some people in my family did not have the opportunity I had and couldn't pursue higher education. Education breaks barriers.
2. Somebody who cares and takes the time to make connections.
3. Don't sweat the small things.
4. It helps to be receptive and open-minded about other cultures and religions. Being born in a different country has also helped me to make cross-curricular connections.
5. The people who earn very little don't seem to worry about the next day — they enjoy the simple things and live life to the fullest.



Ecuador **MARY MALDONADO, OCT**

Birthplace: Cuenca

Location/position: St. Matthew Catholic School, Toronto Catholic District School Board, Grade 5 English, math, science, social studies, art, drama, dance, religion, family life.

Background: Arrived in 1975 at age one. Has taught for 12 years.

Favourite sports/activities: Volleyball, soccer, basketball, baseball.

1. I love children.
2. Someone who's patient, planned and professional.
3. Voice inflection and intonation, from my first principal.

4. It allows for greater ethnic/cultural representation. I can also draw on my socio-economic background — as a descendant of a third-world country raised by a single parent on social assistance — to identify with children who also come from low-income families.
5. Ecuador, or more specifically the Galapagos Islands, was where Charles Darwin explored his theory of evolution.



El Salvador **ALAN BENAVIDES RIOS, OCT**

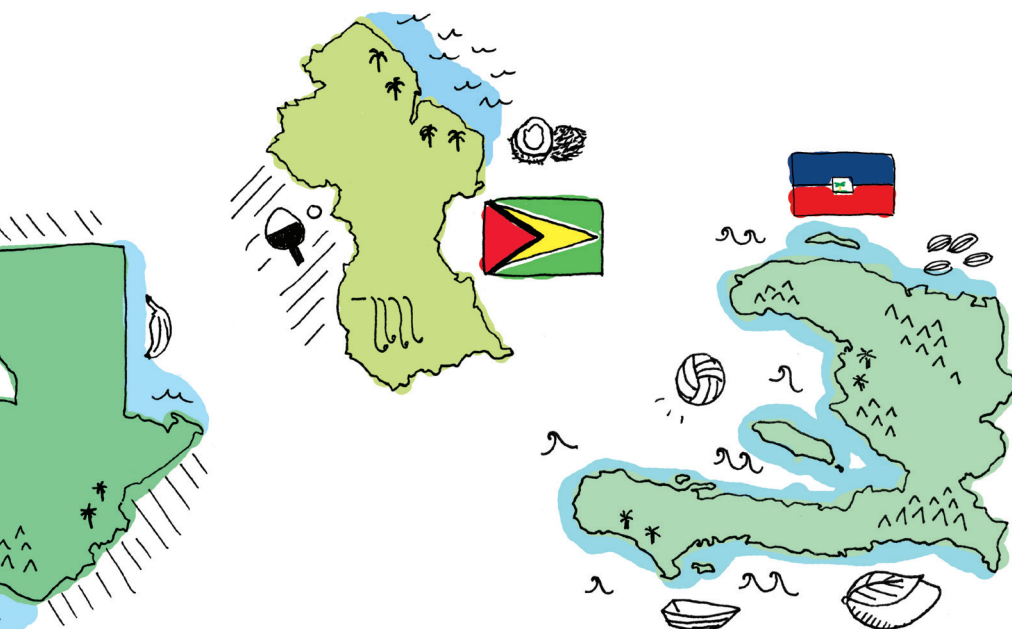
Birthplace: San Miguel

Location/position: École élémentaire Marie-Curie, Conseil scolaire Viamonde, kindergarten.

Background: Came to Canada in 1990 at age seven. Has been teaching for five years.

Favourite sports/activities: Soccer, basketball, volleyball, tennis.

1. To make a positive difference. We can create the foundation for personal and academic success.
2. I am successful if a student feels comfortable and appreciated — and is learning.
3. Stand up for what's right, even if you have to stand alone.
4. By having diverse backgrounds in the classroom, we have the opportunity to experience and learn about different cultures.
5. Even though we're the smallest country in Central America, we have a lot to share in terms of culture.



Guatemala

JORGE CAXAJ MOSCOSO, OCT

Birthplace: Guatemala City

Location/position: St. Margaret's Public School, Toronto District School Board, Grade 4/5.

Background: Family arrived in Canada in 1985, when he was six, as political refugees. Has taught for eight years.

Favourite sports/activities: Soccer, boxing.

1. I [wanted to] to build a classroom that embraces the pillars of justice at the core of pedagogy.
2. An individual who espouses a world view that everyone is capable. A good listener who is caring, entertaining, challenging and motivational.
3. Goals are not accomplished by being victorious on the day of the race but rather in the preparation for that race. I tell students to trust the process; mastering the process is what leads to success.
4. Diversity in the classroom ignites schools to include, respect, affirm and encourage curriculum that's inclusive of every consciousness, understanding and belief.
5. Guatemala is the land of the Mayans, a rich, vibrant and indigenous population that continues to thrive regardless of years of oppression.



Guyana

JAYA RAMLAKHAN, OCT

Birthplace: Georgetown

Location/position: Artesian Drive Public School, Peel District School Board, junior teacher.

Background: Parents came when she was almost three, in 1978. Teaching has been a second career for the past 11 years, after working in the finance industry.

Favourite sports/activities: Volleyball, basketball, football, soccer, hockey.

1. I really enjoy working with children and their sense of excitement for the littlest things. Children tell you like it is; they're refreshingly honest.
2. Someone who can accept the fact they'll never know it all, and be willing to learn at every opportunity.
3. We're responsible for our students' attitudes toward school and their love of learning. If we can make it a happy place, they'll want to come.
4. We're the luckiest people in the world to live in such a diverse country. Children need to see success in all communities. Immigrant girls especially need to see strong, educated and successful women.
5. The Guyanese are family-oriented, value education and work hard to give their children the best opportunities. It doesn't matter who you are or where you're from, if you're in their home you're treated like gold.



Haiti

DAVID LEGAGNEUR, OCT

Birthplace: Jérémie

Location/position: École secondaire catholique Jean-Vanier, Conseil scolaire de district catholique Centre-Sud, French and social studies.

Background: Came to Canada in 2003 and started teaching in 2006. Was an accountant, and has a degree in health services administration.

Favourite sports/activities: Volleyball.

1. My mother, father and three brothers taught. I love sharing my knowledge with young people while also learning from them.
2. The number of students you influence in their academic path, social skills or [life] choices.
3. [School is also about] learning about life and feeling better prepared for the future.
4. [Having] different life experience lets you compare cultures and introduce societal issues such as hunger, discrimination, racism and immigration.
5. The courage of the Haitian people. They spring back from whatever hand life deals them.

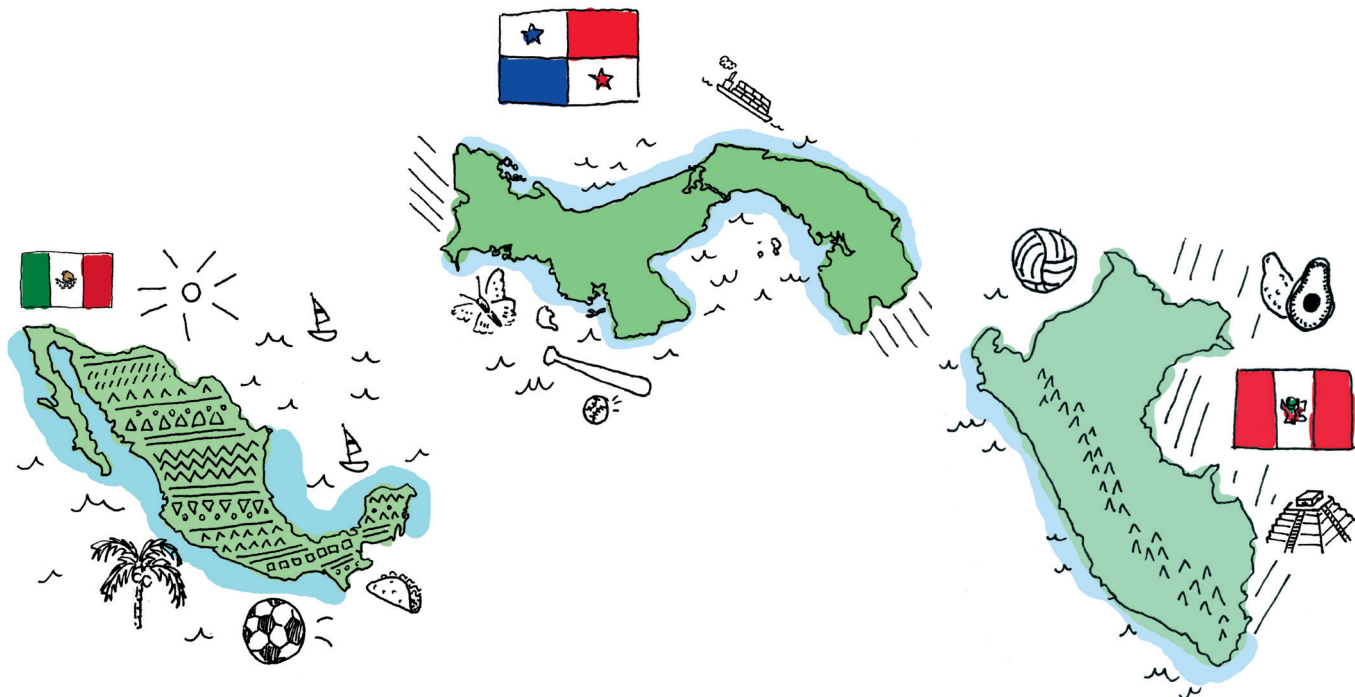


Jamaica

TERRY LAWRENCE, OCT

Birthplace: Clarendon

Location/position: Fleming Public



School, Toronto District School Board, learning coach.

Background: Came to Toronto at age 10 on Canada Day in 1975. In her 17th year of teaching.

Favourite sports/activities: Soccer, basketball, football.

1. I fell in love with learning and wanted to do it for the rest of my life. The best part of being a teacher is seeing the joy in students' eyes when they experience success.
2. Knows how to motivate students to learn while building their confidence as learners.
3. Assume nothing. My students taught me that.
4. It helps me to see things from multiple perspectives. When an individual isn't part of the dominant culture, he or she is more aware of inequities and the voices that go unheard.
5. What makes me most proud is it's the birthplace of reggae music — a music that reminds the poor and disenfranchised that they too can rise up in the face of extreme hardship.



Mexico

EDSON BRECEDA, OCT

Birthplace: Monterrey, Nuevo León

Location/position: Altona Forest Public School, Durham District School Board, phys-ed.

Background: Arrived in Canada 1999,

age 23. Started teaching in 2004. Was a professional soccer player in Mexico.

Favourite sports/activities: Plays soccer competitively and coaches it.

1. To make a difference. Coming to Canada wasn't easy and completing a degree in English was even more challenging. I wanted to share my passion to become educated.
2. Someone who believes any student can accomplish something, and has no fear of showing their passion.
3. In my psychology class during first year university I was overwhelmed. The professor talked about not giving up. She [helped me realize] I was very capable and just needed to put in the extra time.
4. At the time I was hired, I stood out from other teachers. My background — being a professional soccer player, a male minority and speaking three languages — was definitely a plus!
5. People are very warm and want to make others feel good.



Panama

LOURDES CONTE-ORO DE ARCO, OCT

Birthplace: Panama City

Location/position: Dr. J. Edgar Davey Elementary Public School, Hamilton-Wentworth District School Board, kindergarten.

Background: Came here in 1988 (she was seven) as refugees, due to civil unrest.

Before starting to teach nine years ago, was a waitress, bartender and cashier.

Favourite sports/activities: Plays beach volleyball and field hockey for the Hamilton Strikers.

1. It's a career that's steady but also diverse. You still learn things about yourself.
2. They instil manners, a sense of responsibility, and environmental and social awareness.
3. We're a second home to children — always make it great!
4. We must never lose sight of where we come from. I share with students my celebrations and traditions, which allows them to appreciate their own culture and others.
5. I'm proud to say it's a culture of happiness, gratitude and giving. It's believed the word panama means an abundance of fish, trees and butterflies.



Peru

ELIZABETH LAU, OCT

Birthplace: Lima

Location/position: Lorna Jackson Public School and Vellore Woods Public School, York Region District School Board, vice-principal.

Background: Came to Canada in 1976 as a baby. In her 17th year in education.

Favourite sports/activities: Walking, kickboxing.



1. There are no two days exactly the same, which makes this profession so exciting. The best part is watching students have that “aha” moment when they realize their potential and feel that sense of accomplishment.
2. One who makes a difference in someone’s life. It doesn’t have to be a teacher by trade. We teach others all the time, in all walks of life.
3. Be resilient. If you fail, get up with grace and dignity and try again.
4. It’s important for children and community members to see themselves reflected inside and outside the classroom. I appreciate the similarities and differences that define us as Canadians.
5. I consider Canada my home country, and I’m proud that we’re so diverse here. We still struggle with many “isms,” but in general we’re inclusive. My father says he’s Canadian not by birth but by choice.



St. Kitts and Nevis ZELMUR HAMILTON, OCT

Birthplace: Cayon, St. Kitts

Location/position: John D. Parker Junior School, Toronto District School Board, Grade 1, and provides training on technology in teaching.

Background: Moved to Toronto in 1981 at age 12. In his 14th year of teaching.

Favourite sports/activities: Basketball, cricket.



1. I simply love to learn, and it excites me to see kids engaged in learning.
2. One who can engage a child no matter where they are on the learning continuum, about any subject — because they want to, not because they have to.
3. Never tell a child their answer is wrong. Instead, pose questions. Encourage their ability to think things through.
4. Within the last decade, we’ve become more global in the way we relate to each other. This has led to a social and emotional shift in not only how students view themselves but also in how we view the students.
5. We’re a nation of proud people who are very friendly.



St. Vincent and The Grenadines BERNADETTE BYAM, OCT

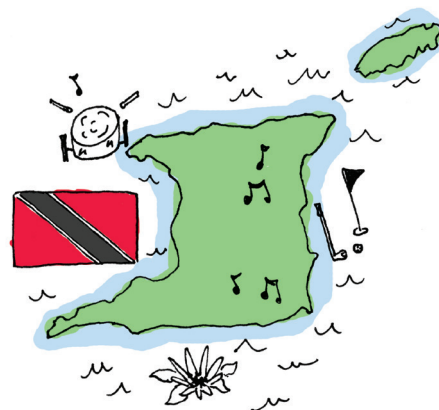
Birthplace: Kingstown

Location/position: Toronto District School Board, Special Education Short Term Program.

Background: Came to Canada in 1972 at age two. Has taught for eight years.

Favourite sports/activities: Coached volleyball, basketball, badminton, soccer, a girls dance group.

1. I was a child and youth worker and an educational assistant before becoming a teacher. I wanted to support children with the tough stuff outside the



classroom so they could build confidence to tackle the academics in the classroom.

2. A chameleon, and has the ability to teach others to be one too.
3. [Establishing a connection] with your student is important to provoke change.
4. I’m empathic to families that emigrate to Canada. I know the hopes and dreams they have for their children.
5. They call us a small island but it’s beautiful and untouched, and we are ambitious people.



Trinidad and Tobago ARNOLD SOOKNANAN, OCT

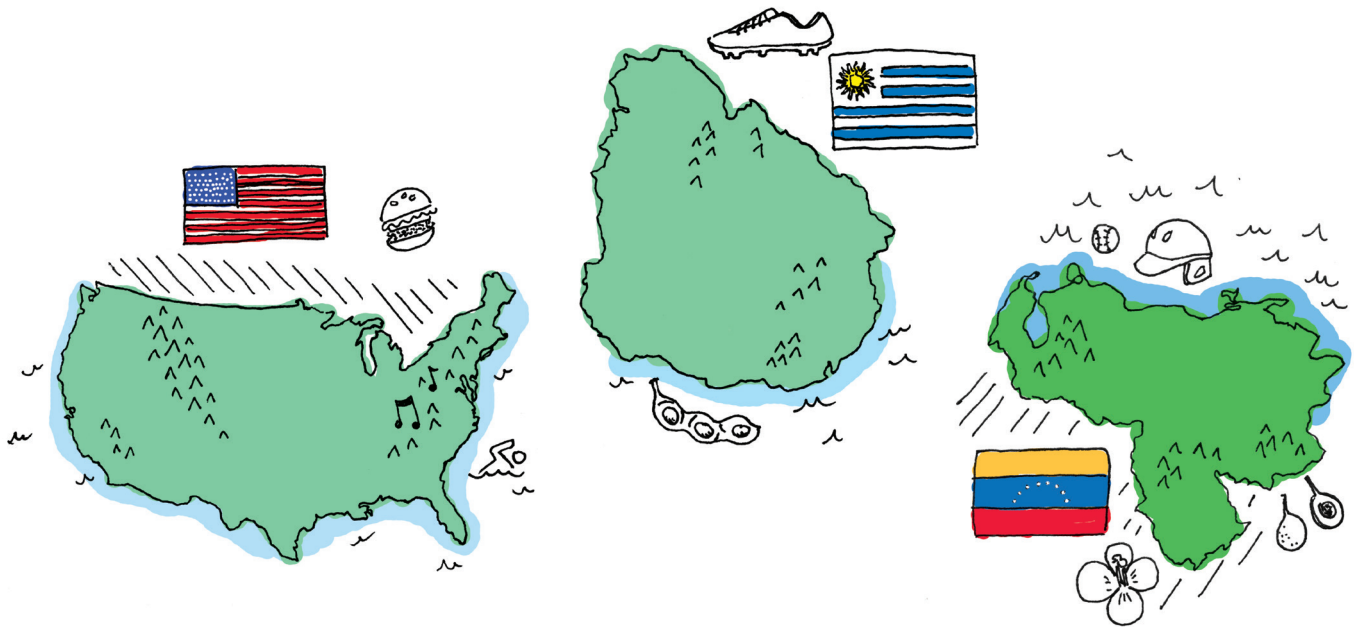
Birthplace: San Fernando

Location/position: Summitview Public School, York Region District School Board, Special Education.

Background: Arrived at age four. In his eighth year of teaching.

Favourite sports/activities: Running.

1. Many of my aunts and uncles in Trinidad were (and some still are) teachers or principals. You’re always learning, and sometimes from your students.
2. Respect the position and respect the students.
3. A kindergarten student once asked why my skin was brown and hers was white. I was fumbling for a politically correct answer. Before I could, she answered her own question: “We just are.” Then



she walked away happy. Kids are just kids, simple and complex.

4. I represent something outside the norm. I feel it has benefited my students to see that a guy like me can simply be like any other teacher. And where else would they have an opportunity to learn about a little old country like Trinidad?
5. They're on "island time" and seem to laugh and not stress the small stuff.



United States CALVIN VAN EEK, OCT

Birthplace: Grand Rapids, Michigan

Location/position: Waterloo-Oxford District Secondary School, Waterloo Region District School Board, social sciences/family studies/guidance.

Background: Arrived in Canada in the late 1950s as a toddler. Has taught for 23 years after working in the addictions field for 11.

Favourite sports/activities: Downhill skiing, snowshoeing, swimming, cycling, walking.

1. I love working with young people, being part of their growth and development and having an impact on their future.
2. A listener who gives and receives respect, is accommodating, and is reasonable but still expects the best.
3. Early in my career, a student was being uncharacteristically disruptive. When

I asked her to step into the hallway, she told me her father had just been diagnosed with aggressive cancer and she broke down. I learned to avoid jumping to conclusions and uncover the underlying feelings.

4. I've lived all over Canada and the U.S., and had a lot of travel opportunities. I can speak with first-hand experience about different cultures, values and lifestyles.
5. You can't judge the U.S. by what you hear or read in the media. There's such an incredible range of ideologies. I've travelled to 40 of the 50 states; one needs this kind of experience to appreciate another country.



Uruguay PATRICIA REYES, OCT

Birthplace: Montevideo

Location/position: St. Joseph's Catholic High School, Simcoe Muskoka Catholic District School Board, science.

Background: Arrived in Canada in 1978 as a young child. Has taught since 2001.

Favourite sports/activities: Tennis, volleyball, soccer, Pilates, yoga, dancing, hiking, biking.

1. I really enjoy the interaction with youth.
2. A professional with integrity in their work and a good rapport with students and staff.
3. Be approachable, flexible and compassionate.

4. It allows me to connect with a wide variety of students, and offer them a global perspective and unique cultural experiences.
5. Besides the beaches and natural beauty, Uruguay is a small country of educated and down-to-earth people with a lot of heart.



Venezuela RENE MARTINEZ, OCT

Birthplace: Caracas

Location/position: Kensington Community School, Toronto District School Board, Grade 5/6.

Background: Arrived in 1997 at 28. Has taught for a decade.

Favourite sports/activities: Volleyball.

1. To be able to change the lives of young people.
2. A teacher who does their best to reach every child, no matter their socio-economic background.
3. [How to] help the students grow into their full potential by combining school subjects with life experience.
4. Diversity in the classroom allows for a richer sharing of experiences, enhancing the learning experience. I'm a role model for how other new Canadians can successfully integrate into Canadian society.
5. The warmth and generosity of its people, the richness of its culture. **PS**

POSTING 15-15



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Primary Responsibilities:

- Assist the Manager of Accreditation in day-to-day operations of the unit.
- Provide leadership and support unit staff to conduct reviews of Additional Qualification programs according to established regulatory requirements, including assigning reviews, monitoring completion, providing training sessions and offering feedback.
- Promote staff engagement and quality assurance of unit work through orientation sessions, mentoring and performance appraisals.
- Liaise and consult with education stakeholders to provide accreditation information and inform the quality assurance of unit activities.
- Participate in the development of resources to support the accreditation mandate of the College.
- Co-ordinate panel training and orientation sessions for the Accreditation Committee.
- Prepare presentations, reports, briefing notes, issue papers, literature reviews and research summaries to inform program enhancements and policy alternatives in accreditation and teacher education.
- Prepare correspondence, responses to inquiries, make presentations and liaise with our network to inform the public and education stakeholders about the College, its core responsibilities and our accreditation activities.
- Keep informed about current issues, trends and research in teacher education and professional accreditation in Ontario and other jurisdictions.
- In times of high need, conduct reviews of initial teacher education and Additional Qualification programs.
- Complete special projects as assigned by the Director of the Standards of Practice and Accreditation department, and the Accreditation Manager.
- Perform other duties as required by the College.

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reviews

Your guide to recently released books, CDs and other teaching resources.

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

IQ

BY JENNIFER WATT AND JILL COLYER

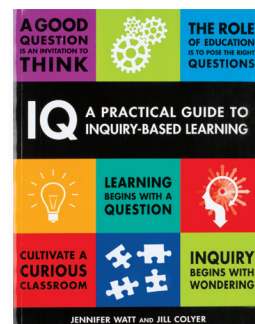
In this professional resource on inquiry-based learning, Watt and Colyer — both Ontario Certified Teachers — point out that inquiry draws on essential elements that all learners bring with them, including curiosity and a desire to think, debate and explore. According to the authors, “These natural human traits are the trump cards of effective teachers.” True learning happens not when students answer factual questions, but when they ask thought-provoking ones. In other words, today’s schools are becoming places where students learn *how* to learn, rather than places where they are told *what* to learn. Teachers are the vanguards of this new approach in their classrooms and *IQ* is a practical guide to show them how.

First, they introduce the concept of inquiry, including the research supporting its effectiveness, as well as its key vocabulary. Each chapter then covers important stages in the inquiry process, outlining the steps along the way and proposing a wealth of practical strategies. Blackline masters for all parts of the inquiry process

are provided. The needs of ESL, differently abled and struggling students are addressed, and ongoing assessment and evaluation tips are highlighted, as well. Watt and Colyer point out that students are not only open to inquiry-based learning, but reap enormous rewards from it, and that teachers can make it work in their classrooms.

Best suited for intermediate and high school grades, this resource is a quick and easy read loaded with information teachers can apply in the classroom the next day.

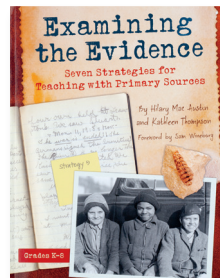
Anne Lefebvre, OCT, teaches Grade 3/4 at Queen Elizabeth Public School in Renfrew.



IQ: A Practical Guide to Inquiry-Based Learning, Oxford University Press Canada, Don Mills, 2014, softcover, ISBN 978-0-19-900934-3, 165 pages, \$52.95, oupcanada.com

Examining the Evidence

BY HILARY MAC AUSTIN AND KATHLEEN THOMPSON



A deluge of popular media inundates our students daily. If teachers are going to teach them how to critically process the torrent, students must first

become analytical examiners of the texts and images around them, both inside and outside of school. According to the authors, a great way to help students develop critical and creative thinking processes is to teach them to dig into

primary sources, especially visual media and first-hand accounts of historical moments or events. “These evidences of our past evoke a personal reaction — of sympathy, of anger, of compassion — in a way that straight narrative and lists of facts simply cannot,” they write. Teachers should encourage students to examine all sources — photographs, maps, paintings, political cartoons, charts, graphs — with the eye of an historian, using approaches that consider the purpose of the source and its intended audience, as well as any bias that may be embedded within it.

Students are also encouraged to understand that while their prior knowledge is activated when they interpret a piece

of evidence, any opinions they may have about a photograph, for example, should be an informed response that is fully supported by the evidence. Paraphrasing an old journalism maxim, the authors suggest that “[if] your mother tells you she loves you, get a second source.”

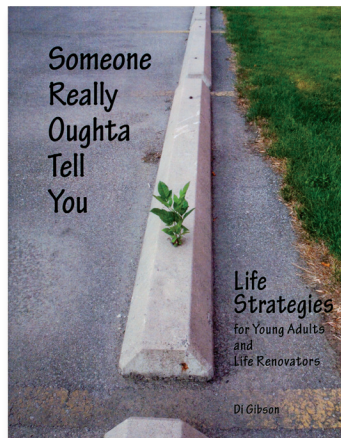
Ideal for primary and middle school teachers, the book teaches all of us how to learn differently and to question the words and images that shape our perceptions of the world. Although it closely aligns with American curriculum, it equally applies to the Canadian experience.

Michael Bellrose, OCT, is the principal of Algonquin Road Public School in Sudbury.

Examining the Evidence: Seven Strategies for Teaching with Primary Sources, Maupin House, North Mankato, MN, 2014, softcover, ISBN 978-1-62521-630-4, 164 pages, US\$24.95, maupinhouse.com

Someone Really Oughta Tell You

BY DI GIBSON



This hard-hitting, self-help book offers straight advice to young adults as they begin their journey into the world of work, finance and survival. Written in an easy-to-follow format, its practical advice allows the reader to pick up and put down as needed — giving just enough information to help navigate a variety of real-life situations and challenges.

Written in a witty tone,

Someone Really Oughta Tell You is ideal for high school or university students who are starting to set both short- and long-term life goals. Full of real world examples of what *not* to do with your time and money, it touches on subjects such as common-law

relationships, wills and when to claim car accidents on your insurance. Students will learn about taxes, rental agreements, insurance, mortgages and credit cards — all of those real world responsibilities that aren't taught in school and can land young adults into years of financial trouble. Each chapter also offers a list of further resources to supplement the strategies offered.

The author is very clear that learning about these skills in a book is no substitute for actually applying them. An in-depth budgeting guide that encompasses everything from discretionary spending and paying down debt to banking fees is designed to help students keep track of how much money they make and spend.

Help prepare your students for the real world by arming them with this reality check *before* they venture out into the great unknown. Maybe then they won't come back to tell you that someone really ought to have told them.

Andrea Murik, OCT, is a credit recovery teacher with the Grand Erie District School Board in Brantford.

Someone Really Oughta Tell You: Life Strategies for Young Adults and Life Renovators, Tall Doors Press, Toronto, 2012, softcover, ISBN 978-0-9881471-0-2, 310 pages, \$29.55, tower.com/book-publisher/tall-doors-press

War Brothers

BY SHARON E. MCKAY AND DANIEL LAFRANCE,
ILLUSTRATED BY DANIEL LAFRANCE

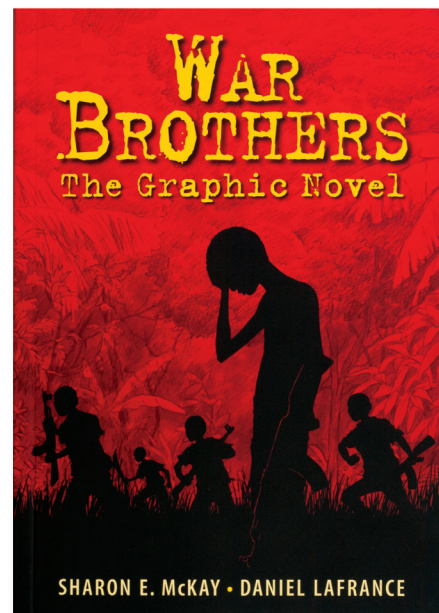
When 14-year old Jacob is abducted and compelled to become a child soldier, he struggles to hold on to both his sanity and his will to escape. Based on interviews with former child soldiers from Uganda's Lord's Resistance Army (led by the brutal rebel leader Joseph Kony), this searing graphic novel tells Jacob's terrifying story as warlords fought for power.

Soon after being captured, it becomes clear to Jacob that his survival would be based on his mental and physical endurance and his complete obedience to Kony's barbaric commands. When he finally runs away, Jacob is placed in a rehabilitation centre where he is interrogated by police and told to forgive himself for what he has done. All the while, he is haunted by his memories of killing, torture and abuse. Despite his deep trauma, Jacob feels a compulsion to tell the world

what happened to him and his childhood friends, and decides to write this story.

The simple writing, coupled with the emotionally packed illustrations, create a powerful narrative, densely layered with colour, darkness and light. Suggested for Grades 9 and up, it could be discussed under many thematic umbrellas: war; death/loss; violence and its impact on all levels of society; Africa; politics; civics; current events; memoirs; or graphic novels. Older students may already be aware of Kony through a YouTube video produced by the American charity Invisible Children, which received 98 million hits in 2012 alone. Kony was indicted for crimes against humanity by the International Criminal Court in The Hague in 2005 but remains a free man, believed to be living with rebels near the South Sudan-Congo border.

War Brothers, and the original novel upon which it is based, have won or been nominated for nine writing awards.



Terri Lawrence-Taylor, OCT, is an anatomy and physiology instructor with the nursing program at St. Clair College in Windsor.

War Brothers, Annick Press, 2013, Toronto, softcover, ISBN 978-1-55451-488-5, 176 pages, \$18.95, distributed by Firefly Books, annickpress.com

Soldier Doll

BY JENNIFER GOLD

Fifteen-year-old Elizabeth is understandably unhappy when her parents uproot the family from their home in Vancouver to settle in Toronto. When the next shoe drops—she learns that her father will soon leave to serve in Afghanistan — she has difficulty finding her way.

While wandering through a garage sale the day before her dad's birthday, Elizabeth finds an odd little doll with a baby face, dressed in a soldier's uniform. Intrigued, she thinks it might make the perfect farewell gift for her father. Soon after, she discovers that the doll may have been the subject of a famous World War I poem. Gold artfully weaves together relevant snapshots of past wars in Europe and Vietnam with more recent conflicts as she traces the doll's journey from hand to hand throughout times of despair. Genuine and plausible historical

connections to the soldier doll coupled with a highly engaging writing style make for a compelling narrative. The first-time author appreciates Elizabeth's struggles and writes about them with great compassion and humour. She makes the tragic actions and consequences of war relevant to teens who may otherwise feel disconnected or desensitized to the issues. For the history teacher or student, the book also offers creative ways to consider primary materials and innovative research techniques, blending old and new strategies in examining how the past shapes the present. *Soldier Doll* is a solid contribution to the genre of young adult historical fiction.

Nadira Baksh, OCT, is a volunteer at Darcel Avenue Senior Public School in Mississauga.



Soldier Doll, Second Story Press, Toronto, 2014, softcover, ISBN 978-1-927583-29-6, 256 pages, \$11.95, secondstoreypress.ca

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MARKS OF SPEED

A high school math teacher uses a tablet and a versatile note-taking app to cut marking time and provide more feedback to students.

BY STEFAN DUBOWSKI



Tech-savvy Jacopo Stifani, OCT, uses a tablet to explain a math concept to Grade 10 students.

THE CHALLENGE: Provide high school math students with in-depth feedback on tests and assignments quickly.

THE SOLUTION: Use speech-to-text technology and online software to instantly capture comments. Return tests and assignments via the web.

LESSONS LEARNED: Jacopo Stifani, OCT, a teacher at Bill Crothers Secondary School in Markham, uses an iPad with Notability, a speech-to-text note-taking app, to provide rich feedback on tests and assignments quickly.

His procedure: Scan papers to transform them into PDF files. Open them on an iPad in Notability. Use the app to correct and comment on the work — but not by typing. Instead, employ Notability's speech-to-text feature, which translates spoken words into text comments in the documents. He is also able to mark up the PDF with his own handwriting.

Stifani produces extensive input to help students understand concepts and corrections, all without having to spend an inordinate amount of time writing.

He uses Notability's various features in different ways. Sometimes he records audio-only comments when marking work from students who have an easier time absorbing information aurally. And if he knows a student has Notability on his or her own mobile device, he uses the app to capture drawings to accompany his comments. The student can watch these little videos to improve his or her understanding.

When he's finished marking, he returns the papers through Google Drive, a web-based document storage platform. Every student in the York Region District School Board has an account on the system.

OBSERVATIONS: Stifani has found that speech-to-text technology has improved a lot over the last few years, but it still requires a good Internet connection.

YOU CAN DO IT TOO!

What You'll need:

- An iPad, Notability (an iPad and iPhone app), Google Drive, Google Forms

Steps to Take:

- 1) Scan tests and assignments to turn them into PDFs.
- 2) Use Notability's speech-to-text feature to make comments and corrections.
- 3) Return papers to students through Drive.
- 4) Use Forms to poll students on your teaching methods.

He also found that students adapt quickly to the tech-based marking system, Drive, and the other web applications in the board's Google Apps for Education platform.

In fact, the students eagerly take to Google Forms, one of the programs on that system, to give Stifani input on his methods. The teacher polls his class every few weeks to find out if his approach is helping them. He invites students to use their mobile phones in class to answer survey questions such as: "Do you think I have made a genuine effort to help you become more successful in the course?"

"I always pray the answer is going to be positive," he says. Thankfully, the last time he asked, 80 per cent of his class said yes.

Although that positive reaction may suggest that the students benefit from his use of technology, Stifani doesn't necessarily believe that the entire educational process should be conducted through tech. "I don't think there's been enough studies done yet about digital learning in every capacity," he says, adding that time and observation will be the two main factors in solving that equation. **PS**

The College's professional advisory Use of Electronic Communication and Social Media (bit.ly/1u47PmM) guides members' professional judgment in the use of technology.

HELPFUL HINTS: Jacopo Stifani, OCT, gave his high school math students a choice: use a paper-based textbook or an online version. At the end of the semester, he polled his class. A whopping 92 per cent only used the web edition.

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

ABQ INTERMEDIATE

Business Studies	CONT 652	•	•	•
Computer Studies	CONT 758	•	•	•
English	CONT 770	•	•	•
Family Studies	CONT 687	•	•	•
French	CONT 769	•	•	•
Geography	CONT 795	•	•	•
Health & Physical Education	CONT 606	•	•	•
History	CONT 789	•	•	•
Mathematics	CONT 573	•	•	•
Native Studies	CONT 638	•	•	•
Science - General	CONT 609	•	•	•

ABQ SENIOR

Biology	CONT 773	•	•	•
Chemistry	CONT 605	•	•	•
English	CONT 771	•	•	•
Geography	CONT 772	•	•	•
History	CONT 794	•	•	•
Law	CONT 637	•	•	•
Mathematics	CONT 574	•	•	•
Physics	CONT 608	•	•	•
Social Sciences	CONT 635	•	•	•
Science - General	CONT 610	•	•	•
Visual Arts	CONT 614	•	•	•

HONOUR SPECIALIST

Biology	CONT 586	•	•	•
Business Studies	CONT 640	•	•	•
Chemistry	CONT 587	•	•	•
Dramatic Arts	CONT 588	•	•	•
English	CONT 590	•	•	•
Family Studies	CONT 688	•	•	•
French	CONT 591	•	•	•
Geography	CONT 592	•	•	•
Health & Physical Education	CONT 596	•	•	•
History	CONT 593	•	•	•
Mathematics	CONT 594	•	•	•
Music	CONT 582	•	•	•
Physics	CONT 595	•	•	•
Science - General	CONT 602	•	•	•
Social Sciences	CONT 636	•	•	•
Technological Education	CONT 598	•	•	•
Visual Arts	CONT 599	•	•	•

THREE-PART ADDITIONAL QUALIFICATIONS

Cooperative Education Part 1	CONT 681	•	•	•
Cooperative Education Part 2	CONT 682	•	•	•
Cooperative Education Specialist	CONT 683	•	•	•
English as a Second Language Part 1	CONT 539	•	•	•
English as a Second Language Part 2	CONT 540	•	•	•
English as a Second Language Specialist	CONT 541	•	•	•
Family Studies Part 1	CONT 677	•	•	•
Family Studies Part 2	CONT 678	•	•	•
Family Studies Specialist	CONT 679	•	•	•
French as a Second Language Part 1	CONT 536	•	•	•
French as a Second Language Part 2	CONT 537	•	•	•
French as a Second Language Specialist	CONT 538	•	•	•
Guidance & Career Ed Part 1	CONT 611	•	•	•
Guidance & Career Ed Part 2	CONT 612	•	•	•
Guidance & Career Ed Specialist	CONT 613	•	•	•
Health & Physical Ed (P/J) Part 1	CONT 510	•	•	•
Health & Physical Ed (P/J) Part 2	CONT 511	•	•	•
Integration of Information & Computer Technology in Instruction Part 1	CONT 701	•	•	•
Integration of Information & Computer Technology in Instruction Part 2	CONT 702	•	•	•
Integration of Information & Computer Technology in Instruction Specialist	CONT 703	•	•	•
Kindergarten Part 1	CONT 801	•	•	•
Kindergarten Part 2	CONT 802	•	•	•
Kindergarten Part 3	CONT 803	•	•	•
Librarianship Part 1	CONT 797	•	•	•
Librarianship Part 2	CONT 798	•	•	•
Librarianship Specialist	CONT 799	•	•	•
Mathematics, Primary & Junior Part 1	CONT 542	•	•	•
Mathematics, Primary & Junior Part 2	CONT 543	•	•	•
Mathematics, Primary & Junior Specialist	CONT 544	•	•	•
Reading Part 1	CONT 533	•	•	•
Reading Part 2	CONT 534	•	•	•
Reading Specialist	CONT 535	•	•	•
Religious Education Part 1	CONT 624	•	•	•

THREE-PART ADDITIONAL QUALIFICATIONS - cont'd.

Religious Education Part 2	CONT 625	•	•	•
Religious Education Part 3	CONT 626	•	•	•
Special Education Part 1	CONT 504	•	•	•
Special Education Part 2	CONT 505	•	•	•
Special Education Specialist	CONT 506	•	•	•

ONE SESSION QUALIFICATIONS

Adult Education	CONT 860	•	•	•
Occasional Teaching	CONT 825	•	•	•
Special Ed - Behaviour	CONT 810	•	•	•
Special Ed - Communication - Autism	CONT 812	•	•	•
Special Ed - Communication - Learning Disability	CONT 816	•	•	•
Student Assessment & Evaluation	CONT 811	•	•	•
Teaching and Learning Through e-Learning	CONT 815	•	•	•
Use and Knowledge of Assistive Technology	CONT 820	•	•	•

TECHNOLOGICAL EDUCATION

Communications Technology Grades 9/10	CONT 403	•	•	•
Communications Technology Grades 11/12	CONT 404	•	•	•
Computer Technology Grades 9/10	CONT 490	•	•	•
Green Industries Grades 9/10	CONT 492	•	•	•
Technological Design Grades 9/10	CONT 487	•	•	•
Technological Design Grades 11/12	CONT 488	•	•	•

INTEREST COURSES (July 6, 2015 - August 14, 2015)

Effectively Integrating iPads and Tablets in Teaching and Learning	INTR 400	•	•	•
Gamification in the Classroom	INTR 500	•	•	•
Teaching the Digital Learner	INTR 410	•	•	•

\$685

- ABQ Primary
- ABQ Junior
- One Session AQ
- Three Session AQ (excluding French as a Second Language Part 1)

\$735

- ABQ Intermediate
- ABQ Senior
- ABQ Technological Ed
- Honour Specialist
- French as a Second Language Part 1

SESSION DATES:

Summer: June 29 – August 14, 2015
Fall: September 28 – December 4, 2015
Fall/Winter: November 9 – February 12, 2016

REGISTRATION DEADLINES:

Summer: June 19, 2015
Fall: September 11, 2015
Fall/Winter: October 23, 2015





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ONTARIO ENGLISH
Catholic Teachers
ASSOCIATION

governing ourselves

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

ELECTION HIGHLIGHTS



College members have voted and the results are in. The seventh Council of the Ontario College of Teachers has been elected. See the official 2015 Council election results and learn about your Council members.

MEMBERS ELECT SEVENTH COUNCIL

College members have elected the seventh Council, which will govern the teaching profession in the public interest for the next three years.

The 37-member Council meets four times a year to develop policy direction and provide oversight in accordance with the objects set out in the *Ontario College of Teachers Act*. The Council establishes teacher qualifications in regulation, sets standards of practice and ethical standards, accredits teacher education programs, and investigates and hears complaints about individual members.

The 23 elected members come from the English, French, Catholic, public, elementary and secondary school systems

in all regions of the province. Four of the positions are designated for principals/vice-principals, supervisory officers, faculties of education and private schools.

Fourteen members of Council are appointed by the provincial government for terms of up to three years.

A total of 64 candidates ran for the 23 elected Council seats. Five candidates were acclaimed. Two positions were vacant. Of members of the College eligible to participate, 5,886 voted online between March 2 and April 7, 2015, to choose who would fill the remaining 16 positions. The seventh Council will hold its inaugural meeting on July 6, 2015.

**Election
results**

p.54

**Elected
Council
biographies**

p.55

**Public
appointees**

p.61

**Council
vacancies**

p.62

GOVERNING OURSELVES

2015 COUNCIL ELECTION RESULTS*

*Independent auditor Richter LLP verified these final counts.

Total Number of Voters: 5,886

Total Number of Eligible Voters: 240,640

Voter Turnout: 2.45%

CANDIDATES	VOTES	%
Central Region Full-time		
Maryste Fleury, OCT	141	9.64
Bruce Forsyth, OCT	198	13.53
Tim Gernstein, OCT	443	30.28
Stephanie Katherine Mandziuk, OCT	226	15.45
Sofia Saleem, OCT	229	15.65
Alana Sardi Levine, OCT **	102	6.97
Phillip Spalierno, OCT	124	8.48
Total	1,463	
Unmarked	443	
Central Region Part-time/Full-time		
Marie Agius, OCT	56	4.67
Judy Fiebig, OCT	149	12.44
Jacqueline Karsmeyer, OCT	228	19.03
Emily Macklin, OCT	220	18.36
Terry Price, OCT	276	23.04
Vesna Sofkoska, OCT	67	5.59
Flaubert Tshidimu, OCT	62	5.18
Stella Nkasi Ugwunegbe, OCT	140	11.69
Total	1,198	
Unmarked	708	
Northeast Region Full-time		
This vacant Northeast regional position will be filled by the incoming Council. Information on how to apply for this position can be found on p.62.		
Northeast Region Part-time/Full-time		
This vacant Northeast regional position will be filled by the incoming Council. Information on how to apply for this position can be found on p.62.		
Northwest Region Full-time		
Shanlee Linton, OCT	194	68.55
Michael Lutz, OCT	89	31.45
Total	283	
Unmarked	177	
Northwest Region Part-time/Full-time		
Darlene Mead, OCT	75	19.95
Louis Sloan, OCT	127	33.78
Denise Sullivan, OCT	43	11.44
Stéphane Vallée, OCT	131	34.84
Total	376	
Unmarked	84	

CANDIDATES	VOTES	%
South Central Region Full-time		
Jay Keddy, OCT	141	11.83
Clint Lovell, OCT	212	17.79
Gerard Shkuda, OCT	158	13.26
Gregory Toller, OCT	214	17.95
Nicole van Woudenberg, OCT	467	39.18
Total	1,192	
Unmarked	583	
South Central Region Part-time/Full-time		
Jacqueline Gray, OCT	306	27.87
Stefan Adam Kusinski, OCT	130	11.84
Mark Palmer, OCT	273	24.86
Jennifer Lynn Stewart, OCT	389	35.43
Total	1,098	
Unmarked	677	
Southeast Region Full-time		
Pier-Olivier Arsenault, OCT	155	24.33
Evie Basztyk-Benishek, OCT	100	15.70
Irene Cheung, OCT	239	37.52
Casey E. Wells, OCT	143	22.45
Total	637	
Unmarked	281	
Southeast Region Part-time/Full-time		
Krissy Mayer-Craigie, OCT**	150	25.21
Richard Michaud, OCT	203	34.12
Hanz Jurgen Schulz, OCT	85	14.29
Clément Yonta Ngouné, OCT	157	26.39
Total	595	
Unmarked	323	
Southwest Region Full-time		
Christopher Karuhanga, OCT	251	44.82
Wes Vickers, OCT	309	55.18
Total	560	
Unmarked	139	
Southwest Region Part-time/Full-time		
Réjean Dufresne, OCT	195	36.38
Robert Alan Ryan, OCT	341	63.62
Total	536	
Unmarked	163	
English-Language Roman Catholic Board Elementary		
Angela De Palma, OCT	1,726	63.93
Patrick Volante, OCT	974	36.07
Total	2,700	
Unmarked	2,151	

2015 COUNCIL ELECTION RESULTS

CANDIDATES	VOTES	%
English-Language Roman Catholic Board Secondary		
Matthew Kavanagh, OCT (Acclaimed)		
English-Language Public Board Elementary		
Ann Ciaschini, OCT	682	23.90
Natasha E. Feghali, OCT	433	15.17
Asima Kazi-Coutinho, OCT	259	9.07
George Lehto, OCT	573	20.08
Adannaya Nwaogu, OCT	480	16.82
Stella Vittoria Sicilia, OCT	427	14.96
Total	2,854	
Unmarked	1,997	
English-Language Public Board Secondary		
Christine Bellini, OCT ***	1,605	61.64
Anthony Samchek, OCT	999	38.36
Total	2,604	
Unmarked	2,247	
French-Language Roman Catholic Board Elementary		
Myreille Loubert, OCT (Acclaimed)		
French-Language Roman Catholic Board Secondary		
William Ngassam, OCT (Acclaimed)		
French-Language Public Board Elementary and Secondary		
Merzak Damou, OCT	1,108	44.93
Sara Souad Nouini, OCT	1,358	55.07
Total	2,466	
Unmarked	2,385	

CANDIDATES	VOTES	%
Faculty of Education		
Susan E. Elliott-Johns, OCT (Acclaimed)		
Principal/Vice Principal		
Michael A. Moore, OCT	162	23.79
Vicki Shannon, OCT	477	70.04
Ron Zagordo, OCT	42	6.17
Total	681	
Unmarked	24	
Private School		
Stefanie Achkewich, OCT	64	21.33
Anne-Marie Goodwin Stevenson, OCT	9	3.00
Punita Lumb, OCT	27	9.00
Shannon Marcus, OCT	200	66.67
Total	300	
Unmarked	4	
Supervisory Officer		
Brian Beal, OCT (Acclaimed)		

**Results for withdrawn candidate deemed void by the Registrar per voting procedures established under O.Reg. 293/00.

*** Candidate has declined the opportunity to serve in this position. Pursuant to O.Reg. 72/97, where an elected position becomes vacant, Council shall appoint the person who had the most votes of unsuccessful candidates for the position.

ELECTED COUNCIL BIOGRAPHIES



Brian Beal,
OCT #173615
Supervisory Officer

Brian Beal has been director of education for the Simcoe Muskoka

Catholic DSB since 2011. He began his career in 1984 teaching English in the York Catholic DSB and subsequently taught English and served as a vice-principal, principal and supervisory officer in the former Simcoe County Roman Catholic Separate School Board.

As a member of the Ontario Catholic Supervisory Officers' Association, Beal served as one of the regional representatives on the English Catholic Council of Ontario Directors of Education and on the

Council of Ontario Directors of Education.

His community involvement includes being a member of the board of trustees of the Martyrs' Shrine in Midland and sitting on the board of directors of the not-for-profit International Student Exchange — Ontario.

Beal has a BA from the University of Western Ontario, a B.Ed. from the University of Windsor and an M.Ed. from Nipissing University.

64
candidates



Irene Cheung,
OCT #517371
Southeast Region
Full-time

Irene Cheung teaches French and social sciences

at a secondary school in the Ottawa-Carleton DSB. Since joining the profession in 2007, she has had a range of experiences teaching various subjects and grades at elementary and secondary schools in both urban and rural neighbourhoods. She has also been involved in teacher training as a mentor and academic adviser to teacher candidates at OISE/UT.

Cheung is a member of the Canadian Association of Second Language Teachers and the Canadian Society for the Study of

Education. She leads research projects to understand best practices in language instruction and teacher professionalism, has given workshops abroad and presented at education research conferences. Born in Hong Kong and raised in Toronto, Cheung values diversity in background, experience and perspective.

She has a BA Honours from the University of Toronto, a B.Ed. from Queen's University and an M.Ed. from OISE/UT.

14
new members
join Council.



Ann Ciaschini,
OCT #178368
English-Language
Public Board
Elementary

Ann Ciaschini has been an elementary teacher with the Algoma DSB since 1982. She has taught regular, split and triple grades and Core French in half-time, full-time and job-sharing positions and in outlying areas. Her experience includes curriculum writing, presenting local and provincial workshops, piloting programs, peer coaching and mentoring, serving on parent councils, coaching sports and participating in community outreach and volunteer activities. In 1992, she was presented with her board's Educator of the Year Award for Teaching Excellence.

Ciaschini serves her community as a church leader and board of directors and committee member of Sault Ste. Marie's YMCA. Her varied association experience includes working on ETFO's Algoma district executive, political action and budget committees, and serving as a school steward, AGM delegate and active conference participant and presenter.

She has a BA from Algoma University College and a B.Ed. from Nipissing University.



Angela De Palma,
OCT #200278
English-Language
Roman Catholic Board
Elementary

Angela De Palma is an itinerant Special Education resource teacher (ISERT) with the Halton Catholic DSB. Since joining the profession in 1993, she has taught French as a Second Language, Grades 2–8 and was a school SERT and gifted education ISERT. She previously taught in the UAE and South Korea.

De Palma has participated in the Ministry's exemplars, policy to practice and sustaining quality curriculum projects. She has been a member of OECTA's PA day and young authors committees, and contributed to its summer PD projects, Daily Occasional Teacher Survival Guide and Women's Issues Action Kit.

Elected to the previous Council, De Palma served on the Accreditation, Executive and Fitness to Practise committees.

She has an Honours BA from the University of Western Ontario and a B.Ed. from OISE/UT, and is currently pursuing an MA in Catholic leadership at the University of Toronto.



Susan E. Elliott-Johns,
OCT #106746
Faculty of Education

Susan E. Elliott-Johns is an associate professor and member of the School of Graduate Studies at Nipissing University's Schulich School of Education where she teaches literacy teacher education and supervises M.Ed. and PhD graduate work. Her research interests include teacher education, reflective inquiry and educational leadership. She previously worked as a Junior Kindergarten to Grade 10 classroom teacher, literacy consultant, school administrator and teacher-educator.

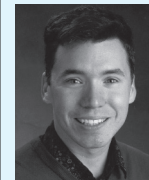
An active member of several professional organizations, Elliott-Johns provides leadership through workshops, conference

presentations, keynotes and publications for teachers, administrators and teacher-educators across Canada, Europe, the United States and Australia.

Her most recent book is *Leadership for Change in Teacher Education: Voices of Canadian Deans of Education* (2015), and she co-edited *Perspectives on Transitions in Schooling and Instructional Practice* (2013).

Elliott-Johns holds a B.Ed. from the University of London and a M.Ed. and PhD from McGill University.

**The Council members
work at 14 different
school boards, one
private school and one
faculty of education.**



Tim Gernstein,
OCT #476805
Central Region
Full-time

Tim Gernstein is a Grade 1 teacher with the York Region DSB. His first assignment was teaching a Junior Kindergarten to Grade 3 class in a two-room school in a Manitoba fly-in community in 2004. He has since taught at four elementary schools in York Region.

Outside of the classroom, Gernstein has run student leadership, drama, chess and dance clubs. He has served as technology lead and worked on positive climate for learning and timetabling committees at his schools, and is an active ETFO member.

Community involvement includes serving as secretary-treasurer of a drop-in site for homeless and socially isolated individuals living in west-end Toronto, and previously serving on the boards of his local Lions Club chapter and his local church.

Gernstein has a BA, Special Honours from York University, a B.Ed. from Nipissing University and an M.Ed. from OISE/UT.



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Matthew Kavanagh,
OCT #460029
English-Language
Roman Catholic
Secondary

Matthew Kavanagh is a secondary history teacher with the York Catholic DSB. In 12 years of teaching he has taught in the Junior, Intermediate and Senior divisions. Over this time he has developed a keen sense of service by sitting on scheduling, staffing allocation and governance committees, mentoring teachers, writing curriculum, conducting PD seminars, and being involved in community outreach initiatives for the benefit of teachers and the wider community.

As a firm believer in strong professional leadership, good governance and advocacy for the profession, Kavanagh has served his Ontario English Catholic Teachers Association (OECTA) local in various roles and completed both levels of its leadership training program.

He was an elected member of the previous Council and served on the Accreditation and Election committees.

Kavanagh has a BA and MA from the University of Toronto and a B.Ed. from Brock University.



Shanlee Linton,
OCT #464595
Northwest Region
Full-Time

Shanlee Linton teaches Grade 8 with the Lakehead DSB. Since 2004 she has taught both occasionally and full-time in public and Catholic elementary and secondary schools in Thunder Bay. For the past two summers she has taught classroom management and balanced literacy in Lakehead University's Native Language education program.

Linton has chaired status of women and new teacher committees and served three years as her local ETFO's vice-president. She has also been a member of its local constitution, health &

safety, policies & procedures and collective bargaining committees. She currently represents elementary teachers on the Lakehead DSB's equity & inclusive education working committee.

As an elected member of the previous Council, Linton served on the Discipline, Fitness to Practise and Standards of Practice and Education committees.

She has a BA and B.Ed. from Lakehead University.



Myreille Loubert,
OCT #460779
French-Language
Roman Catholic Board
Elementary

Myreille Loubert is an ALF-PANA teacher with the Conseil des écoles catholiques du Centre-Est in Ottawa. She teaches French proficiency for francophones and provides support for the integration of students new to Canada. She started her career as a French Immersion and FSL teacher in Calgary, where she taught primary, junior and intermediate students.

Since 1998 Loubert has been actively involved in English- and French-language ministry of education curriculum writing projects in Alberta and Ontario. Since 2008 she has sat on OTIP's long-term disability advisory committee for the provincial AEFO and currently chairs this committee.

She was an elected member of the previous Council, serving on the Accreditation Appeal and Investigation committees and on the Editorial Board.

Loubert earned a BA from the Université du Québec à Montréal and a B.Ed. from the University of Alberta.



Shannon Marcus,
OCT #507760
Private School

Shannon Marcus teaches English as a Second Language, French and food & nutrition at Woodland Christian High School, a private school near Kitchener. She previously taught French

at the American International School of Egypt and at Durham Christian High School in Bowmanville. In September 2015, she will return to Durham Christian High School as head of the school.

Marcus sees education as one of the key foundations upon which society should be based, and strongly believes that every child should have the right to learn and be taught, regardless of where they come from or what they believe.

She completed a BA/Program of Teacher Education at Calvin College in Michigan, and has an M.Ed. from OISE/UT.



Richard Michaud,
OCT #193683
Southeast Region
Part-time/Full-time

Richard Michaud is a Grade 7 and 8 mathematics, science and technology teacher in Ottawa with the Conseil des écoles catholiques du Centre-Est.

Since joining the profession in 1988, he has taught nearly all elementary-level subjects. Throughout his career he has worked to integrate information and communications technology (ICT) into his practice to innovatively and creatively engage his students. He enjoys serving as a resource and mentor for his colleagues both in his school and across the province, and currently serves on the elementary committee of the Ontario Council for Technology Education.

Michaud has a BA and a B.Ed. from the University of Ottawa.

ELECTED COUNCIL BIOGRAPHIES



William Ngassam,
OCT #562490
French-Language
Roman Catholic Board
Secondary

William Ngassam teaches secondary school mathematics and physics with the Conseil scolaire de district catholique Centre-Sud in Toronto. Since joining the profession in 2009, he has also taught Grade 7 and 8 mathematics.

Ngassam's experiences growing up and studying in Cameroon, France and Canada enable him to connect with young people who come from diverse backgrounds.

He has a Maîtrise de Mathématiques from the Université de Paris-Sud XI, a Master professionnel Sciences et Technologies from the Université de Savoie in France and a B.Ed. from the University of Ottawa.

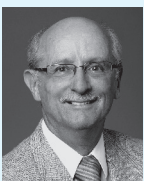


Sara Souad
Nouini, OCT #417749
French-Language
Public Board
Elementary and
Secondary

Sara Nouini is a Grade 2 teacher with the Conseil scolaire Viamonde in Toronto. Since 1998 she has taught computer studies, art, physical education, French literacy, Special Education and French proficiency for francophones to students from Junior Kindergarten through Grade 6.

She has served on EQAO exemplar selection, test review and marking teams, worked as an associate teacher and mentor, and served as a member for head of school committees on topics including bullying, social events, student success, PLCs, numeracy, literacy, robotics, information and communications technology (ICT), culture, healthy schools and school councils. She has also served her local AEFO union.

Nouini has a B.Ed. from the University of Ottawa.



Terry Price,
OCT #142900
Central Region
Part-time/Full-time
Since 2005 Terry Price

has been an occasional teacher with the York Region DSB. From 1975 to 2005, he taught science and was a department head in North York and York, and taught science at Department of National Defence Schools in Germany. He has held executive positions with his local OSSTF and is currently treasurer and occasional teacher branch president.

Price is a life member and former director of the Science Teachers' Association of Ontario, past president of the Ontario Association of Physics Teachers, and the 1994 winner of the Prime Minister's Award for Teaching Excellence in Science, Technology and Mathematics.

He currently serves as an appointed member of the College of Dental Technologists of Ontario.

Price served on the Executive, Finance, Investigation and Quality Assurance committees of the previous Council.

He has a B.Sc. and an M.Sc. from York University and a B.Ed. from the University of Toronto.



Robert Alan Ryan,
OCT #432535
Southwest Region
Part-time/Full-time

Robert Alan Ryan is a Special Education teacher with the Greater Essex County DSB. Since joining the profession in 2000, he has taught Windsor-area secondary school students in either adapted or STEPS (Skills To Enhance Personal Success) programs. The curriculum includes numeracy & numbers, personal health & fitness, social & life skills, language communication, choice-making for healthy living, personal finance, exploring the work world, self help & self care and culinary skills.

As an elected member of the 2010–12 fifth College Council, he was a member of the Discipline Committee and vice-chair of the Election and Quality Assurance committees.

He has a Diploma in Education and Technological Studies from Queen's University.



Anthony Samchek,
OCT #443342
English-Language
Public Board
Secondary

Anthony Samchek

teaches Special Education and guidance programs at a high school in the Peel DSB where he has also taught student success, co-op/vocational transitions, credit recovery, art, music, night school and online continuing education, and served as a resource teacher with Special Education responsibilities.

Samchek's passion for equitable and inclusive education led to his involvement with Peel DSB's initiative on The Future We Want; Manifesting, Encouraging and Respectful Environments and an anti-bullying committee. He has facilitated workshops on teaching for diversity and social justice, anti-bullying, equity and inclusive education. In support of this work, he belongs to the inter-agency Antiracist Multicultural Education Network of Ontario.

He has a B.Sc. and a B.Sc. in Education from Dickinson State University in North Dakota and a Master of Theological Studies from Tyndale University College & Seminary in Toronto.



Vicki Shannon,
OCT #182129
Principal/
Vice-Principal

Vicki Shannon is an elementary school

principal with the Lakehead DSB. She taught kindergarten to Grade 8 French Immersion and English before becoming an elementary curriculum resource teacher. She has been an elementary and secondary vice-principal and principal in eight schools across Thunder Bay. Her passion for being a school leader stems from her conviction that teachers must continually work to make education the great equalizer for all students.

Shannon has provided leadership locally, provincially and nationally as an environmental fellow,

global education mentor, Lakehead University sessional lecturer, ETFO instructor, vice-principal/principal mentor, Ontario Principals' Council provincial executive member and Americas representative on the International Confederation of Principals.

She has a BA, B.Ed. and an M.Ed. from Lakehead University.

An elected member of the previous Council, Shannon served on the Discipline and Finance committees.

322

comments were
posted on the blogs
and online forum.



Jennifer Lynn Stewart,
OCT #621691

South Central Region
Part-time/Full-time

Jennifer Lynn Stewart has been a First Nation, Métis and Inuit support teacher with the DSB of Niagara since 2012. In this role she provides students with literacy and numeracy skills, collaborates with teachers, students and parents in creating individualized programs, and leads several curriculum-writing teams. Previous work teaching in daily and long-term occasional positions in all divisions with the DSB of Niagara and the Niagara Children's Centre was invaluable in strengthening her teaching abilities.

Stewart is significantly involved in her board's Summer H.E.A.T. program (Helping Everyone Achieve Together) designed to improve literacy skills for students in kindergarten to Grade 4. In this work she develops program curriculum and provides teachers with professional

development prior to implementation.

She has a BA Honours and B.Ed. from Laurentian University and an M.Ed. from Brock University.



Stéphane Vallée,
OCT #262576
Northwest Region
Part-time/Full-time

Stéphane Vallée is a Grade 2 French Immersion teacher with the Thunder Bay Catholic DSB. Since joining the profession in 1993, he has also taught Grades 1 through 8 French Immersion, single, split and multiple grade classes in both the English and francophone streams, served as his school's Special Education resource teacher and as a Ministry of Education French-language educational consultant.

He is a certified DELF/DALF examiner, reflecting his advanced French-language fluency and teaching proficiency. He has served as his school's OECTA representative since 2009.

Vallée believes in creating distinct, mutual and positive relationships with students in motivating and creative learning environments to foster success, increase self-esteem and lay the groundwork for making learning a positive and lifelong experience.

He has a BA and a B.Ed. from Laurentian University.



Wes Vickers,
OCT #442848
Southwest Region
Full-time

Wes Vickers teaches Grade 8 with the Greater Essex County DSB. Since 2001 he has taught students from Junior Kindergarten to Grade 8 and served three years as an interim vice-principal.

Some of his board-level work includes involvement in teacher education, student success, new teacher in-service, vision to practice and performance appraisal activities. Vickers has worked as an EQAO

scoring supervisor and range finder, and is a trained accreditation panelist. He worked for the Ministry's Assessment Policy Branch on the arts, and the health and physical education exemplars projects, and has served on ETFO's Greater Essex PD fund, public relations and teacher education liaison committees.

A member of the previous Council, Vickers served on the Accreditation and Discipline committees and chaired the Human Resources committee.

He has a BA and a B.Ed. from the University of Windsor and an Advanced B.Ed. from Nipissing University.



Nicole van Woudenberg,
OCT #285635
South Central Region
Full-time

Nicole van Woudenberg is a Special Education co-ordinator with the Simcoe Muskoka Catholic DSB. Her role requires her to liaise with ministry staff, collaborate with colleagues from regional boards, and develop Special Education protocols and resources to support new and experienced teachers.

Since 1998 she has taught elementary grades and worked as a teacher-librarian, kindergarten through Grade 8 prep teacher, Special Education resource teacher and consultant. She has taught ESL in Europe during the summer, face-to-face and online AQ courses, and delivered PD to teachers in Africa and the Caribbean. She is a frequent conference presenter and guest lecturer for university-level courses, and an active member of her local OECTA. She is dedicated to social justice causes, specifically access to free, high-quality education.

Van Woudenberg has a BA Honours from McMaster University, a B.Ed. from OISE/UT and an MA from the University of Toronto. **PS**

PUBLIC APPOINTEES

The College Council includes 14 members of the public appointed by the provincial government. Two appointed positions are currently vacant. For full biographies of these Council members, visit oct.ca → About the College → Council → Council Members. For information about the appointment process, visit oct.ca → About the College → Council → Serving on Council.



Jean-Luc
Bernard, OCT



Shabnum
Budhwani



Marie-Louise
Chartrand



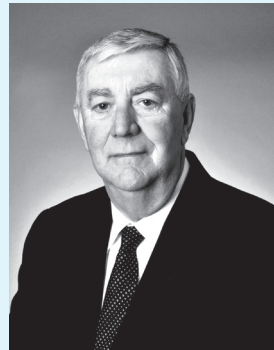
Monique
Châteauvert



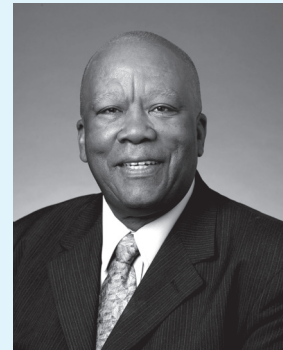
Elizabeth
Edgar-Webkamigad



Dobi-Dawn
Frenette



Robert
Gagné



E. Clyde
Glasgow



Godwin
Ifedi



Monique Lapalme
Arseneault



Ronna Warsh



Marie-Claude
Yaacov



For more information about the election results,
visit oct.ca > Members > Council Election 2015.

INVITATION TO APPLY



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COLLEGE COUNCIL VACANCIES

There are two vacant elected positions on the seventh Council— Northeast Full-time and Northeast Part-time or Full-time. No eligible nominations were received for these positions during the nomination period.

College members who are employed by a district school board, school authority or private school and live in the Northeast region of Ontario are invited to apply. Members must be a full-time classroom teacher** to apply for the full-time position and may be either a full-time or part-time classroom teacher* to apply for the part-time/full-time position. The Northeast region includes the regions of Sudbury, Manitoulin, Timiskaming, Nipissing and Parry Sound.

If you are selected by Council to serve:

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

You may submit an expression of interest if:

- you are a member in good standing with the College and live in the Northeast

region of Ontario

- you are a full-time** classroom teacher in an elementary or secondary school
- you are 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, 2018
- you are not on a leave of absence for any reason other than illness, compassion, family or parental.

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, you may apply. 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 resumé by email to Myrtle Herzenberg, Council and Committees Officer, at mherzenberg@oct.ca. Clearly indicate in your email the position

for which you are applying.

The deadline for receipt of applications is **July 15, 2015**.

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

Please contact Myrtle Herzenberg toll-free in Ontario at 1-888-534-2222, ext. 685 for further information on the duties associated with Council service.

* A part-time classroom teacher is a person who is part of an employer's regular teaching staff or an occasional teacher and provides one or more instructional services for at least 10 days (either partial or whole) during each year of a Council member's term.

** A full-time classroom teacher is defined as 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 and 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.

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- Special Education
- Adapting Curriculum for the Catholic School System
- Teaching in the Catholic School System
- ABQ — Junior Division

COUNCIL MEETINGS

COUNCIL SUMMARY — MARCH 26–27, 2015

At its March 26–27, 2015 meeting,
College Council:

- welcomed an address by Ontario Minister of Education Liz Sandals, who praised the College for championing the teaching profession and for its work to support recommendations out of the Jeffrey Baldwin inquest with respect to members' duty to report suspicions of child abuse and neglect
- amended the guidelines for the compensation of Council members, roster members, members at large and institutional nominees effective July 1, 2015
- amended the accommodation section of the Council member travel policy effective July 1, 2015
- received a report from the Public Interest Committee that touched on topics such as professional development and currency, Temporary Letters of Approval, Letters of Permission, the development of professional advisories and the accreditation process. The committee will provide advice, where applicable, to Council in June
- approved amendments to the Teachers' Qualifications Regulation schedules to specify those subjects that are for teaching in English-language schools only or for teaching in French-language schools only
- recommended changing the name of the Native Studies AQ course to First Nations, Métis and Inuit Studies in Schedules A, D and E of the Teachers' Qualifications Regulation
- recommended changing the name of the Environmental Science/Environmental Studies AQ course to Environmental Education in Schedule D of the Teachers' Qualifications Regulations
- appointed Matthew Kavanagh, OCT, as chair of the Election Committee
- approved guidelines to help Council members identify potential and actual conflicts of interest, bias and perceived bias
- amended College bylaws to specify the Finance Committee's role to serve as the College's Audit Committee to review the annual audit scope, audit fees and audit findings
- recommended amending the Teachers' Qualifications Regulation to allow internationally educated teachers who were formerly certified by a teacher regulatory authority outside of Canada to apply for certification
- amended the Election of Council Members regulation to replace the words "Election Committee" with "Governance Committee" and to extend the nomination review period to 10 days from five
- amended the Teachers' Qualifications Regulation to reflect changes required by the implementation of the Enhanced Teacher Education Program, such as permitting applicants who completed a one-year program prior to September 1, 2015, to use Schedule C AQs to satisfy a condition relating to insufficient program duration. **PS**

COLLEGE NEWS

THUMBS UP FOR FRENCH-LANGUAGE SERVICES

French-language members of the profession recently participated in a College survey to gauge their level of satisfaction with the quality of our French-language services. We wanted to know what they thought of the services we provide in day-to-day interactions with College staff, and the improvements made to better reflect the francophone culture in our publications.

The recent survey confirms that our members recognize the changes that have been occurring at the College and that they are very happy with the quality of services they receive in French.

When asked to what extent they agree that the College is easy to do business with in French, three out of four respondents said they strongly

agree. "The service I receive in French is always impeccable," commented one participant. Another said, "The staff who answer the phone are courteous, competent and patient."

Three out of four said they feel that College publications effectively promote French-language culture — almost everyone said they are very satisfied with the College's

French magazine *Pour parler profession*.

The College has made many improvements over the years in areas such as services to members, information technology and French-language publications.

"The dedication of our staff and their commitment to continuous improvement in the provision of quality service in English and French is key to our success, and the results are a testament to their consistent effort," said College CEO and Registrar Michael Salvatori, OCT. "The College is committed to continuous improvement in all areas of our work. Member feedback through surveys such as this gives us concrete and helpful suggestions to guide our ongoing development." **PS**

MINISTER PRAISES COLLEGE FOR CHAMPIONING THE TEACHING PROFESSION



Ontario Minister of Education Liz Sandals addresses College Council in March. She spoke about the valuable partnership between the College and the Ministry.

“As protectors of the public interest, the College plays a critical role in enhancing public confidence in public education.”

That was one of several key messages Ontario Minister of Education Liz Sandals delivered to College Council members at their March 26–27 meeting.

In her address, the Minister spoke about the Enhanced Teacher Education Program, reintroducing Bill 103, the *Protecting Students Act*, the important work the College is doing with respect to a teacher’s duty to report suspected child abuse and neglect, and the critical role the College plays in building confidence in the public education system.

Sandals commended College members for their commitment to the teaching profession and acknowledged the valuable partnership between the College and the Ministry. “It’s been a pleasure to work with you and your leadership over the last years,” she said.

“We would like to thank all of you for your efforts to maintain the high standards of practice and conduct expected of our educators while you continue to inspire public confidence in our education system. Together we are building a strong, publicly funded, early years education system for Ontario.”

The Ministry of Education and the College have been working together on several initiatives, including regulatory amendments to the enhanced teacher education program, which will launch this September. By doubling the length of the program and reducing the number of entrants by half, new teachers will be “better prepared for the modern classroom,” said Sandals, and they’ll have more opportunities to find teaching jobs.

The status of Bill 103, which died on the order paper when the legislature was dissolved in the spring of 2014, was also among the list of topics the Minister

touched on. In 2013, Sandals introduced Bill 103, the *Protecting Students Act*, to the Ontario legislature. The Bill contained the most significant amendments to the *Ontario College of Teachers Act* since the college was formed in 1997. The amendments reinforced the College’s continuing efforts to streamline its investigation and discipline processes, and are consistent with the recommendations made to the College in an independent review by former Ontario chief justice Patrick LeSage in 2012.

Sandals remains optimistic that the bill will be reintroduced and is looking for the earliest opportunity to do so.

“I am committed to seeing that this bill gets passed,” she said. “In the rare circumstances where teacher discipline is required, families, teachers and students deserve a fair and transparent process that maintains the public interest and protects our children.”

The Ministry and the College have also been working together to implement recommendations from the coroner’s inquest into the death of Jeffrey Baldwin, the child who died in 2002 while in the care of his grandparents.

Sandals congratulated the College for the steps it is taking to ensure members understand the duty to report under the *Child and Family Services Act* when there is a case of suspected child abuse or neglect. The College will be issuing a professional advisory on the duty to report to its members in the fall.

“It’s very important that anyone who is responsible for children is aware of the duty to report,” Sandals said. “The Jeffrey Baldwin inquest, along with Bill 103, underscores the importance of transparency and accountability. It’s one of the reasons the public should have a better idea of the role and responsibilities of the Ontario College of Teachers.”

The Minister closed with a discussion of the four goals of its renewed vision for

COLLEGE NEWS (CONT.)

Ontario's public school system, thanking the College for the contributions made to its development.

The four goals include achieving excellence, ensuring equity, promoting well-being and enhancing public confidence.

Sandals added that the College has a connection to the goals in the new vision through the role it plays in inspiring public confidence in the teaching profession.

"You share the ownership of working to cultivate and continuously develop

a high quality teaching profession to support achievement for Ontario learners. Thank you for championing the teaching profession. We can all rest easy knowing that you are watching over the teaching profession." **PS**

APPOINTMENTS

NEW DIRECTOR OF INVESTIGATIONS AND HEARINGS



In April, the College named Chantal Bélisle, OCT, the new director of Investigations and Hearings.

Bélisle joined the College as a bilingual investigator in the Investigations and Hearings department in 2008. She brought with her 15 years of education experience with the Ontario French-language Catholic and public school boards. In 2012, she was appointed to a bilingual program officer position in the Standards of Practice and Accreditation department.

In addition to a master of laws degree — with areas of study in civil litigation, dispute resolution and administrative law — Bélisle also holds principal's qualifications and has earned an advanced certificate in dispute resolution and mediation from York University.

Over the years, Bélisle has participated in and consulted on various initiatives for the Ministry of Education and the Education Quality and Accountability Office (EQAO). As a roster member with York University's Alternative Dispute Resolution (ADR) program and a member of the Simcoe County ADR Association, she has also performed small claims court mediations.

"I am delighted to assume this portfolio, which comes with the immense responsibility of ensuring the fair treatment of our members while protecting the public," says Bélisle. "I am grateful for the College's confidence in my leadership in this significant area of professional regulation." **PS**



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NEW COUNCIL MEMBER



The College Council welcomes new Council member Marie-Claude Yaacov, who was appointed to Council in March. Yaacov was a full-time member of the Immigration and Refugee Board of Canada from 2009 until November 2014. Previously, she served as legal counsel with the Durham Children's Aid Society, the Children's Aid Society of Brant and the Children's Aid Society of Toronto.

Yaacov has taught French language at York University and French language and literature at the University of Manitoba, and served as president and co-chief negotiator with CUPE Local 3903.

She holds a bachelor of fine arts degree in dance from York University, a master of arts degree in French literature from the University of Toronto, and an LLB degree from Osgoode Hall Law School. She is a member of the Law Society of Upper Canada. **PS**

A PERCEIVED THREAT

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's appropriate and what isn't. Details have been altered to respect confidentiality.

In the fall of 2013, a parent of a female student complained to the College alleging that a member sent text messages that threatened her daughter's employment in a local restaurant.

The member in question was working as a server at the same restaurant where a number of students from the same school were also working, including the female student.

Before the students were hired, the restaurant's manager asked the member — who worked at the same school as the students but was not their teacher — if she had any concerns about working with

the students. The teacher said she did not, as long as they kept a separation between work and school. She said she reiterated those sentiments to the students. Everyone agreed.

The member said there were no issues at school or in the workplace until one day, in the spring of 2013, when two of these students, who had previously been friends, became estranged over a dispute. These two students insisted they did not want to work with each other. According to the member, both students were angry and looked to her to assist in resolving the dispute. She said that she attempted

to set up a meeting to resolve the matter.

The member ordered the students to come to a meeting at the school. She made this order during a school day via a text message to the female student. The member also advised the student that her job would be in jeopardy if the students could not resolve their dispute.

The member said there was no intention to threaten her. She subsequently advised the restaurant's manager of the conflict, and the employment of the female student and another student was terminated by the manager.

The member was given a letter of expectation from the school board requiring her to not engage in text or virtual conversation with students regarding matters not related to school without the consent of parents or guardians. She has had no contact with the students since.

The Investigation Committee reviewed the submissions of the parties and all relevant information including letters, emails and text messages.

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

complaint.

The Investigation Committee decided to caution the member in writing against the conduct alleged in the

THE OUTCOME

HEARINGS

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

Member: Margaret Elizabeth Reeds Alexander, OCT

Registration No: 239821

Decision: Reprimand, conditions
A Discipline Committee panel directed Margaret Elizabeth Reeds Alexander, a retired teacher of the Greater Essex County District School Board, to receive a reprimand for engaging in inappropriate discipline.

The member, who was certified to teach in May 1976, did not attend the November 19, 2014, hearing, but was represented by legal counsel.

The committee agreed that the text messages sent by the member appeared to be threatening the female student's employment. This caused serious concerns for the committee members. The member was cautioned to exercise good judgment in all circumstances, and to maintain appropriate teacher/student boundaries at all times.

HEARINGS

During the 2009–10 school year, Reeds Alexander engaged in inappropriate discipline conduct with her class, which included yelling, pushing and physically escorting students to their seats. She also directed a student to leave the classroom and work in the hallway unsupervised.

The incidents were reported to the Children's Aid Society and the investigation verified concerns relating to Reeds Alexander's use of excessive discipline.

She retired from the board effective May 31, 2010.

The Discipline Committee panel found the member guilty of professional misconduct based on the evidence, onus and standard of proof, a statement of uncontested facts, a plea of no contest, a joint submission on penalty, and legal submissions.

Prior to undertaking any teaching positions or any position for which a Certificate of Qualification and Registration is required, Reeds Alexander was directed to appear before the panel to receive a reprimand.

The panel also ordered her to complete a pre-approved course, at her own expense, regarding classroom management and discipline strategies.

Member: Dean Richard Crites

Registration No: 439690

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Grand Erie District School Board teacher Dean Richard Crites for engaging in an inappropriate personal relationship with a female student.

Crites, who was certified to teach in September 2000, did not attend the November 25, 2014, hearing, but was represented by legal counsel.

During the 2010–11 school year, Crites engaged in an inappropriate personal relationship with a female student, which included sending inappropriate text messages, providing gifts to her, and meeting her at his home and at the student's workplace.

He also engaged in sexual contact with her that included being in a hot tub with her while she was in her bra and underwear, being with her in his bed, giving her a massage, kissing and hugging her.

The Discipline Committee panel found him guilty of professional misconduct based on the evidence, onus and standard of proof, a statement of uncontested facts, a plea of no contest, a joint submission on penalty, and legal submissions.

In its decision, the panel said, "Conduct of a sexual nature involving a student represents the most egregious breach of trust by a person in a position of trust and authority over a student."

Member: Ian Howard Alvin Handscomb

Registration No: 197572

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended Toronto District School Board teacher Ian Howard Alvin Handscomb and ordered his

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2015 ANNUAL MEETING OF MEMBERS

RECEPTION TO FOLLOW

KEYNOTE SPEAKER

Esther Enkin

CBC Ombudsman for English Services
Openness in the Age of Social Media

KEYNOTE ADDRESS

With over 25 years of journalism experience with CBC News, Esther Enkin is widely recognized in Canada and abroad for her knowledge and leadership in the field of journalistic ethics, theory and practice.

Ms. Enkin will discuss the need for regulatory agencies to keep the public informed of the work being done in their interest, and examine the issues of transparency and accountability in our digital era and what it means to be "open" in the age of social media.

CHAIR'S ADDRESS

Chair Liz Papadopoulos, OCT, will report on your Council's activities during the last year.

REGISTRAR'S ADDRESS

CEO and Registrar Michael Salvatori, OCT, will reflect on the College's 2014 initiatives.

HAVE YOUR SAY

Take this opportunity to ask questions and receive answers about the College as it relates to you as a member.

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certificate be suspended with conditions for engaging in unprofessional behaviour with two students that involved inappropriate electronic communications and conversations of a sexual nature.

Handscomb, who was certified to teach in June 1992, attended the public hearing on September 23, 2014, and was represented by legal counsel.

The panel heard that between 2008 and 2010, Handscomb, an openly gay teacher, and a male student engaged in personal conversations and personal communication on Facebook. These included communications about the member's personal life, sexual orientation, "coming out," and safety in sexual relationships. The student had informed Handscomb that he was thinking of "coming out."

Handscomb shared films about sexuality, sexual orientation and "coming out" with the student.

The panel also heard that in 2010 the member engaged in inappropriate electronic communications with a second male student, and failed to report to administrators that this student had sexually propositioned him.

In 2011, the board suspended Handscomb for 20 days and ordered him to undergo training in maintaining professional boundaries, which he did.

Based on the evidence, onus and standard of proof, an agreed statement of facts, a guilty plea, a joint submission on penalty, and the submissions made by legal counsel, the panel found Handscomb guilty of professional misconduct and directed the Registrar to suspend his Certificate of Qualification and Registration for 20 days.

Furthermore, he was ordered to appear before the panel following the hearing to receive a reprimand, and required to successfully complete, at his own expense, a pre-approved course of instruction covering professional boundaries and boundary violations within four months.

In its written decision, the panel said, "the use of electronic media (e.g., social media, texting, multi-media) is now firmly entrenched and has revealed many dangers for members of the profession, regardless of the intent."

Member: Ashley Marie Kernohan

Registration No: 580149

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Ashley Marie Kernohan, a former teacher, for engaging in an inappropriate personal relationship with a depressed male student.

Kernohan, who was certified to teach in January 2010, did not attend the November 18, 2014, hearing, and was represented by legal counsel.

During the 2011–12 school year, Kernohan engaged in an inappropriate personal relationship with a student, which included exchanging cellphone numbers, text messaging and talking on the phone during the late hours of the evening.

The relationship progressed when she gave the student letters and cards stating "I love you," "I love you so much and can't wait to spend tonight with you," "I am yours forever and always" and "I'm sorry I have to tutor and can't spend the whole night with you ..."

The school investigated the matter and her employment was subsequently terminated.

The Discipline Committee panel found her guilty of professional misconduct based on the evidence, onus and standard of proof, a statement of uncontested facts, a plea of no contest, a joint submission on penalty, and legal submissions.

In its decision, the panel said that Kernohan "was a recent graduate at a faculty of education and therefore made familiar with the standards of the profession."

Member: Steve Richard Kilby

Registration No: 419665

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Steve Richard Kilby, a former Simcoe County District School Board teacher, in connection with a criminal conviction for sexual interference.

Licensed to teach in July 1998, Kilby did not attend the October 21, 2014, hearing, nor was he represented by legal counsel.

In July 2012, Kilby allowed one of his students to live in his home for one week. He also engaged in a personal and sexual

relationship with the student.

In August 2013, he was found guilty of sexual interference. He was sentenced to 54 days incarceration and three years of probation with terms, including a term that prohibits him from working with and/or volunteering in a capacity that involves being in a position of trust or authority toward persons under the age of 18.

Having considered the evidence, onus and standard of proof, and submissions made by College counsel, the Discipline Committee panel found Kilby guilty of professional misconduct. The Discipline Committee further found the member engaged in sexual abuse of a student and directed the Registrar to revoke his Certificate of Qualification and Registration.

The panel found that his "behaviour has brought the profession into disrepute and was in conflict with the duty of a teacher to protect students."

Member: Kerry Stephen Powers

Registration No: 479346

Decision: Suspension, reprimand, conditions

A Discipline Committee panel reprimanded Peel District School Board teacher Kerry Stephen Powers and ordered his certificate be suspended with conditions for ignoring his board's policy about excursions and the ratio of supervision required.

Powers, who was certified to teach in June 2004, was represented by legal counsel and attended the public hearings on June 9 and 10, 2014, and November 25, 26 and 28, 2014.

The panel heard that, in and around February 5 to February 7, 2009, during a school trip for a conference, Powers was the only one responsible for a group of about 34 students who stayed at a hotel. On the first evening, he allowed students free access to his hotel room to prepare their presentations and to iron their clothing.

On the same evening, Powers left the hotel after 11 p.m. and, in doing so, left the students unsupervised by any teacher from the school. Students requiring assistance were unable to locate him. Powers returned to the hotel several hours later. His board conducted an investigation and suspended him for five days without pay,

HEARINGS

and banned him from attending overnight excursions for the 2009/2010 school year.

Based on the evidence, onus and standard of proof, an agreed statement of facts, a guilty plea, a joint submission on penalty, and the submissions made by legal counsel, the panel found Powers guilty of professional misconduct and directed the Registrar to suspend his Certificate of Qualification and Registration for five days. His certificate was suspended from July 6 to 10, 2009.

Furthermore, Powers was ordered to appear before the panel immediately following the hearing to receive a reprimand, and required to successfully complete, at his own expense, a pre-approved course of instruction covering effective supervision and boundaries.

Member: Theresa Liana Riccardi, OCT
Registration No: 256783

Decision: Reprimand, conditions
A Discipline Committee panel directed Theresa Liana Riccardi, a York Catholic District School Board teacher, to receive a reprimand for acting inappropriately and insufficiently without proper regard for student safety.

Riccardi, who was certified to teach in June 1987, attended the hearings with her legal counsel on October 10, 11 and 30, 2013, and October 20, 2014.

During the 2009–10 academic year, the member:

- permitted students to disrupt her class
- failed to report student misconduct that was potentially harmful to her and to her students
- failed to control students during a field trip.

The panel heard evidence that she was unable to manage and control students and to appropriately report numerous incidents to the school administration.

The Discipline Committee panel found the member guilty of professional misconduct based on the evidence, onus and standard of proof, and legal submissions. She was directed to appear before the panel to receive a reprimand. As well, Riccardi was ordered to complete a pre-approved course, at her own expense, regarding classroom management and

effective student discipline.

In its written decision, the panel said that “a course on classroom management and effective student discipline was necessary because the member continued to display a lack of insight into her misconduct years after the underlying incidents had occurred.”

Member: Christopher Nicholas Sager
Registration No: 520995

Decision: Revocation
A Discipline Committee panel revoked the Certificate of Qualification and Registration of Christopher Nicholas Sager, a former Durham District School Board teacher, in connection with a criminal conviction for criminal harassment involving a female student.

Licensed to teach in May 2007, Sager attended the November 10, 2014, hearing, and was represented by legal counsel.

During the 2009–10 school year, Sager developed a personal relationship that evolved into a sexual relationship with a student.

In May 2010, Sager was charged by Durham Regional Police with three counts of sexual exploitation. That same month, the school board terminated his employment.

In November 2010, he pled guilty to criminal harassment. He received a suspended sentence and was placed on probation for three years. His probation conditions included the following:

- undergo counselling
- have no contact with the student, her mother and their immediate family
- not be in a position of a volunteer, position of employment, position of trust or authority over anyone under 18 years old.

In March 2014, the Ministry of Community Safety and Correctional Services confirmed that the probation, which started on November 26, 2010, expired on November 25, 2013, and that Sager is no longer subject to probation conditions.

Having considered the evidence, onus and standard of proof, a statement of uncontested facts, a plea of no contest, a joint submission on penalty, and submissions made by legal counsel, the Discipline Committee panel found Sager guilty of professional misconduct and directed the Registrar to revoke his Certificate of

Qualification and Registration.

The panel found that his “conduct was unacceptable, disgraceful, dishonourable, and illustrated an abuse of power.”

Member: Alfred Douglas Stelpstra
Registration No: 251850

Decision: Revocation
A Discipline Committee panel revoked the certificate of Alfred Douglas Stelpstra due to a criminal charge for possession of child pornography.

Licensed to teach in June 1992, Stelpstra did not attend the public hearing on November 13, 2014, nor was he represented by legal counsel. Since about 2000, and except for one week in approximately 2008 when he did supply teaching, Stelpstra has not been involved in the teaching profession.

On March 9, 2010, the Kingston Police executed a search warrant at Stelpstra’s home and found many pictures and videos of child pornography on his computer. He was subsequently charged with one count of possession of child pornography. On or about June 4, 2012, in the Ontario Court of Justice, he was granted a stay of proceedings as a result of a violation of his section 11(b) rights under the *Canadian Charter of Rights and Freedoms*.

On July 23, 2010, he signed an Agreement and Undertaking not to teach or seek employment for which a Certificate of Qualification and Registration is required until the College disposes of this complaint.

Having considered the evidence, onus and standard of proof, an agreed statement of facts, a guilty plea, a joint submission on penalty, and submissions of College counsel, the Discipline Committee panel found Stelpstra guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

The panel found that Stelpstra “has forfeited the privilege of holding a certificate and should not be permitted to teach in Ontario.”

Member: Not identified

Decision: Counselling, conditions
A Discipline Committee panel counselled a Dufferin-Peel Catholic District School Board teacher for crossing professional boundaries.

GOVERNING OURSELVES

The member, who was certified to teach in October 1991, attended the November 13, 2014, hearing, and was represented by a lawyer.

During the 2007–08 academic year, the member engaged in a relationship and activities with students that included attending a movie, accompanying students on a trip, allowing students to drive her motor vehicle, and going to a coffee shop and local restaurant outside of school hours.

The Discipline Committee panel found the member guilty of professional misconduct based on the evidence, onus and standard of proof, a statement of uncontested facts, a plea of no contest, a joint submission on penalty, and the submissions of legal counsel.

The member was directed to appear before the panel immediately following the hearing to be counselled. As well, the member was ordered to successfully complete a pre-approved course, at her own expense, regarding boundary violations.

In its written decision, the panel said that “counselling is appropriate in this matter and acts as a specific deterrent to the member.”

Information about the disciplinary action appears online at bit.ly/13KbVs9.

Member: Aidan Elizabeth Welland, OCT
Registration No: 431351

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Toronto District School Board teacher Aidan Elizabeth Welland for making false accusations toward a student, a colleague and another professional.

Welland, who was certified to teach in June 2000, attended the public hearing on October 14, 2014, and was represented by legal counsel.

The panel heard that, in December 2011, Welland, using a pseudonym, sent emails to the principal of a school attended by a student who she falsely alleged had bullied her son — even though her son and the student did not attend the same school. She also falsely alleged that the student’s teacher had ignored the bullying and failed to protect her son.

Furthermore, she posted false comments about the student and his parent on a public website, using a pseudonym. Welland, using a different pseudonym, made false allegations about another professional by emailing his principal and alleging that he planned to take several sick days off to

take his family on vacation.

Based on the evidence, onus and standard of proof, an agreed statement of facts, a joint submission on penalty, a guilty plea, and submissions of Counsel, the panel found Welland guilty of professional misconduct and ordered her to appear before the panel immediately following the hearing to receive a reprimand.

The panel also required her to successfully complete, at her own expense, pre-approved courses of instruction covering ethics in the workplace and appropriate personal and professional boundaries in the workplace within six months.

The panel agreed that publication of this summary with her name published is necessary because Welland, on multiple occasions, used pseudonyms to protect her own identity, and made false accusations toward a student, a colleague and another professional. The panel said that “the member’s disregard for others’ privacy and reputation forfeits her request that her name not be published.” **PS**

Copies of the full decisions
are available at bit.ly/1gkIGOS.

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NAME: *Scott Russell*

- Born in Oshawa, Ont., 1958; lived in Pickering, Ont., until he was five; moved to England, then Scotland, for a year; eventually settled in Don Mills, Ont.
- Went to Flemington Park PS (Grade 1), Cassandra Boulevard PS (Grades 2–6), Milneford Junior HS (Grades 7–9) and Victoria Park SS (Grades 9–13)
- Obtained his B.Ed. from the University of Western Ontario in 1982; received an MA in journalism from the University of Western Ontario in 1985
- Taught history, consumer education and geography at West Hill SS in Owen Sound from 1981–84
- Joined CBC Charlottetown as a reporter in 1985; became a sports reporter and anchor for CBMT in Montréal from 1988–92
- Moved to Toronto as a CBC sports commentator in 1992
- Wrote *The Rink: Stories from Hockey's Home Towns* (1997), co-written with Chris Cuthbert, and *Ice Time: A Canadian Hockey Journey* (2000), as well as *Open House: Canada and the Magic of Curling* (2003)
- Has covered 11 Olympic Games; is a member of the Canadian Olympic Committee's Education Committee
- Nominated nine times for a Gemini Award/Canadian Screen Award; won in 2005 for Best Host or Interviewer in a Sports Program or Sportscast
- Received the Queen Elizabeth II Diamond Jubilee Medal for his contributions to Canadian sports in 2012
- Teaches a course on Canadian sports history at Toronto's Centennial College
- Hosts CBC Sports Weekend; will lead CBC's coverage of the Toronto Pan Am Games from July 10–26

TEAM PLAYER

CBC Pan Am Games sportscaster Scott Russell comments on the role sports play in the school of life.

BY LAURA BICKLE

Describe your elementary school self.

Shy, bespectacled and happy.

Describe yourself in high school.

Shy, bespectacled and curious.

What was your favourite subject?

History. It has the word *story* in it.

Most challenging subject?

Math. It was too logical and rigid.

Which subject do you wish you had paid more attention to?

French.

Favourite literary piece studied?

The Great Gatsby. I read it in Grade 11 and I've read it many times since. Gatsby was this outsider who wanted to belong. It was a tragic story with such grandeur.

Favourite historical figures?

Abraham Lincoln, Winston Churchill and Nelson Mandela. I'm fascinated by their struggles to survive and be better.

Favourite fictional teacher?

John Keating in *Dead Poets Society*.

He encouraged students to express themselves and see the world.

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

Patience. The focus was always on getting homework and projects done. Being able to reflect is important.

What was your dream career?

It was always teaching. I taught high school for two years but I had this romantic notion about it. I found marking papers and having to make students pay attention frustrating.

Most memorable teacher?

Mr. Heffernan. He taught high school law and he was the best basketball coach ever. He also played professional lacrosse. He taught the value of hard work and was as honest as the day is long.

What's your fondest school memory?

It was 1972. I remember our French teacher rolling in the TV and watching Canada play Russia in hockey. At the time, it was what mattered most. Everyone was interested and understood the magnitude of it.

Important lesson learned at school?

Teamwork.

The best advice received?

Think big. Dream big. And don't worry about the details.

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

The Field of Play: Why Sport Matters. For a time at Centennial College, I taught that course. Most of life's lessons stem from sport — hard work, the competitive spirit, individual excellence, physical literacy, teamwork. They are core to what we are as human beings. **PS**

Tweet @OCT_OEEO [include #FinalExam] a selfie of your favourite for a chance to win a Scott Russell-signed copy of *Open House*:



Professionally Speaking article *Canada and the Magic of Curling*.

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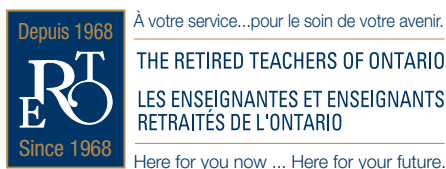
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