

JUNE 2016

THE MAGAZINE OF THE
ONTARIO COLLEGE OF TEACHERS

professionally speaking

GOING SOCIAL

Using social media responsibly p.28



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Teaching the Digital Learner	INTR 410	•	•	•
D2L in the Classroom	INTR 420	•	•	•

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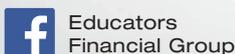
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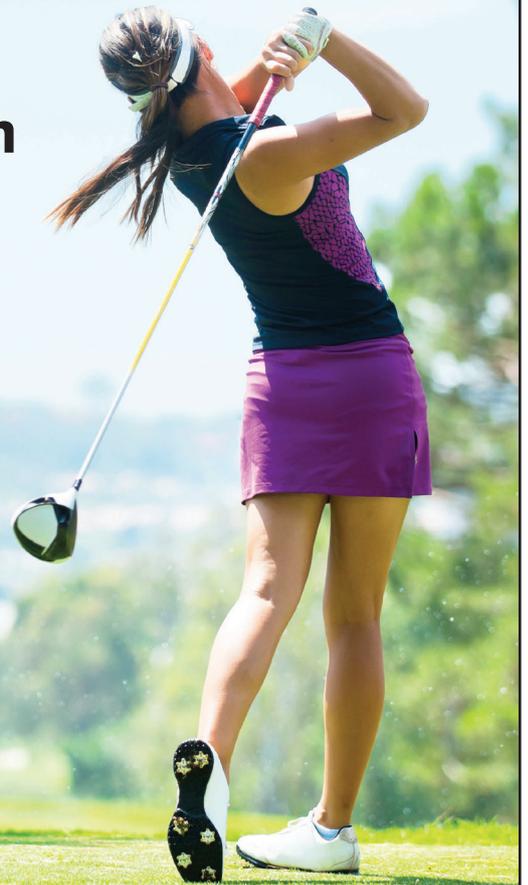
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#SOCIAL SKILLS

Social media platforms like Twitter offer new ways to engage students and colleagues alike. The College's professional advisory on social media provides guidance on how to use the technology responsibly.

BY ANGELA DE PALMA, OCT

Do you tweet? Had this question been posed to you a decade or so ago, you might have wondered if whistling was involved. That's likely not the case today. My venture into the "Twittersphere" began just over a year ago when a colleague urged me to dip my toes into the world of hashtags and other written text in the 140-character range. I was drawn to her weekly animated anecdotes about the virtual professional learning community available at one's fingertips on Twitter.

Admittedly, I am still green in the Twittersphere, yet I am humbled by and impressed with the amount of professional learning readily available on the social networking service. Interested in engaging students in a debate about homework? Find a range of input from students, parents and educators on Twitter. Considering hosting a codefest? Use Twitter to locate recommendations and guidelines. Wondering about next steps after giving a reading diagnostic assessment? Watch a webinar on Twitter that outlines best practices. You get the idea.

A couple of months ago I was invited to participate in a Google Hangout and Twitter backchannel hosted by a Lakehead University faculty member. Several Ontario educators from across the province connected online to share their perspectives and experiences regarding one's professional digital persona. This was the topic of discussion, which aimed to inform and support teacher candidates by exploring such issues as identity, safety and ethics for their professional practice. Responsibility, transparency and accountability are just as essential in the virtual world as they are in the physical world.

Social media platforms offer the power to engage, instruct and connect students and educators — not only around the province but throughout the world. Pair a digital tool with a creative teacher and *voilà!* — the result can be pedagogical nirvana. Can a professional learning community in 2016 include "Twitter Learning Communities (TLCs)"? **#Absolutely.**



As with any instructional strategy, it's best to follow authoritative guidelines when incorporating a digital element. This is where the College's professional advisory *Use of Electronic Communication and Social Media* (oct-oeeo.ca/liqmDeO) can help. By framing the responsible use of electronic communication and social media by College members in an educational context, the advisory guides and informs our professional practice.

Most social media applications were not specifically created for use in education. Each platform may feature individual guidelines or rules, but they are targeted to the generic user. The College's professional advisory is written for educators. Unique issues involving risk, off-duty conduct and professional boundaries referenced in the advisory are essential considerations for the profession.

Thanks in part to the colleague who introduced me to social media as a professional tool, I joined the Twittersphere and am realizing its potential. Live tweets during faculty of education presentations and Council and committee meetings help engage teacher candidates, faculty members and fellow Council members. Followers can learn more about College activities, resources and the international guests the College attracts.

So, what are you waiting for? **PS**

Angela De Palma

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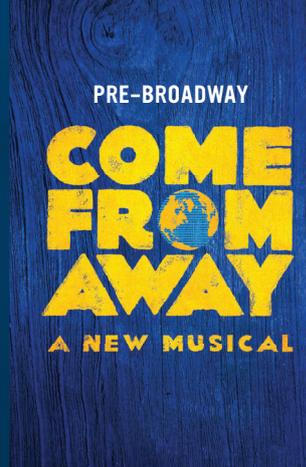


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NOTHING AMATEUR ABOUT PROFESSIONALISM

What — or perhaps who — best characterizes professionalism in teaching for you? What are the hallmarks of professionalism? Who do you know who brings life to the words “professionally speaking”?

BY MICHAEL SALVATORI, OCT

As members of the profession, we instruct, assess, plan, supervise, report, communicate, nurture, develop ... and more. As multi-faceted and complex as the job itself is, so too is the debate about what constitutes professionalism in teaching.

It's more than a set of skills. It's comportment. It's attitude. It's a vision about how to conduct oneself, and it's the cumulative effect of our actions in living that vision.

I am delighted that so many examples come to mind when I think about professionalism in the education context. Professionalism is central to communication and to establishing and maintaining productive, meaningful and engaging relationships with our students, their parents, our colleagues and with various communities. For many years, I taught a summer program that combined a French-language course with travel and cultural exploration. The academic team that offered the program exemplified professionalism through regular and consistent communication with parents and by quickly establishing relationships of trust with these parents and the students entrusted to their care.

Professionalism manifests itself in many ways. It is evident in the way we dress, how we conduct ourselves in educational settings and beyond, how we communicate, and how we exercise judgment. I believe that it is perhaps our greatest natural resource.

The term even appears in our official publication: *Professionally Speaking*. The title is, of course, a play on words: speaking about the profession and speaking in a professional way.

Think about professionalism in a broader context: professional versus amateur — doing something yourself as opposed to having something professionally done. The professional approach brings greater polish, more credibility and inspires increased confidence.



We all come to teaching either directly from post-secondary studies or from another career with skills, knowledge and an understanding of professionalism. As you build on that knowledge, so too does the College build on the prior knowledge of its members and their different perspectives and contexts.

In the context of teaching, professionalism has many faces and the Ontario College of Teachers' ethical standards help to frame it. We build relationships through trust and respect. We convey care through our actions and we are guided by our integrity in our decisions.

Professionalism is accompanied by autonomy. As trusted, dedicated practitioners, we act independently, secure knowing that our independence is framed by strong guiding standards, collegial support and encouragement from fellow teachers, principals and other leaders, and, most of all, by our core values.

The College develops resources for its members based on this premise of professional autonomy. For example, the College's professional advisories are designed to inform and enhance the professional judgment of teachers, to help them act with integrity, to show care, to build trust and to convey respect in all of their interactions. The advice guides. It doesn't prescribe.

Teachers as a collective helped to create the *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*. They've set a high bar. As individual teachers — as professionals — we are our own models of professionalism. **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.

“Real-World” Lessons?

I opened the December issue to discover that the teacher profiled in Great Teaching offers “real-world lessons.” All teaching offers “real-world” lessons. I’m not saying every teacher is a great one, rather, I’m calling into question the perpetuation of the myth that the classroom, its content and its instructor exist apart from — and indeed in contrast to — the real world. It’s disappointing that our professional regulator would reinscribe this myth in the pages of its own publication.

My classroom is the real world; every classroom is the real world. To suggest otherwise is to do a disservice to me, to my students and to the teaching profession as a whole. To think otherwise only perpetuates the myth that teaching is something one does only because one cannot find success in the “real world” or because one has had enough of the “real world.”

—**Dr. Marc A. Ouellette**, OCT, is an assistant professor and learning games initiative research fellow in the department of English at Old Dominion University in Norfolk, Va.



Correction: In the March issue we incorrectly identified the name of the university that College scholarship recipient Emily Runstedler attends as Wilfrid Laurier. Runstedler is a teacher candidate in the concurrent education program at Nipissing University’s Brantford Campus, which is offered in partnership with Laurier Brantford.

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∴ **LIFELONG LEARNERS** ∴ HERE ARE THE TOP 10 REASONS OCTs ARE TAKING AQ COURSES, COURTESY OF OUR LATEST COLLEGE POLL.



ILLUSTRATION: LEEANDRA CIANI



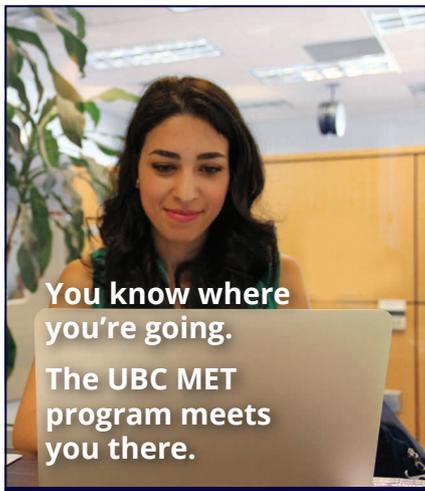
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Pop Quiz

with Jennifer Watt

BY LAURA BICKLE

Jennifer Watt, OCT, has dedicated much of her 27-year career to empowering teachers through training. She's an instructional leader at the Toronto District School Board's Teachers Learning and Leading department, and her book, *IQ: A Practical Guide to Inquiry-based Learning*, was the most frequently borrowed book in the College's Margaret Wilson Library last year. Watt's latest endeavour was as a member of the writing team for the soon-to-be-released three-part Teacher Leadership Additional Qualification (AQ). Watt shares an exclusive sneak peek at what you can expect from this new course.

Q Why was this AQ developed?
Supporting informal leadership — the kind that teachers do — can create a lot of positive change. The Teacher Leadership AQ promotes the belief that we should empower teachers to participate in a problem-solving culture. It encourages OCTs to explore their roles in decision-making when dealing with complex educational challenges. It also suggests that they extend how they identify as leaders, as well as teachers. We concluded that equitable and ethical leadership were the two lenses that anchor the AQ.

Q What does it mean to be a teacher leader?
Teacher leaders create and advocate a school climate where collaborative learning cultures thrive. They engage in courageous conversations that pave the way for meaningful change for their students and the communities where they teach.

Q How will OCTs benefit from taking this AQ?
The exploration of leadership has very practical implications in how we view our students and their learning. Let's say a teacher notices that their students are having difficulty grasping a particular skill. A *teacher leader* will ask their professional network, "Are you experiencing this in your classroom? Can we discuss?" Informal leadership is powerful in education.

Q How does it complement inquiry-based learning?
Inquiry teachers are open-minded, curious, hopeful and critical. They are committed to solving relevant problems through a process of questioning, innovation, dialogue, analysis, reflection and collecting evidence. The attributes of inquiry learners are essential for effective leadership — they are woven together. The AQ validates and hones all of these skills.

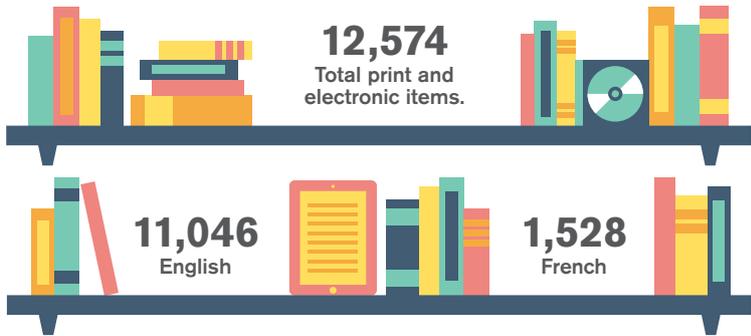
PHOTO: BARRY HILL



FOR YOUR REFERENCE

A look at the Margaret Wilson Library's 2015 holdings.
BY STEVE BREARTON

WELL STOCKED



223,196



Total research database searches.

SPECIAL DELIVERY

The library ships materials free of charge to OCTs anywhere in Ontario. Requests came from as far as:



Iroquois Falls	577 km
Hearst	746 km
Moosonee	852 km
Sioux Lookout	1,190 km
Webequie	1,193 km
Kenora	1,334 km

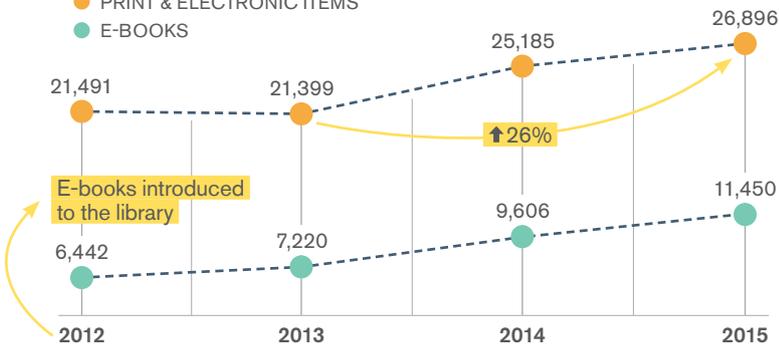


7,145 postage-paid packages shipped last year.

READING LEVELS

Circulation statistics from the last four years:

- PRINT & ELECTRONIC ITEMS
- E-BOOKS



Source: Ontario College of Teachers, 2016



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A brief history of the evolution of #classroom technology tech.mg/Y8BuY2 #EdTech #Infographic

*as of May 2, 2016



PROFESSIONAL PRACTICE

Help students master their multiplication skills early with number charts. Introduce this math manipulative into the mix and make it exponentially easier for younger students to learn their times tables. They'll discover patterns in numbers as they explore their 50s/100s charts, as well as a range of multiplication strategies that will assist in recalling single-digit multiplications rapidly. As they build on these basics, they'll become more confident and proficient in solving division, fraction, long multiplication and algebra problems, which will set them up nicely for future math classes.

— Malti Batish, OCT
Peel District School Board

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

information HOT SPOT

BY STEFAN DUBOWSKI

TeachOntario (teachontario.ca) is more than a website. It's a hot spot for information and collaboration. Operated through Ontario's public broadcaster, TVOntario (TVO), this social media hub gives teachers free access to a goldmine of resources — from professional development videos and webinars, to new research and teacher blogs.

Use your board email to register, then dive into the Explore, Share and Create sections. Explore is the natural place

to start. It's full of inspiring material — including videos on how to use Minecraft in the classroom, how to integrate video conferencing into the classroom, as well as explainers on 3D printing.

Sift through original lessons and case studies with TeachOntario Talks, a subsection of Explore. The Parents as Partners area is full of activities that families can do together to build on what is taught in class. Another handy subsection is Ministry Resources, which links to the Ontario curriculum and

much more. Knowledge-hounds will love the Research subsection — a source that leads to fascinating investigative gateways such as the Ministry of Education's What Works? Research Into Practice site (oct-oeeo.ca/1X7qrPT), where you'll find studies about project-based learning, the link between poverty and schooling, and other relevant topics.

Visit the Share section and exchange best practices with 4,000 teachers from across the province. Want to plan a new classroom activity? Be sure to click on the Create section, where you can collaborate with like-minded teachers on innovative educational tools.

Francophones, take note — a number of French teachers' groups are using TeachOntario as a digital meeting spot, and all navigation tools throughout the site are available in French.

ILLUSTRATION: MARTIN O'NEILL/THREE IN A BOX



APPS ANALYSIS



TVOKids Artbot Lite

Go make a picture! With that onscreen directive, students aged six to eight are free to draw whatever they want using tools such as a paintbrush for strokes and a pencil for lines. There's a wide selection of colours in this palette — from black to white and various hues in between. Push the canvas button to choose a background, perhaps a cloudy sky or a wavy ocean. Click the eraser to clear the screen, or hit the diskette to save creations. The app is designed to teach basic art concepts such as colour, shape, lines, texture and space — ideal for children who want to master their technique or those who doodle to de-stress.

DEVICE: Apple; Android

SOURCE: iTunes; Google Play (free)

RATING: 4+; Everyone

EDULULU RATING: 4/5



Projet Voltaire

Orthographe Projet Voltaire

[The Voltaire spelling project]

is an entertaining app for students ages 12+, who are looking to improve their spelling and grammar in French. Sentences appear onscreen and users determine whether they contain errors. The app then confirms the type of error featured, covering everything from homophones, anglicisms, grammar and syntax issues. The more you use the app, the more it adapts to your ability and highlights problematic concepts. A statistics panel shows the user's progress, as well as their challenges. Purchase the full version for \$10.99 to avoid advertising and get access to 12 different levels (instead of three in the free edition).

DEVICE: Apple; Android

SOURCE: iTunes; Google Play (free)

RATING: 4+; Everyone

EDULULU RATING: 4.5/5



Pizza Party

Grade 1 to 4 students are invited to join five hungry onscreen characters for a math-powered pizza party. Players are charged with dividing pizzas and treats perfectly and pouring just the right amount of beverage for Hojo, Dr. Potato, Mr. S., Scuba and Cal. The goal: feed the hungry guests. The payoff: fun fraction practice! This app presents math word problems that build critical thinking skills. Are your young math scholars ready to slice, serve and learn? There are 15 levels to challenge children and boost their confidence. Levels 1 and 2 are free; the additional levels cost extra (\$2.79 on iTunes; \$2.20 on Google Play).

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 two to 17. To access the complete list and search by filter, visit edululu.org/en. Interested in becoming an EduLulu evaluator? Go to oct-ooeo.ca/1NzwdJd to learn how to get involved.

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BLOG ON!

Want to bring blogging into your classroom? It's a social, fun and effective way to bridge the gap between students' digital comfort zones and academic writing. Weave it into your lesson plans, then watch students' writing skills soar!

BY MELISSA CAMPEAU

1 ALL TOGETHER, NOW

Looking to ease newbies into the blogging world? Make it a group activity! Capture your class's thoughts on everything from the latest school scoop to global news.

2 CLASSROOM CHRONICLES

Planning a class expedition? Relive the excitement of a field trip by blogging students' reactions, photos and questions. Compare notes, discuss and use what they write as a study reference, too.

3 PRINCIPAL POSTING

Memos lost in piles of papers? Administrators can easily connect with teachers and families by blogging school news, special events and learning-related links — not to mention lighter fare and personal reflections.

4 E-EXPERIMENTS

Have students record and post that moment when vinegar and baking soda connect, along with all the experiment details. Bonus: Study notes are more interesting when peppered with video clips!

5 FICTIONFEST

Fire up future novelists! The relaxed blogging format allows creative juices to flow freely. Adjust settings so students can either share their work for classmates' feedback or keep things private.

6 SAVVY SURFERS

Stretch those media literacy muscles. Have students research a company with a distinctive online voice. Then, extend that unique identity with posts that use language and images in line with the brand.

7 BACK-IN-TIME BLOGGERS

Students step into a historical figure's shoes and blog from that person's perspective. What was Canadian comic book artist Joe Shuster doing when he dreamt up Superman?

8 HISTORIC SITE

Was the area around your school once farmland? A busy industrial spot? Ask students to use photos, video, audio and words to craft an online tour of the community and make its history come alive.

9 HEALTH CLICK

Who ate their veggies every day this week? Walked 10,000 steps? Teachers post health-related targets, then students help motivate each other to report on progress, share challenges and celebrate success.

10 FRACTION FUN

Recipes — great for cooking, even better for math! Have students upload their favourites, then repurpose them for quizzes about fractions as you halve, double or triple a recipe.

READY TO GIVE IT A TRY?

Blogger by Google (blogger.com) and WordPress (wordpress.com) are popular platforms for hosting your classroom posting project. Both are intuitive and free, and have a high capacity for text, images and video.

For best practices in technology, refer to the College's professional advisory *Use of Electronic Communication and Social Media* (oct-oeo.ca/1N3t9iu).





HISTORY IN THE MAKING



Kathryn Whitfield, OCT, uses primary sources to make the link between past and present for her Grade 10 students.

BY TRISH SNYDER

“I’m going to try to keep you entertained on a Friday afternoon,” says Kathryn Whitfield, OCT, smiling at her Grade 10 history students at Northview Heights Secondary School, where she also teaches French, drama and equity studies. “How many of you watch *Murdoch Mysteries*?” About a third raise their hands for the CBC detective who unravels turn-of-the-century murders. “How does he solve a crime?” Whitfield asks. They reply, “He talks to people. Looks for clues. Does research. Gets second opinions.” “That’s right — that’s fieldwork,” replies the high school teacher. “He puts all the evidence together to come up with a conclusion. Fieldwork in history involves analyzing and interpreting historical objects to piece together a story. Today, we’re going to start by looking at historical photographs.”

Whitfield projects a black-and-white image on her Smart Board screen and asks, “What’s the first thing you notice?” The teens volley back their answers: a young girl, scraps of broken wood, is that a garage? “What is her social class?” “She’s in a dirty alleyway. The garage looks rundown. She’s poor,” they reply. They discuss why the photographer stood so far away to shoot the girl. Whitfield explains it was to capture the background — she’s standing in the shadow of Old City Hall, steps from today’s Eaton Centre shopping mall. “The caption on the bottom of the photo reads ‘Department of Health, number 187, May 1913.’ Why would the Department of Health be taking photos?” Whitfield asks. “It doesn’t look like a healthy place to live,” a boy says. “It looks like someone tried to make a shelter but it collapsed.”

Eventually, Whitfield fills in the rest of the girl’s story for the Grade 10s. She lived in St. John’s Ward, the gateway to Toronto for thousands of new immigrants dating as far back as the mid-1800s. Bordered by College, Queen and Yonge streets, and University Ave., it was the worst of the city’s urban slums. Landlords built shacks and outhouses to take advantage of the demand for cheap housing, while the health department documented filthy rooming houses, water-borne illness and the stench of waste. But instead of addressing the unsanitary conditions, the city cleaned up the area by razing it. The immigrants were forced to relocate, while churches, synagogues, theatres, a school and other landmarks were torn down.



ONLINE

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oct-oeo.ca/1KWe15r

EXCLUSIVE

PHOTOS: MARKIAN LOZOWCHUK



Kathryn Whitfield, OCT, pores over Goad's Fire Insurance maps with her Northview Heights Secondary School history students.

Today, Nathan Phillips Square and Toronto City Hall stretch over the soil where this girl once lived in a garage with 10 people. The history teacher pauses to let this information sink in. “Does any of this bother you?” she asks, her resonant voice suddenly softened. “Yes,” someone says quietly. “It bothers me too,” Whitfield says.

Whitfield is laying the groundwork for a unit that will take her class on a journey to the heart of their city and back in time. Instead of leaning on textbooks, they explore, do fieldwork, analyze data and make their own observations about the past. By giving them the tools and freedom to *do* history — the same way young scientists *do* experiments — Whitfield is winning fans among teens and judging panels. She won a 2012 Queen Elizabeth II Diamond Jubilee Medal for inspiring Canadian youth to build a better world, and created a unit about the Ward that earned her a 2015 Governor General's History Award for Excellence in Teaching.

“The challenge for teachers of compulsory courses like history — where the content itself potentially isn't going to have much flair — is how to get the students engaged,” says Peter Paputsis, OCT,

principal of Northview Heights, in the Toronto District School Board. “Katy never stops at just delivering the material. She's got this drive to go above and beyond. She engages students with real-life historical research and authentic learning experiences.”

It was the influence of Whitfield's family that led her toward teaching history — her aunt worked as a historian for Parks Canada at the Citadel in Halifax, her mom was a teacher, and her grandparents and dad animated the supper table with their life stories when she was growing up. Whitfield was the kind of child who clipped news articles when the space shuttle crashed, as well as other events that would one day appear in history books. During her university years, while working as an educational tour guide, she saw how much the younger generation enjoyed learning when given the opportunity to explore the real world. “Every time we walked past a landmark,” Whitfield recalls, “the kids would get so excited. ‘What are you going to tell us next?’”

In the meantime, the 14-year teaching veteran has collected countless life lessons from her own travels (including humanitarian trips to Kenya and

Ecuador), and from standing on historic soil on five continents (from European battlegrounds to Cambodia's Killing Fields). “I try to bring the world into the classroom — and to connect students with their communities,” Whitfield says. “That, to me, is authentic learning.”

She was inspired to dream up her two-week fieldwork unit after seeing a photography exhibit about the Ward at the Toronto Archives. Whitfield started by familiarizing her budding historians with primary source documents [see sidebar]. One of her in-class activity stations featured archival photos, which they learned to decode by looking for clues and asking questions. It's one thing to read “squalor”; it's another to see images of eight men living in one room or young children looking after each other. At another station, she introduced them to Goad's Fire Insurance maps, dating back to 1884. Designed to guide firefighters to emergencies, these Victorian-era maps marked every road, landmark and laneway. Buildings shaded yellow were constructed of wood, while brick was in pink (pink indicated get there fast, yellow meant faster). The pupils then reviewed census data to learn people's names, addresses, occupations, whether

they owned or rented, plus the number of people living at a given address. “Canadian history textbooks have their own slant,” Whitfield explains. “Primary source documents provide raw data so students can do their own critical thinking and analysis.”

Whitfield uses historical-thinking and inquiry concepts [see italics] — incorporated in the Ontario social studies curriculum in 2013 — to promote deeper thinking about historical documents. Cross-referencing *primary source evidence* allows them to understand how land was used, how the area evolved over time, and how to draw conclusions about *patterns of continuity and change* regarding immigration and settlement. They talk about *cause and consequence* and the *ethical dimension* of history in the context of building Toronto General Hospital from 1911 to 1913, which destroyed 356 buildings in the disease-ridden Ward. If, for instance, the city hadn’t pushed out the Jews (by overcrowding and its decision to not improve infrastructure), we wouldn’t have the iconic Kensington Market — where they settled.

An inquiry-based approach made history more interesting for former student Rojin, who took the course last year. “We were able to connect with the people we were reading about, as though we were experiencing historic events as they happened,” she says. “We learned the significance of each event, which I believe is the point of history.”

Next, comes the kind of fieldwork done by real historians. They spend an afternoon on site walking through the former Ward while completing four “historical thinking missions” detailed in a booklet prepared by Whitfield. One task asks them to use historical maps to locate the spot where the photo of the girl was taken, then record field notes to describe, for instance, the current land use, space and buildings. Other questions require them to identify evidence of *continuity and change* since 1912, at a particular intersection and a specific address. Finally, Whitfield asks everyone to stand in Nathan Phillips Square and imagine what they would see, hear, smell, feel and think if they were standing in the middle of the slum versus today.

“Doing fieldwork is like being a detective,” says Whitfield. “Every time you find something, you have to record it and make sense of it. It’s hard work, but in the end I think the students were proud that they’d done historical work that was real and valuable.”

As a summative assignment, the Grade 10 teacher let everyone choose how they’d commemorate some aspect of the Ward’s history. Those interested in science examined the impact of disease; others looked at it through the eyes of children. Some designed walking tours from the perspective of a child. Another proposed a statue of a family to acknowledge new Canadians who overcame a lack of money, education and language to build a better life. “When I give students the opportunity to express their learning in a variety of ways, their engagement is way more committed than if I say, ‘Turn to page 65, answer the following questions.’”

Kimberley Snider, OCT, a teacher at Rosedale Heights School of the Arts in the Toronto District School Board and a collaborator of Whitfield’s, says that she’s brilliant at making history relevant. “It’s difficult for young people to connect with events that are so deeply in the past. Katy helps them make personal connections to what new Canadians went through in the Ward — whether coming to a new school or moving to a new country — based on their own experience.”

It’s no accident that the unit highlights voices that are typically absent from historical conversations — travelling gave Whitfield a strong sense of social justice. One student proposed an “anti-plaque” to commemorate the number of houses that were torn down and poor families displaced to build hospitals and a city hall. “I want to develop citizens who feel connected to their community and who care about the world,” says Whitfield. “History is about empathy and understanding.” **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.



HISTORY

WITHOUT TEXTBOOKS



Award-winning history teacher Kathryn Whitfield, OCT, connects her Grade 10s to history through authentic, primary source documents. Here’s where you can find these resources:

LOCAL LIBRARIES

Visit in person or online to find Goad’s Fire Insurance maps, diaries (and other first-hand accounts), local census data, and secondary materials by historians and urban planners.

TORONTO PUBLIC LIBRARY

Each branch has a local history collection with archived photos, maps, letters, newspapers, city reports and council meeting minutes. Some even contain a local historical society staffed by archivists. Visit in person or at torontopubliclibrary.ca.

HISTORICAL SOCIETIES

Study historic objects and artifacts that play an integral role in preserving Ontario’s heritage at one of hundreds of local societies (find yours at oct-oeeo.ca/1XqmPZt), or tap into teaching resources at ontariohistoricalsociety.ca.

HERITAGE SITES

Heritage sites often exhibit primary sources — in private heritage homes and national sites associated with Parks Canada, for example — that allow students to see historical documents within the context of their original spaces.

FIRST NATIONS ELDERS

Did indigenous peoples first settle the particular land you’re studying? Talk to local elders, who can often share an oral history and answer questions you may not have answers for.





A Storied Past

Crime writer Linwood Barclay recalls the high school architecture teacher who encouraged creativity, independence and strength of character.

BY RICHARD OUZOUNIAN

Although Linwood Barclay is one of the masters of the modern thriller — with books like *No Time for Goodbye* holding readers spellbound around the world — there’s absolutely no question about “whodunit” when it comes to naming the teacher who holds the most special place in his life.

“It’s John Boxtel,” says Barclay emphatically. “He made all the difference to me.”

Barclay sits in the well-appointed and comfortable home in Oakville, Ont., that he shares with his wife of many years, Neetha (a retired OCT), and thinks back to the time in the late ’60s and early ’70s that he spent at Fenelon Falls Secondary School in the Trillium Lakelands District School Board.

“My father was a professional illustrator and I was always interested in drawing cars and sketching things, so it was only natural that I took John’s drafting class — but I wound up getting more than a teacher,” says Barclay, a former *Toronto Star* columnist. “He was a mentor, a friend, and later on, a father figure to me.”

The Dutch-born Boxtel was a building technologist in the Netherlands before immigrating to Canada in 1954 at the age of 24.

“Holland was too cramped and too narrow for me,” Boxtel recalls on the phone from his home near Napanee, Ont. “I needed freedom and space, and I had to get away to find them.”

He studied first at the University of Toronto and then at the Ontario College of Art (OCA)

before becoming an architecture teacher in 1967 at Fenelon Falls. The school, located in the Kawarthas, converted that year to combine academic and vocational studies — and the number of students suddenly doubled. “I think there were nearly 800 of them, many arriving from very small and remote communities,” says Boxtel.

But of the hundreds of students, there was one who stood out from the rest. “Linwood came into my class in 1968; he took architectural drawing. He was a nice kid, very polite, decent, obviously from a very good family,” an affectionate tone enters Boxtel’s voice. “I know I shouldn’t say this, but he was my favourite student. Even then you could tell he was special.”

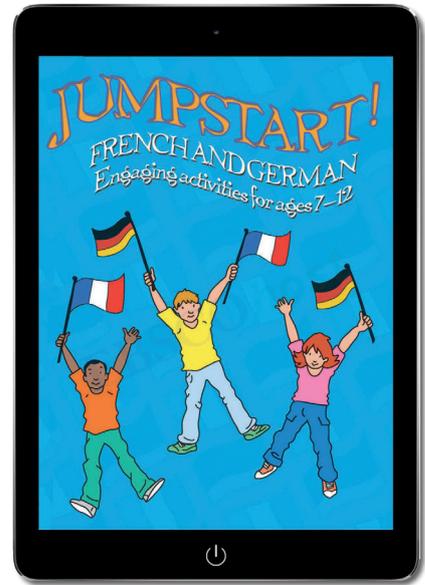
It was a sort of mutual admiration society, because Barclay was drawn to Boxtel’s unique style, as a teacher and a male role model.

“John was an unconventional man,” laughs Barclay. “He wasn’t like any other teacher. He was irreverent, outspoken and an independent thinker. He’d wear things like a beaded necklace with a turtleneck and a sports jacket. Nobody else dressed like that. Not there, and not back then.”

Barclay reminisces nearly 50 years into the past, as he sets the scene. “He taught in a small room with 15 to 20 drafting tables crowded into it. There was a record player for us to listen to while we worked. John let us bring in our own music — stuff like Neil Young and Chicago — which he’d alternate with his, which was more eclectic: Dutch, classical, jazz, you name it.”

You are **ENTITLED.**

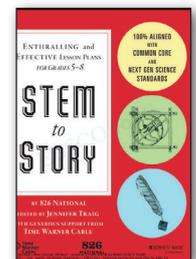
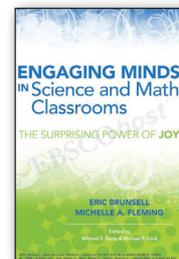
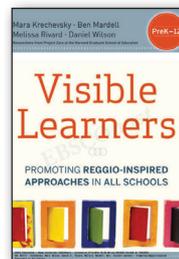
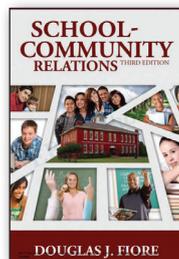
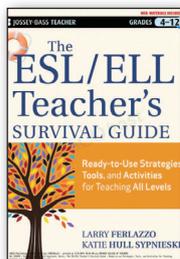
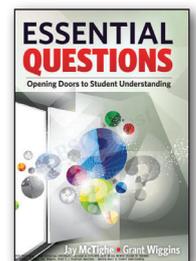
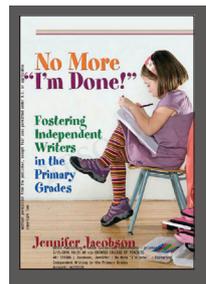
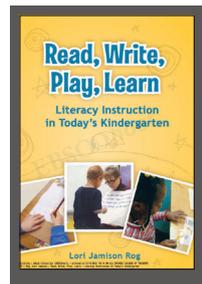
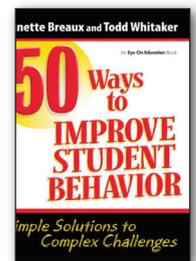
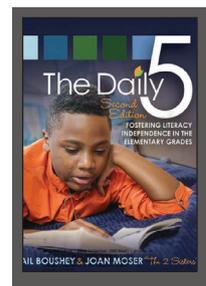
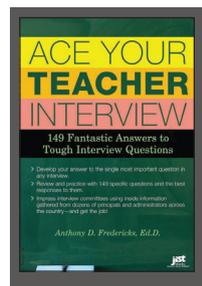
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Setting the Standard
for Great Teaching

“Thanks to [Boxtel], I learned how to take charge of things — how to create order, how to make things right.”

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Boxtel recalls Barclay’s talent as well. “He wanted to design and he was good at it. I can remember the last project he did. He was so far ahead of the others that I gave him something really difficult to design.”

Barclay remembers that assignment. “John tossed an assortment of cardboard medication boxes on a table, and grinned, as if to say, ‘You figure out what to do with these!’”

“I worked hard on it, arranged them all as a building and when I turned it in, John just looked at it and said ‘It’s perfect,’ and put it aside. I realize now that he was testing me. He wanted to see how I could find the extraordinary in the ordinary. That’s something I think back to every day that I write.”

These experiences provided a solid base for this one-of-a-kind relationship, but there were other elements that showed what a generous mentor Boxtel was.

Barclay’s older brother had suffered a mental breakdown during military service and was drifting around doing very little until Boxtel allowed him to join the class. “It gave him focus and purpose,” recalls Barclay.

“His brother was a free spirit, working on all kinds of things, at times without rhyme or reason. He was even translating *The Odyssey* from Greek into Russian,” Boxtel chuckles. “I gave him a place to do it.”

When Barclay’s father died in 1971, the teenager was left in charge of his family and the maintenance for Green Acres — their cottage and trailer park for vacationers. Unfortunately, none of them were well-suited to the amount of work required — so the Barclays turned to Boxtel for help.

“I did some work on the side, in the summer, to pay the bills,” says Boxtel. “I helped with the plumbing and other chores that weren’t getting done.”

“When I look at that period now, I wonder how I got through it,” Barclay observes tersely. “It was an awful time, but luckily John was there for me.”

Boxtel flashes back to the funeral: “I can only remember the two boys, their mother and me.” Barclay recalls his best friend and the friend’s mother being there, too,

for welders, dairy farmers, things like that. But I guess there wasn’t a huge demand for screenwriters. I had to figure that out myself. That’s where John was helpful. He taught me how to be your own man.”

Both left the school at the same time to continue their education — Barclay at Trent University and Boxtel returning to OCA (now OCAD University).

They lost touch for over 40 years but when they met again recently, Barclay became choked with emotion: “We look slightly older now — but it awakened a ton of memories.

“That period made me the person who I am, and John was a big part of that. Thanks to him, I learned how to take charge of things — how to create order, make things right.”

The secret pride of Barclay’s life is his model train empire, filling an entire room with a complex system winding through a perfectly detailed small Ontario town — maybe the Fenelon Falls of his youth.

“I like things to balance

out,” admits Barclay when asked about the obsessive detail of his railway. “It’s true of the novels I write and of this model. I started figuring it out the day John gave me a pile of cardboard containers and expected me to make something special out of them.”

Barclay takes in this perfectly constructed miniature world and the shelves of bestselling novels in his office, and is suddenly transported back to his youth.

“Design. Order. Imagination. I learned them all from John Boxtel.” **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.



Author Linwood Barclay (right) shares a laugh with his former Fenelon Falls Secondary School architecture teacher, John Boxtel, in Napanee, Ont.

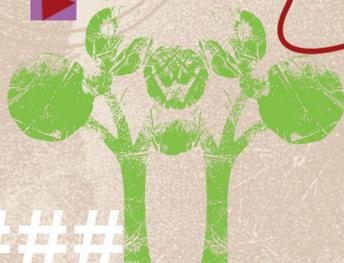
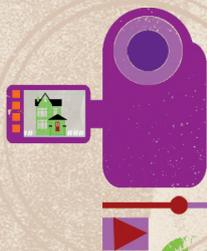
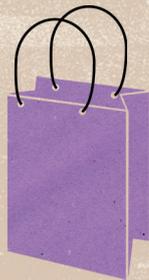
but admits that his teacher’s presence helped him get through that painful day.

“I’d like to think I was a great support for them,” says Boxtel tentatively. “I don’t know what his father was for Linwood but, once he was gone, I think I filled a certain gap in his life — as a kind of senior person.”

For Barclay, Boxtel represented something more than just maturity to him. “The great thing about John was that he was a very different kind of person. Exceptional. Charismatic. A very independent guy. It was that strength of character, that independence that I remember so strongly.”

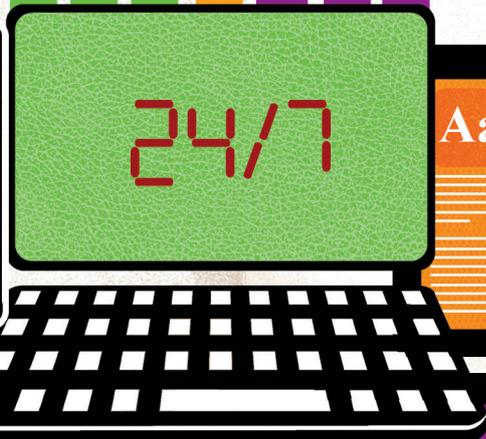
And, Barclay needed that sense of self-sufficiency because, even at that early age, he had set his sights on being a writer, a storyteller, but lacked the support.

“You’d go into the guidance office at Fenelon Falls and there’d be pamphlets



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GOING BY STEFAN DUBOWSKI SOCIAL

When used effectively, social media can be a valuable tool to increase student engagement and support classroom and professional learning. Here's what you need to know to guide your professional judgment in the use of this increasingly popular technology.

Plenty has changed in the social media sphere since 2011 when the College issued its professional advisory on electronic communication and social media. But that doesn't mean the advisory is out of date. If anything, it's more relevant now than it was five years ago. As teachers and students flock to Twitter, Facebook and other social sites, educators need to be aware of best practices and safe-use policies.

This is far more of a concern for teachers than it is for people in other jobs, notes Nadine Carpenter, manager, intake and hearings unit for the Ontario College of Teachers. "As a teacher, you're a role model. If you do something to harm the community's view of you as a role model, you could be called to task for it."

That warning applies to teachers who use social media. As an OCT, anything you post, view or share on YouTube, Instagram or Storify, for example, could be judged according to the especially high standards that College members are expected to meet.

"When you become a member of a profession, whether it's teaching or nursing, you are getting certain benefits and advantages by joining. But it also carries certain obligations and restrictions," explains Bonni Ellis, a partner with the law firm Lerner LLP in Toronto.

"For example, there are expectations regarding teacher conduct that may apply both inside and outside of the classroom. Teachers must be aware that what they do in their private lives can be subject to scrutiny."

Bear in mind that the College's Investigation Committee considers and investigates complaints about teachers' conduct or actions — including complaints made by members of the public.

Inappropriate use

A glance through *Professionally Speaking's* disciplinary summaries involving inappropriate use of social media serves as a reminder of the importance of maintaining professional boundaries both online and off.

In one summary, a teacher hired a photographer to do a Valentine's Day photo shoot with her partner. She gave the photographer the password to her personal Facebook account and asked him to post a non-suggestive picture on her page. But the photographer mistakenly posted all the photos. Students saw racy shots. The board was alerted; the teacher, embarrassed.

In another more serious case, a College Discipline Committee panel found a teacher guilty of professional misconduct. He had a Facebook chat with a student, suggesting the student should come by for a drink. The panel ordered the teacher to take a course on appropriate boundaries before starting any job that requires a Certificate of Qualification and Registration.

That's the sort of consequence teachers could face if they act inappropriately on social media. As Carpenter points out, if a teacher's social media use constitutes a serious breach of the College's standards, the teacher could face a complaint, an investigation into concerns raised, and if very serious, disciplinary procedures. Following a finding of misconduct, the College's Discipline Committee may order that a member's certificate be revoked, suspended or subject to terms and conditions, and the teacher might need to complete a course on appropriate boundaries in the school community.

When a teacher's certificate is revoked, he or she can't work in Ontario — or in any position that requires a certificate.

Best practices

The College's professional advisory *Use of Electronic Communication and Social Media* offers advice to help teachers avoid

some of the risks that social media can present. For instance, as the advisory notes, teachers "should never share information with students in any environment that they would not willingly and appropriately share in a school or school-related setting or in the community."

As well, teachers should always aim to model the behaviour they expect to see online from their students. They should also be sure to communicate with students only at appropriate times of day and through established education platforms, such as a school web page, not a personal social media account. (For additional best practices, see "The Dos and Don'ts of Responsible Use" sidebar.)

Managing risk

Despite some of the challenges, many teachers do use social media. They join Facebook groups for professional development, they tweet about class activities and they incorporate social media into their lessons.

Savvy teachers take care on social media. They work to avoid issues that they could face with these interactive websites, such as content ownership, student information, privacy settings and inappropriate material.

- **Content ownership:** Many social websites have terms and conditions indicating that the information users share on their platforms can be used by the company for marketing and other purposes. Teachers need to review the terms and conditions to be sure they're comfortable with them.
- **Sharing student information:** As the Peel District School Board's social media guidelines (oct-oeeo.ca/1WnCF9h) point out, "personal information, including student names, location, etc., should not be posted on social media without informed consent from students' parents/guardians. This includes, but is not limited to, blogs, student work, individual and group photographs, videos featuring the student or other identifying information."
- **Privacy settings:** It's all too easy to forget to adjust the privacy settings on personal social media accounts, which means comments you thought would only reach your friends or colleagues

may be broadcast to everyone, including students. The College's professional advisory says to adjust the settings appropriately and check them regularly, since social media sites have been known to change the settings arbitrarily.

→ **Inappropriate material:** Social media is full of content unsuitable for students, including violent and sexually explicit material. Teachers who use social sites in class should check to see if the service has a safe-access mode to filter out material inappropriate for children.

Knowing the potential pitfalls, forward-thinking teachers can use social media to great effect, both in class for students and for their own professional development. Here are some of the more popular social networks used by teachers for educational purposes.

Facebook (facebook.com):

It began as a simple service where people could chat, comment and share images. Today, it has more than a billion users who communicate, play games and promote services. It takes no time at all to find other teachers to talk to and educational topics to discuss.

Instagram (instagram.com):

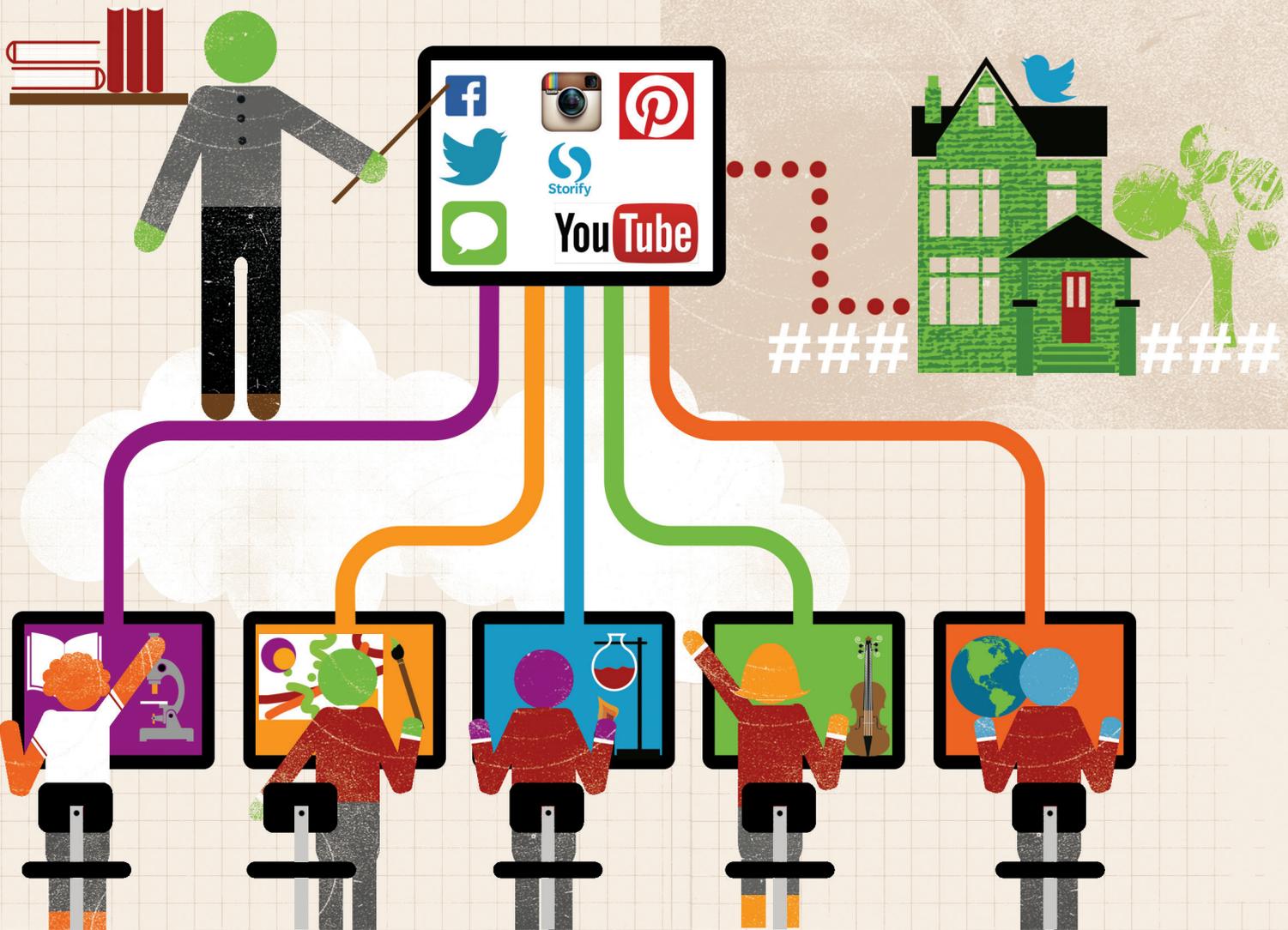
Upload, edit and share images and short videos. Now owned by Facebook, Instagram has more than 400 million users. Teachers use Instagram to show parents what's happening in class in real time.

Pinterest (pinterest.com):

This is a digital corkboard where you can virtually pin photos, drawings and other images you create or that you find on other users' boards. With thousands of images to browse, it's easy to discover pictures to inspire your next great class project or lesson.

Storify (storify.com):

This site lets you pull content from Twitter, Facebook and other social media platforms to create streamlined narratives out of tweets, posts and pictures. Teachers use Storify to make digests about class activities so parents aren't overwhelmed by constant Twitter or Instagram updates.



Twitter (twitter.com):

Initially established as a micro-blogging site, it's now a full-fledged communication system where users "tweet" 140-character messages and "follow" other people's accounts to stay abreast of new tweets. Many teachers use Twitter to reach other educators for professional development. And teachers have also been known to tweet about class activities to keep parents informed.



YouTube (youtube.com):

Find and watch videos from people and organizations on a mind-boggling variety of topics. Or upload your own educational videos to become a genuine participant in this wide-ranging audiovisual platform. With more than a billion users, it's easy to find videos on any theme, from algebra and physical education to literacy and music.

Most teachers do use social media effectively and responsibly. Here are a few

success stories from OCTs who are reaping the benefits of this tool in the classroom and in their own ongoing learning.

Connecting with peers

Early and often: That's the approach to social media at Holy Trinity School in Richmond Hill. Staff, faculty and students regularly turn to technology to engage the world.

They start young. Kindergartners work together to post on Twitter, summarizing what happened that day and giving parents a glimpse into their class. Grade 5s use Twitter to discuss books. Sometimes the teacher will alert the author about the conversation — and the author will join in. Grade 12s studying Canadian and international law use a number of social networks to promote awareness of important matters such as sweatshop labour in the garment industry.

The idea is to teach children that social media can be a way to connect with

peers, generate discussions and broadcast calls to action.

"We're protective of the students, especially the younger ones," says Stephanie Stephens, OCT, executive director of innovation and technology at the school. They tweet as a class, not as individuals, so their identities are hidden. And in Grade 5, students have social media lessons to learn smart web habits such as the importance of keeping private information confidential.

Communicating with parents

When Jonathan So's daughter started school, she regularly came home with not much to say about the day. An OCT and Grade 6 teacher at Ray Lawson Public School in Brampton, So figured the parents of his students received equally uninformative reports.

"If you ask, 'What did you do today?' the answer's going to be, 'Nothing,'" So explains. He decided to use Twitter to

You're **INVITED.** 2016 ANNUAL MEETING OF MEMBERS

Thursday, June 2, 2016

5:30 p.m. - 7:30 p.m.

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

RECEPTION TO FOLLOW



KEYNOTE SPEAKER

PAUL DUBÉ, Ombudsman
Ombudsman Ontario
The New Role of the Ombudsman

Mr. Dubé will explain the Ombudsman's new role and function in receiving public complaints about school boards, how cases are resolved and investigated, and common issues that have emerged in the school board sector to date.

NEW! LIVE STREAMING

Can't attend in person? This year the College will be live streaming the meeting. Simply visit oct-oeeo.ca/1MTIDN3 and hit "play." Please ensure your computer or device has the minimum requirements for live streaming.

CHAIR'S ADDRESS

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

REGISTRAR'S ADDRESS

CEO and Registrar Michael Salvatori, OCT, will reflect on the College's 2015 initiatives.

COMMITTEE REPORTS

Hear from chairs of the Editorial Board and the Accreditation, Governance, Registration Appeals and Standards of Practice and Education committees.

MARGARET WILSON LIBRARY

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

HAVE YOUR SAY

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

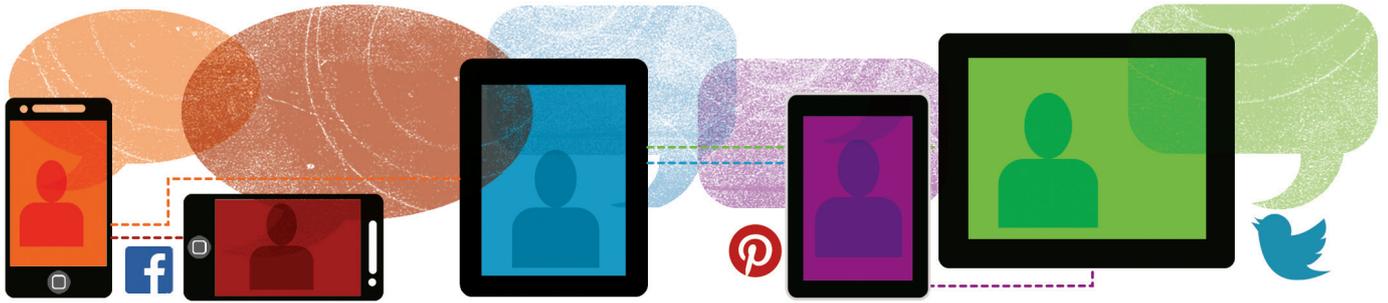
Visit oct-oeeo.ca/1VEuhU4 to RSVP.

**We look forward to welcoming you
to your College!**



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“TEACHERS WOULD BE WISE TO FOLLOW THE COLLEGE’S PROFESSIONAL ADVISORY ON SOCIAL MEDIA USE.”

send messages to parents about what’s happening in class (@MrSoclassroom). Parents told him the pictures and messages helped open the door to more engaging conversations with their children. That makes sense to So. “If you can say, ‘I noticed you were 3D printing in your classroom today. What was the best part of that? What did you make? What did you find hard?’ it gives your child a chance to think about their day,” he says.

So tweets 15 to 20 times daily, but he came to realize that many parents had trouble keeping up with the flow. That’s when he started using Storify, a service that lets you stitch together social media posts to create digests of tweets, pictures and messages. Now parents of So’s charges can go to the Storify account to view weekly tweet summaries, rather than try to stay abreast of his messages in real time.

He’s also careful about student confidentiality. “Normally it’s back of heads, fingers and their work,” he says of the photos he shares of students. He also has parents sign permission forms at the beginning of the year for their consent, allowing him to share pictures of some children’s faces.

Classroom and professional learning

Allison Fuisz, OCT, a Grade 7 and 8 French immersion teacher at D.A. Moodie Intermediate School in Ottawa, uses Twitter to teach students responsible web behaviour, and for her own professional development.

Her students have their own class Twitter account to publish pictures of their work and to discuss lesson topics. This online activity gives them

the chance to practise what Fuisz has taught them about social media use. One such lesson: the concept of the digital tattoo. As Fuisz says, a real tattoo is hard to erase; your digital tattoo — the pictures and comments you post on social media — can be just as difficult to delete. So think about what you write and share.

Parents follow the class’s Twitter feed. “They love it,” Fuisz says. They like to know what their children are learning.

As for professional development, Fuisz helped start #ONedchat, a Twitter feed for teachers from across Ontario and farther afield to discuss ideas and share best practices. “We have educators from Toronto, London and Ottawa. We even have people from the U.S. We’re doing a bunch of different topics, everything from supporting new teachers to mental health and computer coding.”

The chats are scheduled for the second Wednesday of each month from September to June, 8:30 p.m.

These OCTs represent just the tip of the social media iceberg. Countless educators use social networking sites to enhance their teaching and connect with peers. For most teachers the technology’s rewards outweigh the risks, as long as you pay attention to details such as your social media privacy settings, careful handling of student information and restricted access to inappropriate content. Teachers would be wise to follow closely the College’s guidelines found in its professional advisory on social media use to ensure their tweets, posts, likes and shares meet professional standards. **PS**

THE DOs AND DON'Ts OF RESPONSIBLE USE

Here is some practical advice derived from social media guidelines for teachers who use social networking.

Do ...

- Manage your account privacy settings.
- Teach students what private information is and why they should keep it confidential.
- Remind your students regularly about responsible social media use.
- Ask students about the social media platforms they use and explore them.
- Use social media to show parents what’s happening in class.
- Act as if whatever you publish on social media can be read by anyone.
- Be aware of your employer’s social media policies and your school board’s guidelines.
- Consult the Ontario College of Teachers’ professional advisory *Use of Electronic Communication and Social Media* (oct-ooeo.ca/1iqmDeO).

Don’t ...

- Assume your students know how to use social media responsibly.
- Use social media to complain about your colleagues, your workload, or other problems.
- Accept student-initiated “friend” requests.
- Use sarcasm or be rude in your posts.



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Toward wellness

As in other professions, educators are not immune from stress, anxiety, burnout or a medically diagnosed illness. Mental wellness is as important for teachers as it is for students. Here's where to turn when the going gets tough.

BY JENNIFER LEWINGTON

When the Toronto Catholic District School Board held a professional development day in early 2015, teachers and staff were free to choose from an array of workshops. One was on mental well-being.

It attracted so much demand that organizers squeezed in two more sessions and, except for time constraints, would have added more on that day's topic: stress-relieving practices of mindfulness meditation and contemplation.

"This [demand] spoke to the profound interest and need for teachers to find techniques for themselves for wellness," says Toronto Catholic District School Board guidance counsellor Dianne Banasco, OCT, one of the workshop leaders. "[Educators have] a strong interest in wellness tools and other supportive opportunities for themselves."

The appetite for wellness information, she observed, is one example of the desire teachers and school staff have for mental health training specific to them. In response, school boards, faculties of education, teacher federations and others are turning to wellness strategies aimed at supporting individual educators and, equally, promoting healthy school cultures.

It's a welcome development, say experts. "If you were to Google school-based mental health, you would come up with reams of

resources and studies that are all about students," says Susan Rodger, a psychologist and an associate professor at Western University's faculty of education and co-author of a 2015 study on teacher mental health. "When we search those terms in Google or in our academic databases, we come up with very little about teacher mental health and wellness."

"People are hungry for this information [for themselves] because they know it is one of the goals of education to support the well-being of students," says Suzette Clark, director of educational services for the Ontario Secondary School Teachers' Federation. In 2014, her federation developed a mental health workshop for teachers to examine key facts about mental health and mental illness with a review of available resources for students and educators.

"We never had so many requests for a workshop as we had for this one," says Clark. "[Educators] have relatively little that has been offered to them as training."

As in other professions, teachers are not immune from stress, anxiety, burnout or medically diagnosed illness. One in five Canadians will personally experience a mental illness in his or her lifetime, while 500,000 Canadians do not go to work in any given week because of mental health problems, according to the Mental Health Commission of Canada.

“[If teachers are going to] bring up the youth of the future, [they too need to be] well and healthy,” says Sapna Mahajan, director of workplace mental health at the commission, which is expanding links with education and other sectors to promote psychologically safe places of employment.

As with teachers, mental wellness is a concern for principals and vice-principals who are expected to promote a healthy school climate for students, staff — and themselves. A 2014 report, conducted by researchers at Western University for the Ontario Principals’ Council (OPC), found that student and parent mental health issues “pose the greatest challenge in principals’ work.”

Last year, OPC and its Catholic and francophone counterparts teamed up with the province’s School Mental Health-Assist program to offer professional development to school leaders. Meanwhile, OPC is also developing a resource kit on mental health and wellness tailored to the needs of school leaders.

Like other school officials, principals also have access to board-provided employee assistance programs (EAPs) that offer counselling and other services to those needing mental health support.

STRENGTH IN NUMBERS

The positive impact of educator well-being is not lost on Patrick Carney, past-president of the Association of Chief Psychologists with Ontario School Boards and author of *Well Aware: Developing Resilient, Active and Flourishing Students*.

He says a robust “well-being toolkit” for teachers includes positive relationships in and outside the classroom, personal capacity for flexibility, empathy and self-worth, strong communication skills, an affinity for finding solutions and, not least, a “caring, inclusive, and respectful professional environment.”

“If teachers are not part of a supportive community, they feel isolated and we know that can’t work,” says Carney, who is currently a senior psychologist at Simcoe Muskoka Catholic District School Board. In recent years, to promote the mental health and wellness of staff, his board established a wellness committee and offered a workshop

on wellness tips including a primer on board-funded EAPs administered confidentially by third-party providers.

KNOW THYSELF

For some teachers, establishing a healthy work-life balance begins with professional self-reflection. In 2002, after almost three years as a science teacher with the Upper Canada District School Board, Carol Williams, OCT, says she felt “burned out” from sometimes wearing interactions with students and parents. Then she read about Courage to Teach, an American organization with branches in Canada that offers quarterly retreats in a safe, respectful setting for personal and professional renewal.

On her own and in group settings, Williams used the retreats to examine questions important to her, learning how to slow down, pause and stay in the moment. She says she sharpened her “sense of curiosity about what is going on with the person you are at odds with,” learning to stand in another person’s shoes. That perspective, notes Williams, shows “you are on their team; and when you are on their team you can come up with solutions.”

More than a decade later, Williams still applies the resiliency skills acquired through Courage to Teach to balance her professional and personal life.

“We hear a lot that we need to strengthen [resilience] in kids, but I don’t think there is any way we can expect it in kids if teachers are frantic, crumbling or shut down inside,” she says. “If there is only one thing we can do as teachers to make a difference, it is to be absolutely strengthening our own mental and emotional health.”

Another long-time participant in Courage to Teach retreats says the opportunity for structured self-reflection allowed her to put the multiple demands of school and home in perspective.

“I am a better teacher for knowing myself,” says Valerie Weeks, OCT, a teacher with the Simcoe Muskoka Catholic District School Board for the past 12 years. “I don’t come home nearly as stressed out as I used to.”

Another resilience-building strategy is mindfulness, which uses breathing and other stress-easing techniques to promote a sense of well-being.

At Toronto Catholic District School Board, which offers a wide range of professional development on wellness, the board partners with Mindfulness Without Borders (MWB), an international organization that teaches strategies to promote the social and emotional health of professionals, including teachers.

Banasco, a workshop leader for the board’s 2015 professional development day, is one of a growing number of MWB-trained facilitators who support board colleagues in practising and delivering mindfulness meditation and contemplation to the school community.

The goal of the workshop is twofold, she says, “so that you as a teacher can create an atmosphere that supports mental wellness and student learning.”

Rita Polsinelli-Mammone, OCT, a vice-principal at Madonna Catholic Secondary School, has applied her training through Mindfulness Without Borders to build rapport with students — and staff.

“Emotional intelligence helps me to understand myself and others,” says Polsinelli-Mammone, an advocate of open-door policies that encourage regular communication with staff. “Teachers need to feel heard,” she says. “Without a relationship, none of this is going to work.”

Sometimes, Polsinelli-Mammone opens a staff meeting with a minute or two of silent reflection for those present to shrug off the day’s stress and regroup. “If people see you engaged in what you are trying to promote, then there is authenticity,” she says.

HEALING POWER

At St. Joseph’s College School, a Toronto Catholic school for Grade 9 to 12 girls, teacher and chaplaincy team leader Monica Godin, OCT, says her mindfulness training has helped her to react less to disruptions than before.

“This is a different approach,” says Godin, of the self-care focus of mindfulness. “Before, I would have been annoyed [by a student’s distracting behaviour]. Now I say ‘I notice you are really distracted. Is there something going on in your life that makes it difficult for you to pay attention here, and how do we address that?’” she explains. “That is a huge gift for me as a teacher.”

One in five Canadians will personally experience a mental illness in his or her lifetime, while 500,000 Canadians do not go to work in any given week because of mental health problems.



She and others at St. Joseph's also create opportunities for students to practise the healing power of meditation.

Last June, close to graduation, Godin's Grade 12 students began their daily religion class as they had from the start of the school year: they turned the lights out, shut their eyes and, under Godin's verbal coaching, slowed their breathing for three minutes of silent thought.

When Godin left the room, students reflected on the impact of her calm demeanour. "She makes me want to come to class and do well," said one.

TOOLS FOR RECOVERY

At other schools, nurturing a positive working environment includes staff access to exercise and yoga and in-school training on mental health literacy. A year ago, Sherwood Secondary School in the Hamilton-Wentworth District School Board offered informal "lunch-and-learn" sessions for staff to discuss mental health issues they confront in and outside the classroom.

"Our strategy was 'what can we do for the teacher to help alleviate some of their anxiety, given the [student] anxiety being brought into the classroom?'" says former principal Robert Pratt, OCT.

An open discussion about mental health, he adds, sends a powerful message. "It's no longer the dirty little secret," he says. "It is OK to talk about it."

Elsewhere, that "whole school" focus recommended by Carney reaches deep

into the classroom at Westmount Public School in London, Ont.

"Teachers need to feel that you are there [for them], that you are trying to help them and that you are supporting them," says Paul Cook, OCT, who spent three and a half years as principal of Westmount before retiring last year.

Last year, a Grade 3 class of 19 students had two special needs children, one a girl with multiple medical problems including fetal alcohol syndrome. Before she arrived at school in September 2014, Cook brought together classroom teacher Jason David, OCT, two education assistants, an occupational therapist, a learning support teacher, two Special Education learning co-ordinators from the school board and the child's mother for a discussion.

They met monthly to compare notes on the girl's progress, modifying activities in and outside the classroom to support the child, her classmates and the teacher. "There was no mystery," says David. "Everything was on the table and we worked well as a team."

However, one challenge that is unique to the Franco-Ontarian community is access to psychological services in French. "For the francophone community, because we are so small [in population size], privacy is sometimes a concern," says Theresa Hughes, the recently retired mental health leader for Conseil scolaire Viamonde, a French public board. "If the number of professionals who speak French is limited, it becomes more of a challenge to find people who are qualified."

Those educators who use EAPs see them as necessary tools for recovery. In November 2014, with mid-term marks due for students, an experienced Toronto high school teacher walked into her Grade 11 classroom and started crying. She couldn't stop.

Struggling with a marital separation and a chronically sick child, she found the emotional strain at home taking its toll on her at school. "I went to the administration and said 'I cannot do this,'" says the teacher, who spoke on condition of anonymity. She took a three-month break, getting professional help for depression and anxiety through her EAP and taking advantage of other sources of support that included visits to a

naturopath, exercise at the gym and participation in a retreat before returning to the classroom.

Taking the break, she says, "was one of the best things I did." Assisted by her school administration, she made a gradual re-entry to the classroom. She also received support from her local teacher union to navigate the approvals required for health benefit coverage.

She advises others facing similar challenges to invest in making a recovery. "Take time to heal," she says.

In attending to her needs, the teacher says she now is more in tune than ever to the social and emotional needs of her students. "That is the personal growth I am working on as a teacher," she says.

THE NEXT GENERATION

Training a new generation of teachers about mental health and wellness is a growing priority for faculties of education. For example, Western's faculty of education now offers 18 hours of mandatory instruction on mental health literacy as part of the province's enhanced teacher education program.

Similarly, Queen's University faculty of education now offers a six-hour certificate on mental health. "The main emphasis is on self-care," says Peter Chin, associate dean of undergraduate studies. "How could you possibly be helping kids to connect to their dreams if you are not whole?"

Meanwhile, the Conseil scolaire de district catholique de l'Est ontarien is working with the University of Ottawa's faculty of education on new leadership training to hone the emotional intelligence of school principals.

"We put too much emphasis in the past five years on professional and technical competencies," says Alain Martel, OCT, superintendent of education for the Conseil scolaire de district catholique de l'Est ontarien. "But we have realized that personnel resources are what hold everything together."

Advocates liken the acquisition of mental health tools for teachers to the instructions given to adults when travelling on a plane with children.

"You need to put the oxygen mask on yourself first," says Banasco. **PS**

MENTAL WELLNESS RESOURCES

Courage to Teach:
[couragere renewal.org/courage-to-teach](http://courage renewal.org/courage-to-teach)

Mindfulness Without Borders:
mindfulnesswithoutborders.org

Mental Health Commission of Canada:
mentalhealthcommission.ca

Mental Health First Aid:
mentalhealthcommission.ca/English/node/1585

Canadian Mental Health Association:
cmha.ca

School Mental Health-Assist:
smh-assist.ca



WHERE LEARNING TAKES ROOT

Students get more out of a school garden than dirty hands. They also learn about sustainability, healthy eating, community and the importance of getting outdoors. Here's what you need to know to dig in and maintain a garden for your own school.

BY KIRA VERMOND

Deidre Millar is known as a ball of energy, a self-described “visual person” and a big believer in eating a healthy diet. But for the students at Kikendaasogamig Elementary School with the Chippewas of Nawash Unceded First Nation Board of Education, she’s something else: a magician.

Not only does she know how to turn tiny, brown seeds — no larger than a pinhead — into crunchy orange carrots, but under her care, rock-hard corn kernels transform into emerald green stalks rising two metres above the soil.

As the school and community nutrition project co-ordinator, Millar is at the helm of Kikendaasogamig’s brand new school garden project for the 75 to 85 elementary students in the small community school at Chippewas of Nawash Unceded First Nation in Neyaashiinigmiing, Ont., on Georgian Bay, north of Owen Sound. And she’s the first to admit the garden has been just as much of an eye opener for her as it has been for the children.

“I was actually shocked. We’re under the assumption that all students realize where food comes from, but that isn’t always the case. Some think it comes from the store,” she says.

Not anymore. Last year while teachers were watching the children play at recess, a few ran by the four new raised garden beds on the playground laden with vegetable plants and stopped for a moment to pluck a snap pea or bean.

Some of the staff on yard duty wondered if they should stop the miniature munchers. Later, they mentioned this to Millar. “I said, ‘Let them do this because this is the reward for the hard work they’ve put in.’ They were tasting the fruits of their labours. Literally.”



Students at École Élémentaire La Mosaïque in Toronto plant seeds in the spring for their vegetable garden.

“Research suggests that regularly coming into contact with the great outdoors leads to less anxiety and lower blood pressure in children. Gardens may also be linked to healthy weight.”

The Kikendaasogamig garden is part of a growing educational trend in Ontario and across North America that merges learning with nature and food science with fun. It comes at a time when parents, educators and researchers are trying to come up with new ways to engage children in experiential and play-based learning outdoors, instead of being hooked on screens for hours each day. School gardens also serve as excellent outdoor classrooms where children learn the links between growing their own food, diet, sustainability and renewable resources. Considering that climate change has been called one of the greatest challenges of the 21st

century, it's little wonder that teachers are looking for ways to show students how to raise ecological consciousness, one seedling at a time.

“When the students have someone to guide them, they realize how enjoyable [gardening] is,” says Stefan Dixon, OCT, vice-principal of École Élémentaire La Mosaïque, a Toronto-based French school in the Conseil scolaire Viamonde school district where Dixon started a vegetable garden in 2012 to teach students about sustainability. “They realize they don't have to put on gloves. They like to touch the soil. When they see, smell and touch, and listen to the birds, all their senses are awakened.”

Dixon is on to something. Research suggests that regularly coming into contact with the great outdoors leads to less anxiety and lower blood pressure in children. Gardens may also be linked to healthy weight.

Gardens sprout benefits

Beyond encouraging wholesome diets, school gardens meet students' different social needs, says Katie German, Field to Table Schools manager for FoodShare, a non-profit agency in Toronto, which runs garden workshops. She has seen shy children forget their anxieties over a patch of leafy lettuce, just as she's witnessed extroverts leading a group of their peers as they pick a basket of greens.

The loose, unstructured time in nature is a godsend for less athletic types too. “If you're out there and gardening, it's OK to just spend time outside when you're not necessarily focused on some sort of sport. That's good for some kids,” she explains.

While these intangible benefits are compelling, Sunday Harrison, a veteran school garden supporter and executive director of Green Thumbs Growing Kids in Toronto, maintains there are plenty of academic gains too.



AQs IN ENVIRONMENTAL STUDIES

There are several College-accredited Additional Qualification (AQ) courses in environmental science/studies. These AQs explore a variety of concepts from integrating environmentally sustainable practices, to fostering responsible and active environmental stewardship, to indoor and outdoor education practices and policies that support students' well-being, resiliency, efficacy and mental health.

To find out more or to find an AQ that suits your needs, visit our Find an AQ search engine at oec.oeeo.ca/1NblIVw.

RESOURCES

Green Thumbs Growing Kids greenthumbsto.org

A non-profit in Toronto, it runs programs for elementary schools, high schools and adults. The after-school and summer youth program teaches youth how to grow food in small spaces.

FoodShare foodshare.net

Field to Table Schools is FoodShare's good food education program bringing hands-on, curriculum-linked activities like gardening, nutrition, composting and cooking to students from JK to Grade 12.

School Garden Wizard schoolgardenwizard.org

A U.S.-based organization that offers numerous lesson plans and activities for planning and growing a garden, as well as tips and worksheets for those who want to start one.

Last Child in the Woods

Richard Louv's 2005 book explores the staggering divide between children and the outdoors. He also looks at the possibility that human beings, especially children, are spending less time outdoors, which is resulting in a wide range of behavioural problems.

The Garden Classroom: Hands-On Activities in Math, Science, Literacy & Art

Packed with garden-based activities that promote science, math, reading, writing, imaginative play, and arts and crafts, *The Garden Classroom*, published in 2015, offers learning ideas, however big or small, for your garden.

Studies show that garden activities support learning in science and other subjects.

"Study after study shows that garden activities support learning in science, but also in language arts and math, and actually increase performance on standardized tests," she says. "If inquiry-based learning is what you're interested in developing in your classroom, the garden is an amazing way to do that."

In fact, Swedish research showed that students aged 13 to 15 who were taught biology outdoors, exhibited better long-term recall than those taught inside. The students themselves reported feeling more alert, focused and engaged, partly because they were working in a real-life environment. The fresh air didn't hurt either.

How does your garden grow?

But what to do about Canada's summertime harvest season that lands smack-dab in the middle of the summer school break? Unlike American school gardens in warm southern states, Canadian gardeners must be mindful of what they're planting and when.

"You have to think about summer. This is Canada. That's when the crops come in," admits Harrison. Fortunately there are numerous ways to work around this that actually help students learn even more about how their food is grown.

Take the Bayridge Secondary School year-old harvest garden in the Limestone District School Board in Kingston. Julie Cameron, OCT, the culinary arts teacher and avid gardener, teaches her baking and business students, with her colleague Gareth Alexander, OCT, how to plan, plant, maintain and harvest a three-season garden that sits right behind the class kitchen. Even in December they're harvesting winter-hardy kale.

What started as two raised beds has become a large, landscaped and fenced space boasting everything from fruit trees to bush beans. In fact, there's so much food in the fall that it gets incorporated into the popular hot lunch program. Every Friday approximately 60 to 70 students and staff buy a homemade meal for \$5. (Money gets pumped back into the culinary arts and baking program, which includes the garden.)

"We strategically planted vegetables — carrots, rutabaga, squash, parsnip, beets — things that will grow in the ground and just need to be maintained, weeded and watered throughout the summer for the fall harvest," says Cameron.

After all, it's important that students who meticulously started heirloom



School gardens serve as excellent outdoor classrooms for experiential learning.

tomato plants by seed back in April have an opportunity to eat — and serve — the food they nurtured.

FoodShare's German lists other strategies to keep the garden growing when children and teachers are away for the summer: connect with community groups or gardening clubs and see if they'll weed and water in July and August. High schools might hire a co-op student, or work with a school garden organization like FoodShare's Field to Table Schools program. She says some schools set up a summer schedule. Students' families offer to maintain the garden for one or two weeks.

You can also plant fast-growing plants like lettuce and radishes in the spring and plant them again in the fall.

Have a Plan B

When it comes to support, it's important to have it from all sides before taking on the task of building a garden. Get buy-in from the administration, parents' groups, community groups and the students themselves. Harrison warns that without this backup, many school gardens languish after a couple of years when participating principals, parents or teachers move on.

Getting that support at the beginning will likely not be as simple as digging a hole in the ground and planting a few seeds though, particularly if you've got bigger plans. Cameron says putting in the garden was the easy part. It actually took her two years — with help from a colleague — to deal with the details. Because she planned to change school

property, she needed to get the school board's input. "I'm a full-time teacher. I'm not a contractor or a landscaper. I had never gone through a bidding process before," she says. "We had to learn."

All the work paid off even at the community level. Since building the garden, many parents walking their young children past it on their way to the nearby elementary school, have stopped to tell Cameron how the garden has had an impact on their families too. The children stop each morning to see how the garden changes each day.

"We have gotten so many wonderful comments. This garden has brought the community together," Cameron says.

Millar's garden at Kikendaasogamig Elementary School was perhaps a smoother process, since her garden is small and meant primarily for teaching. She is also supported by Canadian Feed the Children, which supports other nutrition programs at the school.

Millar says her students' garden has allowed her to offer lessons in life and culture that would have otherwise been lost. She thinks back to the time she taught "three sisters" planting: corn, beans and squash are planted together because they support each other as they grow. Corn stalks prop up bean vines, while squash leaves help retain moisture. It's companion planting, First Nations style.

"Companion planting is about working together," she says now. "When you work together you can produce something that is beneficial for all." **PS**

PLAN AND PROPOSE

Want to start a school garden, but not sure if you'll get buy-in from the administration? Write a proposal. Not only will the task solidify the garden's potential in your own mind, but you'll also be able to articulate how it will support your curriculum. The *School Garden Wizard* offers this advice on what to include in your written plan.

Provide a pedagogical rationale. State how the green space will support the curriculum you already teach. Don't forget to include how the garden will support others' teachings.

Use examples. Include examples of plant-based activities you'll try, as well as examples of other schools that have already been successful with gardens like yours.

Paint the picture. Describe what your ideal school garden will look like and give reasons for your decisions. Use descriptive, energetic words to build excitement.

Conclude with flair. Reiterate why the school garden will have a positive impact on the students at your school. Not only will it give them a new way to learn, but it will also be fun.

Stick to a work plan. Outline who will build and maintain the garden, including a list of names assigned to each task. These could include teachers, students and parents.

Talk about money. Talk to garden centres or community organizations, and then come up with a realistic budget. Include possible sources of funding too.

reviews

Your guide to recently released books and other teaching resources.

For additional reviews of French-language resources, visit pourparlerprofession.oeoo.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.

Down Here

BY VALERIE SHERRARD, ILLUSTRATED BY ISABELLE MALENFANT

In this beautifully illustrated picture book, the two older siblings in a family of three children are praised by their mother for their literary and artistic skills. Meanwhile, the youngest boy's propensity to build sprawling, messy structures is criticized. Mom just can't stand the chaos! In his imagination, the boy is exploring worlds and thrill rides, creating intricate mazes and facing dragons with courage and spunk — all of which requires the strategic placement of various toys and furniture. And that annoys the mother to no end. Finally, the boy asks his mother to come down to his level and she complies. That simple level change alters everything. She finally learns to appreciate her son's hard work (and play!).

This book is all about engaging parents in learning along with their children — one of the most pressing needs of struggling students. It's a book that teaches children how to say: "Mom, Dad, you have to see how it looks for me from down here."

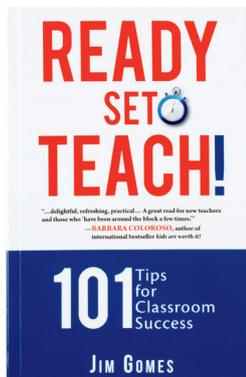
"Down here" is a metaphor for any place parents (or teachers) need to go to gain the child's perspective — how that child perceives math or music, chemistry or physics that is beyond their own skill level or experience. They can then offer the support the child needs.



Down Here shows children how to build more pathways of communication between themselves and their parents in a culture where communication is so commercialized and often tied to a screen. Families giving hope and confidence to their children, supporting their talents and skills — these are the great builders of success.

Mary Veronica Moloney, OCT, teaches the primary-junior language impaired program at D'Arcy McGee Catholic School in Toronto.

Down Here, Fitzhenry & Whiteside, Markham, 2015, hardcover, ISBN 978-1-55455-327-3, 32 pages, \$18.95, fitzhenry.ca



Ready-Set-Teach!

BY JIM GOMES

As the full name of this slim book promises, *Ready-Set-Teach! 101 Tips for Classroom Success* is true to its title. Beginning with preparation strategies, like getting to know your support staff and acquainting yourself with the school, the book guides teachers through all aspects of creating and supporting a well-functioning classroom where learning can happen.

As every teacher knows and this book emphasizes, the first days of school are crucial to setting the tone of the classroom for the remainder of the year. It is in these days that routines are established and students' responsibilities are outlined. In a practical, straightforward approach, Gomes shows teachers how

to establish routines for underpinning student success. He then moves on to other topics that are relevant to any classroom and shows how to create the building blocks for learning, such as using a variety of teaching techniques and activities to keep the students engaged and interested. The author also demonstrates the importance of maintaining open lines of communication by meeting with parents and other teachers to support a child as much as possible. Finally, he repeatedly stresses that education is more about people than it is about subject content and that students stand a better chance of being successful when they have a strong relationship with their teacher.

Ready-Set-Teach! offers tried and tested tips for creating classroom success and harmony, and would be particularly useful for new teachers.

Majella Atkinson, OCT, is a Grade 8 Teacher at St. Pius X Catholic School in Toronto.

Ready-Set-Teach! 101 Tips for Classroom Success, FriesenPress, Victoria, BC, 2014, softcover, ISBN 978-1-4602-5142-3, 122 pages, \$18.99, friesenpress.com

Making Number Talks Matter

BY CATHY HUMPHREYS AND RUTH PARKER

With so much at stake for people who fail to grasp basic mathematical ideas, Ontario teachers are being challenged to create classroom environments where their students are wholly supported in developing a deeper, more authentic understanding of what math is all about. For many, if not most elementary-level math teachers, meeting the challenge will require expanding their own mathematical and pedagogical skills, and cultivating a greater appreciation of how students develop the mathematical underpinnings they will need for all future math concepts.

Put simply, the authors' thesis is this: mathematical knowledge should be constructed by each student wrestling with math ideas in a classroom where teachers ensure that knowledge-building and real understanding go hand in hand. *Making Number Talks Matter* is about helping students take back the authority of their own reasoning through a 15-minute daily routine in which they reason mentally with numbers.

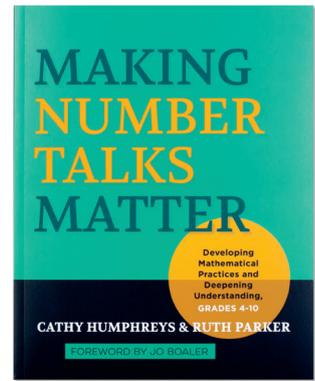
The debates of new math versus old math or algorithms versus multiple solution strategies are all put aside in favour of a step-by-step approach to enhance student understanding of basic number sense, the critical component that supports algebra and other higher-level mathematics. Using such tools

as number lines, doubling and halving strategies, and open arrays, the authors show teachers how to repair fragile arithmetic skills that often follow students from elementary into middle and high school.

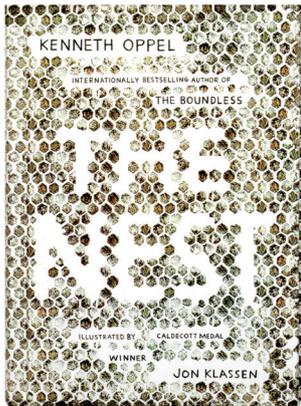
Rather than teaching by rote, the authors advocate letting students really struggle with math ideas, creating a cognitive dissonance or confusion that leads to perseverance and real learning. "When you shift away from teaching 'what to do' to encouraging students to think in their own ways; away from teaching procedures ... to posing problems and letting kids grapple with them ... then your teaching and life in your classroom will be forever changed," they write.

Making Number Talks Matter is a practical handbook for teachers and school leaders serious about helping children become more confident, more successful practitioners of mathematics.

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



Making Number Talks Matter: Developing Mathematical Practices and Deepening Understanding, Grades 4–10, Stenhouse Publishers, Portland, ME, 2015, softcover, ISBN 978-1-57110-998-9, 200 pages, US\$23, stenhouse.com



The Nest

BY KENNETH OPPEL

Oppel has the uncanny ability to put young readers on pins and needles about what will happen next to his main characters — so much so that they can't stop reading. His is the kind of suspense that becomes the perfect hook for a novel study. *The Nest*, the latest of this international award-winning author's work, is no different.

It's about a boy, Steven, whose baby brother, Theodore, is born with several congenital disorders. Steven, who believes baby Theo may die, is visited at night by a white wasp queen who tells him that she is making a replacement (and healthy) baby in her nest. At first, Steven is lured by the queen's seemingly benevolent mission, believing that the wasp is fixing his brother. He soon discovers, however, that the queen means to dispose of Theo and substitute him with a malevolent baby that her wasp workers have created.

The wonderful use of words to evoke emotion and generate suspense provides rich language arts' content for children in Grades 4 and 5. Steven's dreams and intuitions have adults believing he has a form of mental illness. He is sent to a children's psychiatrist who tells him that he hears the wasp queen because he is jealous of the time the baby consumes. He is told he feels anxious because he is allergic to wasps and that there really is no wasp queen nor any replacement baby. Steven tries to rationalize what he has seen and heard with what he understands about his obsessive-compulsive behaviour and this, along with his allergy and EpiPen, provides a rich narrative for the health and physical education curriculum.

Discerning white from black, truth from gossip and, ultimately, good from evil are universal themes throughout the book. So too is the powerful mythological story of the changeling baby and the metaphor of the wasp recreating Theo as a normal baby so that Steven can return to what was normal for him, before his very ill brother was born. *The Nest* is a model text of good writing and great reading.

Kara Smith, OCT, is the Chatham-Kent Cultural Centre's Writer-in-Residence for the University of Windsor.

The Nest, HarperCollins, Toronto, 2015, hardcover, ISBN 978-1-44343-862-9, 244 pages, \$19.99, harpercollins.ca

Exploding the Reading

BY DAVID BOOTH

Can one traditional story be explored in dozens of ways? Could this same story be taught to students from kindergarten to Grade 12? How many different ways are there to delve deeply and challenge perspectives about a story? These questions and more are what David Booth set out to discover, and *Exploding the Reading* is the result of his research.

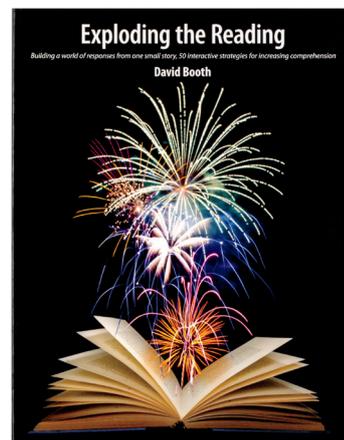
Teachers from different school districts in Ontario, New Brunswick and the Northwest Territories were asked to read a 200-year-old legend based on a Selchie tale from Iceland. They were given complete freedom in their approach to the story. Taking the Booth mantra that “it takes two to read a book,” the teachers and students at a variety of grade levels burrowed into the story. What are the values embedded in the story? The origins of the story? The connections? What purpose does folklore serve for social order within a culture? The wide range of responses to the text itself and all the learning experiences that lie outside of it showed how to break a text wide open to reveal new levels of comprehension and engagement.

Although teachers may decide that this particular story doesn't suit their students' interests or the curriculum, the

guide itself is a conduit to discovering deeper meanings within a story that is applicable to any reading. Ideas from basic retelling to written responses, responding through the arts, role-play, research and technology in a literacy classroom are all examined.

Booth's writing style is accessible and straightforward. It is not possible to dip into *Exploding the Reading* without walking away with some new insight into how students can respond to a text. This book belongs in the hands of every teacher.

Kerry Zinkiewich, OCT, is an innovations consultant with the Kawartha Pine Ridge District School Board in Peterborough.



Exploding the Reading: Building a world of responses from one small story, 50 interactive strategies for increasing comprehension, Pembroke Publishers, Markham, 2014, softcover, ISBN 978-1-55138-299-9, 157 pages, \$24.95, pembrokepublishers.com

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APPS AND ALLEGORY

Grade 7 students use iPads to boost knowledge of literature and enthusiasm for public speaking.

BY STEFAN DUBOWSKI



Joey Jackson, OCT, uses technology in her classroom to help students with reading assignments.

THE CHALLENGE: Improve students' understanding of literary elements and increase confidence in presentation skills.

THE SOLUTION: Give students access to tablets and a choice of assignments in which they use the devices to show their work.

LESSONS LEARNED: Many Grade 7 students would rather blend in than stand out, which means they can be reluctant presenters. Not so for a class of Grade 7s at Mitchell District High School near Stratford. Thanks to one English teacher's willingness to embrace technology, these students are eager to share their work with peers.

Joey Jackson, OCT, guides a class that uses iPads provided by the Avon Maitland District School Board. For their independent reading assignments — in which the students are expected

to read books on their own and present their analyses of plot, theme and other literary elements — the students can choose various ways to use software on the tablets to demonstrate their knowledge. They can make movie trailers or re-enact and film scenes for the books they're reading. They can also record podcasts of discussions among classmates or create travel brochures for a novel's setting. Or, they can summarize a plot with a comic strip or create online profiles of characters.

"The one they love the most right now is the Minecraft assignment," she says. Minecraft is a video game in which players place cubes to build 3D settings. "They use the game to recreate scenes and then they present that to the class."

OBSERVATIONS: From Jackson's perspective, the students are engaged because

YOU CAN DO IT TOO!

WHAT YOU'LL NEED:

- tablets such as iPads
- access to Joey Jackson's list of 31+ activities (oct-oeeo.ca/1OUEq5L)

STEPS TO TAKE:

- 1) Review the list with your class to find activities that interest them.
- 2) Encourage students to add to the list.
- 3) Have students use the tablets to complete their assignments.
- 4) Let students share their creations with classmates.

the variety of assignments lets them find methods that work with their individual interests, talents and learning styles.

Beyond learning about the elements of literature, they also become adept at presenting in ways that can be inspiring. "It's a wonderful community we're creating," Jackson says. "We're clapping and cheering and talking about what they could do differently, how to improve their work."

The preteens also learn to appreciate the range of capabilities others bring to class. Hierarchies shift. Students whose interests tend more toward technology than sports become the leaders who help fellow students with the hardware and software. That's great for a group normally classified as wallflowers.

The positive results she has seen affirm Jackson's belief that teachers don't need to know everything about technology to use it in the classroom. Take the risk, embrace the tech and let the students lead. "The kids know the technology. I know literature and how to analyze it. I wouldn't be able to teach somebody how to build a world in Minecraft. But I can teach them what they need in that world." **PS**

The College's professional advisory Use of Electronic Communication and Social Media (oct-oeeo.ca/1iqmDeO) guides members' professional judgment in the use of technology.

HELPFUL HINT: Looking for a creative way to use technology in the classroom? Get advice from your own students. Joey Jackson, OCT, asked her Grade 7s how they would use apps, games and software in their independent reading assignments.

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.

COLLEGE NEWS

COLLEGE REVISES ADVICE ON SAFETY IN LEARNING ENVIRONMENTS

The College’s advice on safety in learning environments has been updated to reflect recommendations in a coroner’s report and to acknowledge the roles and importance of coaches and volunteers in schools.

In September 2015, the College received recommendations from a coroner’s jury following an inquest into the concussion-related death of Ottawa student Rowan Stringer, who died after hitting her head playing rugby in 2013.

To prevent future concussion-related fatalities, the jury made recommendations to provincial ministries, school boards, sports organizations and the College.

Specifically, it recommended that the College and the ministries of education, and training, colleges and universities ensure that all students in bachelor of education programs be certified in first aid, including concussion awareness, prevention and management. Further, it was recommended that all B.Ed. students receive a mandatory athletic coaching course with standardized training

to encourage participation as athletic coaches, regardless whether they intend to coach.

In response, the College updated its professional advisory on *Safety in Learning Environments: A Shared Responsibility* [oct-oeeo.ca/1W7cG7v] to include guidance on first aid and safety in coaching situations.

Professional advisories are cited in the *Accreditation Resource Guide* as required elements in the enhanced teacher education program. The revisions to the advisory and its inclusion in the enhanced teacher education program satisfy the jury’s recommendations.

Issuing professional advisories fulfils the College’s mandate to provide advice and guidance to its members with respect to their professional practice. The amendments to the professional advisory on *Safety in Learning Environments: A Shared Responsibility* are consistent with Council’s expectations that College advisories undergo regular review and updating. **PS**

PROFESSIONALLY SPEAKING TOP 10 IN INTERNATIONAL AWARDS

Professionally Speaking has been named eighth among the 95 most acclaimed business-to-business/trade publications in the world — the only magazine from the country to make Top 10 in the Trade Association and Business Publications International’s (TABPI) inaugural “The Big 95” list. The lineup reflects data from the first 12 years of the Tabbie Awards, TABPI’s annual competition, taking into account the number of Gold, Silver, Bronze and Honorable Mentions won from 2004–15. The complete list includes English-language titles from

the United States, New Zealand, South Africa, Australia, Singapore, the UK and Canada.

“Honoring excellent design and editorial work is what the Tabbies is all about,” said TABPI president Paul J. Heney. “But we felt that it was also important to recognize consistency. There are many publications that excel year after year, and ‘The Big 95’ honors those editors and art directors who have taken pride in what they do on a continual basis.”

Topping the inaugural list is the Massachusetts-based *Computerworld*. **PS**



COUNCIL MEETINGS

At its meeting on March 3–4, College Council:

- welcomed newly appointed members Colleen Landers and James Knopp, both of whom were appointed by the provincial government to Council for three-year terms;
- received presentations from the Association des directions et directions adjointes des écoles franco-ontariennes, the Ontario Principals' Council and the Catholic Principals' Council of Ontario about peer review in discipline matters;
- increased the memberships of the Discipline and Fitness to Practise committees to 15 members from 13 and seven, respectively, with the requirement that the same individuals hold office on each committee;
- referred the Conference Call Protocol for Council Member Participation at Council and committee meetings to the Executive Committee for study and report to the June 2–3, 2016, Council meeting;
- received the Registrar's quarterly progress update on strategic priorities;
- received a quarterly report from Chair Angela De Palma;
- authorized Council's Executive Committee to review policies affecting Council members' professional development, travel and compensation;
- amended the College's professional advisory on safety in learning environments to reflect recommendations in a coroner's report and to acknowledge the roles and importance of coaches and volunteers in schools;
- approved using restricted cash in excess of \$5 million to reduce the College's mortgage at the earliest appropriate time;
- approved asking the Minister of Education to change some Additional Qualification course names in legislation as follows:
 - That Council recommended to the Minister the French name of the *Education préscolaire des élèves sourds ou malentendants* Additional Qualification course be changed to *Education préscolaire des enfants sourds ou malentendants* in Schedule C of the *Teachers' Qualifications Regulation* to align with the English-language name;
 - the name of the *English as a Second Language Additional Qualification* course be changed to *Teaching English Language Learners* in Schedule D of the *Teachers' Qualifications Regulation*;
 - the name of the *Librarianship Additional Qualification* course be changed to *Teacher Librarian* in Schedule D of the *Teachers' Qualifications Regulation*;
 - an Additional Qualification course for *Teaching and Leadership: First Nations, Métis and Inuit Settings* be added in Schedule D of the *Teachers' Qualifications Regulation*;
 - the name of the *Teaching First Nation, Métis and Inuit Children Additional Qualification* course be changed to *Teaching First Nations, Métis and Inuit Children* in Schedule C of the *Teachers' Qualifications Regulation*;
 - the name of the *Teaching Ojicree, Additional Qualification* course be changed to *Teaching Oji-Cree* in Schedule C of the *Teachers' Qualifications Regulation*; and
 - the name of the *Teaching Students Who Are Deaf-Blind Additional Qualification* course be changed to *Teaching Students Who Are Deafblind* in Schedule D of the *Teachers' Qualifications Regulation*.
- referred the Council spokesperson policy to the Executive Committee for further study and a report at the June meeting of Council;
- adopted a communications protocol to facilitate information requests from Council members through the College's senior leadership team;
- amended its bylaws to enable the Quality Assurance Committee to assess the College's strategic priorities in addition to its legislated objects and report annually to Council; and
- approved seeking changes to the *Teachers' Qualifications Regulation* to enable the Registrar to issue certificates after the payment of annual member fees. **PS**

NEW COUNCIL MEMBER

**James Knopp**

The College Council welcomes new Council member James Knopp, who was appointed in February 2016 for a three-year term. James Knopp joined the Royal Canadian Mounted Police (RCMP) in 1978 and has served in Ontario, Québec, British Columbia, Alberta, Saskatchewan and the Northwest

Territories. He completed two tours of duty with the United Nations in Namibia and in Haiti, and is a recipient of the Canadian Peacekeeping Service Medal.

Since receiving his Queen's Commission in 2009, Knopp has chaired disciplinary tribunals for the RCMP and has sat on more than 100 disciplinary boards.

He and his wife spend much of their free time skiing with their 10-year-old son.

For the past eight years, Knopp has been on the board of directors of the Bells Corners Academy of Music in Nepean, Ont. He also plays saxophone with an Ottawa jazz ensemble, The Free Associations.

He holds a bachelor of arts (Hons. Economics) from Concordia University and a law degree (LL.B.) from McGill.

Knopp was appointed to Council on February 10, 2016, for a three-year term. **PS**

STUDENT SAFETY

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.

During the summer of 2014, school board officials reported to the College that they were conducting an investigation about a Special Education teacher. Allegations included risking student safety and tardiness.

In February 2014, the teacher was assigned to teach a Grade 3 class because his class was away on a school trip. The classroom was in a portable in the schoolyard. At some point during the class, a female student unknowingly placed the

leg of her chair on a student's foot and sat down, causing the student considerable pain. The injured student lay down and began yelling profanities.

The class was disrupted as other students began to focus on the incident. As a third student tried to get the attention of the female student, the teacher attempted to manage the situation by asking this third student to step outside.

A few minutes later, the school principal noticed that a male student was outside, without a winter coat on. The principal expressed his concerns to the teacher about not supervising the student.

The teacher explained that he asked the student to step outside in order to de-escalate the situation. He said that the student had been outside for about

30 seconds and that it was an unusually warm day so he was not overly concerned that he did not have his coat on.

The school board also reported that the teacher had been late for work on numerous occasions. One time he arrived 45 minutes late at the beginning of the day. The principal advised the teacher that students were not being supervised and that it affected student safety, particularly as they were students with special education needs.

The teacher was offered strategies to help him get to work on time, but he refused help.

The teacher acknowledged that he was late a number of times. He recalled two or three instances within a three-month period where he was a couple of minutes late and admitted that it was inappropriate. He also said that there were only two instances, during the same week, when he arrived later than usual because of a plumbing problem in his house. In both instances, he informed the school that he would be late.

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

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

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THE OUTCOME

The Investigation Committee decided to admonish the member in writing for the conduct alleged in the complaint. An admonishment is a measure that is meant to communicate the concerns of the Investigation Committee and is not disciplinary in nature. The committee had concerns about the allegations against the teacher. In its decision, the committee said that although the teacher indicated that the student was under his supervision at all times, information provided by the principal indicated that the teacher was not aware of what the student was doing. The committee noted that the student was not appropriately dressed for the winter weather. The panel also said that the student should have been supervised at all times and that alternative ways of managing the situation should have been used. The panel also noted that the teacher had confirmed he had been late a number of times during the school year. The committee admonished the teacher to ensure that his conduct is consistent with the standards of the profession and to use appropriate classroom management techniques and disciplinary methods to safeguard the health and safety of students. ps

HEARINGS

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

Member: William Joseph Allen
Registration No: 315237

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of teacher and priest William Joseph Allen in relation to criminal convictions for the indecent assault of two students.

Certified to teach in August 1960, Allen did not attend the April 9, 2013, hearing. He was represented by legal counsel.

Allen was a teacher at the victims' school in the Ottawa Catholic School Board and a Catholic priest at their church. The sexual abuse occurred in Allen's room in the school, in the church rectory, after choir practice and at his cottage.

The abuse occurred repeatedly over a six-year period, from 1970 to 1976, and had a devastating effect on the victims and their families.

Allen, convicted of two counts of indecent assault, was handed a nine-month conditional sentence followed by 12 months of probation in April 2011. He was also prohibited for 10 years from being in the presence of persons under the age of 16, seeking and maintaining any employment or volunteer opportunities that involved being in a position of trust or authority toward persons under 16, or using a computer to communicate with persons under 16.

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

In its decision, the panel wrote, "The Committee considered the power imbalance that exists in favour of the member's privileged position of trust and authority as a teacher and priest and the vulnerability of students."

Member: Thomas Collins Auchincloss
Registration No: 228894

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Thomas Collins Auchincloss in connection with a criminal conviction for gross indecency involving his student.

Auchincloss, who taught at a Mississauga high school in the Peel District School Board, was certified to teach in August 1965. He did not attend the July 10, 2013, hearing but was represented by legal counsel.

The member engaged in a sexual relationship with his student for six years from approximately 1971 to April 1977. Auchincloss was convicted of gross indecency in relation to the student on October 6, 2011. He was sentenced to 60 days of house arrest and 18 months of probation.

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

In its decision, the panel wrote, "The Committee finds the member's conduct to be disgraceful and unbecoming a member of the profession. The member abused the authority and trust vested in him in his role as a teacher, without regard for the well-being of the student."

Member: Isaak Danny Berlin, OCT
Registration No: 512356

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded a former teacher at the Toronto District School Board for inappropriate physical contact.

Berlin, who was certified to teach in July 2007, attended the public hearing

on October 6, 2015, and was represented by legal counsel.

The panel heard that in January 2013, Berlin, while accompanying a male student to the bus stop at the end of the school day, made inappropriate physical contact with a student, including:

- pulling the student on his hands and knees in a hallway of the school — toward the exit door — in an attempt to make sure he got on the bus before it left;
- attempting to pull the student out of the door after he laid down on the ground.

Berlin's employment with the board was terminated on June 20, 2013.

The panel found the member guilty of professional misconduct and directed that he appear before the Discipline Committee immediately following the hearing to receive a reprimand.

The panel ordered that, prior to engaging in employment requiring a Certificate of Qualification and Registration, he successfully complete, at his own expense, a pre-approved course on classroom management, including appropriate disciplinary measures.

Member: Not identified

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded a Toronto District School Board vice-principal for an inappropriate romantic relationship with a married teacher at his school.

Certified to teach in June 1995, the member attended the April 24, 2014, hearing and was represented by legal counsel.

While a vice-principal at an elementary school, the member was involved in a sexual relationship with a teacher during the 2009–10 school year. They once called in sick to the school so they could spend the day together at his home. He sometimes sought out the teacher during the school day for reasons unrelated to their professional duties. They also kissed and touched in his office.

The member breached the school board's Code of Online Conduct by using the board's email account and computer to exchange inappropriate emails with the teacher.

He breached the board's conflict of interest policy by placing himself in a situation that could affect his ability to exercise skill and good judgment in the performance of his duties and by failing to disclose the relationship to his superintendent in a timely manner.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that he appear before the panel immediately after the hearing to be reprimanded.

The member was also directed to successfully complete, at his own expense, a course in appropriate boundaries with colleagues and responsibilities of administrators in relationships with staff.

In its written decision, the panel said, "The Committee accepted that the member's behaviour was at the lower end of the scale and was a single incident in his teaching career."

Member: Dean Frederick Buchanan

Registration No: 446546

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Dean Frederick Buchanan for engaging in a sexual relationship with a female student he formerly coached.

Certified to teach in May 2001, Buchanan did not attend the August 11, 2014, hearing, but he was represented by legal counsel.

Buchanan was an elementary school teacher who also coached a high school team in the Thames Valley District School Board. The student attended the high school and was on Buchanan's team in 2005. He was involved in a sexual relationship, including sexual intercourse, with her in the spring of 2006.

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

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

Member: Peter James Callaghan

Registration No: 143472

Decision: Suspension, reprimand, conditions
A Discipline Committee panel suspended the teaching certificate of Peter James Callaghan for submitting a forged reference letter as part of his application to teach at a Bermuda school.

Certified to teach in June 1969, Callaghan attended the April 29, 2013, hearing and was represented by legal counsel.

Callaghan taught at Cornwall's St. Joseph's Catholic Secondary School in the Catholic District School Board of Eastern Ontario from September 1, 2003, to November 17, 2009. He applied for a teaching position at Mount Saint Agnes Academy in Bermuda in 2011. He provided a reference letter with the name, motto and address of the Cornwall school that was purportedly signed by the principal.

Mount Saint Agnes Academy hired Callaghan for a three-month temporary contract in September 2011. When the Bermuda school discovered in November 2011 that the reference letter was forged, it cancelled his contract.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that his teaching certificate be suspended for two months and that he appear before the committee immediately after the hearing to receive a reprimand. He must also successfully complete a course in ethics at his own expense.

In its decision, the panel wrote, "It is expected that teachers fulfill their duties in an ethical and honest manner."

Member: Kayla Marie Campbell

Registration No: 528830

Decision: Suspension, reprimand, conditions
A Discipline Committee panel suspended the teaching certificate of Kayla Marie Campbell for unprofessional conduct, including inappropriate electronic communication.

Campbell, a former department head with the York Region District School Board, was certified to teach in July 2008. She attended the November 27, 2014, hearing and represented herself.

During the 2010–11 school year, Campbell befriended two of her students who were dating each other at the time. She spent time with them off school property and outside of school hours.

She took one of the students to lunches, dinners and movies. She allowed him to call her by her first name and regularly exchanged texts with him. Campbell occasionally allowed the other student to stay overnight at her apartment. They watched television, walked and ate dinner together.

During the 2011–12 school year, Campbell visited the students in the city where they attended university. They went out for dinner and drank alcohol.

Subsequently, Campbell's behaviour, comments and judgment caused a third student to suffer from a lack of self-confidence.

Campbell also conversed with students and former students on Facebook and Twitter making numerous extremely inappropriate comments.

She resigned from the school board on September 11, 2013, while under investigation.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that her teaching certificate be suspended for one month.

She was also directed to appear before the panel immediately after the hearing to receive a reprimand. Prior to starting any job that requires a teaching certificate, she must successfully complete a course, at her own expense, in maintaining appropriate professional boundaries in student-teacher relations.

In its decision, the panel wrote, "Members of the profession must be made aware of the College's expectations regarding professional behaviour."

Member: Charles Murray Cridland, OCT

Registration No: 266438

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Toronto District School Board teacher Charles Murray Cridland for the "physical mistreatment" of three male students at his school.

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Certified to teach in June 1995, Cridland attended the hearing on July 22, 2014, and was represented by legal counsel.

Cridland admitted that he pulled or held the ear of one student, held the arms of another student, and touched or squeezed a third student in his neck area during the 2006–07 school year.

Three criminal charges of assault were withdrawn against Cridland, and on April 29, 2008, he entered into a peace bond in which he agreed to have no contact with the three students.

Cridland received a discipline letter from his school board and a 20-day suspension. He was transferred to another school. He also successfully completed a 20-hour classroom management course and short-term counselling in stress and anger management issues.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that he appear before the panel immediately after the hearing to receive a reprimand. Cridland was also directed to successfully complete a course in the handling of contentious situations, at his own expense, within three months of the order.

In its decision, the panel wrote, “This conduct is completely unacceptable and brings the profession into disrepute.”

Member: Paul Jorge Da Rosa

Registration No: 277141

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Paul Jorge Da Rosa for engaging in a sexual relationship with a female student, including sexual intercourse on multiple occasions.

Da Rosa, a former Thames Valley District School Board secondary school teacher, was certified to teach in October 1997. He did not attend the February 3, 2014, hearing but was represented by legal counsel.

During the 2008–09 school year, Da Rosa and the student began working together alone in his classroom. The relationship began to involve physical contact, which escalated to kissing and progressed to sexual intercourse. They engaged in sexual intercourse in Da Rosa’s

classroom, in his hotel room and in his car.

The relationship continued after the student graduated and lasted until 2010. She reported the matter to the school principal in 2012. Da Rosa resigned from the school board on December 6, 2012.

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

In its decision, the panel wrote, “Revocation is the appropriate penalty for misconduct of this severity ... Such acts represent the most egregious breach of trust between a teacher and a student under his care.”

Member: Enoch Edusei

Registration No: 205324

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Enoch Edusei for conduct that was aggressive, unprofessional, insubordinate and uncaring over a span of 11 years.

Edusei, employed by the Toronto District School Board and its predecessor the Scarborough Board of Education, was certified to teach in June 1992. He did not attend the February 13–14, 2013, hearing, nor was he represented by legal counsel.

There were incidents with the member at three schools in the board during an 11-year period: 1995 to 1999, 1999 to 2000 and 2003 to 2006. The member’s behaviour was repeatedly described as aggressive, intimidating, inappropriate and unprofessional. He refused to follow school, board and ministry policies and procedures. He abused students verbally and displayed a lack of judgment and a disregard for his students’ welfare.

At one school, the principal received 31 complaints from parents and students about Edusei’s conduct and 15 requests to be transferred out of his class in a two-year period.

Edusei’s behaviour persisted despite numerous attempts at remediation and deterrence by administrators, including caution, suspension, loss of income and attempts at counselling.

He has not taught since 2007. His

teaching certificate was suspended for non-payment of fees in April 2008.

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

In its decision, the panel wrote, “The member’s ongoing pattern of professional misconduct, with no evident interest on his part to remediate his practice makes revocation the necessary penalty to prevent his return to the classroom.”

Member: Eleonora Gal, OCT

Registration No: 205648

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Peel District School Board teacher Eleonora Gal for failing to maintain the standards of the profession and to adequately supervise students in her care. Her inappropriate remarks constituted verbal, psychological and emotional abuse.

Certified to teach in June 1993, Gal attended the hearing on May 20, 2014, and was represented by legal counsel.

The school board received complaints from students and staff about Gal’s conduct during the 2011–12 school year. She made numerous inappropriate comments to students and staff. For example, she called students’ work “trash” or “garbage” and stated that other teachers were “idiots.”

Gal left an assigned duty of supervising a physical education class with a teaching assistant. She also defied a directive to have no contact with the school community while she was assigned to home duty with pay.

In June 2012, she received a discipline letter from the school board. Gal notified the board in September 2012 that she would retire at the end of the month.

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

Gal was also directed to successfully complete courses in classroom management and cultural sensitivity at her own expense.

In its decision, the panel wrote, “Teachers hold a position of trust and authority. It is important for teachers to

establish strong, professional relationships with their students and colleagues. It is not acceptable for a teacher to make culturally inappropriate comments that demean students' ability and potential, which could also be interpreted as racist. It is deplorable for a teacher to embarrass and belittle students and to make comments about colleagues describing them with derogatory terms and criticizing their professional competence."

Member: John Robert D. Gerwin

Registration No: 264903

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of John Robert D. Gerwin for an inappropriate relationship with a student despite warnings from colleagues and a request from the student's mother to stop.

Gerwin, a teacher with the Upper Grand District School Board, was certified to teach in June 1990. He attended the May 30, 2014, hearing and was represented by legal counsel.

During the 2009–10 school year, Gerwin and the female student met often to talk about her personal life at home. They exchanged more than 50 emails and had four outings during the summer in 2010. This transpired despite warnings from a colleague. Gerwin also disregarded the mother's request that he cease contact with the student outside school activities.

In the fall of 2010, Gerwin continued to spend time with the student both in school and outside school hours. He once kissed her on the cheek, hugged her on numerous occasions and allowed her to give him a shoulder massage.

At least three of Gerwin's colleagues reported their concerns to his department head, who spoke to the member. The school board suspended Gerwin for two weeks without pay in March 2011.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that his teaching certificate be suspended for six months. He was also directed to appear before the panel immediately after the hearing to

receive a reprimand and to successfully complete a course in appropriate boundaries at his own expense.

In its decision, the panel wrote, "Even after the student made inappropriate advances to the member, he continued to meet with the student both in the school and outside of the school ... It is a teacher's duty to protect young persons, who may be physically mature, but who still lack the emotional or intellectual maturity to safeguard their own sexual integrity from being exploited by adults who have unique access and potential influence over them by virtue of being in a position of trust and authority. A teacher is a classic example of such a person.

"This was a serious breach of trust by the member and requires a serious penalty."

Member: Caroline Anne Graham, OCT

Registration No: 120848

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Caroline Anne Graham, a teacher at the Toronto District School Board, for using inappropriate language and disclosing confidential student information.

Graham, who was certified to teach in June 1964, did not attend the public hearing on September 30, 2015, but was represented by legal counsel.

The panel heard that Graham was involved in five incidents that occurred in the 2010–11 and 2011–12 school years. She used inappropriate language (some of a racist nature) and breached confidentiality about student information.

In one incident, she sent a student back to his seat and said, "he's Chinese or whatever," which suggested to a parent volunteer in the class that this was the reason the child did not understand what she was trying to communicate to him. In another, she directed the students to play in a different area as they were blocking other students from entering the playground. According to the students, Graham screamed at them to "shut up" when they protested. Her inappropriate conduct recurred despite disciplinary measures imposed by the board.

The panel found the member guilty of professional misconduct. The panel ordered that, prior to returning to any teaching position requiring a Certificate of Qualification and Registration, she successfully complete, at her own expense, a pre-approved course on classroom management and professional boundaries.

The panel also directed that she appear before the Discipline Committee immediately following the hearing, or on a date to be arranged by the member within 90 days of the date of the order, to receive a reprimand.

Member: Gregory Philip Henry Hamelin

Registration No: 392531

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Gregory Philip Henry Hamelin in connection with criminal convictions for sexual offences involving five students.

Hamelin, certified to teach in June 1996, was employed by the District School Board of Niagara. He did not attend the April 17, 2013, hearing, nor was he represented by legal counsel.

Hamelin engaged in inappropriate conduct of a sexual nature with five female students from 2003 to 2010. This included electronic communication of a sexual nature, games of "truth or dare" and encouraging sexual touching between two students. The activities occurred at Hamelin's farm, in his car and at a public park.

Hamelin pleaded guilty to five counts of sexual offences and offences tending to corrupt morals under the *Criminal Code*. In April 2012, he was sentenced to 12 months in jail, in addition to the 19 days of pre-sentence custody he served, and three years of probation. His probation restricted his access to anyone under the age of 16.

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

The committee found Hamelin took advantage of his privileged position of trust and authority as a teacher over a

HEARINGS

group of vulnerable students.

In its decision, the panel wrote, “The Committee finds the member’s conduct and the resulting criminal convictions to be disgraceful, dishonourable and unbecoming a member of the profession.”

Member: Gregory Horsford

Registration No: 108259

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded a former teacher at the Algoma District School Board for using inappropriate language and yelling at students in his class.

Horsford, who was certified to teach in June 1970, and his legal counsel did not attend the public hearing on September 29, 2015.

The panel heard that, between September and late November 2010, Horsford often yelled at his classes and, at times, berated students generally. He also used inappropriate language in his classes including “shit,” “idiot” and “stupid,” among other things.

He went on medical leave effective December 13, 2010, and retired from the board in June 2011.

The panel found the member guilty of professional misconduct. It ordered that, prior to undertaking any teaching position or any position for which a Certificate of Qualification and Registration is required, he:

- shall appear before the committee to receive a reprimand;
- successfully complete, at his own expense, a pre-approved course on anger management in the classroom.

Member: Jennifer Ann Hubbs

Registration No: 473265

Decision: Suspension, reprimand
A Discipline Committee panel suspended the teaching certificate of Jennifer Ann Hubbs for “financial irregularities” regarding her handling of funds for her school’s book fair and yearbook accounts.

Hubbs, a former teacher-librarian with the Peel District School Board, was certified to teach in February 2004. She attended the October 16, 2015, hearing

and was represented by legal counsel.

In 2011, Hubbs administered her school’s book fairs where students bought books supplied by Scholastic Canada. Funds collected were to be remitted to the book supplier, except for a portion retained by the school for commission and used for school purposes.

Hubbs failed to remit \$271 of total funds received for a book fair in the spring of 2011. She did not transfer any money from the September 2011 book fair to Scholastic or to the school.

She also failed to remit funds from the 2010–11 yearbook sales to the school or the yearbook publisher, and to properly account for and submit money received for yearbooks sold in the 2009–10 school year.

Following the school board’s audit and investigation, the board asked Hubbs to repay \$6,220. She repaid the amount and resigned her employment effective June 1, 2012.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that her Certificate of Qualification and Registration be suspended for two years and that she receive a reprimand. The committee described her conduct as “dishonest and unprofessional.”

In its decision, the panel wrote, “Members of the teaching profession are expected to respect their professional obligations both inside and outside of the classroom, and face serious consequences when they fail to do so.”

Member: Jeffrey Parmenter Jones, OCT

Registration No: 449187

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Toronto District School Board former teacher Jeffrey Parmenter Jones for using inappropriate course materials, using profanity during instructional periods and co-curricular activities, and posting an inappropriate message on Facebook.

Jones, who was certified to teach in August 2001, attended the public hearing on September 4, 2015, with his legal counsel.

The panel heard that during the

2012–13 school year, Jones used an inappropriate list of jokes in his class including:

- “What’s funnier than a dead baby? A baby sitting next to a kid with Down syndrome.”
- “When is it legal to shoot a blonde in the head? When you have a tire pump to re-inflate it.”

In January 2013, Jones posted the following inappropriate message on Facebook: “Dear Ms. Broten, Go fuck yourself. Actually, I understand that I am a teacher and therefore [sic] you get to dictate to me my rights for some reason. But go fuck yourself, hard.”

In May 2014, Jones voluntarily took a three-hour course covering professional boundaries. He resigned from his employment with the board in January 2015.

The panel found the member guilty of professional misconduct and ordered him to appear before the panel immediately following the hearing to receive a reprimand. It also directed the member to successfully complete, at his own expense, a pre-approved course(s) on appropriate boundaries and professional ethics. He was directed to do this within 90 days of the hearing date.

In its decision, the panel said, “The coursework will remind the member of his obligations as a teacher and will prompt him to use better judgment in his interactions with students and to use social media responsibly.”

Member: John Wilton Kelley

Registration No: 401648

Decision: Suspension, reprimand, conditions
A Discipline Committee panel suspended the certificate of John Wilton Kelley, a former teacher at the Toronto District School Board, for developing an inappropriate relationship with a female student.

Kelley, who was certified to teach in June 1995, attended the hearing on October 19, 2015, with his legal counsel.

During the 2010–11 academic year, he had phone conversations, rode in his vehicle and watched movies at his home

with a female student.

In June 2012, Kelley was advised to remain at home pending an investigation into allegations that he engaged in an inappropriate personal relationship with a female student.

In June 2013, his board suspended him because it was concluded that he had engaged in inappropriate activities for the purpose of establishing a personal relationship with a female student.

His employment with the board was subsequently terminated in June 2013.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that his teaching certificate be suspended for one month. The committee directed him to appear before the panel, immediately after his hearing, to receive a reprimand.

The panel also directed that, within 90 days of the date of the order, he successfully complete, at his own expense, a course on appropriate boundaries and boundary violation issues.

In its decision, the panel said, “When professional boundaries are crossed, it undermines the public’s confidence in the teaching profession. Accordingly, publication with name is an opportunity for the College to publicly denounce such behaviour.”

Member: Tariq Saeed Khan

Registration No: 469169

Decision: Revocation

A Discipline Committee panel revoked the certificate of former Ottawa-Carleton District School Board teacher Tariq Saeed Khan for pursuing a personal and sexual relationship with a female student.

Certified to teach in July 2003, Khan did not attend the June 24, 2013, hearing, but he was represented by legal counsel.

During the 2009–10 school year, Khan text messaged the student about personal matters and met with her alone on and off school property on several occasions, including having a coffee after class. He spent time with the student alone in his car, and once tried to put his hand down her pants to initiate a sexual encounter.

Khan resigned from the school board on December 14, 2010.

The Discipline Committee panel found Khan guilty of professional misconduct and that he engaged in the sexual abuse of a student. The panel ordered that his Certificate of Qualification and Registration be revoked.

In its decision, the panel wrote, “This behaviour constitutes a serious breach of trust.”

Member: Not identified

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded a former teacher at the Peel District School Board for soliciting students in the operation of his multi-level marketing business.

The member, who was certified to teach in September 2009, attended the public hearing on September 4, 2015, with his legal counsel.

The panel heard that, during the 2012–13 school year, he solicited student involvement and membership in the business. In order to participate, students were required to pay a one-time fee of \$500. They were then required to make monthly purchases of business-related products.

In the course of operating the business, he contacted students via email, text and by phone, often on a daily basis, during and after school hours, and late on school nights.

In January 2013, he was assigned to home duties and resigned his employment with the board in September 2013.

The panel found the member guilty of professional misconduct and ordered him to appear before it to receive a reprimand. It also directed the member to successfully complete, at his own expense and prior to seeking or engaging in employment where a certificate is required, a pre-approved course on professional ethics.

In its decision, the panel said, “The member, by involving students in a business that was not sanctioned by the school, and that he profited from, crossed the professional boundaries of a student/teacher relationship.”

Member: Eric John Maillard

Registration No: 491930

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Eric John Maillard for accessing and possessing child pornography.

Certified to teach in June 2005, Maillard did not attend the February 25, 2013, hearing, nor was he represented by legal counsel.

Based on police evidence and testimony, the committee found Maillard accessed and possessed child pornography from August 1, 2007, to October 23, 2009. A detective testified at the hearing that police were contacted after a computer with suspected child pornography images was brought into a repair shop in Winnipeg. A work order identified Maillard as the computer’s owner.

Maillard admitted in a police video interview that he was addicted to pornography. Police found 197 images on his computer that met the *Criminal Code* definition of child pornography. He also used Google to search terms such as “Child Porn Law Canada.”

The detective testified that the Crown attorney assigned to the criminal proceedings advised that the charges against Maillard were stayed due to late disclosure of the forensic tech crime report. As a result, there was never a criminal trial.

Maillard resigned from the College in September 2011. Even though his status was Cancelled-Resigned, he was a member of the College during the time of the allegations.

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

In its decision, the panel wrote, “Society abhors child exploitation and the Committee is resolute that no member of the profession should engage in this type of egregious conduct.”

Member: Maria Margus, OCT

Registration No: 214754

Decision: Reprimand

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A Discipline Committee panel reprimanded Toronto District School Board teacher Maria Margus for mistreating students, including frequently shouting at them in an angry voice and making some students afraid to attend class.

Certified to teach in April 1996, Margus attended the September 28, 2015, hearing and was represented by legal counsel.

In 2010, the school board disciplined Margus for the mistreatment of students. The board verified that she acted inappropriately and intimidated students on two occasions. The board cautioned Margus to moderate her language, body language and tone of voice, and she was given a 15-day suspension without pay. She was offered another school assignment when she returned.

The member completed a course on anger management and worked with a mentor on effective instructional strategies for students and classroom management.

The Discipline Committee panel found Margus committed acts of professional misconduct and ordered that she appear before the panel immediately after the hearing to be reprimanded.

In its decision, the panel wrote, “The Committee finds that the member failed to provide a safe learning environment and foster a culture of caring. The member failed to serve as a role model for her students and she did not act in their best interests.”

Member: Joseph Robert Millward

Registration No: 388422

Decision: Reprimand

A Discipline Committee panel directed that teacher Joseph Robert Millward be reprimanded before he starts teaching in Ontario after his behaviour with two female students led to a finding of professional misconduct in British Columbia.

Certified to teach in June 1978, Millward did not attend the November 11, 2015, hearing nor did his legal counsel.

Millward is member of the Ontario College of Teachers and the British Columbia College of Teachers. The B.C. Teacher Regulation Branch found him

guilty of professional misconduct on November 28, 2013, for his conduct with two students he was mentoring.

While tutoring one student, he sat very close to her, brushed his hand against her thigh and periodically patted her on the back. He also sat very close to another student, placed his hand on her thigh and brushed her hair away from her face. The two students felt uncomfortable.

Millward resigned from his teaching position in 2013.

The Discipline Committee panel found Millward guilty of professional misconduct and directed that he appear before the committee to receive a reprimand prior to commencing any teaching position that requires a Certificate of Qualification and Registration in Ontario.

In its decision, the panel wrote, “The reprimand will serve as a specific deterrent and will allow the College to address its concerns with the member, should he decide to commence a teaching position in Ontario.”

Member: Peter John Nelson

Registration No: 492036

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Peter John Nelson, a former teacher at the Rainbow District School Board, in connection with multiple criminal offences.

Licensed to teach in June 2005, Nelson did not attend the hearing on October 5, 2015. He was not represented by legal counsel.

College counsel described Nelson’s criminal activity, as noted in the *Brief of Court Documents* in detail, as an egregious case of sexual abuse involving the premeditated sexual touching of two young females for whom he was in a position of trust.

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

In its written decision, the panel said,

“Not only has the member’s conduct had a grave impact on his victims, but it has also jeopardized the public’s trust in the teaching profession. Accordingly, the member is no longer entitled to be a member of the teaching profession.”

Member: Robert Charles Palmateer

Registration No: 240295

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Robert Charles Palmateer for repeated professional misconduct after he posted photos of two male students on his social networking site without parental permission and inappropriately gave gifts to these students.

Certified to teach in June 1978, Palmateer did not attend the October 15, 2015, hearing, nor was he represented by legal counsel.

Palmateer has a prior discipline history with the College.

The member was employed by the Thames Valley District School Board as a contract teacher in London. Witnesses testified that Palmateer posted photos of two of his male students on his personal website without parental permission and gave them gifts, such as a hat and gemstone, during the 2009–10 school year. He also gave his personal email address and personal notes to one of the students.

Palmateer retired from the school board on June 30, 2010.

The Discipline Committee panel found Palmateer guilty of professional misconduct and ordered that his certificate be revoked saying protection of the public interest is of the utmost importance in this case.

The committee considered these factors in its decision:

- Palmateer’s conduct was very serious. “At best, he repeatedly crossed professional boundaries; at worst, he was grooming vulnerable, young boys,” the panel wrote.
- He is a repeat offender.
- Palmateer’s conduct in this case coincided

exactly with the time that he was previously before the Discipline Committee during his prior discipline hearing.

- He was unco-operative.

The panel noted that “teachers may reward students for academic achievement, but providing gifts for no reason crosses professional boundaries.”

In its decision, the panel wrote, “Through his repeated conduct, the member has forfeited the privilege of holding a teaching certificate in Ontario. He has repeatedly disregarded his professional obligations in what has become a disturbing pattern of behaviour.”

Member: Stephen Michael Spence

Registration No: 159073

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Stephen Michael Spence, a former teacher at the Waterloo Region District School Board for several incidents, each of which amounted to professional misconduct.

Spence, who was certified to teach in June 1983, attended the hearing on September 24, 2015, with his legal counsel.

During the 2011–12 academic years, Spence:

- demonstrated a lack of proper classroom management and a disregard for student safety;
- harassed a female colleague;
- made inappropriate physical contact with a student; and
- allowed students to destroy board property.

Despite disciplinary measures imposed by the board, Spence continued to demonstrate poor professional judgment.

His employment with the board was terminated in October 2012. In December of the same year, following the resolution of a grievance filed on Spence’s behalf, his employment was reinstated in exchange for his irrevocable resignation, effective March 31, 2013.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that his teaching certificate be suspended for nine months

starting on the date of the committee’s order. The committee directed him to appear before the panel, immediately after his hearing, to receive a reprimand.

The panel also ordered that, within 90 days of the date of the order, he successfully complete, at his own expense, a course on professional boundaries with colleagues and students.

Member: Terence Kazuo Takashima

Registration No: 170055

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Terence Kazuo Takashima because he “abused his position as a teacher and coach by choosing to engage in an inappropriate and sexual relationship with a student.”

Certified to teach in June 1978, Takashima attended the hearing on April 29–30 and on June 17 in 2014. He was represented by legal counsel.

The member filed a Notice of Appeal to the Ontario Divisional Court on July 15, 2014. The appeal was dismissed on May 14, 2015.

Takashima was employed as an occasional teacher with the Toronto District School Board and coached a school team. The student was a member of the team.

Four people testified during the hearing and the committee found that there was “clear, cogent and convincing evidence that the member engaged in oral sex with a student” in the school staff room on December 7, 2010. Takashima and the student said they hugged but denied there was a sexual relationship.

The school board terminated Takashima’s employment on February 21, 2012.

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

In its decision, the panel wrote, “Such acts are generally referred to as ‘the most egregious breach of trust between a teacher and a student under his care.’ The member has therefore forfeited the privilege of holding a teaching certificate and being a member of the teaching profession.”

Member: Robert Valentini, OCT

Registration No: 171894

Decision: Admonished

A Discipline Committee panel admonished Robert Valentini for sending out letters that wrongly accused a former colleague of theft.

Valentini, a vice-principal with the Kenora Catholic District School Board, was certified to teach in June 1980. He did not attend the hearing on November 30, 2012, but he was represented by legal counsel.

Valentini rented an apartment to a teacher at his school between August 2009 and August 2010. She moved out to begin a new teaching job in Winnipeg. Valentini sent a letter to the former colleague in a school envelope accusing her of stealing a satellite dish, curtains and rods from his apartment. The letter indicated that a copy was sent to the Ontario Provincial Police and the Ontario Small Claims Court. He also sent the letter to the director, principal and two vice-principals at her new school.

The teacher denied the allegations and offered evidence to show that she did not take the items. Valentini then sent letters apologizing for his actions and retracting the erroneous allegations.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that he be admonished in writing following the hearing.

In its decision, the panel wrote, “The member regrets his actions, took immediate steps to resolve the issue and admitted he acted in an unprofessional manner.”

Member: James Douglas Welch

Registration No: 238593

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of James Douglas Welch for possessing pornographic material on his classroom computer and described him as a “repeat offender.”

Welch, a teacher at a Brampton school in the Peel District School Board, was certified to teach in May 1976. He did not attend the November 21, 2012,

HEARINGS

hearing, but he was represented by legal counsel.

On January 21, 2010, the image of a nude woman was briefly displayed on Welch's classroom computer and viewed by a student. Further review of his computer revealed numerous inappropriate and nude images of women. Welch also contravened a written undertaking he gave to the College in July 2006 to not use school or board computers for viewing, accessing or downloading inappropriate or pornographic materials.

Welch resigned from the school board effective February 28, 2010.

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

In its decision, the panel wrote, "The member's contravention of the memorandum of agreement to not utilize school or board computers for viewing pornographic images was unacceptable to the Committee. Possession of pornographic material on a school computer is disgraceful conduct and will not be tolerated."

Member: Not identified

Decision: Suspension, reprimand, conditions

A Discipline Committee suspended a Peel District School Board teacher for boundary issues after he met with a female student at a coffee shop.

Certified to teach in June 2001, the member attended the May 31, 2013, hearing and represented himself.

The member met with a female student and exchanged cellphone numbers in December 2007. He picked up the student at her place of employment and took her to a coffee shop some distance away because he was concerned about rumours. A photograph of the member and the student in the coffee shop was submitted as evidence.

The member was cautioned in a disciplinary letter from the school board in June 2008, and he completed a professional boundaries course required by the board.

He has taught at a different school in the same school board for four years without further complaints.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be suspended for one month and that he appear before the panel immediately after the hearing to be reprimanded.

The member was also directed to successfully complete a course in appropriate boundaries and boundary violation issues.

Member: Ira Mark Young

Registration No: 216129

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Ira Mark Young, a former teacher at the Toronto District School Board, for a number of inappropriate interactions with a male student, which resulted in Young being charged with sexual exploitation and being found guilty of assault.

Licensed to teach in October 1990, Young did not attend the hearing on September 22, 2015. He was represented by legal counsel.

The panel heard that, in the fall of 2011, Young called the student to invite him to a barbecue at his home. He also asked him to help him with chores for \$100. Young greeted the student wearing shorts and holding a glass of wine. During the course of the time the student was at Young's home, he made a number of comments to the student and asked him a number of questions that were sexual in nature.

While sitting on a couch, Young touched the student's foot with his foot.

In February 2012, Young was charged with sexual exploitation with respect to his conduct with the student. In August 2013, Young was found guilty of assaulting the student for which he received a suspended sentence and three years probation.

His employment was terminated by his board in November 2013.

The Discipline Committee panel found

Young guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

In its written decision, the panel wrote, "By his conduct, the member has abused his position of trust and authority, has brought the profession into disrepute and must face the consequences for his grievous misconduct."

Member: Vasilis Zagar, OCT

Registration No: 297024

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Toronto District School Board teacher Vasilis Zagar for a pattern of lateness and often leaving his students unsupervised over a three-year period.

Certified to teach in July 1998, Zagar attended the December 11, 2013, hearing and was represented by legal counsel.

Zagar was also found texting, using his cellphone or reading a newspaper during class time. He missed his on-call assignments on several occasions. He did not properly sign out or notify school administration when leaving and then did not respond when paged by the main office.

Zagar's conduct continued from April 2008 to November 2011 despite repeated warnings, including two suspensions by the school board and several letters of counsel and discipline from the principal.

The Discipline Committee panel found the member guilty of professional misconduct and directed that he appear before the panel immediately after the hearing to receive a reprimand. He must also successfully complete a course in student supervision and safety at his own expense.

In its decision, the panel wrote, "It is an expectation of the parents, the school board and the community that students are to be supervised." **PS**

Copies of the full decisions are available at oct-occeo.ca/INWS629.



NAME: *Elizabeth Dowdeswell*

- Born in Northern Ireland on November 9, 1944; settled in Saskatchewan with her family in 1947
- Moved frequently; attended a different school in small-town Saskatchewan every three or four years
- Has a teaching certificate and a bachelor of science degree in home economics from the University of Saskatchewan; received her master of science degree in behavioural sciences from Utah State University in 1972
- Left teaching to work as a deputy minister for the Government of Saskatchewan; has held several senior positions in the Canadian public service
- From 1993–98, she led the United Nations Environment Programme in Nairobi, Kenya
- Adjunct professor at the McLaughlin-Rotman Centre for Global Health at the University of Toronto from 1998 to 2010
- President and CEO of the Council of Canadian Academies from 2010–14
- Board of Directors chair of the Higher Education Quality Council of Ontario
- Appointed Officer of the Order of Canada and awarded the Queen Elizabeth II Diamond Jubilee Medal in 2012
- Appointed the 29th lieutenant-governor of Ontario by Prime Minister Stephen Harper in June 2014

LIFELONG LEARNER

Ontario's lieutenant-governor reflects on her past life as a teacher — the patience gained and potential unleashed.

BY LAURA BICKLE

How would you describe yourself in elementary school?

Curious, eager and engaged.

And in high school?

I was ambitious, disciplined and multidisciplinary.

What was your favourite subject?

Literature, because it opened the world to a little girl in a small town.

Favourite non-fiction heroes?

I've been inspired by many — including leaders like Nelson Mandela who teach us humility and service, as well as those in the arts and music, such as Yo-Yo Ma, who bring me to tears and can so powerfully tap into my emotions. And, every day I hear stories of ordinary people doing extraordinary things in their communities.

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

Conversational French and a number of other languages.

Favourite way to spend recess?

The story is told that in elementary school I sat on the steps and read; in high school we always gravitated to the piano and practised our dancing.

Important lesson learned at school?

Acceptance of diversity.

What's your fondest school memory?

Attending in bad weather — only a few of us could attend because the school buses were cancelled, so we had the benefit of being with our teachers informally without a schedule or agenda.

Most appreciated quality in a teacher?

The willingness to see me as a person, not simply as a student in a class.

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

Something that helps students to “connect the dots” and help them understand that the real world requires the ability to synthesize knowledge from the physical and social sciences, the arts and humanities.

How did you become a teacher?

After earning a bachelor of science degree in home economics at the University of Saskatchewan, I applied for and was granted a teaching certificate.

What prompted you to leave teaching?

I transitioned from teaching in high schools to universities and then to teaching teachers and developing curricula. The move to public service within provincial, federal and international settings was evolutionary and natural.

Best lesson learned as a teacher?

Patience.

Fondest memory as a teacher?

Contributing to the unleashing of potential and creativity among individuals of any age.

How does your teaching experience impact your current work?

Once a teacher, always a teacher. Life is all about learning. **PS**



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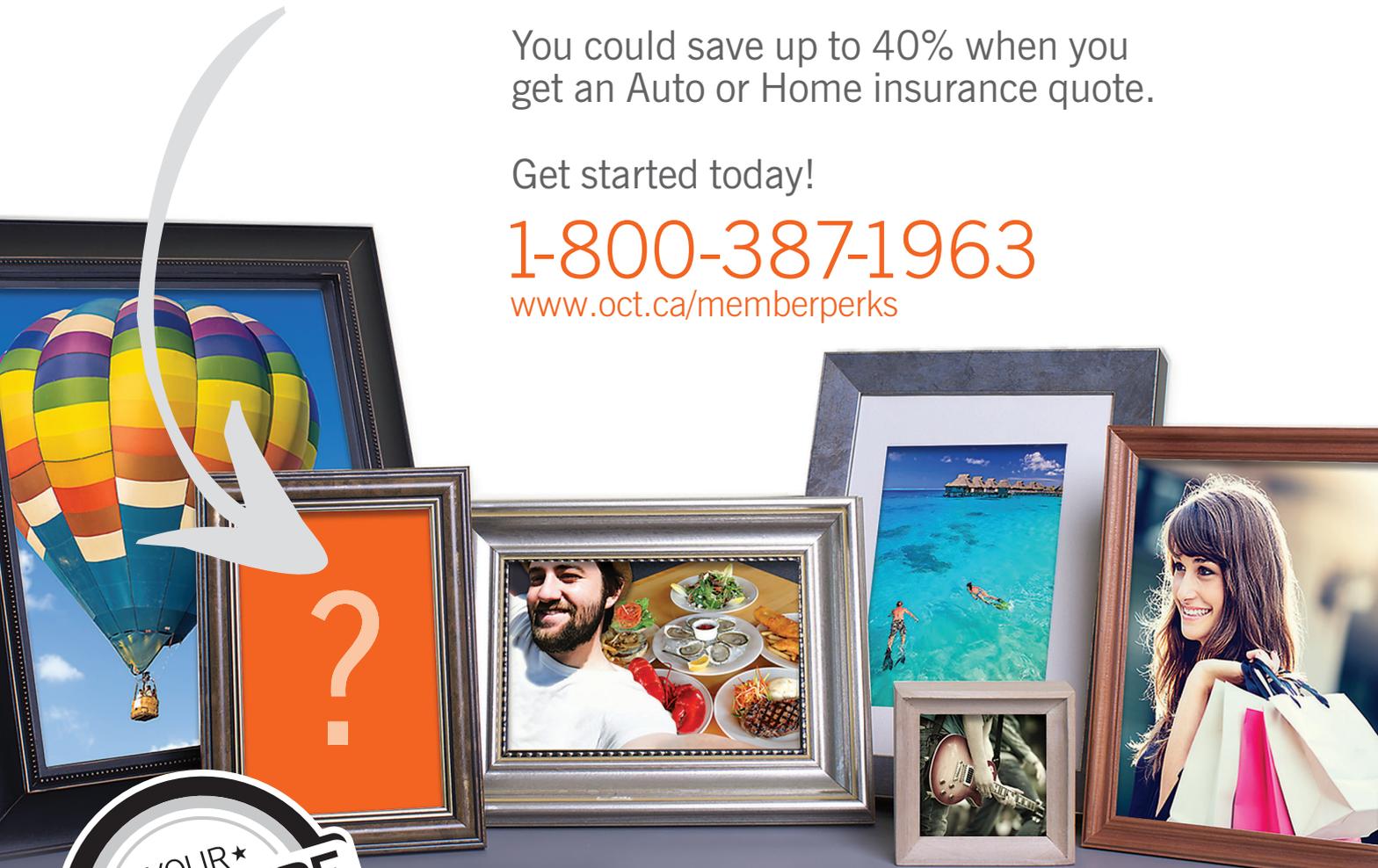
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