

SEPTEMBER 2015

professionally speaking

THE MAGAZINE OF THE
ONTARIO COLLEGE OF TEACHERS

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**ANNUAL
REPORT
HIGHLIGHTS**
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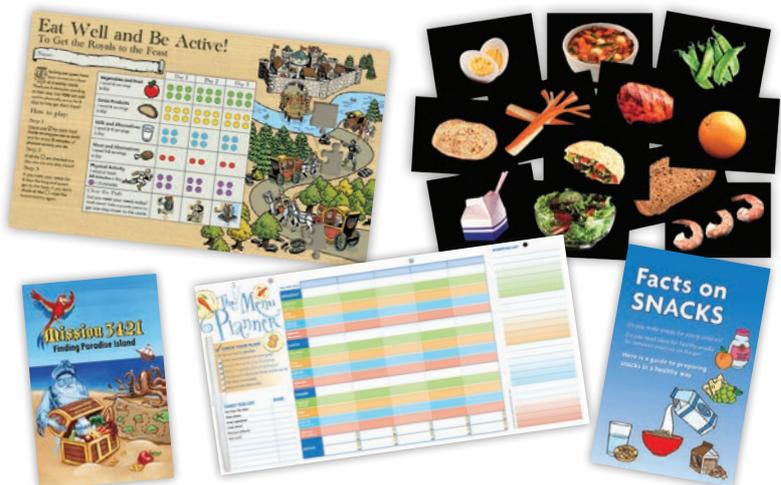
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7–8



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Lay the foundation for success

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Explore the root causes of staff resistance to change, and leave with concrete strategies that will improve school culture and lay the foundation for a powerful learning environment. Dr. Muhammad has developed the strategies necessary to address staff cohesion issues and maximize human potential in schools and districts. Get ready to roll up your sleeves to develop an effective action plan for eliminating unproductive conflicts and creating healthy working and learning environments.

Learning Outcomes

- Identify and build on staff assets.
- Reflect on your own contributions to the school's culture.
- Explore strategies to overcome resistance to change.
- Develop a plan for transforming your school's culture.

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—Rhonda Dickenson, student services coordinator,
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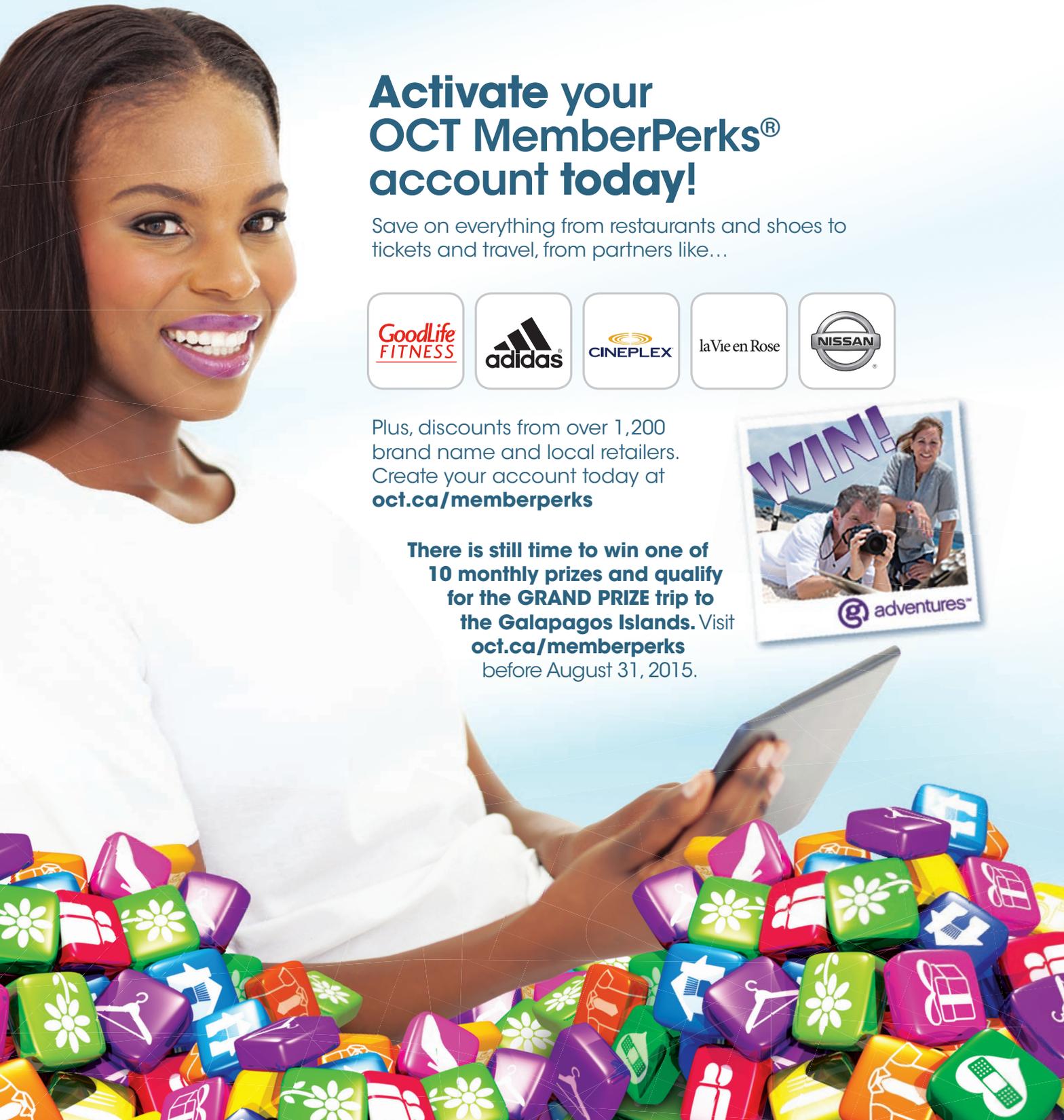
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Three OCTs teach their students about social justice through drama, storytelling and literature from culturally diverse authors.
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In honour of World Teachers' Day on October 5, we highlight some of our favourite Remarkable Teacher quotes from the archives.

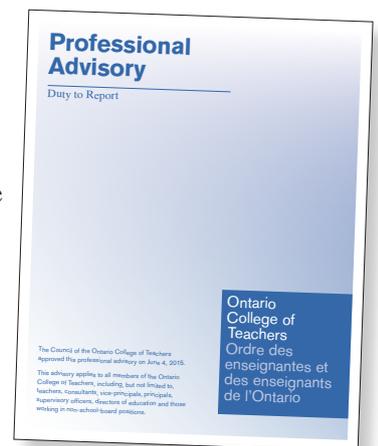


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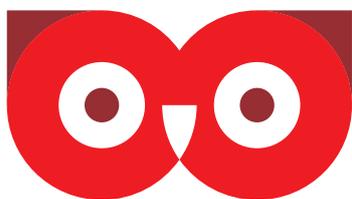
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VISITING DELEGATION

In June, former chair of Council Liz Papadopoulos, OCT, (far right) and College CEO and Registrar Michael Salvatori, OCT, (second from the right) welcomed the **U.K. Professional Standards Authority** to the College. The Authority, which regulates health-care professionals in the U.K., was here to learn about our mandate, accreditation processes, and investigations and hearings process.

OISE/UT AWARD

In May, the **OISE Young Alumni Council** presented College Registrar and CEO Michael Salvatori, OCT, with its inaugural InspirED award. The award was created to honour alumni who have made a significant contribution to the education sector.



PINOY FESTIVAL

In June, the College was at **Pinoy Fiesta** in Toronto — one of the biggest indoor Filipino festivals in Canada — to speak with members of the community about how we're setting the standard for great teaching in Ontario.

CELEBRATING PRIDE

The College was at **Pride Toronto** in June to inform visitors of our mandate to serve and protect the public interest.



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RENEWED FOCUS

On the path to better governance.

BY ANGELA DE PALMA, OCT

Inserted in the centre of this issue, you will find our new *Professional Advisory — Duty to Report*. It provides important information to Ontario teachers about their legal and ethical duty to report suspected cases of child abuse and/or neglect.

Sadly, abuse and neglect are realities for many Ontario children. Perhaps you have made that phone call to the Children's Aid Society at some point in your career.

Just as every one of us has a responsibility to protect children from harm, the College has a responsibility to promote the duty to report. This document supports teachers with this obligation.

Council successes

As I begin my term as Chair, I wish to acknowledge the collaborative leadership and good governance practices my predecessor Liz Papadopoulos, OCT, and our colleagues on the previous Council initiated.

They made significant strides toward improving timeliness, efficiency and transparency with respect to our disciplinary role. They helped enhance the teacher education program and they supported a comprehensive public awareness initiative.

With the tagline "Setting the Standard for Great Teaching," the 2014 initiative educates the public about who we are as a regulatory body, how we regulate teaching in Ontario and, most importantly, how highly qualified members are. Our mandate requires us "to communicate with the public on behalf of the members of the College," and Council has recognized this priority.

I am excited about collaborating with members of the seventh Council, who bring a rich new complement of expertise and perspectives to the College. Their valued contributions to the regulation of the teaching profession will be enhanced by a new mentorship program and learning opportunities on topics such as chairing committees and financial literacy.

The privilege of self-regulation

You are part of a profession that regulates itself — just like nurses, doctors and lawyers. This means the people of Ontario trust teachers to govern our profession using our collective specialized knowledge, skills and experience. Elected and appointed Council members are knowledgeable, experienced and dedicated to leading the profession and serving the public interest. Your Council includes 23 elected members and 14 members of the public appointed by the provincial government.



Through their work on the College's committees, Council members have various responsibilities including:

- reviewing and accrediting teacher education programs at Ontario faculties of education
- receiving, investigating and determining how to deal with complaints about College members relating to professional misconduct, incompetence or incapacity
- conducting hearings and making rulings on matters of professional misconduct or incompetence, and the physical and mental capacity of members
- overseeing editorial and advertising policy for *Professionally Speaking*
- reviewing and approving the College finances, budget and investments
- considering appeals from applicants who have been denied membership in the College.

I look forward to working with Council members and College staff, who are committed to the organization and its goal to protect the public interest.

As you begin your new school year, the College will be cementing its path to better governance to strengthen the teaching profession's role in self-regulation. **PS**

Angela De Palma

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SHARING OUR JOURNEYS

The academic programs and life experiences that have led us to this profession are important elements that shape who we are as teachers.

BY MICHAEL SALVATORI, OCT

You never have a second chance to make a first impression. This adage comes to mind as I reflect on the anticipation, excitement and energy of the beginning of a school year.

I remember well my first day as a teacher many (many) years ago. I was especially nervous as the clock above the blackboard ticked closer to 9 a.m. and the sound of the bell that would mark the beginning of the day and my career.

I believed then, as I do now, that the first step in showing commitment to students is to learn about them, understand their experiences and relate learning to their lives.

Similarly, I believe that the relationship between teacher and student is strengthened when we, as caring professionals, share with students and their parents who we are, what values and ethics guide us in our work, and why their trust in us is so well placed.

On that first day of school in September 1990, I recall placing some objects on my desk that were important to me. They told the story of my journey to this classroom. I encouraged students to look at the objects and ask questions about them as a way of getting to know me better. I then flipped the exercise and had them curate their own personal museum so that I could learn about them. One of the treasures that I had in my collection was my teaching certificate. I knew that this evidence of my teacher preparation was an important element in building confidence.

Now flash forward 25 years to my current position. I am proud that we have an organization that provides a public view of teacher qualifications to parents, students and the general public. The Find a Teacher function on the College's website, oct.ca, provides access to member qualifications and opens a dialogue about their professional preparation. It's one tool that contributes to the public's confidence in the profession. It also serves as a record of ongoing professional learning in the form of Additional Qualification (AQ) courses.

I often use my own profile on Find a Teacher when introducing this tool to teacher candidates during our presentations at



“I believe that the relationship between teacher and student is strengthened when we, as caring professionals, share with students and their parents who we are, what values and ethics guide us in our work, and why their trust in us is so well placed.”

faculties of education. When it is noted that the last AQ entry on my certificate is 2007, I use the opportunity to speak about the different ways outside of AQs in which members engage in professional learning. This includes degrees and certificates, workshops offered by employers, summer institutes offered by teacher federations, and conferences hosted by subject associations.

The academic programs and life experiences that have led us to this profession are important elements that shape who we are as teachers. It is worthwhile sharing our journeys with students, their parents and our communities as we continue to learn and refine our professional practice. **PS**

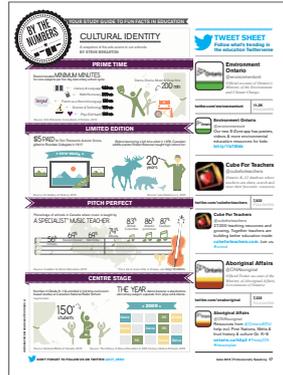
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Letters to the editor

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Not-So-Fun Facts

I am writing on behalf of the Ontario Music Educators' Association to express our concern over your most recent rendering of "fun facts" in By the Numbers in the June 2015 edition. While the music teacher findings you report in the section "Pitch Perfect" are unfortunately accurate, we do not consider being the province to have the least number of qualified music teachers a "fun fact" but, rather, a disturbing fact.



We feel the ranking should motivate the College and all parties involved to address the need to revisit and demand fully qualified music educators in all Ontario schools.

—**Gena Norbury**, OCT, teaches music to K–Grade 8 students at Eldorado Public School in Brampton, and is the president of the Ontario Music Educators' Association.

Editor's note: We have replaced "fun facts" with "stats" in the By the Numbers description. We regret the oversight.

FSL Inspiration

I was so delighted to see Sylvia Duckworth showcased in the article "French Revolution," written superbly by Trish Snyder in the June 2015 edition of *Professionally Speaking*. Sylvia has been an amazing role model for me as an FSL (French as a Second Language) teacher. While attending some of her workshops, her enthusiasm and tech-savvy mind encouraged me to go beyond my comfort zone in the second language classroom, which can be challenging at times. I love how she shares her resources and knowledge with other FSL teachers. She truly goes above and beyond, and so it's not surprising she received a Prime Minister's Award for Teaching Excellence.

Thanks for publishing a story about this remarkable teacher.

—**Mary Lynn Winkler**, OCT, teaches at Jeanne Sauvé French Immersion Public School in St. Catharines.

Don't Forget Volunteers

You missed out on a huge group of people in your Pan Am/Parapan Am Games cover story in the June 2015 issue: the volunteers. I'd be curious to find out what percentage of the volunteers are OCTs. Due to the timing of the Games, many of us are able to volunteer at these events. The wide range of skills that teachers have are in demand by the organizers.



—**Lynn Shire**, OCT, is a vice-principal at Harold M. Braithwaite Secondary School in Brampton.



No Opportunity at Home

I just read “Passport to Learning” in the June 2014 issue. As an OCT who also turned to international teaching at the beginning of my career, I think it's great you've highlighted this career option. I left Ontario to teach overseas with my husband (also an OCT) with the intention of coming home after we had “weathered the storm” of high unemployment for teachers here.



It has now been six years, and since then we have taught in Honduras and now in Saudi Arabia at respected overseas International Baccalaureate schools.

Although the professional experience I have gained internationally has been immeasurable, the current Ontario job situation — combined with seniority-based placement — is too daunting for us to return to. It seems unfair that our experience gained teaching full-time internationally is not recognized within school boards, not to mention starting our careers from scratch should we decide to come back. Ontario's students also suffer with this challenging situation; they are losing access to a group of highly qualified, experienced and open-minded teachers who lack opportunity at home.

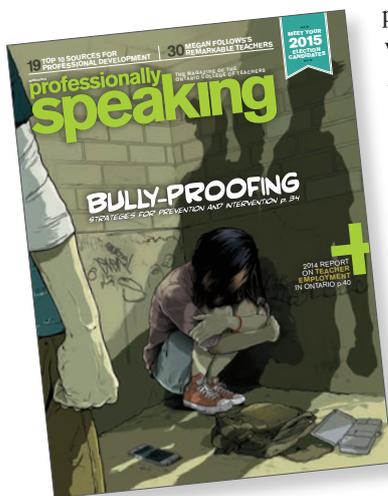
—**Mavis Wellington**, OCT, teaches high school English at American International School in Riyadh, Saudi Arabia.

Address All Types of Bullying

I read “Bully-Proofing” in the March issue and was pleased to see a well-written article focusing on how teachers can begin to deal with the problems of bullying. This is an important issue for teachers, but more information is needed. There were examples of bullying toward

lesbians and gays, but no examples of students being bullied who have learning disabilities. All types of bullying must be addressed if we are serious about solving this problem in our education system.

—**Alan Wayne McFarlane**, OCT, teaches learning and life skills at Cobourg Collegiate Institute in Cobourg.



Feeling Under-represented

I have noted that the articles, ads and direction of *Professionally Speaking* focus on matters largely related to elementary teachers. Increasingly there is very little that is relevant to secondary school teachers. I don't feel it reflects or represents me as a high school teacher. While we may all share the same title of “teacher,” as well as concerns about kids and education, we are quite different!

—**Debbie Palmer**, OCT, is a retired teacher who taught senior history and social science at Albert Campbell Collegiate Institute in Toronto.

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—T. Walsh, Ontario teacher



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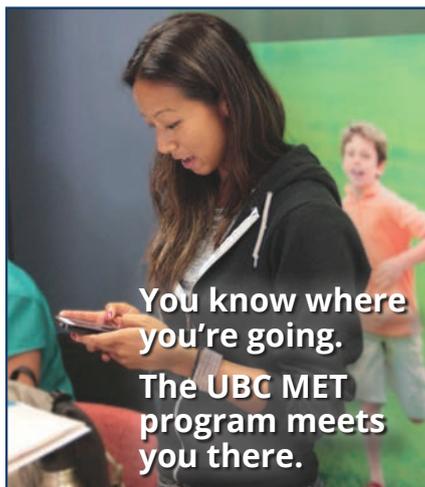
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Pop Quiz

with Kourosh Houshmand

BY LAURA BICKLE

Scroll down Kourosh Houshmand's LinkedIn page and you'll find a man who's not just on one mission but several, and they all have one thing in common — engaging his peers to improve student life in Canada and abroad.

As Student Trustee for the Toronto District School Board and vice-president of the Ontario Student Trustees' Association Public Board Council in 2012, Houshmand represented a collective 2.6 million students. Since then, he's received Canada's Top 20 Under 20 Award (established by Youth in Motion; now under Plan Canada), and he founded Solar for Life, providing solar energy to communities in Uruguay and South Africa with the help of 250 high school and university volunteers across the country. He also created Education Rediscovered — a student organization whose mandate is global education reform. Houshmand is the MaRS Discovery District's chief student advisor, and is currently studying Ethics, Society & Law and political science at the University of Toronto.

In February, Houshmand was a panellist at Groupe Média TFO's *Les Tablettistes* conference where he addressed the impact of new technologies in education. Regularly asked to consult on education-related topics, Houshmand shares his views on how our system can support students in finding their inner activist.

Q What inspired you to get involved in activism?

You have to be aggravated to want change. When I was in Grades 11 and 12, for instance, I was disengaged. I didn't think I was being pushed to my full potential; everything felt like memorization. It was that sense of aggravation that motivated me to run for student trustee.

Q How can teachers nurture activism in students?

Teachers should encourage risks and continue to learn alongside their students. It's important to take students seriously and treat them as scholars. If the teacher is engaged, they'll foster a group of young individuals who are not afraid to take risks, and who will likely be inspired to make a difference in the world.

Q What issues are Ontario students currently facing?

Students don't see the direct benefit of education. We have to do a better job of explaining the value and impact of what students are learning.

The other issue is that school can be more about mastery than taking action. It's OK if you don't know something — jump in and learn from your mistakes. If you're passionate, no one has the right to get in your way.

Q What are your future plans for Education Rediscovered?

I'm currently in the process of rethinking the website, so it has been fairly inactive. But my hope is that it will become a platform for students to lobby for change and help make education reform cool.



YEAR IN REVIEW

A look at the College's 2014 Annual Report.
BY STEVE BREARTON

CURRENT MEMBERSHIP

COLLEGE MEMBERS
IN GOOD STANDING:

239,356

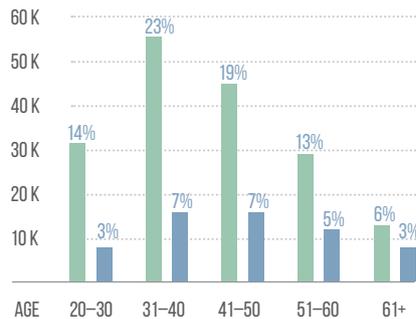
CHOSE ENGLISH AS THEIR PREFERRED LANGUAGE: 94%
CHOSE FRENCH AS THEIR PREFERRED LANGUAGE: 6%

WHO ARE FEMALE: 74%
WHO ARE MALE: 26%

NEW MEMBERS:

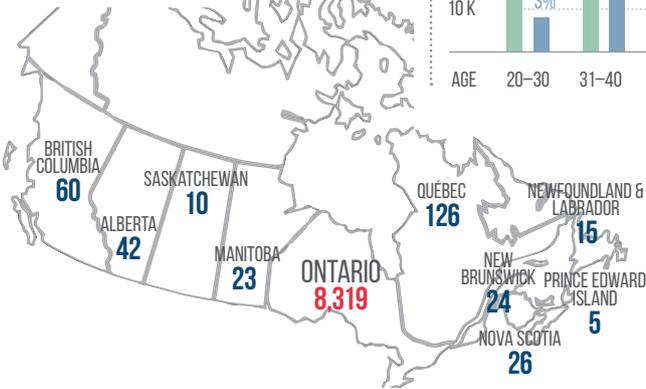
9,756

MEMBERS BY AGE:



GEOGRAPHIC DISTRIBUTION

NEW MEMBERS BY PROVINCE OF
INITIAL CERTIFICATION:



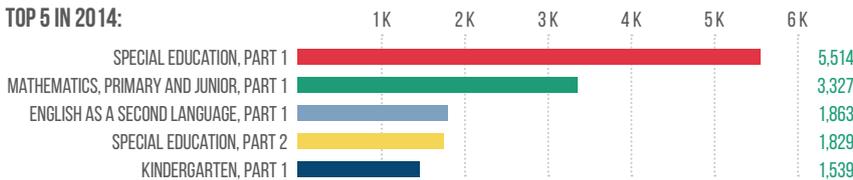
INTERNATIONAL
1,096

ADDITIONAL QUALIFICATIONS

TOTAL AQS GRANTED

2014: 35,041 2010: 43,749 2006: 37,318 2002: 25,496 1998: 18,414

TOP 5 IN 2014:



COMPLAINTS, INVESTIGATIONS & DISCIPLINE

ORIGIN OF COMPLAINTS:



TOTAL
469

DISPOSITION OF COMPLAINTS*:



Source: Ontario College of Teachers, 2014 Annual Report
*To learn more about our complaints & discipline process visit bit.ly/1C1AMrI.

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Start your school year off right with a call home to parents.

A message welcoming them and their child to your learning community will go a long way in fostering a positive parent-teacher dynamic. It also helps to calm any anxiety their household may be experiencing those first few weeks in September. So what should you discuss? Mention something positive that their child did in class and field any questions they might have. Scheduling these few moments for parents will help set the tone for the rest of the year and allow for a more open line of communication throughout.

—Chris Lee, OCT
Teaching/Learning Coach
Model Schools for Inner Cities
Toronto District School Board

→ Have a classroom idea to share?

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

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

ENTERPRISE ON THE RISE

BY STEFAN DUBOWSKI

In the past, entrepreneurship was a lesson taught in business class. Today, it should be core for all students, according to Ryan Burwell. He's the curriculum lead in entrepreneurial thinking at MaRS Discovery District, a non-profit organization that helps launch and grow innovative companies.

"The types of careers we're preparing students for are built rather than obtained," he says. "The ability to carve their own paths is a fundamental skill set and mindset."

The rise in self-employment is an important consideration. According to Statistics Canada, the number had reached some 2.77 million in January 2015, up from 2.71 million in 2014. Students who lack entrepreneurial skills

will be at a disadvantage in this trend toward self-sufficiency.

Help students build an enterprising mindset and harness their full potential with the Entrepreneurial Thinking Toolkit for K-12 Educators (bit.ly/1HFtmf7). Developed by MaRS in co-operation with Ontario teachers, this resource provides the opportunity to incorporate entrepreneurship into any subject.

The kit has five modules that can be taught individually or combined for larger projects. "We want you to use this to enrich the materials and activities you're currently teaching," Burwell says. Topics include developing personal brands, solving problems with design, validating ideas and changing strategies.

Several Ontario schools have used concepts from the toolkit to enhance their students' entrepreneurial awareness. One analyzed and promoted their school brand, boosting students' marketing chops and school pride. A Grade 8 class prototyped a glass for people who suffer from multiple sclerosis.

But the toolkit is not limited to the older grades. "We had students in Grade 2 testing prototyping techniques to solve problems," Burwell says. "It's neat how children that young embody what it means to be creative and entrepreneurial."

"It enriches the school experience," he says. "Self-direction and problem-solving is how we're programmed to learn."

APPS ANALYSIS

By Stefan Dubowski



Interactive Telling Time

Time to play! This app helps children learn to tell time, introducing them to concepts such as a.m. and p.m., and the differences between 12-hour and 24-hour clocks. Artists, educators and parents assisted in the design. The program offers games that make time fly! Stop the Clock, for example, challenges children to halt the timepiece at a specified moment. Five difficulty levels help students progressively master the skill. Supportive voice-overs, cheery music and a reward system (score fish to put into the digital fish tank!) motivate fledgling time-tellers. To unlock substantially more features, purchase the full version (\$3.49 for Apple, \$2.99 for Android).

DEVICE: Apple; Android

SOURCE: iTunes; Google Play (free)

RATING: 4+; Unrated

EDULULU RATING: 4/5



Geometry Pad

Here's a new angle on geometry. Designed for ages 12+, Geometry Pad lets users create, change and measure all sorts of shapes for a deeper understanding of the subject. Optional tools let you create special triangles, quadrilaterals, medians and altitudes. Use the compass to plot arcs. Wield the pencil to draw freehand. Rotate shapes and create reflections to explore geometric patterns from different perspectives. Note that the free version doesn't include all of these features. The compass and the reflection tool, for instance, require an in-app upgrade. Consider the Premium Features Pack (\$7.99 for Apple, \$6.59 for Android) to get the full range of functions.

DEVICE: Apple; Android

SOURCE: iTunes; Google Play (free)

RATING: 4+; Unrated

EDULULU RATING: 4/5



Toca Builders

Described as Minecraft for juniors, Toca Builders invites youngsters from five to 11 to stack, move and paint cubes — all with an eye toward forming shapes and structures. The app has users controlling six little characters, each with its own special tools and skills. Cooper the Ball paints the ground. Connie the Crane moves cubes and Blox the Hammer smashes them with his mallet hands. As children play, they hone their hand-eye co-ordination and stretch their imaginations. No third-party ads, no rules, no time limits. The Toca Builders app gives precocious inventors an opportunity to channel their creativity into virtual creations.

DEVICE: Apple; Android

SOURCE: iTunes; Google Play (\$3.49)

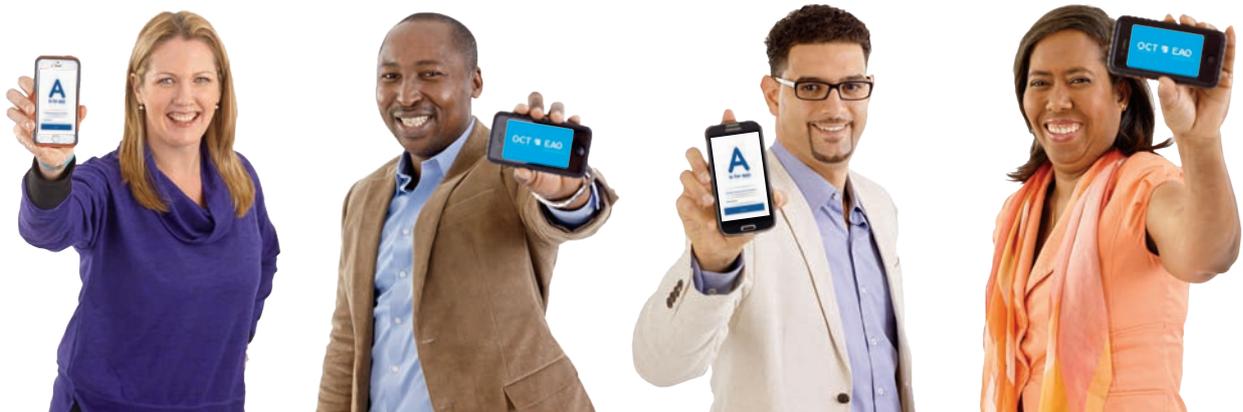
RATING: 4+; Everyone

EDULULU RATING: 4/5

* EduLulu is part of Groupe Média TFO, a world leader in education. The online guide's evaluations are the work of teams of independent experts (including OCTs), who review up to 100 English, French and bilingual educational apps (iOS and Android) each month for ages 2 to 17. To access the complete list and search by filter, visit edululu.org/en. Interested in becoming an EduLulu evaluator? Go to bit.ly/1CQ0QPO to learn how to get involved.

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ADDITIONAL BASIC QUALIFICATIONS

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

ABQ INTERMEDIATE

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

ABQ SENIOR

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

HONOUR SPECIALIST

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

THREE-PART ADDITIONAL QUALIFICATIONS

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

THREE-PART ADDITIONAL QUALIFICATIONS - cont'd.

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

ONE SESSION QUALIFICATIONS

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

TECHNOLOGICAL EDUCATION

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

INTEREST COURSES

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Gamification in the Classroom	INTR 500	• • •
Teaching the Digital Learner	INTR 410	• • •

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Winter: January 25, 2016 – April 8, 2016

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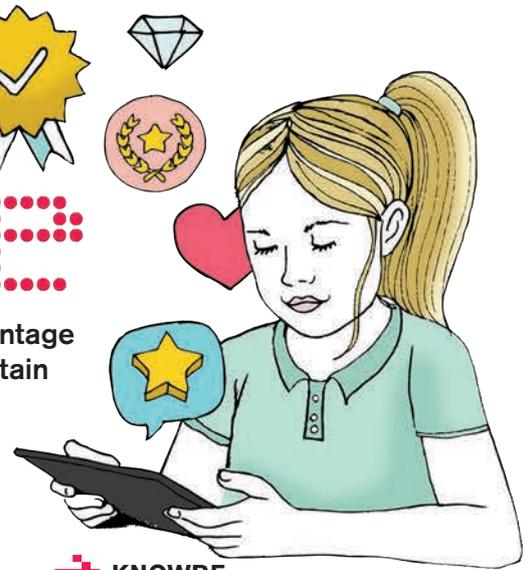
Fall: September 11, 2015
Fall/Winter: October 23, 2015
Winter: January 8, 2016



Why we got game

Games are naturally engaging — so why not use this to your advantage in the classroom? Watch students master concepts quickly and retain content longer with these six online gamification tools that are guaranteed to inject play into the everyday!

BY MELISSA CAMPEAU



✚ BRAINSCAPE

Memorizing a map of the world? Daunting. Picturing Italy and its neighbours? Doable! Brainscape's online flashcard system helps your class master big topics by breaking them down into bite-sized pieces. Students rate how confident they are in their answers and then an algorithm adjusts the quiz card patterns according to what they are struggling with. Use existing content or customize your own study decks.

INSTRUCTION LEVEL: Grades 9–12
PLATFORM: Apple; Desktop
PRICE: Free (basic version)
VISIT: brainscape.com

✚ CLASSCRAFT

This role-playing model is designed to motivate and boost co-operation, all while complementing your existing lesson plans. Once students personalize their avatars, you can group them into teams and track how well they play and perform together. Are teammates helping each other with assignments? Are they acing their tests? If so, they'll earn experience points toward unlocking teacher-determined privileges.

INSTRUCTION LEVEL: K–Grade 12
PLATFORM: Apple & Android; Desktop
PRICE: Free (basic version)
VISIT: classcraft.com

✚ CLASSDOJO

Are your students arriving to class on time? How about staying focused? Are they completing their assignments? With ClassDojo, you determine which actions are valued and award points to those who follow through. There are a variety of badges to earn, levels to unlock and leaderboards to conquer. Share individual data with parents to keep them up to date on their children's accomplishments and challenges.

INSTRUCTION LEVEL: K–Grade 9
PLATFORM: Apple & Android; Desktop
PRICE: Free
VISIT: classdojo.com

✚ GOALBOOK

Imagine a motivational coach for students, with access to child-friendly social media. That's Goalbook! Help set curriculum-based targets from a deep databank of learning goals — a book chapter completed today, an art project finished by Friday. Messaging, profiles, and other bells and whistles keep things organized, while instant tracking means you can share progress reports with students and parents.

INSTRUCTION LEVEL: K–Grade 12
PLATFORM: Desktop
PRICE: Free trial period
VISIT: goalbookapp.com

✚ KNOWRE

Picture a dashboard display of your class seating plan that zeroes in on who needs help — and with what exactly. That's the idea behind this online math tool. While students pop in earbuds and watch a KnowRe algebra or geometry video (there are over a thousand!), you're free to offer one-on-one support. Quest-like assignments are engaging, while a real-time reporting panel offers a snapshot of both overall and individual progress in the room.

INSTRUCTION LEVEL: Grades 7–12
PLATFORM: Desktop; iOS (coming soon)
PRICE: Free trial period
VISIT: knowre.com

✚ SOCRATIVE

Create interactive quizzes and polls quickly with Socrative, then share the results instantly and visually with your students. Jazz them up with photos, maps and other graphics. Responses can either be identified (for tests) or left anonymous (for class polls and reluctant joiners). Foster a more collaborative classroom culture when you set up competitive team quizzes that will prove fun for everyone.

INSTRUCTION LEVEL: K–Grade 12
PLATFORM: Apple & Android; Desktop
PRICE: Free
VISIT: socrative.com



ILLUSTRATION: SAM LOMAN/EYE CANDY ILLUSTRATION



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EXCLUSIVE



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BEYOND THE MAT

★ ★ ★ ★ ★

Former Olympic wrestler Chris Woodcroft, OCT, celebrates victories big and small as the principal of a Kitchener high school.

BY TRISH SNYDER

This is the best part of my job,” says Chris Woodcroft, OCT, as he knocks before entering a Grade 10 classroom at Resurrection Catholic Secondary School in Kitchener. “Good morning, I’m sorry to bother you Ms. Craig,” he begins. “Is Hilary here?”

Surprise visits from the principal are no big deal when the guy knocking is a 25-year teaching veteran who greets students by name, coaches school teams, snaps school photos like a one-man yearbook club and gets a rush of satisfaction from calling people out for good deeds.

“I would like to congratulate Hilary for being selected to go to the Dominican Republic!” Woodcroft announces to the English class on this late-spring day. Hilary claps an excited hand over her mouth and her classmates break into applause. Making the cut for the Waterloo Catholic District School Board’s annual mission trip to the Caribbean nation is a big deal — the social justice equivalent of being named to the senior basketball team. She and two dozen students from around the board will spend a week living with host families experiencing everyday life in the impoverished nation — hopefully returning with a renewed desire to help others. “We are so proud of you and look forward to sharing this experience with you,” he says, yahooping with the class before he hustles downstairs for a meeting. “Their peers are the most important part of their lives right now,” Woodcroft says afterwards. “That’s why I like to recognize students publicly.”

PHOTOS: MARIAN LOZOWCHUK



Principal Chris Woodcroft, OCT, congratulates the Athletic Leadership class on their fundraising at a recent charity event.

He chooses less fanfare, but just as much consideration, when gently breaking the news to the students who didn't make the cut: he invites them one by one to his office in case any crumble. "I have something disappointing to tell you," he says to Julia, a Grade 11 student. "You're not in the top five but you are the first on our waiting list. You had a phenomenal interview and there's nothing you could have done differently. You participate in a number of social justice initiatives and we appreciate that you'll continue to do this kind of work no matter what." It wasn't the result Julia wanted, and yet Woodcroft's gentle approach had her walking out with a smile.

Woodcroft is transforming schools with his extraordinary gift for connecting with people. During the four years at his previous school, Monsignor Doyle Catholic Secondary School in Cambridge, he helped turn around test scores, renovate rundown facilities and expand extracurricular activities. In January 2015, The Learning Partnership named him one of Canada's Outstanding Principals. He's quick to credit this success to teamwork, which isn't surprising coming from a former Olympic wrestler. (Thank goodness for Google;

you'd never hear about this impressive achievement from Woodcroft, who was still competing for the national wrestling team from 1990 to 1993 — his first three years as a new teacher.) The principal channels his athletic perseverance and work ethic into helping others attain greatness in education.

When the Monsignor Doyle community learned at the end-of-year 2013 liturgy that he and vice-principal Lorrie Temple, OCT, were being transferred, 1,000-plus students were reportedly stunned into silence before jumping up for a standing ovation. "Chris encourages and celebrates everyone else while, humbly, never taking credit for the many ways he's changing lives," says Marianna Worth, chaplaincy team leader with the Waterloo Catholic District School Board. "He's the most transformative Catholic leader I know."

When Woodcroft was appointed principal at Monsignor Doyle in 2010, he took relationship building to the next level. He earned respect and admiration from his staff by remembering their birthdays, carrying a caseload of the most troubled students and covering classes so they could, for instance, attend funerals or watch their child's

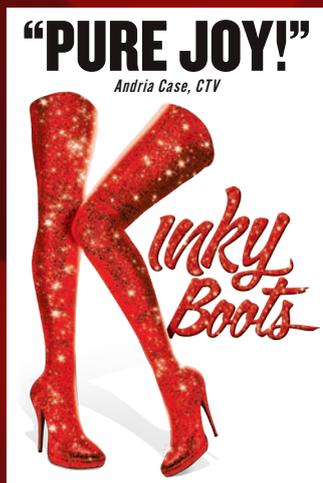
kindergarten graduation. He was a daily fixture in the hallways and classrooms, as well as at extracurricular activities — taking pictures of teachers running labs, lessons, rehearsals, meetings and field trips. Woodcroft would then spend several hours composing a weekly staff email to highlight individual contributions and express his gratitude to all.

"I've never worked with someone who took the time to document the good deeds occurring within the school, while sharing these successes with his team," says Kimberly Myers, OCT, a guidance counsellor at Monsignor Doyle. "It truly is what built a collaborative environment. Chris understands that to lead people is to motivate them. He understands that if you empower individuals to feel good about what they do, they will, in turn, do good for others."

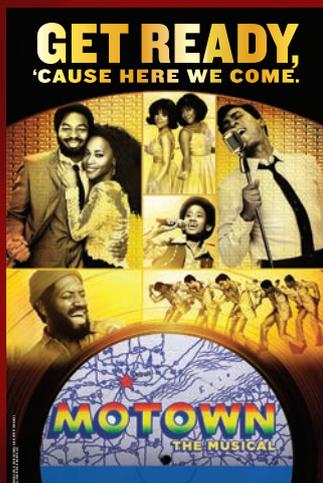
Next, he took on the task of boosting student achievement. After seeing reports of high student anxiety, Woodcroft prioritized wellness. He built a fitness room and reworked timetables to implement Sparking Life, a program that integrates exercise into the school day. School Learning Teams were then established to tackle literacy and numeracy. For math, they dissected EQAO test scores

TORONTO THEATRE

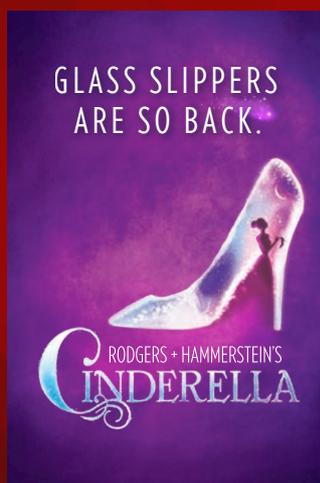
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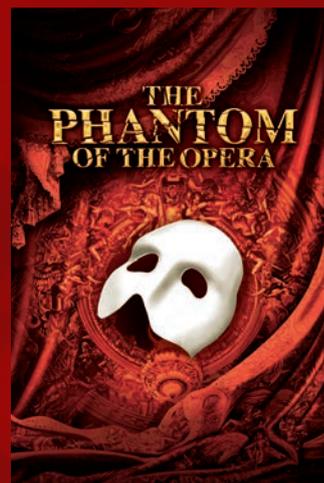
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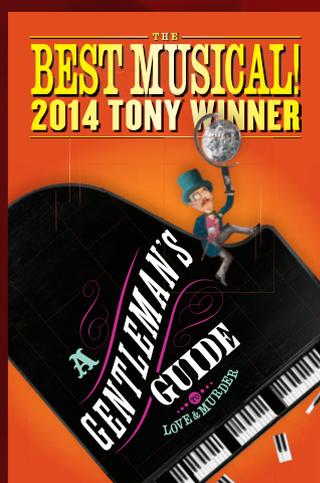
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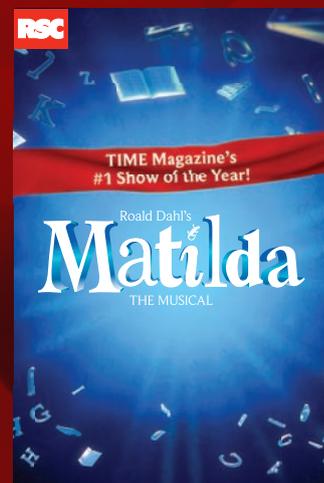
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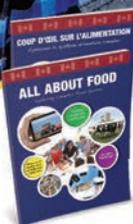
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to pinpoint deficits and invited a math consultant to offer ideas. The department adopted intentional strategies like spiralling (teaching a concept, building on it and then revisiting it before moving forward), to identify when students were missing concepts. They initiated EQAO practise testing, which now takes place boardwide. Math scores rose 13 per cent in applied categories and 18 per cent in academic ones; literacy scores broke 80 per cent for the first time. A principal's jaw dropped when she heard their results — one Doyle feeder school, for instance, typically scores in the 30s.

Woodcroft modelled his high expectations for quality instruction at staff meetings and during professional development (PD) days. "Everyone has had that one teacher who made us want to teach," he explains. "It's my job to inspire my staff to want to be that teacher for someone else." The principal began one PD session on differentiated instruction with a fun task using stacking cups that he had borrowed from various schools. He was so influential as an instructor, and the activity so engaging, that three departments in the school were inspired to order their own cups to use in lessons to connect with students.

Other times, he asked individual teachers to share best practices and ushered the staff on gallery-style walks throughout the school — he knows what his staff does well because he spends so much time in classrooms. One teacher excelled at reaching students in science by asking unorthodox questions at the start of the year: How excited were they about science? How comfortable taking risks? By sharing their winning strategies and making teachers the heroes, he gives teachers the tools — and the desire — to improve. "He'd challenge you to be better than you were when you had arrived," says Temple.

He'd also speak up if he saw in-class approaches that weren't up to par, asking how a particular technique was helping students to learn. "Chris did such a good job celebrating the great stuff, that when he saw something that didn't measure up, he was able to get through in a way that made people receptive," says Temple.

With his trademark high energy, Woodcroft introduced new initiatives from the Ministry and the board. A few years ago, he brought staff in line with the province's new assessment framework (learning goals and success criteria) by remaining relentlessly positive and explaining how it would improve both teaching and learning. "It was his delivery," says Myers. "He had completely bought into it and explained everything in a way that showed why it made sense and why it was ultimately good for the students."

A student named Joseph at Monsignor Doyle certainly tested Woodcroft's commitment to doing whatever it takes to help others succeed. In Grade 9, for example, he was barely passing and his hot temper was getting him kicked out of class. The principal reached him by staying calm, while forgiving and offering the teenager a fresh start after every misstep: "You made a bad choice," Woodcroft would say. "It doesn't make you a bad person but let's move forward and make sure it doesn't happen again."

When the student was sent to the office, the principal helped him cool off by inviting him for a walk or for lunch. Woodcroft showed Joseph the value of pausing to think, instead of blowing up and saying something he'd regret — a skill the young man began to use at school and at his part-time job. "He helped me see where I'd made mistakes but he focused on the solution rather than the problem," says Joseph, whose letter was one of a stack submitted to support the principal's award. "Mr. Woodcroft was always positive. His attitude made me want to achieve things, and he helped me see how I could improve. He never let me quit and never accepted anything less than my best effort. He taught me how to be the best me." **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.

SIX

SURVIVAL TIPS

— FOR NEW —

ADMINISTRATORS

Great leaders know their purpose is to serve those they lead. Award-winning principal Chris Woodcroft, OCT, shares his favourite management strategies for vice-principals and principals.

★ BUILD RELATIONSHIPS

Learn names and be present in all conversations. Take the time to greet your students and staff throughout the day, and celebrate a job well done.

★ KEEP IT REAL

Be true to your priorities, no matter what challenges you find yourself up against. Woodcroft's include God, family, personal health and career responsibilities.

★ STAY POSITIVE

The way you carry and conduct yourself does not go unnoticed within your school community. Your attitude, demeanour and persona are infectious.

★ REMAIN CALM

There is no benefit to yelling, arguing, using sarcasm or a condescending tone with staff or students. Keep your cool at all times and lead by example.

★ IT CAN WAIT

Respect a 24-hour rule. Better to take the time you need to deal with an issue in an appropriate manner than make a rash decision and suffer the consequences later.

★ BE VISIBLE

This proactive approach will pay dividends in all areas, whether in the classroom, hallway, cafeteria, parking lot or during extracurricular activities.





The Philosopher King

...

*Bestselling author Yann Martel pays tribute to the teachers who helped prepare him for his literary journey leading up to *Life of Pi*.*

BY RUSSELL SMITH

Yann Martel is one of the most successful authors in the world. His 2001 novel, *Life of Pi*, has not only sold more than 12 million copies internationally, but it was adapted into an Oscar-winning film, shortlisted for CBC's *Canada Reads* and won the Man Booker Prize. It's difficult to describe the ubiquity of the philosophical fantasy adventure — you see it being read by ambulance drivers and corner-store owners, on the subway and at the accountant's. And yet Martel is famously modest; he lives a quiet life in Saskatoon and is quick to ascribe his success to his education rather than personal genius.

Teachers, Martel says, have always inspired him. They've led him into the life of the mind and of literature, and he firmly believes their work is undervalued. "What I love about India," says the well-travelled writer, "is the principle of their guru system. The guru is a teacher, and you revere the teacher; it should be the same thing in the West — there is nothing more important." And, so it's not surprising that at one point Martel's protagonist in *Life of Pi* shares: "It was my luck to have a few good teachers in my youth, men and women who came into my dark head and lit a match."

The bestselling Martel can still recall three of the brightest burning candles he experienced throughout his school days: Ron Saunders, for geography, Brian Harvey, OCT, for Latin, and Tom Lawson, for English. Martel encountered the first two in suburban Ottawa's Ridgemont High School, where he was enrolled from 1978–80. It's there

that he realized that the teachers who sparked his most rewarding enquiries were those with a great interest in the physical world and its history.

Geography teacher Ron Saunders left a profound impression with his use of real materials and vibrant examples taken from current events. Martel remembers learning about artesian wells from the 29-year Ridgemont veteran. "I loved geology," he says, "largely because Mr. Saunders used his hands, he said things clearly and he had diagrams." To this day Martel can name the three basic types of rocks — sedimentary, metamorphic and igneous. And, a preoccupation with the natural world still informs his fiction — the flora and fauna of tropical islands are meticulously and properly named.

The now-retired teacher — who remembers his former student as a quiet, inquisitive and respectful boy — attributes his hands-on approach to making these words stick. He made each type of rock available for in-class distribution, so that everyone could feel them. "When students handle materials, concepts are more easily learned."

Another of Saunders' tricks was to look to current events to make his inanimate objects exciting. "If a volcano had just occurred, I wouldn't continue to follow the textbook; instead, I'd use that example from the news. I felt that if something was contemporary it would have greater impact."

It's not surprising that geography would fascinate a teen who grew up speaking three languages, in various parts of the world — Martel's parents were Canadian diplomats. He was born in Spain and his



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“These teachers work so hard. They often coach as well as teach; we open up to them. These are key relationships in our lives.”

• • •

first language was French. His fiction — including *Beatrice and Virgil*, *The Facts Behind the Helsinki Roccamatios* and the forthcoming *The High Mountains of Portugal* — all revel in international settings.

“Writers have to be interested in the world,” says Martel. “Writing isn’t about writing — it’s about the world and its people.”

Even Martel’s interest in Latin was as much about historical exploration as the language itself. Brian Harvey taught the Cambridge Latin Course at Ridgemont, a sociolinguistic approach that introduced learners to a Roman household. “Latin may be seen as a useless subject by some,” says the writer, “but it was my favourite.” Martel reminisces about the cast of characters: Caecilius, the father, Metella, his wife and Grumio, the saucy cook. They’re the kinds of colourful Europeans who went on to populate his pages.

Latin had other, more practical, uses for Martel as well. The ever-enthusiastic Harvey carefully conveyed the important role the classical language played in building everyday vocabulary: “I spent endless amounts of time on word derivation.” Martel agrees, explaining that it taught him the anatomy of the English language. To inject some additional fun into learning, Harvey would bring his students to Latin Days at other schools — an opportunity for students to wear togas and experience what it might have been like to participate in a true Roman competition. Harvey stimulated students’ imaginations as much as their linguistic skills.

Indeed, Martel insists that his path to writing came not through the study of language alone, but of everything else. Many published novelists in this country emerge from English literature programs; but not Martel, who went on to study philosophy at Trent University in Peterborough. It was,

however, a high-school English teacher who spurred that contemplative direction.

After three years at Ridgemont, Martel attended Grades 12 and 13 at Trinity College School in Port Hope. And, this is where he crossed paths with the charismatic Thomas Lawson, who taught there for 33 years.

A demanding teacher, Lawson expanded the realm of English into the world of

me more about myself than about English!”

Lawson taught debating and public speaking, and founded the Canadian Student Debating Federation. He would often assign essays on contentious issues, telling students that it didn’t matter if he agreed with their position — what he cared about was the quality of their argument. To exercise their comprehension skills, Lawson compiled a book of literary passages for students to analyze. This focus on persuasive expression rather than fact changed the way they looked at language.

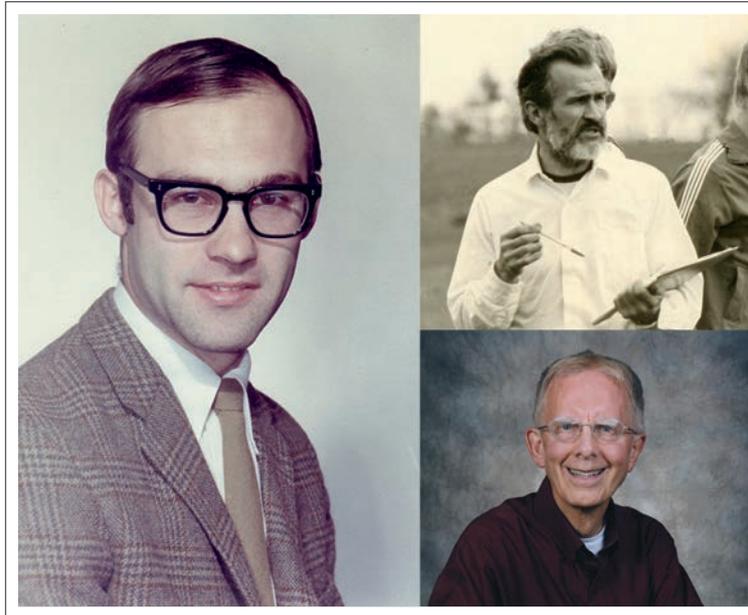
Did this idea of persuasive rhetoric successfully sink in with his students? There’s an eerie echo of it in Martel’s fiction, in which rival narratives are given equal weight. In *Life of Pi*, for instance, the reader never knows if the narrator’s story is actually true, but it’s a more compelling argument than the alternate story laid out at the end.

Throughout those formative years, Martel worked through these difficult

ideas of consciousness that influenced his thinking and literary practice. He confirms that he has a debt to those who challenged him: “These teachers work so hard. They often coach as well as teach; we open up to them. These are key relationships in our lives.”

The textures of the physical world; the joy of foreign words; the power of rhetoric — these gifts were the “candles” lit by Ronald Saunders, Brian Harvey and Tom Lawson in the mind of a young man who did not yet know he wanted to be a writer but would become one of the country’s best literary success stories. **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.



Clockwise from top right: Tom Lawson, Brian Harvey and Ron Saunders.

huge ideas. “I taught Nietzsche, Sartre, Kierkegaard, Bonhoeffer,” Lawson recalls, “and I know Yann enjoyed that immensely.”

“Mr. Lawson taught us more than English,” says Martel. “He painted a bigger picture, hinted at a bigger life.” Lawson’s goal in introducing provocative theories was to develop students’ skills in argument and rhetoric: “I used any idea that would encourage them to use their judgment.” Once, he alarmed his students by mounting a fierce defence for French existentialism. He told them that according to Sartre, life is simply what you make of it. Lawson explained that even though it may be terrifying, every one of them was utterly free — and that, for instance, he wouldn’t be able to stop them from leaving the classroom, if that’s what they wanted to do. And, indeed a boy stood up, walked out and went straight to the headmaster and said, “Mr. Lawson is teaching

A DUTY TO PROTECT CHILDREN

The College's latest professional advisory, *Duty to Report*, provides advice to members on reporting suspected child neglect and abuse.

BY JENNIFER LEWINGTON

Under the *Child and Family Services Act*, the Ontario College of Teachers' members have a legal obligation to report to a Children's Aid Society about any suspicions that a child could be in need of protection.

That obligation was highlighted in February 2014 when an Ontario coroner's jury recommended action by multiple organizations, including those in education, following the death of five-year-old Jeffrey Baldwin. In 2002, the Toronto child starved to death at the hands of his grandparents, who were later convicted of second-degree murder.

Among 103 recommendations from the coroner's jury, 11 were directed at the Ministry of Education, all aimed at improved reporting of cases, staff training and other procedures to address child neglect and abuse.

A reminder of the duty to report was included in a professional advisory, *Safety in Learning Environments: A Shared Responsibility*, released in 2013 by the College. "The obligation to report directly is on the individual — they cannot rely on another person to report on their behalf," states the advisory.

But in College focus groups held in the summer of 2014, teachers, parents and other participants expressed concern and confusion over their obligations.

"The issue of duty to report was clearly seen as an area that required further professional development among teachers," says Richard Lewko, the College's director of Corporate and Council Services.

Among the concerns, he adds, was a "lack of clarity about the circumstances that would trigger a report."

The College consulted with expert and critical readers, including children's aid societies, school board supervisory officers, union affiliates and police services to prepare a professional advisory to assist teachers in reporting suspected child neglect and abuse.

Deputy Registrar Joe Jamieson, OCT, says the duty to report links directly to the College's professional misconduct regulation. "Failure to report under the *Child and Family Services Act* is misconduct," he says, noting teachers need to reflect on their duty under Regulation 437/97, beyond any ethical obligations.

Through the guidance and advice offered to members, the advisory answers such questions as: what triggers your duty to report; to whom do you report a suspected case of child abuse; and what are the consequences of not reporting.

Duty to report applies to all Ontario Certified Teachers at all times and includes teachers, consultants, vice-principals, principals, supervisory officers, directors of education and those working in non-school-board positions.

College members are expected to demonstrate professional judgment, which is informed at all times by the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*.

We encourage you to remove the advisory from the magazine, and to keep it handy should you need to refer to it. Student safety is a shared responsibility. Know your professional responsibilities and how to take action when required in suspected matters of child neglect and abuse. **PS**

Professional Advisories

The College's mandate is to serve and protect the public interest. One of the many ways in which it does this is through the development of professional advisories for its members, which includes teachers, consultants, vice-principals, principals, supervisory officers, directors of education and those working in non-school-board positions. These advisories help inform a teacher's professional judgment and practice.

The College has published the following advisories:

- *Additional Qualification: Extending Professional Knowledge*
- *Professional Misconduct Related to Sexual Abuse and Sexual Misconduct*
- *Safety in Learning Environments: A Shared Responsibility*
- *Use of Electronic Communication and Social Media*

PHOTO: RIC FRAZIER/MASTERFILE



“Student safety is a shared responsibility. Know your professional responsibilities and how to take action when required in suspected matters of child neglect and abuse.”

A GREATER GOOD

Social justice can be defined in many ways and its initiatives are just as varied. Whether through drama, storytelling or studying diverse authors, here's how three OCTs are teaching their students about the importance of equity and inclusiveness.

BY HELEN DOLIK



It's April 2014 and the Grade 8 students of East Alternative School of Toronto (E.A.S.T.), dressed in black, march onto the stage at the Metropolitan Community Church in downtown Toronto carrying huge portraits of individuals who have made a difference in this world. The cardboard heads of Abraham Lincoln, Nelson Mandela, Roméo Dallaire, Jackie Robinson and Malala Yousafzai, to name just a few, sail into view. John Mayer's song "Waiting on the World to Change" plays softly in the background.

One by one the students step forward and recite a quotation from their chosen

hero: "If slavery is not wrong, nothing is wrong. Abraham Lincoln." "Courage was not the absence of fear. Nelson Mandela." "I shook hands with the devil. Roméo Dallaire."

Drawing a crowd of 600 people, the annual performance of Courageous Voices has begun. In the next hour, the students will bring these cardboard portraits to life. They will become their heroes.

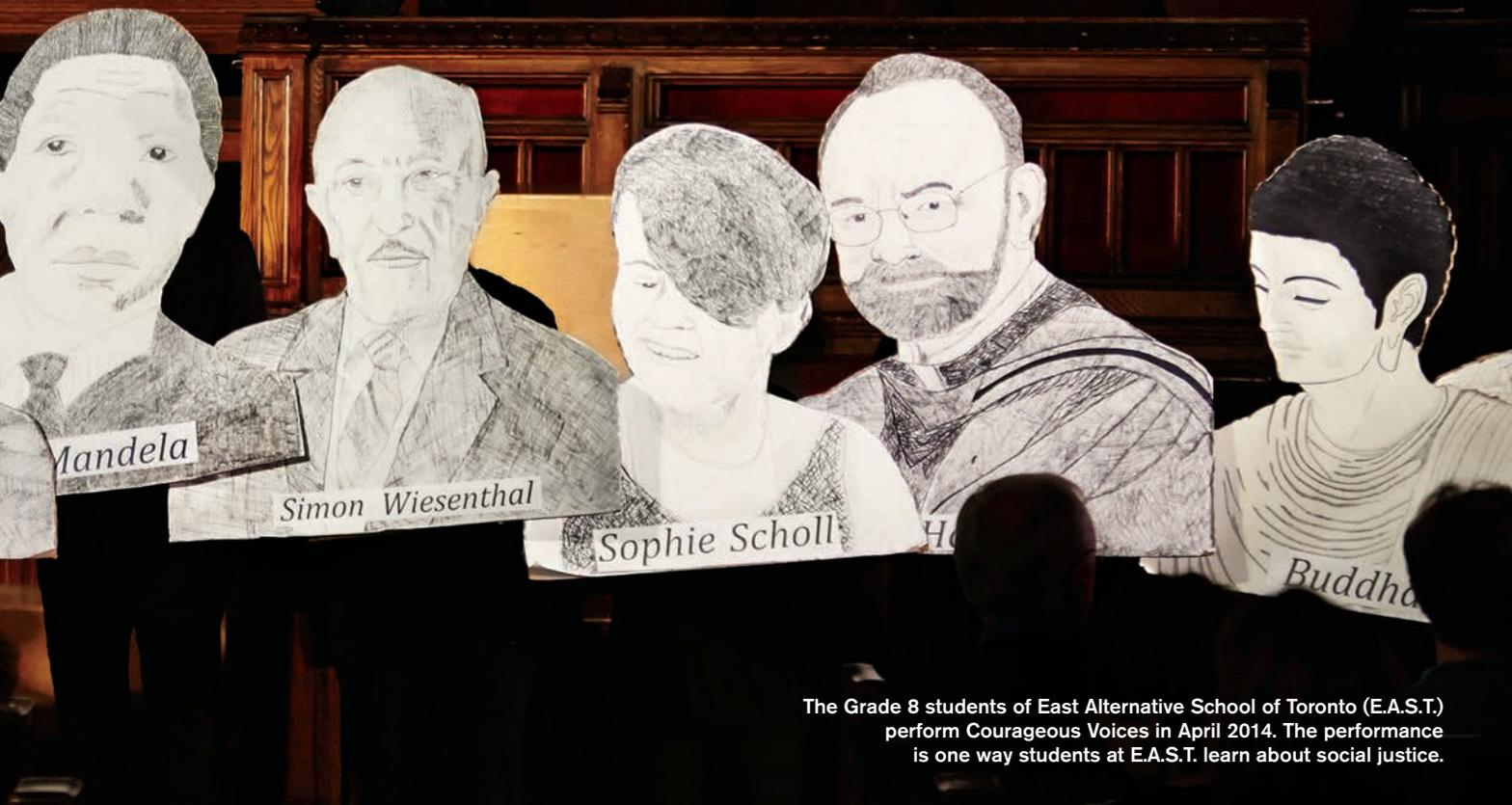
"A Grade 8 cast? People dismiss it until they come and see it. Then they never miss it," says Lynn Heath, OCT, the E.A.S.T. teacher who co-ordinates the annual production.

E.A.S.T. is a Grade 7/8 alternative

school in Toronto that integrates the arts throughout the curriculum. The teaching of social justice is a schoolwide initiative, and Courageous Voices grew from that philosophy.

The Courageous Voices performance is just one way Ontario Certified Teachers are teaching students about social justice. Other OCTs use storytelling, books by diverse authors — including from their students' culture of origin — and a theory of knowledge course.

Social justice can take on many meanings. Oxforddictionaries.com defines it as "justice in terms of the distribution of wealth, opportunities, and privileges



The Grade 8 students of East Alternative School of Toronto (E.A.S.T.) perform *Courageous Voices* in April 2014. The performance is one way students at E.A.S.T. learn about social justice.

within a society.” As part of the College’s *Standards of Practice for the Teaching Profession*, members promote and participate in the creation of collaborative, safe and supportive learning communities.

At E.A.S.T., Heath says social justice means an awareness of the world, of the inequities in the world and the power structure of the world — good and bad. “It’s a global understanding of what is going on in the world in terms of justice.”

Courageous Voices is based on Joseph Campbell’s book *The Hero with a Thousand Faces*. In Grade 8, students look at his definition of a hero, conduct research and pick someone to study. They

then write a persuasive essay explaining why this person is a hero based on Campbell’s criteria. The class decides whether the person truly is a hero.

Students create a life-size portrait of their chosen hero, collect his or her famous quotes and become that person. The heroes are separated into groups according to theme. For example, the 2014 performance included *Be the Change*, *We Shall Not Forget* and *Women of the Revolution*. A play with scenes is created for the various groups, where the heroes talk to one another.

“It becomes this unbelievably moving final production that grounds the

students in what some of the social justice pioneers in our human history have done,” Heath says. “The goal for them is to have these words in their head, and they do. These are the most beautiful words ever written and spoken in history.”

Living heroes are invited to attend performances. Gay spiritual leader Brent Hawkes, humanitarian doctor James Orbinski, environmentalist and activist Julia Butterfly Hill and a Terry Fox family representative have attended performances. Barack Obama turned them down a few years ago but the American president did send E.A.S.T. a nice letter.

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Courageous Voices co-coordinator Lynn Heath, OCT, says the teaching of social justice is a schoolwide initiative at E.A.S.T.

“Too often when you’re teaching social justice, you get mired in despair,” Heath says. “The things that are happening in the world are pretty awful. We thought ‘this has to change’ and that’s part of Courageous Voices. The line that comes up is ‘You’ve got to give them hope.’ You don’t want them to see the world as a bleak place.”

Heath assesses students throughout the project, including the formal essay, a speech and the drama part. “We have students who are absolutely quiet, who have not found their voice at all, and who find their voice through this,” she says.

Afterwards, students write a personal reflection. “Their responses bring me to tears because they say things like ‘I found my voice.’ That’s how I measure success here,” Heath says.

While a drama production is one way to teach students about social justice, a Guelph teacher uses storytelling as a tool.

“[The performance] becomes this unbelievable moving final production that grounds the students in what some of the social justice pioneers have done.”

Brad Woods, OCT, is a Section 23 elementary school teacher with the Upper Grand District School Board as well as a professional storyteller. Section 23 educational programs serve students with a range of social and emotional needs, and are offered in various locations outside the regular classroom.

Woods has been telling stories for 16 years and has performed in venues across North America and in the United Kingdom. He is a member of the Great Wooden Trio, a group that combines song, story and music, and presented at a storytelling and social justice

symposium in April at the Toronto Storytelling Festival 2015.

Storytelling and social justice are not separate, Woods says; one is a direct pathway to the other. “It’s a way to open our eyes, ears, minds and hearts to other ideas, other perspectives and other solutions,” he explains. “It is an empowering strategy that allows us to walk a mile in someone else’s shoes. It helps us understand those around us and, as a result, it helps us understand ourselves. The art of storytelling can play an active role in bringing about social justice.”

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Storytelling and social justice are not separate; one is a direct pathway to the other.

When used well, one brings about the other, he says. “If I had to choose between lectures, rules, laws and stories, I would pick stories every time. Stories are engaging, educational, empowering, enlightening and entertaining.”

Woods shares folk tales and personal stories in the classroom. He reads folk tales to his students and they respond to the stories.

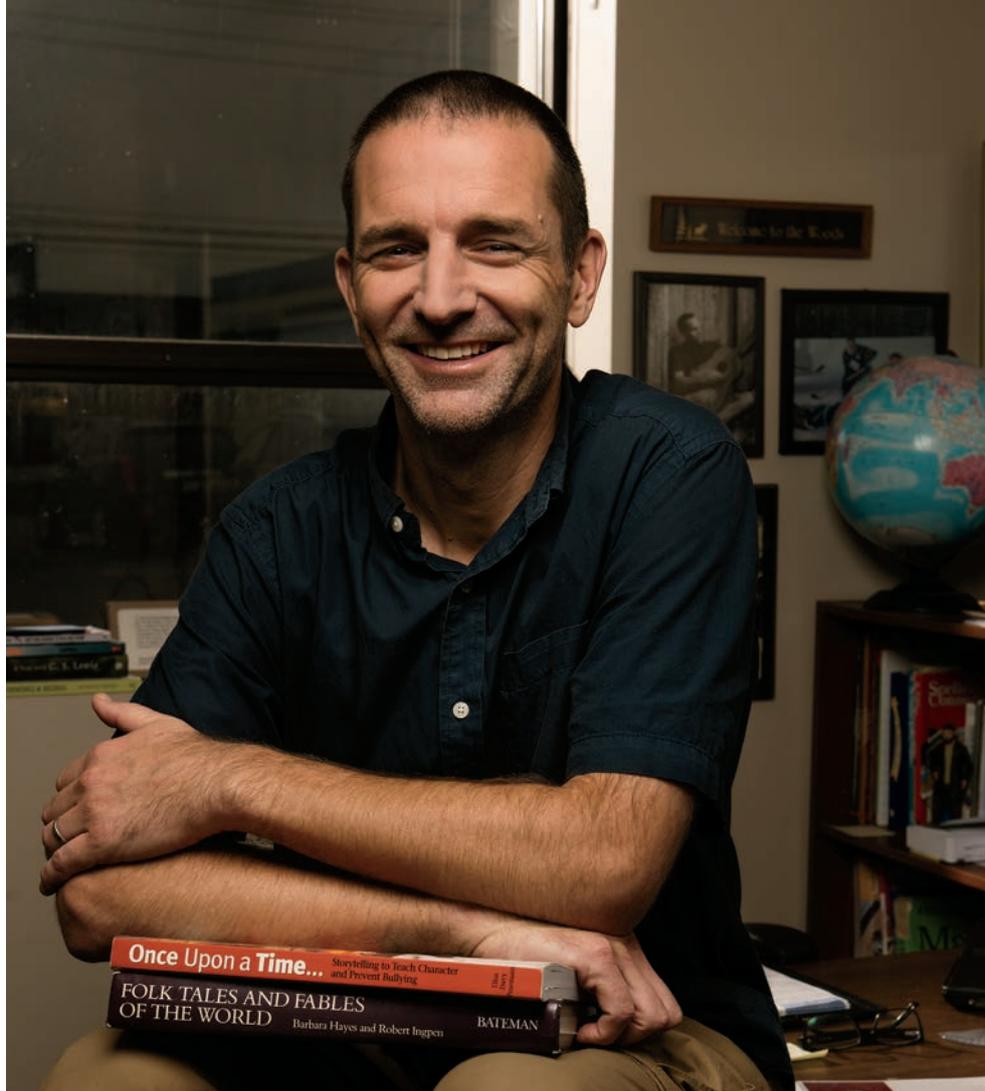
“The beauty of the folk tale as a tool for social justice is that the main character almost always learns a lesson that makes him or her a better person,” he explains. “They become stronger, wiser or more equipped to survive, thrive and potentially lead in their community. These characters are also usually an unlikely hero, such as a young boy, an old woman, a servant or a beggar. Ultimately, this is what social justice is all about.”

Woods provides a few examples of folk tales he uses in the classroom: *The Crow and the Nightingale*, a story about who to listen to and who not to listen to; *The Stonecutter*, a Japanese legend about accepting who you are; and *The Wooden Sword*, a story about living in the moment and not getting hung up on reputations. He’s also written stories about identity, acceptance and perspective.

Woods and his students share personal stories in small groups at “check-in time” in the mornings. They talk about their previous evening.

“If I said we’re going to have a storytelling session, I think the students would be nervous. If we role model, they start telling their stories,” he says. “It’s amazing some of the conversations that grow out of that.

“You’re connecting with them. You’re building relationships, which is essentially a big part of social justice — recognizing their uniqueness, their preferences and what’s important to them.”



Brad Woods, OCT, uses storytelling to teach his elementary students about social justice.

Woods has access to hundreds of tales on his bookshelves or inside his brain. “We all do,” he says. “When you start considering all the stories you know, that were told to you, we all have heaps of them.”

He views social justice as self-defining. “It’s like asking ‘Why is it important to teach common sense? Why is it important to teach kindness?’ Social justice is being fair to people. It’s about being just

with society and treating people well. If we can’t do that, nothing we learn in the classroom is even important.”

The passionate storyteller hopes the social justice concepts seep through the stories he shares with students. “When they leave here at 3 p.m., when they leave here on Friday, and when they leave here in June, I want them to take those things with them,” Woods says.

ACCEPTING SCHOOLS ACT

Ontario students deserve schools that are safe, inclusive and accepting places to learn, and the province is working toward that goal.

The *Accepting Schools Act*, or Bill 13, requires schools and school boards to prevent bullying, including cyberbullying, by taking preventative measures, issuing tougher consequences, and supporting students who want to promote understanding and respect for all. For example, boards must have policies about equity and inclusive education, the prevention of bullying and progressive discipline.

The Act promotes a “positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.”

The legislation, which amends the *Education Act*, was passed in June 2012. It is part of the government’s strategies to help create safe and accepting schools in Ontario — a necessary condition for student success.

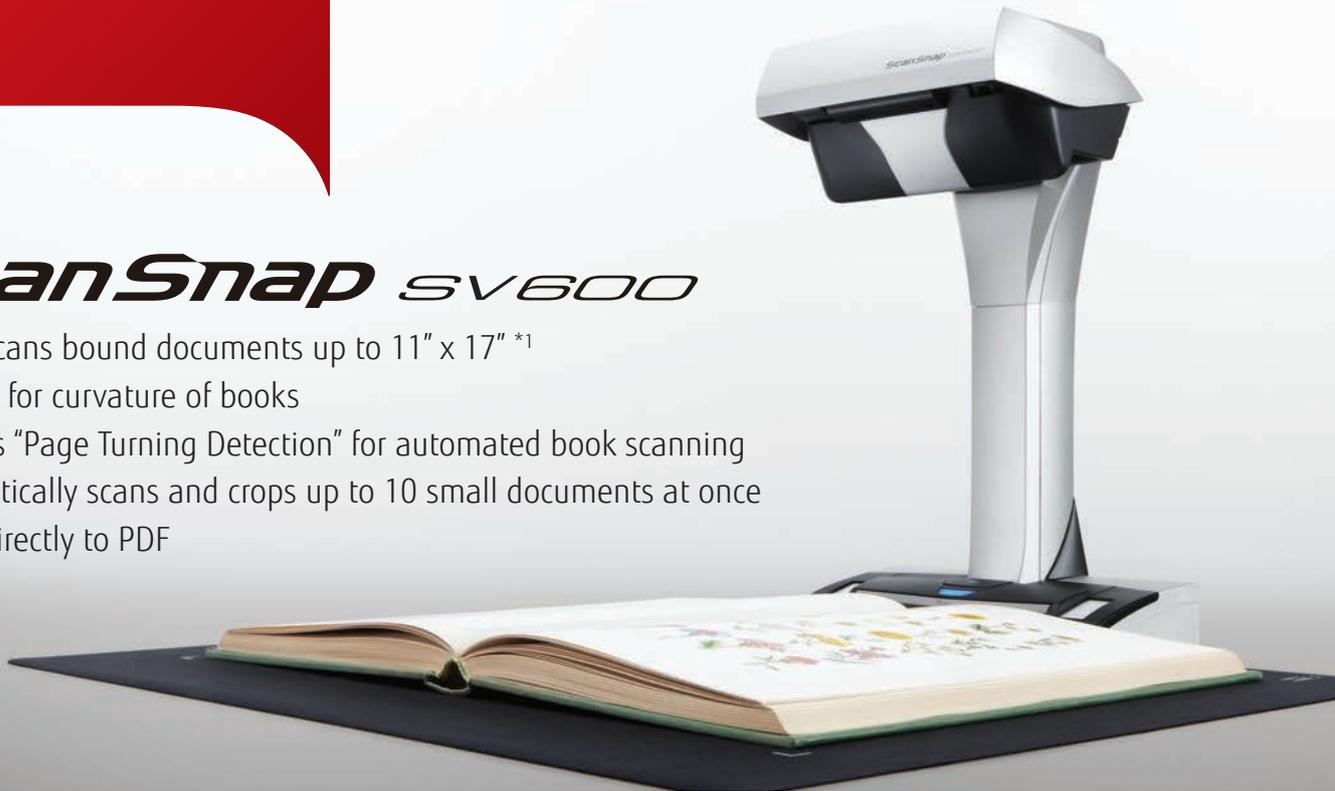
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At the École secondaire Jeunes sans frontières in Brampton in the Conseil scolaire Viamonde, Julie Godin Morrison, OCT, relied on myriad teaching methods to raise awareness of social justice in her French and English classes.

The multicultural school has many students from Africa and the Caribbean, or their parents were born outside Canada. Godin Morrison taught French and English in the regular and International Baccalaureate programs at the school for five years. In September 2014, she took on a new position at the school board as a teacher-facilitator in its safe and accepting schools initiative.

“Even though most people associate social justice with citizenship curriculum, at the Conseil scolaire Viamonde, we try to incorporate it into every course,” Godin Morrison explains. “The curriculum for language courses is very broad, so it was easy for me to explore social justice themes related to diversity and equity. The goal is to develop the students’ critical thinking and foster an openness to the world through the learning of two

“Teachers play a key role in the school community ... It’s important that they show leadership, both during and after school hours, because they can have a positive or negative influence on students’ commitment to social justice.”

languages.” To help students understand social justice and the concepts of diversity and equity, Godin Morrison used several books in class from the African diaspora and elsewhere, with works as diverse as: *Une vie de boy* by Ferdinand Oyono (a Cameroonian author), *Things Fall Apart* by Chinua Achebe (a Nigerian author), *The House on Mango Street* by Sandra Cisneros (a Mexican/American author) and *La mémoire de l’eau* by Ying Chen (a Chinese-Canadian author). She also devoted time to Martinique authors Frantz Fanon and Aimé Césaire, and to the autobiographies of African-American writers Langston Hughes, Lorraine Hansberry,

Frederick Douglass and Malcolm X.

“Ideally, we should take our class’s demographic profile into account in our teaching methods,” she says. “By including authors from African cultures, I captured the interest of African-Canadian students and allowed others to discover Africa while maintaining my students’ interest in language learning and social justice and diversity.”

Students were inspired to contribute in class by being exposed to writers from their culture of origin. “In general, students demonstrated a keen interest in participating in the course content by sharing their experiences,”

SOCIAL JUSTICE INITIATIVES

Different types of social justice initiatives abound in the province and across the globe. Here are a few:



► GAY-STRAIGHT ALLIANCES

Ontario’s publicly funded Catholic and public schools are required by the *Accepting Schools Act* to support students who want to establish gay-straight alliances. Many alliances can be found in schools throughout the province and across Canada. The site devotes a section to teachers, with classroom materials related to LGBTQ equity and inclusive education.

Accepting Schools Act: bit.ly/1GIR1gX

MyGSA.ca: bit.ly/1Dc1Nci

► JUST-US YOUTH DAY

The Catholic District School Board of Eastern Ontario hosts an annual Just-Us Youth Day, a youth social justice symposium for the board’s secondary schools. Students learn about the good work done by not-for-profit organizations and individuals committed to social justice initiatives. Presentations are developed around a theme each year.

Catholic District School Board of Eastern Ontario: bit.ly/1LZFfy9

► INTERNATIONAL DAY OF PINK

An anti-bullying event held on the second Wednesday of April each year, students are invited to celebrate diversity by wearing a pink shirt and organizing activities to raise awareness.

International Day of Pink: bit.ly/1yd6EBQ

► BULLYING AWARENESS AND PREVENTION WEEK

Held during the week beginning on the third Sunday in November each year, the purpose is to promote awareness and understanding of bullying and its consequences in the school community.

Bullying Awareness and Prevention Week: bit.ly/OitW8E

► DAY OF SILENCE

The annual student-led Day of Silence is organized by the Gay, Lesbian & Straight Education Network (GLSEN). The day, which began in 1996, draws attention to the silence faced by lesbian, gay, bisexual and transgender people. The next Day of Silence is April 15, 2016.

Day of Silence: bit.ly/19TbOtO

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ANN-MARIE MACDONALD



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“Ideally, we should take our class’s demographic profile into account in our teaching methods. By including authors from African cultures, I captured the interest of African-Canadian students and allowed others to discover Africa while maintaining my students’ interest in language learning and social justice.”

Godin Morrison says. “For example, the historical novel *Things Fall Apart*, which retraces the history of colonization, inspired some students to bring cultural symbols of their native village to class, such as a traditional strategy game and works of art.” This stimulated discussion and boosted the young students’ language learning, while opening their eyes to the world and developing their critical thinking.

Godin Morrison used the theory of knowledge course, which she also taught, to help students understand the importance of language in the study of knowledge and how it can influence the way we see things. “The language we speak can lead us to make judgments about others,” she says. “As a practical exercise, I asked students to choose a character from a book studied in class and assign that character qualifiers. This allowed them to see that language can have major social consequences and that they should not be intimidated by language and intolerance.”



Julie Godin Morrison, OCT, used the theory of knowledge to teach about diversity.

Godin Morrison believes young people are eager to become socially engaged outside their immediate circle and that’s why it’s important to teach students about social justice.

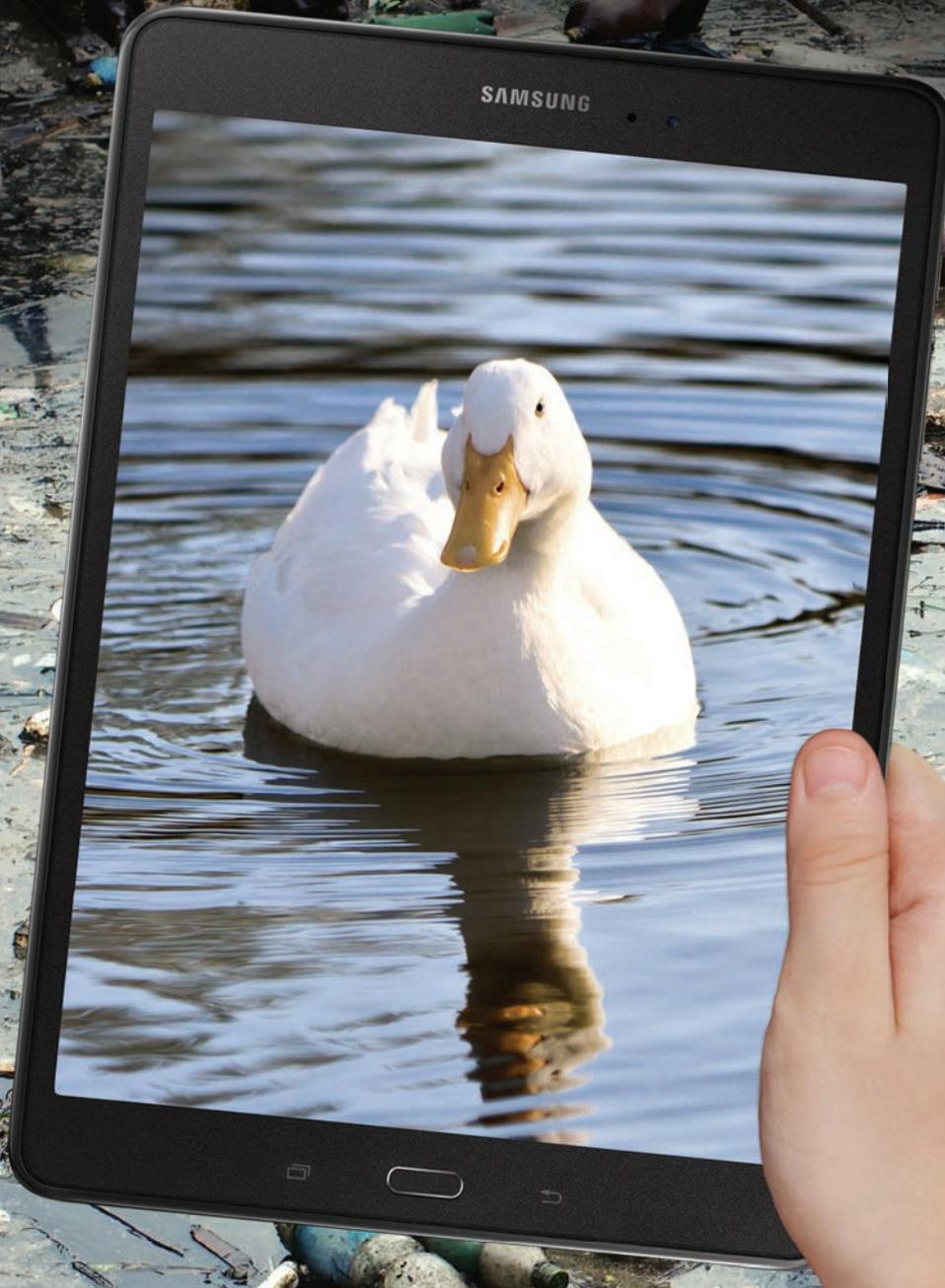
“This is why we must help them channel their energy in this direction,” she says. “Teachers play a key role in the school community. They must lead by example and act as role models for young people. It’s important that teachers show leadership, both during and after school hours, because they can have a positive or negative influence on students’ commitment to social justice.”

Back at E.A.S.T., Heath brings out her school’s yearbook and shows the pages where students and parents have provided glowing comments about the impact of Courageous Voices. Students tell Heath that it’s the best project they’ve ever done.

“It ends the students’ time at E.A.S.T. on this real high where they’re going out feeling they are important people who have made a difference and will continue to make a difference. Parents can see the change in their children,” she says. **PS**

—With files from Annik Chalifour.

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Celebrating TEACHERS

To commemorate World Teachers' Day on October 5, we've highlighted some of our favourite Remarkable Teacher quotes from over the years — from hockey superstar P.K. Subban to acclaimed actor Rachel McAdams. By honouring the OCTs who encouraged and inspired these prominent Ontarians, we pay tribute to the importance of teachers in our society.

“ Every time I find myself thinking about my work in an original and uncompromising way, I feel that Lawrence is looking at me from out there somewhere. The magical thing about his teaching was that he didn't just help you act, he helped you think and feel and live. ”

ZAIB SHAIKH
actor, writer and director

Lawrence Stern, drama teacher, Streetsville Secondary School, Mississauga



“ He taught me that the easy way isn't always the best way. You have to give a lot to get a little. ”

P.K. SUBBAN
Montréal Canadiens defenceman

Karl Subban, principal, Warren Park Junior Public School, Toronto

“ I learned so much about myself because of the freedom she allowed us in class and the kind of excitement she instilled in us about being alive. She's really an incredible person. ”

SARAH POLLEY
actor and film director

Phyllis Beverley Panikkar, Grade 2 teacher, Bayview Middle School, Toronto

“ I don't even look at the world of nature without thinking of Mr. Mann. He would get you up to the blackboard and he would put 'tree' up at the top and then you had to list as quickly as possible as many trees as you could imagine. So, you would never use 'tree' in a conversation. You would use chestnut or oak or maple or birch or tamarack. ”

ADRIENNE CLARKSON
former Governor General of Canada

Walter B. Mann, English teacher, Lisgar Collegiate Institute, Ottawa

“ She gave me the kick-start that I needed. She had an honest opinion of what she thought I should be doing. Young people really need someone who will do that — see a glimmer of something in them and encourage them — even when they're afraid of it. She did that for me. ”

RACHEL McADAMS
actor

Linda Maskell Pereira, drama teacher, Central Elgin Collegiate Institute, St. Thomas



“She was actually one of the first people in my life to say, ‘You can do this.’ Right off the bat, she was supportive and more importantly, she believed in me ...”

PATRICK J. ADAMS
actor

Deborah Barton-Moore, drama teacher, Northern Secondary School, Toronto

“‘Make it real, get ready, and go.’ I can still hear Ian saying it. He would say it before we’d start a scene, and then he’d clap his hands, and away we’d go. I still do it to this day. It’s really the best advice you can offer a young actor.”

CHILINA KENNEDY
Stratford and Broadway actor

Ian Malcolm, OCT, drama teacher, Kingston Collegiate and Vocational Institute, Kingston



“His approach [to math] was, ‘this is a problem and you have a box full of skills and somewhere in your box of skills there is the ability to solve this problem even though you’ve never faced it before’... It was an attitude he taught that has been useful for me and made a contribution to my success.”

CHRIS HADFIELD, first Canadian to walk in space

Dean Murray, math teacher, Milton District High School, Milton

“She made me better. She made me work harder. She made me work for her approval. There was something about her and the way she helped me achieve things.”

LISA LAFLAMME
chief anchor,
CTV National News

Sister Vivian Zoller, math teacher, St. Mary’s High School, Kitchener



“[Ms. Wyatt] was such a presence because she had such high standards. She always expected more of me than I could deliver. Even if I got an A on a paper, she would let me know if she thought I could have done a better job. She expected the best of me.”

DAVID SUZUKI, environmental activist and broadcaster

Louise Wyatt, English literature and composition teacher, London Central Collegiate Institute, London

“Mr. Ferguson, as I called him all his life, had a great gift of illumination. He so obviously loved the works he taught that you would put your own natural aversion to Shakespeare aside and say, ‘If he can get this enthusiastic it must be something.’”

PETER GZOWSKI, broadcaster

Frank Ferguson, English teacher, Galt Collegiate Institute, Cambridge

“[Ms. Chapman] was everyone’s idealized version of who Mom should be if she were allowed to run a classroom. Loving yet demanding. She really cared about what was happening in your life. She said, ‘If you got 11 out of 20 it wasn’t because I was being mean, it was because you earned it.’ She always encouraged us to do better.”

DAVID ONLEY, former Lieutenant-Governor of Ontario

Mary Chapman, Grade 4 & 6 teacher, Heron Park Public School, Toronto



“ The editorial staff at *The New Yorker* are generally regarded as among the toughest in the profession but I assure you that they never mark up one of my pieces as much as Mr. Exley did. He instilled his passion for precision, for choosing the perfect word or phrase, and that has shaped my approach to writing. ”

MALCOLM GLADWELL
author

Bill Exley, English composition and literature teacher, Elmira District Secondary School, Elmira

“ Through Mr. Giles, I started to learn how to feel a sense of accomplishment. I started to learn that, if you do certain things — like have a goal in mind and put the required steps in place — then it’s quite possible that you will achieve that goal. And it consistently has proved itself with me. ”

MICHELLE WRIGHT
country singer

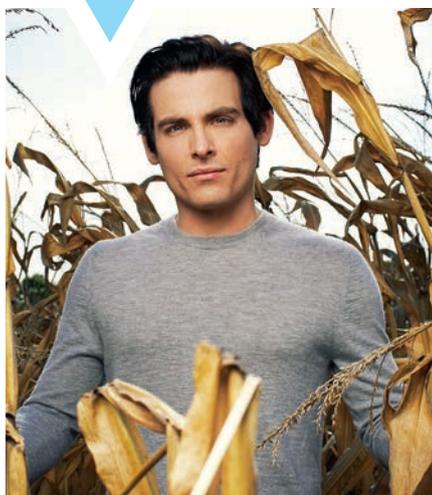
Maurice “Mort” Giles, athletics coach, Merlin District High School, Merlin



“ They say that if you’re lucky, you’ll have one teacher who will always stick out in your memory. For me, that was Luc. He was born to teach. ”

KEVIN ZEGERS
actor

Luc Renaud, OCT, Grade 6 & 7 teacher, St. Rita’s Catholic Elementary School, Woodstock



“ Without lavishing praise, he did give me the strong impression that he believed in my abilities. He told me once that he thought there was nothing I couldn’t do. It was one of those remarks that you don’t forget and, when things aren’t going very well, you use to reassure yourself. ”

ELIZABETH HAY
author

Ross McLean, English teacher, Centennial Collegiate Vocational Institute, Guelph

“ He was passionate, wild and funny. At times his class was semi-controlled chaos. People would be debating and arguing. In retrospect, that was the whole point. ”

VINCENT LAM
physician and author

Stephen Durnin, English teacher, St. Pius X High School, Ottawa

“ I was one of these people who started out not liking math... There were a couple of students who were very, very good in math but he didn’t put anybody down for not understanding the basics. Even though he had these super geniuses in the class, he treated everyone in a similar manner. For the average student like me, it was just great to be in a non-intimidating environment. ”

ROBERTA BONDAR, first female astronaut

John Fleming, geometry and trigonometry teacher, Sir James Dunn Collegiate and Vocational School, Sault Ste. Marie

“ She helped build my personal sense of confidence away from the world of sports. She taught me to work on my weaknesses, as well as my strengths. She taught me how to sense opportunities for growth and learning. And, best of all, she framed it in a possible way: ‘You can do this, Rosie,’ she’d say, ‘you can.’ ”

ROSIE MacLENNAN, Olympic and Pan Am Games trampolining champion

Lori Baskin, OCT, Grade 5 teacher, King City Public School, King City



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Dramathemes

BY LARRY SWARTZ



Dramathemes delivers precisely on what the book's full title promises. Drawing from his more than 30 years of working with teachers and students, Swartz has selected current, thought-provoking themes to demonstrate in clear, concise language how teachers can use literary topics to inspire children and make learning a series of thrilling discoveries. His literary sources range widely and include poetry, novels, picture books, plays, and even photographs.

This revised 4th edition offers students opportunities to interact with the material and with one another, both in role and out of role. Reading, writing, listening and discussion activities are organized into 10 themes. The diverse

thematic content, along with the many new sources and strategies that engage with it, give students a wealth of choice for interacting, through drama, with the material. For example, the theme on sustainable environments focuses on still images. The drama exploration is creating a tableau. The source used is a picture book. Assessment profiles include self-assessment of the tableaux and developing comprehension through drama. If you are eager to explore literacy using drama and drama using literacy, then *Dramathemes* should be your go-to resource.

Gail Lennon is a writer and retired teacher with almost 40 years of teaching experience at all levels.

Dramathemes: Classroom literacy that will excite, surprise, and stimulate learning, Pembroke Publishers, Toronto, 2014, softcover, ISBN 978-1-55138-300-2, 160 pages, \$24.95, pembrokepublishers.com

Untangling the Web

BY STEVE DEMBO AND ADAM BELLOW

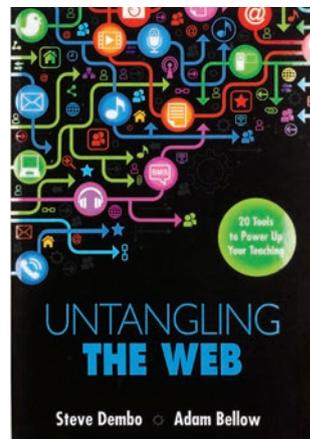
In *Untangling the Web*, authors Dembo (a former kindergarten teacher) and Bellow (a former high school teacher) have created a compendium of Web 2.0 tools that any teacher (kindergarten to Grade 12), regardless of skill and knowledge level, can implement with ease. A Web 2.0 tool allows one to generate content online, crafting raw material into something purposeful.

Most of the tools listed in the book are either free, or free with optional upgrades available for a fee. Many teachers may recognize the well-known web tools that are listed in the book, such as Edmodo, Skype and Kidblog, but they may not be aware of lesser-known ones like symbalooEDU (for streamlining research), WeVideo (video editing and collaboration) or Poll Everywhere (for engaging students in real time via text message).

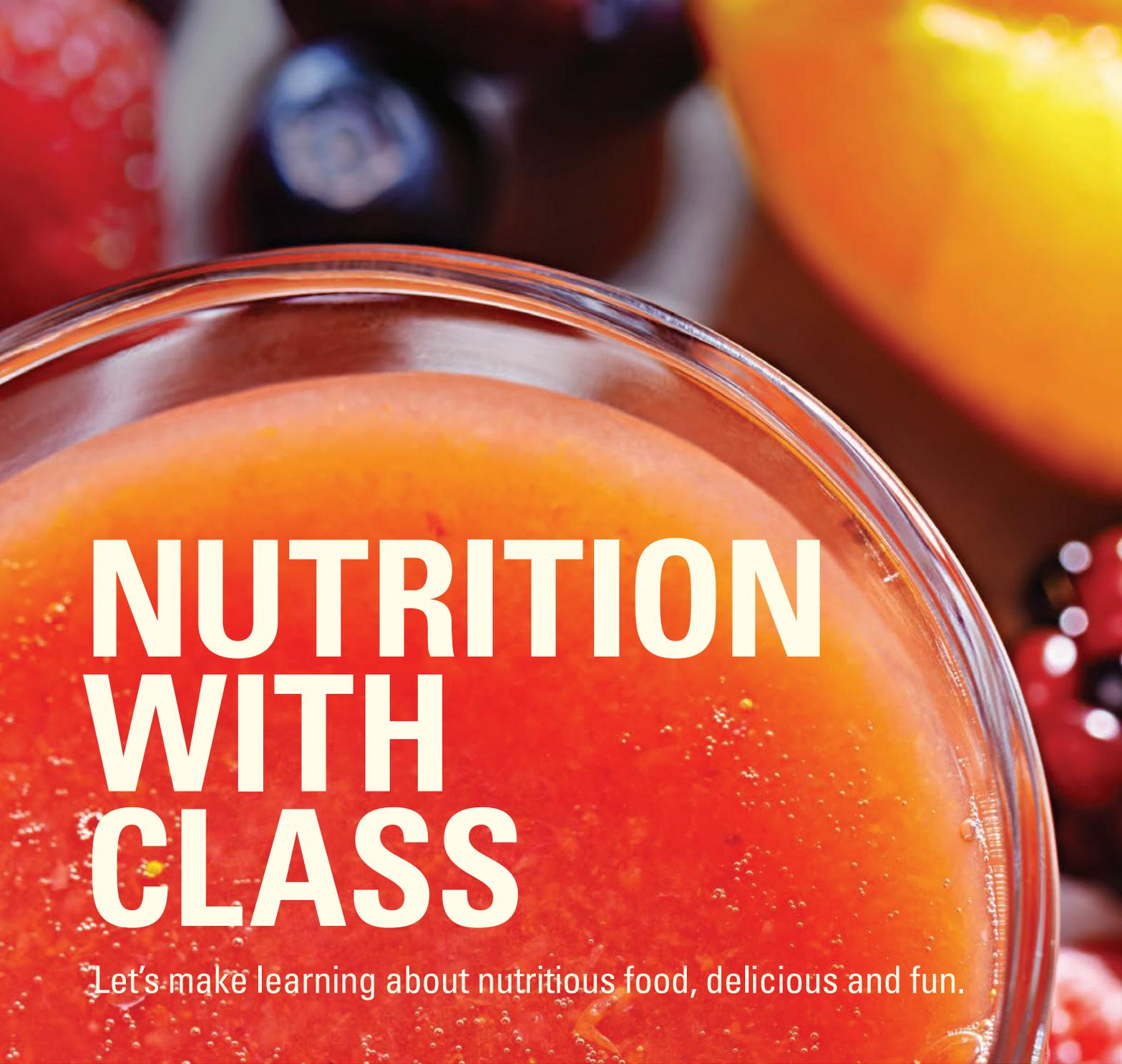
The ever-shifting technological landscape challenges us to keep pace in our classrooms. And while there are many books

out there on Web 2.0 tools, not all are written by teachers, for teachers. This book is a practical, easy-to-use reference full of fun ideas for the teacher-crafts-person in you. Dembo and Bellow present their vast knowledge of the web with a simplicity that could be transformative for teaching and transferrable to any learning context.

Anjana Thom, OCT, teaches a junior communications class with the Peel District School Board.



Untangling the Web: 20 Tools to Power Up Your Teaching, Corwin, Thousand Oaks, CA, 2013, softcover, ISBN 978-1-4833-3320-5, 181 pages, US\$29.95, corwin.com



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The Best Teacher in You

BY ROBERT E. QUINN, KATHERINE HEYNOSKI,
MIKE THOMAS & GRETCHEN M. SPREITZER

What are the attributes of effective teachers? You know, the ones who spark a passion for learning and set their students on a path to success. *The Best Teacher in You* is a self-help guide for teachers who want to become that teacher, but aren't sure how to go about it.

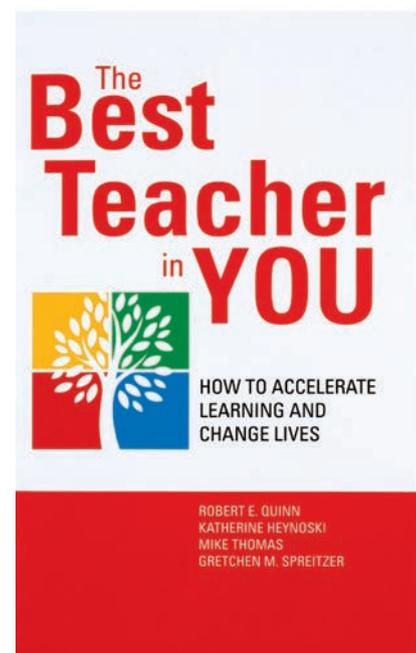
The authors highlight the best practices of seven inspirational teachers who base their teaching on four key components: building relationships, continuous improvement, high expectations and a stable environment. Igniting a love of learning is the driving force behind their practices. Based on many years of research, the book rests its foundation on a number of pivotal questions that the researchers posed to these teachers. The

questions are listed at the end, allowing readers to assess their own teaching practices in relationship to these exemplars.

The Best Teacher in You is suitable for veteran teachers who want to transform their classrooms into places where they — and their students — are fired up about learning. While this book could serve as a guide to excellence for student teachers, it would be equally valuable for more seasoned teachers and administrators seeking to shift the framework of their teaching.

A final thought: while the book is thought-provoking and packed with practical advice, its perspective is distinctly American, so not all of the material necessarily translates into the Canadian experience.

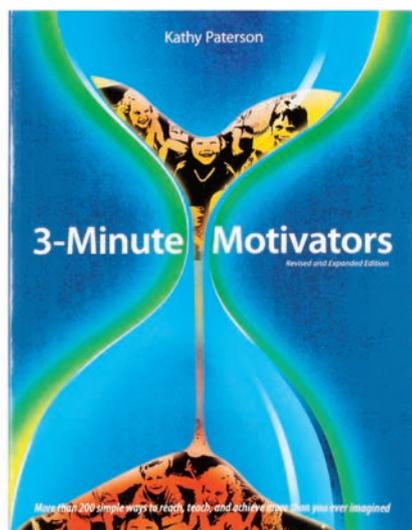
Mary Shaughnessy, OCT, is an adjunct instructor at Queen's University in Kingston.



The Best Teacher in You: How to Accelerate Learning and Change Lives, Berrett-Koehler Publishers Inc., San Francisco, 2014, softcover, ISBN: 978-1-62656-178-6, 216 pages, US\$19.95, bk-life.com

3-Minute Motivators

BY KATHY PATERSON



This is one of those teacher texts that is light on exposition but packed full of classroom activities. A former teacher and drama specialist, Paterson's motivators may be familiar to those with a drama background, but are a useful addition for teachers who need scripts or outlines to help energize and focus their students. With over 200 activities, the book is organized in

a variety of ways, including suggested curricular areas, types of exercise (calming, energizing, conversational, musical) and activities that need props or advance preparation.

Upon reviewing the activities, you'll notice that many are variations on a theme. For example, if you scan through the "At Your Desks" section, you'll notice that even though there are 20 activities listed, many rely on envisioning scenarios to help you guide students through imagination exercises. Successful use of a particular kind of exercise can be repeated within a different but related context for use on a different day.

The activities are quick and easy enough that they can be used in a wide variety of situations. Due to their natural rooting in drama pedagogy, the motivators have the same kind of positive impact on student engagement as is found in drama learning. These include group building and cohesion, mind and body awareness, stress relief, energy boosts, and increased focus. Regardless of your teaching experience, comfort level with drama or the age group of your students, *3-Minute Motivators* will have something you can use immediately in your classroom that your students will enjoy and benefit from.

Joe Restoule General, OCT, is a district numeracy teacher with Six Nations Schools in Ohsweken.

3-Minute Motivators, Revised and Expanded Edition: More than 200 simple ways to reach, teach, and achieve more than you ever imagined, Pembroke Publishers, Markham, ON, 2014, softcover, ISBN 978-1-55138-295-1, 160 pages, \$24.95, pembrokepublishers.com

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SOLE THRIVER

A Grade 9 English teacher sees surprising results when he matches technology with a new learning concept.

BY STEFAN DUBOWSKI



Jamie Cohen, OCT, challenges his students to tackle the novel *Siddhartha* using the SOLE.

THE CHALLENGE: Encourage students to study English literature in a new way.

THE SOLUTION: Create a lesson in which students use technology to study a literary classic in a self-organized learning environment (SOLE).

LESSONS LEARNED: When Jamie Cohen, OCT, introduced two of his Grade 9 English literature classes to the SOLE concept of a self-organized learning environment, he knew he'd challenge them to think differently, but he had no idea one student would respond so positively.

Cohen is a teacher at the Anne and Max Tanenbaum Community Hebrew Academy of Toronto. He found inspiration in Sugata Mitra's TED Talk on SOLEs. An education researcher, Mitra believes students should tackle challenging subjects through their own creativity and ingenuity.

Cohen downloaded the free SOLE Toolkit from the TED Talks website and put the concept into action in his classes. He had his Grade 9 English students study Hermann Hesse's novel *Siddhartha*. He obtained a free digital copy of the book through Project Gutenberg and uploaded the text to Genius, an annotation website where he and his students could share comments, questions and multimedia related to the novel using school and personal computers.

Then the classes dove further into the SOLE system. Based on their readings of *Siddhartha*, they worked in groups to consider what the SOLE Toolkit calls "big questions" such as: What is a teacher? And, What does it mean to be a true friend?

After the students visited neighbouring groups to see how others worked, they reconvened to discuss their findings and, together, presented their big questions — and big answers — to the class.

YOU CAN DO IT TOO!

What you'll need:

- Access to Project Gutenberg (gutenberg.org), Genius (genius.com), Sugata Mitra's TED Talk on self-organized learning environments (SOLEs) (bit.ly/1usVAQX), the TED Talks SOLE Toolkit (bit.ly/1SzRFLK)

Steps to take:

- 1) Use Project Gutenberg to download a free electronic copy of *Siddhartha*, by Hermann Hesse.
- 2) Use Genius to annotate the book with assignments for students.
- 3) Follow steps in the free SOLE Toolkit to engage students in "big questions."

One student surprised Cohen with how he responded to this alternative learning style. Diagnosed with learning challenges, this youngster often struggled in school. In the SOLE, he thrived. Cohen rates the student's work among the top 10 per cent of the class in terms of quality and quantity.

OBSERVATIONS: In conjunction with modern technology, the SOLE proved especially effective for the student with learning challenges. The novel was available online, so there was no concern that he'd forget to bring his copy to class. He was allowed to move around and socialize, which was a boost for this tactile learner. And he could access the videos and podcasts whenever he needed them, allowing him to take in information at his own pace.

But this young man wasn't the only one to benefit. Through peer interaction, the students got to know each other better and learned to acknowledge diverse interpretations of the subject.

As for the teacher, Cohen validated his belief in challenging students to think beyond the quest for good grades. **PS**

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

HELPFUL HINTS Jamie Cohen, OCT, gave students two sets of grades for their work on assignments related to Hermann Hesse's novel *Siddhartha*: one set for achievement and another for effort. "It shows them that I value their efforts and engagement with the text," he says.

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With an increasing number of students designated as special needs, it is more critical than ever that education professionals are familiar with the unique legal issues in this area. This annual program will provide you with a practical understanding of the most pertinent legal challenges in special education and how to deal with them.

3rd Annual Legal Guide to Human Resource Issues in K-12 Education

November 10, 2015 (Live & Webcast)

Focusing on the key human resource issues facing school boards today, this program will equip you with a clear understanding of the law, its requirements and the implications.

4th Annual Mental Health Law for Children and Youth

January 18, 2016 (Live & Webcast)

The legal rights and responsibilities in the area of children's mental health are numerous and complex. Developed by legal, healthcare, mental health and education experts together with law enforcement professionals, this program will provide a comprehensive update of the current and emerging issues, together with practical legal advice on how to deal with them.

Critical and Emerging Issues in School Law for K-12 Education Professionals

February 22 - 23, 2016 (Live & Webcast)

Using case studies and real life examples, this program will provide you with an understanding of the key legal issues that confront education leaders and their legal advisors. Over 2 in-depth days, acquire the knowledge and strategies you need.

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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.

2014 ANNUAL REPORT

GREAT TEACHING

Great teaching: It's the high standard to which OCTs aspire, and it's also the theme of the College's 2014 Annual Report.

Messages from the Chair, the Registrar and the College's committees, a full financial report and statistics about teachers in the province offer snapshots of the year in review. The report aims to demonstrate just how qualified Ontario's teachers are, and to inform the public about who we are, what we do and how we regulate teaching in Ontario.

Initial Teacher Education Program

Because we know that students benefit from great teaching and the excellent preparation of teachers, the College took the lead role in helping to guide and implement Ontario's initial teacher education program.

The program comes into effect in September 2015, and is the result of the College's collaboration with Ontario's faculties of education and the Ontario Ministry of Education. Teachers will now benefit from at least 80 days of practical experience, over four semesters. Instruction will include a greater focus on diversity, the mental health and well-being of students, using technology in the classroom and Special Education.

The College also developed an Accreditation Resource Guide to help faculties, accreditation panels and the College provide guidance for the development of accreditation applications and decisions.

Strategic Priorities

To help advance our mandate, and to complement the renewed mission and vision statements, the Council and senior staff members developed a set of four strategic priorities. The College aims to:

- broaden member engagement in the College
- facilitate the ongoing professional

learning of members

- enhance Council and committee effectiveness
- develop a long-term communications plan to inform the public, improve transparency and work with other regulators to develop a public appreciation of the value of self-regulation

Each of these strategic priorities is achievable and measurable, and each one is a key component in helping the College protect the public interest.

Collaboration

Collaboration is an essential part of what we do, and it was a defining characteristic of the College's work in 2014. Last year, in partnership with the Ontario College of Early Childhood Educators, we hosted a summer institute focused on Exploring Interdisciplinary Collaboration and Ethical Leadership.

In the fall, the College hosted two events. The first was an International Forum of Teacher Regulatory Authorities conference, which gathered representatives from international regulatory bodies to explore current issues in self-regulation of the profession and to discuss challenges in the mutual recognition of teacher qualifications. The second was a conference featuring workshops on professional regulation, acting in the public interest, and effective practices and research in teacher education.

Better Times Ahead for Ontario's Teachers

The report's statistics section is especially popular with members, the education community, politicians and the media. It includes membership demographics, details about the volume and sources of teacher education, statistics about complaints, investigations and discipline, and more.

This year's *Transition to Teaching* survey (bit.ly/1TduoT3), which looks at the early careers of new Ontario teachers, offers a reasonably positive forecast. After years of worsening job reports from early-career teachers, unemployment rates for new education grads dropped in 2014.

There are still many underemployed teachers and long queues for full-time work, but a decrease in the number of new teachers in the province last year meant more supply days for first-year teachers. After 2015, when the number of new grads is expected to drop steeply, the report predicts new teachers will have a faster track to long-term occasional and permanent teaching jobs.

Financial Highlights

The financial section of the report includes an independent auditor's report, the balance sheet for the year, the statement of operations and members' equity, a statement of cash flows and accompanying notes.

The College is financed primarily by member fees. At the end of 2014, it had 239,356 members in good standing, an increase of 1,155 over 2013.

For 2014, the College operating budget was set at \$39,428,000. The College recorded an excess of revenue of \$3,985,000 for 2014, due in part to the successful conclusion of a long-standing dispute with the CRA and a favourable property tax reassessment.

To read the full report, including more financial details, statistics and highlights, visit bit.ly/1KsKbd8. **PS**

CBC OMBUDSMAN ADDRESSES MEMBERS

Transparency and communication were the themes of the evening at the 2015 Annual Meeting of Members, held June 4 at the College offices in Toronto.

Keynote speaker and CBC Ombudsman Esther Enkin set the tone for the meeting with her address, “Openness in the Age of Social Media.”

“Any group or institution with a degree of public accountability or expectation of standards is now in partnership with the public,” said Enkin. “They always were, but now it’s much more real.”

Those who operate with public interest as a mandate have an obligation to be transparent about how they protect that interest. “The pressure to be open about what you do, and to be sure the public understands and participates in your processes of self-regulation, will only grow in

the world of social media and interactivity.”

Enkin pointed out that there’s no upside to opacity. “If you can’t find ways to make openness and transparency happen, you have to know members of the public will find ways to find you in this digital space.”

On the other hand, she added, “The better you engage and listen, and the more you do it, the better your organization will be. From there, public respect and trust will grow.”

More communication isn’t always better, however. An unfiltered mass of information can confuse, rather than clarify. “You can dump tons of information on people and it just adds to the firehose of information that bombards us all,” cautioned Enkin. Reacting too quickly is also a risk when responding to social

media communication. “There’s a tension in this new environment between the need to be thoughtful and the expectation of instant response,” she said.

“Digital technology has redefined the relationship between people and their communities, and people and their institutions,” said Enkin. “It requires responsiveness, engagement and an ability to account for your actions. It’s more than just a delivery system; it’s about genuine openness and sharing.”

These principles guide the College’s daily activities, including

communications efforts, whether through social media or other outlets. In her address to members, then Council Chair Liz Papadopoulos, OCT, touched on some of the College’s communication highlights in 2014. “The College continued with its public awareness initiative to educate the public about who we are, what we do and how we regulate teaching in Ontario.” To encourage discourse, the College worked with school trustees and parent councils, and participated in community events in an effort to build a subscriber base for the public newsletter, *The Standard*, and involve influential parent bloggers in the conversation.

“Consultation continued as a hallmark of College culture,” said College CEO and Registrar Michael Salvatori, OCT. “We conducted several surveys over the year to gather feedback instrumental to improving our service to members and to the public.” The College requested member input to simplify the accreditation information management system and streamlined its ability to gather critical information from members. In addition, the College launched a mobile app to enable members to access College information more easily.

“The College has [also] made significant upgrades to improve timelines, efficiency and transparency regarding our disciplinary role,” said Papadopoulos. Proposed provincial Bill 103, the *Protecting Students Act*, incorporated significant amendments that would have reinforced the College’s ongoing efforts to strengthen its investigation, disciplinary and reporting processes, but died because of the Ontario election last year.

“We’ve made great strides to improve efficiencies and bolster transparency in our investigations and hearings processes,” said Salvatori. “We anticipate the reintroduction of a bill to amend our Act to bring needed regulatory changes to the forefront.” **PS**

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COLLEGE NEWS

NEW AQ ON TEACHING LGBTQ STUDENTS AVAILABLE IN 2016

Next year, the College will launch a new Additional Qualification (AQ) course designed to help teachers acquire the knowledge, skills and judgment to effectively respond to the educational needs of LGBTQ students. The College began laying the groundwork for the course content by inviting both teachers and students to share their ideas, concerns and perspectives.

A group of interested teachers gathered this past April to begin the conversation. When they returned to their respective schools, they nominated students to contribute to the next wave of discussions. In May, students from Grades 5 to 12 from across the province gathered at the College's Toronto office (accompanied by their parents or teachers) to speak candidly and offer their ideas.

Joe Jamieson, OCT, Deputy Registrar for the College, welcomed the students and underscored how their contributions could help create positive change in the education

system. "You are part of something that's of big importance in the province of Ontario," he said. "You are shaping this course for teachers [by helping us with the] knowledge and skills we need to have to be effective teachers for those in the queer community."

In a large group session, and then in smaller breakout groups, students generated topics of conversation, brainstormed ideas and relayed experiences with representatives from the Egale Canada Human Rights Trust, who helped facilitate the day. The experiences and perspectives students shared will help form the basis for a relevant and effective AQ course. For the students involved, the chance to be heard — and to influence the future — is a welcome and empowering opportunity.

With research complete, a team of teachers will meet in September to take the lessons learned from those sessions and shape them into a 125-hour AQ course, available to College members in

2016, called Teaching LGBTQ Students.

The timing of the AQ reflects an increased cultural awareness of the challenges faced by those within the LGBTQ community. There has also been a social and political spotlight on the issue since the legislative assembly passed Bill 13 into law on June, 19, 2012.

The bill (an act to amend the *Education Act* with respect to bullying and other matters) underscores the critical nature of creating a safe, positive, inclusive school environment, and emphasizes the importance of support at many levels. It reads, in part:

"A whole-school approach is required, and [...] everyone — government, educators, school staff, parents, students and the wider community — has a role to play in creating a positive school climate and preventing inappropriate behaviour, such as bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia."

Designed by educators with significant student input, the new LGBTQ AQ will help educators foster more inclusive and safe learning environments in schools throughout the province. **PS**

PROFESSIONALLY SPEAKING BRINGS HOME AWARDS

The College is pleased to announce that *Professionally Speaking* has received five awards in writing and design at the 61st annual Kenneth R. Wilson (KRW) Awards, three 2015 Tabbie Awards, and was runner-up for Trade Magazine of the Year at the 2015 Editors' Choice Awards. The KRW Awards recognize excellence in Canadian business-to-business magazine content and the Tabbies, presented by TABPI (Trade Association Business Publications International), recognizes excellence in writing and design in English-language trade, association and business publications worldwide. The Editors' Choice Awards, presented by the Canadian Society of Magazine Editors, honours and celebrates the high-quality work of editors within the Canadian magazine industry.

THIS YEAR'S WINNERS INCLUDE:

- **Gold** for Best Series of How-to Articles — Tech Class
- **Gold** for Best Regularly Featured Department or Column — Great Teaching
- **Gold** for Best Illustration — "Ontario's Last Segregated School"
- **Silver** for Best Photograph — "Passport to Learning"
- **Silver** for Best Cover — "On the Road to Great Nutrition"
- **Bronze** for Best Department — Great Teaching
- **Honourable Mention** for Best Cover — "On the Road to Great Nutrition"
- **7th Place** in the Top 25 Feature Articles — "Ontario's Last Segregated School"

DO YOU RECEIVE MULTIPLE COPIES OF THE MAGAZINE?

Many College members live in multiple-member households. If you prefer to receive only one copy of *Professionally Speaking* per issue, please log into your member account at oct.ca/members/services. By using our new automated tool, you'll help save costs and reduce your environmental footprint. **PS**



MANDATE

COLLEGE COMMITTEES

College members recently elected the seventh College Council, which will govern the teaching profession in the public interest for the next three years. This means some new faces on College committees. Read on to learn more about our committees and their mandates.

The College's 13 committees play a significant role in regulating the teaching profession and governing its members. Whether it's supporting the implementation of the enhanced teacher education program, developing new partnerships in First Nation, Métis and Inuit communities, or managing complaints against members, each committee has its distinct mandate. (a) = appointed member (e) = elected member

ACCREDITATION COMMITTEE

Reviews and accredits teacher education programs at Ontario faculties of education. Sets policy direction for the accreditation of Additional Qualification courses including principal and supervisory officer qualification programs.

Accreditation

- Angela De Palma, OCT (e)
- Elizabeth Edgar-Webkamigad (a)
- Susan Elliott-Johns, OCT (e)
- Dobi-Dawn Frenette (a)
- Matthew Kavanagh, OCT (e)
- Richard Michaud, OCT (e)
- Tom Potter (a)
- Nicole van Woudenberg, OCT (e) (Chair)



ACCREDITATION APPEAL COMMITTEE

Considers and rules on appeals about accreditation of teacher education programs and courses.

Accreditation Appeal

- Ann Ciaschini, OCT (e)
- Robert Gagné (a) (Chair)
- Godwin Ifedi (a)
- William Ngassam, OCT (e)
- Jennifer Stewart, OCT (e)

EDITORIAL BOARD

Oversees editorial and advertising policy and considers copy for *Professionally Speaking/Pour parler profession*, the College's official publication.

Editorial Board

- Jean-Luc Bernard, OCT (a)
- Tim Gernstein, OCT (e)
- Myreille Loubert, OCT (e) (Chair)
- Anthony Samchek, OCT (e)

DISCIPLINE COMMITTEE

Conducts hearings into and rules on matters of professional misconduct or incompetence. Imposes penalties ranging from counselling, reprimands and admonishments to suspension and revocation, as appropriate. Hears applications for reinstatement of members whose teaching certificate was revoked for disciplinary reasons.

Discipline

- | | | |
|---------------------------|-------------------------|--------------------------|
| Jean-Luc Bernard, OCT (a) | Shanlee Linton, OCT (e) | Stéphane Vallée, OCT (e) |
| Irene Cheung, OCT (e) | Shannon Marcus, OCT (e) | Wes Vickers, OCT (e) |
| Ann Ciaschini, OCT (e) | Sara Nouini, OCT (e) | Marie-Claude Yaacov (a) |
| Robert Gagné (a) (Chair) | Tom Potter (a) | |
| | Vicki Shannon, OCT (e) | |

EXECUTIVE COMMITTEE

Conducts College business between Council meetings. Reviews committee reports and items coming before Council and makes recommendations as appropriate. Presents reports on policy initiatives to Council. Establishes ad hoc committees as necessary, appoints members to special and ad hoc committees and fills committee vacancies when they occur.

Executive

- | | |
|----------------------------------|--|
| Brian Beal, OCT (e) | Myreille Loubert, OCT (e) (Vice-Chair) |
| Marie-Louise Chartrand (a) | Terry Price, OCT (e) |
| Angela De Palma, OCT (e) (Chair) | Nicole van Woudenberg, OCT (e) |
| Elizabeth Edgar-Webkamigad (a) | |
| Robert Gagné (a) | |
| Shanlee Linton, OCT (e) | |



GOVERNANCE

Provides guidance on issues of governance and risk management. Ensures that the Council and the College function in accordance with the relevant legislation, regulations and bylaws of the College. Ensures that Council fulfils its fiduciary responsibilities.

Governance

- Angela De Palma, OCT (e)
- Matthew Kavanagh, OCT (e) (Chair)
- Myreille Loubert, OCT (e)
- Sara Nouini, OCT (e)
- Ronna Warsh (a)
- Marie-Claude Yaacov (a)

MANDATE

FINANCE COMMITTEE

Advises Council on College finances and functions as audit committee. Reviews and recommends disposition of College investments. Reviews and makes recommendations about the College budget. Recommends appointment of the College auditor.

Finance

Brian Beal, OCT (e)
Marie-Louise Chartrand (a) (Chair)
Bill Petrie (a)
Terry Price, OCT (e)
Vicki Shannon, OCT (e)

**STANDARDS OF PRACTICE AND EDUCATION COMMITTEE**

Advises Council on developing, reviewing and implementing ethical and practice standards and a professional learning framework to maintain the standards. Reviews staff research and policy proposals, and makes recommendations to Council. Participates in public and member-focused consultations on the standards and policy proposals.

Standards of Practice and Education

Shabnum Budhwani (a)
Irene Cheung, OCT (e)
Elizabeth Edgar-Webkamigad (a) (Chair)
Susan Elliott-Johns, OCT (e)
Dobi-Dawn Frenette (a)
Shannon Marcus, OCT (e)
Richard Michaud, OCT (e)
Stéphane Vallée, OCT (e)

FITNESS TO PRACTISE COMMITTEE

Conducts hearings and rules on physical or mental capacity of members. Suspends, revokes or imposes terms, conditions or limitations on the member's Certificate of Qualification and Registration, as appropriate. Hears applications for reinstatement or variances of earlier orders.

Fitness to Practise

Irene Cheung, OCT (e)
Ann Ciaschini, OCT (e)
Godwin Ifedi (a)
Shanlee Linton, OCT (e) (Chair)
Stéphane Vallée, OCT (e)
Marie-Claude Yaacov (a)

REGISTRATION APPEALS COMMITTEE

Considers and rules on appeals from applicants denied College membership. Assesses applicant qualifications against College registration criteria. May deny applications or direct the Registrar to issue a Certificate of Qualification and Registration.

Registration Appeals

Brian Beal, OCT (e) (Chair)
Jean-Luc Bernard, OCT (a)
Elizabeth Edgar-Webkamigad (a)
Myreille Loubert, OCT (e)
William Ngassam, OCT (e)

QUALITY ASSURANCE COMMITTEE

Assesses the College's progress in meeting its legislated objectives and reports to Council.

Quality Assurance

Marie-Louise Chartrand (a)
Richard Michaud, OCT (e)
Bill Petrie (a)
Robert Ryan, OCT (e) (Chair)
Nicole van Woudenberg, OCT (e)

HUMAN RESOURCES COMMITTEE

Provides ongoing advice to the Registrar and Council on human resources policies and programs. Monitors salary administration. Advises Council on the process for hiring the Registrar and Deputy Registrar.

Human Resources

Shabnum Budhwani (a)
Angela De Palma, OCT (e)
Robert Gagné (a)
Robert Ryan, OCT (e)
Wes Vickers, OCT (e) (Chair)

INVESTIGATION COMMITTEE

Receives and investigates complaints about College members related to professional misconduct, incompetence or incapacity. Examines documents and information collected in an investigation into a member's conduct or actions. Decides how to properly deal with complaints.

Investigation

Marie-Louise Chartrand (a)
Tim Gernstein, OCT (e)
William Ngassam, OCT (e)
Bill Petrie (a)
Terry Price, OCT (e) (Chair)
Robert Ryan, OCT (e)
Anthony Samchek, OCT (e)
Jennifer Stewart, OCT (e)



APPOINTMENTS

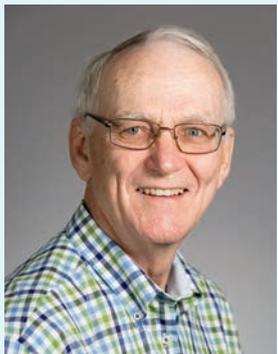


NEW CONTROLLER

In May, the College welcomed Fred Towers as its new controller. Towers joins the College having served as the director, program support, and more recently the director, business performance management, with the City of Toronto. Throughout his career he has enjoyed working with diverse groups

of stakeholders, focusing on financial management practices, program evaluation and client service initiatives. In addition to holding a master's degree in business administration, Towers is also a Certified Management Accountant.

"I look forward to joining the College's team and making a contribution toward fulfilling the organizational mandate," says Towers. "The College has a partnership role to play in the continuous development and improvement of a vibrant and innovative educational system."



NEW COUNCIL MEMBER

The College Council welcomes new appointed Council member Thomas Potter. Potter holds a BA in English from the University of Waterloo and completed his professional education program at the Hamilton Teachers College in 1972.

Now retired, he began his professional life teaching high school English with the Waterloo Catholic District School Board from 1972 to 1975. From 1975 to 2003, he held several positions in sales, marketing and human resources in the pharmaceutical industry, last serving as director of training and development for Pharmacia Canada Inc. in Asia/Pacific and Japan. He was also a partner and vice-president for Canadian software firm Megamation Systems Inc. from 2003 to 2006.

From 2007 to 2012, Potter served as an independent consultant specializing in organizational behaviour, with a focus on recruitment, performance management and talent development.

Potter is a recognized leader in organizational sales development, and a coach and mentor to pharmaceutical industry executives. He is also a certified facilitator in sales, change management and negotiating and collaboration skills. Potter has been an active volunteer on private and not-for-profit boards, including serving on the executive of Telecare Burlington.

NEW COUNCIL MEMBER

The College welcomes Council member Bill Petrie, who was appointed to Council in May. Petrie is the president of Sagebrush Business Concepts, which markets technology products to American and international markets. Sagebrush also specializes in creating new business opportunities for client firms.

He is the former president of the Ontario chapter of the Information Technology Association of Canada, an association that champions the development of a robust and sustainable digital economy in Canada.

Petrie holds a bachelor of arts from Queen's University and a master of business administration from the Schulich School of Business.



NEW DIRECTOR OF STANDARDS OF PRACTICE AND ACCREDITATION

In June the College welcomed Roch Gallien, OCT, as its new director of Standards of Practice and Accreditation. Gallien served as director of education of the Conseil scolaire public du Nord-Est

de l'Ontario since 2009 and, prior to that, served six years as a superintendent for the Conseil scolaire public du Grand-Nord de l'Ontario, servicing northwest Ontario.

As a teacher, he taught a variety of subjects in French- and English-language schools, including technology, and worked as a vice-principal for the Rainbow District School Board.

As head of the College department that promotes professional standards and manages the processes for accrediting initial teacher education and in-service teacher education courses Gallien says, "I am very fortunate to be working with a dynamic team in the ongoing review and promotion of the well-regarded *Standards of Practice for the Teaching Profession*. I am also looking forward to working with all our well-respected providers that continue to deliver quality programming to Ontario's teachers."

Gallien holds a bachelor of education degree from Laurentian University and a master's degree in administration from the University of Ottawa. He was a member of the Council of Ontario Directors of Education (CODE) Executive and of the Conseil ontarien des directions de l'éducation de langue française (CODELF), and has been a member of various Ministry of Education committees. **PS**

REGULATORY NEWS

TEACHER REGULATOR NAMED FOR SASKATCHEWAN

Ontario is no longer the only province in Canada to have a self-regulatory body for the teaching profession. *The Registered Teachers Act* has established the Saskatchewan Professional Teachers Regulatory Board (SPTRB). According to the new legislation, the SPTRB is mandated to “serve and protect the interests of students, teachers and the public.”

The SPTRB will oversee teacher certification and discipline related to misconduct and incompetence to ensure fairness and increased transparency. The board consists of nine directors including seven registered teachers and two members of the public.

Previously, the Ministry of Education certified and the Saskatchewan Teachers’ Federation (STF) and the League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS) disciplined teachers in Saskatchewan.

Saskatchewan Education Minister Don Morgan worked with education stakeholders including the STF, the Saskatchewan School Boards Association (SSBA), the Federation of Saskatchewan Indian Nations (FSIN) and the LEADS to create the SPTRB.

The Saskatchewan structure is meant to honour the public trust and serve the province. It is expected to begin operations this fall. **PS**



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COUNCIL MEETINGS

COUNCIL SUMMARY — JUNE 4–5, 2015

At its June 4–5, 2015, meeting, College Council:

- amended the Guidelines for the Compensation of Council Members, Roster Members, Members-at-Large and Institutional Nominees
- approved destroying electronic ballots associated with the 2015 Council election
- approved continuing the public presentations pilot at Council meetings and that the Executive Committee provides a review and recommendation in June 2017
- approved a corporate donation policy for the College’s scholarship program
- referred recommendations contained in a report from the Public Interest Committee to the seventh Council for consideration
- accepted the December 31, 2014, audited financial statements of the Ontario College of Teachers
- reappointed PwC as auditors for the 2015 fiscal year
- approved the *Professional Advisory — Duty to Report*
- approved that the Chair of Council shall be responsible for the review and approval of the CEO and Registrar’s expense claims
- amended Guidelines for the Provision of Laptop Computers and Accessories for Council Members
- approved revisions to the Professional Development Policy for Council Members, including an additional travel allowance for Council members who live far from major transportation hubs, subject to the approval of the Council Chair
- amended the Council Member Travel Policy
- amended College bylaws affecting Council member travel, expenses, remuneration, professional development activities and the use of computers or other electronic devices

- approved that, where feasible, every vote at a Council meeting shall be taken via vote tabulation software and recorded in the minutes of that meeting.

COUNCIL SUMMARY — JULY 6, 2015

At its inaugural meeting of the seventh Council on July 6, 2015, College Council:

- elected Angela De Palma, OCT, to Chair of Council
- elected Myreille Loubert, OCT, to Vice-Chair of Council
- appointed Committee members and chairs
- appointed members of the Executive Committee. **PS**

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INVESTIGATION COMMITTEE CASE STUDY

REPORTING SUSPECTED CHILD ABUSE

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.

In addition, the Investigation Committee can refuse to investigate a complaint if it is not related to a member's possible misconduct, incompetence or incapacity. In this process, the committee considers the information provided by the complainant and decides if the complaint will be investigated by the College.

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.

The following two cases tell the stories of two families who complained to the College because their children's teachers had called the Children's Aid Society (CAS) to report suspected child abuse, neglect or risk of harm.

Case 1

In the fall of 2013, parents of a Grade 1 student complained to the College that their child's teacher had made a report to the local Children's Aid Society (CAS) regarding their child, without a valid reason. According to the parents, the school called home on two occasions saying that the student had complained about being uncomfortable in the genital area. The mother had responded to the school's concerns saying that her child had not complained at home of such discomfort.

The teacher had called back and asked the father if he would be taking his child to see a doctor. The father responded that he would if his child expressed discomfort again, at home or at school.

The parents stated that they then received a call from the local CAS, indicating that

they had received a report, and directing them to bring their child to see a doctor.

The parents said they then had their child examined by the family doctor. They provided the CAS and the school principal with a letter from the doctor clearly stating that their child exhibited no signs of trauma or infection in the genital region. The CAS then ceased its involvement with the family.

Case 2

In the early fall of 2012, parents of a Grade 9 student filed a complaint with the College that their child's teacher had contacted CAS, without having a sufficient reason. The parents said that this call happened after they urged their child — who was dealing with peer pressure and issues related to puberty — to seek help from the school or a number of other organizations they brought to their child's attention. The child decided to seek help at the school.

The mother stated that the school principal and the member requested a meeting with the mother. The meeting

was subsequently cancelled, but the principal and the member met with the student and, then, the teacher in question made a report to the local CAS.

The parents reported that the CAS met with the family numerous times. Early on, the CAS offered to end their involvement because there were no child protection concerns, but the parents asked for the visits to continue as they felt they were helpful to their child and the family.

Investigation Committee Review

In both of these cases, the parents complained that the members should not have filed a report with the CAS, because the teachers did not have reasonable grounds to suspect child abuse, neglect or risk of harm, and because the CAS did not eventually identify any problems.

One of the parents was a regulated health professional who indicated he was familiar with the *Child and Family Services Act*, which requires teachers to report to CAS if they have reasonable grounds. This parent provided copies of the Act as part of his complaint.

The Investigation Committee carefully considered all the information provided, and the concerns raised by the parents.

If you were a member of the Investigation Committee, what would you do? Do you think these complaints are related to a member's possible misconduct, incompetence or incapacity?

The professional advisory *Duty to Report*, published in this issue of the magazine, provides teachers with guidance and advice should a member suspect that a child is, or may be, in need of protection.

report to the CAS. The panel agreed that these two members, like any member of the teaching profession, are obligated to contact the CAS if they believe that a child may be in need of protection. As a result, the complaints were not investigated; the members were advised of the complaints and their outcome, but were not required to provide a response to the complaints. **ps**

The Investigation Committee decided that the allegations made by the parents did not relate to professional misconduct, incompetence or incapacity on the part of the members. The committee stated that information provided by the complainants actually supported the teachers' decisions to make a

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: Not identified

Decision: Reprimand, conditions

A Discipline Committee panel directed a Limestone District School Board teacher to receive a reprimand regarding a verbal incident with a male student.

The member, who was certified to teach in June 2004, attended the hearing on November 24, 2014, with his legal counsel.

On March 7, 2012, the member was informed by the vice-principal that a

colleague overheard a male student bullying another student. The bullied student expressed his anxiety and worries to the member about seeing the bully in class.

Later that day, the member saw the student who engaged in bullying in the hallway and used language that could be perceived as a threat toward the student. The student complained to the police and the member was charged with uttering a threat to cause bodily harm. The charge was withdrawn in

October 2012 at the Crown's request with the agreement that the member apologize in writing to the student.

The Discipline Committee panel found the member guilty of professional misconduct based on the evidence, onus and standard of proof, a statement of uncontested facts, a joint submission on penalty, a plea of no contest, and legal submissions. The member was directed to appear before the panel to receive a reprimand immediately following the hearing. As well, the member was ordered to complete, at his own expense, a pre-approved course on effective communication strategies and management of difficult situations.

The Discipline Committee panel agreed that the misconduct was on the lower end of the spectrum and "determined that publication, without name, was appropriate in the circumstances of this case."

Member: Brounislav John Bulat

Registration No: 220172

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of College member Brounislav John Bulat in connection with five criminal convictions including attempted murder.

Licensed to teach in June 1969, Bulat did not attend the November 19, 2014, hearing nor was he represented by legal counsel. He is currently incarcerated and is serving a six-year sentence for his crimes.

The panel heard that Bulat harassed a former girlfriend and breached a restraining order to keep away from her. While driving his vehicle in the Town of Tecumseh in the Southwest Region, he rammed twice into a vehicle driven by the current boyfriend of his former girlfriend. When the boyfriend exited the vehicle, Bulat proceeded to run him over, causing bodily harm, and fled the scene. In May 2013, he was found guilty of a number of charges including attempted murder.

Having considered the evidence, onus and standard of proof, and submissions made by College counsel, the Discipline Committee panel found Bulat guilty of

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The Ontario College of Teachers' Standards of Practice and Education Unit needs your input. If you are interested in participating in these policy development processes, please email standardsinfo@oct.ca by September 30, 2015.

AQ Review

The College will facilitate a provincial review of several Additional Qualifications (AQs) this fall.

The following AQ course guidelines are being developed or revised:

- Teacher Leadership
- Teaching LGBTQ Students
- Safe Schools
- Principal's Qualifications
- Supervisory Officer's Qualification
- Reading
- Writing
- Enseignement et Leadership en situation minoritaire
- Supporting First Nations, Métis and Inuit Students: Guidance and Counselling
- Native Languages

Involvement in AQ development and revisions could include serving as a critical reader, participating in a consultation, being a member of a writing team, or taking part in the validation process. Interested members will receive additional information related to specific AQs.

Professional Learning Framework Review

The College is revising the Professional Learning Framework for the Teaching Profession. Members are invited to review the draft revisions online at bit.ly/1HzxL0o and provide feedback on this important foundational document.



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

Member: John Bryant, OCT

Registration No: 399541

Decision: Reprimand, conditions

A Discipline Committee panel ordered Toronto District School Board teacher John Bryant to receive a reprimand for using inappropriate language and failing to supervise students.

Bryant, who was certified to teach in June 1990, did not attend the public hearing on November 20, 2014, but was represented by legal counsel.

The panel heard that, during the 2012–13 school year, Bryant used inappropriate language such as referring to a female student as a “bitch” and calling a male student a “cocky son of a bitch.” During a viewing of a movie in class, Bryant made a number of inappropriate comments including “You are fucking ugly,” “You are so fucking gay” and “You are a dumb ass.” Although the comments were directed at the movie and not at the students, they made some of the students feel uncomfortable.

Bryant also took students off school property in his personal vehicle without parental or administrative consent.

The board issued three letters of reprimand, suspending Bryant’s employment as a result of these incidents.

Based on the evidence, onus and standard of proof, an agreed statement of facts, a joint submission on penalty, a guilty plea, and the submissions made by legal counsel, the panel found Bryant guilty of professional misconduct. He was ordered to appear before the panel to receive a reprimand, and was required to successfully complete, at his own expense, a pre-approved course of instruction covering professional ethics and professional boundaries.

In its decision, the panel said, “The member’s behaviour indicated a lack of professionalism with his use of profanity both in and outside the classroom. Further, the course on professional ethics and boundaries will remind the member

that conduct such as leaving school property with students and without permission is unacceptable.”

Member: Michael Wade Canning, OCT

Registration No: 196582

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Durham Catholic District School Board transportation technology teacher Michael Wade Canning for failing to register a transfer of ownership of a vehicle donated to the Board, and transferring ownership into the name of a family member instead.

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

Canning was responsible for teaching students about automobiles, which he did by having students work on cars in the auto shop. People would donate their cars to the school and receive a receipt from the school with the estimated value of the car.

The panel heard that in or around March 2011, a donor gave a 1998 Toyota Camry to the school for which Canning provided a letter confirming receipt of the vehicle. Despite confirming receipt, Canning did not register a transfer of ownership of the vehicle to the board with the Ministry of Transportation.

About a year later, the member transferred the ownership into the name of his sister-in-law. He made two requests to the donor asking permission to do so but failed to disclose that the transfer had already taken place. In response to his requests, the donor made it clear that she would not consent to the transfer of ownership. Canning also took the vehicle home for two days.

In May 2012, the donor contacted the school principal and Canning was assigned to home duties. Three months later, he pled guilty under the Highway Traffic Act for failing to apply for a permit within six days of being an owner of a vehicle.

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, and required that he successfully

complete, at his own expense, a pre-approved course of ethics within three months of the order.

In its decision, the panel said, “The member lied to the donor about the transfer of ownership and he removed the vehicle from school property without the consent of the school or the donor ... [his] conduct was deceptive, unethical and lacked the professional integrity expected of all teachers.”

Member: Elisabetta Teresa De Santis, OCT
Registration No: 429783

Decision: Reprimand, conditions

A Discipline Committee panel directed Elisabetta Teresa De Santis, a College member employed by the Toronto District School Board, to receive a reprimand for using inappropriate language.

The member, who was certified to teach in August 1999, partly attended the December 9, 2014, hearing and was represented by legal counsel.

On or around February 2, 2012, De Santis used inappropriate language with a male student who required assistive technology in the classroom. The student and some classmates found the language derogatory, and five students reported the incident to the principal.

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

The member was directed to appear before the panel to receive a reprimand within 60 days of the date of the hearing. As well, the member was ordered to complete a pre-approved course, at her own expense, on classroom management and sensitivity to students.

Member: Laird Arthur Evans

Registration No: 152133

Decision: Suspension

A Discipline Committee panel suspended the certificate of Ottawa-Carleton District School Board’s teacher Laird Arthur Evans for storing real and replica weapons and ammunition in a school, and making them available to students.

Evans, who was certified to teach in June 1975, was not initially represented by a lawyer, and did not attend the hearing on October 22, 2014. He did not attend his hearing on November 3, 2014, but was represented by legal counsel. The panel ordered that the portion of the hearing dealing with Evans's detailed medical evidence be closed.

While a teacher, Evans stored a collection of firearms including functional, deactivated and replica weapons, a rifle and a high capacity Uzi magazine at the school. He also permitted students to access the weapons at the school.

He was found guilty of possession of a firearm without a licence, contrary to the Criminal Code of Canada. He received a conditional discharge and was placed on probation for a period of 12 months.

The Discipline Committee panel found Evans guilty of professional misconduct based on the evidence, onus and standard of proof, and legal submissions.

The panel ordered that his teaching certificate be suspended for 12 months from the date of the panel's decision.

The panel noted Evans's current state of health but also noted that he was not in poor health at the time of the events that led to these proceedings.

In its written decision, the panel said, "[He] may not have had ill-intentions when he committed the acts that gave rise to these proceedings; however, the member's conduct was egregious and it endangered his students and his colleagues."

Member: Laurene Elizabeth Green, OCT
Registration No: 167444

Decision: Reprimand, conditions
A Discipline Committee panel directed Laurene Elizabeth Green, a Toronto District School Board teacher, to receive a reprimand for misconduct. As an assistant curriculum leader for a school's technology department, Green held a position of responsibility with the board.

Green, who was certified to teach in June 1992, attended the February 20, 2015, hearing and was represented by legal counsel.

The misconduct — which happened

between 2009 and 2012 — included the removal of two workbenches from the school without authorization. Green also requested that two arc welders be delivered to the school, then removed one of them and had her husband transport it to her home without authorization.

She then asked a teacher to mislead an investigator in relation to her taking the welder to her home. After the teacher refused to mislead the investigator, Green facilitated a telephone call from her husband to the same teacher in which the investigation was again discussed.

The removal of these items became the subject of a police investigation and Green was charged with theft, although the charges were subsequently withdrawn.

After the charges were withdrawn, she sent an accusatory text message to the teacher indicating that because of the teacher's statement, Green's employer wanted to fire her.

Following a board's investigation, Green received a letter of reprimand, a five-day suspension without pay and was deemed to no longer be eligible to hold a position of responsibility.

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

In addition, Green was directed to complete, at her own expense, a pre-approved course of instruction on ethical behaviour.

In its written decision, members of the panel said that "the reprimand is appropriate in the circumstances. It allows the profession to express its concerns to the member about her misconduct."

Member: Stephan Sebastian Howard
Registration No: 138559

Decision: Suspension, reprimand, conditions
A Discipline Committee panel reprimanded Toronto District School Board principal Stephan Sebastian Howard and ordered his certificate be suspended with conditions in connection with a criminal conviction for misappropriation of funds.

Howard, who was certified to teach in

June 1990, attended the public hearing on November 20, 2014, with his legal counsel.

The panel heard that from 2004 to 2009, Howard authorized some inappropriate expenditure of funds that were not used for their intended purpose. For example, the school advisory council donated over \$56,000 and gave specific directions for its use. About \$35,700 was used as directed but some items — including the purchase of alcoholic beverages for staff events and payments for school staff members on leave — were not.

On October 13, 2009, the board superintendent directed Howard to be sent home pending an investigation. Howard submitted his resignation for the purpose of retirement on February 28, 2010.

In May 2013, he pleaded guilty for misappropriation of funds contrary to the Criminal Code. Howard paid \$29,448.24 to the board in restitution. He received a conditional discharge and 12 months of probation.

Based on the evidence, onus and standard of proof, an agreed statement of facts, a joint submission on penalty, a guilty plea, and the submissions made by legal counsel, the panel found Howard guilty of professional misconduct and directed the Registrar to suspend his Certificate of Qualification and Registration for 18 months starting on November 20, 2014.

Furthermore, Howard was ordered to appear before the panel following the hearing to receive a reprimand, and required to successfully complete, at his own expense, a pre-approved course of instruction covering professional ethics, which he has since completed.

In its decision, the panel said, "It was the member's responsibility to manage non-board funds ethically, to keep and maintain proper accounting records and to ensure that the funds were used for the intended purposes, namely student programs and activities. The member failed to do so on a consistent basis."

Member: David Khac Nhan Lang
Registration No: 527241

Decision: Revocation

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A Discipline Committee panel revoked the teaching certificate of David Khac Nhan Lang for engaging in an inappropriate relationship with a student.

Lang, who was certified to teach in June 2008, did not attend the public hearing on December 15, 2014, nor was he represented by legal counsel.

The panel heard that Lang had an inappropriate relationship with a student whom he taught in the 2010-11 academic year. In the 2011-12 academic year, he was teaching at another school and no longer taught the student however, he continued to have a romantic relationship with her.

They saw each other about three to five times per week at parks, hotels, in his car or at the student's home while her parents were away. They engaged in sexual touching and drank alcohol together. Over 9,000 text messages had been exchanged between the two from October 2011 to May 2012.

In May 2012, the student's mother

spoke with administrators at the board and the Children's Aid Society.

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

The panel found that Lang's conduct was inappropriate and unprofessional.

Member: Mary Roberta McEwen, OCT
Registration No: 282578

Decision: Reprimand, conditions
A Discipline Committee panel directed Mary Roberta McEwen, a former principal at Algoma District School Board, to receive a reprimand for failing to be ethical and professional in managing school and school board's funds.

McEwen, who was certified to teach in January 1998, attended the November 20, 2014, hearing and was represented by a lawyer.

On numerous occasions during the 2012-13 school year — while managing funds related to, for example, a fundraising

event or a breakfast and snack program — McEwen showed a lack of transparency in her administrative practices, which drew her conduct into question and undermined the respect and confidence that the public places on the role of principal.

For example, during her employment at Kiwedin Public School, McEwen purchased a bladeless fan for \$90.35 for her office, using a \$500 gift card obtained through parent council funding. She also purchased a D-Link modem for \$109.98 using the school fund.

During an assignment at Spanish Public School, she used the board's Purolator courier account for personal use, and purchased a few personal items in a grocery store while shopping for the school.

In February 2013, she was assigned to home duties with pay following a board investigation, and she resigned from the board in May 2013.

Based on the evidence, a memorandum of agreement (MOA), a joint submission on resolution and submissions made by

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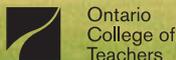
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both counsel, the Discipline Committee panel ratified the MOA and found the member guilty of professional misconduct. She was ordered to complete, at her own expense, a course on professional ethics.

In its written decision, the panel said, “It was the member’s responsibility as principal to manage funds ethically, and to keep and maintain proper accounting records.” The panel found that “the member was not transparent in her practices, nor did she seek advice or guidance to ensure appropriate procedures were followed.”

Member: Daniel James Meeker, OCT
Registration No: 253772

Decision: Reprimand, conditions
A Discipline Committee panel directed Daniel James Meeker, a teacher of the Thames Valley District School Board, to receive a reprimand for making harassing comments to a female colleague over a 12-month period.

The member, who was certified to teach in June 1989, did not attend the December 10, 2014, hearing but was represented by legal counsel.

During the 2006–07 school year, Meeker engaged in a romantic relationship with a female colleague that ended in or before 2007. During or around the period of October 2007 to September 2008, Meeker repeatedly engaged in behaviour toward this colleague that made her feel very uncomfortable at work, including: making repeated telephone calls to her home and her cellphone; and asking one or more co-workers “is he dead yet?” — referring to the colleague’s spouse who had suffered a brain hemorrhage.

In November 2008, the female colleague reported allegations of harassment to the police. Criminal charges against Meeker were ultimately dismissed. His employment was terminated by the board in May 2009. Meeker successfully grieved his termination and, in September 2012, returned to teaching.

The Discipline Committee panel found the member guilty of professional misconduct based on the evidence, onus and standard of proof, a statement of uncontested facts, a joint submission on penalty,

a plea of no contest, and legal submissions. The member was directed to appear before the panel to receive a reprimand. As well, the member was ordered to complete a pre-approved course, at his own expense, on professional boundaries with colleagues, professional ethics and peer relationships.

In its decision, the panel said that the course “will serve to rehabilitate and educate the member.”

Member: Raymonde Marie-Lourdes Racines, OCT

Registration No: 478370

Decision: Reprimand
A Discipline Committee panel directed Raymonde Marie-Lourdes Racines, a teacher of the Conseil scolaire de district catholique Centre-Sud, to receive a reprimand for failing to properly supervise the students for whom she was responsible.

Racines, who was certified to teach in June 2004, attended the December 12, 2014, hearing and was represented by a lawyer.

During the 2010–11 school year, Racines failed to properly supervise students in her classroom. The school principal reported to the Children’s Aid Society (CAS) some troubling situations in which students had injured other students while they were in the member’s care. The CAS concluded that Racines had limited competence in the provision of care, endangering a child placed under her professional supervision.

The board terminated her employment on March 9, 2011. Based on the evidence, a memorandum of agreement (MOA), a guilty plea, a joint submission on resolution, and legal submissions, the Discipline Committee panel ratified the MOA and found the member guilty of professional misconduct. She was ordered to appear before the panel immediately following the hearing to receive a reprimand.

In its written decision, the panel said, “As a teacher, it is the member’s duty to maintain a healthy physical, emotional and social learning environment for her students.”

Member: Lucie Robitaille

Registration No: 261134

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of Lucie Robitaille, a former teacher of the Conseil scolaire de district catholique du Nouvel-Ontario, for showing significant deficiencies in her teaching practice.

Examples of deficiencies include:

- Making parents and students fearful by insisting that there is a security problem in the class
- Not submitting her daily preparation or any other planning to the principal to demonstrate improvement
- Not able to efficiently manage challenging situations affecting the atmosphere in the classroom.

Robitaille, who was certified to teach in June 1989, was not represented by a lawyer and did not attend the hearings that were held on September 29 and 30, 2014.

During the 2008–09 academic year, Robitaille disregarded the principal’s requests for changes in her teaching practice and demonstrated no significant improvements in her performance.

On March 23, 2009, she was suspended with pay. The board terminated her employment two months later on May 19, 2009.

The Discipline Committee panel found Robitaille guilty of professional misconduct based on the evidence, onus and standard of proof, and legal submissions by College counsel.

The panel ordered that her teaching certificate be suspended for one month and that she appear before the panel to receive a reprimand.

In addition, she was directed to enrol, at her own expense, in one or more courses covering the areas of deficiency, at the College Registrar’s discretion.

In its written decision, the panel said, “The profession must expose the type of conduct displayed by the member. Although it is unusual to make an order for both a suspension and a reprimand in the same case ... the fact that she had support from her employer but decided to defy the latter’s instructions prompted

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the Committee to make an order for both of these penalties simultaneously.”

Member: Salvatore Scolaro, OCT

Registration No: 461628

Decision: Reprimand, conditions
A Discipline Committee panel directed Salvatore Scolaro, a transportation technology teacher of the Dufferin-Peel Catholic District School Board, to receive a reprimand for mismanaging school funds.

The member, who was certified to teach in December 2002, attended the November 10, 2014, hearing and was represented by legal counsel.

Between September 2006 and June 2009, Scolaro used school funds — intended to support a program for students — to purchase auto parts for repairs on his vehicle and those of his family. He eventually reimbursed the school for these purchases but only after an audit was performed pointing out the irregularities.

He received a written reprimand by the school board. The Discipline Committee panel found the member guilty of professional misconduct based on the evidence, onus and standard of proof, a statement of uncontested facts, a plea of no contest, a joint submission on penalty, and legal submissions. The member was directed to appear before the panel immediately following the hearing to receive a reprimand. As well, the member was ordered to complete a pre-approved course, at his own expense, on professional ethics and record-keeping, which he has completed.

In its decision, the panel said that “the member’s unprofessional behaviour contributed to a significant deficit in the budget for the course ... the member’s actions as a teacher were completely unacceptable.”

Member: Not identified

Decision: Reprimand

A Discipline Committee panel directed a male teacher to receive a reprimand for making inappropriate comments to students and derogatory comments regarding the teaching practices of his colleagues.

The member, who was certified to teach

in August 2001, attended the November 27, 2014, hearing and was represented by a lawyer.

During the 2010–11 school year, parents and students expressed their concerns to the school administration regarding the member’s mistreatment of students. In particular, they reported that the member:

- Told a student that “she could not wipe her own ass” and will not go far in life because of her attitude
- Yelled at a student and told her that she is “retarded” and “stupid,” and instructed the entire class to look at her
- Said to a student, “You should have shut up when you were back there and not get into this” and “You are a child and I am the adult. So you can’t defend yourself.”

The Jewish Family & Child Service conducted an investigation and concluded that the allegations were substantiated.

The member received a number of disciplinary actions by the board including home assignment, transfer and suspension. He was also required to complete a course on classroom management and complete anger management counselling sessions — which he completed successfully.

Based on the exhibits, a memorandum of agreement (MOA), a joint submission on resolution, a plea of no contest, and legal submissions, the Discipline Committee panel ratified the MOA and found the member guilty of professional misconduct. He was ordered to appear before the panel immediately following the hearing to receive a reprimand.

The panel also carefully considered the submissions of the parties with respect to publication with or without the name of the member in this section of the magazine. Panel members determined that publication without name is appropriate in the circumstances of this case. They found that “the resolution of this case sufficiently addresses the objectives of specific and general deterrence, while balancing the interests of transparency against the privacy interests of the member.”

In its written decision, the panel said, “Parents entrust teachers with the care of their children and through his

inappropriate interaction with students, the member has disappointed parents, the profession and the greater public.”

Member: Karen Anne Timmons

Registration No: 253539

Decision: Reprimand, conditions
A Discipline Committee panel directed Karen Anne Timmons, a former vice-principal of the Ottawa Catholic School Board, to receive a reprimand for failing to manage funds ethically and maintaining proper accounting records.

Timmons, who was certified to teach in June 1988, attended the December 12, 2014, hearing and was represented by a lawyer.

On September 16, 2011, Timmons was recorded via video surveillance, on two separate occasions, removing money from an envelope in a room that contained the safe. On one occasion, the amount of \$200 was taken from the envelope. She was suspended with pay. She could not respond to the board when asked why she went back a second time. She admitted to theft and subsequently resigned from the board on October 25, 2012.

Based on the exhibits, a memorandum of agreement (MOA), a guilty plea, a joint submission on resolution, and legal submissions, the Discipline Committee panel ratified the MOA and found the member guilty of professional misconduct. She was ordered to appear before the panel immediately following the hearing to receive a reprimand, and was required to successfully complete, at her own expense, a pre-approved course of instruction in ethics.

In its written decision, the panel said, “As a vice-principal, the member was in a position of trust and added responsibility. The member had a duty to serve as a leader and role model for the students, teachers and the parents of her school, as well as the larger community and to manage funds ethically and to maintain proper accounting records. The member failed in this duty.” **PS**

Copies of the full decisions are available at bit.ly/1NWS629.



NAME: *Raine Maida*

- Born February 18, 1970 in Toronto
- Attended All Saints Catholic School in Etobicoke, Ont. (Grades 1–8), Ridley College in St. Catharines, Ont. (Grades 9–12) and completed high school at Scarlett Heights CI in Toronto
- Went to the University of Toronto to study literature and political science, then switched to criminology
- Co-founded rock band Our Lady Peace in 1992 as the vocalist and songwriter; went on to win three Juno awards
- Performed in war-torn countries in support of War Child Canada with his wife, singer-songwriter Chantal Kreviazuk
- In 2007, he busked the streets of Toronto to raise \$30,000 to rebuild a school in the Democratic Republic of Congo
- Supports Apathy is Boring, an organization that encourages Canadian youth to become engaged in the political process
- Along with Kreviazuk was given the Allan Waters Humanitarian Award in 2013, which recognizes musicians for humanitarian service
- Released his third full-length solo album, *We All Get Lighter* in 2013; he has co-written songs for Carrie Underwood and Kelly Clarkson, and produces for others
- Lives in California with Kreviazuk and their sons

CREATIVE FORCE

Singer and social activist Raine Maida discusses the power that comes with a profound education.

BY LAURA BICKLE

Describe yourself in elementary school.

Introverted and shy but still a part of it — I had great relationships with my teachers.

What was your most challenging subject and why?

Science. It was so foreign to me.

What was your favourite subject?

Also science — I like to be challenged. The aspect of discovery was so interesting. It paralleled my exploration of music and discovering chords and melodies.

What were your favourite literary pieces from your school days?

I had a Grade 5 teacher who was sort of an outlier — he wore a leather jacket. We talked about poetry and literature, and he told me that while I wasn't ready for it, I'd like the Beat poets. That comment stuck, and when I was in Grade 10 I started reading Ginsberg and *On the Road* by Jack Kerouac. I thought to myself — I want to sing these types of words.

Who are your favourite writers?

American philosopher, academic, activist and author Cornel West. My favourite book is *Democracy Matters*. He says it like it is. Also inventor and futurist Ray Kurzweil, who wrote *The Age of Spiritual Machines*.

What are you currently reading?

Conscious Capitalism by John Mackey and Raj Sisodia. It's amazing how consumers — particularly millennials — are influencing a wave of corporate consciousness. They want to buy from socially responsible companies.

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

My education was very linear. I'm envious of how students now learn with more emphasis on creativity.

What was your favourite school lunch?

My mom always made me tuna sandwiches, which I hated. I traded them for Nutella.

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

Now. I really do believe that now is the best time to be in school. It's the age of ideas, and when teachers understand that, it's powerful and profound. I've always been a big fan of education as a weapon for change.

If you could learn any language, which would you pick?

Chinese. It would be so daunting but I would love to try it.

Best advice you received during your school years that you still think of?

It's actually a quote from Ralph Waldo Emerson: "As soon as there is life there is danger." I thought of that when I left the University of Toronto before graduating, to pursue music. It was definitely a dangerous choice but it made me feel alive. Being comfortable isn't always good. **PS**

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