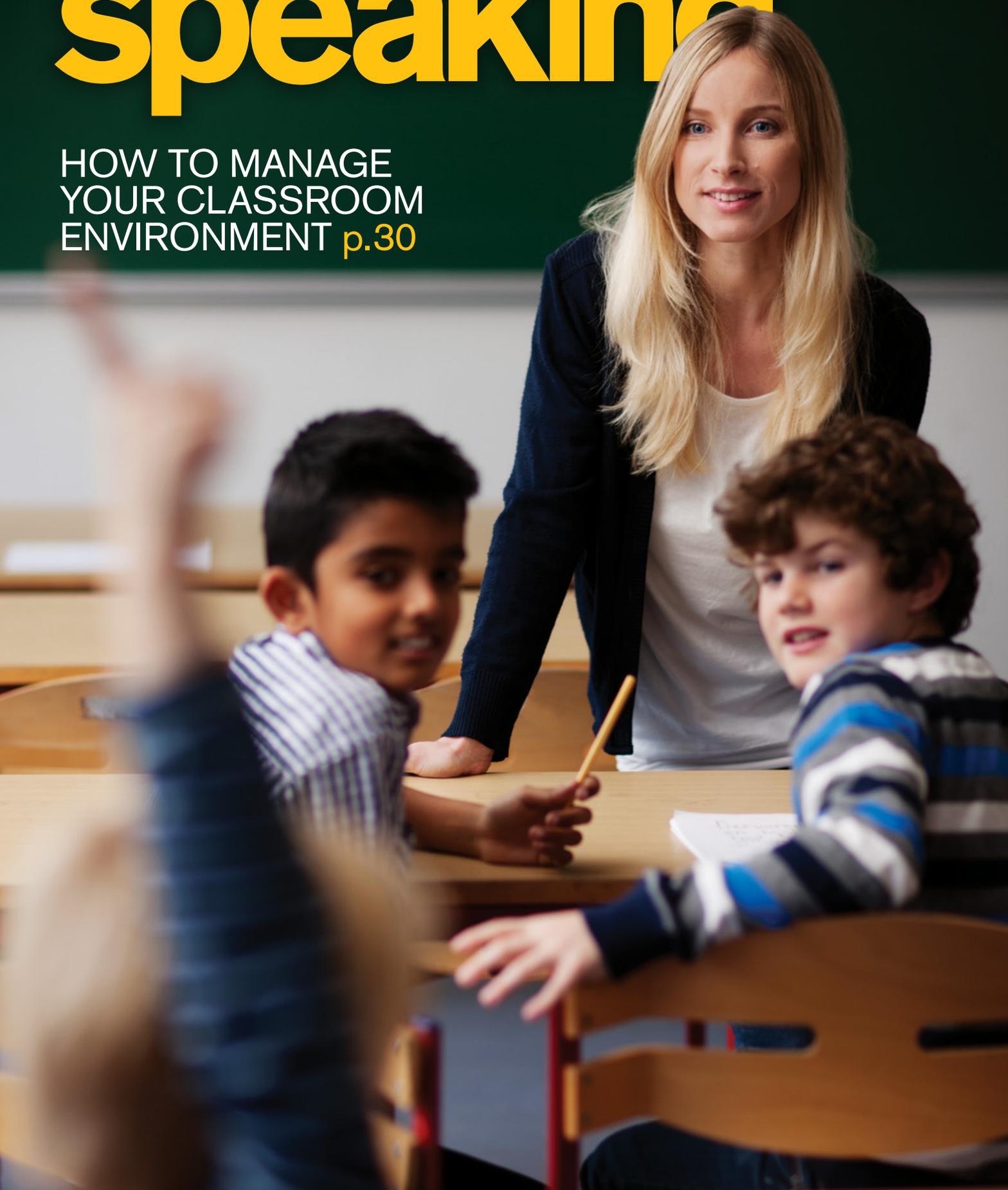


SEPTEMBER 2018

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HOW TO MANAGE
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Socialize

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

Studies show that socially active retirees are not only happier, they're healthier – both mentally and physically.¹



Get your finances in order

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\$184,000

is the average amount Canadians have saved for retirement.²



\$750,000

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

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— Carolyn

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

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

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





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

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Primary	● ◆ ▲
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English	● ◆ ▲
Family Studies	● ◆ ▲
First Nations, Métis and Inuit Studies	▲
French as a Second Language	● ▲
Geography	● ▲
Health & Physical Education	● ▲
History	● ◆ ▲
Mathematics	● ◆ ▲
Science - General	● ▲

ABQ SENIOR

Biology	● ▲
Chemistry	● ▲
English	● ◆ ▲
Geography	● ▲
History	● ▲
Law	● ▲
Mathematics	● ◆ ▲
Physics	● ▲
Social Sciences	● ◆ ▲
Science - General	▲
Visual Arts	● ▲

HONOUR SPECIALIST

Biology	▲
Business Studies	▲
Chemistry	▲
Dramatic Arts	▲
English	▲
French as a Second Language	▲
Geography	▲
Health & Physical Education	● ▲
History	● ▲
Mathematics	● ▲
Music	● ▲
Physics	▲
Science - General	▲
Social Sciences	● ▲
Technological Education	● ▲
Visual Arts	▲

THREE-PART ADDITIONAL QUALIFICATIONS

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

Teacher Leadership Part 2	● ▲
Teacher Leadership Specialist	● ▲
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Teacher Librarian Part 2	● ▲
Teacher Librarian Specialist	● ▲

ONE-SESSION QUALIFICATIONS

Adult Education	● ▲
Classroom Management	● ▲
Safe & Accepting Schools	● ▲
Special Ed - Behaviour	● ◆ ▲
Special Ed - Communication - Autism	● ◆ ▲
Special Ed - Communication - Learning Disability	● ▲
Student Assessment & Evaluation	● ▲
Teaching & Learning Through e-Learning	● ◆ ▲
Teaching LGBTQ Students	● ▲
Use and Knowledge of Assistive Technology	▲

TECHNOLOGICAL EDUCATION

Communications Tech Grades 9/10	● ▲
Communications Tech Grades 11/12	▲
Computer Tech Grades 9/10	▲
Green Industries Grades 9/10	▲
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- Honour Specialist
- FSL Part 1

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

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

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AT THE COLLEGE



PROMOTING DIVERSITY

The College demonstrated its commitment to inclusivity and diversity at Pride Toronto in June. Pride attendees stopped by our information display to find out how we regulate the teaching profession in the public interest.



NEW COLLEGE COUNCIL

On July 4, 2018, the College held its inaugural meeting of the eighth Council. The Council's members elected new Chair of Council Nicole van Woudenberg, OCT, and Vice-Chair Tim Gernstein, OCT. The Chairs and members of each of Council's 14 committees were also appointed.



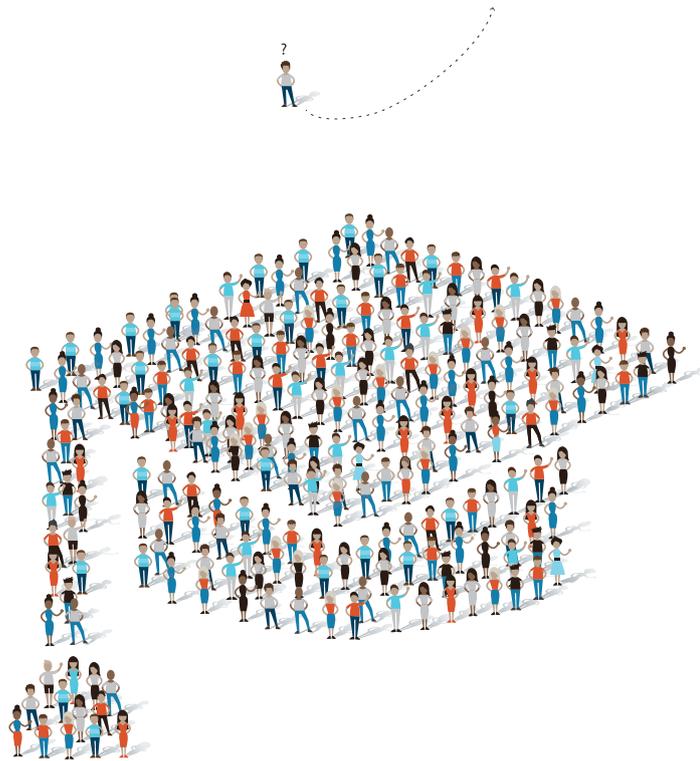
INTERNATIONAL EDUCATORS

Educators from China (pictured) and Korea visited the College over the summer to hear about its mandate, investigations and hearings process, and its Professional Learning Framework. Throughout the year the College hosts delegations from around the world that come to learn about self-regulation and our role in education.



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CLEAR VISION

The eighth College Council continues to focus on putting students first.

BY NICOLE VAN WOUDEBERG, OCT

In Grade 7, my teacher, Mrs. Maida, was concerned I couldn't see the blackboard, and so my mom took me to the optometrist. There, I was diagnosed with myopia and prescribed glasses to correct my nearsightedness. As I grew older and became more involved in sports, I often switched my glasses for contact lenses. Others would comment on the difference in my appearance when I wore contacts, perhaps because the trend in the '90s was large frames.

Even though my appearance sometimes changed, my vision remained clear. Of course, over the years, checkups and prescription adjustments were required, but the objective was always clear vision.

And so it is with our self-governance work at the College. There may be appearance changes but ultimately, after 20 years, the core work remains the same. I thank the seventh Council Chair Angela De Palma, OCT, and Vice-Chair Myreille Loubert, OCT, for their work.

I am honoured to serve as Chair of the eighth Council. Together with Vice-Chair Tim Gernstein, OCT, and all Council colleagues, we have a clear vision:

We are focused on continuing to avoid mandate creep by having mandate clarity. We are here to self-govern and focus on accrediting teacher education programs and Additional Qualification courses. This includes setting the standards of the teaching profession, licensing eligible applicants, investigating complaints and determining appropriate disciplinary action for those who don't maintain the standards.

Although Ontario Certified Teachers (OCTs) voted in our election to fill elected positions, Council members do not have a constituency. All members of Council are here to act in the public interest: specifically, putting students first.

As required by the *Ontario College of Teachers Act*, OCTs pay licensing fees to fund the execution of those core activities. I invite you to read the various bios of the Council members at oct-oeeo.ca/councilmembers. Read about our mandate at oct-oeeo.ca/whatwedo and how we fulfil our legislated duties.

It is important that our membership understands what we do and that we have regular checkups to ensure our vision remains clear. **PS**

Nicole van Woudeberg



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Applying teaching skills and knowledge in non-traditional settings.

BY MICHAEL SALVATORI, OCT

Why did you become a teacher? Many of you, like me, are often asked what motivated you to join the profession. Our answers are likely quite varied depending upon our academic studies, life experiences and professional goals.

During the summers while I was a university student, I worked as a summer camp counsellor and as a tour guide. In both cases, I was attracted to the jobs because they allowed me to work outside and to engage in creative activities. However, the opportunity to work with young people became the most rewarding aspect. Consequently, by the time I finished my first degree, my career choice was set.

Teaching offers a number of pathways and choices, as do the professional learning resources that help prepare members for these changes. For example, the College's professional advisory *Additional Qualifications: Extending Professional Knowledge* (oct.ca/Resources) provides helpful information on AQs that can lead to different career options.

Beyond school and district leadership opportunities, teachers may consider positions that would draw on their knowledge and skill at provincial and national organizations. Our College employs a number of members as program officers

in accreditation or standards of practice and as external relations officers (visit oct-oeeo.ca/careers).

We are also learning through our own research that many members work either full or part time in non-traditional settings, including independent learning centres and in museums and art galleries offering student programs.

The Institute for Performance and Learning offers certification programs and an annual conference that explores learning and development within public and private sector companies. At one of the Institute's events, I met several members of the teaching profession who are applying their skills and knowledge to learning and development projects at firms in the private sector.

While the vast majority of College members remain employed in district school boards and private or independent schools, there are options throughout a career to use our teaching skills and knowledge to explore short- or longer-term opportunities in other environments.

Just as our professional skills and talents contribute to our capacity to expand the vistas for students in our care, they also allow us to seek out new pathways that will enrich our professional and personal lives. **PS**

M. Salvatori





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- ABQ History Senior
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- ABQ Math Intermediate
- ABQ Math Senior
- ABQ Primary Division
- ABQ Science-Biology (Senior)
- ABQ Social Science Senior
- AQ Cooperative Education, Part 1
- AQ Cooperative Education, Part 2
- AQ Cooperative Education, Specialist
- AQ Dramatic Arts, Part 2
- AQ Dramatic Arts, Specialist
- AQ French as a Second Language, Part 1 (blended for 2018-20 P/J teacher candidates)
- AQ French as a Second Language, Part 1
- AQ French as a Second Language, Part 2
- AQ French as a Second Language, Specialist
- AQ Guidance and Career Studies, Part 1
- AQ Guidance and Career Studies, Part 2
- AQ Guidance and Career Studies, Specialist
- AQ Health and Physical Education (Int./Sr.), Part 2
- AQ Health and Physical Education (Int./Sr.), Specialist
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- AQ Math Primary/Junior, Specialist
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- AQ Music-Instrumental, Part 2
- AQ Music-Instrumental, Specialist
- AQ Reading, Part 1
- AQ Reading, Part 2
- AQ Reading, Specialist
- AQ Special Education, Part 1
- AQ Special Education, Part 2
- AQ Special Education, Specialist
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No room for competition

I read Pop Quiz with Anthony Lacavera in the June issue. Lacavera's ideal future of Canada is terrifying. A tribute to competition runs completely counter to the best in pedagogy, which is based on collaboration, inquiry and the mutual pursuit of truth. There is simply no room for the violence of competition in today's classrooms. Personal success is not as rewarding as the success of all — of communities that are built on humane and social principles. And it is stories of successes such as these that should be shared within and outside of school walls. We need less artificial intelligence and more ethical intelligence — the intelligence that questions, that critically dissents, that endeavours to swim upstream while thinking of those affected downstream. What's more important than "How We Can Win" is this: how we can live and, better, love.

—Joshua Christopher Weresch, OCT, is an occasional teacher with the Hamilton-Wentworth District School Board in Hamilton.

We want to hear from you! Please send letters to the editor to ps@oct.ca or 101 Bloor St. W., Toronto, ON M5S 0A1.



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9-12



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Setting the Standard for Great Teaching

CONNECTIONS IN YOUR PROFESSION



Pop Quiz

with Hilary Inwood

BY LAURA BICKLE

In 2009, the Ontario Ministry of Education turned the traditional approach to environmental learning on its head with the release of *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools*. The innovative approach shows teachers how to integrate environmental studies across the curriculum through a number of entry points, not just science. Hilary Inwood (hilaryinwood.ca), an artist-lecturer at OISE/UT with an eco-art education focus, believes that giving teachers the tools to increase their comfort levels around this subject is key. “Environmental literacy is crucial,” says Inwood, who holds postgraduate degrees in education, art history and art education. “We need to find more sustainable ways of living. Eco art encourages students to look more closely at the world, identify environmental challenges and become positive change agents.” Inwood shares insights from her research and suggests how to explore this exciting and essential subject in the classroom.

Q What is eco-art education?

It integrates environmental learning with visual arts education, which allows teachers and students to investigate aspects of their surroundings through the lens of artmaking. Eco-art education can take many forms — murals of local wildlife, story maps of a nearby creek, illustrated guides of native plants and sculptures — that help to protect school gardens.

Q What are the benefits?

Students learn to identify environmental issues and analyze them from varied perspectives, including those of all living beings. They hone their skills as engaged citizens, devising creative ways to make their communities better places to live.

Q Discuss your work with OISE.

I am the lead of the Environmental and Sustainability Education Initiative and teach in the Master of Teaching Program. Our teacher candidates have shown a deep dedication to environmental learning, working extra hours to prepare themselves to be leaders in EcoSchools in Ontario. This involves activities such as delivering environmental lessons in their practice,

creating eco-art installations, helping to organize EcoFairs and Environmental Education conferences, and caring for our Community Learning Garden.

Q Tell us about your research?

My work takes different forms — one of them is qualitative research that explores how to prepare teacher candidates and teachers for integrating environmental education into their practices. My artistic research focuses on place-based education [connecting learning to students' natural and built surroundings] and focuses on creative mapping and sculptural bookmaking (making books that combine text and images that unfold in unusual 3D forms).

Q Any resources to recommend?

Many think they shouldn't introduce eco art until they are “experts,” but I disagree. Start exploring alongside your students. Check out artists like Andy Goldsworthy and Brian Jungen to see how to use natural or found materials to raise awareness about environmental issues. The Stream of Dreams program (streamofdreams.org) or Beehive Design Collective (beehivecollective.org) are good starting points.



ANNUAL REVIEW

A look at the College's 2017 Annual Report.
BY STEVE BREARTON

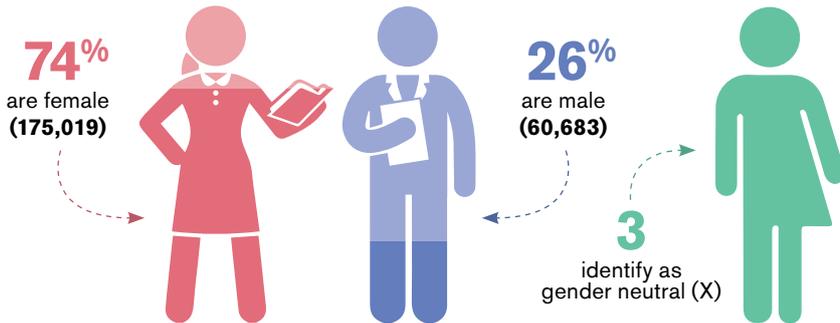
CURRENT MEMBERSHIP



235,705
College members in good standing



5,552
new members



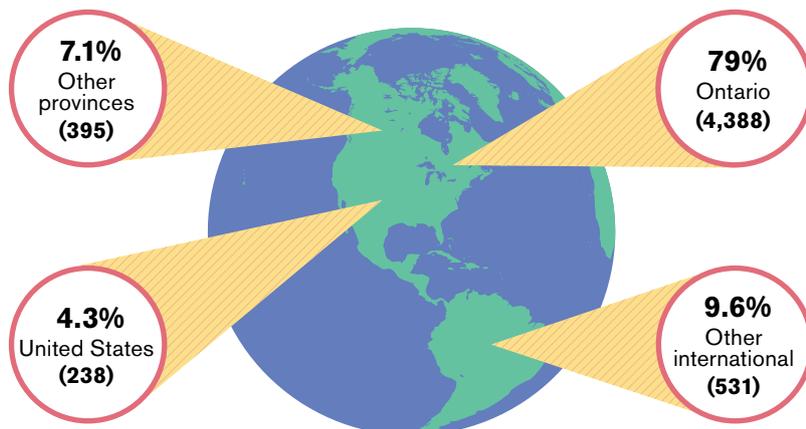
EMPLOYMENT OUTCOMES

First-year certified teachers fully employed from 2014–17:



GEOGRAPHIC DISTRIBUTION

Where new members received their initial certification:



Source: Ontario College of Teachers, 2017 Annual Report

TWEET SHEET

Follow what's trending in the education Twitterverse



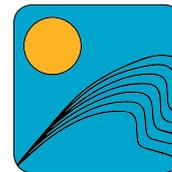
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This year's **#CBCMusicClass** Challenge song list includes **#LeonardCohen**'s classic, "Hallelujah." Will your class's rendition be the next great cover of this song?
bit.ly/2MJRxOS @MusiCounts

*as of July 30, 2018



First Nations, Métis and Inuit communities traditionally transfer knowledge through Elders, who hold a responsibility to guide their youth in their life journey. Sharing their experiences through storytelling helps to build character in the next generation, and communities are seeing a resurgence of this special bond between the two, which is also true within education. Teachings include the Indigenous language, stories on community life from years ago, residential school experiences, as well as traditional arts and crafts. Ontario teachers are becoming more familiar with the educational potential of inviting Elders in for a visit. Depending on your location, Indigenous organizations, such as the National Association of Friendship Centres (nafc.ca), are the first point of contact for those looking to expand their students' learning.

—Colleen Toulouse, OCT
Enjikendaasang Learning Centre
Sagamok Anishnawbek First Nation, Ont.

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Send it to us at ps@oct.ca and your advice could be published in an upcoming issue! Check out our Professional Practice Research archive at oct-ooeo.ca/research.



Unlocking POTENTIAL

BY STEFAN DUBOWSKI

LD@school (ldatschool.ca) is a new online resource compendium to help you support students with learning difficulties. Developed by the Learning Disabilities Association of Ontario (LDAO), this bilingual website covers topics for teachers who are starting to work in this area and for those looking to build on their experience.

Dive into the Learn About LDs section for a primer on brain-based learning and how it affects the way that an individual takes in, stores, recalls or uses verbal and

non-verbal information. You'll see what challenges students are facing in different academic areas (reading, writing, math) and behaviour (social and emotional development, for instance). The Accommodations, Modifications & Alternative Skill Areas subsection details how you can adjust and customize your practice to ensure that all of your students succeed.

The Resources section shares a collection of articles that are searchable by grade level (K–12), topics (including Dual Diagnosis, Behaviour, Technology, Transitions),

resource type (including Article, Podcast, Video, Ask the Experts), level of evidence (Practice-Informed, Evidence-Informed, Evidence-Based). You'll also see links to webinars on, for instance, how to help students manage anxiety and teaching literacy to students who are differently abled.

There's a section devoted to Learning Modules that contains 45- to 60-minute lessons on subjects like mental health and how to fortify student well-being, math instruction strategies, as well as how to use technology as a support tool.

That's just a sample of the material that LD@school offers for free. Review the complete compendium of resources without having to sign up for an account. If you decide to sign up, you will have access to the My Favorite Posts and Pages feature, which allows you to save a list of the information you're most interested in reading for later. You can also opt to receive biweekly email updates to ensure you stay current.

ILLUSTRATION: NATHALIE DION/ANNA GOODSON

APPS ANALYSIS

By Stefan Dubowski



Busy Water

Poor Archie the fish has been flushed down the drain! Can your students help him get back to his tank? This isn't your average homeward-bound adventure. Players have to spin and assemble pipes, install paddle wheels and spray water in the right direction to help Archie go on his way. There are multiple levels, each more challenging and engaging than the last. And there's a build mode where players get to develop their own levels. Designed for six- to 10-year-olds, Busy Water speaks to a number of important curriculum topic areas including innovation and problem-solving, which matter across the grades.

DEVICE: Apple, Android

SOURCE: Apple App Store (\$5.49),

Google Play (\$3.99)

RATING: 4+, Everyone



Digestix

If your students are hungry to learn about the human digestive tract, this app is for you. In Digestix, players organize various body parts (teeth, liver, stomach and glands) in the necessary order that will allow them to properly transform food into energy. The game helps students see which parts take care of which nutrients (salivary glands for carbohydrates, gastric glands for proteins) and how much energy they require. They'll learn, for instance, that your stomach has to work harder to manage a steak than an apple. Surprisingly low on the "gross-out" scale, Digestix aligns with Ontario's Grade 5 curriculum, which includes learning about organs.

DEVICE: Apple, Android

SOURCE: Apple App Store,

Google Play (free)

RATING: 4+, Everyone



Sworkit Kids

Students can hop, lunge or crunch their way to fitness at their own pace with this app. Sworkit Kids offers exercises and routines suitable for ages seven to 14, that can be done at school or home. The app's developers share that many teachers use it as a digital helper in physical education or as a way to get students moving throughout the day. You'll find programs focused on strength, agility, flexibility and balance. Or you can create custom routines. Each program has adjustable times (five to 30 minutes), so no matter the fitness level, you and your students can find the right workout.

DEVICE: Apple, Android

SOURCE: Apple App Store,

Google Play (free)

RATING: 4+, Everyone

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- Lili Steer, Toronto public school teacher

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Needs/Autism Spectrum Disorders

AQ — Schedule D Courses

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LIMITLESS LEARNING

Wouldn't a spacewalk on Mars or a view from inside the human body take your science lessons to new heights? With virtual reality (VR), the possibilities are endless in all subject matter. So why not explore way beyond the classroom walls and watch students' curiosity and engagement take flight?

BY MELISSA CAMPEAU

1 Google Expeditions *Free!*

What if students could shadow a veterinary surgeon? Or take a quick field trip to the Great Barrier Reef? Find these and hundreds of other extraordinary immersive adventures on this site, then visit Google for Education (oct-oeeo.ca/EduGoogle) to post and download VR lesson plans, and even ask questions.

VISIT: oct-oeeo.ca/GoogleExpeditions

VIEW ON: Google Cardboard (recommended)

2 Sesqui Meridian VR *Free!*

Revel in six short VR films telling uniquely Canadian stories. Go on an arts and geography expedition in *Horizon: A 360° Journey*, meet *Polarman*, Iqaluit's benevolent anti-bullying crusader or watch a dance-based throw down between hip-hop and powwow dancers in *A Tribe Called Red: Indian City 360°*.

VISIT: oct-oeeo.ca/Sesqui

VIEW ON: Most VR headsets

3 NYT VR *Free!*

Capture curiosity and build empathy with these in-depth VR docs. For instance, experience a day in the life of a refugee child, discover the secret language of dolphins and whales, or explore the precarious Antarctic ice sheet. Stories by *New York Times* journalists are the basis for these 360-degree videos.

VISIT: oct-oeeo.ca/NYTVR

VIEW ON: Most VR headsets

4 ThingLink *Free to \$46 per year*

Students can craft their own VR experiences by using the site's 360-degree images (or uploading their own), then layering in text, audio, video and links. Low on time? ThingLink's ready-to-go 360-degree images with embedded content covers topics ranging from trade winds to allowing chocolate milk in schools.

VISIT: thinglink.com/edu

VIEW ON: Most VR headsets

5 Unimersiv *US\$49 per headset*

VR + wildly realistic animation = a giddy spectrum of opportunity. Take your students to Ancient Rome? Sure! How about heading to the International Space Station or deep inside the human brain? Why not! Choose from nine mind-blowing experiences for a field trip your students will not soon forget.

VISIT: unimersiv.com

VIEW ON: Most VR headsets

6 Google Tilt Brush *\$22.99*

Imagine students sketching a 3D house, then walking around in it or using the tool's "paint brush" to design a costume for the school play. Just think of how it could inspire visual learners if they "paint" a chemical reaction or map out — and stand in — a battle scene from the Second World War.

VISIT: tiltbrush.com

VIEW ON: Oculus, Vive

START EXPLORING

No headset? No problem.

Watch VR content on your smartphone, tablet or laptop. Without the headset, it is considered 360-degree content (not virtual reality).

Shoestring budget?

Try Google Cardboard (\$20) or one of the knock-offs or DIY models available online (\$3.50+) for affordable VR. One smartphone per headset required.

Ready to be amazed?

Download the VR content app of your choice onto your device (if using a headset), or visit the applicable website to view 360-degree video.





Beyond the History Books

Robert Flosman, OCT, transports students into the past and gives them the gift of human experience, while they find their place in history.

BY STUART FOXMAN

For a group of Grade 11 history students at Waterdown District High School, the objects of their lessons are on display. In class they've been studying wars and exterminations. Now they're in a museum on the outskirts of Hamilton, filled with relevant exhibits.

One student holds a Japanese *kyu gunto* military sword, its scabbard nicked by a bullet. In a corner sits a scale model of the Sobibór concentration camp, which operated in German-occupied Poland during the Second World War. A poster lists the 1935 Nuremberg Laws that institutionalized the racial and anti-Semitic theories of the Nazis.

Hanging on a mannequin is a Canadian uniform from the Second World War, with faded blood stains visible. Students walk through a life-sized replica of a First World War trench, encountering a tin cigarette case given to troops and a decorative vase that one soldier crafted from a mortar shell.

Many students visit museums. This one, they've created. The Waterdown Museum of History is located in the classroom of Robert Flosman, OCT, a recipient of a 2017 Governor General's History Award for Excellence in Teaching.

Each year, Flosman has his students design and construct displays that matter to them, delve into the people and events behind them, and act as docents for visiting students and the public. The museum, which started in 2013, is open in November and May, and it attracts about 1,000 visitors annually.

If history is just about dates and places, it can be boring, admits Flosman. He turns attention to what life was really like for the protagonists. "History is a *story*," he says. "The museum is inquiry-based education. Some kids say that for the first time history has become something real."



ONLINE

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

EXCLUSIVE

PHOTOS: MARIAN LOZOWCHUK



Robert Flosman, OCT, with two students who helped design, construct and collect material for the Waterdown Museum of History.

Flosman teaches Grade 10 Canadian history and civics, and a Grade 11 class called Genocide and Crimes Against Humanity. “History is the human experience, the great drama of our time,” he says. “To me, no one can write a novel as exciting as history. What people have done to or for others is both tragic and inspiring.”

The challenge is getting students to share that enthusiasm. Many see the subject as a series of details in a dry text, not as something relatable. So what does Flosman want students to gain? For one, “an appreciation for their family and where they’ve come from.”

History is a continuum, he explains. It’s not just about national or cultural episodes but about family histories. At the start of his Canadian history class, Flosman has students complete a questionnaire. Where did their family come from? When did they come? What socio-political, economic or religious factors drove their ancestors here?

After collecting the results, the 22-year teaching veteran files them away. Later in the semester, he takes them out and sticks them to a Canadian history timeline that’s written across four whiteboards.

“Students see that history is on their shoulders,” Flosman says. “They’re shocked to understand the currents that shaped their family. Their family is now a part of Canadian history.”

“He brings history to life and allows students to connect the past to their present,” says Michelle Visca, OCT, principal at Westdale Secondary School in Hamilton and Flosman’s former principal at Waterdown.

There are unexpected ways to help students grasp what previous generations confronted. When covering industrialization and assembly lines, Flosman repurposed an exercise he did in teachers’ college and handed his class a picture of a chicken. First, he gave students 10 minutes to draw the bird in full. Then, in another 10 minutes, each student had to duplicate just one part of the image (as if it’s a section on a grid) as many times as they could.

During a second exercise, the students collectively drew more chickens than in the first. But they griped about the repetition and didn’t feel as proud of copying just one part. This was an eye-opener about the monotony and depersonalization of factory work.

It prompted a discussion that was based on something more tangible than a chapter in a history book.

“How does this affect people? How does it change society?” Flosman asked the class. In a sense, he explained, we traded individualism for mass production. Drawing chickens helped students to see the bigger picture.

The desire to have students feel the forces of history comes across in his Genocide course too. It covers a lot of ground — the world wars, the Holocaust, communism, Armenia, Cambodia, Serbia, Rwanda, residential schools in Canada, and more.

“We look at the roles of the perpetrator, the bystander who watches and does nothing, and the ‘upstander’ — people who put themselves out there to help,” says Flosman.

As much as possible, Flosman likes to make lessons multi-sensory. In tracing the history of communism, he begins with the family tale of Czar Nicholas, his wife Alexandra, their daughter Anastasia and their mystical adviser, Rasputin. “You start with a story,” he says.

To cap it off, the award winner plays the song “Rasputin” by Boney M — which students know from video game dance

challenges — and has them do a dance off. Anything to make education memorable.

Other lessons are tactile. On the floor of his class, a wooden puzzle map of Europe covers about nine square metres. Countries are colour-coded. Flosman cut their shapes on a band saw. When learning about the Second World War, students place the pieces in the order of the Germans' march across the continent.

"It makes it more tangible, you see it happening," says former student Natalie Brown, who's now studying history and English at the University of Guelph.

The centrepiece of the class, though, is the museum. The students drive everything that happens in it.

"What Rob gets is that for students to learn they have to teach," says Dawn Martens, OCT, a colleague who nominated Flosman for the Governor General's History Award. "To display and present something, you really have to know your stuff."

The museum has 800 artifacts and counting, many donated by community members. Flosman encourages students to add to the displays with things that are meaningful to them. Many have brought in their grandfather's medals. Brown researched her grandmother's uncle, Delmar Fisher, who was held in a Japanese POW camp from 1941–45.

"I had no idea," said Brown. "The museum lets you take control of your learning and pass on that knowledge to others. You also feel that your family is part of the history."

Another student, Kathleen Ferns, never expected to embrace history until she had Flosman in Grades 10 and 11. Now she studies the subject at Queen's University. His classes made her think about how history is the stories of everyday people, and how it can be interactive. "He showed me that it isn't just about memorizing facts."

Sometimes, the freedom to explore leads to amazing discoveries. One student knew just bits about his family lore, for instance, that back in Holland his great-grandparents hid young Jewish siblings from the Nazis. Through online sleuthing, he found one of the siblings living in the United States. The sibling and his grandfather ended up reuniting. He turned the story into a display at the museum.

Colleague Nathan Tidridge, OCT, says Flosman grasps the power of student-centred learning. He digs deep, and has students do the same, to find what truly connects with them, and incorporates that into his lessons.

"He makes it an experience," says Tidridge. "Rob has the gift of making everything a story, and finding a way to fit everyone into a greater story. Everyone feels interested and included."

That happens at any age, says Martens, who teaches history at Buchanan Park Public School in Hamilton. For three years she has brought students in Grades 3 to 5 to Waterdown to learn from Flosman. "He brings everything down to their level," she says.

For instance, his students become teachers when they give visiting Grade 8s, who will be coming to the school in Grade 9, different coloured paper and divide them in groups. Then they ask them to imagine they dislike another group based on the colour of their paper. That's what can happen in conflicts, Flosman explains. His students also have the children remove their shoes and put them in a big stack. Later in the visit, they show them a picture of the shoes of victims piled up in a concentration camp. It hits home.

It's yet another way of making history seem vivid and perhaps not quite so distant, whether imagining yourself in another time or finding out about your family's place in it.

Flosman has a keen sense of his own family history. When his father was 11, in 1948, his family fled from what's now the Czech Republic and settled in the Hamilton area. "It was a perilous escape from the Iron Curtain," he says.

His story didn't start with him. That's what he tries to convey to students who, as is common, often think that everything is about them. This is the imperative: "Get them excited about their past." By doing so, his class is filled not just with history students but with historians. **PS**

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



Learning on Display

When students have the chance to exhibit what they're learning, it can promote new engagement. Rob Flosman, OCT, offers advice for making it happen.

1 Create a dedicated space

"Students need to have ownership of their school space," he says. Look for ways to showcase what students have researched and studied, whether in a corner of the class, on the shelves of a display case, or along a wall of heroes or a wall of fame. It lets students take pride in and share their work.

2 Find cross-curricular connections

Departments can work together to create experiential learning opportunities. For instance, history students who want to make a display on chlorine gas used during the First World War can partner with science students to understand its chemical structure and effects.

3 Focus on the learning benefits

When students mount an exhibit, they're also learning a host of other skills, from design to hands-on construction to presentation.

4 Involve the broader community

Any subject can lend itself to a display. Parents and community members will likely have a trove of cool pieces related to history, science, the environment, technology, literature and more. Put the call out. Challenge students to find these objects and the stories behind them. So many people are looking for a home for their artifacts, and the local school is a perfect repository.





The Art of DESIGN

TV host and designer Steven Sabados honours the high school art teacher who taught him that sometimes you have to colour outside the lines in life.

BY BILL HARRIS

Steven Sabados came from a family that enjoyed being creative. His parents encouraged self-expression — he was always building, making or painting something — but they didn't foresee art as a potential career for him.

"My mother really wanted me to become an electrician," Sabados recalls. "I took classes all through high school — I can still rewire a cottage. Thank God I still have that. My mother was always saying, 'You need a trade!'"

Wiring skills aside, there have been lots of bright lights in Sabados's career. He chose an artistic path thanks in large part to Glenda Tennyson (then Wallace), who was his art teacher from Grades 9 to 12 at A. N. Myer Secondary School in Niagara Falls, Ont.

Flash forward nearly four decades — Sabados is not only still painting but a highly sought-after designer and much-loved TV personality whose resumé includes popular shows such as *Designer Guys*, *Design Rivals*, *Steven and Chris*, and *The Goods*. But before Sabados met Tennyson, he didn't realize that so many job opportunities existed in the creative world.

As an ardent art lover, Tennyson explains that it was both her great pleasure and duty to expose students to as many kinds as possible. "I tried to open their eyes. I kept saying to them, 'Whatever you want to do with your life, you have to have a passion for it, you have to *really* want it. If you want to do art, yes, you can do it, but you have to *really* pursue it.'"

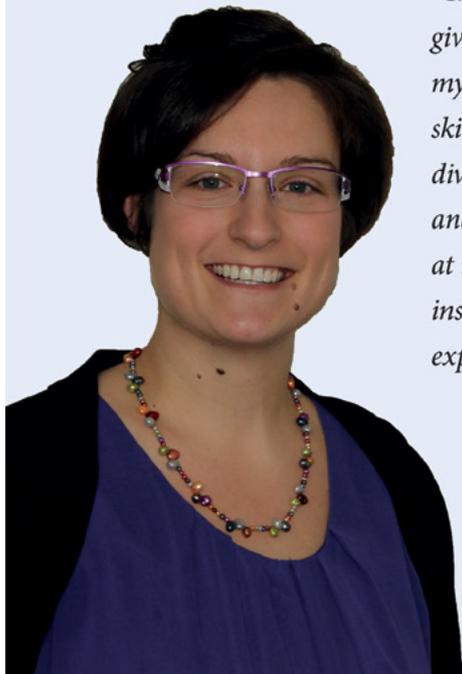
It took time for the young Sabados to carve out, or even envision, what his career would look like. He describes himself as a "massive loner" in high school, someone who didn't fit in. However, that wasn't true in the art room — it was his second home. And, with Tennyson by his side, Sabados was pushing his creative boundaries and thinking outside the box.

"I remember her as a cool artsy lady, with flowing skirts and lots of jewelry," Sabados says. "She had it down pat."

The retired teacher, who now lives in Vancouver, laughs upon hearing Sabados's description. "Oh, that's wonderful — I'll have to tell my son that," she says. "You'll be pleased to know that I'm still way out there. I'm in a retirement home and they don't know what to do with me."

PHOTO: KC ARMSTRONG

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Back when Sabados was in school, clicking on YouTube to find out how to do an art project was not an option — instead, that meant plenty of trial and error. But when an idea popped up, Tennyson would tell Sabados to go for it, put his own spin on it and then do it bigger.

And, how about the time Sabados wanted to make a plaster body cast? The ever-encouraging Tennyson said, “Sure! You have the ability, just come in after school and do it.” Sabados convinced a friend to be “a willing victim,” as he puts it. All went reasonably well until he made the plaster torso too thick and it took him several hours to free his trapped schoolmate.

“The other student was a good sport but I couldn’t stop laughing,” Sabados says. “I certainly didn’t want that project to end up with a trip to the ER.

“The final result wasn’t pretty, but the cast sat out in the front foyer of the school for the longest time as part of an art installation. So it gave me a cool factor.”

Although no one could have predicted Sabados’s success, his former teacher saw his potential and followed his career path, from his education in the Fanshawe College fine arts program in London, Ont., to design, as well as his many TV shows.

It can be interesting to compare how we once saw ourselves against how others remember us. While Tennyson did not dispute the accomplished designer’s assertion that he was a “loner,” she did say that in addition to being a good artist, Sabados had great people skills. So much so that Tennyson paired a student who had difficulty focusing and would become disruptive as a result with Sabados, because he was so kind and caring that he would have a calming effect.

“At times I felt more like a psychologist or psychiatrist than an art teacher,” Tennyson says. “But in an art room, you can go around and talk to each student, because they aren’t sitting in rows doing math. It was

important to make the classroom a happy, welcoming place so that they could create.”

Tennyson’s ability to embrace the wider world through art began at a young age. She was born in Rio de Janeiro, Brazil, to Canadian parents. Her father was an engineer who was working there at the time.

She missed big chunks of class time in her youth due to polio, for which she had nine operations. In an effort to catch up, she was sent to Branksome Hall — a Toronto independent school where she boarded.



Steven Sabados’s former A. N. Myer Secondary School art teacher, Glenda Tennyson (then Wallace), photographed this summer in Vancouver.

After a brief spell at Stephens College in Missouri, Tennyson transferred to upstate New York’s Syracuse University where she received her bachelor of fine arts in design. “The reason I did not go to university in Canada is because, at that time, you could not get an art degree unless you took art history,” she says. “But I didn’t want art history — I wanted a hands-on art degree.”

After university, Tennyson lived with her parents, who had moved back to Toronto. She attended teachers’ college and soon was teaching Grade 3s at Frankland Community School, followed by Grade 7 and 8 art at Hodgson Middle School, both in the Toronto District School Board. She also worked as a tour guide for the newly established Toronto Board of Education Centre, where she explained the art displays throughout the facility.

When Tennyson married in 1962, she moved to Welland, Ont., where she became an art consultant for the District School Board of Niagara public schools. She loved that job because it involved instructing teachers how to teach art. Unfortunately, Tennyson abruptly left her position for a reason that certainly speaks to the era.

“In 1965, I had to quit because I was four months pregnant,” she recalls. “Even though I was married, you had to quit teaching. That’s how much times have changed.”

Tennyson raised her family for the next decade before deciding to return to education. In 1976, she became head of the visual arts department at A. N. Myer. “I taught there until 1990, when I had to go on disability,” Tennyson recalls. “I miss teaching to this day, I absolutely loved it.”

After all these years, when asked what he would like to say to his former teacher, the TV personality responds: “Number one, thank you for the support. If it weren’t for having Mrs. Wallace, or that program, I wouldn’t have known the extent of what art and being creative could be.

“That classroom was my refuge. She gave me a calm space where I could be myself, which I couldn’t be outside. I am so grateful that she saw something in me and took me under her wing. It brought me through.”

Tennyson is taken aback by those words. “This is going to make me cry, you know that,” she says. “It really is such a nice thing for him to say, my goodness.

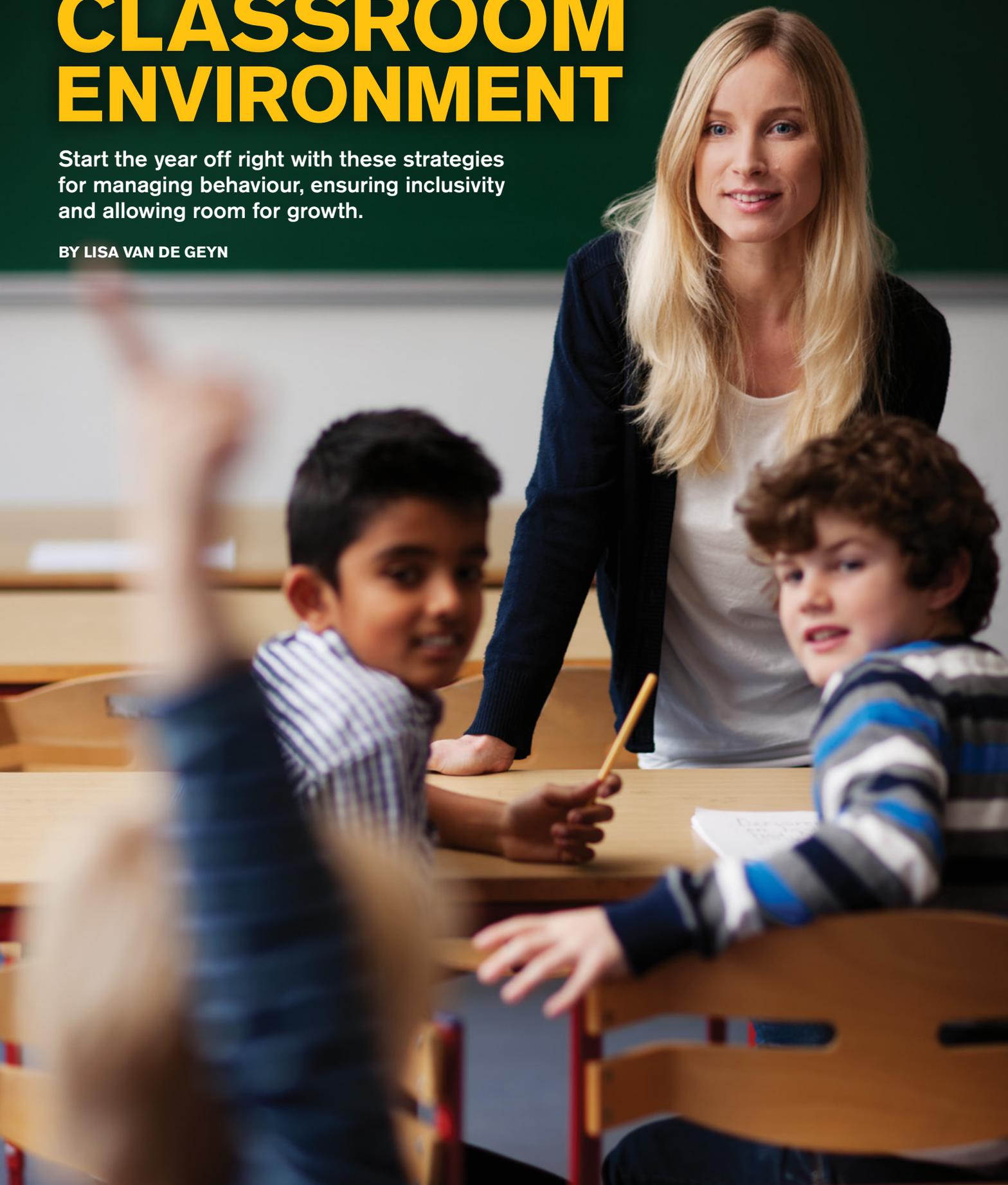
“I have followed him, and I’m honoured that he has honoured me. I think he’s a terrific guy. So tell him, if he ever comes to Vancouver, to please look me up.” **PS**

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

HOW TO MANAGE YOUR **CLASSROOM ENVIRONMENT**

Start the year off right with these strategies for managing behaviour, ensuring inclusivity and allowing room for growth.

BY LISA VAN DE GEYN



If there's one thing Angela Corapi, OCT, realized after her first year teaching, it's that students learn best in a comfortable environment.

It's not groundbreaking, but as a relatively new educator who recently started her third school year at St. Anthony Catholic Elementary, a French Immersion school in Thornhill, Ont., Corapi says it took time to really understand that she was better able to facilitate their learning when her students felt relaxed.

The truth is, this lesson didn't come easily. Hired as a long-term occasional teacher (LTO) to teach physical education and health days before the first week of school back in 2016 (and having just graduated), Corapi knew that gym was the period of the day many of her students looked forward to, but she couldn't get a good grasp on how she'd go about managing the class. "Imagine classroom management when 28 students are seated at desks with books in front of them. Now take away the books and desks and replace them with an open gymnasium and basketballs," she says. So she made the effort to learn how best to get her students prepared and focused.

"First, I tried to maintain a routine by having a time limit for students in the change room. Laps start as soon as they're in the gym. And after they're finished running, they wait in their squad groups for instructions," the occasional teacher explains. "I also made sure that students knew if I blew my whistle, they were to stop and listen. I learned that maintaining a steady routine established my expectations of the classroom and students enjoyed their time with me."

That's the thing about managing the classroom environment — it's one of those concepts that requires on-the-job experience to figure out what approaches work for the teacher and what techniques mesh with their students. Of course the College's professional standards of practice cover the basics of managing a good classroom environment, especially the commitment teachers have to students and their students' learning, as well as maintaining a leadership role in school. Francesca Martínez Hernando, OCT,



who teaches Core French and French Immersion science and drama to Grades 1 to 3 at Our Lady of Mount Carmel Catholic School in Amherstview, Ont., says it's one of most difficult and important skills to develop.

"It's about creating an environment for all students to learn to the best of their abilities. To me, classroom management is making sure that students who are struggling have certain strategies they can use regularly. It's about developing routines and a culture that encourages positivity; it's about consistency and it's the foundation of everything. Without it, there would be constant chaos."

That's a sentiment Shayna Goldman, OCT, agrees with. A supply teacher with the Peel District School Board in Brampton, Ont., she adds that it's key to

"create a calm, positive and inclusive learning environment for all learners, and maintain it through reciprocated respect between the students and teacher."

When it comes down to it, most teachers believe managing the classroom environment involves setting clear expectations at the beginning of the year, managing behaviour, ensuring inclusivity and allowing room for growth. And new educators just learning the art and science of this concept also agree that there are plenty of tips to learn from their seasoned colleagues. That's why we asked teachers across the province to share their tricks of the trade and what they've learned about managing classroom environments over the years. Here's how to make this a successful year — for both you and your students.

ADVICE FROM THE PROS

Are you a new teacher entering your first classroom this year? Follow this sage advice from seasoned educators and start your career off right.

Lead by example. “The students are counting on you. They look up to you and will follow your lead,” says Angela Corapi, OCT. “Set an example of respect. It may not seem like it at first, but they’ll listen and appreciate what you’re doing.”

Don’t take it personally. Kids not behaving like little angels? It’s OK. “As long as you’re putting your best efforts forward, students will respond to it,” Corapi adds. “Not every day will be the best day, but the great days will be rewarding.”

Help students take pride in their work. Display students’ work throughout the classroom and share the learning that’s happening at school with parents via video, apps or an e-newsletter, suggests Francesca Martinez Hernando, OCT.

Help children rise above their challenges. Students — like teachers — come to school with problems. “Take the time to listen and develop strategies that will help them,” Martinez Hernando says. “Check in on them as the day progresses if they are having difficulties.”

Be engaging. Figure out the best way to uncover the curriculum. “How will you differentiate for all learners? Will you provide them with opportunities to inquire, solve problems, ask questions? How will you make the learning relevant to their lives and experiences? When students are actively engaged with their learning, they will be motivated,” says principal Wendy Terro, OCT.

Go with the flow. “When you come into a classroom, whether it is the first time or the 180th time, you need to be prepared to go with the flow of the lesson. Allow the students’ energy to take you where you need to go,” Donald Kemball, OCT, recommends. “Don’t be afraid to throw out the lesson plan if it isn’t working. Perhaps most importantly, don’t be afraid to let them teach you.”

Get to know your students

Get to know your students and engage with them both in the classroom and in the greater school community. Marla Zupan, OCT, who teaches Grade 2 at St. Bonaventure Catholic School in Toronto, remembers one student who had trouble reading and loved collecting Yu-Gi-Oh! cards. So she tapped into this interest and asked him to bring cards to school, then used them to introduce new vocabulary. “His desire to want to write and explore new words was fired up,” she says.

Wendy Terro, OCT, the principal of Dixon Grove Junior Middle School in Toronto, says it’s important to establish this from the get-go. “From the first day, whether the first day of school or you’re starting mid-year, begin establishing a strong classroom community,” says Terro. “Give students an opportunity to share multiple parts of their lives, and find their strengths and interests. When students know you care about who they are, they’ll be more willing to take risks in their learning and have a sense of belonging within the classroom and school.”

Donald Kemball, OCT, a Grade 7 and 8 teacher at Fred Varley Public School in Markham, Ont., agrees and adds that being engaged with kids outside of the classroom is also key. “Spend time coaching them, running a special-interest club, playing games with them at recess. While being mindful of professional standards, it’s possible and important for students to see you as a human being.”

Tailor your teaching

Kemball had a student two years ago who missed a lot of school. The student was consistently anxious and reacted to his stress by being disruptive in class. So Kemball went on a fact-finding mission and discovered his student was interested in a specific video game. “I used that as a springboard to get him on track,” he says. “When we research, he studies the game and those who play it. When we learn 3D geometry, he builds worlds and levels and breaks them down using transformational geometry.” As a result of Kemball tailoring his lessons to tweak his student’s interest, the disruptive behaviours lessened and the two experienced better communication because they had the game to talk about.

Know how you want to be perceived

Occasional teachers (OTs) can feel as if they’ve been thrown into the deep end when they enter a class full of kids they don’t know. Amber Lockwood, OCT, avoids that sink-or-swim sentiment by having a clear idea of how she wants to be perceived by students. “Having this idea in your head, while allowing for spur-of-the-moment flexibility will give you something to fall back on as a basic principle if and when things go south,” says the OT in the Limestone District School Board.

Ask for help

You tell your students to do it so why shouldn’t teachers? When Lockwood goes to a school, she studies its routines and procedures (Code Reds, fire drills, medical emergencies) and reads any notes provided by staff about students who will be in her care. And if she’s uncertain about anything, she doesn’t hesitate to ask her colleagues for a hand. “Never be afraid to ask for help. If you find yourself in a classroom that’s out of control, don’t be afraid to speak to another teacher in a nearby room,” she says. “Ask for tips and tricks from others who may know the students better than you. It shows you are always willing to learn and grow as an educator.” Terro stresses the value of reaching out if you find something isn’t working. “The school is full of people with knowledge and experiences who would be happy to support you.”

Get creative

Transitions can be difficult times for some students. Harry Nowell, OCT, who teaches primary and junior grades at Vincent Massey Public School in Ottawa, found an approach that works for his students. “I bring a drum to class. The drum tweaks students’ curiosity. It signals a transition and can attract slower-moving students after recess,” he explains. “I offer a rhythm and wait for a few seconds for students to respond with an echo by clapping hands to the beat. I’ll repeat, using hand gestures and positive reinforcement to communicate my wishes. They catch on quickly and like being part of the action.”





EXTRA READING

Find more strategies for managing your classroom environment in these resources:

Creating Positive Behaviour — 1 Tip at a Time by Bruce Hoey

**Hold On to Your Kids: Why Parents Need to Matter More Than Peers* by Gordon Neufeld and Gabor Maté

**Principles of Classroom Management, Third Canada Edition* by James Levin, James F. Nolan, James W. Kerr, Anne E. Elliott, Mira Bajovic

**How to Differentiate Instruction in Academically Diverse Classrooms* by Carol Ann Tomlinson

**Creating Life-Long Learners: Using Project-Based Management to Teach 21st Century Skills* by Todd Stanley

AQ courses (oct-oeeo.ca/findanAQ)

*Available to borrow from the College's Margaret Wilson Library. Visit oct-oeeo.ca/Library.

Nowell says the drum creates a connection with new students and signals a routine for children who are savvy to his technique. “I also increase engagement and honour good behaviour by allowing students to drum their own transition rhythms when a change is coming. Knowing that I am looking for positive behaviours, students appreciate being chosen to drum.”

Keep it consistent

We all know children need routine. Martínez Hernando introduced “*5 au quotidien*” in her classroom. Here’s how it works: Students are divided into groups of four or five, and there are five different stations (reading, guided reading, reading to self, listening and writing) set up in the class. They rotate throughout to hit each centre once a week. Her students are used to this routine and things run more smoothly when everyone knows where they’re supposed to be and what they’re supposed to be doing.

Embrace flexibility

You know what they say — you have to roll with the punches. And no matter how much you prepare, things won’t always go exactly as planned. “Being

flexible means there will be days when you say, ‘Put everything away; we’re going outside,’ because that’s what’s best for everyone,” says Méliissa Pépin, OCT, an elementary school teacher at École publique Héritage in North Bay, Ont. “You always have a choice: Do I keep teaching students who aren’t engaged at the moment or do I allow them a brain break they obviously need? Too often what we perceive as a loss of time is actually a gain in the long run.”

Be yourself

When David Parmer, OCT, reconnected with a former student at a wedding a few years ago, she told him that she and her classmates respected him too much to misbehave. “They appreciated me being my authentic self and knew that I truly cared about their well-being and growth,” says Parmer, who teaches various grades at Dr. Norman Bethune Collegiate Institute in Toronto. “Smile often, keep your sense of humour and enjoy the laughter in the room when it’s there — it’s a signal you’re doing something right,” he says. “Strive to build a classroom culture where you and your students can be your authentic selves. I tell my students to be themselves — everyone else is taken.” **PS**

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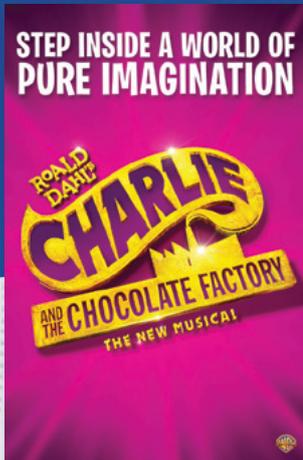


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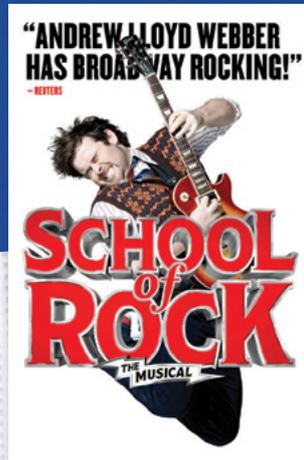
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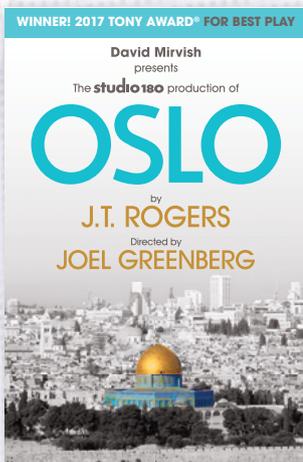
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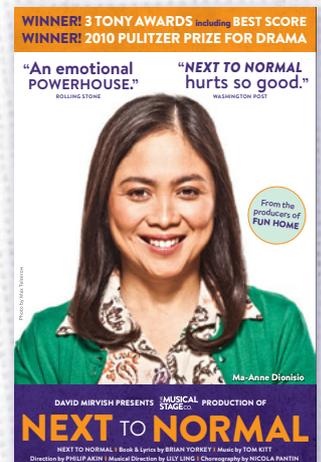
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What might happen, for instance, if you post on your social media (even with high privacy settings) disparaging comments about your students or school? What if you're out in public, drink too much, get sloppy and tip into behaviour that might be seen as unseemly? What if the risqué pictures you took, intended for private consumption, are made public?

This isn't to say that discipline ensues. Perhaps it doesn't. Yet even if these or other off-duty issues don't warrant a finding of misconduct, you may still have to address concerns within the school community and related repercussions. Or you may still be forced to deal with the diminished perception of yourself as a professional.

Another case that underscores the responsibility and corresponding duty held by teachers, involving a member, garnered some attention because it concerned freedom of speech.

The member's conduct in the classroom, and teaching abilities, were not in question. To some, that added complexity to the case. What the member did, among other things, was establish organizations that alleged that multiculturalism is damaging our society, take part in events organized by a white supremacist group, speak at events involving white supremacists, and attend a celebration of Adolf Hitler's birthday.

This was an important test for the College. Does free speech trump all? Does it matter if the teacher in question is not espousing his or her views (however heinous) in the classroom?

In this decision, the Discipline Committee affirmed that the member had the freedom of speech to say whatever they wanted, provided it was within the law. "But that doesn't mean, necessarily, that they can also be a teacher when they say those things," the panel stated.

Commenting on Canada's immigration and refugee system is one thing, said the panel. "When those comments are presented at an event with racists and white supremacists, and you make clear that you are [at] common cause with those people, then you are sending a message that is very different.

"[Misconduct] isn't simply about a list of dos and don'ts, but about an onus on members to be mindful of how to act as part of a public profession."

"This case is not about the member's right to hold political views that are unpopular or to participate in legal political activities," the decision read in part. "It is about whether a teacher who publicly expresses views which are contrary to the values of the profession and the education system and which have a negative impact on the education system, is entitled to be a member of this College."

No clear guidelines

When it comes to off-duty conduct, it would be easier if there were clear guidelines on what's permissible, what's out of bounds, and what's somewhere in the giant middle. But there aren't exhaustive lists of what's permissible, as each case will proceed based on its individual merits. So what are teachers to do?

Mainly, stop and think. Consider the

clauses in the Professional Misconduct Regulation, and how terms like "disgraceful," "dishonourable," "unprofessional" or "conduct unbecoming" might apply.

At all times, whether at work or in your private life, are you acting like a professional? Could what you're doing reflect poorly on you, the profession or your school? Are you posting a comment or image online that you wouldn't be comfortable sharing in the classroom? Would your peers or supervisors consider your actions to be professional or honourable? Would the community?

"The College encourages reflection and thoughtfulness as teachers conduct themselves," says Carpenter.

Such introspection and sound judgment comes with the territory. You may not always be on the job, but when it comes to professional expectations, you're a teacher 24/7. **PS**

PROFESSIONAL ADVICE

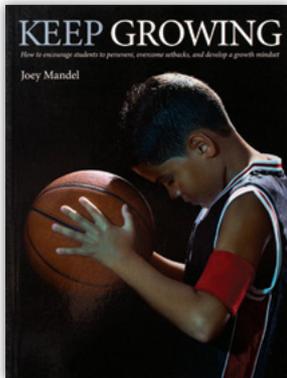
The Ontario College of Teachers provides advice to its members through the publication of professional advisories. Check out these advisories and more at oct-ooeo.ca/advisories.

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reviews

Your guide to recently released books and other teaching resources.

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



Keep Growing

BY JOEY MANDEL

What kind of magic makes students want to take responsibility for their own learning and growth? How can teachers help them eliminate any preconceived notions of what they are or aren't capable of doing? How can we prevent students from undermining themselves, both socially and academically?

In *Keep Growing*, Mandel explores changing the way we teach students to approach problems. Research shows that by teaching children to embrace their mistakes, we teach them to push through the tough stuff, even when it becomes really challenging. Without making mistakes, children cannot learn.

This book offers teachers detailed lessons and questions to pose to students, encouraging them to reflect on how problems can be approached and solved. By clearly demonstrating key learning skills that can be integrated across all subject areas, students can learn how to cultivate responsibility, independence, self-regulation, perspective, initiative and resilience.

An added feature of *Keep Growing* is a section on the home-school connection, which encourages teachers to write regular newsletters to parents and caregivers, showing them how to promote a positive approach to learning. With support both at home and school, students can learn what to do when they encounter setbacks and make changes accordingly. This is an important lesson for all of us and a timely resource for the elementary panel.

Sarah Frost Hunter, OCT, is the Section 123 teacher at Kindree Public School with the Peel District School Board.

Keep Growing: How to encourage students to persevere, overcome setbacks and develop a growth mindset, Pembroke Publishers, Markham, Ont., 2017, softcover, ISBN 978-1-55138-320-0, 128 pages, \$24.95, pembrokepublishers.com

Pushing the Limits

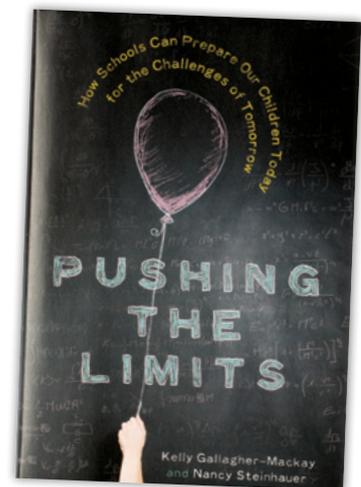
BY KELLY GALLAGHER-MACKAY
AND NANCY STEINHAEUER

The world never stands still. And the world of technology even less so. Given that reality, how can we prepare our students for a future that is unknown? By teaching our students to develop a growth mindset that includes asking probing questions, leveraging digital tools for their purposes and solving problems, it will help them adapt to a changing world.

Pushing the Limits is a book about extraordinary Canadian schools that are already pushing the limits by nurturing innovators and helping create adept problem-solvers who will be the citizens of tomorrow. By showing educators a glimpse of what schools might look like

in a rapidly changing world, it documents learning environments where students are encouraged to take risks, make mistakes and learn to accommodate transformation. Each chapter chronicles specific changes made by individual Canadian schools that have pushed their own limits. More importantly, each chapter also suggests actionable plans for principals and teachers to follow in their own schools.

From helping students develop their global competencies, to making changes in math class, to modifying how parents and teachers interact, the authors have painted a clear picture of what can be done. The book is sure to inspire and motivate anyone who is interested in engaging, challenging and preparing future-ready students.



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

Pushing the Limits: How Schools Can Prepare Our Children Today for the Challenges of Tomorrow, Doubleday Canada, a division of Penguin Random House Canada Limited, 2017, hardcover, ISBN 978-0-385-68538-2, 272 pages, \$32.95, penguinrandomhouse.ca

The Vimy Oaks

BY LINDA GRANFIELD,

ILLUSTRATED BY BRIAN DEINES

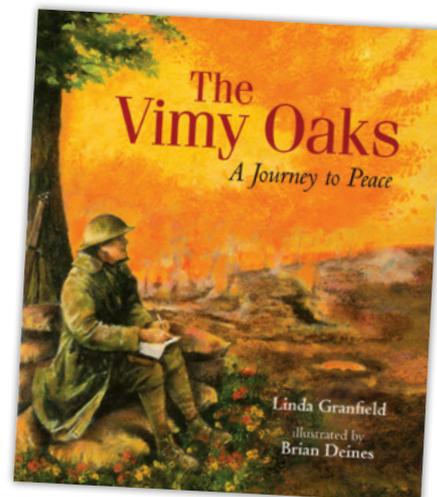
Two stories are inextricably woven together in this vivid picture book of war and peace. Each of these stories takes the reader on a journey from one side of the ocean to the other, and from a time of devastation to a time of hope. The main story is about the life of Leslie Miller, a soldier from Canada during the First World War who picked up a handful of acorns while serving at Vimy Ridge and mailed them home. Now, more than 100 years later, these acorns have grown into mature oak trees that Miller planted after returning from the war in rows near Toronto at his family farm.

As a youth, Monty McDonald worked on Leslie Miller's farm. In 2004, he travelled to France, and so begins the second part of the story. The Vimy Oaks Repatriation Project has overseen the planting of hundreds of Vimy oaks across

Canada in places of remembrance. All the trees are descendants of Miller's original acorns. This project includes the return of some of these acorns to France, where on the 100th anniversary of the end of the Great War, saplings (again, from the acorns) were planted on pathways near the Vimy Memorial, looking like soldiers standing at attention.

A perfect, shared reading resource for primary and junior classes, this cross-curricular gem is packed with archival photos and brilliant oil paintings by award-winning artist Brian Deines.

Leslie Miller (himself a teacher in Saskatchewan prior to the war) could not have expected the legacy that would arise from his simple act of pocketing the original acorns so long ago. Blending history and science, *The Vimy Oaks* is a fascinating story of hope, remembrance and renewal during this 100th anniversary year of the Great War.



Anne Marie Landon, OCT, is principal of George Vanier Catholic School in Combermere, Ont. with the Renfrew County Catholic District School Board.

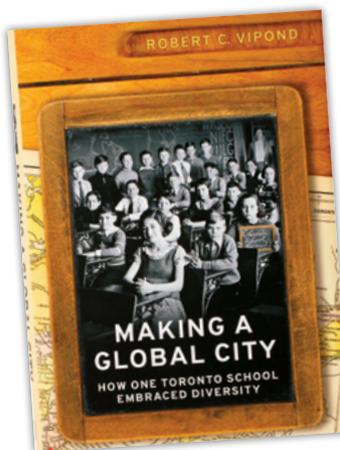
The Vimy Oaks: A Journey to Peace, North Winds Press, Toronto, 2017, hardcover, ISBN 978-1-4431-4850-4, 36 pages, \$19.99, an imprint of Scholastic Canada Ltd., scholastic.ca

Making a Global City

BY ROBERT C. VIPOND

Making a Global City spans 70 years in the life of a single school in the heart of downtown Toronto. Clinton Street Public School, near Bathurst and College streets, was once dominated by Anglo-Protestants. It gave way to deep waves of working-class immigration between 1920 and 1990. The challenges faced by the school as it navigated the increasingly multicultural citizenship of its students were fierce and dynamic. In this fascinating study, political science professor Robert Vipond examines the complex daily negotiations that led to the school's successes, failures and conflicts — all of which continue to resonate as schools respond to the cultural diversity of the communities they serve.

In a lively telling of the stories of three Clinton eras — Jewish (1920–52), European (1950–75) and Global (1975–90) — Vipond explores the themes of diversity and community and their implications on our evolving understanding of citizenship. Public schools have always been considered crucibles of good citizenship, he says, and when the population includes large



numbers of immigrant children, this function takes on a heightened significance.

From acculturation to adaptation, assimilation to multiculturalism, the school's story uncovers a messy process. There is no straight path where one ideal progressively replaced the other. The layers are overlapped and intersected, sometimes harmoniously and at other times charged with friction and controversy. While some people still perceive diversity as a threat, Clinton's bottom-up approach to inclusion is instructive to us all as we continue to tussle with shared citizenship.

This meticulously researched book would be particularly useful for high school teachers in their teaching of the complex issues of Canadian citizenship posed in the civics curriculum. It informs much of the Canadian history curriculum too, particularly the Grade 11 unit Origins and Citizenship: The History of a Canadian Ethnic Group.

Nadira Baksh, OCT, supports Students Success, Credit Recovery and PLAR (Prior Learning Assessment & Recognition) at the Adult Education Centre with the Peel District School Board.

Making a Global City: How One Toronto School Embraced Diversity, University of Toronto Press, Toronto, 2017, hardcover, ISBN 978-1-4426-3195-3, 280 pages, \$34.95, utpress.utoronto.ca

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Applications to serve on the roster should indicate why you are interested in serving on panels as well as your: College registration number, availability, writing ability, adjudicative experience or training, if any, and bilingual capacity, if any.

Please submit your application by September 30, 2018.

Applications to serve on the roster of panellists for the Investigation or Discipline committees can be sent to the attention of Council and Committees Officer at outreach@oct.ca. For further information please contact 416-961-8800, ext. 685.



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EMPOWERING MODERN LEARNERS ACROSS THE BOARD

The Peel District School Board (PDSB) creates a tech-based framework for next-gen education to help prepare students for the future.

BY STEFAN DUBOWSKI



PDSB's Lawrence De Maeyer, OCT, Claudine Scuccato, OCT, and Adrian Graham, OCT.

THE CHALLENGE: Modernize learning to help students get the skills to succeed.

THE SOLUTION: Create a school-board-wide framework for modern learning with a focus on technology and innovation.

LESSONS LEARNED: PDSB is implementing a new framework that combines technology with the latest teaching methods to prepare students for the future. Dubbed Empowering Modern Learners, it calls on teachers and administrators to help students innovate, think critically and learn to learn — all with the aid of technology.

It's the result of broad consultation with Peel's administrators, teachers, parents and students, says Lawrence De Maeyer, OCT, PDSB's acting superintendent of education and modern learning. After the board installed a number of technologies, the committee in charge of that work started considering the broader

instructional implications of technology in education.

Consulting with educational experts — as well as guidelines such as *Towards Defining 21st Century Competencies for Ontario* by the Ministry of Education — PDSB concluded it needed a new approach: a system to help students think critically and creatively, a platform for innovation, and a way to make teamwork and global citizenship central to education.

In 2016, PDSB encapsulated its thoughts in *Empowering Modern Learners: Inspire, Innovate, Ignite* (oct-oeo.ca/peelEML). In this document, the board explains why the new framework is needed, and how it affects various aspects of the educational process.

The board believes it needs committed leaders and dedicated resources to make the modern-learners framework succeed. So PDSB created new administrative positions, including a principal of modern learning and a superintendent of

YOU CAN DO IT TOO!

Steps to take:

- 1) Read PDSB's document *Empowering Modern Learners: Inspire, Innovate, Ignite* at oct-oeo.ca/peelEML.
- 2) Follow **#Peel21st** on Twitter to see what teachers are doing to empower modern learners in their classrooms.
- 3) Consult your community: meet with teachers, administrators, parents and students to find out what they think about the future of education and the role of technology.

curriculum and instruction support services, to steward implementation. The organization also established modern learning resource teachers (MLRTs). MLRTs travel to schools to help other teachers bring modern learning to life.

In addition, PDSB developed a website (and a podcast, which is free from iTunes) where teachers can showcase what they're doing with modern learning to inspire one another. "We need teachers to own their own learning, just like we need students to own their learning," says Claudine Scuccato, OCT, acting co-ordinating principal of modern learning.

OBSERVATIONS: PDSB recently convened a conference for parents on modern learning, which nearly 1,400 people attended. "They really understand that learning is changing," says Adrian Graham, OCT, superintendent of curriculum and instruction support services. Teachers are blogging about their experiences, and the board is rolling out module-workshops to get others into the mindset. Next step: Peel, has identified some 257 classroom teachers who, along with administrators, will undergo specialized training that they can use to train others. **PS**

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

HELPFUL HINT: Technology plays an important part in Peel District School Board's new educational framework, but technology isn't the point. The framework focuses on education first and technology as a support. Check it out at oct-oeo.ca/peelEML.



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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.

IN THE PUBLIC INTEREST

DISCIPLINE DECISIONS

Hearings can lead to everything from counselling to revocations.

Sexual, physical or emotional abuse.
Disregard for the welfare of students.
Fraudulent use of board resources. These are among the most serious allegations that a member of the College can face. What happens when they do?

In the previous three pieces of this series (oct-oeo.ca/PSarchives), we covered the nature of complaints, investigations and the complaint resolution process. Now we turn to the final instalment: hearings and decisions.

For the College, every step of the complaints process demonstrates respect for the principles of justice and accountability. Complaints regarding professional misconduct, incompetence or incapacity are scrutinized in a thorough and impartial manner.

In a given year, the College receives approximately 1,000 expressions of concern. Some concerns are redirected for resolution at the school or board level. Others are disposed of by the Investigation Committee. About 100 proceed to the hearing stage.

Typically, the Discipline Committee deals with approximately 90 per cent of those 100 matters — allegations of professional misconduct and/or incompetence. The other 10 per cent of hearings relate to allegations of incapacity and are carried out by the Fitness to Practise Committee (see sidebar).

On the scale of College proceedings, hearings are the most weighty process a member can face, as are the potential

penalties. The parties to a discipline hearing are the College and the member facing allegations of misconduct or incompetence. A panel of the Discipline Committee (which includes at least one appointed and one elected Council member) hears the case.

The hearing process is quasi-judicial. That means it has similarities to a court proceeding and follows rules set out in the *Statutory Powers Procedure Act*, the *Ontario College of Teachers Act*, as well as the *Rules of Procedure of the Discipline Committee and of the Fitness to Practise Committee*.

For Discipline Committee cases, the hearings are open to the public (except in very limited circumstances). Upon a referral to a hearing by the Investigation Committee, College counsel prepares a notice of hearing. It details the date and location of the hearing, and the details of the charges against the member.

At the hearing, a panel of the Discipline Committee considers the evidence provided by College counsel and the member. The panel then determines if the teacher is guilty of professional misconduct or is incompetent. With findings of guilt, the panel can make a range of orders:

- revoke a member's Certificate of

Qualification and Registration, meaning they are no longer a member of the College and can no longer teach in Ontario. That happened 15 times in 2016 and 32 times in 2017. Certain revocations are mandatory, such as for sexual-related misconduct;

- suspend a member's certificate for up to 24 months;
- impose terms, limitations or conditions on a member's certificate. That can include having the member complete professional learning sessions, for example, on classroom management or supervision duties;
- reprimand, admonish or counsel the member, orally or in writing;
- fine the member up to \$5,000; and
- order costs to be paid by the member.

Panels prepare their formal decision and reasons. They outline evidence received during the hearing, findings and any orders arising from the findings. These are made available on the College's website as well as through legal databases. Revocations and suspensions remain on the College's "Find a Teacher" public register indefinitely. Summaries of Discipline Committee decisions are also published in *Professionally Speaking*. **PS**

FITNESS TO PRACTISE

Sometimes, a health-related issue might affect the member's ability to teach. Such matters can come before the Fitness to Practise Committee.

Through a hearing process, the committee determines if the member is suffering from a physical or mental condition or disorder such that the member is unfit to carry out his or her professional responsibilities. If so, the committee can revoke or suspend a Certificate of Qualification and Registration, or impose terms, limitations or conditions on

the certificate. The College monitors all conditions ordered by the committee to ensure compliance.

The focus of incapacity proceedings is rehabilitative and may involve sensitive medical information. Therefore, Fitness to Practise hearings are closed to the public. Details of decisions are not posted on the College website, but the public register does reference things such as suspensions or the need to notify the Registrar before returning to teaching.

ANNUAL MEETING OF MEMBERS

“Working on behalf of the public is a privilege we take seriously,” said Michael Salvatori, OCT, CEO and Registrar at the College’s 2018 Annual Meeting of Members on June 6, 2018. “That’s why care and judgment — two cornerstones in the foundation of teachers’ daily practice — guide our work.”

Care, judgment, commitment and respect were front and centre of the College’s work in 2017.

The professional advisory *Responding to the Bullying of Students*, a self-reflective framework, was released to help teachers address bullying in schools. The College also published an updated advisory on *Maintaining Professionalism — Use of Electronic Communication and Social Media*, with an expanded definition of social media and current examples. Both help members exercise care and judgment.

The Registrar discussed the development, review and revision of Additional Qualification courses (AQs) that teachers

can take to increase their knowledge and enhance their skills through their teaching careers. Guidelines for AQs were also approved to direct and implement courses ranging from classroom management to teaching LGBTQ students to First Nations, Métis and Inuit Studies.

Salvatori reported on the College’s review of initial teacher education programs to ensure they met the profession’s high standards.

He also spoke to the College’s commitment to student safety and welfare through the implementation of the *Protecting Students Act*.

Past College Chair Angela De Palma, OCT, also addressed attendees, focusing on the leadership provided by Council members that guides the College’s work. She said, “Your Council is knowledgeable, experienced and dedicated to governing the profession.”

De Palma explained how Council members also sit on different committees

that support various parts of the College’s mandate. Reports from some of those committees were also given.

The meeting also included a panel discussion, “What Does the Public Expect of Regulators?” that explored the role and responsibilities of regulators and their alignment with public perception and expectations.

Moderated by Salvatori and De Palma, panellists included: Kathy English, Public Editor, *Toronto Star*; Jan Robinson, CEO and Registrar, College of Veterinarians of Ontario; and Richard Steinecke, Counsel, Steinecke Maciura LeBlanc.

The panel explored why the public should care enough to have expectations, the need to raise awareness about regulated professions and why the role of regulator is crucial to the public interest. **PS**

Couldn’t attend in person? A video of the 2018 Annual Meeting of Members is available on the College website at oct-oeo.ca/2018AMM.

LEGISLATIVE CHANGES STRENGTHEN STUDENT PROTECTION

Ontario Certified Teachers who are found guilty of sexually touching students will have their teaching certificate revoked.

Bill 31, which included amendments to the *Ontario College of Teachers Act*, received third reading and royal assent last May. These legislative changes better protect Ontario students from sexual abuse by teachers.

Previously, the College would revoke teaching certificates when the Discipline Committee found members guilty of certain types of sexual abuse, including sexual intercourse, masturbation, genital-to-genital, genital-to-anal, oral-to-genital, or oral-to-anal contact. The committee also automatically revokes certificates of teachers engaging in acts involving child pornography.

The amendments now add “touching of a sexual nature by teachers of a student’s genitals, anus, breasts or buttocks” to the list.

The bill strengthens and expands the definition of sexual abuse in the *Ontario College of Teachers Act* that would result in mandatory revocation or suspension. It also provides for a fund for counselling and therapy for student victims of abuse.

New amendments also:

- require that any other findings of sexual abuse by the College’s Discipline Committee that do not result in mandatory revocation result in a mandatory suspension of the member’s certificate;
- enable the College’s Discipline Committee to immediately suspend

a member pending an order of mandatory revocation; and

- apply retroactively to any historical matters that may have occurred prior to, or during, the College’s existence.

All of these amendments went into effect on May 8, 2018. Two additional amendments will go into effect upon the proclamation of those specific sections of the bill at a later date.

One amendment will give authority to the Investigation Committee to order medical assessments. The second amendment is related to the funding of therapy and counselling for students abused by teachers.

The new definition enhances the *Protecting Students Act* and aligns with recent changes to the *Regulated Health Professions Act*.

The College provided advice to the province to enhance our ability to govern our profession in the public interest.

Changes in legislation followed a series of articles by the *Toronto Star* on abusive teachers. **PS**

COLLEGE NEWS

ANNUAL REPORT HIGHLIGHTS

The 2017 Annual Report offers a snapshot of College activities over the course of the past year.

In her message, past Chair of Council, Angela De Palma, OCT, reflects on several of the year's highlights, including focus group sessions with members of the public and the profession held in the summer of 2017.

The College co-ordinated the focus groups to gather insights into what members and the public know about the College, and how they have learned about the organization. With this insight, the College will be able to identify future professional advisory topics, better understand which subjects College members and parents find important, and have an understanding of why they resonate. The focus groups also help gather opinions about the College's current communications tools and services, and will help to determine how they can be refined to better serve the public interest.

This year's message from Michael Salvatori, OCT, the College's CEO and Registrar, touches on the new and updated advice the College provided to members on two important and timely topics: student bullying and the appropriate use of social media and electronic communication.

The College advisory *Responding to the Bullying of Students*, published last September, provided a context for discussion and action including a definition, statistics, typical characteristics, and consideration of ethical standards and legal and disciplinary outcomes.

The Registrar noted that the professional advisory *Maintaining Professionalism — Use of Electronic Communication and Social Media* struck a chord with educators and parents when it was first introduced in 2011. In 2017, the College updated the definition of electronic communication, and provided current examples of the types of incidents recently seen in professional misconduct decisions as well as additional advice to minimize risks.

Finance Committee

A message from the Finance Committee notes that membership numbers have a significant impact on revenue and reports that at the end of 2017, it had processed 236,635 member payments. The actual number of processed payments decreased by 2,541 when compared to the 2016 actual, reflecting a lower number of pre-enhanced teacher education applicants.

Brightening employment outcomes for new teachers

The 2017 *Transition to Teaching* survey, which looks at the early careers of new Ontario teachers, notes a sharp drop in new Ontario teaching licences issued in 2016. This followed a multi-year decline in new entrants to the Ontario teaching market and resulted in a strong improvement in early-career teacher employment outcomes in the 2016–17 school year. First-year full employment increased to 62 per cent, from 47 per cent in 2016.

For new English-language teachers with qualifications in intermediate-senior math, science or computer studies, the unemployment figure is 11 per cent; for those without these qualifications, the figure is 23 per cent.

French as a Second Language and French-language program teachers continue to be in high demand with first-year unemployment at 4 per cent and nearly 0 per cent, respectively.

The survey projects that the annual supply of new teachers will remain at historic lows for the next several years as teacher retirements rise gradually. The years ahead will bring a near balance of new teachers and retirements, a supply and demand circumstance that should extend the recent improving job market throughout the province. **PS**

Visit oct-oeeo.ca/2017annualreport to read the full report, including financial details, statistics and highlights from 2017.

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INSPIRING PUBLIC CONFIDENCE CONFERENCE 2018 RECAP



Keynote speaker Rex Murphy addresses the audience.

It was 9 a.m. on an unusually hot and humid spring morning as over 200 conference attendees sipped coffee and settled into their seats for the first address of the morning.

This was the College's Inspiring Public Confidence conference 2018, held in Toronto over two days this past spring. A large group of regulators, school board administrators, school leaders and trustees, government officials, teacher educators and teacher employers were gathered to hear thought leaders share insights about trends in professional regulation and protecting the public interest.

"Everyone here has a common interest: How we, both as a group and as individuals, can best serve the public interest," said Michael Salvatori, OCT, College CEO and Registrar, addressing the audience and setting the stage for the speakers to follow. Over the next day and half, he added, conference attendees would "explore notions of risk, trust, public confidence — all elements inherent in our civil society — and we'll look at the work of a contemporary regulator and the impact it has on that society."

Breakout sessions

Twenty workshops over the two days covered a wide range of issues related to regulation and relevant to Ontario teachers.

One of those sessions was "Reconciliation: Beyond Canada 150." Participants delved into Canada's history — acknowledging that it was built on the promise of a partnership between equals — and considered its future, discussing the need to respect the original relationship to accomplish its moral, political and fiscal potential.

The workshop "Hackathons Aren't Just for Coders" challenged the misconception that hackathons are just for software developers. Participants engaged in a "sprint," working on self-identified or facilitator-generated problems, brainstorming ideas and building prototyped solutions.

In another workshop, "Violence Prevention for Schools: Effective Strategies that Promote and Create Positive Behaviours to Prevent Bullying," participants explored the many forms of school violence, including violence through social media, and discussed effective prevention strategies that can be implemented in schools with minimal cost.

Rex Murphy

Author, reporter, Rhodes Scholar and proud Newfoundlander, Rex Murphy was the first keynote speaker of the conference. Murphy began by quoting poet John Milton (and encouraged the audience to ignore the Christian element for the sake of the universal message): "A good education sets as its aim to repair the ruin of our first parents."

Milton, said Murphy, saw education as the essential tool for moving humanity back to a place of wisdom and understanding, and away from dimness, darkness and barriers to intellect. "That's the grand, ferociously abstract understanding of how noble education really is."

He spoke, too, about journalism's original mission, and how it has evolved and become derailed by those who want to influence and be part of events, rather than report on them. The state of journalism, he argued, places even greater importance on education as the bedrock of a civilization. "Schools are the original set of conditions by which younger human beings will have a proper grasp of what it is to live in a country, a province, a society," said Murphy. "The public interest in education is very simple: it is to maintain the democracy that we already have, to maintain those elements that we all share and value beyond any other, and to develop the capacity beyond all other things to think — to think and judge in a rational manner."

Harry Cayton

In the afternoon of day one, Harry Cayton, chief executive of the Professional Standards Authority in the United Kingdom, spoke to the conference participants about the value of professionalism to inspire public confidence.

"At the core of our work at the Professional Standards Authority in improving regulation is the notion of professionalism," said Cayton. "It's important that we put professionalism at the heart of good practice, rather than regulation as the solution to bad practice."

Cayton discussed the changing nature of what it means to be a professional in

COLLEGE NEWS

contemporary practice, proposing three changes in perspective. First, he said, we should move from the idea of mastery toward expertise. “Mastery assumes you can know everything, but you can’t anymore,” said Cayton. “Medical students, for example, learn five million facts while they’re training, and by the time they’re done training, 2 million of them are already out of date.” The expertise, said Cayton, is now about how to get knowledge and use the knowledge you can find.

Second, he proposed moving from the idea of autonomy toward mutuality. “We’re not isolated professional figures on a pedestal, we’re part of a team of people delivering a service to the community,” said Cayton.

“Third, let’s think of altruism instead of empathy,” he said. “We share, we understand each other. I feel for you but I don’t patronize you when I feel for you.”

Marc-André Blanchard

At the end of day one, Marc-André Blanchard, Canada’s ambassador and permanent representative to the United Nations, gave his keynote address. He touched on the UN’s *Agenda 2030* and said, “The key to meeting the objectives of that plan successfully is education. Many of you in the room are regulators and teachers — you’re on the front line of what we’re trying to achieve, globally.

“Since I’ve been at the UN, I’ve realized Canada is the envy of the world and looked upon as the gold standard for so many things,” said Blanchard. He mentioned a UN leader in Africa who shared his perspective on why Canada is uniquely trusted, among all the nations of the world. “It’s because of our leadership, our values, our friends, our institutions and who we can bring to the table.” He added, “The one thing at the core of all this is our education system.”

Margaret Trudeau

The conference closed with a keynote address by Margaret Trudeau, a dedicated mental health advocate and best-selling author. She shared personal and candid stories about living with bi-polar disorder while in the public eye. After many decades, she said, medication and therapy helped her find balance and take next steps toward better health.

Trudeau also underscored the importance of helping protect students’ mental health within our schools, singling out an initiative called Headstrong, by the Mental Health Commission of Canada, with programs available in Canadian schools to help reduce the stigma around mental health.

“If kids are diagnosed with mental illness, this is really going to help them with one of the most difficult things they’ll have to face,” said Trudeau. “Students need to know that there is recovery from mental illness and that they can get their lives back.” **PS**

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MANDATE

COLLEGE COMMITTEES

College members recently elected the eighth 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 14 committees play a significant role in regulating the teaching profession and in fulfilling the legislated mandate of the College. The term of the eighth Council extends until June 2021, although some public members may have shorter terms.
(a) = appointed member (e) = elected member

ACCREDITATION COMMITTEE

Reviews and accredits initial teacher education programs at Ontario faculties of education. Reviews and accredits programs of additional qualification including principal and supervisory officer qualification programs.

Accreditation

- Paige Bennett, OCT (e)
- Susan Elliott-Johns, OCT (e)
- Rebecca Forte, OCT (e)
- Jacqueline Karsemeyer, OCT (e)
- Mary-Anne Mouawad, OCT (e)
- Jean-Luc Bernard, OCT (a)
- Marie-Thérèse Hokayem (a)
- Colleen Landers (a) (Chair)
- Tom Potter (a)



STEERING

Facilitates the movement of motions during Council meetings. Meets with the Chair, the Registrar, the Deputy Registrar and other College staff prior to most Council meetings. Reviews the agenda, is briefed about any amendments or additions and reviews the motions that will be brought forward at the subsequent meeting. The Steering Committee consists of one appointed (vacant) and one elected member of the Executive Committee, one of whom is the Vice-Chair of Council, Tim Gernstein, 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

- Chantal Côté, OCT (e)
- Melissa Gaffen, OCT (e)
- Tim Gernstein, OCT (e)
- Jean-Luc Bernard, OCT (a)
- Godwin Ifedi (a) (Chair)



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

- | | | |
|---------------------------|---------------------------------|--------------------|
| Diane Ballantyne, OCT (e) | Alicia Nunn, OCT (e) | Godwin Ifedi (a) |
| Irene Dembek, OCT (e) | Nicola Powadiuk, OCT (e) | Jane Ishibashi (a) |
| Rebecca Forte, OCT (e) | Stéphane Vallée, OCT (e) | Marlène Marwah (a) |
| John Hamilton, OCT (e) | Ravi Vethamany, OCT (e) (Chair) | Bill Petrie (a) |
| Sara Nouini, OCT (e) | Jean-Luc Bernard, OCT (a) | Tom Potter (a) |
| | Marie-Thérèse Hokayem (a) | Jonathan Rose (a) |

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.

Governance

- Irene Dembek, OCT (e)
- Tim Gernstein, OCT (e)
- John Hamilton, OCT (e)
- Sara Nouini, OCT (e)
- Tom Potter (a) (Chair)
- Jonathan Rose (a)
- Ronna Warsh (a)



EXECUTIVE COMMITTEE

Conducts College business between Council meetings. Reviews and approves agenda for upcoming Council meetings. 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

- | | |
|--|--------------------------------|
| Irene Dembek, OCT (e) | Nicole van Woudenberg, OCT (e) |
| Susan Elliott-Johns, OCT (e) | (Chair of Council) |
| Tim Gernstein, OCT (e) (Vice-Chair of Council) | Ravi Vethamany, OCT (e) |
| Jacqueline Karsemeyer, OCT (e) | Colleen Landers (a) |
| Sara Nouini, OCT (e) | Bill Petrie (a) |



ACCREDITATION APPEAL COMMITTEE

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

Accreditation Appeal

- Charles Dimitry Abraham, OCT (e)
- Melissa Gaffen, OCT (e)
- Alicia Nunn, OCT (e) (Chair)
- Bill Petrie (a)
- Jonathan Rose (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

Shannon Marcus, OCT (e)
Nicole van Woudenberg, OCT (e)
Ravi Vethamany, OCT (e)
Colleen Landers (a)
Bill Petrie (a) (Chair)

**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

Paige Bennett, OCT (e)
Alicia Nunn, OCT (e)
Nicole van Woudenberg, OCT (e)
Marlène Marwah (a)
Michelle Miner-Seal (a) (Chair)

**QUALITY ASSURANCE COMMITTEE**

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

Quality Assurance

Diane Ballantyne, OCT (e) (Chair)
Nicole van Woudenberg, OCT (e)
Stephen Zimmermann, OCT (e)
Godwin Ifedi (a)
Marlène Marwah (a)

**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

Diane Ballantyne, OCT (e)	Nicola Powadiuk, OCT (e)	Jane Ishibashi (a)
Irene Dembek, OCT (e) (Chair)	Stéphane Vallée, OCT (e)	Marlène Marwah (a)
Rebecca Forte, OCT (e)	Ravi Vethamany, OCT (e)	Bill Petrie (a)
John Hamilton, OCT (e)	Jean-Luc Bernard, OCT (a)	Tom Potter (a)
Sara Nouini, OCT (e)	Marie-Thérèse Hokayem (a)	Jonathan Rose (a)
Alicia Nunn, OCT (e)	Godwin Ifedi (a)	

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

Tim Gernstein, OCT (e)	Nicole van Woudenberg, OCT (e)
Erin Glen, OCT (e)	Stephen Zimmermann, OCT (e)
Jacqueline Karsemeyer, OCT (e) (Chair)	James Knopp (a)
Shannon Marcus, OCT (e)	Colleen Landers (a)
	Michelle Miner-Seal (a)

**REGISTRATION APPEALS COMMITTEE**

Considers and rules on appeals from applicants denied College membership or College members who are certified with terms, conditions and limitations. Assesses applicant qualifications against College registration criteria. May deny applications or direct the Registrar to issue a Certificate of Qualification and Registration.

Registration Appeals

Chantal Côté, OCT (e)
Sara Nouini, OCT (e) (Chair)
Stéphane Vallée, OCT (e)
Elizabeth Edgar-Webkamigad, OCT (a)
vacancy (a)

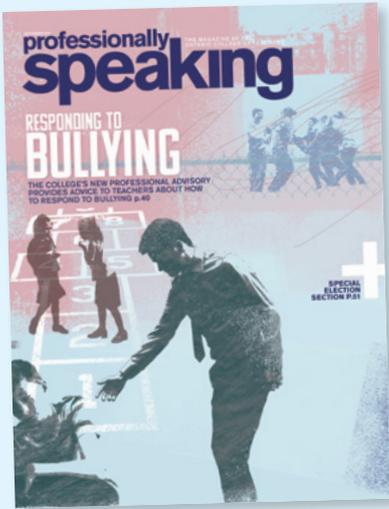
STANDARDS OF PRACTICE AND EDUCATION COMMITTEE

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

Charles Dimitry Abraham, OCT (e)
Susan Elliott-Johns, OCT (e) (Chair)
Erin Glen, OCT (e)
Mary-Anne Mouawad, OCT (e)
Nicola Powadiuk, OCT (e)
Elizabeth Edgar-Webkamigad, OCT (a)
Marie-Thérèse Hokayem (a)
James Knopp (a)
Ronna Warsh (a)

COLLEGE NEWS



INTERNATIONAL AWARDS FOR PROFESSIONALLY SPEAKING

This year has proven to be another award-winning year for the College's magazine. *Professionally Speaking* received international recognition for writing and design at the 2018 Tabbie Awards.

The magazine was one of only six publications to receive four or more awards, winning five honours: one Top 25 for Best Single Issue (September 2017); one Top 25 for Best Feature Article ("The Benefits of Occasional Teaching," December 2017); one Honourable Mention for Best Department (Great Teaching); one Honourable Mention for Best Profile (Great Teaching, June 2017); and one Bronze for Best Design of an Opening Spread (Remarkable Teacher, June 2017).

The 2018 Tabbie Awards, presented by TABPI (Trade Association Business Publications International), recognize editorial and visual excellence in English-language trade, association and business magazines worldwide. This year's contest featured nearly 400 entries, with nominations from the United States, Canada, the United Kingdom, Australia, New Zealand, the United Arab Emirates, and South Africa. **PS**

COUNCIL MEETINGS

At its June 7, 2018, meeting, College Council:

- introduced its newest provincially appointed member, Jonathan Rose, an associate professor in the department of political studies at Queen's University;
- adopted a restricted cash policy to maintain limited reserves;
- approved a revised protocol for Council and College staff communication;
- received a quarterly report on operations from the Registrar;
- received a quarterly report from the Chair of Council;
- accepted the December 31, 2017, audited financial statements of the Ontario College of Teachers;
- reappointed KPMG as auditors for the 2018 fiscal year;
- approved the destruction of electronic ballots associated with the 2018 Council election;
- approved a protocol for enabling Council members to participate in meetings from remote locations;
- amended the professional advisory *Duty to Report* to reflect the *Child, Youth and Family Services Act* name change;
- recommended that the Minister of Education amend the Teachers' Qualifications Regulations to revoke *Teaching Students Who Are Deaf or Hard of Hearing — American Sign Language (ASL)*, *Teaching Students Who Are Deaf or Hard of Hearing — Langue des signes québécoise (LSQ)*, and *Teaching Students Who Are Deaf or Hard of Hearing — Aural and Oral Communication* and to add an Additional Qualification named *Teaching Students Who Are Deaf or Hard of Hearing Program* to the regulation;
- approved amending the Accreditation Regulation to streamline processes, clarify and minimize duplication of requirements;
- approved amending the Accreditation Regulation to enable the Accreditation Committee to include a compliance mechanism so that accredited programs will satisfy any conditions within reasonable timelines;

- approved personal service agreements for an elected or appointed Council Chair;
- approved Quality Assurance Committee recommendations to:
 - have the Registrar consult providers regarding the offering, availability and accessibility of AQ courses, and, in particular, French-language AQ courses;
 - have the College consider examining AQs now in regulation to ensure that they meet College members' needs and determine whether more AQs are required;
 - have the Editorial Board consider connecting the College's objects and strategic priorities to *Professionally Speaking/Pour parler profession* content on an ongoing basis;
 - ensure that the College's French and English social media content is consistent;
 - provide Council members with initial and ongoing training in the context of self-governance on the process for making Act, regulatory and bylaw amendments, including the roles/authority of Council, the Ministry of Education and the Ontario legislature;
 - have the Finance Committee review the suspension process associated with late payment of annual fees;
 - have the Registrar and Council Chair continue to communicate Council's request to include in the *Ontario College of Teachers Act* amendments that protect the professional designation; and
- adopted a tool to determine Council members' preparation time for meetings.

At its inaugural meeting of the eighth Council on July 4, 2018, College Council:

- elected Nicole van Woudenberg, OCT, to Chair of Council;
- elected Tim Gernstein, OCT, to Vice-Chair of Council;
- appointed committee members and chairs; and
- appointed members of the Executive Committee. **PS**

INVESTIGATION COMMITTEE CASE STUDY

WHAT WOULD YOU DO?

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

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

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

The College received a complaint regarding Samantha, a high school music teacher. It was alleged that she

- threw a ukulele across the class;
- called a student “dumb”; and
- forcibly pushed a student’s finger into the string of a ukulele.

Samantha denied throwing the ukulele across the classroom. She recalled that one day during class students were shouting and not paying attention. She removed a ukulele from a student’s hands, walked back to the front of the class and dropped the instrument on the floor.

Samantha said she did so to get the student’s attention, but regretted that she did not respond differently.

She then gave a warning to the student who was continuing to disturb the group by singing and shouting.

Because of the student’s disruptive behaviour, Samantha said that she may have told her to “stop being dumb.”

She denied that she forcefully pushed the student’s finger into the string of a ukulele. She explained that she used to place students’ fingers correctly on the strings as a part of her teaching practice, but that she had stopped after her school board raised concerns over this practice.

The board conducted an investigation and decided to discipline Samantha, who admitted that she now recognized the importance of using appropriate classroom management strategies to prevent this type of behaviour from escalating.

If you were a member of the Investigation Committee panel, what would you have issued to this teacher:

- an admonishment in person (most severe)
- a written admonishment
- a written caution
- written advice
- a written reminder (least severe)

writing for these two actions.

The panel also noted that because Samantha had altered her teaching practice with regard to the placement of students’ fingers on the ukulele strings, there was no need to take further action regarding this allegation. **PS**

THE OUTCOME

The Investigation Committee panel reviewed the parties’ submissions and noted contradictory information pertaining to the first allegation. With regard to the second allegation, the panel stated that calling the student “dumb” was disrespectful, and decided to admonish her in

Reading for the Love of It 2019 43rd Annual Language Arts Conference

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HIGHLIGHTS

SPECIAL OPENING PRESENTATION

featuring the multi-talented
Candy Palmater



and a return performance by
The Wexford Gleeks



MEAL KEYNOTES that should not be missed include:



David Booth



George O'Connor



David Shannon

Henry Guo
Karl Subban

2019 SUPERSTAR SPEAKERS include Pam Allyn, Mary Bigler, Jan Burkins & Kim Yaris, Rachel Cooke, Kelly Gallagher, Adrienne Gear, Joyce Grant, Linda Hoyt, Sue Jackson, Penny Kittle, Kathy Lundy, Kristy Mraz, Jeff Nathan, Kathryn Otoshi, Kit Pearson, Barbara Reid, Mr. (John) Schu, Jennifer Serravallo, Larry Swartz, to name a few.

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Ontario
College of
Teachers

Setting the Standard
for Great Teaching



MISSION

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

VISION

To be trusted to regulate the teaching profession.

VALUES

The Ontario College of Teachers commits to:

- protect the public interest;
- quality, excellence and professionalism;
- honesty and integrity;
- accountability and transparency;
- efficiency, effectiveness and fiscal responsibility;
- sustainability;
- inclusivity and respect for diversity; and
- respectfulness and teamwork between the College Council, staff and stakeholder community, each respecting the other's role.

STRATEGIC PRIORITIES

- 1) Broaden membership engagement in the work of the College, and in particular, engage members in non-traditional settings, including retired teachers, and First Nations, Métis and Inuit teachers.
- 2) Develop strategies to facilitate the ongoing professional learning of members.
- 3) Develop a comprehensive, long-term communication plan that includes other regulators and leverages the College's website and other communication vehicles to:
 - inform the public about the objectives and processes of self-regulation;
 - develop, among the public, an appreciation of the value of self-regulation; and
 - improve the transparency of the College.
- 4) Enhance Council and committee effectiveness and accountability through:
 - professional development on good governance;
 - clarification of the appropriate roles of Council members and staff;
 - streamlining and improving Council's processes;
 - identification, review and improvement of committee practices;
 - implementation of formal accountability measurements; and
 - periodic third-party review.

HEARINGS

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

The College publishes professional advisories, available at oct-ooeo.ca/advisories, which are intended to inform members' professional judgment and practice. For more information about the *Ethical Standards for the Teaching Profession*, please visit oct-ooeo.ca/ethical.

Member: Darren Le Roy Blew

Registration No: 285597

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Darren Le Roy Blew, a retired teacher formerly employed by the Thames Valley District School Board, for inappropriate conduct.

Blew engaged in a repeated pattern of inappropriate physical contact with multiple students. His conduct made

students feel very uncomfortable as he invaded their personal space in an inappropriate manner.

This matter was heard by the panel on December 18, 2017. Blew, who was certified to teach in June 1998, did not attend the hearing. He had legal representation.

The Discipline Committee panel found him guilty of professional misconduct and ordered that his teaching certificate be suspended for three months. He was reprimanded by the panel.

The panel also ordered that he successfully complete, at his own expense, a course on boundary violations. He needs to do so prior to starting a teaching position or any position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, "Members of the teaching profession hold a unique position of trust and authority. They are expected to maintain appropriate professional boundaries with students and to foster safe and supportive learning communities."

Member: Patricia Rose Brace

Registration No: 479565

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Patricia Rose Brace, a teacher formerly employed by the Peel District School Board, for a wide range of inappropriate conduct.

HEARINGS

Brace's inappropriate conduct includes:

- making inappropriate comments and acting unprofessionally with students;
- taking personal phone calls and exchanging text messages during class time; and
- receiving massages on her neck and/or shoulders from students.

This matter was heard by the panel on December 19, 2017. Brace, who was certified to teach in August 2004, attended the hearing. She had legal representation.

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

The panel also ordered her to successfully complete, at her own expense, a course on boundary violations. She needs to do so prior to starting employment for which a Certificate of Qualification and Registration is required.

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

Member: Nancy Elizabeth Crouse

Registration No: 101052

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended Nancy Elizabeth Crouse, a teacher with the Peel District School Board, for engaging in a repeated pattern of neglect and dishonesty in her teaching practices.

Certified to teach in June 1987, Crouse did not attend the hearing on October 3 and 4, 2016, nor was she represented by legal counsel.

Her misconduct includes falsifying marks, misleading her principal as to what tests and other assignments she administered, and not respecting ministry and board guidelines regarding assessment and evaluation.

The Discipline Committee panel found Crouse guilty of professional misconduct

and suspended her Certificate of Qualification and Registration for one month. She was directed to appear before the panel to receive a reprimand prior to accepting a teaching position.

She must also successfully complete, at her own expense, a professional ethics course and a course on the assessment and evaluation of students.

In its decision, the panel stated, "The Member showed a clear disregard for the well-being of her students [and] jeopardize[d] their post-secondary future success."

Member: Danuta Debich

Registration No: 471823

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Danuta Debich, a teacher employed by the Thames Valley District School Board, for engaging in the inappropriate administration of the Grade 3 Mathematics EQAO assessment in a French Immersion setting.

Debich helped students answer questions correctly, read questions for some students, translated some words or phrases from French to English, allowed students to take a nutrition break, and prompted some students to change their answers.

This matter was heard by the panel on January 30, 2018. Debich, who was certified to teach in October 2003, attended the hearing and had legal representation.

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

The panel also ordered her to successfully complete, at her own expense, a course on professional ethics. She needs to do so within 90 days of the order.

In its written decision, the panel stated, "The improper administration of the EQAO test jeopardized the reliability of the provincial testing process."

Member: Angelo D'Ostilio

Registration No: 593074

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Angelo D'Ostilio, a teacher formerly employed by the Sudbury Catholic District School Board, for engaging in a repeated pattern of rude, inappropriate and insensitive conduct and failing to comply with a prior agreement with the College to complete a course.

Certified to teach in June 2010, D'Ostilio attended the hearing on October 10, 2017. He represented himself.

D'Ostilio made students feel uncomfortable, inferior and used disrespectful and demeaning language when purportedly trying to motivate them. He subsequently resigned his position with the board.

He also failed to comply with an agreement with the College to complete, at his own expense, an accredited Additional Basic Qualification or Additional Qualification course focusing on lesson planning, curriculum/lesson delivery, classroom management, communication, and evaluation and assessment.

The Discipline Committee panel found D'Ostilio guilty of professional misconduct and directed that he appear before it immediately after the hearing to receive a reprimand. In addition, he must successfully complete the course he had previously agreed to complete prior to commencing or returning to a teaching position.

In its decision, the panel stated, "The agreed upon coursework that has been ordered in this case will cover many areas of the Member's teaching practice and it will serve a rehabilitative function."

Member: Matthew Newton Elms

Registration No: 437149

Decision: Revocation, reprimand

A Discipline Committee panel revoked the teaching certificate of Matthew Newton Elms, a teacher with the Toronto District School Board, in connection with a criminal conviction.

Certified to teach in August 2000, Elms did not attend the hearing on

November 15, 2017. He did not have legal representation.

Elms engaged in inappropriate personal and sexual relationships with Student 1 and Student 2, provided alcohol and marijuana to Student 1 and bought gifts for Student 2.

Elms was found guilty of one count of sexual exploitation of Student 2 and was sentenced to imprisonment for two years less one day followed by three years' probation. The Discipline Committee panel found Elms guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. The panel also ordered him to appear before it to receive a reprimand. He must do so within 90 days of the order.

In its written decision, the panel stated, "The Member has abused his position of trust and authority in the gravest manner."

Member: Beverley Albert Fisher

Registration No: 467999

Decision: Resignation-cancellation, reprimand

A Discipline Committee panel ordered that Beverley Albert Fisher, a teacher formerly employed by the Bluewater District School Board, be reprimanded for inappropriate conduct.

Fisher, who was certified to teach in July 2003, did not attend the hearing on December 5, 2017, but had legal representation.

Fisher engaged in a pattern of unprofessional behaviour. Over the course of several years, he repeatedly made inappropriate comments to students, which made them uncomfortable.

His conduct continued despite restrictions and boundaries that were imposed by his board, which eventually ended his employment.

Fisher resigned his membership with the College and undertook not to reapply without having successfully completed a course on boundaries and boundary violations.

The Discipline Committee panel found him guilty of professional misconduct and ordered that he appear before

it to receive a reprimand. He needs to appear before the panel within 120 days of the order's date.

In its written decision, the panel stated, "Receiving the reprimand from a group of his peers is intended to make the Member aware of how grievous his behaviour was, and the impact of his misconduct on his students." The panel members are "satisfied that the public will be adequately protected."

Member: William Andrew S. Fraser

Registration No: 242449

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of William Andrew S. Fraser, a retired teacher formerly employed by the then Huron County Board of Education (now the Avon Maitland District School Board), for engaging in a sexual relationship with a student.

Certified to teach in May 1976, Fraser did not attend the hearing on June 14, 2016. He had legal representation.

Fraser engaged in a sexual relationship with a student when she was a young girl. Then, 21 years after his last contact with the student, he re-victimized her by making unwanted email contact. Five years after that, he made an unwelcome visit to her place of employment.

In criminal court, he pleaded guilty to one count of indecent assault. He received a conditional sentence of 12 months and three years' probation.

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

In its written decision, the panel stated, "The member has brought shame and disrepute to the profession through his abuse of power and his sexual, physical, psychological and verbal abuse of a student."

Member: Stéphane Gilbert

Registration No: 426921

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Stéphane Gilbert,

a teacher with the Conseil scolaire de district catholique Centre-Sud (now the Conseil scolaire catholique MonAvenir), for engaging in a sexual relationship with a student.

Gilbert, who was certified to teach in May 1999, did not attend the hearing on November 14, 2017, nor was he represented by legal counsel.

He kissed, embraced and held hands with a student on several occasions.

The panel found Gilbert guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. The panel found that revocation was the appropriate penalty notwithstanding the fact that Gilbert's certificate had previously been revoked for engaging in a similar relationship with another student.

In its decision, the panel stated, "This penalty serves as notice to the profession that the consequences of such misconduct are serious, even if the Member in question has already resigned, retired or whose certificate has been revoked in a prior hearing."

Member: Peter Frank Gumulak, OCT

Registration No: 533579

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Peter Frank Gumulak, a teacher employed by the Grand Erie District School Board, for disregarding warnings from the school administration.

Gumulak let his students work on a wall to teach them how to repair drywall.

He did so despite warnings from the school administration and maintenance personnel. The warnings included that no structural work could be done in any classroom without notifying the head custodian because of the possible presence of asbestos.

This matter was heard by the panel on May 27, 2016. Gumulak, who was certified to teach in July 2008, attended the hearing. He had legal representation.

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

HEARINGS

The panel also ordered that he successfully complete, at his own expense, a course on safety procedures and maintaining a safe classroom environment. He needs to do within 90 days of the order.

In its written decision, the panel stated, “The member was aware of the presence of asbestos at the School. Based on his expertise as a [teacher], he should have displayed greater knowledge of the applicable procedure under such circumstances.”

Member: Robert Lubowieski Lutczyk
Registration No: 508910

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Robert Lubowieski Lutczyk, a former teacher with the Kawartha Pine Ridge District School Board and the Durham Catholic District School Board, in connection with a criminal conviction.

Certified to teach in June 2006, Lubowieski Lutczyk did not attend the hearing on November 21, 2017, nor was he represented by legal counsel.

The panel heard that the member’s case involved the commission of multiple very serious offences, such as kidnapping someone at gunpoint and possessing a prohibited or restricted firearm.

A criminal court sentenced him to eight years and four months of incarceration and made other ancillary orders.

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

In its written decision, the panel stated, “Although not directly related to the education setting or the school community, the Member’s criminal conduct has undermined the public’s trust and confidence in the teaching profession.”

Member: Leo Edward Montgomery
Registration No: 164928

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Leo Edward Montgomery,

a retired teacher formerly employed by the Toronto District School Board, for inappropriate conduct.

Montgomery developed an inappropriate, personal relationship with a student. For example, he exchanged personal, electronic messages with her, sent pictures of himself, took her for coffee, meals and a movie, and went to her home at 2 a.m. (although the student did not let him in).

This matter was heard by the panel on December 12, 2017. Montgomery, who was certified to teach in June 1986, attended the hearing. He had legal representation.

The Discipline Committee panel found him guilty of professional misconduct and ordered that his teaching certificate be suspended for 16 months. He was also directed to appear before it to receive a reprimand.

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

In its written decision, the panel stated, “The College’s Professional Advisory [*Maintaining Professionalism — Use of Electronic Communication and Social Media*] advises members to avoid exchanging private texts, phone numbers, personal email addresses or photos of a personal nature with students.”

Member: Geoffrey James Orton
Registration No: 256166

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of Geoffrey James Orton, a teacher with the Hamilton-Wentworth District School Board, for repeated instances of inappropriate and unprofessional conduct.

This matter was heard by the panel on November 21, 2017. Orton, who was certified to teach in June 1996, attended the hearing with his legal counsel.

Orton discussed inappropriate personal information with his students. He told

his students about parties he attended and mentioned a conversation he had with a female who he then realized was a prostitute. He also made multiple inappropriate comments that were insulting and insensitive to students.

Orton’s misconduct was serious and repeated, and it continued despite several warnings and disciplinary measures from the school board.

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

The panel also ordered him to successfully complete, at his own expense, a course regarding appropriate boundaries and boundary violation issues. He must do so prior to starting or returning to a teaching position or any position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, “The Committee is concerned that the Member’s misconduct continued despite the numerous warnings that he received.”

Member: Joshua John Pallot
Registration No: 585902

Decision: Revocation, reprimand

A Discipline Committee panel revoked the teaching certificate of Joshua John Pallot, a former teacher with the Algoma District School Board, in connection with a criminal conviction.

Certified to teach in April 2010, Pallot attended the hearing on November 8, 2017, via video conference. He represented himself.

Pallot engaged in a personal and sexual relationship with a student.

In criminal court, he was found guilty of one count of sexual exploitation. He also breached his bail conditions on multiple occasions by communicating with the student on Twitter.

He was sentenced to 330 days’ incarceration and three years’ probation. He was also sentenced an additional 30 days’ custody for breaching his bail

condition, and was made subject to a number of ancillary orders.

The Discipline Committee panel found Pallot guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. The panel also ordered that he receive a reprimand.

In its written decision, the panel stated, “The Committee is gravely concerned with the Member’s misconduct. His sexual abuse of a student was egregious and completely unacceptable.”

Member: Jeffery David Rafael

Registration No: 215131

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of Jeffery David Rafael, a former teacher with the Greater Essex County District School Board, for bringing drugs onto school property and failing to maintain appropriate boundaries.

This matter was heard by the panel on November 2, 2017. Rafael, who was certified to teach in August 1996, did not attend the hearing, but had legal representation.

Rafael stored marijuana in his van on school property. When he had students clean his van, he made the marijuana accessible to them. He also made inappropriate remarks and inappropriately touched a student.

The Discipline Committee panel found Rafael guilty of professional misconduct and ordered that his teaching certificate be suspended for 12 months. He was directed to appear before it to receive a reprimand. He must do so within four months of the date of the order.

The panel also ordered him to successfully complete, at his own expense, a course or courses regarding appropriate boundaries and boundary violation issues, and professional ethics. He must do so prior to starting or resuming a teaching position or any position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, “The Committee is disturbed by the

fact that the Member knowingly stored the drugs in his van to which students had access and that students could see the marijuana cigarettes, which showed the Member’s blatant disregard for the well-being and safety of his students.”

Member: Michael Albert Russell

Registration No: 255758

Decision: Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of Michael Albert Russell, a teacher with the Peel District School Board, for sexually abusing a student.

Russell engaged in a personal and sexual relationship with a student.

Certified to teach in August 1986, Russell did not attend the hearing on November 29, 2017, but was represented by legal counsel.

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

The panel also ordered that he receive a reprimand.

Member: David Norman Shackleton

Registration No: 438357

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of David Norman Shackleton, a former teacher with the Peel District School Board, for a repeated pattern of inappropriate conduct.

This matter was heard by the panel on December 5, 2017. Shackleton, who was certified to teach in July 2000, attended the hearing with his legal counsel.

Shackleton failed to maintain appropriate professional boundaries with students on several occasions. Among other things, he touched students inappropriately on their backs, shoulders, heads, hands and waists. He also placed his hand under a student’s shirt and rubbed her back.

Shackleton had a history of inappropriate conduct, which resulted in previous board discipline and College action.

The Discipline Committee panel

found Shackleton guilty of professional misconduct and ordered that his teaching certificate be suspended for two months. He was directed to appear before the committee to receive a reprimand.

The panel also ordered him to successfully complete, at his own expense, a course regarding boundary violations. He must do so prior to starting a teaching position or any position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, “Although the Member is currently retired, the suspension will serve as a general deterrent to other members of the profession by informing them that there are serious consequences for engaging in misconduct similar to that of the Member.”

Member: Darcy Robert Steele

Registration No: 437495

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Darcy Robert Steele, a College member and former teacher with a school board in Alberta, for unprofessional and criminal conduct.

This matter was heard by the panel on December 5, 2017. Steele, who was certified to teach in June 2000, did not attend the hearing. He had no legal representation.

He pleaded guilty to two counts of assault in relation to a domestic situation.

He also engaged in inappropriate and abusive classroom conduct over the course of about six months. Among other things, he yelled at one or more students and used inappropriate language. He kicked furniture such as to cause injury to one or more students and threw or batted objects in the direction of one or more students.

The Discipline Committee panel found Steele guilty of professional misconduct and ordered that his teaching certificate be suspended for two years. He was directed to receive a reprimand.

It also ordered him to successfully complete, at his own expense, a course

HEARINGS

regarding classroom management, including anger management and appropriate boundaries. He must do so prior to starting or returning to a teaching position or any position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, “Members of the teaching profession are expected to treat students with respect at all times and to provide them with a safe learning environment.”

Member: Mark Anthony Sypus

Registration No: 494536

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Mark Anthony Sypus, a College member formerly employed by the Thunder Bay Catholic District School Board, for his inappropriate comments.

Sypus made inappropriate comments to students, including commenting on their physical appearance.

This matter was heard by the panel on January 29, 2018. Sypus, who was certified to teach in November 2005, attended the hearing. He had legal representation.

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

It also ordered him to successfully complete, at his own expense, a course on appropriate communications with students and classroom management. He needs to do so prior to starting a teaching position or any position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, “Members of the teaching profession are expected to provide students with safe and supportive environments and to serve as role models.”

Member: Shahzad Vasta, OCT

Registration No: 445097

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Shahzad Vasta, a teacher employed by the Toronto District School Board, for inappropriate and

threatening conduct.

Vasta yelled at and threatened young students as a result of a schoolyard incident involving them.

Criminal charges were laid and eventually withdrawn when Vasta entered into a peace bond.

This matter was heard by the panel on November 30, 2016. Vasta, who was certified to teach in June 2001, attended the hearing. She had legal representation.

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

The panel also ordered that she successfully complete, at her own expense, a course on anger management and sensitivity issues with students. She needs to do so within three months of the order.

In its written decision, the panel stated, “As an adult and a professional, the Member was expected to keep her composure and to address the situation in a reasonable and professional manner.”

Member: Christine Jonelle Vellinga

Registration No: 424121

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Christine Vellinga, a principal employed by the Simcoe Muskoka Catholic District School Board, for her deceitful conduct in the administration of a provincial test.

Vellinga committed several irregularities in the administration of the Grade 10 Ontario Secondary School Literacy Test (OSSLT), and she directed staff and students to participate in these dishonest testing practices.

This matter was heard by the panel on January 26, 2018. Vellinga, who was certified to teach in June 1999, attended the hearing and had legal representation.

The Discipline Committee panel found her guilty of professional misconduct and ordered that her teaching certificate be suspended for six months.

She was directed to appear before the panel to receive a reprimand. It also

ordered her to successfully complete, at her own expense, a course on ethical practice. She needs to do so within 90 days of the order.

In its written decision, the panel stated, “Members of the teaching profession are expected to act ethically and with integrity and to model that behaviour for staff and students.”

Member: Elizabeth Marie

Von Eppinghoven, OCT

Registration No: 101450

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Elizabeth Marie Von Eppinghoven, a teacher with the Toronto District School Board, for inappropriate and unprofessional conduct on multiple occasions.

Certified to teach in October 1993, Von Eppinghoven attended the hearing on December 6, 2016, and was represented by legal counsel.

Her inappropriate conduct included throwing classroom objects at students, using profanity, and making inappropriate comments about certain students.

In addition, following some disagreements between her and parents at a school meeting, she shared her interpretation of parent comments made at the meeting with her class, which caused some students to interpret her words as negative comments about their parents.

The Discipline Committee panel found Von Eppinghoven guilty of professional misconduct and directed that she appear before it immediately after the hearing to receive a reprimand.

Within 120 days of the decision, she must also successfully complete, at her own expense, a course on professional boundaries.

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

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



NAME: *Cherie Dimaline*

- Born in Orillia, Ont., in July 1975
- Dad was a chef and mom was a self-taught engineer
- Moved a lot; schools included: St. Hubert Elementary School, Sault Ste. Marie, Ont.; Brookhouse Elementary, Dartmouth, N.S.; St. Jean de Brebeuf Elementary School, Brampton, Ont.; Mother St. Bride Catholic Elementary School, North Bay, Ont.; Mother Teresa Catholic Secondary School, Toronto
- Dropped out of school in Grade 11
- Won Fiction Book of the Year in 2007 from the Anskohk Aboriginal Book Awards for her first book, *Red Rooms*
- Shortlisted for the 2014 Burt Award for First Nations, Inuit and Métis Young Adult Literature for *The Girl Who Grew a Galaxy*
- Named the 2014 Emerging Artist of the Year — Ontario Premier’s Award
- Was the first Toronto Public Library Writer in Residence for Aboriginal Literature
- Published *A Gentle Habit* (2015), a collection of short stories
- Won the Governor General’s Award for Young People’s Literature and the U.S. Kirkus Prize for Young Readers for *The Marrow Thieves* (2017); it was also selected for CBC’s Canada Reads
- Edited numerous Indigenous journals
- Co-ordinates the Indigenous Writers’ Gathering
- Mentor for Humber School for Writers in Toronto

CHARACTER SKETCH

Award-winning Métis writer Cherie Dimaline on her love of books and unravelling labyrinthine sentences.

BY LAURA BICKLE

Describe yourself in elementary school.

Shy. Determined. Fighty.

Describe yourself in high school.

Bored. Confused. Frustrated.

What was your favourite subject?

English, because I got to read, write and unravel labyrinthine sentences. I did very well in school but once I fell in love with books, everything else was pushed to the side.

Your most challenging subject?

Math, but even more so, history. Being Indigenous, I had a different understanding of Canada and how it came to be. Being in that class felt hostile and humiliating.

Favourite literary pieces studied?

“The Love Song of J. Alfred Prufrock” by T.S. Eliot was by far my favourite. In fact, I’ve promised myself that the day I can finally recite it in its entirety I will get “PRUFROCK” tattooed across my knuckles. And, I loved/hated *The Diviners* by Margaret Laurence. Finally, there were Métis people in a book, but I didn’t really care for them.

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

Being a writer. Always. Though I never thought it would be possible given all the negatives I’d heard about attempting to get published. And, also, all of the poverty ...

Fondest school-related memory?

Winning a debate in Catholic school against the priest about the nature and art of nudity and sex in art, film and literature.

What natural gift did you wish you had?

Public speaking and communications. I am an extremely anxious person and it takes me a week to gear up for a speech, and then days to get settled again.

Life lesson learned at school?

Research. The importance of responsibly and thoroughly researching, and the basics of how to go about it.

Any school-related regrets?

I would have stayed and graduated. University seems like the most fun place on Earth and I would have loved to have had the opportunity to go.

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

Maybe in the future, when Indigenous traditional knowledge is used as the core philosophy in Canada and the U.S. Really, it’s the only thing that makes sense. Why wouldn’t you use the science, philosophy, art and story of the land you’re on to teach?

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

Traditional Land Use and Traditional Knowledge. We really need to start doing a better job environmentally and socially. Responsibility, reciprocity and impact are all held within these subjects naturally.

What school experience prepared you most for life?

I learned about friendship and loyalty — both the fragility of them and the enduring nature of true relationships. I also learned that a good book can pull you out of the day and change everything. **PS**



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