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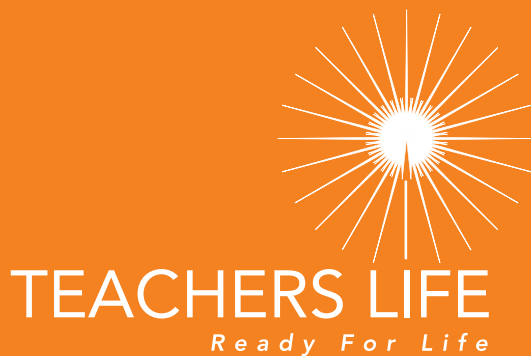
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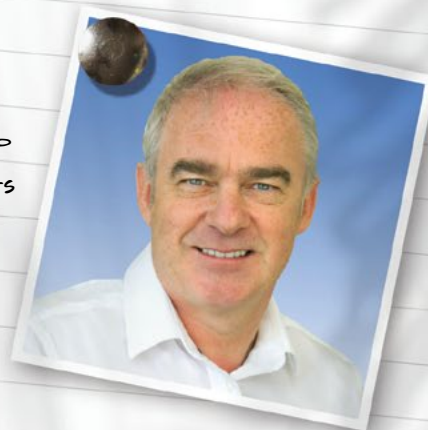
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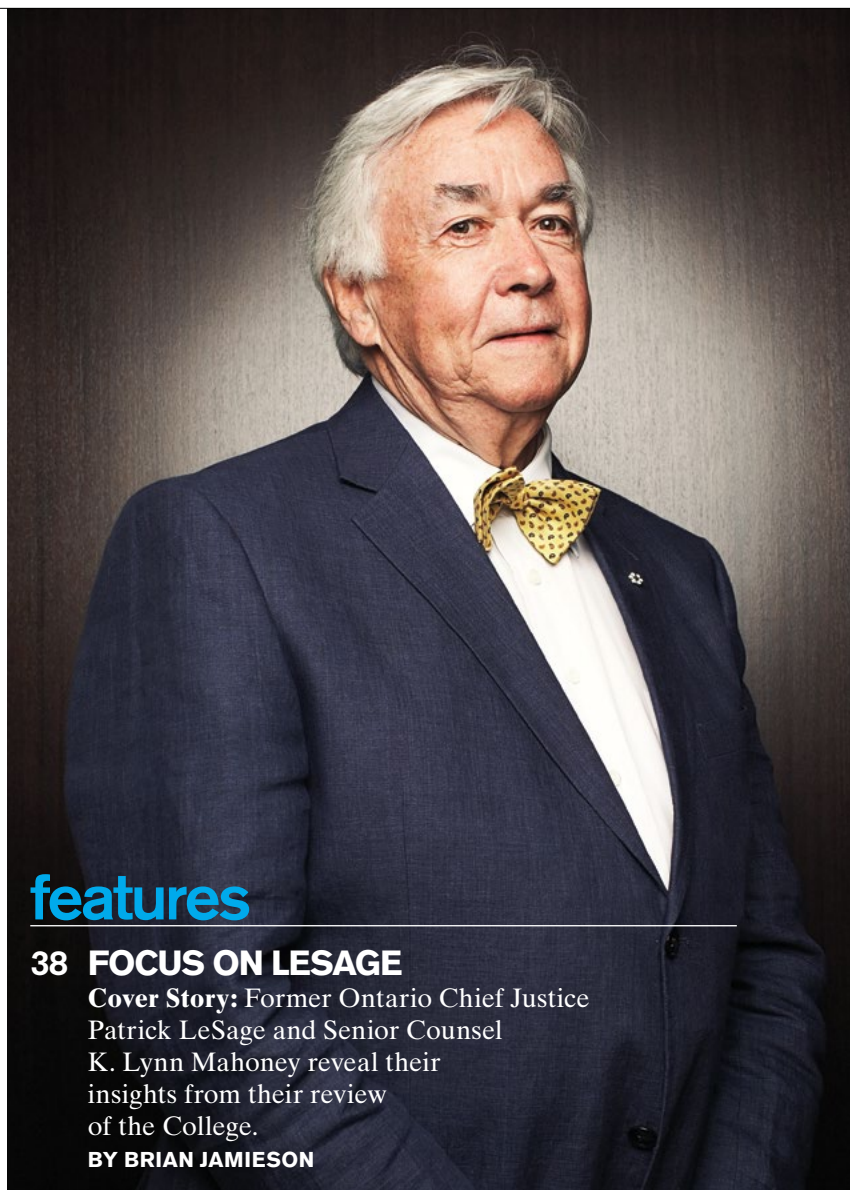
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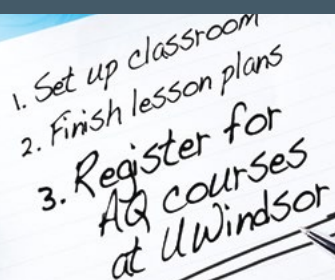
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The College is responsible to the public and the profession for ensuring that teachers receive the training they need to provide Ontario's students with an excellent education now and in the future. It sets standards of practice and learning for teachers and accredits teacher education programs and providers.

The College regulates teaching qualifications, investigates complaints involving members and takes appropriate disciplinary action.

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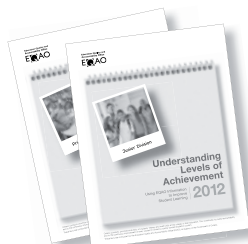
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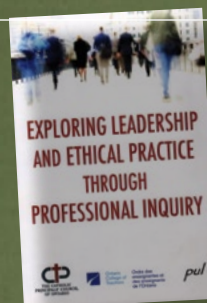
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contribution to knowledge in the foundations of education. Congratulations to the book's editors, Déirdre Smith, OCT, and Patricia Goldblatt.



Professionally Speaking recently won a silver Tabby award for "In the Line of Fire," from our December 2011 issue. This feature was chosen from nearly 500 entries from around the world.



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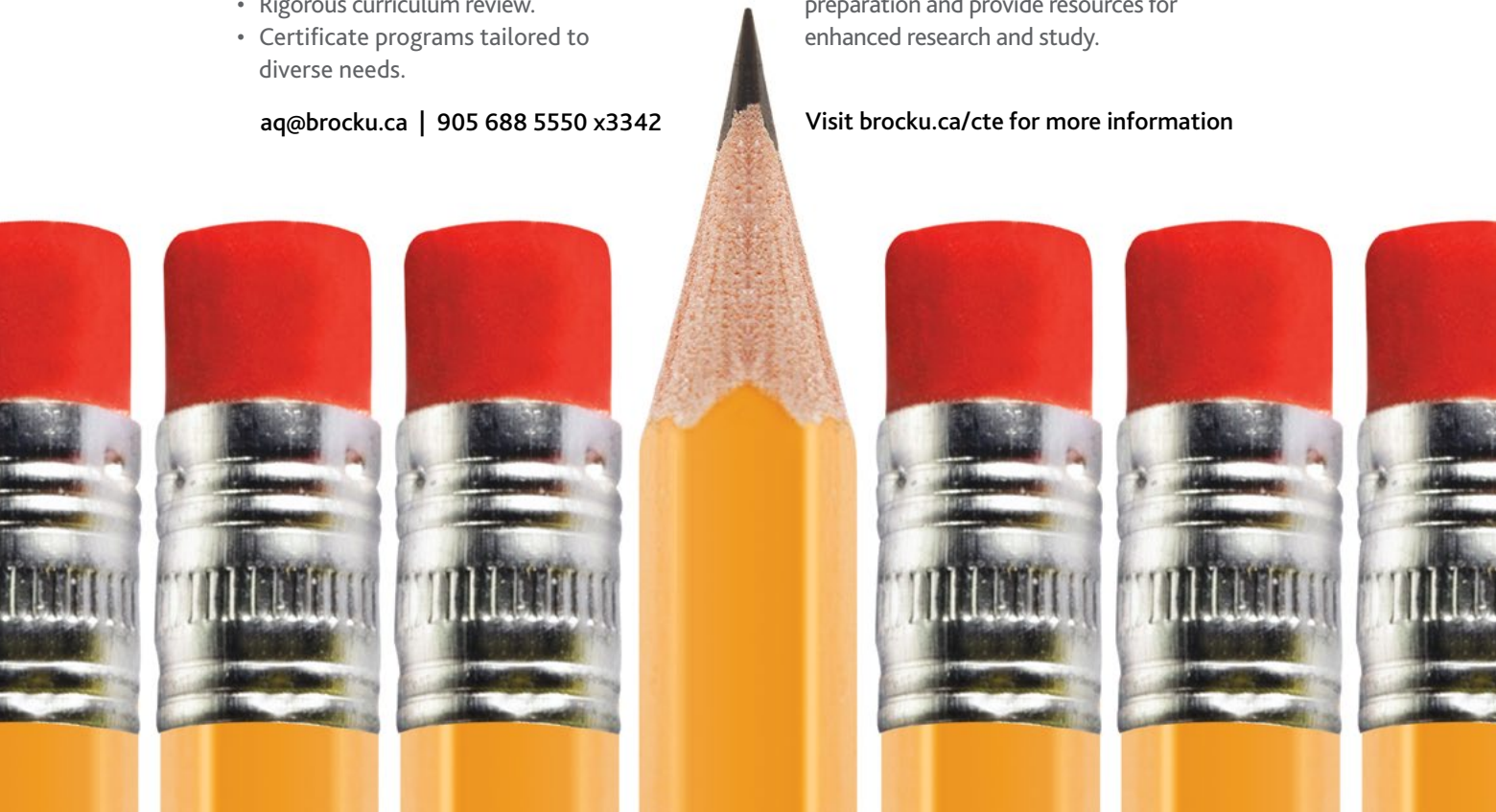
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BY LIZ PAPADOPOULOS, OCT

September always feels like a renewal, a fresh start. As we familiarize ourselves with new assignments, we are all beginning a new school year with different classrooms and new young shy smiles.

It certainly feels that way at the College. Members of the teaching profession voted for a new Council last spring. I would like to thank all of you who voted in the recent College Council election and to extend my thanks to Council for re-electing me as Chair.

Our front cover photo for this issue portrays former Ontario Chief Justice Patrick LeSage. He is the expert the College chose to do a comprehensive review of the College's disciplinary process and practices, and he is every bit engaging and charming as he looks. He has provided us with wise and insightful advice to ensure that we continue to serve the public interest effectively and to inspire public confidence in the education system.

Reflection and review are cornerstones of our operational structure. We continually examine what we do and how we do it.

In June, we released the LeSage report and 49 recommendations — many calling on the College, the provincial government and district school boards to improve reporting and information-sharing processes. He has found areas where the College needs to improve in order to enhance public confidence in our profession's ability to govern itself in the public interest.

As I begin my term as Chair of the sixth College Council, I'm very proud to have this opportunity to continue to serve our profession and to act swiftly on his recommendations.

The LeSage report focused on measures to improve the transparency and productivity of the entire investigation and discipline process to ensure it is conducted fairly, quickly and efficiently. By following through, we will assure the public that we treat complaints made against members of the profession in a timely manner. It is in the public's best interest to have the process completed as quickly as possible. Victims have the right to expect we'll do our work promptly.

Simply said, we have been told that we need to turn things around more quickly.

One way of doing so is to tighten timelines from the very beginning of an investigation. This means tighter timelines for reporting information about teacher misconduct or incompetence from boards to the College, from the College to members, and from the College to the public. Mr. LeSage recommends, for example, that we schedule consecutive full-day sittings for Discipline panel members so that they can hear a case and dispose of a matter without delay.

Most Council members are teachers who face the challenge of balancing their work at the College with their teaching duties. As disciplinary cases need to be heard more quickly, the next few years will be challenging for the members of your new College Council as we attempt to fulfill the report's recommendations.



In June, the previous College Council approved 43 of the 49 recommendations in the LeSage report and asked for more information on six of them. More than half the recommendations require changes to Ontario laws. The College has already forwarded 26 of the 49 recommendations to Ontario's Minister of Education for action.

When College members elected the sixth Council, they elected an outstanding group of individuals to govern our profession. These men and women understand the complexities of our profession and will bring their own insightful wisdom to the debate as we work to implement this ambitious agenda.

We will keep you posted on our progress. **PS**

MATTHEW PLEXMAN



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BY MICHAEL SALVATORI, OCT

How well you evaluate the knowledge, aptitude and skills of your students — and plan your lessons accordingly — determines to a great extent how much they grow and improve over the year.

The most effective teachers assess, analyze, act and adapt throughout the year. Reinforcing students' strengths and providing constructive criticism when and where it is needed supports student achievement.

Pausing to reflect and assess is critical for progression in any endeavour. It applies to your students, to you as a lifelong learner and to the College, as the profession's regulator. That's why we're thankful for the report from former Ontario Chief Justice Patrick LeSage, which you can read about in detail on p. 38–45.

In the summer of 2011, the College commissioned Mr. LeSage to evaluate its discipline processes and practices. Nine months and 49 recommendations later, he's given us a blueprint for change that will help to strengthen our ability to serve the public interest.

College Council approved the recommendations in June, ordered further study on a few, and directed those that require legislative change to the provincial government for action. In the meantime, we have taken a number of steps that don't require legislative change — things like tighter timelines for scheduling hearings and providing support to committees to

ensure discipline cases are decided in a timelier manner.

We've been working under the same Ontario law for 15 years and are working now with our colleagues at the Ministry of Education to draft new language to make important changes to the Act and regulations that govern the work of the College. In some cases, the law will simply reinforce practices that we've long had in place; having our public register — Find a Teacher — online at oct.ca/PublicRegister, for example.

The work, significant in scope and importance, will improve efficiency in our operations and remove the mystery in our processes. For instance, we'll be able to expedite non-contested discipline matters. In cases in which a member admits to the allegations against him or her, we will be able to move more quickly to a hearing to resolve the matter without spending valuable time and resources that can be directed to other aspects of our work in the public interest.

Our Investigation Committee will be able to apply broader criteria to consider complaints and eliminate those made for an improper purpose, don't warrant further consideration or in which the public interest isn't advanced. This will help to solidify existing measures to prevent false accusations against members from proceeding past initial investigations and protect the good names and reputations of members.

You can see on our website that we have



linked discipline decisions to our public register. We will also be able to link hearing notices to the register to create greater transparency for employers and the public.

We're proud of the work we do in the public interest. At the same time, we're not afraid to thoroughly evaluate what we do so that we can do better. Inviting an external review was an investment in our future and a statement of belief about our processes, practices and our people. However, sometimes the greatest vision comes from the person seeing the situation for the first time.

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M. Salvatori

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It's entertainment, folks!

Any doctor watching the hit series *Scrubs* for the first time would be horrified by the antics of the physicians portrayed on the show. *Mr. D* is not intended to be an instructional video for aspiring young teachers. Mr. B should lighten up.

Victor J. Bishop, OCT, teaches French at Markham District HS in the York Region DSB.

Lessons learned from *Mr. D*

Responding to a letter in the June 2012 issue of *Professionally Speaking*

As a teacher new to the profession, I feel that Gerry Dee's Final Exam comments in the March 2012 issue of *Professionally Speaking* shed light on problems I've had with classroom management at the secondary level. Instead of identifying Gerry Dee's short interview as "glorifying" unacceptable classroom behaviour — as Mr. Berish does in the June 2012 letters — I feel that teachers should promote media literacy and present all entertainment through the scope of critical analysis. Although the character Mr. D is semi-autobiographical, the show isn't meant to be taken as an authentic educational experience. Gerry Dee's comedy encompasses satire and parody; two genres that enrich the English curriculum. Watching *Mr. D* in class and examining why situations are exaggerated, and how this technique is used in various media forms, may help teach curriculum expectations in a relevant and engrossing manner. As teachers, we should challenge students to assess why *Mr. D* "pokes fun at the profession" and how comedy transcends culture as a form of expression.

Paul Crisostimo, OCT, teaches business and English at Corpus Christi Catholic SS in the Halton Catholic DSB.

Personal reasons for teaching after retirement

Re: "The profession should do more to help new teachers," June 2012 letters

I disagree strongly that supply teaching should not be done by retired teachers.

Teachers who retire at an early age, sometimes from 54 to 55 years old, are in fact creating jobs for young teachers. That teacher could easily have remained employed for many more years as a full-time teacher. Many teachers stay beyond the 85 factor — are they stealing jobs from young teachers? Well, then why should a retiree who chooses to do supply work be judged negatively?

If a teacher retires and goes on to some other type of employ-

ment is the retiree going to be accused of robbing young people of opportunity? I do not believe that a retired teacher, who chooses to do supply teaching, should be portrayed negatively. The teacher could have remained in his/her contract role indefinitely and accumulated an even higher pension.

I have been doing supply for the last three years and I love it — it gives my life meaning and I am certain that the experience I bring to the role has been a valuable asset to the students I serve.

Mary LaGrotteria, OCT, is a retired principal of St. Francis Catholic SS in the Niagara Catholic DSB.

Lawrence Stern was a truly remarkable teacher

We were just sitting at the breakfast table when my wife looked up from *Professionally Speaking* and asked, “Did you ever have Mr. Stern when you were at Streetsville?”

“He’s why I became a teacher,” I replied. She handed me the article from the June edition about Zaib Shaikh’s remarkable teacher, Lawrence Stern.

My brother, Daniel King, was Puck in the *Midsummer’s Night* production referred to in the article. During a rather challenging homoerotic scene in the play (just the kind of thing Stern wouldn’t cut because it’s challenging), my brother decided to defuse the tension by adding in “strapping lad” and punching the other actor on the shoulder. From the curtain the whole audience heard Mr. Stern shout out, “you don’t ad-lib Shakespeare!” The house collapsed in laughter. Zaib was right: Stern certainly knew how to stretch his students. He was an intense man, but he also had a fantastic sense of humour.

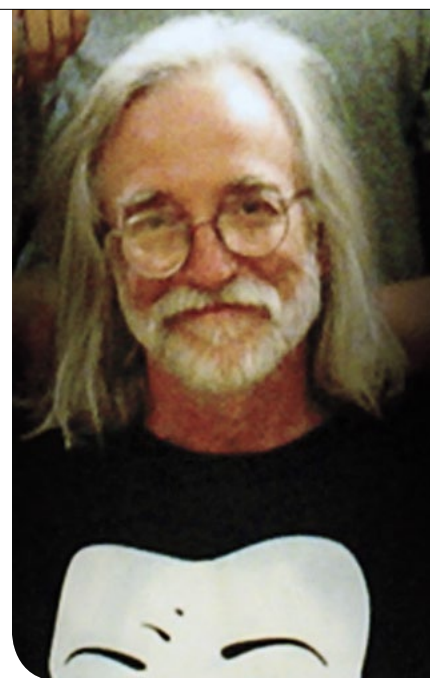
I dropped out of high school before finishing Grade 13. I returned a few years later for a single semester (while working full-time nights) to finish up. Lawrence was my English teacher. I’d had him before and had been a real thorn in his side. Returning as a young adult gave me a different perspective, on him and learning in general.

Years later when I finally came to teaching, I noted Lawrence as one of my mentors. I’ve been at teaching for a number of years now, and I still find myself going on a Stern-esque rant in class every so often, so students can see what passion and caring looks like. So much of teaching can appear clinical and impersonal, but Lawrence was all about the personal and the passionate. I strive to do the same thing with my students, and when I

have a particularly difficult student, I remember a guy who always set the bar high but pushed his students to where he could see they were capable of going, and never held a grudge.

He was truly an exceptional teacher, and I’m writing this with tears in my eyes because I didn’t realize that he is gone.

Timothy King, OCT, teaches English, media arts and computer engineering at Centre Wellington District HS in the Upper Grand DSB.



CONGRATULATIONS to our five winners!

In our June issue *Supplies in demand* story, we gave our readers the chance to win a gift bag full of school supplies — just by “liking” us on Facebook. Well hundreds of you did and here are the five we randomly drew:

Carole Hacker, OCT

Resource teacher at École Saint-Ambroise, CSDECSO

Bernadette Glover, OCT

Teaches co-operative education at Parkdale CI, TDSB

Lisa Irwin, OCT

Teaches JK at Latham Junior PS in Kawartha Pine Ridge DSB

Leah Hewlett, OCT

Is an LTO at Gordon B. Attersley PS in the Durham DSB

Shauna Press, OCT

Special education teacher at Grapeview PS, Niagara DSB



Oops! In our June issue *Supplies in demand* story, we published the American website for School Specialty Canada. The correct site is schoolspecially.ca. We regret the error.



New teachers need support from faculties of education, boards and schools

Re: Supporting new teachers

I have been reading with great interest responses to the article “Now What?” (*Professionally Speaking*, March 2012). Darrell Stoddart’s “Reduce the supply of new teachers,” Jo Anne Locke’s “Open letter to new teachers” and Doug Wighton’s “The profession should do more to help new teachers” raise important concerns and offer some interesting observations. However, I have found absent in the

discussion the issue of support for new teachers both during their year at faculties of education and by boards and schools once they begin their careers.

Faculties of Education need to devote more resources to their career studies departments. At some schools, career studies departments do not even exist and, at others, few resources are available to teacher candidates. Knowing where to seek out opportunities for teaching and how to go about it are complex problems that require the guidance of seasoned professionals.



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As well, boards and schools must do more to support new teachers and assign them appropriate responsibilities. There is a good argument to be made for redefining the load of a new teacher. Rather than over-burdening them with full loads filled often with the most difficult classes, does it not make sense to limit the number of classes and preps for new teachers?

New teachers bring energy and creativity to our classrooms and our aging teaching staffs are desperately in need of these qualities. We must do more to support them in their search for jobs and during their first years in the profession.

Paul Elsley, OCT, recently retired, is the former Dean of Faculty and Curriculum at Trinity College School in Port Hope, Ont.



The Ontario Principals' Council also offers a comprehensive array of professional learning opportunities, resources and supports for education professionals.



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In short supplies

Really? No, really?

I am disappointed that *Professionally Speaking* felt the need to put school supplies as the cover story of the magazine — not that I want to see it anywhere.

And apparently, they are supplies that are recommended by teachers for me to buy for my classroom. Bad enough that my professional body thinks this is a story, I find it quite maddening that my professional body publishes a story recommending that I stock my classroom with (and I'm assuming pay for) supplies. Yes, #19, the small inlay box was pretty, #10, the silver box was lovely, #7, the coloured scissors were very groovy, as were the colourful rulers, funky erasers and don't even get me started on the iPad!

In my board, we have to order through our warehouse department and I have a very limited budget that has to go a long, long way. I'm not sure I'll find #13, the Splat! ruler there or the mosaic picture frame (\$24.50). I'm pretty sure the iPad will not be there and, if it is, no one is going to okay that purchase! And never mind that it is way above the budget I am given for my classroom. While the Mabel's Labels would be lovely, I find a black Sharpie goes a long way.

I already spend more than enough of my own money on my classroom and I subsidize the education system quite enough, without outfitting my classroom with pretty (and somewhat useless) stuff. I do expect my employer to provide my classroom with a clock (and they have) so see little need to pick up a fancy clock for \$20 for my room.

Perhaps, your article for the future might be "Making do with little: School supply ideas in a strapped economy." I look forward to reading it.

Marilyn Beaton, OCT, teaches Junior and Senior Kindergarten at June Rose Callwood PS in the Thomas Valley DSB. **PS**

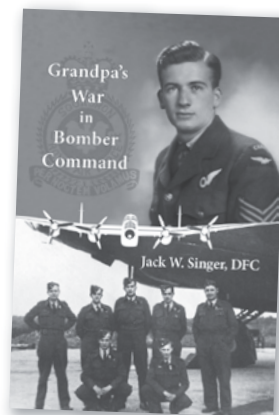


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School's starting and we wanted to find out how many of you are teaching something new this year. Here's how you responded in our Facebook poll:

31%

Yes. I'm teaching a new grade.

13%

Yes. I'm teaching a new subject.

23%

Yes. I'm teaching a new grade and a new subject.

33%

No. I'm teaching the same grade and subject.

Want to start the school year right?

Check out our feature, **"17 ways to enhance your teaching,"** on p. 53 for some fresh ideas.

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POP QUIZ WITH

Sidneyeve Matrix
A touch of digital class

BY RANDI CHAPNIK MYERS

There's no escaping social media in the classroom, and no one knows that better than Sidneyeve Matrix, associate professor in media and film at Queen's University. The social-media developer and digital-trends analyst shares her insights on how to boost students' digital IQ so they're prepped for postsecondary.

Q Are first-year students' social-media skills lacking?

Yes. They're great at using Facebook and YouTube, and they're excellent consumers, but they don't have the creating and critiquing skills they need. It's easy to watch a video but hard to make one. It's easy to collect photos for Tumblr, but using Photoshop for digital-image editing and understanding brand messaging and digital reputation — that's work.

Q How can teachers help students become more social-media savvy?

Get them thinking about issues of over-sharing and privacy, so they can start managing their online identities. Kids are just putting it all out there with no thought to repercussions. To kick-start the digital-reputation discussion, ask questions about issues they care about, such as whether kids under 13 should be allowed on Facebook or whether there is too much media hype around sexting.

Q Which social-media skill should all students learn before postsecondary?

Photoshop. We live in a visual culture and the Web makes images and video so compelling. The number-one use for smartphones, even ahead of talking, is taking pictures. At university, students will need to edit images, whether they're

making a movie in film or creating a PowerPoint presentation for sociology.

Q Which trend should every teacher follow and share with students?

Today's big online trend is eliminating the middleman, also known as disintermediation. Brands are becoming their own producers by blogging, posting on YouTube and amassing followers online. Students see this DIY trend every day. Just point out the newest Internet sensation whose video has 20 million hits — without a talent scout, agent or advertisers — and they'll get it. In the work world, they'll need to know how to promote themselves, their brand or cause online. It's a skill employers watch for.

Q How can we use platforms such as Facebook and Twitter as teaching tools?

One great way is to crowdsource. The teacher brings a prepared answer to a topic, like journalism today or identity theft. Then we all open our laptops, log onto Facebook (students must be at least 13 years old) and do group research. Students find news, videos and images online — and put it all up on their walls. When they're done, share the answers. You'll always find that the teacher's version is the least interesting.



MASTERFILE

SHARE SOME TIPS AT YOUR NEXT

PARENT-TEACHER NIGHT

Looking for new ways to encourage parents to read to their children?

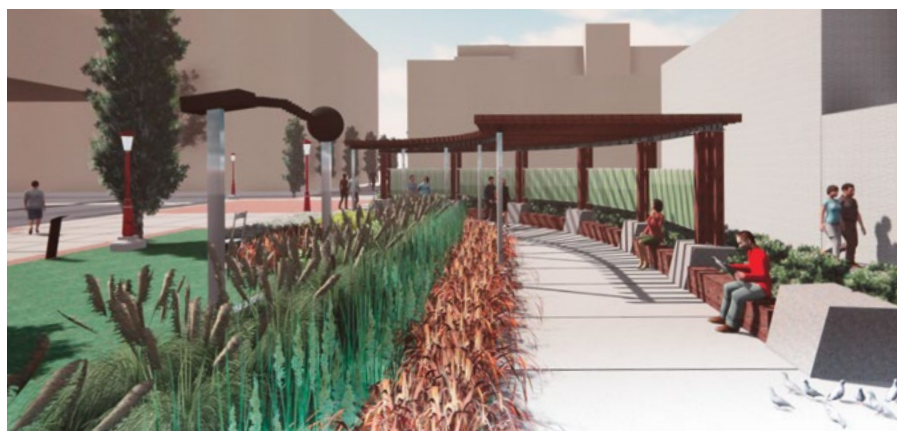
Download free tip sheets created by ABC Life Literacy Canada and discuss them at your next parent-teacher meeting.

From day-to-day tasks such as making a shopping list to enjoying a storybook, these tip sheets provide parents with fun literacy activities for the whole family.

Research shows children have a better chance of becoming fully literate adults if reading is encouraged at home. Literacy activities also mean that parents are keeping their own skills sharp while they strengthen family ties.

Let the reading revolution begin! Visit abclifelif literacy.ca → **Programs & Initiatives** → **Family Literacy Day** → **Free Downloads**.

MONUMENTAL CONTRIBUTIONS PHOTO: FRED CHARTRAND/CP IMAGES



Monumental contributions

The University of Ottawa is building a *Monument de la francophonie* on its main campus, a project for which the organizing committee will need to collect \$100,000 from the Franco-Ontarian community over the coming months. "It [the monument] will be a symbol of how important the Franco-Ontarian community is to the University of Ottawa and honour the contributions Franco-Ontarians have made to this province," declared

77
PER CENT
of College members shop online.

83
PER CENT
of them buy books online.

Source: *Professionally Speaking's* 2011 Reader Survey

President Allan Rock when the fundraising campaign was kicked off in June. Any unused funds will go to raising a Franco-Ontarian flag on the Lees Campus, located next to Highway 417.

To see pictures of the upcoming JaanKrusbergDesign Inc. monument, or to make an online donation, visit: gazette.uottawa.ca/fr → **Archives** → **juin2012** or go to facebook.com/mondrapeaufranco.

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DARE TO STREAM

In need of some fresh audiovisual content to complement your lessons? Take a look at Learn360. This interactive K–12 media-on-demand service recently added more than 200 streaming videos from Canadian publishers Northey Productions and The Creative Native.

Northey Productions, which has produced 3D-animation science videos for more than 25 years, has added 29 videos and two video clips on physics-related topics for Grades 9–12. The videos can be streamed, edited and downloaded.

The Creative Native, meanwhile, is offering 41 videos and 150 clips on the arts, crafts, culture and traditions of indigenous peoples. The series also offers instructions for a range of age-specific classroom art projects.

These new videos are a welcome addition to the thousands of titles — including more than 400 that are French specific — that Learn360 already offers subscribers. And now you can take advantage of each one! The Ministry of Education has purchased a subscription for all Ontario public schools — contact ontario@learn360.com for your username and password. For more info, check out learn360.ca.

A NATURAL RESOURCE

Few people can impart a passion for environmental issues like David Suzuki. Now you too can bring that same excitement into your classroom with the help of *Connecting With Nature: An educational guide for grades four to six*, published by the David Suzuki Foundation.

With 16 lesson plans that cover biodiversity, climate change, waste and where our food comes from, among other topics, the guide meets Ontario's curriculum requirements, and comes with assessment and achievement charts to gauge students' progress. There are also suggestions for how to combine plans when you're short on time.

Each lesson begins with a guiding question and then leads the class through a series of exercises and discussions to find the answer. For example:

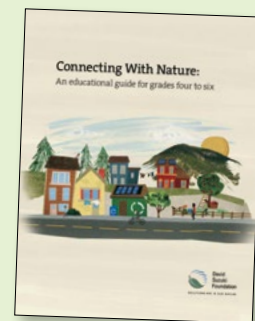
- What relationships do humans have with nature?
- What effect does all the garbage and waste we create have on nature?
- How does your daily water use affect the rest of the planet?
- What are the benefits of buying foods grown in-season, naturally and locally?

There's also an outdoor component that relates to each topic. In the "Alternatives to the Car" section, students are asked to tally the vehicles, bikes, pedestrians, parking lots and bike racks in their school neighbourhood. They then discuss why seeing a large number of motorized vehicles is a concern, and how bike racks and bus stops encourage low-impact transportation choices.

And the learning doesn't stop when the lessons are over. The guide encourages students to use their new-found knowledge and passion to establish a class foundation that supports their favourite environmental concern.

Download your free copy of the guide at davidsuzuki.org/youthandnature. It's compatible with LCD overhead projectors and Smart Boards — no wasteful printing required! Look for the French version of the guide at davidsuzuki.org/fr.

Learn more about David Suzuki.
Read his Final Exam Q&A on p. 84.



TEACHER TIP

My students love what I call our Fit in Five break — a daily five-minute energizing activity that mixes math with movement. They get so excited to lead the group and be led — even when it involves sit-ups! Here's how it works:

- Make a series of fitness cards that show images of safe and age-appropriate in-class exercises (squats, jumping jacks, push-ups, lunges), adding the name of the activity to the bottom of each. I've made 12 and have laminated each, so that I can reuse them.
- Now write the multiples of a number on your classroom board. We work on one set for a few weeks — start with multiples of 2s, then 3s and work your way up.
- Designate a student-of-the-week to decide

the order in which the cards will appear on the ledge of the board; it's a perfect height for younger students.

- Now get moving! Ask the student-leader to call out the movement that corresponds with the first fitness card. Everyone will do that movement each time they say their multiples (2, 4, 6, 8, etc.). Once you've done a drill of 10, start over — this time with the student-leader calling out the new exercise.

— **Luisa Lloyd, OCT, Rogers PS, Newmarket**

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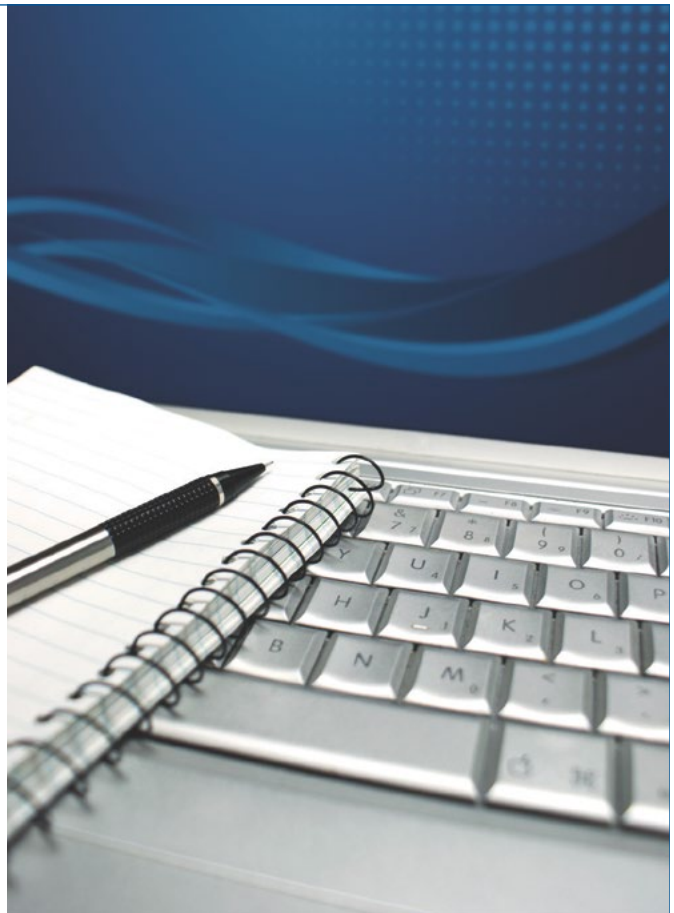
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History's lessons

LEAD YOUR TROOPS INTO BATTLE WITH THESE RESOURCES

BY MICHAEL BENEDICT

Mining the magazine

Want to bring the War of 1812 to life in your classroom? *Legion Magazine* can help without costing you a penny. The publication is marking the war's 200th anniversary with articles and a timeline poster on the battlefield heroics of the men and women who were barely older than the students reading about them today.

Noted historians and journalists provide a wealth of free online material covering military and Canadian history. Look for a special series on the war that secured Canada's independence two centuries ago at legionmagazine.com.

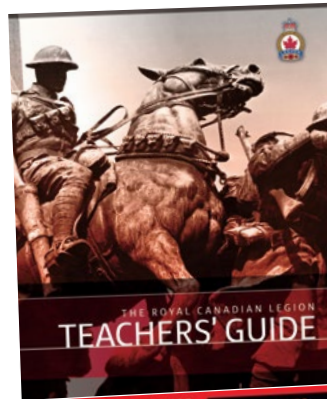
Subscribing to history

The magazine's app is available at \$1.99 for your iPod Touch, iPhone and iPad and delivers one complete issue of the user's choice. Further issues (archived and upcoming) and full subscriptions can be purchased within the app. To subscribe to the bimonthly print version for \$7 plus tax, visit legionmagazine.com → **Magazine**. A French insert is available upon request.



Getting graphic in a good way

Hang a detailed depiction of the Canadian troops landing on D-Day, including a Timeline and By the Numbers listing of pertinent facts — perfect for a pop quiz. How many landmines did the Germans place along the eight-kilometre Juno Beach — secured by 14,500 Canadians — on D-Day? Answer: 14,000.



Hot off the presses

Make war history interactive with the Royal Canadian Legion's electronic Teachers' Guide. Students can click on military songs and videos and watch a New Brunswick regiment coming ashore at Bernières-sur-Mer on June 6, 1944, the only surviving footage of the D-Day assault. Throughout, the guide uses dramatic photos and illustrations to trace Canada's military lore from early days to Afghanistan.

For a more meaningful Remembrance Day, consider this: "Plan a field trip to study the names on a local cenotaph and then conduct research to learn about the people behind those names."

Download the free guide at legion.ca → **Poppy and Remembrance** → **Teachers' Guide** or email bmaxwell@legion.ca to receive it on disk.

Heroic deeds

Get two large colourful posters that tell how nearly 100 Canadians won the Victoria Cross, Canada's and the British Commonwealth's highest honour for bravery in war. Many died protecting their country. Have your students research interesting facts about these courageous men.

Military pen pals

Order bilingual postcards — three to a sheet — with cartoon characters on the front addressed to, "Any Canadian Forces Member." Students can write a message that will be delivered to — and cheer up — our remaining troops in Afghanistan, or other forces' members and peacekeepers stationed around the world. **PS**

To order these products, email magazine@legion.ca or call 613-591-0116. You can also access the electronic versions of the D-Day and Victoria Cross posters in the Teachers' Guide.

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Thanks for keeping the drive alive



The Ontario College of Teachers would like to extend a hearty thank you to the sponsors and donors who helped to raise more than \$10,000 at the College's annual charity golf event in July to support Ontario's new teachers.

Proceeds from the event go to the Joseph W. Atkinson Scholarship for Excellence in Teacher Education. A \$2,000 award, named for the College's second registrar, is presented annually to a teacher candidate who demonstrates outstanding academic achievement and experience that reflects a high level of preparedness for teacher education.

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Mary Jane Page

MEET A TEACHER WHOSE ONLINE CLASSROOM IS HELPING STUDENTS SUCCEED AT THEIR OWN PACE

BY LEANNE MILLER, OCT



Mary Jane Page, OCT, is not your average teacher and her classroom is far from traditional. And yet, it only takes a few clicks to see why the Ontario Business Educators' Association (OBEA) has recognized her as its 2011 Innovative Business Education Teacher.

Like most teachers, Page's job includes communicating with students, parents and guidance counsellors, as well as updating resources and providing differentiated learning opportunities. The big difference here is that Page's students come from across the Halton region map and they may literally never meet their teacher in-person. Virtually, it's an altogether different story.

Regular email and YouTube video communications are part of Page's

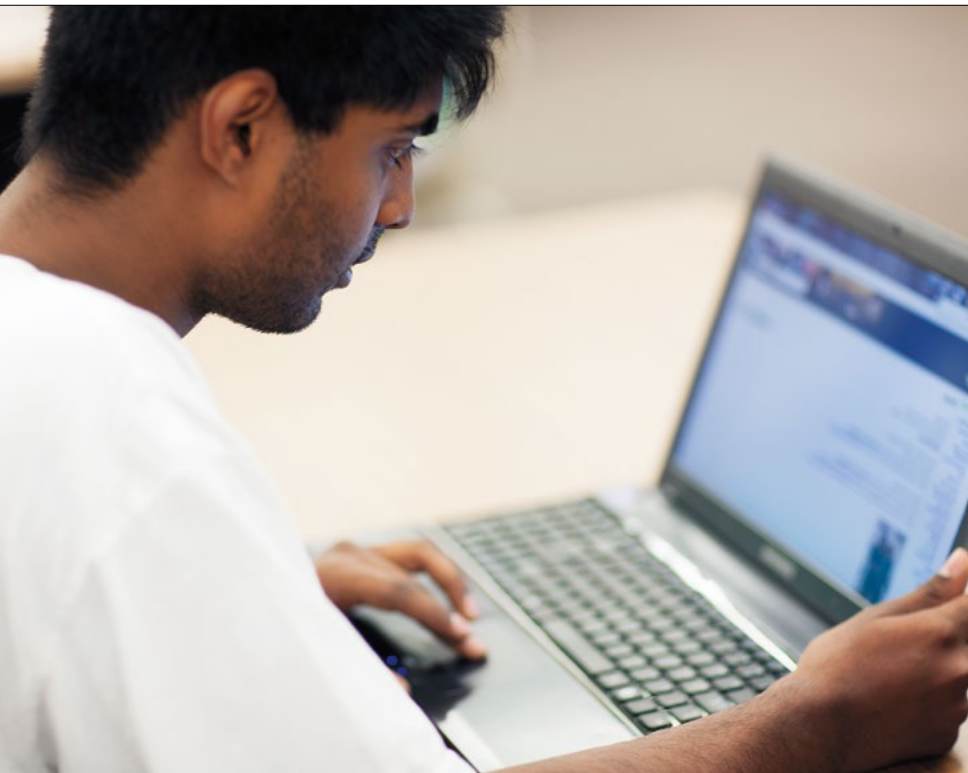
daily routine — this includes sending reminders of what's due, what's coming up and advice on how to master online learning. (Want a sneak-peek at Page's time-management tips for her Careers and Civics students? Go to [youtube.com/watch?v=Y93eApp_RA0](https://www.youtube.com/watch?v=Y93eApp_RA0).)

Page has taught online courses through Halton DSB's e-learning department since 2005. The beauty of her programming is that students have the flexibility to learn and work at their own pace, where and when it suits them. This is key in their motivation and success.

The OBEA awarded Page its highest honour for developing current, engaging and relevant online learning activities — in addition to presenting her

strategies and web-based resources at its conferences. She says it's an honour to win the award, especially for doing something she both enjoys and knows benefits students. "Working one-on-one is more time-consuming," explains Page. "But it's easier in some ways. I can differentiate my instruction and provide students with more options to demonstrate what they've learned."

Because she is able to give her students rich and varied learning opportunities, Page feels they are more productive online. "It's ironic," she says. "There are fewer constraints and interruptions teaching online. My students do more work — not less, as many would think. There are no assemblies, no walking



“There is a difference between being social-media savvy and being online-learning literate. Mary Jane helps students learn how to survive and thrive in the e-learning world.”

to the computer lab and wasting time getting everyone logged in. We’re never waiting for the server. It’s an efficient way to learn and it’s becoming more popular.”

Halton has offered online courses since 2002, and during that year, 50 students took four courses. This year, 10 teachers will teach 25 different courses to over 850 students. Part of the program’s popularity is that students can take courses that aren’t offered at their home school, or are full or have been cancelled due to low enrolment. This is a frequent

occurrence at smaller schools with fewer course offerings. After all, two students from every high school makes an online class of 32.

Another significant benefit, says Page, is supporting students who can’t attend school. She’s taught kids who are suffering from serious illnesses, taking chemotherapy, recovering from concussions and major accidents. She’s also worked with elite athletes, as well as students who continue to earn credits while doing missionary work abroad.

Many of her students have been unsuccessful in the regular classroom. Some are above the age of 18 and would prefer to not have to sit in a mandatory class with 14-year-olds. Others just love technology and want to try something new. “Each student comes to me for a different reason,” explains Page. “It helps to understand what motivates them — as well as their strengths and abilities — so that I can encourage their success.”

“As well,” she continues, “I need to understand that students will work

KEEP CURRENT THROUGH INNOVATION

Mary Jane Page shares her five go-to tips on how to stay connected to your students while keeping up with everything else.

1 It's time to start fresh.	2 Tried, tested and true.	3 Change isn't always easy.	4 Learn from each other.	5 Seek teachable moments.
Don't let your approach to content get stale and irrelevant. Keep an eye out for what's currently exciting and incorporate free and paperless sources. Then you can feel good about sharing your find with as many teachers and students you'd like.	Before launching into a new classroom tool — play it safe and test it out! Your students will sense your confidence and their comfort level with the latest software will automatically increase. This is particularly true for Web 2.0 tools.	Explain your new vision to your colleagues, department head and administration. You'll be more likely to get the support and resources you'll need to be innovative when you answer their questions and provide a clear strategy.	If students are more familiar with a technology than you are, don't hesitate to let them lead, teach and share. Remember, the teacher's role is to provide guidance, content, structure, purpose and essential feedback along the way.	When things go wrong, turn them into teaching opportunities. Then review and reflect on your practice. How would you do things differently? Were your students interested? What new approach might be more engaging for your students?

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according to their own schedule, at their own pace and will complete assignments in the medium that works best for them. The common bond is that because these kids love technology and are motivated, they find success. It's a great alternative learning vehicle."

Steve Oliver, OCT, is Halton's eLearning Instructional Program Lead. He says that one of Page's greatest strengths is knowing how her students learn. "Mary Jane understands the nature of teaching online and appreciates why kids want to learn this way. She stays on top of technology, and keeps her work current and relevant."

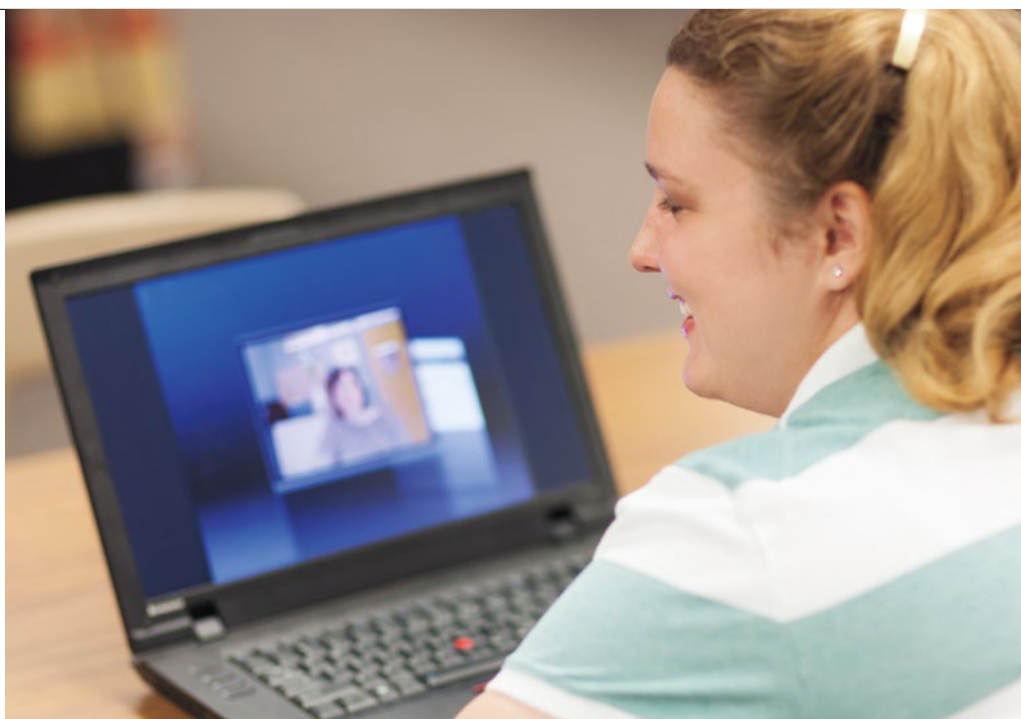
Oliver explains that online teachers have to think differently about the classroom and about what the learning experience will look like for students. "She knows they may go to class in the evening or may not check in every day. A great deal of patience and flexibility is required of the teacher who allows each of her learners to work at their own pace. It's truly student-centred learning. Mary Jane is exemplary at it."

Page has come to realize that, in fact, not all students learn best in the traditional classroom setting. "We all see students in our classrooms who are distracted by others and that detracts from their learning," she says. "Do kids work better with their feet up on a couch at home or sitting on the bench at an arena? Today they can be anywhere and still learn and contribute to my class."

It's no surprise she lets students negotiate their due dates for major assignments, as long as they set and meet goals for minor tasks along the way. She also allows them to make decisions on how they'll approach major assignments.

Her Grade 12 Entrepreneurship students create e-business websites using free web design programs like Google Sites (sites.google.com), Wix (wix.com) or Weebly (education.weebly.com). When she teaches in a classroom, Page's students are limited to using board-licensed software and their sites run on the often slower school server.

"When students work from home — using different operating systems — free



E-learning is a great complement to the traditional classroom. Teenagers love the technology and the control that comes with working and learning independently.

programs are easier to access. Online students get closer to creating an actual business site at no cost."

Here are examples of the software Page's students use to create:

- maps with Prezi (prezi.com)
- posters or collages with BigHugeLabs (bighugelabs.com)
- animated stories with GoAnimate (goanimate.com) and Xtranormal (xtranormal.com)
- songs — recording and posting them — with PodOmatic (podomatic.com)
- presentations with Google Presentations (google.com □ **Documents** □ **Presentations**).

Check out sample e-business student projects at sites.google.com/site/mjpage1234/e-business and recent Civics presentations at youtube.com/playlist?list=PL8CE389CD828C695D&feature=mh_lolz.

Besides the technical advantages students find working at home, Page has seen that many of them feel greater freedom to express their opinions online than they would in a classroom setting. They sense less judgment from what their peers might think than when they present in class. And that in turn makes them and their teacher happier and more motivated.

"We once feared that online learning would eliminate teachers and jobs," she says. "That couldn't be further from the truth."

Page believes students still need to develop and hone interpersonal skills — how to work co-operatively, make engaging presentations and defend their position in the face of opposition. "These are essential 21st-century life skills that they won't get strictly working online. Online learning should never replace the classroom."

E-learning, however, is a great complement to the traditional classroom. Teenagers love the technology and the control that comes with working and learning independently. And who better than an award-winning business teacher to give them the skills they need to be successful. "We may think our students are ready for this world or that they are technologically savvy because they spend so much time online," says Oliver. "But there's a difference between being social-media savvy and online-learning literate. Mary Jane helps students learn how to survive and thrive in the e-learning world. It's a skill set that is fundamental to their future success."

And nothing is more important than helping students find success, whether it's on a couch in Burlington or on a mission halfway around the world. **PS**



Photo: Chi Yan Lam

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Country music star **Michelle Wright** wants to issue a blanket apology.

“I was just an absolute nightmare to teach — so hyper and out-of-control, and such a brat and rebel,” recalls

Wright, who has amassed 25 hit singles in Canada. “And I think about how my teachers had to deal with me, bless their hearts. Many of them have shown up at my concerts throughout the years. When I see them I put my arms around them and try to explain that my mom got divorced, and that

I am so sorry.”

BY BILL HARRIS



PHOTOGRAPHY COURTESY OF THE AGENCY GROUP



**“HE REALLY
ENCOURAGED ME TO
BE THE BEST THAT I
COULD BE.
AND IT WORKED.”**

Kids who live through divorce deal with it in various ways. The young Wright was a typical case study in bottled-up frustration, unresolved emotion, ill-placed aggression and boundless energy — and she was going to burst if she didn’t find an appropriate outlet. So it may not be surprising that, of all her teachers, it was athletics coach Maurice “Mort” Giles who played the most important role in the life of Wright.

It wasn’t until Wright’s mother remarried and the new family moved to the small farming town of Merlin, in southwestern Ontario, that Wright felt as if she had a steady place she could call her own. Wright stayed there for eight years before going off to college, primarily attending Merlin Area PS and Merlin District HS. She has since lived in Nashville for the past 20 years.

Long before Wright became a singing sensation, she was the type of kid who needed athletics to work out her emotions and tension. It was coach Giles who taught Wright the all-important concept of finding your focus. “Maybe he recognized that I was struggling because of my hyperactivity, attention deficit and other issues that I had,” she says. “School was hard for me but athletics came easy. I could put out all my energy and really achieve something. If I

wasn’t the best, I was pretty darn close.

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

Giles began his teaching career at Merlin District HS in 1965 and remained there until it closed in 1980. He subsequently taught at Blenheim District HS and Chatham’s John McGregor SS before retiring in 1998.

Giles coached his share of student athletes, but something stood out about Wright. “She was a fierce competitor,” he says. “I was a phys. ed. teacher, so I coached Michelle in volleyball, track and other sports. Everything we did athletically in the school, she did.

“She was definitely an unusual person but I think that came from her background — one of disruption as a young person. Her toughness came from her upbringing. So when she came to Merlin, she found more stability.”

And with more stability quickly came more confidence. “I have memories of her in phys. ed. class competing with guys

and not feeling out of place,” Giles says. “She was determined.”

Even back then, Wright started to show signs of another type of determination — in music. “Whenever we’d have a talent show at school, she’d be on stage, with her cowboy boots and guitar, entertaining the students,” Giles recalls. “She always said that’s what she was going to do. When she was 14 or 15 years old, she said that she was going to be an entertainer and sing country and western. She certainly achieved it.”

Be it competing athletically or strumming a guitar, Wright has a basic approach to life and learning that was greatly influenced by Giles. And listening to him describe his teaching and coaching philosophies, it’s no mystery why tiny Merlin District HS — with only about 120 students — had disproportionate athletic success.

“Keep it simple,” Giles says. “As a coach I always felt that way. Keep it simple and focused on what you’re doing. And be prepared. I didn’t believe much in luck. I guess that’s the lesson I taught. Preparation was the key to many of the successes I had as a coach and teacher. I tried to prepare myself for every situation that might occur and it has worked well for me.”

It has worked well for Michelle Wright, too. “We were strong physical farm kids,” Wright says. “So here was a teacher who was dealing with high strength levels in individuals who also displayed athletic possibilities. To take these young, wild, raw individuals and try to coach them must have been challenging at times. But Mr. Giles took it seriously.”

Giles had a keen eye for skill and knew how to nurture it in young athletes. “I had a natural athletic ability, and he recognized that,” Wright says. “He really encouraged me to be the best that I could be. And it worked. It was that same focus that taught me the discipline I needed to be successful in my music career.”

Wright has seen her former teacher occasionally throughout the years, usually at one of her concerts. “I’ll look up from my autograph signing after a show and there he’ll be, standing in line, grinning from ear to ear,” she says. “I’ve always felt support from Mr. Giles and known just how proud he is of me.” **PS**



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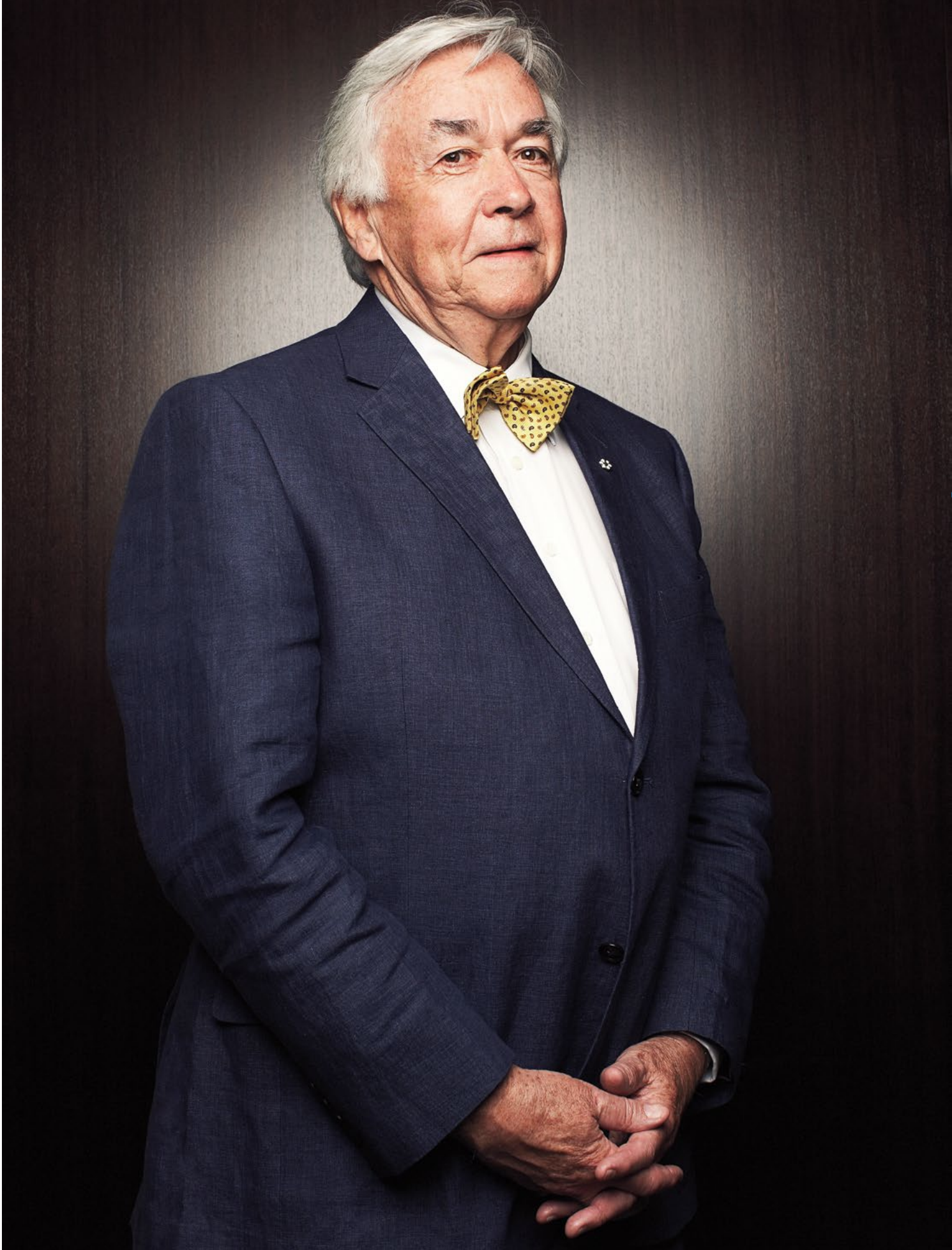
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focus on Le Sage

BY BRIAN JAMIESON

FORMER ONTARIO
CHIEF JUSTICE
PATRICK LESAGE AND
SENIOR COUNSEL
K. LYNN MAHONEY*
REVEAL THEIR
INSIGHTS FROM
THEIR REVIEW OF
THE COLLEGE'S
DISCIPLINARY
POLICIES AND
PRACTICES

Why did you take this review on? What interested you?

PATRICK LESAGE: I like to learn. What I find in these various reviews that I undertake is that I learn an immense amount. Life should be about learning.

LYNN MAHONEY: I'm always thrilled at the opportunity to delve into an area I know very little about. I have children in school, but that is the end of my knowledge of the College. I was surprised, too, because I'm on parent councils at high schools and elementary schools. I didn't know of the College at all.

How was this review different from the others that you've done?

LESAGE: I have always believed that education is one of the most important and fundamental values. Next to food in your stomach and a roof over your head, education is the most important thing to humankind, so I was honoured and delighted to be doing something in the field of education.

Did you find the milieu that you were working in different or unusual from other sectors that you've worked in?

LESAGE: No, not particularly so. When people know that they're at risk of having adverse comments made about them — not because of what they say to me but because of what I'm delving into — what pleasantly surprises me is how willing they are to be open and frank with us when we're meeting to discuss the issues

about which there may be very strongly held views. In this review, like many others, the people who presented diverse views didn't come with an axe to grind or a chip on their shoulder. They came to inform me, inform us, about what the issues are and what the reality of teaching is. We think we know a bit about teaching, having gone through many years of schooling, but the reality is that being a teacher is a very challenging task.

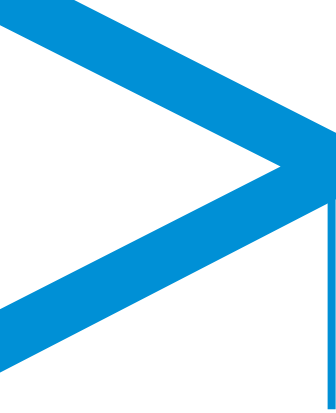
MAHONEY: The process we've gone through for this review was the same we've used for many others. The people we met with were well aware of what the issues were — the significant issues that were front and centre — and they did come with very direct, responsive, helpful feedback on all of it. Everybody we received emails or phone calls from or we met with were all very helpful. There was no negativity in the process at all.

Were you conscious, having made 49 recommendations, that more than 60 per cent require action by an organization (the provincial government) outside ours?

MAHONEY: A lot of the recommendations will require legislative change, but the terms of reference that we were operating within required us to review the investigation and disciplinary policies and procedures, and a large number of those policies and procedures require an examination of the Act and the regulations. To the extent

that the College and its departments act in accordance or pursuant to those regulations, we felt that the regulations or the legislation could be improved, and that was the recommendation to the College. I believe the thought was that the process for amending the legislation is such that the result will be a more consistent future, because it is enshrined and everybody acts in accordance with it.

LESAGE: We didn't try to break down what is a procedural rule and what is a bylaw, what is a rule of practice, a rule of procedure, what is a regulation and what is legislation. In some cases, we did specifically say the legislation should be changed. But in many of the other cases, we didn't specify. As you know, legislation — with a small “l” — can come in many forms. You can do it by an amendment to the Act, which is generally referred to as a legislative change. Regulations are also legislative change, but they're not done by an act. And then you have bylaws and the rest. There are many ways any form of rules can be implemented. We tried not to be doctrinaire, to say this should be a bylaw, this should be a rule of procedure. That can best be worked out by the people who are involved daily. We in the legal profession always think of legislation as an amendment to an act as being the highest form of rule, and it is, in part because it is always subject to legislative debate. Regulations are not.



THE ONE WORD IT COMES DOWN TO IS TRANSPARENCY. THAT DOESN'T GIVE YOU A LOT OF SOLUTIONS, BUT IT IS SO IMPORTANT, AS I BELIEVE IT IS IN ALL THE PUBLIC DOMAIN.

In some cases, we referred to specific changes in legislation, in others we left it up to those involved, including the Ministry of Education, as to whether it should be legislation, regulation, bylaw or procedural rule.

Were you specifically looking at what was wrong or not working?

LESAGE: We were looking at what could be improved. We always try, when we do these things, to think — and I know it's simplistic — better to light a candle than to curse the darkness. And so we don't, in any of our reports, if we don't have to, spend a lot of time reflecting on whether something was done poorly or why or who did it, rather what should happen in the future. We consider our reports to be forward-looking — what should be done. I know it's far more titillating to talk about what's gone wrong in the past. It might attract great headlines, but it's not very productive.

What, if anything, surprised you?

LESAGE: One of the first things we learned was that there was an Ontario College of Teachers and that we weren't the only ones who didn't know that there was a College and what it does, what its mandate was and its history. We were somewhat surprised to discover that it's the only one in Canada.

Hence your first recommendation in the report.

LESAGE: Absolutely.

MAHONEY: The public cannot make use of a system that they're not aware of. At the same time, there are people who make use of the complaint system at the Ontario College of Teachers who probably shouldn't be there and who should, more appropriately, be dealing with it at the school board and schools. It's a dual problem and there needs to be a great deal of clarification regarding the roles of the various actors within the

education system and who deals with what. That will help the College as well because it won't have to address matters that are not within its bailiwick.

From my perspective, the thing that surprised me the most was the lack of publication of names of teachers who were involved in the discipline process, and the lack of publication and accessibility of the discipline decisions.

Why did that surprise you?

MAHONEY: In my experience with other self-regulating professions, and the one that's closest to home for me, the Law Society, the name of any lawyer who deals with the Law Society on the discipline side of things, except for minor levels of involvement, is publicized and it remains on the record. In the civil and criminal justice system, the accused's name, notwithstanding the nature of the process particularly on the criminal side — and they're often difficult cases — is publicized, except for circumstances involving the sexual abuse of a child.

How is the public better served by having that information?

LESAGE: Because it is the public system. We, the public, are the ones who create and elect government and indirectly run government in all of its manifestations. Anything I think of necessity certainly in the public service realm has to be public.

I spent 41 years in a courtroom and I can count on one hand the number of times when a court was closed. In 29 years as a judge, I never closed a court. I came close, but I still allowed the lawyers, police and the media to remain. But I was worried about the witness being identified. Everything I was ever involved in as a prosecutor or a judge was public, except for negotiations in plea discussions where a plea was agreed upon by the prosecutor and the defence.

That discussion remained private, but if it went into a courtroom and came to fruition, it was all disclosed and on the record in the courtroom. The only times names aren't given are if it's a young offender or if naming the accused disclosed the identity of the victim.

Even in family law, where the most sensitive things come out about relationships, and all financial relationships, that's all public. And the interesting thing is very little is picked up by the media. They use their discretion and rarely print.

It's when you try to hide something from public scrutiny that it's going to hit the front page. The event itself may have been on the back page or, in fact, not on any page, but if there's an attempt to hide it, it will then be on the front page and you're just assuring that there will be a lot of effort to comment — and publicity.

Were you in any way influenced by what you saw in the media coverage about what the College was doing?

LESAGE: Informed, to some extent, but not influenced.

MAHONEY: It set out a scenario and then we were given access to all the information. So it set us about the task, but we delved into it further and found out whether it was accurate or inaccurate. It probably highlighted for all the participants who ultimately became involved in the review what, graphically, the issues were, and those issues were dealt with in the review, plus others.

Is there a recommendation you made that stands out for you?

LESAGE: The one word that it comes down to is transparency. That doesn't give you a lot of solutions, but it is one thing that is so important, as I believe it is in all the public domain. There are very few things that are more in the public domain than education.

Do you have faith when you make a report like this and with the recommendations you've made that, if acted on, a lot of what we're looking for in terms of transparency will actually transpire?

LESAGE: Absolutely.

MAHONEY: I think also in terms of the processes, particularly at the Discipline Committee stage, the processes and the constitution of the panels, the rendering of decisions and all that it entails in terms of publication of the member's name. All of that can only be enhanced and, therefore, the confidence that the public has in the system will be enhanced.

There are terrific people who work at the College and all the stakeholders we met with — everybody has the public interest at heart. It's difficult sometimes to go beyond that to ensure transparency. Some people feel somewhat conflicted. But I believe that if the system is changed in accordance with the recommendations, that will happen, and I think it will be to the benefit of every teacher in the province and certainly for the public beyond the teachers.

How do you feel about recommendations that Council would have passed on to committees for further discussion?

LESAGE: That doesn't bother me. Some of the things that we've spoken about require further discussion. We didn't want to make specific, mandatory recommendations because you need more input. For instance, about what happens on the website when a charge is withdrawn or the person is found not guilty. It's not easy. We could have made recommendations, but I don't see that issue as black and white. There needs to be some nuance.

You say that invariably there should be revocation for a member found guilty of sexual abuse and that there be a mandatory period of five years before being allowed to reapply.

LESAGE: Yes, I recommended that. I recalled my own experience as a prosecutor or as a judge. Mandatory, minimum sentences have caused some very real problems, in my view, historically. It's not something I see as black and white. I see



no problem for mandatory minimum sentence for murder. But I lived through an era when we had mandatory minimum sentences, for instance, importing a narcotic. I recall sentencing a man who was 21, second-year university, and he brought five marijuana cigarettes into the country. I sentenced him to seven years in prison because that was the mandatory minimum. That is not justice. There are so many nuanced areas. I can't imagine sexual abuse where there shouldn't be revocation. But sexual misconduct can occur in some very unusual circumstances and does that of necessity mandate revocation? You can end up with an injustice with a mandatory minimum, and I know that's not popular today with the federal government, and probably not with the provincial government, but that's my view and that's why I expressed it.

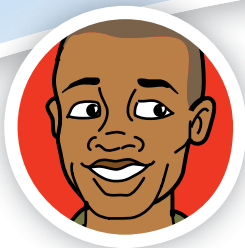
MAHONEY: The language used in the report of sexual abuse and sexual misconduct was deliberate for that very reason. The legislation as it is presently drafted uses sexual abuse but does

not define it. In other self-regulating professions, I believe it's under the regulated health procedural code or under the bylaw of the College of Physicians and Surgeons, they define what type of sexual misconduct results in revocation. As the legislation is currently drafted, sexual abuse is not defined with any degree of particularity, which is why perhaps there is such a range in the penalties that have been given for the conduct. We reviewed a lot of those cases and there was quite a divergence in the penalties given. So the wording in the report was to focus on those types of cases and to suggest, perhaps, that it will be further studied and that further study is warranted.

You recommended that our Dispute Resolution process should be enforced in legislation. Can you talk about that?

LESAGE: In the years I was a Crown attorney, going back to the '60s, people were shocked to learn that there were plea discussions going on between the Crown and the defence. The press made

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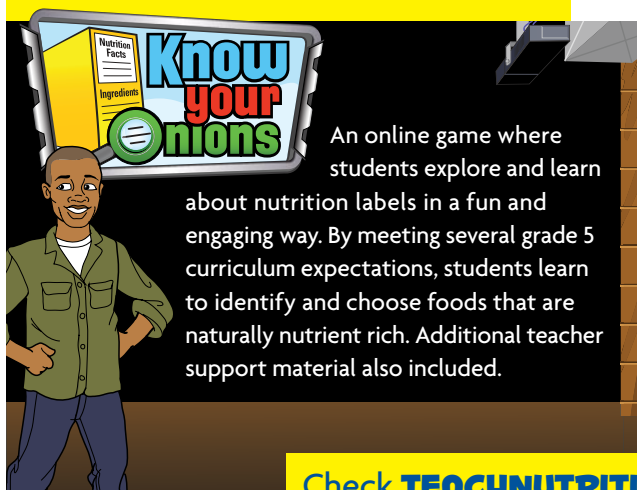


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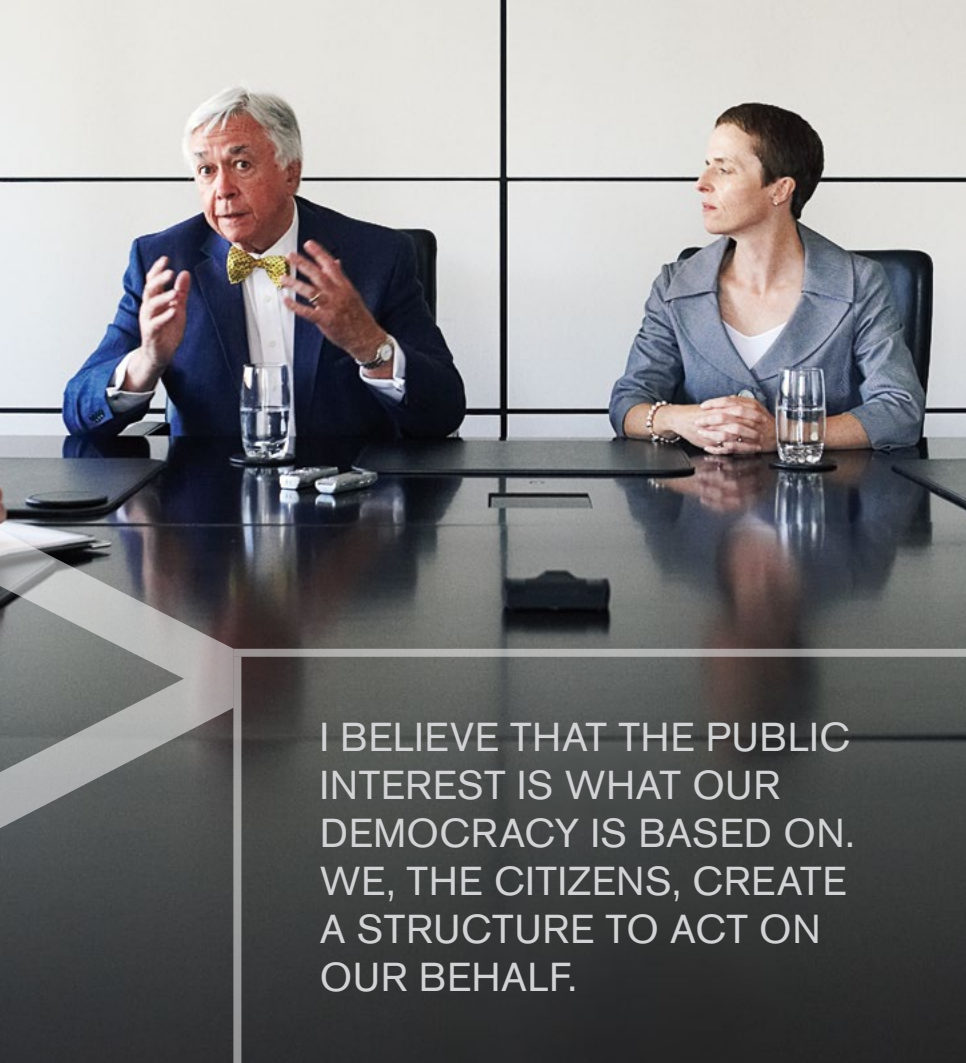
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I BELIEVE THAT THE PUBLIC INTEREST IS WHAT OUR DEMOCRACY IS BASED ON. WE, THE CITIZENS, CREATE A STRUCTURE TO ACT ON OUR BEHALF.

a lot about it. The reality is that, directly or indirectly, that is how the vast majority of cases are resolved, between the prosecutor and the defence counsel. So we regularized it with rules. Eventually it became part of the Criminal Code, so now people don't say it's shocking. I've had first-degree murder cases come before me where Crown and defence agreed and said this is what we recommend happen. There's nothing wrong with doing it. If the result of the plea discussion ends up with the adjudicator and is put into effect, by necessity it must be explained why this disposition is being recommended.

MAHONEY: As an aside, perhaps a new title for the system would be a good thing, — because it's a bit misleading. It's a complaint resolution system. If the public understands what the system is and they know that these are the rules going in, they'll accept it.

LESAGE: They may not agree with the result you come up with, but they accept the process. That's important because it is the public system.

Can you talk a little about self-regulation? People don't have a real sense of what it is.

LESAGE: That's a difficult question; I'm not an expert in the area. The concept of self-regulation is somewhat unusual in a democratic society, but it works and has worked for many, many years. I think it's at the stage that if self-regulators are accountable and transparent, the public will accept self-regulation. The public at large doesn't have a say in who is the Council and who the actual people are, but the system is accountable to the legislature because the legislature creates it. That's what makes it accountable and, if it's transparent, I think the public generally accepts it.

What does it mean to work in the public interest?

LESAGE: The College's Public Interest Committee prepared a very extensive and good report on that very question. There's no simple or easy answer to it. However, it is sort of the essence of our democracy. I believe that public interest is what our form of democracy is based on. We, the

citizens, create a structure to act on our behalf — the public's behalf — so we elect you and your job is to ensure that what you do is consistent with the public interest.

You quoted former Registrar Joseph Atkinson in the report saying, "My wish is for the College to guarantee to the public that there is a certified, qualified teacher in every classroom, that they are competent and that the students are safe in the charge of these people." What about that quotation resonated with you?

LESAGE: We tried to find an expression to incorporate in the report. I thought it summed up our view of the education system. It's not a comprehensive view, but it goes to the core of the essence of teaching. To me, the way he summed it up is the way most of the citizens of our country, of this province, would agree.

MAHONEY: It's a simple summary of what the College's role in the system is, and if the College, at the end of the day, can look at what it does and, if these recommendations are adopted, it will be a lot closer to achieving those goals.

Were there any difficult hurdles in the process of the review?

MAHONEY: I thought it was remarkable how helpful everybody was. There was a myriad of different perspectives and positions that people were advancing, but there weren't any difficulties.

LESAGE: There was very little defensive reaction or commentary. We laid out what the issues were and people were positive. We met with the Discipline Committee, with the Investigation Committee, with Fitness to Practise, and they were positive. We didn't talk about what might have happened in the past. We talked about how the system could be better.

MAHONEY: Everybody started from the premise that the system needed to improve. Everybody moved forward from that. People didn't take a defensive position. I think the best part of the review was putting people in a room in roundtables — different stakeholder groups in the same room together. There was such an education and dialogue that happened, even from different school boards across the province, with people explaining

the process they go through and how it diverged from other people's processes. Or, they said something that resonated with somebody else who hadn't thought of it. There was communication in those meetings that I don't think happened previously in these groups. I believe that that's the great work that Pat does. He brings people together, notwithstanding whether recommendations are adopted. People have met each other and I believe that they will continue to improve things whether the government makes changes to the legislation.

If the recommendations are implemented, where do you see the College five or 10 years from now?

LESAGE: I see the College being better recognized, accepted and understood.

MAHONEY: I think it's heading in the right direction. It's the largest College and has the largest body of members and it can do great work. It's such an important institution.

LESAGE: If it's perceived to be operating in the public interest, it should continue.

Having gone through this review, is there a message you would give to parents? What do people need to know about the College?

LESAGE: I think you need to explain

who you are, what you do and how you do it. What is the College's mandate? Try, to the extent you can, to delineate what matters are preferable to be dealt with by the school, by the board or by the College. There's not going to be clear lines, because a lot of things can be dealt with in more than one area. But what is the preferred course? You do have the right to come directly to the College, but is this a matter that you want to raise with the school or the board instead?

Is this a watershed moment? What happens if none of the recommendations go forward?

LESAGE: Bluntly, look at British Columbia. (The BC College of Teachers

THE CONCEPT OF SELF-REGULATION IS SOMEWHAT UNUSUAL IN A DEMOCRATIC SOCIETY, BUT IT WORKS AND HAS WORKED FOR MANY YEARS. IT'S AT THE STAGE THAT IF SELF-REGULATORS ARE ACCOUNTABLE AND TRANSPARENT, THE PUBLIC WILL ACCEPT SELF-REGULATION.

was recently dissolved by the British Columbia government.)

MAHONEY: What I say to that is, what a wasted opportunity. It would be a shame because there's lots of good work that goes on at the College. I think the recommendations are extremely reasonable, well-founded and very positive. If they're embraced, then you'll end up having an institution that can truly do what the former Registrar said it can do. It's achievable. The College can get past the bad publicity if it wants to.

LESAGE: It will. **PS**

** Patrick LeSage and Lynn Mahoney practise law at Gowling Lafleur Henderson LLP.*

COUNCIL APPROVES LESAGE RECOMMENDATIONS

Council approved recommendations at its June 7–8 meeting that will result in significant changes to its discipline practices.

Council approved 43 of the 49 recommendations in an independent 76-page report from the Honourable Patrick LeSage CM, OONT, QC, who reviewed the College's investigation and discipline processes and practices, including Dispute Resolution, over nine months.

Six recommendations were referred to the Investigation, Discipline, Fitness to Practise and Quality Assurance committees to study the operational implications and report back in November.

More than half of the recommendations require changes to Ontario legislation. The College has forwarded 26 of the 49 recommendations to Ontario's Minister of Education for action.

"We're ready to work closely with the government to help rewrite the laws that we've been working under for the last 15 years," says Council Chair Liz Papadopoulos, OCT.

The recommendations require additions or amendments to provincial legislation, regulations, policy and College bylaws. Some recommendations serve to enshrine in law College practices that are already in place such as having the public register — Find a Teacher — online.

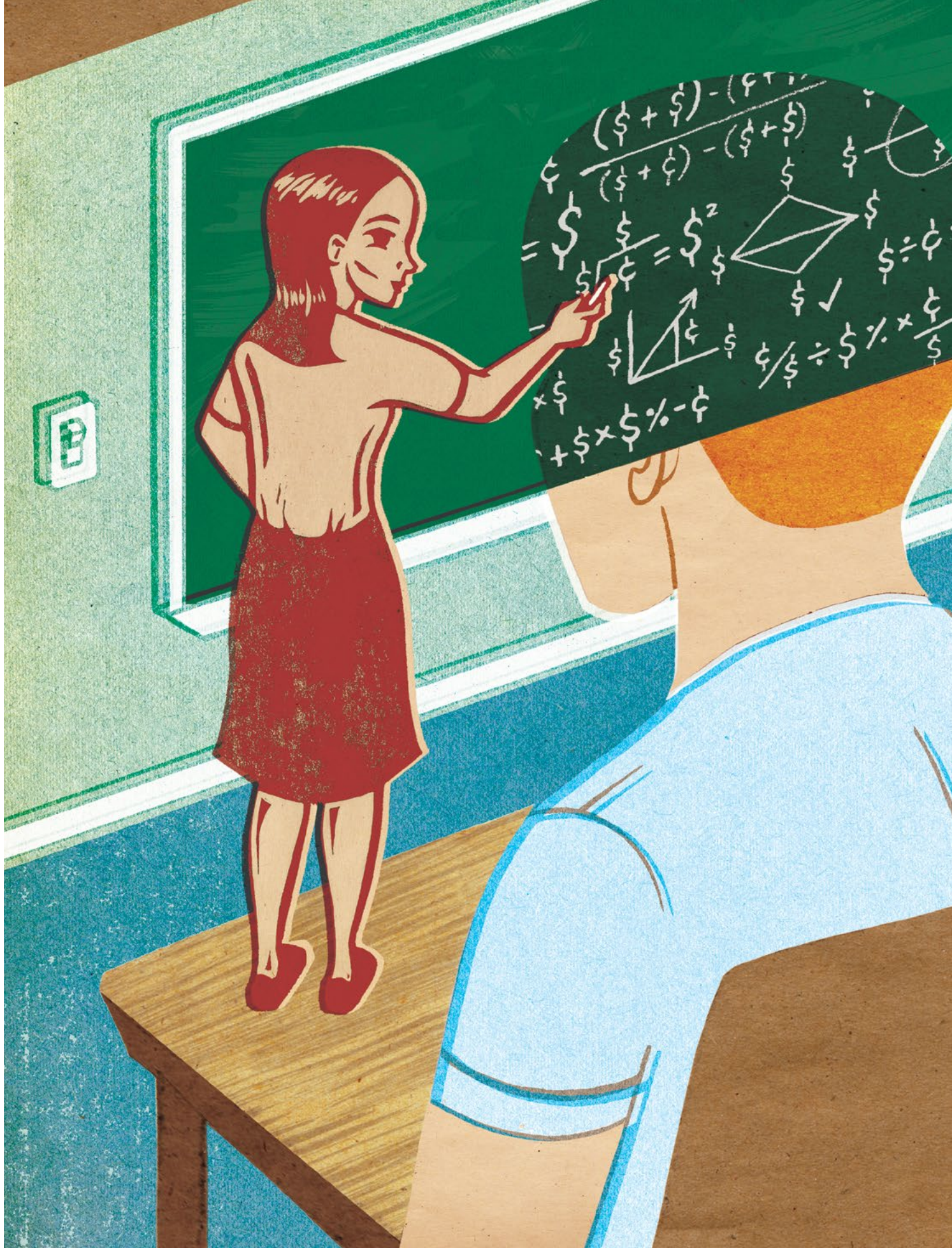
Once implemented, the changes will ensure that the College:

- **makes information about discipline hearings available sooner**
- **reports discipline outcomes faster**
- **shares more information with school boards, police and other regulators**
- **names all those found guilty of professional misconduct.**

"We're grateful for the honest, open assessment of our practices and we're moving fast to improve the way we work and communicate," says College Registrar and CEO Michael Salvatori, OCT. "This is about greater efficiency and transparency — all in the name of protecting the public interest and Ontario students."

The full report and background are available at oct.ca.

For more on Council's actions to follow up on the LeSage report, see p. 77.





Financial Literacy

Making **cents** of it all

ROGER WELHAM, OCT, WALKED SOMEWHAT APPREHENSIVELY

into his Grade 11 Canadian Law classroom. He was about to deliver a lesson on citizen rights and freedoms with real-life content, introducing his dozen students to some basic financial literacy concepts — part of a new Ontario Ministry of Education initiative for all students in all subjects between Grades 4 and 12.

“I had no idea how the kids would react,” Welham said afterwards. “I didn’t know how much they knew or how interested they were. Turns out they knew quite a bit — and were curious to learn more.”

Ontario is not the only jurisdiction to recognize the growing importance of financial literacy — the knowledge and skills required to make informed financial decisions. In other words, students are expected to learn the basics about how our financial system works, the consequences of individual spending and the importance of saving and planning for one’s financial future.

A few years ago, all members of the Organisation for Economic Co-operation and Development, including Canada, agreed to promote financial literacy for their entire populations. The subsequent worldwide economic recession and its aftermath have made the subject even more important,

particularly for the young.

For its part, Ontario’s Ministry of Education established a private-public task force on the matter. In 2010, the group’s *A Sound Investment* report recommended that financial literacy be a compulsory part of the Ontario curriculum. In response, the Ministry instead adopted “an integrated approach based on the current curriculum,” and for the past 18 months has been developing resources to help teachers bring financial literacy meaningfully into the classroom.

Welham, who teaches at Toronto’s Georges Vanier SS, is among a growing number of educators who realize that it is just as important that students understand how to navigate our financial system, as it is that they appreciate, say, the Charter of Rights and Freedoms. The trick is how best to incorporate financial literacy into classroom subjects where, at first blush,

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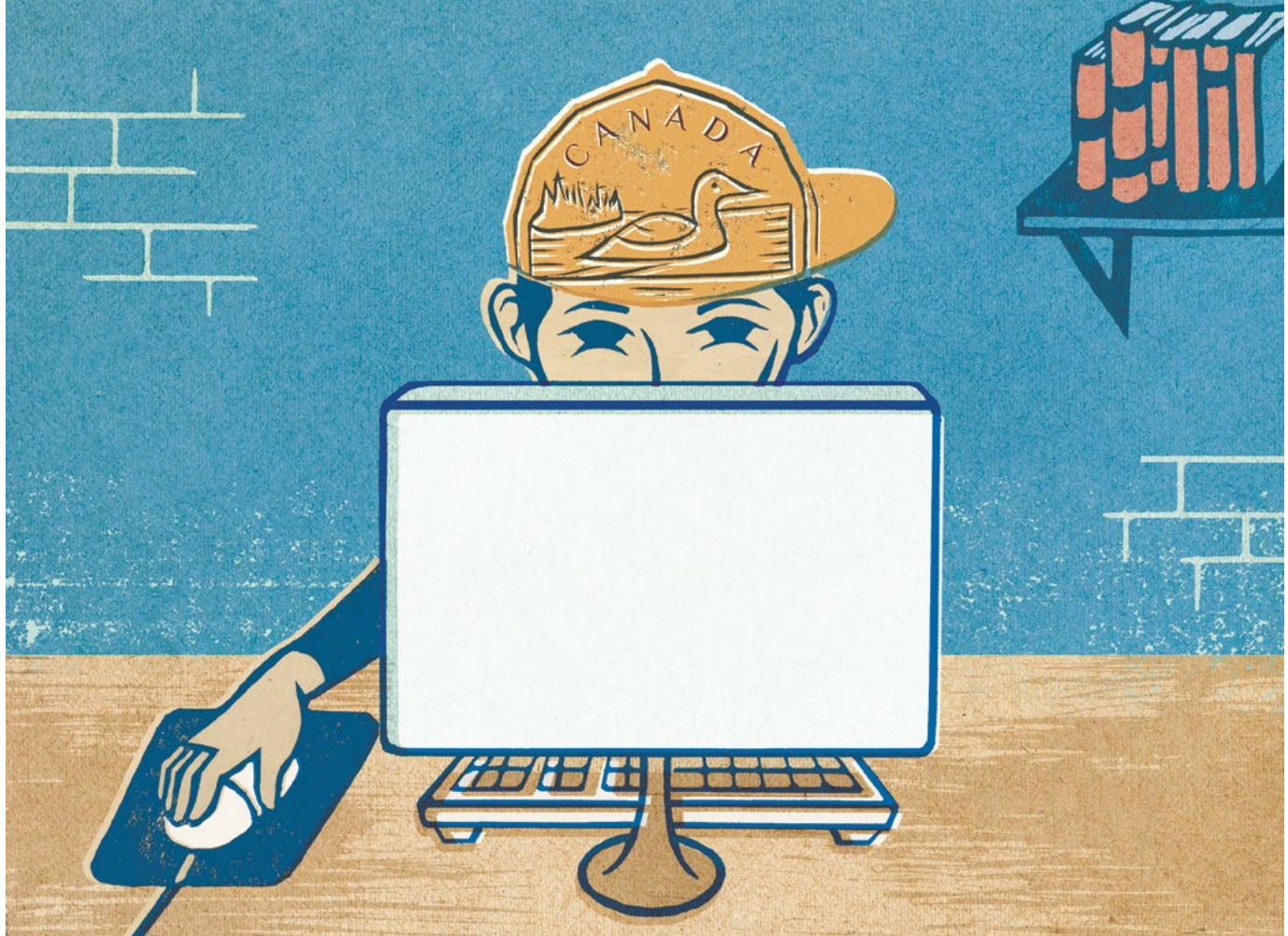
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the material might appear to be a stretch.

For his Canadian Law class, Welham shows how Ontario's Consumer Protection Act, like the Charter, establishes a series of citizen rights. "Students need to know about their rights as consumers, along with the pitfalls, when purchasing merchandise and signing contracts, like for cellphones or a gym," he says.

Backed by short videos downloaded from the Ministry of Consumer Services website, Welham runs through highlights of the Act. When he asks for real-life examples to demonstrate a consumer's legal right to a safe product, there is a flurry of knowledgeable replies from the class. "Maple Leaf Foods," says one student. "Toyota brakes," adds another. "They really surprised me," Welham says after class. "They also knew a lot about credit ratings and debt. It was great."

But in terms of making wise financial decisions, Welham notes that students reacted with surprise when he told them that he always bought a used car instead of one just off the assembly line. They questioned why he did not buy a new vehicle, if he could afford one. "It shows they don't understand

FINANCIAL LITERACY RESOURCES

Here are a number of sites designed to help elementary and secondary teachers integrate financial literacy into the curriculum:

edugains.ca/newsite/financialLiteracy/index.html

Ministry of Education financial literacy portal with the most up-to-date resources, including suggested lesson plans and videos. Be sure to check out the page's Resources link for more videos geared to both elementary and secondary teachers.

edugains.ca/newsite/financialLiteracy/subjectdivisionassociations.html

Additional resources developed by academic subject and division associations, ranging from the Arts Education Consultants of Ontario to the Ontario Physical and Health Educators' Association.

fcac-acfc.gc.ca/eng/education/index-eng.asp

Financial literacy programs developed by the Financial Consumer Agency of Canada. The federal agency is primarily a regulatory body, but is also responsible for informing consumers about their rights and responsibilities in regard to financial products and services. Its educational programs portal includes a number of free materials including an 11-module program that teaches young people financial skills that they can carry with them throughout their lives.

sse.gov.on.ca/mcs/en/Pages/What_Are_My_Rights.aspx

This is an Ontario Ministry of Consumer Services portal outlining consumer rights, linked to brief videos. The ministry is dedicated to informing the public about legislation that protects its rights in the marketplace. While it has no school lesson plans or learning modules, its plain-speaking videos and brochures are easily adapted for classroom use.

edugains.ca/resourcesFL/Background/Financial_Literacy_SoundInvestment.pdf

The report of the Working Group on Financial Literacy, this is the 2010 Ontario study conducted by educators and financial services executives that recommended financial literacy become compulsory in the provincial curriculum.



“Education is the great equalizer,” says Omarali. “But students struggle to understand how much postsecondary education actually costs — and how to obtain the funds. We have to create a culture of financial awareness with all our students, in all grades — not just upon graduation.”

depreciation and how to assess the true value of things,” he says.

Welham also used the lesson to raise a related financial literacy issue, one that directly impacts his students’ futures — how to finance postsecondary education. “I wanted to discuss the importance of saving, especially through RESPs,” he says. When asked if they had heard about RESPs, only about one-quarter of the students raised their hands, and several of those blurted out, “But I don’t know anything about it.”

It’s precisely that lack of financial knowledge that poses a significant hurdle to pursuing postsecondary education, particularly among students from lower-income families. Indeed, recent research and analysis by the internationally recognized Higher Education Quality Council of Ontario (HEQCO) shows that poor financial literacy is actually a barrier to these students attending university or college.

Among HEQCO’s other findings: While postsecondary enrolment is increasing across Ontario, the number of students from low-income families pursuing higher education has remained static over the past two decades, despite more generous financial assistance. It also noted that low-income students tend to vastly overestimate the cost of postsecondary education, while both low- and high-income youth underestimate the economic benefits of higher education.

And half of low-income students who are enrolled in postsecondary institutions do not apply for government grants and loans for which they are eligible.

For Welham, telling his students about postsecondary financial assistance programs is doubly important because many come from families that are newcomers to Canada. “These kids are information hubs for their parents,” he says.

Georges Vanier SS guidance counsellor and curriculum leader for school-wide initiatives, Zenobia Omarali, OCT, is also concerned about the socio-economic impact of financial illiteracy. “Education is the great equalizer,” says Omarali, one of the province’s leading advocates for more financial literacy components in the curriculum. “But students in general struggle to understand how much postsecondary education actually costs — and how to obtain the necessary funds. We have to create a culture of financial awareness with all our students, in all grades — not just upon graduation.”

Omarali also spearheads several initiatives, including Twitter and Facebook accounts focusing on scholarships and contests, aimed at disseminating essential financial assistance information throughout the school.

Meanwhile, the Ministry is stepping up its efforts to help teachers introduce financial literacy into the curriculum, especially in high schools. While teachers

are responsible for planning day-to-day classroom learning, the Ministry has published separate Financial Literacy Scope and Sequence of Expectations resource guides for both the elementary and secondary curriculums (available at edu.gov.on.ca/eng/document/policy/FinLitGr4to8.pdf and edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf) with suggested strategies and resources. As well, the Ministry website has created a financial literacy portal (see Financial literacy resources, p. 49) with an ever-expanding menu of helpful links and resources, including explanatory video clips, for a wide range of subjects.

Take Grade 11 music. The high school Scope and Sequence guide suggests a teacher ask students about music careers and what skills and knowledge they need to pursue that career, and then about the financial implications of obtaining those requirements.

Or Grade 9 geography — there’s a video for teachers that, among other topics, links the power of the consumer with protecting the environment.

With financial support from the Ministry, teachers’ groups such as the Ontario History and Social Sciences Teachers’ Association are also developing financial literacy lesson plans to accompany various courses. For Introduction to Anthropology, Psychology & Sociology, for example, the association has devised a Changes

in the World of Work financial literacy lesson plan as part of a unit on social structures and institutions.

At the elementary school level, the Grades 4–8 guide says financial literacy is most directly connected to the mathematics curriculum and media literacy. But it adds that skills such as problem-solving and critical analysis taught in other subject areas are transferable to financial literacy.

Specifically, the elementary guide suggests, for example, that a Grade 4 history unit could compare current economic structures with those in medieval times. In Grade 7, students could analyze the cost and benefits of different energy-saving technologies and equipment. Meanwhile, the Ministry's financial literacy portal has lesson plans for units ranging from French as a Second Language to visual arts.

Indeed, teachers will find assistance in bringing financial literacy into the classroom for almost all subjects from

“So you want to be a painter,” Gee says to his students. “How many works of art do you have to sell every month to pay for rent and groceries? There’s more to being an artist than drawing and design.”

Grades 4–12. As the high school guide notes: “Some disciplines, by virtue of their content, are more closely linked to the development of skills and knowledge related to financial literacy than others, but all disciplines provide opportunities to make connections to financial literacy to some extent.”

Georges Vanier SS art teacher Rick Gee, OCT, provides a striking example of how easy it is to draw such connections. For 30 years as a teacher, Gee has made financial literacy an integral part of his lessons. “I cover the business aspects of life all the time,” he says. “And the kids get it.”

“So you want to be a painter,” Gee says

to his students. “How many works of art do you have to sell every month to pay for rent and groceries? How much do you have to charge for your work? Is that a realistic price?” He adds later, “There’s more to being an artist than drawing and design.”

Teachers like Welham and Gee don’t have to be persuaded about financial literacy’s importance. And they use meaningful ways to seamlessly integrate the subject into the curriculum. Asked about the challenge of keeping up with the Ministry’s financial literacy expectations and guidelines, Gee shoots back: “I do that, and more. I just hope the Ministry can keep up with me.” **PS**

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17 ways to ENHANCE your TEACHING

Want to make this your best year yet? We asked teachers and parents across the province for their insights on how to enhance the school experience for both students and teachers. Here's what they had to say.

Embrace Spontaneity

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There are plenty of courses, seminars, workshops and additional qualifications to upgrade your skills and professional development. "I would love to take my Math Part 2 Additional Qualification course and eventually achieve specialist status in math. I took Math Part 1 and it revolutionized the way I teach and appreciate mathematics," says Kate Hancock, OCT, a Grade 2 French Immersion teacher at Herb Campbell PS in Peel DSB. (Go to oct.ca for Additional Qualification courses and programs.)

"As a younger teacher, I had my greatest successes when I harnessed my spontaneity and creativity," says Toronto's Christopher Higgins, OCT, who has taught for more than 20 years. "But in education, there's a long list of things that have to be covered, so I had to become more structured. Now it's about finding balance and figuring out how to plan for a year of curriculum while still being open to things that happen." This need for teachers to be impulsive when necessary happens when news makes its way into the classroom. "When a story like the Joseph Kony video comes up as it did last winter, and it goes viral all over the world, as a teacher I find myself asking: Should I stop everything we've been doing and go with this?" says Higgins. "I'm trying to find the right dynamic between long-term planning and teaching what's happening this week."

Rr



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LEAVE A LEGACY

To mark the end of their final year in high school, former Ottawa-Carleton DSB high school teacher Peter Brodribb, OCT, would ask his students to write or draw their understanding of what it means to be a learner. He'd invite them to use phrases like, "What I've learned is..." and "Teachers need to know..." as a jumping-off point. "Perhaps the timing was right and as graduating students they were captivated by the idea of leaving their mark," says Brodribb, now a faculty liaison with the Faculty of Education at Queen's University in Kingston. Each year their work was made into a legacy quilt for new students. "I love the idea that these colourful renderings would serve to guide and inspire my next year's Grade 9 class."



In seconds you can find a Yahoo group specific to your views as a teacher and the subjects or ages you teach. It takes even less time to join one and find fellow educators with whom you can (anonymously, if you wish) exchange ideas and share successes.

Learn from your Students

David Lamonica, OCT, a physics teacher at Father Bressani Catholic HS in Woodbridge, says he learns the most from the teens in his classroom. "Whether the topic is technology or politics, health or self-esteem, my students have a perspective that we can all learn from. Taking the time to listen to students — remembering that everyone has a story, a technique, a lesson learned to share — is one of the most important things we as teachers can do."

FIND A MENTOR

As a teacher who's relatively new to the classroom, Brianne Buckman, OCT, has formal weekly meetings with her mentor. "I grow and learn each day — just like my students," says the Grade 2 teacher at Thornhill's Netivot HaTorah Day School.

TAKE IT AWAY

Hands-on, real-life opportunities for kids, like field trips and extracurricular activities, have such an impact, says Angela Galati, a mother of two kids who attend schools in the Dufferin-Peel Catholic DSB. "Classes should be going to science centres, farms, fire stations — places that inspire children to want to be something. Young kids need exposure to all areas."

OR TAKE IT OUTSIDE

"Even a math lesson can be taught using the environment," says Shayna Goldman, OCT, currently a designated early-childhood educator for the Peel DSB. "Not only is math being taught effectively and creatively, but the students learn to see normal things around them differently as they develop critical thinking skills." Grade 8 homeroom teacher, Kim Hopper, OCT, agrees: "I find heading outdoors and exploring, having hands-on elements in each lesson, to be one of the most beneficial things. The students enjoy getting outside and they begin to see how important nature is to our learning."



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With interactive Smart Boards, laptops, e-readers, iPads, Wi-Fi and a host of other tech tools, teachers have more help at their fingertips than ever before. Use them to tweak your lesson plans for a more interactive experience for students. "Last year my Grade 2s created their own music videos to a mash-up I made using songs about the environment from the school's song list," says Buckman. "We videotaped it on my iPhone, then shared it with students and parents."

There's an  pp for that

Looking for new ways to interest your students in the Pythagorean theorem? Go to Twitter, Facebook, YouTube, Wikipedia, Pinterest, Tumblr, Google+, and any other social media site you can find to exchange notes with other teachers and find innovative ways to take social media (and what you can learn using it) back to the classroom.

Use your
 inoodle

Kim Hopper says keeping in contact with her Lincoln M.

Alexander PS students outside the Markham classroom is key. Using Moodle, a web app used as a virtual learning environment, works wonders. "I can upload assignments, speak to the students in a large forum to discuss an event, or give my students immediate answers to questions on projects or homework," she says. "It's a great resource to use to keep them updated and to allow them to show their parents what they're learning."

Make the most of
 sessions


Teachers have no shortage of colleagues — just a shortage of time to consult with them. "I really enjoy PD sessions that involve pairing and sharing," says Christine Pemberton, OCT, who currently teaches the Practical Learning Program at the Oshawa Central CI in Oshawa. "As teachers, we are so busy with day-to-day activities, curriculum and students' issues that we really don't get much downtime to share ideas and exchange resources."

EMBRACE
Diversity

For great tips on the culturally diverse classroom, read *How to Teach International Students: A practical teaching guide for universities and colleges* by Paul J. Kurucz, a university teacher in British Columbia. It's geared at postsecondary school instructors, but there are plenty of ideas teachers of any level can use. (Go to successorientation.com to order.)

Visit survive thrive.on.ca

If you're a new teacher, mentor or occasional teacher, Survive & Thrive is a great resource on classroom management, teaching strategies and professional issues. Bonus: It's also a cool virtual café where you can ask questions, share advice and talk with colleagues across the province.

Remember 
why you became
A TEACHER

Teachers may often feel undervalued. To recharge, try reading *Not Quite Burned Out But Crispy Around the Edges* (Pearson Education Canada). Written by a teacher, this book will remind you of the profession's unique rewards and joys.




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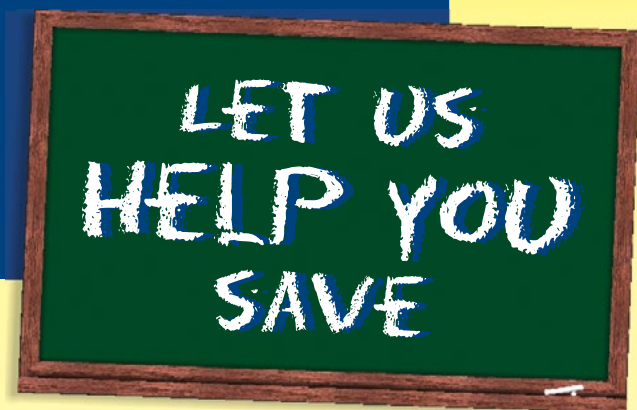
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Listen and engage with our keynote speakers — Stephen Lewis, one of Canada's most influential commentators on social affairs and human rights, and award-winning television host and reporter Wendy Mesley.

The Ontario College of Teachers will hold its 2012 conference at the Sheraton Centre Hotel in Toronto with an outstanding lineup of speakers and trending topics in education and self-regulation — from best practices in inclusive classrooms to gender stereotyping and ethics in teacher-student interactions.

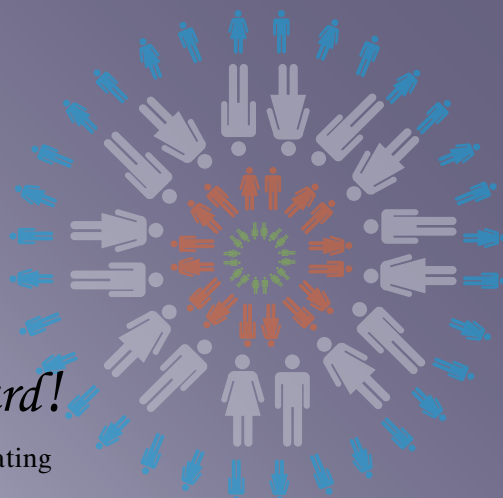
Registration is limited.

Register by November 9.

For detailed information and online registration, visit us at oct.ca/conference.

Submit your nominations for the

INSPIRING PUBLIC CONFIDENCE *award!*



Do you know an individual, group, agency or institution operating within the public education sector in Ontario that significantly contributed to the public's confidence in Ontario education?

Nominate them for the very first *Inspiring Public Confidence* award.

The winner will be honoured at the College Conference in Toronto on November 21–23 and will be awarded \$1,000.

Download the nomination form at www.oct.ca/conference.

Deadline for submissions is **October 1st, 2012.**



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Ontario College of Teachers
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2012



INSPIRING PUBLIC CONFIDENCE



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November 21-23

Sheraton Centre Hotel, Toronto

You're Invited!

Join professional regulators, members of the public, parents, education stakeholders, government officials, teacher educators and members of the teaching profession at the Ontario College of Teachers 2012 Conference. The College is Canada's largest professional regulator dedicated to governing the teaching profession in the public interest.

You'll have an opportunity to participate in six one-hour workshops that will highlight critical issues concerning regulators, educators and members of the public.

Speakers

Opening Keynote

Wednesday, November 21st, 7:30 p.m.



Stephen Lewis is a Distinguished Visiting Professor at Ryerson University in Toronto. He is the board chair of the Stephen Lewis Foundation (www.stephenlewisfoundation.org), which is dedicated to turning the tide of HIV/AIDS in Africa, and he is co-founder and co-director of

AIDS-Free World in the United States.

Mr. Lewis is a member of the Board of Directors of the Clinton Health Access Initiative and Emeritus Board Member of the International AIDS Vaccine Initiative. He also serves as a Commissioner for the Global Commission on HIV and the Law, created by the United Nations Development Programme (UNDP) with the support of the Joint United Nations Programme on HIV/AIDS (UNAIDS).

Stephen Lewis' work with the United Nations spanned more than two decades. He was the UN Secretary-General's Special Envoy for HIV/AIDS in Africa from June 2001 until the end of 2006. From 1995 to 1999, Mr. Lewis was Deputy Executive Director of UNICEF at the organization's global headquarters in New York. From 1984 through 1988, he was Canada's Ambassador to the United Nations.

Mr. Lewis was appointed a Companion of the Order of Canada, Canada's highest honour for lifetime achievement, in 2003.

Closing Keynote

Friday, November 23rd, 11 a.m.



Wendy Mesley's work as an award-winning journalist has immersed her in the big issues of the day including the governments of René Lévesque and Mulroney, the introduction of Free Trade, the GST, Meech Lake and the first Gulf War.

Wendy Mesley is the co-host of CBC News: *Marketplace*, CBC Television's award-winning prime-time investigative consumer show. In 1994, Mesley helped create and hosted CBC Television's Gemini Award-winning *Undercurrents*, a program that examined the media/marketing world. Lasting six seasons, *Undercurrents* was relevant, intelligent, fast-paced and fearless – a weekly journalistic program that brought the traditional hard reporting of a current affairs show to media culture.

Mesley was awarded Gemini Awards for Best Host in a News or Talk Program or Series in 1999 and 2001 for her work on *Undercurrents*. Mesley then worked on CBC News' *Disclosure* in 2001, until starting at *Marketplace*.



Workshop Streams

The conference will feature English and French workshops delivered in three streams. You may attend workshops from all three streams. (Presenters' names are in brackets.)

Effective Practices and Research in Teacher Education (EP)

Discuss what it takes for educators to improve their practice and keep their teaching relevant and inspiring for students in an ever-changing world.

- Indigenizing Teacher Education: Looking Back to the Future (Stelómethet Ethel B. Gardner, PhD)
- Les étudiants d'origine immigrante, une réalité en mutation. Le cas de l'École des sciences de l'éducation de l'Université Laurentienne (John Jairo; Marin Tamayo, PhD)
- Developing an Ethical Framework for Teacher Student Relationships: A Continuum of Responsibility (Troy Hutchings, PhD)
- Diversity, Equity and Inclusion: The Building Blocks of a School that Welcomes All (Ashleigh Molloy, OCT, PhD)
- La recherche en tant qu'élément de réflexion critique sur l'enseignement (Luis Radford, PhD)
- Educating for the Global Dimension of Citizenship in Schools in Canada (Mark Evans, OCT, PhD; Leigh-Anne Ingram; Angela MacDonald; Nadya Weber, PhD)
- Le français, Wow, belle langue : Je l'aime, je ne l'aime pas; je l'aime, je ne l'aime pas... (Marianne Cormier, PhD)
- Teaching the Way You Aspire to Teach — Now and in the Future (Ron Canuel)
- Un parcours vers la réussite : un modèle servant à orienter les rencontres des équipes de collaboration dans le cadre d'une communauté d'apprentissage professionnelle (Isabelle Levac, OCT; Yves Rainville, OCT)
- On Thin Ice: Maintaining Professional Boundaries (Joe Pece, OCT)

Professional Regulation (PR)

Learn about challenges, activities and success of professional regulators as members of the public seek more accountability from them.

- The LeSage Report: Recommendations for efficiency and transparency in self-regulation (Lynn Mahoney, LL.B.)
- Mobility and Mobilizing the Public Interest (Richard Steinecke, LL.B.)
- The Role of the Media in Regulating Regulators (Michael Salvatori, OCT, PhD)
- Governance and the Everyday World of Front Line Work (Alison I. Griffith, PhD)
- And Nobody Came to the Funeral: The Quiet Death of the B.C. College of Teachers (1988-2011) (Kit Krieger)
- Governance in the Public Interest: Beware becoming a captive agent (D. Wayne Taylor, PhD)

Acting in the Public Interest (PI)

Get a closer look at how the public interest is central to democracy, politics and policy debates, and how to ensure the protection of the public when faced with changing conditions.

- The Boomer/Echo Boomer Face-Off (Diane Pacom, PhD)
- Hunger and Hate Speech: Teaching Critical Thinking for Social Justice (Danielle McLaughlin, April Julian, OCT)
- L'Ombudsman en milieu scolaire : du traitement de plaintes à la gouvernance et à l'amélioration des relations et des opérations (Patrick Robardet, LL.D.)
- Leadership/Partnership/Collaboration: Introduction of Mental Health Literacy into Ontario's Secondary Schools (Sheila Neuburger; Cynthia Weaver)
- Taking Action To Create LGBTQ Positive Schools (Equality For Gays and Lesbians Everywhere — EGALÉ)
- Shared Support for Learning-Effective Strategies within the context of the revised Special Education Additional Qualification Courses (Allen Charney, OCT; Anna Bullock, OCT, MEd; Pamela McGugan, OCT)
- Ombudsmanship in Education: From Complaint-Handling to Facilitating Governance and Improving Relations and Operations (Patrick Robardet, LL.D.)
- Quand le Boom fait face à son Écho (Diane Pacom, PhD)





Register Now

Early Bird Registration Fee (until October 1st, 2012): \$150 plus HST*

Regular Registration Fee (after October 1st, 2012): \$175 plus HST*

The registration fee for the Ontario College of Teachers Conference *Inspiring Public Confidence* includes:

- opening keynote address by Stephen Lewis
- six one-hour workshop sessions provided by an outstanding lineup of speakers
- networking reception
- closing keynote address by Wendy Mesley
- refreshments, light breakfasts on Thursday and Friday and lunch on Thursday

For detailed information and online registration, visit us at www.oct.ca/conference.

Register by November 9th.

Don't delay as seats fill quickly.

Venue

The Sheraton Centre Toronto Hotel is located at **123 Queen Street West**, in the heart of Toronto's business and entertainment districts. Shopping, theatres, world-class dining and museums are conveniently located nearby.

A special conference rate of \$179 per night has been negotiated with the Sheraton Centre Toronto Hotel. You can make your hotel reservations directly at <https://www.starwoodmeeting.com/Book/OCK21ZZ> or by calling toll free at 1-800-325-3535 — please refer to group code OCK21Z.

Reservations must be made by **Friday, October 19th** but you are encouraged to complete your reservations as quickly as possible to ensure availability.



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KEEPING STUDENTS SAFE

Teachers face many challenges in the classroom and are committed to ensuring student safety. According to the results of *Professionally Speaking's* 10th annual survey of members, Ontario teachers feel prepared to handle the tough situations and often turn to their colleagues and school administrators for advice.

BY TRACY HUFFMAN

A Grade 1 student begins to wrestle with and choke another student.

A school is under lockdown because of police activity outside the school. A Bunsen burner malfunctions, sparking flames in a science lab.

Ontario Certified Teachers not only deal with potentially dangerous scenarios, but feel they are prepared to deal effectively with threats to student safety.

2012 MEMBER SURVEY



KEEPING STUDENTS SAFE

According to *Professionally Speaking's* annual member survey, about nine out of 10 teachers have cared for students with a serious injury like a broken bone or concussion, and 71 per cent feel prepared to deal with situations that threaten student safety.

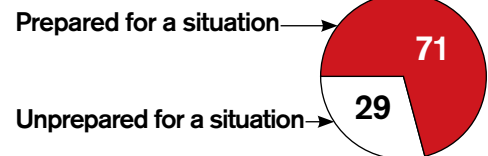
Teachers related how they had headed off danger from an overheated classroom, a flooded gymnasium floor and a warning from a parent about potential gang activity by taking proactive steps to minimize risks to students.

“The results of this year’s survey highlight our members’ commitment to keeping students in their care safe,” said College Registrar Michael Salvatori, OCT. “It also recognizes our passion for ongoing learning. We know that our members value the availability of a broad selection of Additional Qualification courses and this data recognizes that teachers value professional development in many forms, including at the school and board levels.”

Methodology *Professionally Speaking* invited 17,000 randomly selected members to participate in the 2012 survey. A total of 1,934 people completed the survey. The Listening Post, a firm specializing in member, employee and stakeholder relations, was hired to help design the questionnaire and analyze the results. For brevity and presentation, the results here represent only those who answered a question with a response other than “don’t know.” Question wording and order have also been modified. For complete results and questions, see oct.ca.

Rounding Due to survey rounding rules, percentages for some questions may not add up to 100 per cent.

How well prepared do you feel to deal with a situation that threatens student safety?



To what extent have you... 1= Never, 5=Often

	1	2	3	4	5
Had to deal with a serious injury, like a broken bone or concussion, to a student in your care?	2%	4%	8%	22%	56%
Refused to permit or start a proposed class or student activity because you felt it presented a risk to student safety?	3%	5%	11%	26%	55%
Ended an ongoing class practice or student activity because it presented a risk to student safety?	4%	6%	13%	30%	48%
Modified an ongoing class practice or student activity because you felt it presented a risk to student safety?	7%	10%	18%	33%	32%

2012 MEMBER SURVEY

KEEPING STUDENTS SAFE



STUDENT SAFETY: Dealing with injury is inevitable in the teaching profession and 86 per cent of respondents said they have refused to start a proposed class or activity, while 84 per cent have ended an activity prematurely because they felt it presented a risk to student safety.

Seven out of 10 respondents said they feel prepared to deal with situations that threaten student safety and analysis of the data suggests teachers who have had related employee-sponsored training in the last year feel most prepared to handle safety issues. Teachers who have not received employer-sponsored training are more likely to feel unprepared (44 per cent) compared with those who say they feel prepared (27 per cent).

More than a third of teachers said they received employer-sponsored training on student safety in the past 12 months. The majority of respondents (69 per cent) who said they received in-service training sponsored by their employer rated the training as good.

When seeking advice on student safety, teachers turn to their colleagues (60 per cent) and school administrators (45 per cent). Few (14 per cent) said they've never sought advice. Other

sources include online research (29 per cent), a department head (25 per cent) and a community expert (20 per cent).

New teachers feel better prepared as a result of their pre-service program than experienced teachers. Twenty-seven per cent of new teachers said their program did a good job of preparing them to assess and manage risks compared with only 17 per cent of experienced teachers.

This awareness may also reflect the explicit safety content incorporated into every Additional Qualification course approved by the College. From the use of scissors in kindergarten to industrial bullying, College members who take AQs now study relevant curriculum on providing a safe school environment.

The College is also developing a Professional Advisory on safe learning environments for review by College Council.

New Teacher vs. Experienced Teacher on performance of pre-service education program in preparing them to assess and manage risks to student safety

	Teachers		
	All	New	Experienced
Poor Preparation	80	73	83
Good Preparation	20	27	17

When was the last time you received employer-sponsored in-service training on student safety?

	Feel		
	All	Prepared	Unprepared
In the last year	34	39	22
In the last 3 years	22	23	21
In the last 10 years	12	12	13
Never	32	27	44
Don't know, no response, refused, removed from calculation	15	15	15

WHAT YOU SAID: Members are well aware of Find a Teacher, the College's online public register, and have used it on average 5.4 times over the last three years. Although more than three-quarters of respondents are familiar with the site, very few — just 16 per cent — have told parents about it.

College e-newsletter for members *Your College and You*, the monthly e-newsletter for members of the College, is a useful resource according to 54 per cent of respondents. Members who subscribe to the e-newsletter responded that they have clicked links, discussed the content with colleagues and shared it with others.

Social media Ontario teachers are not turning to Twitter as a source of information. Only 22 per cent of respondents said they have a Twitter account and even fewer — 10 per cent — post anything on the social media

platform. Overall, only 10 per cent said they have any interest in hearing from the College through Twitter.

There is a slightly larger appetite for information from the College through Facebook, but the majority, 61 per cent, said it is not important that the College communicate through Facebook.

Library services Members are most likely to use the College's Margaret Wilson Library for resources on specific subjects, such as mathematics, science or drama, with nearly half of those surveyed indicating it as the top reason

prompting them to use the library.

New teachers ranked resources for new teachers and classroom management as top picks while experienced teachers ranked student assessment and curriculum development as second and third choices, respectively.

Only 13 per cent said they have had books shipped to them by the library, but 12 per cent of total respondents would use the services again. Eighty-five per cent said they were unfamiliar with the library's services.

For the full report, visit oct.ca.

2012 MEMBER SURVEY



KEEPING STUDENTS SAFE

A LOVE OF LEARNING: Teachers not only love teaching, they love learning too. Teachers engage in a variety of professional development opportunities and spend an average of 101 minutes each week — or 175 hours in the past two years — learning about topics other than the ones they teach.

How are members continuing to expand their professional knowledge?

Reading professional literature, staff meetings, participating in a professional learning community, independent research/professional inquiry, school-wide professional development and board-wide professional development are among the top ways members expand their knowledge.

Why do teachers devote so much time to ongoing learning?

The most common answer: their students.

Helping to respond to a student's needs draws two-thirds of teachers to expand their professional knowledge on topics other than the ones they teach.

Other top answers include a general professional interest (65 per cent) and a new personal interest (53 per cent). And like other parents, 49 per cent said they have studied new topics to help their own children.

New and experienced teachers share common motivations for learning, with a few exceptions:

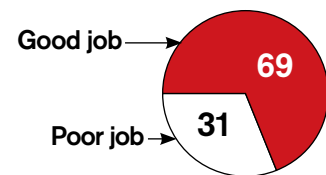
- New teachers are more likely preparing for a new teaching assignment (41 per cent new teachers, 33 per cent experienced teachers).
- Experienced teachers are more likely responding to developments in education policy (36 per cent experienced teachers, 22 per cent new teachers).
- New teachers are more likely preparing for a new subject that they would like to teach (51 per cent) as opposed to their more experienced counterparts (27 per cent).

As lifelong learners, College members also invest in providing professional development to teacher candidates and beginning teachers. More than a third of respondents (36 per cent) said they are significantly involved in mentoring and 34 per cent provide professional development

materials for colleagues.

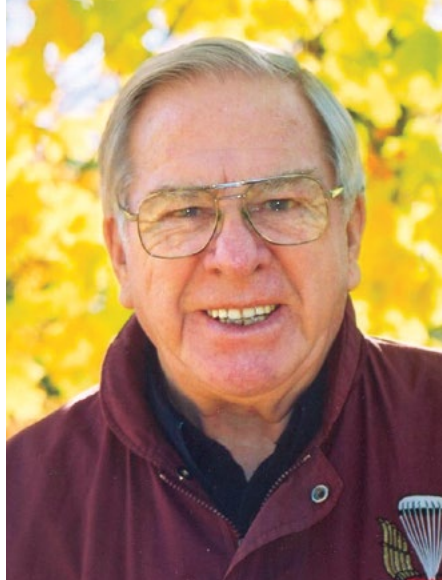
“Our annual survey provides us with significant data that allows us to work with our members to develop professional advice and to build and support ongoing learning opportunities,” Salvatori said. “We appreciate that our members continue to provide us with this feedback so that we, in turn, can continuously improve the work we do in the public interest.”

If you received employer-sponsored in-service training on student safety in the last 10 years, how well did this in-service training cover student safety, risk assessment or accident prevention?



Which of the following best describes why you were learning about topics other than the one(s) you teach?

	All %	New %	Experienced %
To help respond to a student's need	66	61	68
Out of general professional interest	65	62	66
Out of a new personal interest	53	53	54
To help respond to your child(ren)'s need(s)	49	44	51
Out of a long-time personal interest	46	43	48
Preparation for a new teaching assignment	35	41	33
Responding to developments in education policy	33	22	36
Preparation for a subject you would like to teach	33	51	27
Pedagogical theory or research	32	32	32
As part of leadership development	30	19	33
Preparation for a new division	13	19	12



Remembering Lloyd Dennis

FRIENDS, COLLEAGUES AND ADMIRERS REFLECT ON A MAN WHO HELPED SHAPE CONTEMPORARY EDUCATION IN ONTARIO

Two years ago, one of Canada's leading educators came in to talk to Sandi Bisset's Grade 1 class at Regent Park PS in Orillia. Lloyd Dennis brought a huge treasure chest and held the group of six-year-olds spellbound for an hour as he pulled out childhood toys, a collar from his dog, Jumbo, an old grenade and his parachute.

"He was able to hold their attention for an hour, no problem at all," says Bisset, OCT. "He was one of kind. He was my friend, my mentor, my confidant, my adviser, but mostly, he was my inspiration. He was about the real-life part of teaching. It's connecting to the children."

Dennis, an Officer of the Order of Canada and Order of Ontario recipient, passed away March 7 at age 88 at his home in Orillia. He was a highly respected educator, author and member of the 1st Canadian Parachute Battalion. He's best remembered for the 1968 landmark report that shaped the future of education in Ontario — *Living and Learning: The Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario*, known as the *Hall-Dennis Report*. Dennis was committee co-chair with Justice Emmett Hall.

The report, the result of provincial, national and international research, had 258 recommendations for educational reform in the province. It advocated for child-centred, inquiry-based learning, abolishing corporal punishment, de-emphasizing rote learning, and recommended a self-regulatory body for the teaching profession. The report symbolized a philosophy of teaching and learning that honours the student and individual.

Dennis was a teacher, principal, consultant and a director of education during his educational career. He continued to touch many lives by writing, speaking and visiting classrooms with his treasure box. He wrote several books, including *The Learning Circus*, an autobiography.

In 2009, Lakehead University's Orillia campus honoured Dennis with its annual Civitas Award for his profound influence on the development of the campus. Dean Kim Fedderson says Dennis spent countless hours with him, department

was devoted to Lloyd. He'd come to the funeral to honour his teacher. That's a pretty amazing tribute."

Dennis was the principal at Deer Park PS in Toronto when Heather Birchall, OCT, was a Grade 7 student. Now, she's a principal in Collingwood. "To me," she says, "he really cared about what he did. He loved his work. He had the courage of his convictions."

Ernie Checkeris, a member of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario and a former College Council

"FOR HIM, TEACHERS HAD THE NOBLE CALLING OF HELPING EACH OF US DISCOVER THE GIFTS WE BROUGHT TO THE TABLE."

heads and frequently gave talks to students, including a presentation to the fourth-year students in the concurrent education program in January. The Lloyd Dennis archive, consisting of his books and other published materials, are housed in the campus library.

Fedderson remembers the first time he met Dennis. "It was like meeting one of my intellectual heroes. For him, teachers had the noble calling of helping each of us discover the gifts we brought to the table, and by assisting us in developing these gifts, enable both ourselves and our societies to flourish," he says.

At Dennis's funeral, Fedderson chatted with a man sitting in the pew in front of him. The man had been a student of Dennis's at his first school. "He

member, describes Dennis as a top-notch educator. "He said there was more to teaching than just reading, writing and arithmetic," says Checkeris, of Sudbury, an Order of Ontario recipient. "A teacher had to understand the child, and respect the differences, because kids come from various homes."

Déirdre Smith, OCT, the College's Manager of Standards of Practice and Education, enjoys a special connection to Dennis. Her father was a lithographer and his company printed the *Hall-Dennis Report*.

"For me, it is a very significant document," says Smith. "I have a copy on my desk. It symbolizes learner-centred education and it shaped who I became as a teacher and a leader, and even as a parent." **PS**



Giving voice

BY DAN BORTOLOTTI

How teachers Stacie Carroll and Sabrina Morey are reaching non-verbal students

PROBLEM

Find teaching methods to reach students on the autism spectrum or with other developmental delays, many of whom are non-verbal.

SOLUTION

Use iPads and specialized apps to help students communicate and interact with others. Stacie Carroll, OCT, and Sabrina Morey, OCT, say their favourite apps include PlayBoard (aardustr.com) for communication, ABA Receptive Identification by Noun (kindergarten.com) and Sound Shaker (tickletapapps.com) for “sheer enjoyment.”

LESSONS LEARNED

It’s crucial to match each student with the appropriate apps — otherwise it’s just an exercise in frustration. Carroll and Morey use an online assessment tool called The Communication Matrix (communicationmatrix.org) to get a clear picture of each child’s level of achievement. After learning iPad “pre-skills,” such as how to use the touch screen, students use the apps to express themselves to teachers and fellow students, and to perform curriculum-based learning activities. “We can match each child’s IEP goals with the apps we’re using to teach,” says Morey.

A University of Toronto study found that students’ ability to identify pictures increased by 45–60 per cent during a six-week period when using touch-screen technology. It also noted significant improvements in the students’ attention spans.

OBSERVATIONS

Teachers have been amazed by the abilities, emotions and personalities that have emerged since their students began using iPads. Morey recently assessed a non-verbal four-year-old who didn’t appear to understand simple vocabulary. “Using the iPad he was able to demonstrate that he knew 19 of the 20 words we tested. I had no clue that he had that much vocabulary. The only word he got wrong was milk — he kept pressing the picture of the cow.”

Carroll says the devices have also improved social skills. “A lot of our students find it challenging to be engaged with other people, but they are willing to spend more time with others gathered around the iPad. We have seen that translate into other areas of the classroom too, with things like learning to share and waiting your turn.” **PS**

YOU CAN DO IT TOO

You’ll need

- an Apple iPad
- screen protector and case (soft foam works best)
- an Apple ID for the school
- a computer to sync with the iPad
- an interactive whiteboard that connects to the iPad (if working with more than one student at a time)
- accessories for students with visual or hearing impairment (such as an FM transmitter that works with a hearing aid)

Steps

- assess students’ individual abilities and needs
- download and purchase appropriate apps (typically \$1.99 to \$4.99, though some have free trial versions)
- teach students basic iPad skills (guiding their hands to pictures on the touch screen if necessary)
- teach students to use specific apps
- carefully collect data about students’ progress

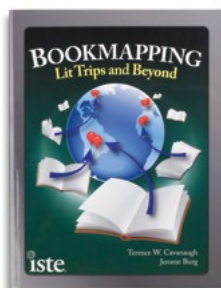
HELPFUL HINTS Widespread media attention (Beverly PS was featured on *60 Minutes*) may give the impression that results come quickly, but they don’t. Expect students to take at least six weeks to make any progress, and real breakthroughs can take many months. Having specific teachers to stay with the program and a committed principal is crucial.

reviews

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

For additional reviews of French-language resources, visit pourparlerprofession.oeeo.ca → **lu, vu, entendu**. 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.

Bookmapping BY TERENCE W. CAVANAUGH AND JEROME BURG



Do you remember your teacher pulling down a big map of the world at the front of the class to find a city or country you were

learning about? Or do you remember reading a story about somewhere in the world, and then drawing a map of all the places you read about on a piece of chart paper? Now with Google Maps and Google Earth, all this and more is digitally available. With *Bookmapping*, teachers can integrate the reading of stories and texts in English, geography

and technology with the geographical settings that influence them.

Bookmapping describes numerous ways for integrating Internet map journeys with text. For example, students can write descriptive passages or creative short stories just by looking at a street or place in another part of the world. They can plan and develop storyboards or locate places in novels they are studying. Students can then share these literary maps in Wikispaces across your board, or they can be used by other students to predict what will happen in future chapters.

Bookmapping offers full lesson plans and technological support at the same time as providing teachers with a

range of ideas for using the technology, which means that your school will need high-speed Internet to support this kind of learning. Because *Bookmapping* is written by American educators, the suggested book lists may need to be altered to reflect relevant Canadian literature.

Bookmapping: Lit Trips and Beyond, International Society for Technology in Education (ISTE), Washington, DC, 2011, softcover, ISBN 978-1-56484-283-1, 228 pages, \$47.44, distributed by Scholarly Book Services Inc., tel 1-800-847-9736, sbookscan.com
Kara Smith, OCT, creates curriculum for the faculty of education at the University of Windsor and for the Lambton Kent DSB.

Raising Boys in a New Kind of World BY MICHAEL REIST



Based on his 30 years as a father and teacher, Michael Reist, OCT, communicates some essential truths about boys, parenting and being human in

Raising Boys in a New Kind of World. From encouraging boys to read more to ensuring that our sons grow up to be men of character, Reist draws upon current brain research, the insights of a host of classical and contemporary writers, as well as his own teaching experience to help readers understand what is behind the growing number of boys who are disengaging from school — or, as he says, “students (who) are increasingly unwilling to submit to the process called school.”

For Reist, the decline in boys’ achievement stems from a variety of factors, including boys’ physiological preference for moving in a visual-spatial world rather than a text world. “The typical male brain ... loves cyberspace, which is a feast of looking and virtual motion,” he writes. In addition, he says, the three core beliefs on which schools are based are obsolete — that print literacy is the principal way of measuring ability, that hierarchical structures are the best way to organize schools, and that a one-size-fits-all approach is the best way to teach students. When programming for boys, Reist suggests a greater emphasis on oral evaluations of boys’ understanding of concepts and skills, that boys be given regular opportunities to move and that they complete assignments in smaller chunks. These are all suggestions supported by key Ministry of Education publications,

including *Learning for All* and *Growing Success*. Perhaps the greatest strength of Reist’s book is the author’s courage to address topics that remain outside most contemporary musings on education — spirituality, politics, corporate capitalism, video games and sex are all candidly discussed. While acknowledging the crisis in boys’ education faced by many North American communities, Reist is optimistic that, with the political will and our growing knowledge of children’s development, brain function and unique learning styles, we will be able to help boys succeed and change schools for the better.

Raising Boys in a New Kind of World, Dundurn, Toronto, 2011, softcover, ISBN 978-1-45970-043-7, 307 pages, \$24.99, tel 416-214-5544, dundurn.com
Michael Bellrose, OCT, is the principal of C. R. Judd PS in Capreol.



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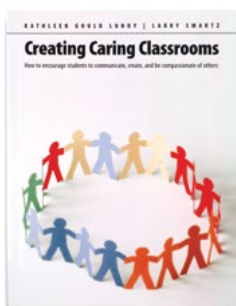
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Creating Caring Classrooms BY KATHLEEN GOULD LUNDY AND LARRY SWARTZ



Learning rarely happens in a silent classroom. It must buzz with communication, where students and teachers can listen, cooperate, hear and value

each other's opinions. To accomplish that goal, classrooms must be built on what the authors call the five Cs: community, communication, collaboration, compassion and confronting bullies.

Based on their years of teaching, the two renowned Canadian educators and authors have synthesized a comprehensive body of information about community building that is as valuable to seasoned as it is to new teachers. Though originally intending to deal exclusively with bullying, the authors chose to tackle the overarching theme of student disenfranchisement, disengagement and of classrooms that

don't work. Each chapter is dedicated to exploring one of the Cs with activities and games to engage students in fun and non-threatening ways.

Listed at the end are current picture books and novels sorted by age range, as well as films and websites for students and educators. Throughout are worksheets and checklists for classroom use.

The authors stress that to create a caring classroom, you need to care. This resource is not meant to be an add-on to the myriad duties teachers already have — it is meant to support the creation of an environment that is conducive to learning for all.

Creating Caring Classrooms: How to Encourage Students to Communicate, Create, and Be Compassionate of Others, Pembroke Publishers, Markham, 2011, softcover, ISBN 978-1-55138-270-8, 160 pages, \$24.95, tel 1-800-997-9807, pembrokepublishers.com

Jennifer Wyatt, OCT, is on leave from Haverhal College Junior School in Toronto.

Journey to Literacy BY KRISTA FLEMINGTON, LINDA HEWINS AND UNA VILLIERS



The foundation of this must-have new release is the certainty that young children learn best in a “dynamic, messy and uneven way”

— more commonly known as play. The book suggests that balanced literacy activities embedded in a play-based environment make such programs more meaningful for children. By having educators look at their current practices, the book asks them to carefully consider classroom organization, routines and timetables, and to reflect on what learning they expect to take place. Most impressively, the book offers authentic student work samples so that teachers can see what their students might be

capable of when given the freedom to share their thinking.

The authors also provide a suggested map of the learning environment — for drawing, writing, reading, visual arts, dramatic play, sand, water and construction. They show how to use these traditional learning zones to encourage young students to find authentic reasons to listen, read and write. Lists of materials to foster open-ended play opportunities are also proposed. This resource is recommended not only for kindergarten teachers but could easily be used by all primary teachers as well.

Journey to Literacy: No Worksheets Required, Pembroke Publishers, Markham, 2011, softcover, ISBN 978-1-55138-261-6, 168 pages, \$24.95, tel 1-800-997-9807, pembrokepublishers.com

Sarah Lynn Frost Hunter, OCT, is an elementary instructional resource teacher for the Peel DSB.

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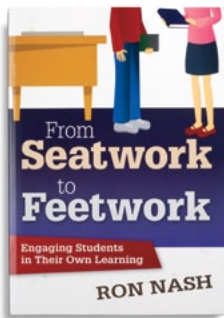
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From Seatwork to Feetwork BY RON NASH



In his new book, Ron Nash offers brain-based strategies to maximize collaboration, conversation and participation among students. Rooted in the latest research on movement, memory and learning, the book provides teachers with tools to transform their students from passive attendees to active participants and leaders in their own learning.

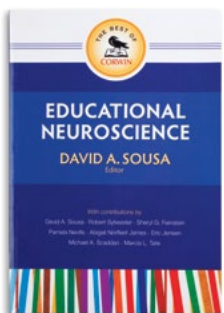
By skillfully presenting a progression of classroom strategies, he gets students out of their seats and onto their feet. These practical ideas include redesigning classroom space for collaboration and connecting classroom learning with real-world applications. His engaging vignettes drive home the point that movement, music, technology, planning and a positive climate are authentic teaching practices that foster student engagement and critical thinking.

Written from the perspective of a high school teacher, the book raises awareness of what kinds of classroom practices really work for students from K-12. It also warns that a barrier is created when teachers sit behind their desks and lecture.

From Seatwork to Feetwork: Engaging Students in Their Own Learning, Corwin, Thousand Oaks, CA, 2011, softcover, ISBN 978-1-4129-9794-2, 152 pages, US\$26.95, tel 1-800-233-9936, corwin.com

Anjana Thom, OCT, teaches at Sir Wilfrid Laurier PS in Brampton.

The Best of Corwin Series EDITED BY DAVID A. SOUSA



The Best of Corwin Series is composed of eight concise volumes showcasing hot topics from critically acclaimed Corwin publications, including: *Classroom Management*; *Differentiated Instruction*; *Educational Neuroscience*; *Education Technology for School Leaders*; *Equity*; *Inclusive Practices*; and *Response to Intervention*. The series highlights chapters from books published over the years. My favourite is *Educational Neuroscience*, which shows how to apply current brain research to teaching. The book focuses on brain development, the brain in school and strategies for addressing the needs of learners. Chapters include how brains pay attention, how they learn to read and differences between the male and female brains. All this research into the brain has been accomplished during the last decade and has turned brain science on its head.

Educational Neuroscience, Corwin, Thousand Oaks, CA, 2011, softcover, ISBN 978-1-4522-1734-5, 200 pages, US\$27.95, tel 1-800-233-9936, corwin.com

Mary Veronica Maloney, OCT, is a teacher with the Toronto Catholic DSB.

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Students with OCD BY GAIL B. ADAMS, ED.D.



This is a comprehensive resource on the causes, effects and challenges facing students with obsessive-compulsive disorder (OCD). A recent American study estimates that one in 100 students suffers from this frequently debilitating disorder. OCD can have profound psychological impacts on students as they struggle to fit both within their classrooms and the many social situations that are part of their daily lives.

The text shows how a strong link between the mental health community and school personnel can make a posi-

tive difference. In addition, it provides detailed information on how to recognize and accommodate students with potential difficulties and bridges the lines of support between school, home and the medical community. The first part of the book introduces the disorder and suggests why school personnel need to be sensitive to students who exhibit obsessive-compulsive behaviours. It highlights the differences between compulsions and obsessions and how these might manifest themselves in a school setting. The middle portion focuses on the medical issues associated with OCD, including a detailed exploration of assessment and treatment. The book closes with excellent practical suggestions for accom-

modating and supporting students. It wraps up with a detailed reference section, unfortunately with distinctly American content.

In Canadian schools, the book serves as an in-depth guide for special education teachers and school administrators. The suggestions for accommodations are extensive and would be useful when supporting many special needs students, especially those with OCD symptoms.

Students with OCD: A Handbook for School Personnel, Pherson Creek Press, Wasco, IL, 2011, softcover, ISBN 978-0-9834364-0-9, 251 pages, US\$19.95, available at ocdhandbook.com

Laura Barron, OCT, is a teacher-librarian at Fernforest PS in Brampton.

ANNOUNCEMENT

Experience for AQs

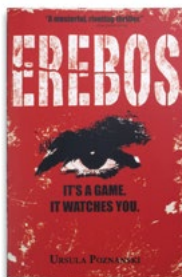
THE TEACHERS' QUALIFICATIONS REGULATION includes Additional Qualification (AQ) programs requiring specific successful classroom teaching experience prior to reporting a qualification to the College.

The College recognizes that a teacher may have limited opportunities to accumulate one school year of teaching in some subjects for entry to the respective AQ courses when the subject is integrated within another curriculum area being taught. In such cases where a teacher is teaching the subject in an integrated format, supervisory officers may consider experience when a teacher can demonstrate that he or she has planned and implemented instruction, and evaluated students using approved curriculum policy documents related to the subject.

This guideline used to apply only to some subjects. However, as of August 31, 2012, it applies to all subjects, including religious education — if a teacher is working toward obtaining Specialist Qualifications in religious education taught in an Ontario Catholic school.

ps

Erebos BY URSULA POZNANSKI



Erebos is a riveting novel filled with online bullying culture, gaming addictions and suicide cults. When does an Internet game go too far? What is illegal online? Is it unethical to create a fictional killing game? What modern-day examples might there be of such games? For an intermediate English teacher ready to address these critical 2012 themes with classes, it is a dream novel.

When athlete Nick Dunmore receives the black market game *Erebos* on a disc at school, he takes on the persona of Sarius, a dark elf by night and an introverted loner by day. Gamers have one object: to ascend enough levels and gain points to make it to the inner circle to fight Ortolan. Players have to perform hostile and illegal acts in the real world, outside of the game. It quickly becomes addictive, with players missing weeks of school to play. A Big Brother character in the game can read people's minds and, using blackmail and fear, can convince players that *Erebos's* enemies are growing stronger. One of these enemies is Nick's English teacher, Mr. Watson, and his artist friend Victor, who encourage a small group of the students to begin investigating the criminal mind behind the game and its exclusionary tactics. It is the slow unraveling of the game and the students that keeps readers hooked. *Erebos* is a literary marvel.

Erebos: It's a game. It watches you. Annick Press, Toronto, 2012, softcover, ISBN 978-1-55451-372-7, 434 pages, \$19.95, distributed by Firefly Books Ltd., tel 1-800-387-6192, annickpress.com

Kara Smith, OCT, is an English curriculum creator and researcher for the Faculty of Education, University of Windsor. She is a former teacher with the Waterloo Catholic DSB and the Lambton Kent DSB, and is currently a College Council member.

This Dark Endeavour

BY KENNETH OPPEL



In this prequel to Mary Shelley's gothic classic, *Frankenstein*, 16-year-old Victor Frankenstein begins a dark journey that will change his life

forever. Victor's twin, Konrad, has fallen ill, and no doctor is able to cure him. Unwilling to give up on his brother, Victor enlists his beautiful cousin Elizabeth and best friend, Henry, on a treacherous search for the ingredients to create the forbidden Elixir of Life. Impossible odds, dangerous alchemy and a bitter love triangle threaten their quest at every turn.

Just as with many twins, the two boys differ considerably in personality: Konrad is the laid-back, confident one who seems to be good at everything while Victor often feels to be in his shadow. This feeling of inadequacy snowballs even more in Victor's mind when he discovers that his growing love for his cousin Elizabeth is not reciprocated. Instead, she and Konrad are fast becoming an item. Despite their differences, Victor and Konrad are very close and when Konrad falls dangerously ill, Victor will do anything to try to make him better.

This is a dark and magical book, full of adventure, drama and romance. It would suit teen readers who are looking for something more challenging than Darren Shan or J.K. Rowling to extend their reading. Oppel's writing is clear and thought-provoking and lends itself to a variety of literacy discussions.

This Dark Endeavour: The Apprenticeship of Victor Frankenstein, HarperCollins, Toronto, 2011, hardcover, ISBN 978-1-55468-339-0, 304 pages, \$19.99, tel 1-800-387-0117, harpercollins.ca
Laurel van Dommelen, OCT, is the librarian at Highlands School in Enfield, England.

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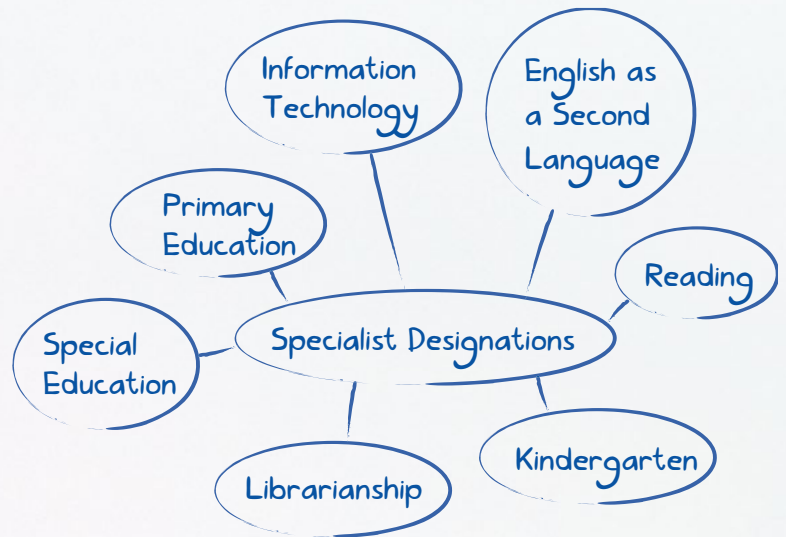
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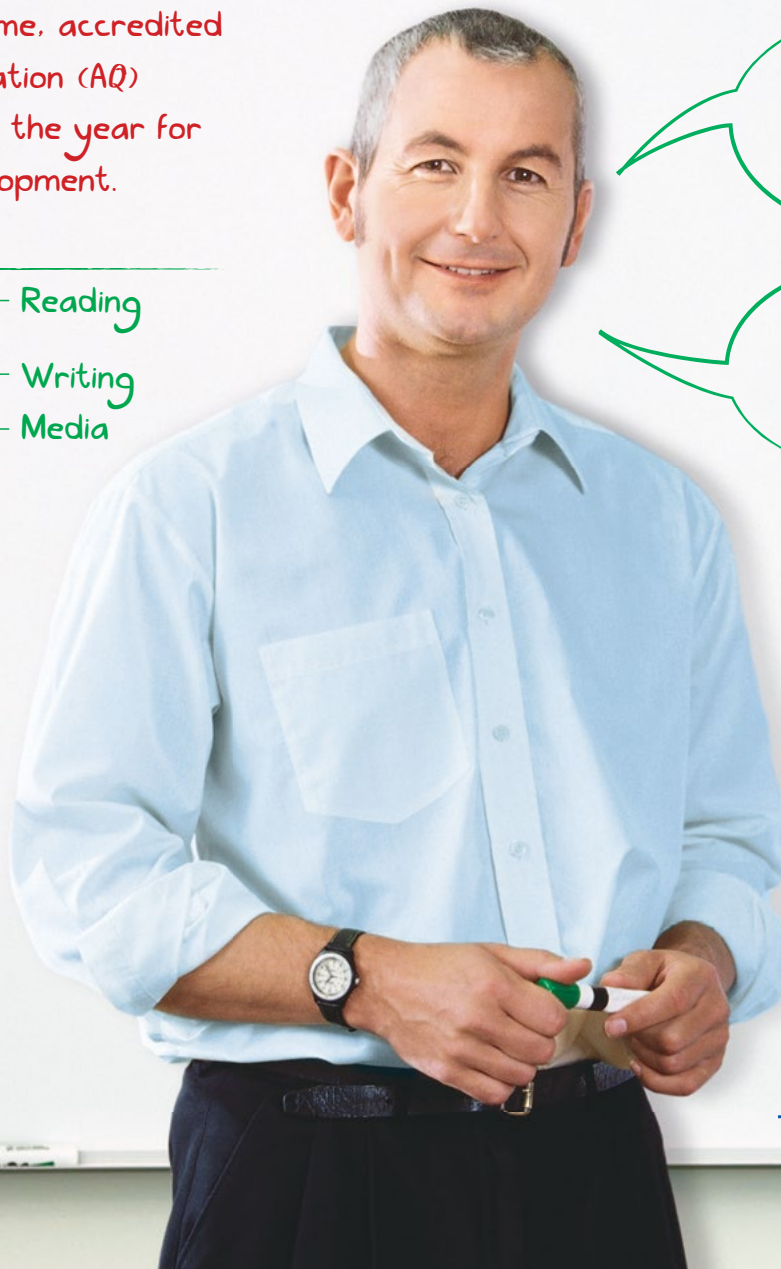
Primary
Education

Kindergarten



English
as a Second
Language

French
as a Second
Language



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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.

THE LESAGE REPORT

Council acts on LeSage report

AT ITS JUNE 7-8 MEETING, College Council expressed its gratitude to former Ontario Chief Justice Patrick LeSage for his 76-page report on the College's investigation and discipline practices, and its observations and recommendations.

Council also approved motions to reflect and incorporate the intent of 49 recommendations contained in LeSage's report, according to needed legislative, regulatory, bylaw or policy change.

Regarding legislative change, Council recommended to the Minister of Education that legislative actions be taken to:

- better define restrictions on the member's duties that initiate a school board's obligation to report the member to the College, require school boards to provide the College with all relevant information relating to a complaint within a defined time frame, give members a maximum of 60 days to reply to a complaint and allow the College to proceed if the member has not responded within the prescribed period
- obligate other public agencies to provide the College with a person's record, if failure to disclose it is likely to cause the person or another person physical or emotional harm and the need for disclosure is urgent
- enable the College to disclose information to bodies that govern a profession inside or outside of Ontario, and a police officer to aid an investigation undertaken with a view to a law enforcement proceeding or from which a law enforcement proceeding is likely to result

- permit the College to provide a member's response to a complainant. A summary only of the response should be provided if the response would exacerbate the tension between the member and the complainant
- authorize the Registrar to appoint an investigator in an emergency if it is believed the member's conduct is likely to expose a student to harm or injury, and there is not time to seek the approval of the College's executive committee
- include clear legislative provisions governing the College's dispute resolution process
- ensure that allegations related to sexual abuse or sexual misconduct be dealt with in a public discipline hearing and not be eligible for dispute resolution at the investigation stage
- enable the College to fast-track complaints directly to the Discipline Committee in cases where the member has received a criminal conviction and wishes to plead guilty or not contest the allegation
- help the Investigation Committee screen complaints by expanding the reasons to decline to investigate a complaint if it was made for an improper purpose, is manifestly without substance, does not warrant further consideration, or is not in the public interest to further investigate
- establish procedural steps similar to those found in the Health Professions Procedural Code if an investigation panel has not disposed of a complaint within 120 days
- enable panels to consider prior decisions involving the member

- ensure that the College reports to notifying and current employers
- limit the power to close a hearing, similar to civil and criminal courts
- authorize the Discipline Committee to order publication bans
- make the penalty for sexual abuse by a teacher of a student "almost invariably" revocation
- publish and electronically post dispute resolution decisions, including the name of the member
- require the College to post information (a Notice of Hearing) that has been issued against a member on Find a Teacher
- require the College's register be posted on the College's website
- place undertakings and information about the results of relevant criminal proceedings involving the member on the College's register
- ensure that at least three years elapse before a finding of incompetence or incapacity, or a penalty of reprimand, admonishment, counselling or fine is removed from a member's record on the public register. Suspensions and revocations shall remain on the register indefinitely
- conduct reinstatement hearings in public, unless there are compelling reasons not to
- ensure that five years elapse before a member can apply for reinstatement after a finding of sexual abuse or sexual misconduct
- prevent members from delaying the imposition of a Discipline Committee penalty by filing an appeal with the courts
- ensure that a school board's notice to the College related to an unsatisfactory Teacher Performance Appraisal be treated as a regular employer notification and not a formal public complaint

→ have the government use its authority to appoint additional members to the roster of panellists for hearings, including people with no teaching background. Establish processes to ensure an adequate number of bilingual and principal/vice-principal members.

With respect to regulatory changes, Council passed motions asking the Minister of Education to amend regulations to:

→ prohibit Council members from attending caucus meetings with their unions or associations when the Council agenda is discussed.

With respect to amendments to College bylaws, Council approved two motions for debate at the November meeting:

- to amend the bylaw on complaints so that the College can accept complaints in writing or recorded on a tape, film, disk or other medium
- that the bylaw addressing contents of the register be amended to include:
 - a notation about a notice of hearing on Find a Teacher when it is issued and that the notation remain until the matter has been resolved
 - a summary of any restriction imposed on a member's right to teach as a result of an undertaking or an agreement between the member and the College or one of its statutory committees be posted on Find a Teacher
 - a summary of any restriction imposed on a member's right to teach that has been imposed by a court or other lawful authority, including the name of the court or authority and the date the restriction was imposed.

With respect to policy or practice changes, Council passed motions to recommend that:

- the Investigation Committee develop a policy to obtain an assessment from the College prosecutors whether or not a case is likely to result in a guilty finding when considering to refer a matter to the Discipline Committee
- the Discipline and Fitness to Practise committees amend their rules of procedure to ensure that the selection of discipline panels be varied and balanced, and that College staff provide the chair of the committee with the names of eligible panellists, taking into consideration current panel assignments and

any outstanding writing assignments

- the Discipline Committee amend its rules of procedure to permit a single member of the committee, if required, to fix dates for any pre-hearing and hearing dates; set a pre-hearing date, if required, to take place no later than 60 days after the scheduling of a hearing; and require that a hearing date(s) should be within 60 days generally
- the Discipline Committee amend its rules to enable a Notice of Hearing to be posted on the College's website when it is served on the member and to provide updates with every scheduling change
- the Discipline and Fitness to Practise committees amend their rules to provide for consecutive full hearing days with no interruption from the start to the end of a hearing, allowing for exceptional circumstances.

Regarding Registrar's undertakings, Council supported:

- developing a communication strategy in time for the 2013 budget to increase public awareness of the College and its mandate, and to explain the distinction between the College's role and employers
- reviewing administrative policies and identifying the exceptional circumstances under which an investigation should be deferred pending the outcome of criminal or other investigations, and report back to the Investigation Committee
- developing additional communication products and opportunities to inform employers about the type of information required for investigations
- developing an administrative protocol outlining the initial notification to a member of a complaint and subsequent notifications throughout the investigation process
- developing an administrative protocol with steps and timelines to transfer, draft, approve and serve a Notice of Hearing
- developing a fixed and regular training program, including judgment writing and decision making for members of the Investigation, Discipline and Fitness to Practise committees and roster members appointed to one of these respective committees
- identifying appropriate resources to employ an editor on an ad hoc basis to assist in the decision-writing process.

Council also passed motions to refer six recommendations to the Investigation, Discipline, Fitness to Practise, and Quality Assurance committees for further discussion and report to Council's November meeting. These included:

- asking the Investigation Committee (IC) to further study Mr. LeSage's recommendation to send a complaint, that if proven would likely result in the member receiving a caution or admonishment by the Investigation Committee, to dispute resolution. Further, the IC decision should not be publicized or entered on the College's public register, the complainant should be notified of the result, and a single member of the IC should have authority to dispose of such matters. No other matters should be resolved by dispute resolution at the Investigation Committee stage
- asking the Investigation Committee to consider a recommendation that would ensure that dispute resolution officers take all reasonable steps to consult with school boards, or public complainants, before reaching an agreement with a member regarding a complaint
- asking the Investigation, Discipline and Fitness to Practise committees to further study a recommendation requiring a panel to include a working or retired principal or vice-principal if the matter relates to a principal or vice-principal
- asking the Discipline Committee to further study a recommendation that would restrict the committee's power over the publication of decisions, other than publication bans
- asking the Discipline Committee to study a recommendation that would enable one member of the committee to write a decision with reasons within 60 days and to prescribe a maximum of four months to release a decision and any dissenting decision
- asking the Quality Assurance Committee to study and report on a recommendation that would prohibit any member of the Investigation, Discipline and Fitness to Practise committees from holding any elected or appointed union/association positions during their tenure on those committees. **ps**

2011 Annual report profiles Ontario teachers

HISTORY, SPECIAL EDUCATION, VISUAL ARTS?

What is the most popular Additional Qualification course your Ontario Certified Teacher colleagues signed up for in 2011?

Find out by visiting the College's online annual report. It provides a wealth of information about teachers dating back to 1998 — key demographics, teacher qualifications, and where and how they are educated.

The annual report also provides our review of Council and College activities, committee reports for 2011 and resources.

Online activities

In the summer of 2011, the College offered advice to teachers with the *Professional Advisory on the Use of Electronic Communication and Social Media*.

The College recognizes that electronic communication and social media offer exciting new opportunities for reaching students.

The College's advice to members of the profession is to use social media responsibly and effectively. Keep our profession's ethical standards — care, trust, respect and integrity — in line of sight.

Given the explosion in the use of electronic communication and social media — and because the use of e-communication is a reality in Ontario schools — it was time for the College to launch its Facebook page, which we did last summer.

On our Facebook site, you can learn more about the College's activities, participate in discussions and interact with us and our Facebook followers. Check us out!

Reviewing our practices

At the core of the College's work is the protection of the public interest. At the heart of this interest is the welfare and the safety of Ontario students.

That's why the College regularly asks independent experts to review key aspects of the College's practices to ensure we continue to serve the public interest and inspire public confidence in the education system.

The College commissioned the Honourable Patrick J. LeSage CM, OONT, QC, during the summer of 2011 to conduct

an independent review of our disciplinary processes and the publication of information relating to teacher misconduct. We made the report public in early June of this year and we welcome his recommendations to improve transparency and efficiency.

Is there any teaching work out there?

The College *Transition to Teaching* study presents an in-depth look at the early careers of new members.

The survey reveals that the job market is becoming increasingly tighter. More new teachers are unemployed in their first school year than ever before.

Many of those with jobs are underemployed and more are taking up alternate work, mainly as a stopgap measure while they stay committed to becoming established in their education careers.

The effects of the weakening employment market are also now being felt by many new French-language teachers.

The unemployment picture is most serious for new teachers who are also new Canadians. Most are unemployed in their first year following Ontario certification.

The good news is that despite the slow start to their careers, most of those who participated in the survey plan to stay in teaching and expect they will be continuing with their teaching careers five years from now.

Keeping teaching relevant for students

A growing number of Ontario teachers are committed to professional development to improve their practice and keep their teaching relevant and inspiring for students.

It's not surprising therefore to see that teachers were front and centre in the many groundbreaking changes in the new Teachers' Qualifications Regulation (TQR).

One highlight of the revision is the new three-course specialist Kindergarten program that the College approved in 2011.

The demand was high for this new course — teachers were clamouring for it because it provides them with the opportunity to gain the specialized knowledge they desire.

This course is part of 123 courses the

College has developed or revised on a wide range of subjects over the last two years. We want to have courses that are pertinent and reflect what the teaching profession needs in the 21st century.

Financial highlights

The College budget was set at \$33,784,000 with an anticipated deficit of \$1,934,000. The final deficit was \$359,000, reflecting savings in many areas of College operations.

The College is financed primarily by members' fees. At the end of 2011, the College had 234,416 members in good standing, an increase of 5,074 over 2010. There has been some moderation in growth over the last couple of years as fewer certified teachers have gained employment in the profession.

ps

Ontario College of Teachers for the year ended December 31, 2011

(in thousands of dollars)

	2011	2010
REVENUE		
Annual membership fees	28,297	27,747
Other fees	2,671	2,879
Advertising	1,027	1,028
Amortization of deferred capital contribution	117	311
Special projects	64	171
Interest and other	348	226
	32,524	32,362
EXPENSES		
Employee compensation	17,743	17,481
Council and committees	665	742
Services to members and applicants	2,935	3,063
Professional practice	600	509
Investigations and hearings	2,801	2,085
Operating support	5,920	6,834
Amortization	2,130	2,489
Council elections	89	--
	32,883	33,203
Annual deficiency of revenue over expenses	(359)	(841)

Two appointed to Public Interest Committee

Minister of Education Laurel Broten has appointed two new members to serve on the College's Public Interest Committee. The committee advises the College Council with respect to the duty of the College to serve and protect the public interest in carrying out its objectives.

Jacques Lupien and Brian Evoy join long-time committee chair Gail Lilley.



Jacques Lupien

Jacques Lupien is a founder and principal in Innovaction Consulting Inc., specializing in management, communication, customer service and strategic planning.

Working with Gulf Oil between 1973 and 1982, Lupien served as a planning analyst forecasting regional and national demand for oil and gas. He also identified ideal locations for service stations in urban markets, and later worked in recruiting and management functions to increase productivity and effectiveness.

To develop the latent potential that exists in the form of innovators and inventors, Lupien also established a non-profit collective of 85 engineers, draftspersons, technicians, communications and marketing specialists called Invention Quebec between 1970 and 1973. Prior to that, he worked as a study director for Marketing Research Centre examining consumer behaviour for major packaged goods manufacturers.

The Minister of Education appointed him to the College's Public Interest Committee on June 11, 2012, for a two-year term.



Brian Evoy

Brian Evoy is a manager of administration with the Direct Services Division of Ontario's Ministry of Health and Long-Term Care.

Since 1982, he has worked in government overseeing health care as a staff development consultant specializing in career development, legislative assistant, and executive assistant for the Provider Services Branch, Registration and Claims Branch, and on the Smart Card Health Initiative Project.

Evoy is a lifelong Kingston area resident, married with three children, an active community volunteer and advocate for publicly funded education, and is a past-president of the Ontario Association of Parents in Catholic Education.

Ontario's Minister of Education appointed him to the College's Public Interest Committee on June 6, 2012, for a two-year term.

ps



Council appointment: Jean-Luc Bernard, OCT

Teacher and administrator Jean-Luc Bernard has been appointed by the provincial government as a public representative on the College Council.

Bernard worked in French-language education for more than 30 years. He was Director of Education at the Viamonde SB from 2002 to 2010. Bernard began his career as a teacher, a position he held for nearly 10 years.

He was named Superintendent of Education for the Metropolitan Toronto French-Language School Council (MTFLSC) in August 1994. At the time, the council served Metropolitan Toronto's public education system for the francophone community. When the MTFLSC was replaced by the Viamonde SB in January 1998, Bernard stayed on as Superintendent of Education. His responsibilities included providing student services as well as supporting educational services.

"I am very pleased to have been selected, for I believe the College does excellent work in supporting teachers in the interest of the public. My involvement in local, provincial and Canada-wide committees has given me a broad perspective, which I hope will be beneficial to the College Council."

Bernard holds a Master's degree in Education and Bachelor's degrees in Education and Sociology from the University of Ottawa. He is qualified as a principal and a supervisory officer. Jean-Luc Bernard is appointed to Council for a three-year term. His registration number is 172090.

ps

ACCREDITATION

College accredits four programs at Brock

THE ACCREDITATION COMMITTEE granted general accreditation to four programs offered by the Faculty of Education at Brock University:

- consecutive program with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- concurrent program with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree in the fifth year of study
- consecutive program with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or certificate
- integrated consecutive program focusing on Aboriginal Education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree (Aboriginal), identified in the application as the Aboriginal Bachelor of Education Program. The programs are accredited until May 23, 2019.

ps

Additional Qualifications courses to be retired

THE TEACHERS' QUALIFICATIONS REGULATION includes planned changes to Additional Qualifications (AQs) available to Ontario teachers. Some courses have been removed from regulation effective August 31, 2012. This applies to Part I, Part II and the Specialist qualification for each of these subjects:

- Business Studies — Data Processing
- Business Studies — Marketing and Merchandising
- Design and Technology
- Multiculturalism in Education
- The Deaf

AQs for teaching students who are Deaf or hard of hearing are now available in a two-semester format.

If you currently hold a qualification in a subject on the list, you will continue to hold that qualification and it will continue to appear on your Certificate of Qualification and Registration. **ps**

Summary—June 7-8, 2012

AT ITS JUNE 7-8 MEETING, COLLEGE COUNCIL:

- approved recommendations in the report from the Honourable Patrick J. LeSage CM, OONT, QC. Six of the 49 recommendations have been referred to the Investigation, Discipline, Fitness to Practise and Quality Assurance committees for further study and report to the November 2012 Council meeting
- accepted the College's December 31, 2011, audited financial statements and reappointed PwC as auditor for the 2012 fiscal year
- made Council's prior approval mandatory for any spending over the combined total of the College's operating and capital budgets in any fiscal year
- enabled the Registrar to change any budget line by not more than 1 per cent of the College's total approved expenditures provided that any such reallocation have no effect on the total approved expenditures
- ordered that changes exceeding one per cent to any budget line be reviewed and given prior approval by the Finance Committee;
- approved that the Finance Committee be notified at every meeting of funding reallocations made by management among major items in the operating and capital budgets
- amended the Council Member Travel policy to:
 - limit the daily meal expense allowance to \$86, including tax and gratuity (\$16 for breakfast, \$20 for lunch and \$50 for dinner)
 - eliminate claims for lunch or dinner when either meal is provided at the College
 - accept reasonable claims for reimbursement for transportation to and from the hotel and restaurant if the cab(s) is shared by parties to the meal
 - refuse reimbursement for LCBO or wine store purchases, grocery items, and alcohol consumed at meals
 - disallow reimbursement for meals consumed at home prior to departure or return or for meals included in the cost of transportation, accommodation, seminars and/or conferences
 - replace Latitude airfares with Tango Plus or equivalent economy airfare with another carrier as the standard for Council member travel.
- approved the College becoming a regular member in the OMERS pension plan, thereby saving the College \$7,000 annually
- recommended several changes to Additional Qualifications courses to the Minister of Education so that:

- Français — 7e et 8e année, Teaching Michif, and Teaching Inuktitut AQ courses be added to Schedule C of the Teachers' Qualifications Regulation
- the Enseignement en milieu minoritaire, Leadership en milieu minoritaire, and First Nation, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures AQ courses could be removed from Schedule C in the Teachers' Qualifications Regulation
- a three-part course leading to an AQ called Enseignement et Leadership en situation minoritaire be added to Schedule D of the Teachers' Qualifications Regulation
- the name Religious Education/Études religieuses AQ course be changed to Religious Education in Catholic Schools/Éducation religieuse en milieu scolaire catholique in Schedules A, D and E
- the name of the Environmental Science/Environmental Studies AQ be changed to Environmental Science in Schedule E
- First Nation, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures AQ course could be added to Schedule D
- the Program for Teaching Students Who Are Deaf or Hard of Hearing be reworded to reflect three separate qualifications – Teaching Students Who Are Deaf or Hard of Hearing – American Sign Language (ASL); Programme pour enseigner aux élèves sourds ou malentendants – Langue designation signes québécoise (LSQ); Teaching Students Who Are Deaf or Hard of Hearing – Aural and Oral Communication
- Supporting First Nations, Métis and Inuit Students: Guidance and Counselling AQ course to Schedule D of the Teachers' Qualifications Regulation.
- recommended to the Minister of Education that the Act be changed to ensure that either the College Registrar or Deputy Registrar's position be bilingual
- amended College bylaws to create hyperlinks on the College's website to link Discipline Committee decisions to the public register
- approved a motion to ask the Minister of Education to change terminology in the College's Act to replace "Suspended – non-payment of fees" with "Inactive/non-practising" on the College's public register and to maintain "Retired" as a category for those who meet existing requirements
- approved destroying the electronic ballots associated with the 2012 Council election. **ps**

DISPUTE RESOLUTION

The College uses dispute resolution (DR) to help resolve complaints regarding members of the profession. DR is voluntary and without prejudice to the parties. The outcomes of the process are similar to those that would be expected following a full investigation and/or contested hearing.

Summaries of the cases reported here are based on facts derived from agreements signed by the College Registrar and the member, which are ratified by the Investigation Committee. Publication is a provision of the agreements.

Case #1

Member: Wendy Lynn Liebing

Registration No.: 195170

Decision: Resigned-cancelled

The Investigation Committee ratified an agreement resulting in the resignation of Greater Essex County DSB principal Wendy Lynn Liebing and the immediate cancellation of her certificate of qualification and registration after she admitted to mismanaging or misusing more than \$50,000 in school and school board funds over three years.

The member admitted to using school and board money to fund activities and buy items that were not for students' exclusive use, including personal groceries, hair colouring, rugs and a Burberry laptop bag. Liebing also used board funds to purchase items not required for board business.

Further, the principal admitted that she misappropriated a small amount of money when she asked to be and was reimbursed for personal purchases, and sold personal items to the school for profit such as books and a refrigerator.

The full committee decision and a notation about the resignation and cancellation appear online at oct.ca → [Find a Teacher](#).

Although this matter was resolved through the DR program, the College Council is considering recommendations that these types of matters will not be disposed of through DR at the Investigation Committee stage in the future, but referred for a public hearing.

Case #2

Complaint: Making inappropriate comments to students

Outcome of DR: Written admonishment and course on classroom management
The Investigation Committee admonished a

school administrator, in writing, for making inappropriate comments to students, including telling a student to "shut up" and making comments that were interpreted as questioning students about their sexuality.

The committee ratified a memorandum of agreement in which the member acknowledged the conduct and admitted that she had behaved in an inappropriate manner. The member submitted her resignation for retirement to the school board, and agreed to complete a course covering classroom management, including effective discipline techniques, before seeking or engaging in employment requiring a certificate of registration and qualification.

Case #3

Complaint: Giving hints about the contents of an upcoming EQAO test

Outcome of DR: Written caution and course relating to ethics

The Investigation Committee cautioned an elementary school teacher in writing for giving hints to students about the contents of an upcoming EQAO test by writing

similar questions on the homework board prior to the test.

The member admitted taking these actions. The committee ratified a memorandum of agreement in which the member agreed to be cautioned in writing and complete a course of instruction relating to ethics.

Case #4

Complaint: Allowing students to drink while on a trip abroad, failing to perform bed checks and permitting people she met at a bar to come to her hotel balcony

Outcome of DR:

Written admonishment

The Investigation Committee admonished a secondary school teacher in writing for inadequate student supervision, allowing students to consume alcohol, and permitting people she had met at a bar to come to her hotel balcony.

The committee ratified a memorandum of agreement in which the member admitted to taking these actions, recognized that her conduct was inappropriate, and agreed to be admonished in writing.

The member had been reprimanded and suspended by the school board previously for the same incident and ordered to complete a boundaries course. The board further prohibited the member from leading any overnight excursions for two years, after which she would only be approved to supervise an overnight excursion with another teacher approved by the principal. ps

HEARINGS

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

Discipline Committee panels have ordered that summaries of these recent disciplinary cases be published in *Professionally Speaking*. Copies of the full decisions are available at oct.ca → [Investigations & Hearings](#) → [Disciplinary Decisions](#).

Also available online are decisions and memorandums of agreement ratified by Investigation Committee panels that explicitly stipulate that documents will be made available through the College's library or Quicklaw, a legal subscription service, or other means.

HEARINGS

Member: Wayne Clark Thompson

Registration No: 317597

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of DSB of Niagara (formerly the Lincoln County Board of Education) teacher Wayne Clark Thompson for sexually abusing students.

Thompson was certified to teach in June 1961. He did not attend the April 30, 2012, hearing and was not represented by legal counsel. Between 1973 and 1976, Thompson engaged in sexual conversations and oral sex with two male students aged 12 and 13. He also encouraged sexual contact between the boys.

Thompson retired in 1994 and was charged with four counts of indecent assault by Niagara Regional Police in May 2009. He was found guilty and sentenced to two years in jail followed by three years' probation, including conditions that prohibited him from attending public parks, swimming areas, daycare centres, school grounds, playgrounds or community centres where children under 16 were present.

As well, he was prohibited from seeking, obtaining or continuing in any job for pay or as a volunteer that involved being in a position of authority toward anyone under 16. Further, Thompson was directed not to contact, communicate or be alone with young people unless in the company of their parents or guardian, and that he not use computers to communicate with anyone under 16.

Having considered the evidence, onus and standard of proof and the submissions of College counsel, the Discipline Committee panel found Thompson guilty of professional misconduct and ordered the Registrar to revoke his Certificate of Qualification and Registration.

The Discipline Committee panel said that Thompson forfeited the privilege of being in the teaching profession.

"The (panel) considered the power imbalance that exists in favour of the teacher, the vulnerability of students and the privileged position of teachers in society. The victim impact statements of Student 1 and Student 2 indicated the long term, harmful and life-altering consequences the member's action had

on their lives. Sexual abuse by a teacher brings the profession into disrepute and tarnishes public trust in the profession."

A notation regarding the revocation appears online at oct.ca → [Find a Teacher](#).

Member: Not identified

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of a York Region DSB teacher for sexually abusing a student.

The member, certified to teach in July 1998, and his legal counsel attended the hearing held on October 11, 2011, December 19 and 22, 2011, and February 16 and 17, 2012.

Between May 2004 and 2005, the member met the student at least four times and communicated with her electronically. They met for pizza, he told her he loved her and wanted to be in bed with her; he hugged, kissed and rubbed his body against hers; and he touched or attempted to touch her breast.

In a February 2004 email exchange, the member referenced a sexual act that, when reported by the student, led to a board investigation and written reprimand, and sensitivity training arranged by his federation. Despite warnings, his email correspondence continued, as did the meetings with the student.

The student complained to another teacher, who told the girl's mother. A Children's Aid Society investigation and police charges resulted. A criminal trial was conducted in July 2008 and the teacher was acquitted in 2009.

During testimony, the student acknowledged that she actively pursued a relationship with the member. "I was 15 years old and blinded by my own romantic notions," she said. She also said the member said that he couldn't continue the relationship because he would go to jail or lose his job, but that he sent mixed messages and was always prepared to meet with her. The member admitted "errors in judgment" and that he used inappropriate language, but he denied any sexual intent in his contact. He said the kiss was not romantic and was unintended.

Having considered the evidence, onus and standard of proof, and the submissions of legal counsel, the Discipline Committee panel found the member guilty of professional misconduct and ordered the Registrar to revoke his Certificate of Qualification and Registration.

In its written decision, the Discipline Committee panel said, "The member was fully aware of the Professional Advisory of the Ontario College of Teachers but, in spite of this, like a moth attracted to a flame, he persisted in actions that he knew were just plain wrong. No amount of self-serving explanation can justify his behaviour or make it appear to be right.

"The committee strongly believes that the member, when given such a clear message through a formal reprimand from his employer, should have ended all communication with (the student). When she attempted to renew communication with the member, he responded affirmatively, when he knew that he should not, and knew that it was unprofessional to do so.

"In the view of the committee, the member disregarded very specific rules and some very good advice. He willfully chose to continue this inappropriate relationship. Not to revoke would deny the true nature of this matter. This is, after all, a case of sexual misconduct."

The panel members wrote in their decision that they would have ordered the member's name published in this summary, but could not due to a publication ban ordered by the Ontario Court of Justice.

A notation about the revocation appears online at oct.ca → [Find a Teacher](#). **ps**



Ordre des
enseignantes et
des enseignants
de l'Ontario

Glossary of terms

The vocabulary used to report disciplinary hearings reflects their quasi-judicial nature.

If you wonder what some terms mean, help is at hand.

For a glossary of terms, visit oct.ca → [Investigations & Hearings](#) → [Disciplinary Decisions](#) → [Glossary of terms](#).



Green guide

BY LAURA BICKLE

Environmental icon David Suzuki digs deep to remember the school-day lessons that continue to resonate with him and offers ways to recycle them for the next generation.

Describe your school-aged self in three words.

I only have one — shy.

What was your favourite subject in school and why?

Math, because it was so precise, and science for the same reason.

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

I wish I had learned to play a musical instrument.

In school I excelled at ...

Math, chemistry, physics and English.

In school I struggled with ...

I didn't struggle but German was hard.

Fondest school-related memory

My first kiss.

Quality you most appreciated in a teacher?

Passion for the subject they're teaching.

Most important life lesson learned at school?

If you make a mess you have to clean it up.

If you could create a new course to be taught at all schools, what would it be?

We have to put the world back together.

Right now, we see the world in fragments and we believe we are separate from nature. But that isn't the case at all.

If I were to develop a course to teach to students it would focus on Rachel Carson's [American marine biologist and conservationist whose book *Silent Spring* advanced the global environmental movement] work of how we all belong to an interconnected world.

The thing I learned in kindergarten that still applies to my life today is ...

Share — don't be greedy. **PS**



NAME

David Suzuki

- born in Vancouver in 1936; has a twin sister and two other siblings
- during World War II, the family lost their dry-cleaning business, and Suzuki, his mother and sisters were sent to an internment camp; his father was sent to a labour camp
- after the war, the family moved to Leamington and then London, Ont. He attended Mill Street ES, Leamington SS and London Central CI, where he was Student Council President
- has an honours BA in biology and a Ph.D. in zoology; has since accumulated 25 honorary degrees
- UBC faculty member since 1963; is now professor emeritus
- recipient of the Order of Canada, first as an Officer (1976), then upgraded to Companion status (2006)
- has written 52 books, including 19 for children; *An Introduction to Genetic Analysis* (with A.J.F. Griffiths), is the most widely used genetics textbook in the US
- developed and hosted *Quirks and Quarks* on CBC Radio (1974); launched the CBC series, *The Nature of Things with David Suzuki* (1979)
- won four Gemini Awards
- recipient of UNESCO's Kalinga Prize for Science and UNEP's Global 500 Roll of Honour
- won the Right Livelihood Award, considered the "Alternative Nobel Prize" (2009)
- the David Suzuki Foundation published *Connecting With Nature*, an education guide for Grades 4 to 6. It's free to download at davidsuzuki.org/youthandnature (see p. 25 for more details).

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