

23 TOOLS FOR TEACHING
THE LEFT-HANDED

54 OCTs, ECEs AND
KINDERGARTEN

80 MEET AUTHOR
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SEPTEMBER 2013

professionally speaking

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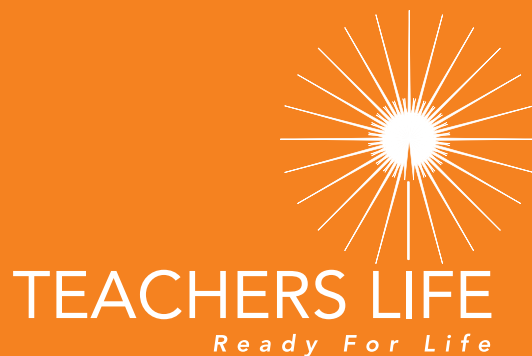
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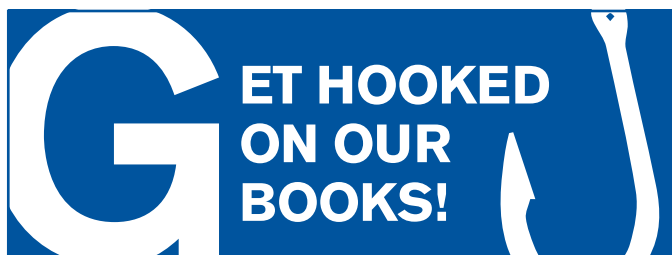
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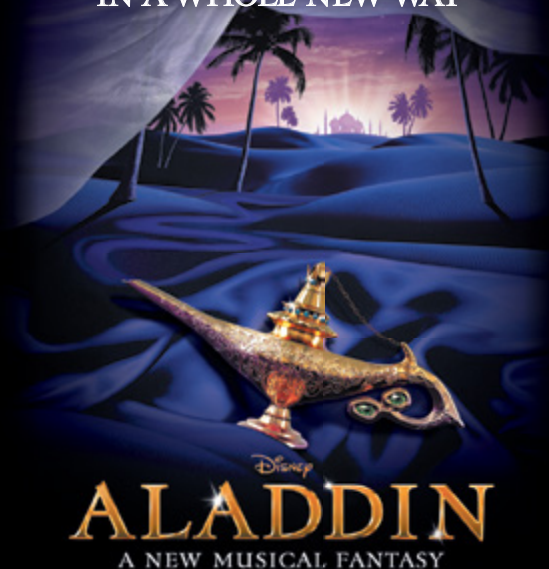
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A VISIT FROM THE MINISTER

The College was pleased to welcome Minister of Education Liz Sandals on June 6, when she addressed Council. The Minister (in middle) is seen here with Vice-Chair Marc Dubois, OCT, Chair Liz Papadopoulos, OCT, CEO and Registrar Michael Salvatori, OCT, and Deputy Registrar Joe Jamieson, OCT. For more details on what the Minister had to say, please see page 73 of this issue.



EXCELLENT AWARDED

Bilingual Complaint Resolution Officer Joanne Excellent was recognized for her volunteer work when she was awarded a certificate from Groupe Professionnel Haïtien de Toronto. Excellent fundraised and donated clothing, food, books and financial assistance to a devastated orphanage in the Haitian city of Gonaïves.



FORE A GOOD CAUSE

The College enjoyed another successful charity golf tournament. Held at the Sleepy Hollow Country Club in Stouffville, this year's tournament raised nearly \$15,000 and brought together colleagues old and new — including (l to r) Gord Hough, OCT, Liz Papadopoulos, OCT, Nancy Hutcheson, OCT, and Paul Brazeau, OCT.



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The Ontario College of Teachers would like to extend a hearty thank you to the sponsors and donors who helped to raise close to \$15,000 at the College's annual charity golf event in June to support the Ontario College of Teachers' Scholarship Program.

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LEARNING AND LEADERSHIP

Reflections on the Japanese proverb: “Vision without action is a daydream. Action without vision is a nightmare.”

BY LIZ PAPADOPOULOS, OCT

Every summer, teachers sit down to plan out the school year and ways to deliver the curriculum to a whole new set of unknowns — their students. If we repeated everything we taught the year before in exactly the same way, learning would occur, but not at optimum levels.

Planning and professional development were on the agenda at the College’s annual meeting of members this June. After we delivered our reports, a member asked about mandatory professional development for teachers. She asked why we didn’t have such a requirement. I told her

that professional development comes in many forms, and that it would be difficult to be employed at any publicly funded school board and NOT participate in ongoing professional learning. From team planning to moderated marking, from professional learning communities to other educational initiatives that make their way into our lives, you’d be hard pressed to find any teacher who is not committed to improving their practice. Taking AQs and ABQs is just the tip of professional development iceberg.

The worst thing any professional can become is stagnant. This is virtually

impossible, however, for teachers. This rapidly changing world requires us to keep a finger on the pulse of new trends, technologies and teaching methods.

In the same way, it’s important for organizations to take stock of where they are today, what they hope to achieve and why it matters.

This fall, the College Council will embark on a strategic-planning retreat to set goals and objectives together.

You spent the summer relaxing, re-energizing and mapping out the curriculum that you are going to have to teach this fall. By now, you know where to direct your energies and your resources.

In this age of accountability, institutions must also demonstrate to the public and their membership exactly what they hope to accomplish and why. With governance scandals, issues of transparency and misuse of expenses making headlines, your Council wants you to know that it is committed to ensuring that our resources are used purposefully and appropriately. Strategic planning will help the College to explore external trends shaping our work, examine our priorities, and build our capacity to think and act strategically.

This summer, we asked stakeholders to look at the College’s mandate and give us feedback on where we might focus our efforts for the next three years. As Council and senior staff get ready to participate in the upcoming strategic-planning session, we’re thinking hard about the future and our goals for the next few years. Where would you like to see this organization in five or 10 years? What do you think our priorities should be? **PS**

KEEPING SUCCESS IN MIND

This summer, I picked up a copy of the international bestseller, *Lean In: Women, Work, and the Will to Lead*. Written by Facebook’s chief operating officer, Sheryl Sandberg, the book is filled with personal anecdotes and compelling research about women in the workplace and the struggle to find work-life balance. While *Lean In* is a must-read for working women, especially those aspiring to leadership positions, the book offers a vital message and sound advice for men and women alike. As we return to work this fall, let’s do more to encourage young women and students to “lean in” and lead. And on a personal note, how can we ensure that our work and home life is balanced, satisfying and successful?



In a television first, the acclaimed TED Talks teamed up with public broadcaster PBS to air an exclusive one-hour special on teaching and learning. *TED Talks Education*, pbs.org/wnet/ted-talks-education, featured education advocates and prominent leaders including Bill Gates, singer John Legend and education reformer Geoffrey Canada. Together, they addressed issues around high school dropout rates and the US education crisis. Don’t miss educator Rita F. Pierson, whose moving speech quickly became a YouTube sensation, and TED’s most-watched speaker, Sir Ken Robinson, on building creative classrooms.

A LESSON IN THE LATEST LOOKS



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TO THINE OWN SELF BE TRUE

From *Hamlet* to holding political office, the Registrar examines integrity as one of the four ethical standards for the teaching profession.

BY MICHAEL SALVATORI, OCT

“This above all: To thine own self be true, and it must follow, as the night the day, thou canst not then be false to any man.”

William Shakespeare wrote these wise words for Polonius to impart to his son Laertes in *Hamlet*. When I read them for the first time in Mr. Lawless's Grade 13 English class, I was struck by the apparent simplicity of this guide to integrity.

Integrity, as one of the four pillars of the College's ethical standards, is illuminated in a number of resources

(available online at oct.ca → Members → Resources). Through ethical dilemmas, case studies and ethical-decision frameworks, the ethical standards are explored and their value illustrated.

Integrity is a tree with many branches: honesty, credibility, reliability and honour, to name but a few. These values are the foundations of ethical practice and the hallmarks of professional practice. They also represent the qualities that inspire confidence among students and parents in members of the profession, and represent one of the

contributions of education and schooling to a civil society in which values such as integrity, respect, care and trust are esteemed.

I am reminded of a proud moment in my schooling when, in Grade 3, I received the year-end citizenship certificate. Although, at the time, I would have preferred the certificate that was given for highest achievement or athleticism, I have since come to appreciate what outstanding citizenship means and why it is such an honour.

Citizenship evokes responsibility, engagement and commitment and is integral to the teaching and learning process. Student engagement, responsibility for their learning, responsibility to each other, and commitment to achieving their potential are among the statements that form classroom mission statements or expectations.

They are also included in comments that teachers make about students on report cards and in communication to parents. A focus on these values helps prepare students for the future, our future. These students are our future teachers, our premiers and prime ministers, our concerned citizens and advocates for justice.

I think that we all walk taller when we live by our principles and adhere to our values, when we demonstrate our integrity.

I have taken out my Grade 3 citizenship certificate from my scrapbook. I feel taller already. **PS**

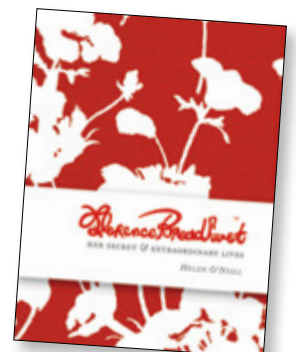
M. Salvatori

INTEGRITY BY DESIGN

I recently finished reading a biography of Florence Broadhurst (*Florence Broadhurst: Her Secret & Extraordinary Lives* by Helen O'Neill), an Australian designer known primarily for her printmaking, which led to a successful wallpaper design business in the 1960s and 1970s. I found the book of great interest for two reasons. First, it includes colour images of some of her 800 designs that reflect the bold style of the era in which she worked. Second, the book traces her life and provides detail on the way in which she reinvented herself three times in her professional life. I found her view of honesty — “I don't think you fully appreciate the

importance of illusion in life...honesty is essentially a disintegrating force in society...” — intriguing and very different from my point of view.

As I prepare my presentation for visits this fall with teacher candidates at each of our faculties and schools of education, I would be interested in your perspectives on integrity that I could incorporate. If you have some insight or an anecdote to share, please email me care of ps@oct.ca. Please write “Integrity” in the subject line.



letters to the editor

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Kudos to Rainbow District School Board

The March issue caught my attention because of the article "The New Face of Aboriginal Education." For a good part of my career, I taught for a school board that provided educational services to five First Nations on the Georgian Bay shoreline.

I applaud the efforts that are being made in the Rainbow DSB to teach Native cultures. For too long our Canadian history books have given only a salutary reference to the Aboriginal inhabitants of the land. As a result, First Nations, Métis and Inuit have not felt included in the fabric of the country.

However, this may still not be enough to address the shortcomings of our educational systems. The Inuit, for instance, have always learned survival skills such as hunting and

fishing, and making shelters from the example of the elders, mostly out on the land. Book learning is a very new thing culturally speaking for these people. If there is going to be any success at all, there will have to be a big change in how skills and knowledge are to be transmitted to the younger generation.

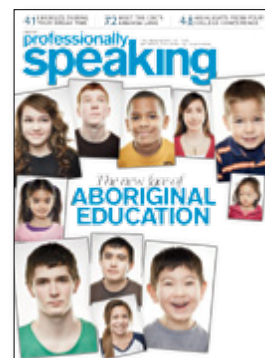
One of the biggest obstacles to obtaining a formal education is the amount of time students miss for traditional activities out on the land. In my experience, teaching high school science and math in the North, I could not find suitable learning materials that I could put into the hands of students so that they could work at their own pace. Most of the teachers I taught with were developing these kinds of instruments themselves.

We should be developing culturally

appropriate learning materials that are programmed so students can work through them at their own pace.

A sort of "mastery learning" approach so that students progress on an individual basis. Grades should be done away with. It is the knowledge and skills that are important, not whether someone passes or fails.

—**James Mintz**, OCT, is a retired high school science and mathematics teacher.



A well deserved honour



What a thrill to see Maureen Smith lauded for her contributions to the advancement of bilingual education in Ontario ("At the College," *Professionally Speaking*, June 2013)!

I was lucky enough to have been a French student of Maureen's at Althouse College (University of

Western Ontario), and she is truly deserving of this honour. It was clear then from her example that having a passion for your work is its own rich reward. Maureen's enthusiasm and tireless promotion of bilingualism have doubtless inspired many more educators than just me. Congratulations!

—**Andrea Davidson**, OCT, is a senior school French and journalism teacher at The Country Day School in King City, Ont.

Transition to teaching

In response to "Transition to teaching," in the March 2013 issue, I am writing only now because the issue has come up the last few weeks, and there seems to be no change in the situation — most days, in my school, there have not been substitute teachers for absent teachers. As a consequence classes have had to be dispersed. Given the fact that so many certified teachers have no employment in the profession, the question arises why more teachers are not being hired.

Furthermore, as the article states, certified Ontario teachers are teaching in other parts of Canada, and in other countries. Ontario taxpayers are providing other jurisdictions with qualified teachers for whose training they did not have to pay. It is in effect a "teachers brain drain."

—**Miguel Prohaska**, OCT, teaches at Our Lady of Fatima Catholic School in the Toronto Catholic DSB.



Outside lessons inside class

I enjoyed reading your story, “Off-Duty Lessons” in the June issue of *Professionally Speaking*. I would like to see more stories like this one as they are inspiring, and there are many, many teachers across the province who have interesting hobbies. I am both a teacher and journalist and interview all the retirees in my school board every summer for a publication featuring

their careers. In the past 10 years, I have interviewed a principal who was well on her way to becoming an opera singer, another who races horses and occasionally rode her horse to school, and a teacher (who is not yet retired) who trains swimmers for the Special Olympics. I, myself, am a female boxer as well as a competitive ice hockey player, and find skills from these two sports have helped me enormously in my teaching Core French in the classroom.

—**Stephanie Dancey**, OCT, is a Core French and literacy teacher with the Peterborough Victoria Northumberland and Clarington Catholic DSB in Peterborough.

Technically speaking...

Your June cover story caught my eye. I am the editor of a technology magazine, and the use of tech in education is an ongoing interest of mine. (My wife is a teacher, so I see *Professionally Speaking* regularly.)

I thought the article was very informative and the writer, Stefan Dubowski, did a good job of covering a variety of content in a readable manner.

I was a little baffled by the cover and

inside photos. The article was about modern (mostly mobile) technology, while the art is pieces of old desktop PC components. It was eye-catching but also incongruous.

—**Peter Wolchak**, editor of *Backbone* magazine.



**WINNERS
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CONGRATULATIONS

to **Aloysia Muskiluke**, OCT, who won the **DELL XPS10 multi-touch tablet with dock!** (See the announcement in our June issue for details.) Muskiluke teaches at Trenton HS, Hastings and Prince Edward DSB, in a Practical Learning Program, which has 10 developmentally delayed students between ages 14 and 20. “Using technology empowers kids,” she wrote to *PS*. “Unfortunately, finances are tight for both these students and our school. More often than not, they just don’t get this opportunity.” To learn about your OCT discount with DELL, visit dell.ca/mpp/OCT.
• **Antonio Discenza**, OCT, who teaches at St. Michael’s College, TDSB, is the proud owner

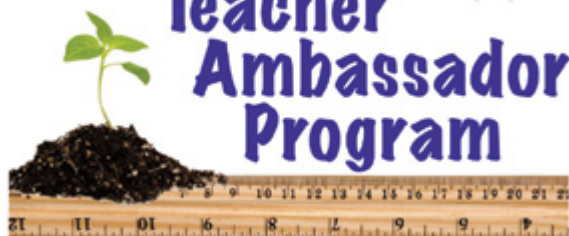
of the entire first season of **Arctic Air** (see Final Exam, June 2013) because he liked us on Facebook.
• **Lynn Breault**, OCT, who teaches at École secondaire catholique Sainte-Marie, in New Liskeard, wins a \$25 Indigo gift card for taking part in our Facebook poll.

Finally, see page 40 to meet the winners of our FRESH START contest!

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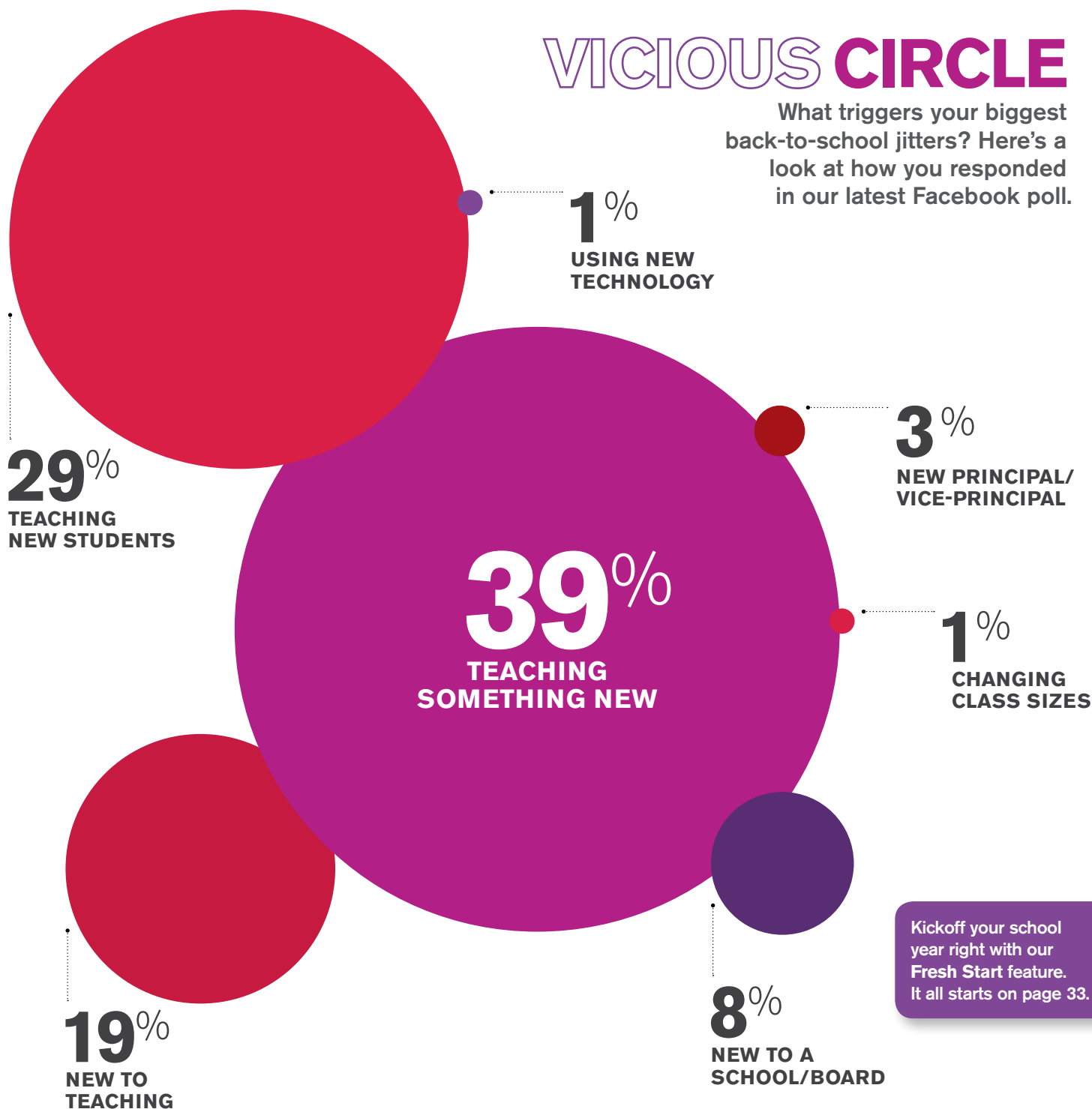
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connections

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VICIOUS CIRCLE

What triggers your biggest back-to-school jitters? Here's a look at how you responded in our latest Facebook poll.



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Pop Quiz

with Paul Tough

BY LAURA BICKLE

Why do some students succeed while others fail? This is one of the questions that's been plaguing bestselling author and *New York Times Magazine* journalist Paul Tough. He's turned to neuroscientists, educators and experts in economics for an answer and shared his surprising and often counterintuitive discoveries in his latest book, *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. Tough, who grew up in Toronto, shares how his findings can play out in the classroom.

Q What part does character play in student success?

We often think of character as being the morals and values we possess, but the educators I'm writing about look at it as a set of skills — like grit, zest and optimism. These traits don't make you a good or a bad person, but they can help you achieve what you want out of life.

Q How can teachers help develop these strengths?

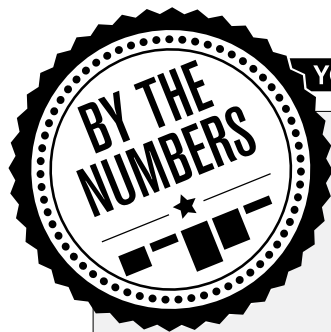
There's a teacher in Brooklyn who has created the best middle-school chess team in the US by having her students take an honest look at their losses. The research is clear; learning how to deal with failure is an incredibly valuable skill for a student to possess, and the earlier they can learn how to harness it, the better. Being able to "practise" failing in Grade 6 is a gift. It better prepares you for the bigger hurdles you'll encounter later in life.

Q What were you most surprised to discover during your research?

When I started out, I truly believed that standardized test scores were a really good predictor of who'd succeed over time, but there are countless examples where that isn't the case. If you possess grit, and self-control and perseverance — it makes a huge difference. You can overcome poor standardized test scores with these character strengths.

Q How has your opinion regarding standardized tests changed?

It's made me more skeptical. What I now know is that the skills that allow students to do well on these tests are not the skills that will really matter to them in the long run. I don't think we should do away with standardized tests, but I do think we need to lower the stakes so that they become more of a diagnostic tool, rather than the focus of any given teacher or school.



BACK-TO-SCHOOL BASICS

A look at Ontario stats linked to your first day back.

BY STEVE BREARTON

2 BIG SPENDERS

In 2011, Statistics Canada estimated shoppers had spent **\$1.5 billion** on back-to-school clothing and accessories. Last year, one survey suggested how much we spent per child:

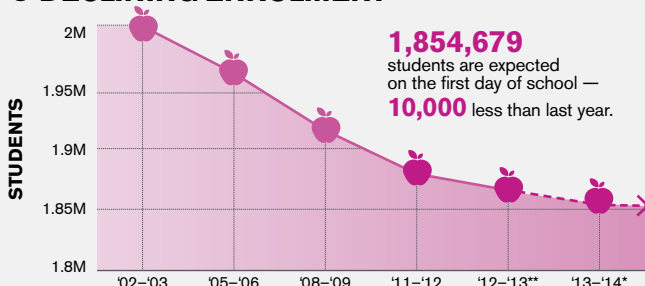
\$164
Grades K-6

\$171
Grades 7-12

\$213
Postsecondary

Source: BMO, 2012

1 DECLINING ENROLMENT

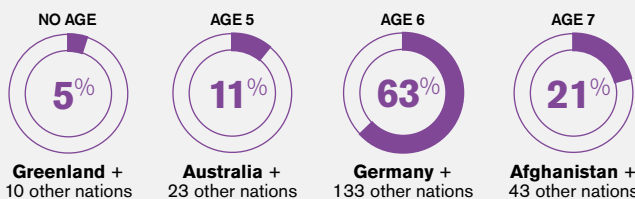


Source: Ontario Ministry of Education, 2013

*Estimated **Projected

3 JUST A NUMBER?

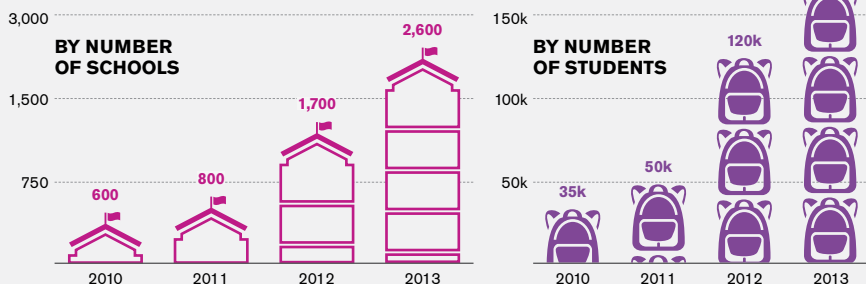
Ontario students are required to **start school at age six**. Here's the start age in other nations and the percentage of countries that share them:



Source: The World Bank, 2012

4 EARLY LEARNING

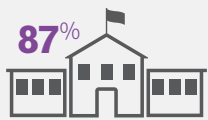
Growth of **full-day kindergarten** since its launch:



Source: Ontario Ministry of Education, 2012

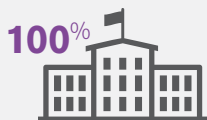
5 HEAD COUNT

Boards with **lowest** percentage of primary classrooms at 20 students or less:



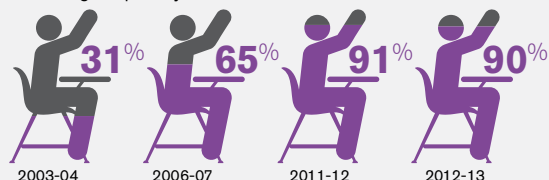
87%
Conseil scolaire public Grand Nord de l'Ontario & Toronto DSB

Boards with **highest** percentage of primary classrooms at 20 students or less:



100%
Superior-Greenstone DSB

Percentage of primary classrooms with **20 students or less**:



Source: Ontario Ministry of Education Class Size Tracker, 2012-13

6 FARM FICTION

There is a homespun myth that says the school calendar, with three months off, is based on the rhythm of 19th-century farm life.



Not so. Summer vacations grew out of early 20th-century urban middle-class parents (and later lobbyists for camps and the tourist industry) pressing school boards to release children to be with their families for four to eight weeks or more.

Source: Larry Cuban, *The Perennial Reform: Fixing School Time*, 2008

TWEET SHEET

Follow what's trending in the education Twitterverse



Jodi Picoult

@jodipicoult

Bestselling author of more than 20 books, including *My Sister's Keeper*.

twitter.com/jodipicoult

66,380

FOLLOWERS



Jodi Picoult

@jodipicoult

#thankateacher My mentor, Mary Morris, who taught me to challenge myself, and without whom I wouldn't be writing today.



Chris Hadfield

@Cmdr_Hadfield

ISS Commander of Expedition 35 and first Canadian to walk in space.

twitter.com/Cmdr_Hadfield

992,361

FOLLOWERS



Chris Hadfield

@Cmdr_Hadfield

A new elementary school bearing my name is a high honour and responsibility! bit.ly/18SiPwe ... What will they name their sports teams?



Amanda Lang

@AmandaLang_CBC

Co-host of CBC's *The Lang & O'Leary Exchange* and Senior Business Correspondent.

twitter.com/AmandaLang_CBC

34,496

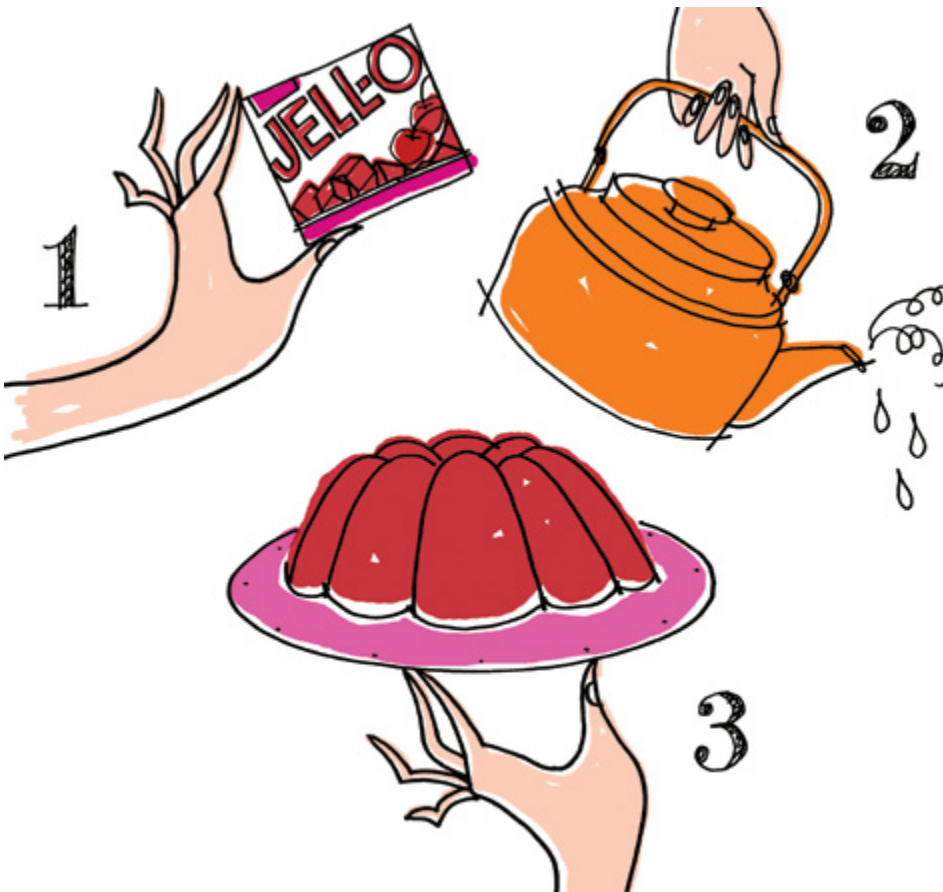
FOLLOWERS



Amanda Lang

@AmandaLang_CBC

Hi @ReadyOwl @chaptersindigo @HarperCollinsCa My parents and a few amazing teachers kept me curious — it's the best gift. indigospotlight



Want to really grab your students' attention? Serve up some Jell-O! It's the perfect prop for teaching your Grade 2s about the three main states — solids, liquids and gases.

Start by pouring Jell-O crystals into a container while they're in a solid state. For the gas portion, boil water and observe how the liquid turns into steam when it reaches a high temperature. Now, add the hot water to the container and watch the crystals dissolve into liquid. For the grand finale, show everyone how the Jell-O returns to a solid as it cools down.

TEACHER TIP

—Dawn Crawford, OCT
Prince of Wales PS, Brockville

→ Have a great classroom tip to share? Send it to us at ps@oct.ca.

If we choose to publish it, you will receive an Indigo gift card.

Check out our new Teacher Tip research archive at bit.ly/16mofMi.

learning to give

Move over Warren Buffett — there's a new generation of givers in town and they're about to make it rain. These do-gooders are investing their time in the Youth and Philanthropy Initiative (YPI), and as a bonus they are becoming engaged in their community while developing their teamwork, communication, research and presentation skills.

The Toskan Casale Foundation — launched by the MAC Cosmetics founders — established the initiative 11 years ago as a small single-school program in Toronto. Since then, it has won a Premier's Award for Teaching Excellence for Philanthropy in Education, turned more than 275,000 students worldwide into social citizens and donated nearly \$5 million to almost 1,000 Ontario charities.

The feel-good initiative is a hit with students and teachers alike. "It's the embodiment of everything we teach in civics," says Vincenzo Pileggi, OCT, who created and runs the Legal Education Advancement Program (LEAP), and teaches Grade 10 civics at Father Henry Carr Catholic SS. French language schools can get in on the action too, by using the program as part of an *Anglais* credit.

To learn more about how you can get your school involved, visit goypi.org — and get ready for a serious return on your investment!

—Randi Chapnik Myers

HERE'S HOW IT WORKS:

- The initiative must be available to all students in either Grade 9 or 10, in a mandated course like English or civics that includes at least 25 students.
- Teachers typically complete the free 35-hour program within 4 to 6 weeks using YPI's resource guide (linked to the Ontario curriculum), including session outlines, teacher notes and student worksheets.
- Students team up to research local charities that address an important social issue they identified in their community.
- Each team conducts a presentation on why their charity deserves the grant; one team from each class is picked to do a school-wide presentation for a panel of mostly student-judges.
- The winning team has bragging rights to the \$5,000 YPI grant.

APPS ANALYSIS

By Stefan Dubowski



Night Zookeeper

Inspire creativity with the magical Night Zookeeper Teleporting Torch. Students take on drawing missions and literacy tasks while they help a zookeeper tend to his unusual menagerie of animals — spying giraffes, time-travelling elephants and thieving monsters. You, too, can get in on the fun by customizing challenges and selecting pre-existing ones from a handy library of assignments. Send these to your students at any time, from anywhere, by using a private online dashboard. Students can then “teleport” their work to this same site for evaluation. For more info, check out the nightzooteacher.com blog. For a free lesson plan, visit bit.ly/16e7vEO.

DEVICE: Apple

SOURCE: iTunes, 99¢

RATING: 4+



ISS Detector

Channel your inner Chris Hadfield with this intergalactic app that lets science students observe the International Space Station (ISS) from a hand-held device. The program indicates the ideal time for a sighting and even pinpoints the spot to watch in the sky. In-app purchases add the ability to track comets (\$2), radio and weather satellites (\$2) and other notable objects such as the Hubble Space Telescope (\$2). The ISS Detector app pulls info from NASA, heavens-above.com (a satellite-tracking website), the Minor Planet Center and the Norwegian Meteorological Institute. Users can share ISS sightings via Twitter, Gmail and other networking services.

DEVICE: Android

SOURCE: Google Play, free

RATING: Low maturity



Oh No Fractions!

Are your students frightened of fractions? Fear not. Here's an app that will cut their learning time in half and more than double the fun factor.

Oh No Fractions! makes a game of the difficult-to-grasp concepts linked to adding, subtracting, multiplying and dividing fractions. For instance, when comparing two side-by-side fractions, the player must decide if the one on the left is less than, greater than or equal to the one on the right. Simple visual aids are used to further explain the correct answers. Students can keep an eye on their progress by checking the statistics attached to their successful/unsuccessful attempts to solving the problems.

DEVICE: Apple

SOURCE: iTunes, free

RATING: 4+

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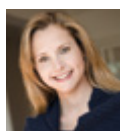
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Peter H. Reynolds
NY Times best-selling author/illustrator and founder of the educational media company FableVision



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Dr. Samantha Nutt
Founder and Executive Director of War Child North America



Terry Fallis Notable author of *The Best Laid Plans*, CBC's "essential Canadian novel of the decade" and winner of the 2008 Leacock Medal for Humour

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NOT ALWAYS RIGHT

Make your classroom more inclusive with these handy tools for lefties.

BY LEIGH DOYLE

STAY SHARP

Even sharpening a pencil can make a left-hander feel rather gauche. The trick is to find a sharpener that works its magic when you turn it counter-clockwise.

TRY: igloo Lefty 1 Hole, 99¢, scholarschoice.ca

MADE TO MEASURE

Noticed any lefties struggling during math? Making left-handed rulers (read from right to left) available will help. You could also recommend a left-handed geometry set. Instead of fumbling over measurements, they'll be able to focus on your lesson.

TRY: Lefties Rule, \$3.95, bit.ly/1anSGCH; Mapped left-handed geometry set, \$3.99, deserres.ca

WRITE LEFT

Sick of ink-stained hands? Look for pens with tailored grips and offset necks that keep fingers from slipping and a clear field of vision. Have a thank-you letter to send? Show off your impressive calligraphy skills with a set designed especially for left-handers. Noticing smears on assignments? Suggest a quick-drying ink to keep work tidy.

TRY: Visio Pen, \$3.50, scholarschoice.ca; Panache Basic Calligraphy Left Handed Set, \$17.99, currys.com; uni-ball Jetstream Rollerball pen, \$7.92 (3/pack), staples.ca

ULTIMATE HANDBOOK

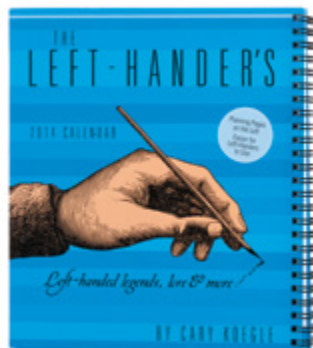
Keep up-to-date with *The Left-Hander's 2014 Calendar*. It's an agenda that flips the traditional layout; its weekly planning pages are on the left and bound on the right.

TRY: *The Left-Hander's 2014 Weekly Planner Calendar: Left-handed legends, lore & more*, \$12.40, amazon.ca

GET A GRIP

Make practising penmanship easier with a triangular grip! Add a comfortably shaped accessory to a pencil to guide fingers into place and reduce writing fatigue. For budding artists, offer a trilateral coloured pencil or ergonomic crayons — perfect for ambidextrous use.

TRY: Merangue Pencil Grip, \$2.96 (5/pack), Staples; Crayola Jumbo Triangular Coloured Pencils, \$4.99 (10/pack), Staples; Left Right Ergonomic Crayons, \$6.95 (10/pack), currys.com



Cool crayon! ↗



How do you accommodate left-handers? Share your secret to making classrooms more inclusive and you could win these featured products and more. Forward your tips to ps@oct.ca by September 30th and look for the winning submission in the Letters to the Editor section of our December 2013 issue.





{crunching} {numbers}

Meet Harriet Simand, OCT, the beautiful mind behind the expanding appetite for math at Canada's oldest all-girls school.

BY TRISH SNYDER

It's a month before summer break for Harriet Simand's Grade 6 class at The Bishop Strachan School (BSS) in Toronto and her math lesson is creating a buzz. Clinging to rulers and reciting formulas, 12-year-old girls chatter in pairs as they figure out the mass, volume and area of geometric-shaped cardboard boxes they've crafted for an assignment called Ship the Chip, a lesson Simand modified from the Web. The girls had to make the smallest and lightest vessel possible to secure a single Pringles chip for mailing — no "fragile" stickers allowed — to their junior-school principal, Patti MacDonald, OCT. On today's agenda: open the loot and inspect the cargo.

"The judge has arrived!" says Simand, OCT, and she might as well have introduced Justin Bieber. Some hold their breath as MacDonald gamely digs in. One team nested their chip in cotton balls, another MacGyvered their cardboard into a trapezoidal prism, while a third lined a rectangular prism with a sponge they had carved to cradle the chip's curves. One by one, the chips are extracted. Most are pristine, some arrive in two or three pieces, and the one that arrived coated in soy nut butter wins bonus points for creativity — even though it's reduced to crumbs. As applause and smiles brighten the classroom, it becomes apparent that an intact chip was hardly the point. "This just seemed like a fun way to teach measurement," says Simand. "I mean, how can you be intimidated by having to mail a potato chip?"

With offbeat lessons that connect school to the real world, Harriet Simand has a gift for showing her students the joy of learning. She's staged relaxation tests to ease math anxiety, escorted students to city hall to plead for a ban on plastic bags, introduced them to inner-city schools to better understand diversity and plugged them in to science at a robotics competition. It's a winning formula: the former litigator-turned-educator earned a Prime Minister's Award for Teaching Excellence in 2012 — parents and former students flooded the PM's office with letters of support. "If every teacher were like Ms. Simand," a former student wrote, "I would never want to leave school."

Simand knows many math-phobic adults so she's determined to cultivate a love for the subject in her students. "I tell them math is not genetic. If you're not understanding, it's not a problem with you — it's because I haven't explained it properly."

PHOTOS: ANVA CHIBIS



Harriet Simand, OCT, and her Grade 6s test drive their student-designed robot program in the BSS Design and Tech Lab.

She even invites students to bring their stuffed animals and bathrobes to the first math relaxation test, where she throws in an impossible question and awards points for trying to formulate an answer and remaining calm. Within a few months, there's no lingering sign of fuzzy slippers during tests. "I know they don't need all of those things, but I want them to see that for themselves."

{ 5 steps to no-stress tests }

Harriet Simand's simple formula for writing math tests:

1. Read through every question before answering a single one. (Simand reads the whole test out loud.)
2. Highlight key info.
3. Make a tick mark beside questions that you instantly know how to do.
4. Mark the ones you're not sure about with an X.
5. Do the tick marks first. "Once your brain has processed the easy ones, go to the difficult ones. That way, you don't get frustrated and blocked."

Pretty soon students are too busy having a blast to notice that they're actually doing algebra. Simand had them strap on aprons and measure cookie ingredients for a lesson in fractions. After ordering flour from the kitchen for the entire grade and putting the girls into eight groups, she told them they only needed to make one-eighth of the recipe. Since one careless calculation can ruin their batch of treats — they actually bake the results and eat them — they've learned the value of checking arithmetic.

Another time, she had students choose furniture for a dream bedroom — then announced that they'd done all their shopping on credit. They had to research interest rates, calculate how much they'd owe per month and how long they'd be paying off decorating debts.

Great innovations

Simand's passion for mathematics sparked BSS to revamp their teaching practices after she co-led extensive research into math resources. Teachers now pull from multiple (mostly free) programs instead of a single one — this includes JUMP Math Smart board lessons (bit.ly/1bJ6t8c), the University of Waterloo's Problem of the Week (bit.ly/et9O9I), Illuminations from the National

Council of Teachers of Mathematics (bit.ly/1boT7zu), and the book *From Patterns to Algebra*. Surveys completed by students at the start and end of the year show the impact. "We've seen improvements in math scores and math attitudes across the board," says MacDonald.

Simand opened her students' eyes to science when she entered them in the FIRST Lego League Robotics Championships in 2010 — a new initiative at the elementary level for BSS. When they learned (through their own research) that dogs can alert epileptics to an impending seizure, the girls invented and programmed a robot called iSnoopy, a mechanical "nose" to help with these predictions. Amid boy-heavy competition, the class took home an innovation award at the provincial finals. Simand doesn't care about the girls beating the boys so much as the girls joining them. "It's a big issue," she says. "Women have made gains, but we're still underrepresented in math and engineering. There's no reason women can't get high-tech jobs. They can be just as creative at problem solving."

Another of Simand's trademarks is encouraging students to stretch outside their comfort zones. One student was a fabulous writer, but every story looked identical. "I said, 'Look, you know you're

a Level 4 but I'm only going to give you a 4 if you challenge yourself and try something new." Another student from The York School, where Simand previously taught, flooded the classroom during a science experiment — and ended up with the highest mark. "This kid was revising his thinking, he showed me he was willing to take a risk — working like a real scientist. I try to create a safe atmosphere where everyone knows that I'm looking for thought and creativity. And, if it's a complete disaster, it doesn't matter."

Cultivating community

Taking risks works well for Simand because she allows for student input on what they'll study. "I have a list of skills I must cover but how we do it depends on where their interests lie — it's always different from year to year." At The York School, another Toronto independent, her Grade 5 class was shocked to learn about the nasty impact of discarded plastic bags on ocean life and landfills. What began as a classroom curiosity ballooned into a campaign to reduce use, which they worked on the following year.

At city hall, they presented depositions before 150-plus industry leaders, lobbyists, researchers and stakeholders, scoring praise and national media coverage. "Class 6S [Simand's students], by far, made the best presentation," said councillor Glenn De Baeremaeker. "They were well spoken, knowledgeable and very passionate." They created the website banthebagbrigade.wikispaces.com and then asked if they could make a documentary. Though Simand didn't know a thing about making movies, she marched them off to watch films and meet a director, and their film was eventually screened at the Sprockets Toronto International Film Festival for Children. If that weren't enough to bolster a student's confidence, Ban the Bag Brigade was a finalist in 2009 for a Livegreen Toronto Award. "Harriet taught these children, at the ages of 11 and 12, the skills they require to become agents of social change," says parent Karen Fancy.

Simand inserts a healthy dose of reality into her approach to teaching so her students can learn valuable lessons firsthand. Instead of reading up on immigrant

populations, her students mentor Grade 2s in an inner-city neighbourhood bustling with families who are new to the country. "You can't value multiculturalism and diversity if you don't meet people from different communities and see how valuable they are," says Simand, a former human rights lawyer. "Now, when the girls hear stereotypes, they can challenge them and say, 'Hey, that's a great neighbourhood — I know people there.'"

Once the girls bond with the younger students they have to look up apartments and visit the local supermarket to determine how they could survive on actual Toronto social assistance rates. "I know they'll find it impossible," says Simand, "but it will mean more to them because they've met children who are just as smart and funny and creative but who nevertheless have to use food banks. They have a strong sense of what is and isn't fair. I think you can cultivate that sense of social justice at a young age — that idea that 'I can make a difference and I have a responsibility to.' I just let them experience it and come to their own conclusions. It's so much fun to come to work when this is what we're doing."

Natural connection

Of course, none of this would be possible if Simand didn't have a close connection to her students. "She really listens to them," observes MacDonald. "She treats them as capable individuals, and she laughs with them." She's a bit like Ms. Frizzle, the shamelessly enthusiastic children's book character who steers her class through wondrous field trips aboard the Magic School Bus. "Her ability to inspire, motivate and teach is apparent every time you speak with her," says parent Carolyn Ussher. "This is not just her job, it's who she is."

MacDonald believes Simand's gift goes beyond creative lessons with real-world applications. "Her greatest impact is that she helps to illuminate the girls' strengths. She takes a problem-based approach and helps them take risks. We've seen the girls leave Grade 6 as confident leaders who believe in themselves and want to share their ideas because they have been so respected throughout their time with Ms. Simand." **PS**

{ create the perfect plan }

"How can I get them to love coming to school?" That is what Harriet Simand asks herself when she's dreaming up a lesson plan. Here's what works for her:

Borrow inspiration

Simand came across a television show on anorexia, which she turned into a lesson on ratios and body image. First, students made two outlines: one of Barbie and one of Simand or another teacher. Then, they had to scale up the doll drawing to life size, so they could compare Barbie's figure to a real woman's.

Tap an interest

She might launch a space unit by asking her students what they want to know about the universe, or screening space videos to see what gets everyone talking. "If you find something they're passionate about, they'll pay attention."

Think like a student

Instead of ducking subjects she knows nothing about (like filmmaking), Simand immerses herself in them. She Googles, reads and skims ideas from a variety of online lessons. "Why should we be afraid — we're there to learn too."

Mash it up!

It's not an accident that projects like the Ban the Bag Brigade weave multiple strands of the curriculum together. "If you choose to do everything separately, you'll need 800 days to get through everything."





MORNING

Canada AM's Marci Ien thanks her elementary school teacher for waking up her confidence.

star

BY KATE WINN, OCT

Marci Ien is trained to report the facts as a co-host on *Canada AM*, and when it comes to discussing her education — and the woman who helped determine the course of her career — she quickly gets candid.

Ien was born in 1969 to Trinidadian parents who moved the family from North York to Scarborough the summer leading up to Grade 2. Like many, Ien faced the challenge of starting over at a new school, Silver Springs PS. “I was scared to death and didn’t know anybody,” recalls Ien. “I was beginning a new life in a new city and was shy, and out of my element.”

Her saving grace? Kathy Cuffe [née Kerr], OCT, a teacher who was not only new to the school but to the profession. Cuffe remembers this time well but doesn’t feel that she handled it differently than any other teacher would have. “We just do it naturally — when a new student comes in, you make sure they’re comfortable in their surroundings and their environment because it certainly can be difficult.”

“When I think of Mrs. Cuffe,” says Ien, “I remember the feeling of being welcomed. That’s the kind of teacher she was. I felt at home and that was so important for a seven-year-old who was moving into a new neighbourhood — not knowing anybody, trying to make friends, trying to find my own identity. She was fantastic.”

These fond memories are definitely mutual. “Marci always came to class happy,” recalls Cuffe. “She had this great big grin on her face and her hair was always done in these cute little pigtails. She was such a sponge, one of those kids who kept you on your toes, what we’d call Level 4 now — that was Marci. It was great because as a teacher you had to be prepared for that.”

Ien happily confesses that she was a huge fan of school, and as it turned out, this was rather ideal considering her father worked in education. Joel Ien, OCT, wore several hats throughout his career: he was a French teacher, a principal and a superintendent with the former North York Board of Education; and if that wasn’t impressive enough, he later became a professor at OISE/UT.

“My dad made everything into a fun learning experience. At a restaurant, he would make us order things in French — he knew how to keep things interesting. Education is important to my family, it was always front and centre.”

Listening to classroom read-alouds, especially *Clifford the Big Red Dog*, is a vivid Grade 2 memory that Ien holds onto. She attributes her love of reading to Cuffe, who personally supplied many of the books at Silver Springs PS — the school was new and short on resources.

PHOTOS: JAIME HOGGE



“I couldn’t do my job without the confidence gained and the lessons that I learned in school.”



Kathy Cuffe, OCT, visits Marci Ien at the *Canada AM* studio. They reminisce over a Grade 2 class photo and recall fond memories of their time at Silver Springs PS.

Leadership and a passion for language were also apparent in Ien at that time. “When I read to the kids in the rocking chair,” recalls Cuffe, “Marci would be the first one on the carpet to sit, and she’d be absolutely engrossed. In fact, she used to read to some of the other students too, in a little nook behind the piano.”

Ien firmly believes that our early years at school inform the decisions we make later in life. She credits Cuffe and her other elementary teachers for sending her down the particular path she chose. “My job requires skills in reading and investigative journalism, so that I can address anybody, at any time — this includes asking newsmakers questions, sometimes rather uncomfortable ones,” explains Ien. “I’m responsible for bringing our country stories that need to be told. It’s serious business and I couldn’t

do it without the confidence that I gained back in school and the lessons that I learned at that time. Curiosity was never stifled in the classroom. These are things that as parents we should instill in our kids, but in my experience, great teachers tend to instinctively cover them, and that makes a huge difference.”

Cuffe isn’t surprised at where Ien’s career has taken her. “Marci was articulate, her diction was clear and she was intent on making her point known by all. It makes me chuckle now, when I watch her on TV. She’s an incredible interviewer because she knows exactly what she wants from her subjects, and goes in and gets it. She did that as a child too. She was always asking questions, wanting information.”

By the time Cuffe retired in 2010, she had worked her way up to a principal’s position, eventually ending her career as

co-ordinator of student services in the York Region DSB. She continued to work in this position post-retirement until she finally said goodbye in November 2012.

The close-knit staff at Silver Springs PS played a huge role in Cuffe’s professional formation. “There were only about 10 of us teaching together but it really was a wonderful experience. We were mentoring long before the Ministry came up with such programs, and the two women who mentored me are still close friends of mine — we get together often.”

At one of these gatherings, several years ago, Ien had the opportunity to reunite with Cuffe. “Mrs. Parkin [another teacher at the school] got in touch with me and said, ‘We’re having a get-together, you have to come and surprise them!’... so I did,” recalls the former student.

When told how much she had influenced Ien, Cuffe was equal parts touched and amazed. “We really don’t know the impact we have on our students,” she says. “Here it is, 35 years later, and Marci still remembers these things.”

“Good teachers don’t realize how *good* they are,” Ien says, “because they all just think they’re doing their job. They don’t realize they’re going over and above. But I’m so happy that Mrs. Cuffe will know this now, because she was great. It’s important for me to tell this story.” **PS**



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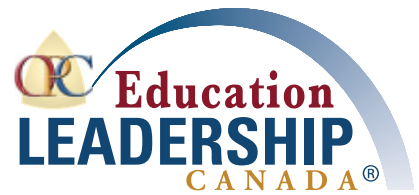


Tech savvy

From top: Herschel iPad sleeve, \$54.99, sportinglife.ca; Targus Versavu keyboard case for iPad (3rd generation), \$99.12, and Hipstreet pencil stylus, \$12.98, both staples.ca; USB stick, stylist's own; Portable Wi-Fi scanner, \$119.93, and Verso Clip light, \$14.98, both walmart.ca; iHome Bluetooth Mini speaker, \$79.99, Canadian Tire

Investment

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Class Acts

Meet the winners of our Fresh Start contest. Thanks to some expert advice to help them feel and look professional, they have the tools to start the school year with renewed confidence.

Catherine Mourot, OCT

Taught core subjects in English to Inuit elementary students in Kugaaruk, Nunavut, and was the English Special Education teacher in Inukjuak, QC. She currently lives in Sudbury, hoping to gain a spot on the Occasional Teaching list there.

Goals

Improve my interview skills, and learn how to dress professionally on a tight budget.

Experts

Ingrie Williams, Fashion Stylist (@ingriewilliams, Twitter), and Melanie Hazell, Managing Partner, Hazell & Associates/ Career Partners International (hazell.com)

Advice

"Catherine has to put aside her ideas on what looks professional. The rules have changed. She's on a budget but that doesn't mean she can't be creative. Wear a bold print — especially if it's in black and white. Just pair it with neutrals."

—Ingrie Williams

On the agenda

- ✓ During an interview focus on three key points that define who she is as a teacher. This will help her focus her ideas and not ramble.
- ✓ Take the lead. If you know where you're going with your answers, you'll be more impactful.
- ✓ Look the part. Find that perfect fit. If your budget is tight, buy an inexpensive blazer and have it custom-tailored to fit. It'll be worth every penny.

"Before this consultation I felt like I was floating, but both experts gave me the direction and focus that I need to feel confident."

Dress, \$129, and blazer, \$79, both Jacob (jacob.ca); necklace, \$62, Banana Republic (bananarepublic.ca); heels, \$175, Town Shoes (townshoes.com)

Sheri Sparling, OCT

Teaches Grade 5, Winston Churchill PS
Lambton Kent DSB

Goals

De-stress and regain my health.

Experts

Bryan Sher, Chiropractor, Daniel Watters, Naturopathic Doctor, both from the Rosedale Wellness Centre (rosedalewellness.com)

Advice

"Changing her environment with something like a 15-minute walk will help Sheri deal with her stress. She should balance her new exercise program of intense workouts with hot yoga sessions. Exercise under heat will naturally increase her metabolism, burning calories even while she's resting. Daily supplements such as omega-3 will support weight loss; magnesium to improve carb, fat and protein conversion, and muscle recovery; and L-carnitine to improve the rate of fat breakdown."

—Daniel Watters

On the agenda

- ✓ No more working with her computer on her lap, which is causing the natural curve of her neck to be out of alignment, and causes shoulder tension, headaches, fatigue and visual problems.
- ✓ Eat regularly and bring snacks such as fruit to class for a quick nutrition break.

"I need to make the time and carve out a moment for myself in order to slow down and focus on me."



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"The ball is in my court. I need to get to a state of mind where I make time to achieve my fitness levels, and do some of the things, like jiu-jitsu, that I used to enjoy."

Marco Belvedere, OCT

Teaches Grades 3/4, St. Angela Merici Catholic ES
York Catholic DSB

Goals

Live a healthier lifestyle, boost my energy without the aid of caffeine and improve my sleeping habits.

Experts

Bryan Sher, Chiropractor, Daniel Watters, Naturopathic Doctor and Alisha McLardy, Stretch Therapist/Kinesiologist, all from the Rosedale Wellness Centre (rosedalewellness.com)

Advice

"Marco is mentally exhausted but not physically exhausted — the body is missing that physical challenge, which could be the reason for his restless sleep. Because of that, Marco's just trying to give his body caffeine to balance things out, but really he's just doing more long-term damage to his body. He needs to replenish himself properly by revamping his diet and getting back into fitness."

—Bryan Sher

On the agenda

- ✓ Substituting beet juice for coffee gives a healthier energy boost.
- ✓ Supplements like Vitamin D for healthy blood pressure and bone density, fish oil like omega-3 to manage cholesterol, and B12 for detoxification.



Shirt, \$50, H&M (hm.com); sweater, \$124, Banana Republic (bananarepublic.ca); jeans, \$69, Gap (gapcanada.ca); belt, \$25, Old Navy (oldnavy.ca); watch, Armani, \$295, at Hudson's Bay (hudsonsbay.com); sneakers, \$135, Kenneth Cole at Town Shoes (townshoes.com)

Tanja Morin-Kovacevic, OCT

Vice-Principal, École élémentaire publique Cité Jeunesse
and École secondaire Marc-Garneau (CFB Trenton)
Conseil des écoles publiques de l'Est de l'Ontario

Goals

Gain professional confidence as a new administrator,
and learn how to handle difficult people and situations.

Experts

Melanie Hazell, Managing Partner,
Hazell & Associates/Career Partners
International (hazell.com)

Advice

"Tanja is a humble person and doesn't allow herself to accept her achievements. When given a compliment, instead of downplaying it she needs to internalize the message and give herself full credit for her achievements. When dealing with difficult people, she has all the tools, strategies and instinct to do the right thing. She has to be confident in her actions."

—Melanie Hazell

On the agenda

- ✓ Have self-confidence. Tanja has a presence, and she has to believe it in order to maximize her strengths.
- ✓ Keep a strong perspective on how to view "difficult people." Assessing them through this lens will allow her to see interactions with people differently, imagine positive outcomes and leverage the resources she already has handling difficult situations more effectively.

"This was an 'aha' moment for me. I realize now what I am capable of and need to put aside my doubts and insecurities for my new role."





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- ✓ **Melanie Hazell**, Managing Partner, Hazell & Associates/ Career Partners International (hazell.com);
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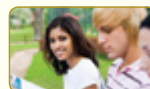
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A WORLD OF GUIDANCE

A look at a member of staff who offers emotional, academic and professional support — for students and teachers.

BY RANDI CHAPNIK MYERS

Every once in awhile, Ontario guidance counsellor Mercedes Carli, OCT, looks up from her desk to see a student about to burst into tears. It's part of the reason she always leaves her door open.

"I really want the kids and teachers to know I'm here to help," says Carli, a former youth probation officer. Now she divides her time between three middle schools in the Toronto DSB: John G. Althouse, Dixon Grove Junior and Humber Valley Village Junior. In each one, she feels at home and does whatever she can to make sure the students she works with feel the same way.

"Counselling comes naturally to me," Carli says. Growing up, she was the person her friends came to with problems. "I've always had a knack for listening and helping people find solutions." She has been putting those mentorship skills to work since she became a guidance counsellor in 1998. But today, more than ever, Carli says, students of all ages need guidance.

What's changed? Children are growing up in an online world where there is 24-hour pressure to be socially engaged. Whereas in the past, social problems with friends would play out at school and home was a safe place to fall, now children go home, turn on the computer and their social life is right there, following them. Plus, there are media-driven pressures to be perfect, Carli says. "Kids are bombarded with unrealistic images of beauty and sexuality that lead to drastic measures to achieve this ideal. There's a rise in eating disorders, drug use/diet pills, steroids and even plastic surgery."

To add to the stress, children today tend to get still more pressure from parents to achieve in and outside of school, and

as a result, their anxiety is often at an all-time high.

"Kids feel pressured to do everything right — get involved in many extracurriculars like sports, clubs, volunteer work and jobs because parents see this as important, and colleges and universities are looking for more diverse experiences rather than just good marks. This drive to succeed leads to competition, stress and anxiety, and sometimes to unhealthy coping strategies," Carli says, pointing out that students can't function in a vacuum. If they are struggling socially or emotionally, it has an effect in the classroom.

So she works hard to create a safe space at school — both in and out of her office. Her main goal, she says, whether she is meeting with students one-on-one or giving presentations at assemblies, is to make sure children have a voice. And that takes drawing them out.

"I point out that even though they are kids, they have the right to express themselves so they will come forward with problems and know that they can count on me to listen," Carli says. "Also, I explain that when you have a voice, you are more powerful. You can affect not only your own life positively, but you can also take an active role in affecting changes in the community."

Teaching children to speak up is critical to their development, Carli says. "Having a voice is not just putting up your hand to answer a question in history class." Rather, it's believing you matter, and not being afraid to share your thoughts. "Having a voice gives kids a sense of belonging, which is the primary determinant of happiness and success."



Unfortunately, though, not all schools in Ontario have the privilege of a guidance counsellor's open door. In the 2012–13 academic year, there were only 160 counsellors across 4,000 elementary schools. At the secondary level, that ratio was much higher: 1,910 at 926 schools.

"Students who have access to elementary counsellors are at an advantage because they can make informed decisions about their career path," Carli points out. "Also, research shows that kids who have a sense of belonging and feel safe at school do better — academically, socially and emotionally — than those who don't."

High schoolers appear to benefit most, simply because there are more dollars to put into resources. "There is more funding at the high school level because kids need more help socially and academically at that stage," says Ministry of Education spokesperson Gary Wheeler.

The good news is that for all schools, the numbers are on the rise, he says. He is happy to report that in 2012–13, the Ministry is providing a projected \$409.2

million through the Grants for Student Needs for teacher-librarians and guidance counsellors, an increase of 28 per cent since 2003.

But just having the benefit of a guidance counsellor in school isn't enough, says Carli. There's still the challenge of getting kids to come forward to ask for the help they need.

The guidance curriculum, called Choices Into Action, covers three important areas:

- **Interpersonal Development** (coping with friends and family);
- **Student Development** (managing academic struggles);
- **Career Development** (discovering talents and passions).

While the curriculum is a stand-alone document for guidance, its philosophy has been embedded into *Ontario Schools* with an assessment component in the learning skills section of each student's report card.

But many students don't realize these services are available, Carli explains. And even if they do, it's scary to knock

on a stranger's door and admit you have a problem — especially in a big high school such as Central Technical School in Toronto, where Kim McFadden, OCT, was one of six guidance counsellors. (she is now an instructional leader of guidance in the Toronto DSB).

In a school of about 2,000 students, McFadden had a caseload of around 320. To help children reach her, she reached out first through regular classroom visits and assemblies.

"People think we are just school therapists, but the biggest role in guidance is working with teachers and administration to establish a safe and caring environment," Carli says. To do so, she prepares presentations on topics such as time management or *The 7 Habits of Successful Teens* early in the year. Later, she'll teach kids about dealing with bullies and researching pathway options.

For Anna Spatafora-Romain, OCT, a French Immersion teacher-librarian at Lester B. Pearson Elementary and Middle School in Toronto, the guidance

department is an invaluable resource.

“The kids here have so many needs, and we teachers don’t have the time to deal with every individual problem that arises while we are teaching a class,” Spatafora-Romain explains. She will identify issues students are having — such as needing help organizing binders or girls excluding other girls or Grade 8s looking for information about high school — and she will email the guidance office or ask the counsellor to do a presentation on the topic.

For Carli, helping students figure out where their skills lie is the most rewarding part of the job. “Watching young people tap into their talents and passions is amazing,” she says. “Suddenly, they can look to their futures and see the possibilities.”

But children of all ages sometimes need to talk with a mentor. “It’s a myth that kids don’t need counselling until they’re in their teens,” says Carli. In fact, today’s students are starting to exhibit signs of anxiety early, she explains. Because they are hitting puberty younger, all of that painful social angst comes earlier too. It’s not unusual for Carli to see students as young as 11 who are almost immobilized by stress.

“We don’t always know what personal baggage a child brings every day, but we do know that it interferes with the ability to learn,” Carli says. So there needs to be somewhere at school where they can experience relief and start learning to problem solve with the help of a mentor, she says.

Often, Spatafora-Romain will discuss students’ needs with the guidance counsellor when they are overwhelmed by work and book an appointment. “So many kids have a really hard time organizing their binders and their time,” she says. “They lack the organizational skills needed to know how much time to allot to a single task.” Guidance counsellors are expert at teaching strategies for how to prioritize, she says, and that really brings down their anxiety so they can focus.

“So many kids walk around holding all of their problems inside,” McFadden says, “and the hope is that they will trust you enough to open up.”

All support staff in schools have to work together, particularly guidance counsellors and teachers, Carli says. “It’s our job

IT’S A MYTH THAT STUDENTS DON’T NEED COUNSELLING UNTIL THEIR TEENS. THEY HIT PUBERTY YOUNGER, SO ALL OF THAT PAINFUL SOCIAL ANGST COMES EARLIER TOO. IT’S NOT UNUSUAL FOR COUNSELLORS TO SEE STUDENTS AS YOUNG AS 11 WHO ARE ALMOST IMMOBILIZED BY STRESS.

to have an open door policy — not just to students, but to teachers as well. I let teachers know that I have resources, and if there are issues going on in your class such as bullying or time management, you can call me in to do a unit.”

At her school, Spatafora-Romain works in collaboration with guidance all the time. Sometimes the counsellor creates a presentation that she agrees will benefit students — considerations when choosing a high school for a Grade 8 class, for example. Other times, Spatafora-Romain comes up with an idea based on classroom dynamics. “Two years ago, it came to my attention that there was cyberbullying and the guidance counsellor brought her expertise forward and did

a wonderful presentation.”

Presentations depend on what the needs are for the grade at the time, Spatafora-Romain says. “What’s important is that the teacher and guidance department are in constant communication.”

At the same time, all teachers should add a little guidance to their own classroom agendas, she says, whether or not there is a school counsellor. “As a teacher, part of your job is to show kids how accessible you are as a human being,” Carli says. “Remember the teacher who really made a difference in your life? In the end, kids won’t remember you for the math lesson you taught. It will be because you listened, because you heard, because you gave them a voice.” **PS**



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TOGETHER

How OCTs and ECEs are collaborating on the creation of full-day kindergarten curriculum.

BY JOHN HOFFMAN

It's not yet 10 a.m., but some of the children in the full-day kindergarten class at Peterborough's Prince of Wales PS have already built a "house" that stretches almost the entire width of the classroom. One boy is dumping basket loads of "firewood" picture books into the fireplace.

Across the room, Shelley McLaughlin is at a table with three students doing word-stretching. They st-r-et-ch words out to discover the syllables and sounds. Her early learning team partner, Diane Istead, is circulating, crouching down to talk to children at various centres. Which is the teacher and which is the early childhood educator?

If you guessed McLaughlin, the one leading the most explicitly instructional activity at the moment, as the teacher, you'd be wrong. She's the early childhood educator (ECE). Istead, OCT, is the teacher. "We both see teaching a group lesson as something either of us can do," says Istead. "But we're in a different place than we were three years ago. Shelley is definitely doing more of the group teaching than she was in the first year."

Meanwhile, over at École élémentaire catholique Frère-André in London, Tracy Eyles, OCT, has found it difficult to let go of certain aspects of her teaching role to ECE Allison Daigneault. "At first I was doing all the instruction," she says. "I didn't ask for Allison's ideas and didn't delegate as much as I probably should have. I still felt like I had to do the teaching. That's what I'd always done."

Daigneault is Eyles's second partner in two years. "It was like getting married again," Eyles says laughing. "You have to work out your role, learn about your partner, how you both like to do things." That takes time.

Teacher/ECE early learning teams are still new in Ontario full-day kindergarten classrooms. Launched in selected schools September 2010, the full-day kindergarten (FDK) program will finally be in place in every publicly funded school serving primary children in the province by September 2014. So it's hardly surprising that some aspects of how those partnerships work are still being ironed out. Are teachers and ECEs truly equal partners, more or less interchangeable when it comes to classroom activities?



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How do you do joint planning when teacher and ECE work hours and expectations are substantially different? Some teams have had sufficient time together to work through some of these challenges, while others are putting their best professional efforts, and a lot of good will, into sorting them out.

Arguably, this is what one might expect to see early on in the implementation of this new kind of partnership. For, although the intent was for early learning teams to be equals in the classroom, it's fair to say that though both teachers and ECEs want the best for the children they teach, historically, the differences in their classroom responsibilities and education have created a less-than-level playing field.

Teaching is perceived as a higher status occupation. Teachers are paid more and tend to have higher levels of education than early childhood educators. Teachers are used to having sole responsibility for teaching and planning. ECEs work shorter and more fixed hours than teachers. And while a Ministry of Education document clearly states that teachers and ECEs have a "duty to co-operate" on most aspects of classroom practice including "planning for and providing education to pupils," other statements suggest that teachers have somewhat more responsibility for student learning, effective instruction and assessment.

Defining roles

Eyles's partner, ECE Allison Daigneault, says she has felt OK about letting Eyles take the lead when it comes to planning and instruction. "Tracy has been great about asking for input, and she says I have great ideas," says Daigneault. "But right now Tracy has more of a long-term, global vision for where the class is going. I'm still learning about things like observation and assessment, so I concentrate more on specifics, like the learning needs of individual children."

Ann Wosik, OCT, of Twentieth Street Junior School in Toronto, says that responsibility for assessment influences her thinking about who does what, especially with regard to instruction. "I feel I have to do most of the instructional activities because I'm doing the assessment," she says.



Shelley McLaughlin, ECE, and Diane Istead, OCT, are making full-day kindergarten work.

Jim Grieve, OCT, Assistant Deputy Minister of Education, Early Learning Division, says it will take time, experimenting and negotiating before the sharing of roles is fully worked out. "This was a new kind of partnership," he says. "We consider the ECE to be a full partner, and not playing an assistant role, but we did not attempt to fully define the roles because we expected that, to some extent, educators needed to work out the most effective working teacher/ECE relationship through professional development with the support of our division, board staff and their principals."

But even if everything about roles were crystal clear, some practical, and at times, even emotional realities come into play as these new partnerships form. For one thing, ECEs are moving onto teachers' turf. Not to suggest people are being territorial — but, quite literally, ECEs are moving into someone else's space, one the teacher may have been in for many years, and is preloaded with the teacher's stuff — resources, materials and books.

Perhaps understanding this, Eyles made efforts to help Daigneault feel like the classroom was her space too. "Tracy found me a desk so I would have my own workspace," Daigneault says. Even so, there was still a palpable sense that she was entering Eyles's space. "I understood that I was coming in to Tracy's room, with her materials set up in the way she wanted to organize them."

Nicole Roome-Smith, Wosik's ECE partner, quickly bumped up against the

practical difficulties around integrating her own resources into the shared classroom. "I have lots of toys, puzzles, books and other resources that I'd like to use in the classroom," she says. "But there is no shelf room for them. So when I want to use my resources I have to bring them with me in the morning and take them home at the end of the day."

Challenges for ECEs

Working in schools puts ECEs into a new system, not the one they were trained for — bigger organizations, bigger groups of kids, more staff people, new acronyms and new kinds of expectations around curriculum and assessment.

"A lot of things are different here," says Domenic Vicedomini an ECE at St. Raphael Catholic ES in Sudbury. "I found some of the curriculum expectations hard to understand at first and there's a lot more assessment done in kindergarten than we did in daycare."

One major challenge for early learning teams is how and when to plan. "Teachers get prep time every day," notes Roome-Smith. "I get it once a week. It's hard to plan what we're doing right now let alone do advance planning."

"I'd like to get Nicole more involved in the planning," says Wosik. "But she works a six-hour day, and the children are here for almost all of that. It has been hard to find the time to plan during her working day, and I don't feel that I can ask her to work outside of her paid hours."

Although they say planning time is still a challenge, Istead and McLaughlin have found ways to plan together over the three years they have been a team. “We talk during set up and cleanup,” says McLaughlin. “We debrief from the day and talk about what we will do the next day. Then once a week we have a longer meeting for a half an hour after the children go home, but within my workday. That’s when we share our documentation and plan for the following week.”

Istead then sends McLaughlin a weekly email that includes the day plan for the next week and also some notes that reflect their shared observations and reflections about the class’s progress. They also exchange emails at other times to share programming ideas and deal with “housekeeping” items.

One thing that has helped Istead and McLaughlin with planning is that they have become more efficient about sharing their observations. “Our planning is based on our observations so the two go hand-in-hand. In our first year, Shelley

PARTNERSHIPS DON'T FEEL EQUAL YET, BUT THINGS ARE MOVING IN THE RIGHT DIRECTION.

would do her assessment in her book and share it with me at report card time,” says Istead. “That was very time consuming, so the next year I set aside an area in my daybook for Shelley to record observations.” Now in the third year, they record their observations in a shared electronic file using a note-taking program called OneNote. Vicedomini and his team partner Rosemary Tripodi, OCT, have started using an iPad app called Evernote, which they have found to be very helpful for streamlining their planning.

Complementary skills

Amid these challenges, early learning teams are quickly discovering some of the benefits of combining the skills,

training and perspective of teachers and ECEs in one classroom. Tripodi says Vicedomini was instrumental in helping her adjust to the new, more play-based curriculum. “Domenic helped me open up the environment in a way that is much better for an inquiry-based approach,” she says. “We also spend much more time outdoors because Domenic is very experienced and comfortable with outdoor activities.” And that’s a good thing: going outside seems to rev up some young students. “One time we took the children for a walk on a small bridge to examine and explore it,” Tripodi recalls. “That led to some students wanting to replicate the bridge by building a model out of clay when we got back to the classroom.”

Similarly, McLaughlin’s experience has helped Istead navigate one of the changes in the new curriculum: developing learning activities based on children’s natural interests. “Right now we’re doing a unit on character,” says Istead. “In the past I would have started with the curriculum,



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and asked, ‘What do I want to teach?’ and then I would have devised activities to fit the curriculum goals. Shelley’s approach is start from where the children are, what they are interested in, and then use those interests to build activities related to the curriculum. It’s the approach we’re supposed to take in the new curriculum, but it’s a way of thinking that Shelley has more experience with.”

Tripodi recalls a reading response activity where Vicedomini’s understanding of preschooler’s developmental abilities was particularly useful. The children had to identify action or scenes from the beginning, the middle and the end of a story Tripodi had read aloud. The plan was to have the children draw pictures in boxes that represented the different parts of the story, but Vicedomini pointed out some of the JK children in their mixed class wouldn’t have the fine motor skills for the drawing task. “So I worked with the younger kids to act out the different parts of the story. I thought they would remember it better if they acted it out,” says Vicedomini. Tripodi could immediately see that acting was a better approach for the younger students. “Some children are reluctant to draw when they first start school,” she says. “They will say, ‘I don’t know how to draw. Acting it out removed the stress of drawing and allowed them to focus on the real task, which was remembering the parts of the story.’”

The learning is reciprocal. ECEs are also learning a lot from teachers — about the curriculum, managing a larger group of children, and, in particular how to observe with assessment in mind. “I knew how to record observations on children’s developmental progress, but Diane has taught me how to make my observations more purposeful and more tied to the curriculum and what has to be reported on the report card,” says McLaughlin.

So, while the partnerships don’t feel completely equal yet, there are signs that things are moving in the right direction. In a survey by OISE/UT (see “Statistical snapshot,” this page) preliminary results showed that more than 90 per cent of ECEs in Peel region felt that their professional training was valued and almost as many said they felt welcomed by their schools.

STATISTICAL SNAPSHOT

Preliminary results from a multi-year survey* of teachers and ECEs in the Peel region suggests teachers are taking the lead in kindergarten classrooms and that teachers and ECEs have differing views on how the sharing of roles and responsibilities is playing out.



- 48 per cent of surveyed teachers felt that their partnership was a hierarchy
- 81 per cent of ECEs felt that their partnerships were hierarchical
- ECEs (32 per cent) were much more likely than teachers (12 per cent) to say their status in the hierarchy was a concern
- 90 per cent of teachers said that they and their partner discuss changes before implementing them
- Fewer ECEs (71 per cent) felt that changes are discussed before implementation.

Survey results are part of a study conducted by researchers at OISE/UT to monitor the implementation of Ontario’s full-day kindergarten program.

Professional goodwill

Educators are working on ways to level the playing field. Roome-Smith and Wosik have monthly meetings with their principal and the schools other early learning team where they discuss issues around implementation of program and early learning partnerships. “One of the things we have identified is that ECEs would like to be more involved and included,” says Roome-Smith. “For example, we are now copied on all emails and all materials that go home have both the teacher’s and the ECE’s name on it.”

Daigneault agrees that it will take lots of professional goodwill and open communication to bring teacher-ECE partnerships to the next level of collaboration. “You’ve got to be flexible and you have to be able to communicate,” says Daigneault. Istead agrees adding: “It’s important to recognize that there will be differences of opinion, and you just have to work them out.”

Eyles remembers one watershed moment that occurred last March. For most of the year parents who came to

the classroom had always asked to speak with her, even if Daigneault answered the door. Then one day, just before March Break, a parent came to the door, bringing a child to school after a doctor’s appointment. The parent spoke briefly with Daigneault and went on her way. That marked the first time a parent had not asked to speak to “Madame” about official business, a clear sign that parents were understanding that there were two educators they could consult with. “It was wonderful,” says Eyles. “I felt like a big weight was lifted off my shoulders.”

Whatever the growing pains in the OCT-ECE partnership, Eyles points out that the young students ultimately benefit. “Some of the children are attached to Allison and fairly reserved with me, while others come to me for everything and seldom speak to Allison,” she says. “Because, as a teacher, you know that if you and a child don’t click, it’s going to be a long, difficult year for that child. Now that child has another person to potentially connect with. That’s really valuable for children, especially at this age.”

REGULATORS WORKING TOGETHER

A Q&A with College CEO and Registrar Michael Salvatori, OCT, and Sue Corke, Registrar, College of Early Childhood Educators.

Q: The College has standards of practice and ethical standards that govern members of the profession. Are early childhood educators (ECEs) governed by similar standards?

A: ECEs are regulated by the College of Early Childhood Educators (CECE), a self-regulatory body established through the *Early Childhood Educators Act, 2007*. The CECE's Standards of Practice are remarkably similar to those of the College. Both organizations emphasize a primary commitment to students. The CECE Standards of Practice express this in terms of consideration of children's needs, support of learning styles, and applying early childhood education knowledge and theory in professional practice. Similarly, both colleges have standards regarding the importance of ongoing professional learning, professional knowledge, practice and competence and collaboration with colleagues and members of the broader community. It is this common commitment to students and their learning that brings together teachers and early childhood educators in the full-day kindergarten class, and that strengthens their collaborative relationship.

Q: In what ways can the College as a regulator support teachers around the collaborative relationship within the full-day kindergarten (FDK) team?

A: The College supports teacher-ECE collaboration in a variety of ways including providing professional advice on maintaining safe learning environments for students and through the availability of AQ courses. For example, the College issued a professional advisory on April 4, 2013, entitled *Safety in Learning Environments: A Shared Responsibility* (oct.ca/resources/advisories/safety) to clarify and inform educators' professional judgment and practice related to the safety of students. The College has developed the guidelines for a three-part AQ course Kindergarten, Part 1, 2 and Specialist designed to enhance professional practice, and extend knowledge and skills in the delivery of kindergarten courses. All of the College's AQs are available through providers in different parts of the province.

Q: Collaboration between the teachers and ECEs in the FDK classroom is essential. Is there this same kind of collaboration between the College of Early Childhood Educators and the Ontario College of Teachers?

A: As the CECE was being established the College shared many resources and documents to assist with the CECE's development. The CECE has also shared documents and resource materials with the College, including information about its Leadership pilot project, which will focus on building leadership capacity in the profession. CECE registrar, Sue Corke, has addressed the College Council and, likewise, I have addressed the CECE's Council and will attend the CECE's symposium this fall. The two colleges have also worked co-operatively on communications designed to enhance understanding and professional collaboration between teachers and ECEs in FDK classrooms. **PS**



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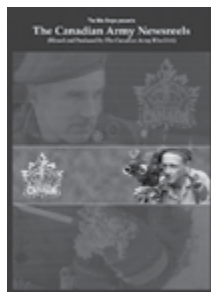
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SUBJECT TO CHANGE

An Oshawa teacher is using a troika of technology to help Grade 8s make the leap to high school math.

BY STEFAN DUBOWSKI



Andrew Godin, OCT, St. Thomas Aquinas Catholic School, Oshawa.

CHALLENGE Help Grade 8 students make the challenging transition from elementary-level to high school-level math.

SOLUTION Give students iPads, a web whiteboard app (Educreations) and a social media app (Edmodo). Develop lessons that encourage students to investigate math solutions, collaborate on assignments and provide peer reviews.

LESSONS LEARNED Many students struggle with the transition to Grade 9 math. “They’re going from an environment where they were getting 80s to getting 60s,” says Andrew Godin, OCT, a teacher at St. Thomas Aquinas Catholic School in Oshawa. In Grade 9, students encounter new mathematical concepts, such as advanced algebra. To understand and succeed, students need to learn how to tackle novel math models.

Educators at St. Thomas Aquinas and Monsignor John Pereyma Catholic SS

partnered in a Teacher Learning and Leadership Program (TLLP) pilot project, which funded the purchase of iPads for Grade 8 and 9 students. The teachers hoped that equipping students with the latest technology would help them engage with math curriculum.

For the Grade 8s, Godin set up access to Educreations (educreations.com), an online whiteboard service where students can arrange photos, create drawings and record their voices to explain how they developed solutions. Godin also gave students access to Edmodo (edmodo.com), a social networking site where they post their work and provide peer feedback.

These tools help interest students in the curriculum. The social networking and whiteboard software helps them communicate in new ways. “Many of them are amazing auditory learners, but they struggle with writing,” Godin says. “Still, they have the ideas.” Using audio and visual software like Educreations aids students in

YOU CAN DO IT TOO!

You'll need

- iPads, online whiteboard software, social networking software

Steps

- 1) Partner up: elementary schools and high schools should develop this program together
- 2) Learn best-tech practices: teachers at St. Thomas Aquinas and Monsignor John Pereyma attended a one-day iPad training session
- 3) Create student accounts: these will be needed for a web whiteboard service such as Educreations and a social networking service like Edmodo
- 4) Integrate technology into your lessons: have students complete assignments using the whiteboard service and peer review each others' work through social networking

expressing their thoughts and developing their own ways of learning new concepts.

Godin believes technology has a significant impact on student engagement. He used to have trouble getting completed, (or even partially completed) assignments from them. Now, he receives completed assignments on time, and the quality is higher than ever before.

OBSERVATIONS Godin started collecting information that would help guide the project when they were still in Grade 7. Most students thought iPads would be useful for Internet research. But once he introduced apps, they realized they could use technology to create visual representations of math solutions and share their work.

Godin says the project helped students understand that it's OK to make mistakes, even for teachers. Case in point: for an English assignment, he recommended students use a poster-design app to create a newspaper page exploring themes in *To Kill a Mockingbird*. But the software didn't have enough space for multiple lines of text and pictures. Admits Godin: “That one sort of blew up in my face.” **PS**

HELPFUL HINT Worried that you'll find the technology too difficult to learn? Relax. “The way technology is now, it's very forgiving,” says Andrew Godin. “Still, don't be afraid to have a bad lesson. At the least, you'll learn what *not* to do.”

reviews

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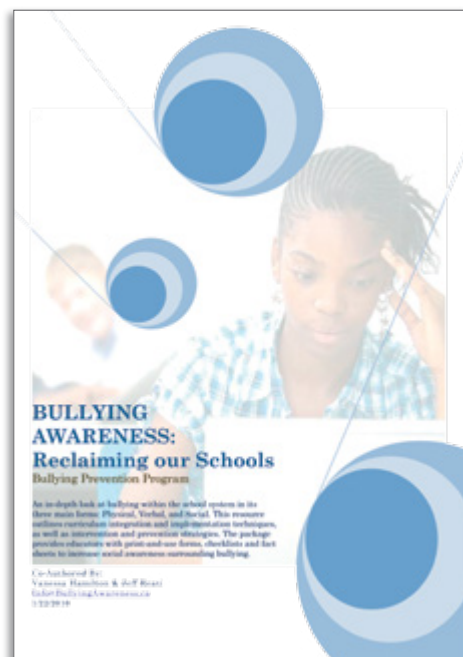
Bullying is one of the most researched and discussed social issues of our time. The following four books are among many resources on bullying prevention and public education.

Bullying Awareness

BY VANESSA HAMILTON, OCT, AND JEFF REATI, OCT

Bullying Awareness is an e-book written by two Ontario teachers who, through their teaching and community involvement, saw the need for a resource that was comprehensive, unique and linked specifically to Ontario curriculum. This easy-to-use teacher guide is full of information about bullying, its major forms, signs and symptoms, intervention and prevention strategies. In addition to well-researched information on bullying and bullying prevention initiatives, it covers a range of implementation ideas that are directly connected to curriculum, across all content areas and divisions. The 25 pages of activities include information sheets, lesson plans and strategies for classroom and community projects, and target all age levels. The book concludes with an extensive list of references. If Ontario teachers could choose only one resource to support anti-bullying initiatives in their schools and communities, *Bullying Awareness* should be the one.

Bullying Awareness: Reclaiming Our Schools, e-book, 67 pages, free, e-book available at bit.ly/16AoeCP



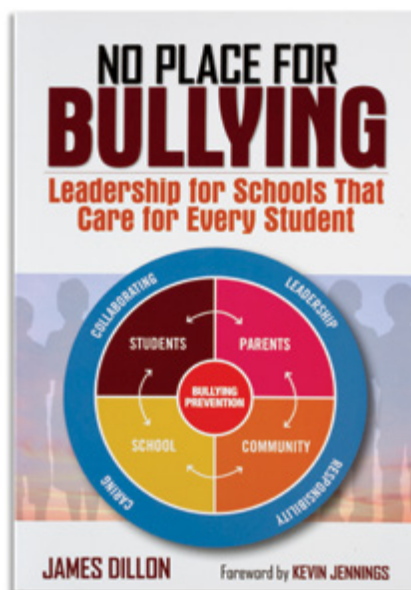
The Bully-Go-Round

BY LARRY SWARTZ

Anyone who knows Larry Swartz's practical resources for teachers will recognize the user-friendliness of *The Bully-Go-Round* flipbook format. Social media has had a huge impact on the bully, the bullied and the bystanders, and *The Bully-Go-Round* takes it all on in stride. Chapters in this handy book address understanding bullying, bullying in the digital world, bullying words, responding in writing, responding in role and anti-bullying in action. It also includes a section on supporting student awareness, professional reading and an index. Finally, it suggests more than 35 activities with creative and cathartic ways of responding to the bullies in our midst. This slim volume is ultra-accessible and packed with great ideas to stimulate discussion on bullying prevention.



The Bully-Go-Round: Literacy and Arts Strategies for Promoting Bully Awareness in the Classroom, Pembroke Publishers, Markham, 2013, softcover, ISBN 978-1-55138-285-2, 30-page flipbook, \$12.95, pembrokepublishers.com



No Place for Bullying

BY JAMES DILLON

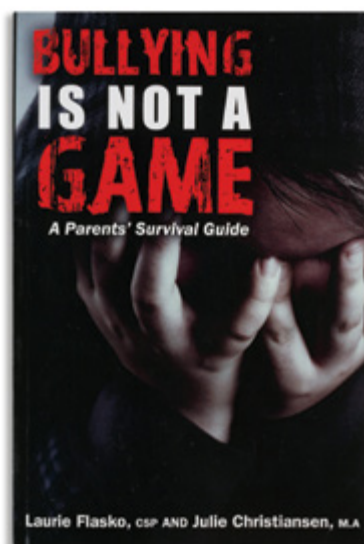
This book looks at the paradigm shifts that must occur for school-wide bullying programs to be effectively implemented by school administrators. Scores of issues are addressed like the blind spot in bullying prevention, programs and practices, ethical ramifications and solutions. In addition to an appendix of bullying prevention resources, *No Place for Bullying* also includes an extensive list of references and a well-organized index.

The author of *No Place for Bullying* is an educator with 35 years of experience — 10 of them in the role of school administrator. While the book contains useful information for school administrators, *No Place for Bullying* has a decidedly American slant. Information is presented with an eye to legal and political

ramifications. Despite those limitations, school administrators and those searching for extensive research on bullying prevention may find this book highly informative.

***No Place for Bullying: Leadership for Schools that Care for Every Student*,**

Corwin, an imprint of Sage Publications, Thousand Oaks, CA, 2012, softcover, ISBN 978-1-4522-1669-0, 288 pages, US\$39.95, corwin.com



Bullying is Not a Game

BY LAURIE FLASKO AND JULIE CHRISTIANSEN

Unlike the three resources already reviewed, *Bullying is Not a Game* is directed at parents. Laurie Flasko is an Ontario parent whose daughter was bullied. She is a sought-after keynote speaker on bullying and what parents can do to stop it. Far from being a sad story of one bullied victim, the book focuses instead on ways parents, coaches, community leaders and teachers can prevent bullying from occurring. Co-author Julie Christiansen, a professor of psychology at George Brown College, speaks at conferences across Canada about anger and stress.

Bullying is Not a Game is a valuable resource for parents and community leaders. It discusses such topics as bullying basics, working with schools to develop a game plan and bullying red flags. A helpful resource section covers planning tools, an annotated

list of resources and a brief summary of therapeutic models. Parents, coaches, community leaders and school administrators will find not only an affecting story of one victim but a wide range of practical ways to curb bullying.

***Bullying is Not a Game: A Parents' Survival Guide*,** Laurie Flasko & Associates and Leverage U Press, 2012, ISBN 978-0-9878846-0-2, 208 pages, \$24.95, email lflasko@laurieflasko.com, bullyingisnotagame.com

Everything a New Elementary Teacher REALLY Needs to Know

BY OTIS KRIEDEL



New teachers will appreciate the humour and fun in this book, which is jam-packed with advice and solutions for every

situation you might encounter in your first years of teaching. Written with utility in mind, the book is divided into four sections: what to do before the school year begins, what to do during the school year, relating to your students' families and how to manage your own life as a teacher. Kriegel's personal stories offer some levity and much insight into the rocky road of becoming a teacher. The wonderful illustrations woven into each chapter enhance and demonstrate key points such as the daily schedule or how to organize school supplies. Despite having been a teacher for almost 20 years, I found this book an absolute pleasure to read. Some sections had me laughing out loud. Others had me wishing I had read this book during my first couple of years on the job! I would definitely seek out an opportunity to attend one of Kriegel's workshops on how to survive the first years of teaching upon which this book is based. A definite must read for teachers!

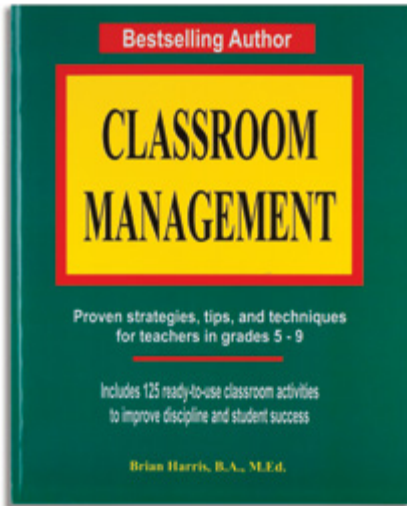
Maria Giuseppina Zappone, OCT, teaches Grade 3 at St. Veronica Catholic ES in the York Catholic DSB.

***Everything a New Elementary School Teacher REALLY Needs to Know (But Didn't Learn in College)*,** Free Spirit Publishing, Minneapolis, MN, 2013, softcover, ISBN 978-1-57542-428-6, 248 pages, US\$15.99, freespirit.com

Gail Lennon wrote all the reviews on the bullying resources. She is a writer and reviewer with more than 35 years of Ontario teaching experience at all levels.

Classroom Management

BY BRIAN HARRIS



One size definitely does not fit all when it comes to effectively managing a classroom. As a matter of fact, each class, with its particular group of students and its particular social dynamic, must be managed individually. Negative behaviour that can so quickly derail classroom instruction must be nipped in the bud with consistent management strategies.

The author makes it clear that consistency matters from the get-go and suggests a number of beginning-of-the-year activities to establish how you want your classroom to function. He delves into both positive and negative consequences of behaviour so that students fully understand what will happen when they follow expectations and what happens when they choose not to. Suggestions to help your students become more organized

and ready for learning are sprinkled throughout. A slew of fun and engaging activities are recommended, showing teachers how to encourage positive social skills and how to build self-confidence. The last section of the book focuses on anger management and stress reduction with recommendations for relaxation techniques, stress-busting tips and appropriate ways to express anger.

Without reinventing the wheel, this book provides a treasury of strategies and activities that are straightforward and easy to implement in your classroom. With the academic and social challenges that students face on a daily basis, they do not need a chaotic classroom or any more stressors than they already have. Whether you are a seasoned or a newly qualified teacher, this book is a valuable addition to your classroom library.

Cheryl Woolnough, OCT, is a Special Education teacher with the Peel DSB.

Classroom Management: Proven strategies, tips, and techniques for teachers in grades 5–9, CGS Communications Inc., Burlington, 2012, softcover, ISBN 978-1467961219, 342 pages, \$44.95, cgscommunications.com



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Exclamation Mark!

BY AMY KROUSE ROSENTHAL, ILLUSTRATED BY TOM LICHTENHELD

This book is a funny and poignant drama about punctuation. Its main character, Exclamation Mark, feels out of place in a world filled with periods. He feels different, confused, unwanted and sad. But then, Exclamation Mark meets Question Mark and slowly, he comes to understand his special role in life. It is to express himself, often, loudly, with vigour and passion and zeal! And it is then that his zest for life erupts into a torrent of exclamation marks!!!! The use of simple phrases and black-and-white line art on the kind of lined composition paper familiar to all early primary students is highly effective. Told and illustrated with exquisite simplicity and humour, Rosenthal and Lichtenheld are masters at taking a serious topic and making it accessible to young readers. The book embraces two serious topics — punctuation, which we need to express ourselves in written form and self-acceptance and confidence, which we strive toward to express ourselves in all forms. The book is a grand celebration of what makes each of us unique.

Exclamation Mark invites children to explore their feelings in a safe context. Early in the story, when Exclamation Mark is overrun with despondency and despair at never feeling like he fits in, the black line art depicting him is diminutive and meagre. As his feelings of self-worth soar, the pages are infused with brilliant colour and the font size grows.

This book is a wonderful read-aloud story and could provide a



kick-off for lessons about anti-bullying, differences and similarities, playground and classroom expectations, as well as the role of punctuation in writing. It could also benefit students in junior and senior elementary classrooms as a model for picture book writing and illustration. I highly recommend this book. It will bring a smile to your day.

Cindy Matthews, OCT, is a retired AQ instructor and vice-principal with the Waterloo Region DSB.

Exclamation Mark! Scholastic Press, Markham, 2013, hardcover, ISBN 978-0-545-43679-3, 56 pages, \$19.99, scholastic.ca

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The Stamp Collector

BY JENNIFER LANTHIER, ILLUSTRATED BY FRANÇOIS THISDALE



Based on true events in China, Lanthier weaves a complicated tale about two boys living in China; one, a poor country boy who loves words and stories, the other a city boy who is inspired to start a collection when he finds a stamp from somewhere far away. Years later, their lives intertwine. The city boy becomes a

prison guard and the country boy, a prisoner because of his political writings. Though not permitted to talk, the two men develop

a friendship based on mutual respect. Written in prose poetry and illustrated with exquisite watercolours, the language and pictures blend the dark and the light, juxtaposing feelings of despair with hope. This is a truly inspirational book that demonstrates the power of the written word. *The Stamp Collector* would be an excellent introduction to the ideas of social justice and freedom of speech for junior and intermediate readers.

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

The Stamp Collector, Fitzhenry & Whiteside, Markham, 2012, hardcover, ISBN 978-1-55455-218-4, 32 pages, \$18.95, fitzhenry.ca

The Secret of the Village Fool

BY REBECCA UPJOHN,

ILLUSTRATED BY RENÉ BENOIT



The Secret of the Village Fool explores how people come to see a village fool as a village hero. It is the true story of two Jewish brothers

who live with their family in a village in Nazi-occupied Poland. They are kept safe during World War II by the fool/hero who hides them in his cellar. The book includes an afterword about these real-life people who survived the war. The stellar illustrations in muted greys and browns capture the sense of dread and hopelessness that pervades the town. The story has obvious tie-ins to history, world religion and culture and is remembered and honoured at the Yad Vashem Holocaust memorial and museum in Jerusalem. This poignant story of terror and loss is ultimately a moving story of heroism and hope.

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

The Secret of the Village Fool, Second Story Press, Toronto, 2012, hardcover, ISBN 978-1-926920-75-7, 32 pages, \$18.95, distributed in Canada by UTP, secondstorypress.ca

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LES ENSEIGNANTES ET ENSEIGNANTS
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Executive Director

RTO/ERO is seeking a new Executive Director to replace the incumbent who retires in July 2015. The Executive Director Designate will begin her/his term in September 2014 to ensure a smooth and seamless transition. Established in 1968, The Retired Teachers of Ontario/les enseignantes et enseignants retraités de l'Ontario (RTO/ERO) is a bilingual, non-profit organization dedicated to serving over 70,000 members located in 46 Districts across Ontario and 2 Districts in British Columbia. RTO/ERO's mandate is to protect its members' pensions, oversee the delivery of health plans to members and their next of kin, and advocate for seniors and for those retired from education. For further details, please visit its website www.rto-ero.org.

The Executive Director is a non-voting member of the Provincial Executive (PE) and Senate of RTO/ERO, Treasurer of the Corporation and represents RTO/ERO as a member of the Ontario Teachers' Federation (OTF) Pension Committee. S/he will work directly with a volunteer President, the Provincial Executive and various Standing Committees, as well as with a dedicated group of senior staff, to execute the directives of the Senate and the PE to advance the strategic goals and interests of RTO/ERO and its members. The Executive Director will lead the review, development and implementation of RTO/ERO's long range plan and provide support and advice to District Executives regarding critical member-related issues. S/he will provide interpretation and support regarding the Provincial Constitution, and effectively maintain and develop RTO/ERO's profile with outside organizations, affiliates and agencies, including government. The Executive Director will also assist with the important future growth and development of the RTO/ERO Charitable Foundation.

The ideal candidate will bring proven current or recent experience as a senior administrative leader from the publicly funded education system. S/he will be a dynamic, strategic and flexible leader, with an appropriate knowledge and appreciation for pension and related issues affecting RTO/ERO and its members. The ideal candidate will bring proven leadership and management skills with a sound business acumen. S/he will be politically astute and connected, with an ability to maintain a strong, positive profile for RTO/ERO across a broad spectrum of sectors, as well as with members, stakeholders and partners. Bilingual capability would be an asset.

To confidentially explore this opportunity, please forward your letter of introduction and résumé, citing **Project #RTO/ERO0913** to resumes@prometheus.ca by December 1, 2013. Requests for additional information, and/or suggestions/nominations of suitable potential candidates may also be submitted to the address above. For additional questions, please contact Jordene Lyttle directly at Jordene.Lyttle@prometheus.ca or 416-850-1650.

Directeur général/ Directrice générale

ERO/RTO est à la recherche d'un nouveau directeur général afin de remplacer le titulaire actuel du poste qui prendra sa retraite en juillet 2015. En vue de faciliter cette transition, le directeur général désigné entrera en fonction en septembre 2014. Les enseignantes et enseignants retraités de l'Ontario/The Retired Teachers of Ontario (ERO/RTO) est un organisme bilingue à but non lucratif créé en 1968, offrant des services à plus de 70 000 membres répartis dans 46 districts en Ontario et deux en Colombie-Britannique. ERO/RTO a comme mandat de protéger la rente de ses membres, de superviser les régimes de santé aux membres et à leurs proches et de promouvoir les intérêts des aînés et des retraités du secteur de l'éducation. Pour plus de détails, visitez le site Web www.rto-ero.org.

Le directeur général est un membre non votant du Conseil de direction provincial et du Sénat d'ERO/RTO, trésorier de la corporation, en plus de représenter ERO/RTO au Comité du régime de retraite de la Fédération des enseignantes et des enseignants de l'Ontario (FEO). Il (elle) travaille étroitement avec un président ou une présidente bénévole, le Conseil de direction provincial et différents comités permanents, de même qu'avec des cadres supérieurs dévoués pour mettre en application les directives du Sénat et du Conseil de direction provincial afin de faire progresser les objectifs stratégiques et les intérêts d'ERO/RTO et de ses membres. Le directeur général doit aussi veiller à l'évaluation, à l'élaboration et à la mise en œuvre du plan à long terme d'ERO/RTO, en plus de conseiller et d'appuyer la direction des districts sur les enjeux importants relatifs aux membres. Le titulaire du poste doit aussi interpréter et appuyer les Statuts et règlements provinciaux, en plus de refléter et de faire progresser l'image de marque d'ERO/RTO auprès des autres organismes, affiliés et agences, y compris le gouvernement. Le directeur général sera aussi impliqué dans l'essor et le développement de la Fondation de bienfaisance ERO/RTO.

Le candidat recherché possède une expérience actuelle ou récente à titre de dirigeant administratif d'un système d'éducation public. Il (elle) saura démontrer des capacités dynamiques, stratégiques et d'adaptation, tout en étant bien informé des enjeux liés aux rentes ayant un impact pour ERO/RTO et ses membres. Le candidat recherché possède des talents de leadership et de gestionnaire, en plus d'un sens poussé des affaires. Il (elle) maintiendra aussi des contacts politiques, tout en reflétant une image dynamique d'ERO/RTO dans différents secteurs et auprès des membres, des principales parties prenantes et des partenaires. Le bilinguisme est considéré un atout.

Pour discuter de ce poste en toute confidentialité, veuillez faire parvenir une lettre de présentation ainsi que votre curriculum vitae en faisant référence au Projet n° **RTO/ERO0913** à resumes@prometheus.ca d'ici le 1^{er} décembre 2013. Veuillez également envoyer toute demande d'information additionnelle ou suggestion de candidatures éventuelles à cette adresse de courriel. Pour toute question additionnelle, veuillez contacter directement Jordene Lyttle à Jordene.Lyttle@prometheus.ca ou 416-850-1650.

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Marc Dubois, OCT
Vice-Chair of Council

Joe Jamieson, OCT
Deputy Registrar



Michael Salvatori, OCT
CEO and Registrar

Meet your College leaders



Liz Papadopoulos, OCT
Chair of Council



BY HELEN DOLIK

They hold key leadership positions at the Ontario College of Teachers and influence many aspects of the teaching profession, including your teaching certificate, discipline and your education.

But just what exactly do the College Chair, Vice-Chair, Registrar and Deputy Registrar do?

The Chair and Vice-Chair are elected positions of the 37-member College Council, which develops and approves policies to regulate the teaching profession. The Council elects a Chair and Vice-Chair at the first meeting following an election.


Council appoints the Registrar and Deputy Registrar. The Registrar draws his authority from the *Ontario College of Teachers Act*, performs the duties set out in the Act, regulations and bylaws, and co-ordinates the work of College staff. The Act indicates that the Deputy shall have the powers of the Registrar.

Keep reading to meet your College Chair, Vice-Chair, Registrar and Deputy Registrar. You'll learn more about their duties and responsibilities and how that affects you.

Chair of Council

Liz Papadopoulos, OCT, an elementary teacher with the Toronto DSB, is enjoying her second consecutive term as Council Chair. She was selected by her peers to head the sixth College Council in July 2012.

In the role of full-time Chair of Council, she presides over Council, represents the College at major stakeholder functions and promotes public awareness of the College's mandate. Along with the Registrar, she signs all Certificates of Qualification and Registration.



She is required to chair the Executive Committee and is also active on the Investigation, Human Resources and Quality Assurance committees. She reports to the annual meeting of members, meets with the Minister of Education and attends orientation sessions for all new Council members.

“It is an opportunity to contribute to a profession that I love,” says Papadopoulos, who also served as a College Council member from 2000 to 2006. “Maintaining relationships, communication and organization — that’s a huge part of the job.”

With 37 members, Council work dominates a Chair’s duties. She provides information so they can make informed decisions and devotes hours of planning for Council meetings. Her schedule is filled with speaking engagements at faculty tours, to parent associations and teacher federations.

“The standards that the College established for the profession, by the profession, should be celebrated,” she says. “The College has evolved by consulting broadly. We don’t make decisions in a vacuum. I think it’s important for the teaching profession to know that. We are always researching and looking at better ways to do things.”

Vice-Chair of Council

Marc Dubois, OCT, is a high school teacher with the Conseil scolaire de district des écoles catholiques du Sud-Ouest. He is currently serving his second term on Council — his first as Vice-Chair.

The Vice-Chair’s main duties are to assume those of the Chair when she is unavailable. These include chairing Council or Executive Committee meetings, or representing Council on behalf of the Chair at other functions. Traditionally, the Vice-Chair is also a member of the Steering Committee for Council meetings.

Dubois, who began teaching in 1990, says he appreciates the opportunity to occasionally step into this leadership role.

He also enjoys singing. “Not only do I sing, but I really like to harmonize,” Dubois said in his election speech. “I put my name forward for election as Vice-Chair because

I felt my past experiences in the profession and in my community, as well as those I had as a member of the fifth Council — like harmony in a song — would be an asset to Council and the College. I also felt that my language abilities [fluently bilingual in French and English] would be of benefit.”

The Vice-Chair role allows Dubois the opportunity to meet a diversity of people, including members of the profession, the public and other organizations. Plus, he enjoys working more closely with his colleagues on Council and with College staff.

“It’s an interesting complement to my life as a full-time classroom teacher,” he says.

CEO and Registrar

Having served in varied roles in education in Ontario — French second-language teacher, principal, curriculum co-ordinator, university professor — Michael Salvatori, OCT, finds his role as Registrar of the College one of the most rewarding in his career.

The College Registrar, as chief executive officer, manages the day-to-day operations of the College. Among the responsibilities of the Registrar are the issuing of teaching certificates and maintaining the public register of members. The Registrar also has the authority to appoint investigators in the complaint process and to accredit additional qualification courses offered by providers throughout the province.

Four departments provide member services and support the work of the Council committees under the leadership of the Registrar’s office: Corporate and Council Services, Membership Services, Investigations and Hearings, and Standards of Practice and Accreditation. The Registrar is responsible to the College Council, so maintaining professional relationships with 37 Council members is also part of the job.

A typical day is hard to define as the opportunities and responsibilities are varied adding to the richness and stimulating nature of the role. It’s a balance of overseeing the operations of the College internally and outreach activities.

Salvatori’s capacity to work in both

English and French allows him to represent the College in meetings with leaders in the education and regulatory sectors, such as Ontario’s deans of faculties of education and the directors of education of French-language school boards. He presents often, such as speaking at a research conference about diversifying the teaching profession to meet the needs of diverse learners. He is currently chair of a national and international conference of regulators helping to ensure the College’s place as a leader in the regulatory sector.

“I’m proud to be a teacher and proud of the work we do,” says Salvatori, appointed Registrar in 2009. “Our teachers act ethically. They keep students safe. They are committed to student learning. And it’s a privilege to work in an organization that regulates in the public interest.”

Deputy Registrar

Joe Jamieson, OCT, appointed Deputy Registrar in 2009, spearheaded the last two College professional advisories: *Use of Electronic Communication and Social Media* and *Safety in Learning Environments*. He chaired the successful 2012 College conference, an event that will be held every two years. He also assists with the College’s Registration Appeals Committee.

As Deputy Registrar, he is responsible for oversight of the financial operations of the College and major corporate initiatives. The Deputy Registrar shares in leadership, outreach and administrative duties, and can act as Registrar.

In his role as Deputy Registrar, Jamieson nurtures and maintains stakeholder relationships. He attends to the needs and inquiries of Council and committees, providing insight and advice. He makes presentations about topics like professional boundaries and social media, and school safety and learning environments. He also speaks to lesbian, gay, bisexual and transgendered students.

“I welcome the opportunity to interact with members,” he says. “It puts a face to the College and it helps members understand the privilege and purpose of self-regulation. It gives me a chance to teach, which is still deep in my bones.” **PS**

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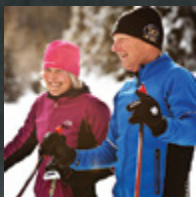
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governing ourselves

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.

EXPANDED TEACHER EDUCATION PROGRAM



Ontario Minister of Education Liz Sandals addresses the College Council.

A VISIT FROM THE MINISTER

Minister of Education Liz Sandals, in her address to the College Council on June 6, said that doubling the time students spend in completing a teacher education program is aimed at meeting three goals: having teachers better prepared for the new realities of the 21st century, providing them with additional expertise to meet diverse students' needs and addressing a serious oversupply of graduates.

"We want to give our students the best education possible. By modernizing our teacher education program, we will better prepare new teachers for the needs of the modern classroom and help provide greater opportunities to find work after they graduate."

The Minister highlighted the College's Transition to Teaching survey, which reveals that Ontario has been experiencing a surplus of teachers in recent years. Our survey shows that of the 2011 graduates from Ontario education faculties and US border colleges, one-third were unable to find jobs in teaching. About 37,000 well-qualified teachers in Ontario are unemployed.

Starting in 2015, the expanded program — from two semesters to four semesters — will give future teachers more practical experience by increasing the amount of practice-teaching time from 40 to 80 days.

Admissions in teacher education programs will be reduced by 50 per cent,

which means that there will be one year, in 2016, without any teacher graduates.

The Minister stressed the importance for faculties of education to better prepare teacher candidates for a better understanding of the special needs and the mental health issues of their future students, and to make sure they know how to use technology as part of their teaching methods.

The College has long supported an expanded program, including more time for practical teaching experience and compulsory program components to address needs such as Special Education.

Following an extensive consultation with the education sector, the College released its *Preparing Teachers for Tomorrow* report in 2006, which among its recommendations called for a longer initial teacher education program.

The College will work with faculties of education in the accreditation of these expanded programs to ensure they meet the new requirements.

The path to public confidence

The Minister congratulated the College on a number of transparency initiatives aimed at increasing public confidence in public education, including linking disciplinary hearing notices to our public register to create greater transparency for employers and the public, and scheduling disciplinary hearings to handle the backlog.

"Your work helps us to continue on the path forward by inspiring public confidence. We want the College involved in our communications because your attention to teacher professionalism makes a difference to the kids in the classrooms. Without quality teaching, we don't have quality learning." **PS**

A MATTER OF INVESTIGATION

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

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

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

During an emergency lockdown drill at a high school, a principal and police officers toured the floors to ensure staff and students were following proper safety procedures.

Everything was in order — except for one classroom.

The students were still in their seats. They were not hiding. The teacher was at the front of the classroom. In fact, he'd

been seen out in the hallway. The large classroom window had not been covered. Some of the room's lights were still on.

"What are you doing?" asked the principal, who had alerted staff in advance that a lockdown drill would be held that day and requested that staff review the procedures. "The students are supposed to be in the corner or the back of the classroom where they can't be seen."

The member said the students could be seen wherever they went in the classroom and that's why he told them to stay in their seats.

"You just killed all of your students," police allegedly told the teacher.

The teacher's employer investigated the matter, which included interviews with students, and then suspended him. The board also informed the College, sparking a Registrar-initiated complaint against the member. Using its legal right under the *Ontario College of Teachers Act*, the College wrote the board to request information and documents related to the alleged misconduct.

The Investigation Committee reviewed all the relevant information about the matter. In one student witness statement, a teen said: "He should have followed rules so we would not be hurt." Other

students said the member told them he was trying to make a point because there were no drapes or blinds on the window.

The member said that he reviewed the lockdown drill procedures with his class. When the drill was announced, he locked the door and turned off the lights that he could control — some were controlled from another part of the school.

The member admitted he did not follow an emergency lockdown drill procedure and left students sitting at their desks. He said there was really nowhere for the students to hide. The corner of the room was in plain view of the window. He had followed the same process in previous lockdown drills and there were no concerns, he said.

Lockdown plans and drills are just as essential as fire drills for student and staff safety, according to a Deputy Minister memo to school boards at the time. It's important that people in schools and responding police know what is being done to ensure a safe outcome.

In April, the College issued the professional advisory *Safety in Learning Environments: A Shared Responsibility* to remind members that they share a responsibility for student safety.

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

well-intended. **PS** The actions were serious and bordered on insubordination due to non-compliance with the *Education Act*. However, the investigation committee panel noted that the member had no disciplinary history and he described his reasons for disobeying the procedure as being

to justify his actions to demonstrate deficiencies in the school's safety procedures. The panel, however, was concerned about these actions because they could affect student safety and there were other ways to address his concerns. The panel seriously considered referring the matter to the Discipline Committee because

emergency lockdown procedures. He attempted to help a member improve their practice and avoid future difficulties. The committee noted that the member acknowledged that he did not comply with the emergency lockdown procedures. He attempted

THE OUTCOME

COUNCIL MEETINGS

COUNCIL SUMMARY — JUNE 6–7, 2013

At its June 6–7 meeting, College Council:

- approved the Standard Procedures of Council and the Executive Committee
- accepted the December 31, 2012, audited financial statements of the Ontario College of Teachers
- reappointed PricewaterhouseCoopers as the College's auditor for the 2013 fiscal year
- appointed Irene Dembek as Chair of

the Nomination Committee

- asked that the Chair of Council explore and report to Council on the feasibility and a format to allow stakeholders and public members to address Council at future Council meetings
- approved that Council conduct a strategic-planning retreat with staff in October 2013, with costs to come from the Council and committees budget

- established an ad hoc committee to develop the agenda, reading materials and pre-retreat assignments for the October retreat with a membership of five people, including the Chair of Council, steering committee members, the Registrar and the Director of Corporate and Council Services
- welcomed Ontario Minister of Education Liz Sandals. **PS**

FRESH CHALLENGES

The challenge of maintaining public confidence in self-regulation is faced by every profession in Ontario, throughout Canada and around the world, says Raj Anand, a former Chief Commissioner of the Ontario Human Rights Commission and the keynote speaker at the Ontario College of Teachers' 2013 annual meeting of members, who spoke about accountability, transparency and professional ethics on June 6 at the College.

"But the teaching profession faces a particularly delicate balance, in part because of the position of teachers compared to the position of most professionals," he says.

"While teachers are not the only profession in Ontario whose livelihoods are tied closely to fiscal constraints and the public budget, and whose economic welfare is therefore primarily dependent on tax dollars, they are certainly more visible than most. High union density and a unique province-wide collective bargaining structure involving provincial discussion tables accentuate the visibility of teachers' economic welfare demands."

Anand is a lawyer, arbitrator and mediator with WeirFoulds LLP, and a member of the board of directors of the Law Society of Upper Canada. His practice includes administrative, human rights, constitutional and employment law, civil litigation, professional negligence and discipline.

However, he feels comfortable among members of the teaching profession. He comes from a family of teachers, including his wife, mother and two siblings. He recently finished a term at Osgoode Hall Law School as a visiting fellow, teaching legal ethics and professionalism.



Raj Anand spoke at the annual meeting of members.

"Both the legal profession and the teaching profession have faced continuing changes in what is expected from regulators," he says.

For example, he notes that the development of an access-to-information culture and the Internet have changed expectations about what the public should and can access about the professions.

Self-regulating professions face perennial tasks such as "how to serve the 'public interest' when the concept of 'the public interest' is necessarily malleable and contested."

The reality of professional regulation, particularly with respect to teaching, he says, "is that there is an array of stakeholders — the state, parents, students, teachers, teachers' unions, administrators, the regulator itself, taxpayers, the business community, other professions, other employees, other unions, the postsecondary education sector — all with their own interests and conception of what constitutes the public interest."

During the annual meeting, Council Chair Liz Papadopoulos, OCT, reported on Council's activities during the last year, and Registrar Michael Salvatori, OCT, discussed the College's 2012–13 initiatives. **PS**

A 15-YEAR LOOK AT TEACHING

What is the current profile of Ontario teachers?

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

The report also provides our review of Council and College activities, and committee reports for 2012.

For the first time this year, the report incorporates video images of teachers and students to share a more personalized experience of their day-to-day activities.

Review of our disciplinary processes and practices

Last May 20th was our 16th birthday as the regulatory body for Ontario's teaching profession. It is timely — in reflecting on our years in existence — to recognize our strengths, but, most importantly, to look at areas where we can improve.

That's why, in the summer of 2011, the College had commissioned former Ontario Chief Justice Patrick LeSage to evaluate our discipline processes and practices and to provide recommendations on areas for improvement.

In June 2012, we released the report and the very helpful recommendations that focused on increasing efficiency and enhancing transparency. Our College Council responded to the report with enthusiasm and provided direction in June to enhance public confidence in our profession's ability to govern itself in the public interest.

Council's directions 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 assure the public that we treat complaints made against members of the profession in a timely manner.

One way of doing so is to shorten timelines from the very beginning of an investigation. This means tighter periods 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.

During the year, we have also linked discipline decisions to our public register on our website, and we recently linked hearing notices to the register to create greater transparency for employers and the public.

Bringing together teachers, the public and professional regulators

In the fall, members of the public, educators and education stakeholders, and professional regulators attended the very successful College's conference Inspiring Public Confidence in Toronto.

The conference attracted 235 participants from BC to Newfoundland, and from as far away as Japan and England. There were 24 workshops — 18 in English and six in French. The presenters addressed trending topics that challenged minds and touched hearts in three streams: professional regulation, acting in the public interest, and effective practices and research in teacher education.

The conference featured keynote addresses by Wendy Mesley, the award-winning television host and reporter, and Stephen Lewis, one of Canada's most influential commentators on social affairs and human rights.

New award

Philip Capobianco, who works at Notre Dame HS in the Ottawa Catholic DSB, was named the first recipient of the College's Inspiring Public Confidence Award. The award is presented to an individual who works in the public education sector and has significantly contributed to the public's confidence in Ontario education.

To see the highlights of what Mr. Lewis said or the impact Mr. Capobianco has within his school, check out the College's YouTube channel.

Supply and demand of teaching positions

In the summer, for the 11th consecutive year, the College surveyed teachers in their first five years in the profession. The *Transition to Teaching* survey presents an in-depth look at the early careers of new members.

It reveals that Ontario is still experiencing a growing surplus of teachers.

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 in non-teaching occupations.

More Ontario graduates than in past years left the province in search of teaching jobs.

Both elementary and secondary qualified teachers face high levels of unemployment and underemployment. Very few get regular teaching contracts in their first year after graduating — regardless of their qualifications.

The effects of the weakening employment market continue to be felt by many French-language teachers. Half of them now report they are unemployed or underemployed in the first year following graduation. And most new Canadians in their first year following Ontario certification are also unemployed.

Financial highlights

The College budget was set at \$35,765,000 with an anticipated surplus of \$1,357,000. The final surplus was \$420,000 due to a significant increase in expenditures related to the adjudication of more discipline matters.

The College is financed primarily by members' fees. At the end of 2012, the College had 237,249 members in good standing, an increase of 2,833 over 2011.

There has been some moderation in growth over the last couple of years as fewer certified teachers have gained employment in the profession. **PS**

2012 REVENUE AND EXPENSES

(IN THOUSANDS OF DOLLARS)

REVENUE	2012	2011
Annual membership fees	\$32,854	\$28,297
Other fees	\$2,477	\$2,671
Advertising	\$1,152	\$1,027
Amortization of deferred capital contribution	—	\$117
Special projects	\$76	\$64
Interest and other	\$266	\$348
	\$36,825	\$32,524
EXPENSES	2012	2011
Employee compensation	\$18,775	\$17,743
Council and committees	\$748	\$665
Services to members and applicants	\$3,207	\$2,935
Professional practice	\$670	\$600
Investigations and hearings	\$3,469	\$2,801
Operating support	\$7,159	\$5,920
Amortization	\$2,097	\$2,130
Council elections	\$280	\$89
	\$36,405	\$32,883
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES FOR THE YEAR	\$420	-\$359

ACCREDITATION

DECISION OF THE ACCREDITATION COMMITTEE

General Accreditation with Conditions

The Accreditation Committee finds that the following English-language programs of professional education offered by the Faculty of Education at the University of Ottawa substantially satisfy Requirement 6 and fully satisfy all other requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree, and including the Primary/Junior divisions with a focus on teaching French as a Second Language
- Consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree or a Certificate in Aboriginal Teacher Education (six-semester sessional program known as “Aboriginal Teacher Education Program or ATEP”).

The Accreditation Committee grants general accreditation with conditions as noted below to these programs for a period of seven years until March 8, 2020, or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

Requirement 6 Conditions:

Fully satisfying Requirement 6 for the regular consecutive on-site delivery model and the Aboriginal Teacher Education Program (ATEP) is contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the Accreditation Committee of the appropriateness of the format and structure of the program for the regular consecutive on-site delivery model and the Aboriginal Teacher Education Program (ATEP).

1. To fully satisfy this condition for the regular consecutive on-site delivery model, the Dean could provide

detailed evidence of the following, for example, for the committee to consider:

- sample timetables and corresponding course outlines for the regular consecutive teacher education program on-site delivery model demonstrating that the course hours in this delivery model are identical or comparable to the instructional hours required for the on-campus delivery model in the regular program of professional education offered by the faculty
- in instances where courses are comprised of less than 36 instructional contact hours with a University of Ottawa faculty member, the committee would consider detailed evidence of:
 - how teacher candidates under these reduced course hours meet the specific content and learning outcomes for each course, and
 - how the assessment of teacher candidates’ coursework, tasks and assignments inform the faculty instructor that the learning outcomes are met, and
 - how there is an appropriate balance of faculty and practitioner members instructing candidates, specifically that the balance reflects current research in teacher education and enables an appropriate inclusion of theory.

The Dean must submit this evidence to the College within three years of receipt of the Accreditation Committee’s decision. Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 6 will be fully satisfied for the regular consecutive program.

2. To fully satisfy this condition for the Aboriginal Teacher Education Program, the Dean could provide detailed evidence of the following, for example, for the committee to consider:
 - sample timetables and corresponding course outlines for both of the ATEP delivery models (campus-based and community-based) demonstrating that the course hours in each of these

delivery modes is identical or comparable to the instructional hours required for the on-campus delivery model in the regular program of professional education offered by the faculty

- in instances where courses are structured with less than the 36 instructional contact hours with a University of Ottawa faculty member, as expected within the on-campus regular program, the committee would consider detailed evidence of:
 - how teacher candidates under these reduced course hours meet the specific content and learning outcomes for each course, and
 - how the assessment of teacher candidates’ coursework, tasks and assignments inform the instructor that the learning outcomes are met.

The Dean must submit this evidence to the College within three years of receipt of the Accreditation Committee’s decision. Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 6 will be fully satisfied for the ATEP.

As required in Section 16. (1) of Regulation 347/02, Accreditation of Teacher Education Programs, the Dean of the Faculty of Education shall submit to the Accreditation Committee, within six months of the Accreditation Committee issuing its decision, a plan outlining the methods and estimated time for satisfying the aforementioned condition of accreditation, and report annually to the committee on the progress in satisfying the condition. **PS**

Glossary of terms

The vocabulary used to report disciplinary hearings reflects their quasi-judicial nature. For a glossary of terms, visit www.oct.ca

- [Investigations & Hearings](#)
- [Decision Summaries](#)
- [Glossary of terms.](#)

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 → [Members](#) → [Complaints and Discipline](#) → [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.

Member: Colin Jeffrey Sawers

Registration No: 186522

Decision: Reprimand

A Discipline Committee panel reprimanded former Waterloo Region DSB teacher Colin Jeffrey Sawers for unprofessional behaviour with a male student.

Certified to teach in 1984, he attended the April 18, 2013, hearing and was represented by a lawyer.

Between 2004 and 2006, Sawers engaged in a series of interactions with a student in his school in which the student initially disclosed his sexual orientation to him. With the permission of the principal and the student's parents, Sawers became the student's mentor.

The parents became concerned when these interactions started to happen outside school hours. In 2004, the principal instructed Sawers not to initiate contact with the student outside school property, and later directed him not to have further contact with the student as a mentor.

Despite the principal's direction, Sawers continued to interact with the student electronically, meet him socially outside of school and discuss the student's sexuality. The parents gave the teacher permission for some of these interactions.

In 2006, the principal provided the member with a letter of discipline reinforcing that Sawers was expected to maintain professional relationships with all students in the school. Sawers subsequently resigned his College membership and signed an undertaking not to seek reinstatement.

Having considered the evidence, the onus and standard of proof, the statement of uncontested facts, the plea of

no contest, and the representations by counsel, the panel found Sawers guilty of professional misconduct. He was ordered to face the panel after the hearing to receive a reprimand.

Information about the disciplinary action appears online at oct.ca → [Members](#) → [Complaints and Discipline](#) → [Decisions](#).

Member: Stephen Edward Fletcher

Registration No: 253471

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Stephen Edward Fletcher, a teacher with the Halton DSB, for engaging in an inappropriate and unprofessional personal relationship with a female student, which culminated in a criminal conviction for sexual exploitation.

Certified to teach in 1991, he attended the February 26, 2013, hearing and was self-represented.

From April 2010 to January 2011, Fletcher developed a "dating relationship" with a student, which included exchanging phone numbers, kissing, introducing her to his daughter, and sharing family activities such as cooking and movie nights. The student's mother specifically requested that he end the relationship and, despite agreeing, he did not.

In August 2011, Fletcher pleaded guilty to sexual exploitation and was sentenced to a 14-day intermittent jail sentence and 18 months of probation.

The member argued that he recognized that he had made a mistake and stated that he did not think that kissing was considered sexual abuse. He explained that the student ate her lunch with teachers, appeared more

comfortable with adults than with her peers and was easy to talk to.

The Discipline Committee panel was not convinced that the member had a full understanding of the importance of respecting student-teacher boundaries and that he continued to try to justify his actions by referring to the maturity of the student. "It is unlikely that a teacher with 20 years of experience would not be aware that this conduct was unprofessional and unbecoming of a member of the profession, especially given the fact that the student's mother requested that he end the relationship," the panel said in its written decision.

Having considered the evidence, the onus and standard of proof, and submissions made by College counsel and the member, the panel found Fletcher guilty of professional misconduct and ordered the Registrar to revoke his certificate.

Information about the disciplinary action appears online at oct.ca → [Members](#) → [Complaints and Discipline](#) → [Decisions](#).

Member: Yusuf Ali Talukder

Registration No: 474890

Decision: Revocation

A Discipline Committee panel ordered that the Certificate of Qualification and Registration of Toronto private school principal Yusuf Ali Talukder be revoked in connection with a criminal conviction for sexual assault and sexual interference involving a 13-year-old student.

Talukder, who was certified in May 2005, was not present or represented at the March 26, 2013, hearing.

In November 2007, Talukder sexually touched a 13-year-old girl whom he was tutoring at the school, resulting in criminal charges and a court finding in May 2010 of guilt in touching a person under 14 for sexual purposes and for sexual assault. He was sentenced to six months in jail followed by three years' probation. Further, he was prohibited for 10 years from attending a public park, swimming area, daycare centre, school ground, playground or community centre where anyone under 16 is present; using a computer system to communicate with anyone

HEARINGS

under 16; or seeking paid employment or a volunteer position that involves being in a position of trust or authority toward anyone under 16.

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

Information about the disciplinary action appears online at oct.ca → [Members](#) → [Complaints and Discipline](#) → [Decisions](#).

Member: Stewart Montague Adams

Registration No: 100893

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Stewart Montague Adams after hearing allegations of professional misconduct related to criminal convictions for accessing, possessing and making available child pornography between February and June 2010.

A teacher with the Toronto DSB, Adams was certified to teach in 1994. He did not attend the May 22, 2013, hearing and was not represented by legal counsel.

In January 2012, Adams pleaded guilty to criminal charges and was sentenced to 53 months in jail and three years probation.

College counsel submitted that Adams had amassed a shockingly vast amount of child pornography. In total, there were 192,327 images of children, 677 child pornography videos and 37 child pornography movies. He had made his collection available to broader distribution via a peer-to-peer network.

The court prohibited him from the following for 20 years:

- attending public parks, public swimming areas, daycare centres, school grounds, playgrounds or community centres where anyone under 16 is present
- seeking work or a volunteer arrangement that would put him in a position of trust or authority with anyone under 16

- using a computer to communicate with anyone under 16.

Having considered the evidence, the onus and standard of proof, and submissions made by College counsel, the panel found Adams guilty of professional misconduct and revoked his certificate.

The committee found that accessing, possessing and making available child pornography are among the most heinous crimes in our society, targeting children and perpetuating a market that thrives on the exploitation and abuse of children.

Information about the disciplinary action appears online at oct.ca → [Members](#) → [Complaints and Discipline](#) → [Decisions](#).

Member: Brian Douglas Jones

Registration No: 483060

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Brian Douglas Jones after conducting a hearing into allegations of professional misconduct related to criminal convictions for sexual exploitation and obstructing justice.

Jones was certified to teach in 2004. He did not attend the May 29, 2013, hearing and was not represented by legal counsel.

In October 2012, Jones pleaded guilty to criminal charges of sexual exploitation and obstructing justice in relation to his conduct toward a female student between January 2005 and December 2006. Jones was sentenced to three-and-a-half years in jail and prohibited from the following for 20 years:

- attending public parks, public swimming areas, daycare centres, school

grounds, playgrounds or community centres where anyone under 16 is present

- seeking work or a volunteer arrangement that would put him in a position of trust or authority with anyone under 16
- using a computer to communicate with anyone under 16.

The evidence presented at the hearing confirmed that Jones provided the student with cigarettes, used marijuana and consumed alcohol with her, and had an ongoing sexual relationship with her. In addition, he obstructed the course of justice by counselling her to lie to the police during their investigation.

Having considered the evidence, the onus and standard of proof, and submissions made by College counsel, the panel found Jones guilty of professional misconduct and revoked his certificate.

Information about the disciplinary action appears online at oct.ca → [Members](#) → [Complaints and Discipline](#) → [Decisions](#). **PS**

Where do you work? Let us know.

The College has made it easier for you to provide us with the information.

Visit the College website to inform us of your employer's contact information at oct.ca.

You can also call **416-961-8800**
(or in Ontario **1-888-534-2222**).

Please tell us the name and business address of your employer.

If your College annual membership fee is submitted by your school board/private school on your behalf, we will note its address on your file.

College bylaws require that all Ontario Certified Teachers provide the College with up-to-date employer contact information. If you have more than one employer, make sure your information is complete.



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REBEL WRITER

Award-winning author Joseph Boyden discusses growing up with eight teachers and the fine art of whining well.

BY LAURA BICKLE

Describe your primary-school self.

Well-read. Frightened. Old.

Describe yourself in high school.

Rebellious. Frightened. Questioning.

Favourite subject?

I adored what you'd expect: history, geography and, of course, English.

Favourite literary pieces studied?

In grade school, I credit *The Outsiders* for making me want to become a writer. In high school, I'm sure I was considered something of a snob. I loved Hermann Hesse, Jack Kerouac and Gabrielle Roy.

Favourite historical figures?

Winston Churchill. Louis Riel and Gabriel Dumont. Joan of Arc. Jim Morrison. Kateri Tekakwitha. All the rebels.

Lesson learned in kindergarten?

Whining doesn't get you everything, but if done well, it gets you a lot.

What saved you at the primary level?

My mother being a teacher at my school.

And in secondary?

Punk rock.

What career did you aspire to have?

I've always wanted to be two things: a writer and a teacher.

Tell us about your teaching career.

I teach in the distance MFA program at the University of British Columbia, and I've taught most of my adult life, everything from early childhood education to outdoor education to college to university to grad school. I've been lucky enough in my writing career not to have to teach anymore. But I want to. Keeping that connection to young and not-so-young inquisitive minds is brilliant.

What led you down that path?

Coming from a family of seven older sisters (three

of them half-sisters) — who were all teachers at different points in their lives — as well as being raised by a mother who was an absolutely brilliant teacher, I learned this: education isn't simply a stepping stone to get you somewhere else; it's a way of being. This was deeply ingrained in me. I was a student who never sweated getting all the best grades, getting into the most recognized schools and rushing through each course like it was an enemy to be slain. I truly loved my education and took classes not to get me closer to a degree or even a job. Instead, I focused on what drove my imagination. And, I hope I'm proof that all of us will find our niche — if given the time and, especially, the gift of patient, wise and understanding teachers. **PS**

NAME: Joseph Boyden

- Born Oct. 31, 1966; raised in Willowdale, Ont.
- Strongly identifies with his Irish, Scottish and Anishnaabe heritage
- His father died when Boyden was eight, leaving his wife to raise eight children
- Went to Blessed Trinity Catholic School, where his mother taught, and Brebeuf College School
- Studied creative writing at York University and The University of New Orleans (UNO), where he received his master's; has taught in the Aboriginal Student Program at Northern College, Canadian literature and creative writing at UNO, as well as grad programs at UBC and the Institute of American Indian Arts in Santa Fe, where he is a faculty mentor
- His debut novel, *Three Day Road* (2005) was a Canada Reads contender; won the Amazon.ca First Novel Award, the Rogers Writers' Trust Fiction Prize, the McNally Robinson Aboriginal Book of the Year Award and was shortlisted for the Governor General's Award for Fiction
- His second novel, *Through Black Spruce* (2008), won the Scotiabank Giller Prize
- Awarded honorary degrees from Nipissing University (2009) and Algoma University (2013)
- His latest book, *The Orenda*, explores Canada's colonization in the 1600s and its impact on the First Nations; available in September
- Divides his time between Louisiana — where he and his wife, Amanda Boyden, are currently writers-in-residence — and Northern Ontario

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