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SEPTEMBER 2014

professionally speaking

THE MAGAZINE OF THE
ONTARIO COLLEGE OF TEACHERS

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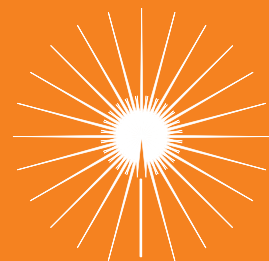
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Rosemary McCarney, President & CEO of Plan International Canada Inc., the major driver behind the *Because I Am A Girl* initiative, and author of *Everyday is Malala Day*.



Sharon Robinson, author of several widely praised books about her father, baseball legend Jackie Robinson, and educational consultant for Major League Baseball.



Richard Wagamese, from the Ojibway Wabasseemoong First Nation and one of Canada's foremost and celebrated Native authors and storytellers.

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Professionally Speaking is published quarterly by the Ontario College of Teachers to inform its members about the activities and decisions of the College. The magazine provides a forum for discussion of issues relevant to the future of teaching and learning, teachers' professional learning and standards of practice.

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

Reproduction, in whole or in part, of articles from this issue of *Professionally Speaking* is encouraged. Please credit the Ontario College of Teachers and *Professionally Speaking*, September 2014.

Letters to the editor and submissions on topics of interest to the profession are welcome. Unsolicited manuscripts cannot be returned.

ISSN 1206-8799

Canadian Publications Mail Product Sales Agreement No 40064343

Address

Return undeliverable Canadian addresses to:

Professionally Speaking, Ontario College of Teachers, 101 Bloor St. W.,
Toronto, Ont. M5S 0A1; ps@oct.ca or subscriptions@oct.ca

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Dovetail Communications

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Publication of an advertisement in *Professionally Speaking* does not constitute an endorsement by the College of any advertiser's product or service, including professional learning opportunities.

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Printed with vegetable-based inks on FSC®-certified stock at Transcontinental Printing, Owen Sound, Ont.

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

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

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SUMMER SCHOOL

In early July, the College facilitated its third summer institute for members of the profession. The theme this year was "Exploring Interprofessional Collaboration and Ethical Leadership within Full Day Early Learning."



CELEBRATING WORLDPRIDE

WorldPride visitors stopped by the College booth at the Streetfair in late June to learn about the College's mandate to serve and protect the public interest.



OISE/UT CONVOCATION

In June, College CEO and Registrar Michael Salvatori, OCT, addressed OISE/UT graduates during the convocation ceremonies at the University of Toronto.

Thanks for keeping the drive alive.

The Ontario College of Teachers would like to extend a heartfelt thank you to the sponsors and donors who helped to raise almost \$34,000 at the College's annual charity golf event in July to support the Ontario College of Teachers' Scholarship Program.

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ELEVATE YOUR “WHY”

Run for College Council:
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BY LIZ PAPADOPOULOS, OCT



Why do you choose to teach? I suspect many of you have the same reasons I do: to share your love of learning, encourage young people to think critically, and inspire students to think big and dream bigger. To be honest, my list of reasons is much longer than that. But the overarching reason I became a teacher is because I care deeply about the future of the next generation.

This is also why I ran for Council. More importantly, this is why I encourage you to run for Council.

Why serve on Council

Serving on Council gives you the opportunity to influence both the next generation of students and Ontario's current and future teachers. Like teaching, it will also be one of the most challenging and rewarding experiences of your life.

Working alongside other passionate and dedicated professionals, you will help shape Ontario's education policies to serve the public interest. You will also

work closely with regional and global education thought leaders.

Simply put: You will grow professionally, strengthen the education system and help keep students safe. Oh, and you get to meet really interesting people.

Why it's the best of both worlds

The best part about being on Council is that you shape education policy and implement it at the same time. That's right — being a Council member doesn't mean you give up your classroom. Many Council members can — and do — teach full time.

Teachers in Ontario are unique. Did you know the Ontario College of Teachers is Canada's only self-regulating body for teachers in Canada? This means we, as a profession, determine what it takes to teach, the high standards we want to meet and what being a teacher actually means in Ontario.

Each of us has ideas on what being a teacher means. Being a Council member enables you to bring those ideas to life on a much larger scale.

Why I will miss Council

I have held the position of Chair since 2009. I can't run again because legislation does not permit any Council member to hold a position for more than seven consecutive years. While I will miss working alongside so many dedicated people, it is time for me to move over and make room for new ideas and new leadership.

Why you should run for Council

This is a watershed moment for Ontario's educators. Council just set its strategic priorities that will need to be monitored and reviewed over the next few years. Governance and oversight of our regulatory body is critical to its proper functioning.

Run for council because you are needed to share, encourage and inspire our education system. Because Ontario's teachers need you to continue shaping the future of the education system. And most importantly, because your students need you to help them grow even stronger. **PS**

PS: If you ran for Council in 2012 and didn't succeed, I encourage you to try again. After all, we teachers are a resilient bunch.

WHEN YOUR STUDENT'S FAMILY PORTRAIT HAS MORE THAN TWO PARENTS

The holidays we recognize are examples of the values and trends society feels are important. Traditional days like Valentine's Day and Thanksgiving celebrate love, friendship and appreciation while offbeat ones like International Tongue Twister Day and World Zombie Day celebrate poetry and remind us about the importance of emergency preparedness.

The creation of National Stepfamily Day (September 16) several years ago highlights how family units have changed — and how important it is to celebrate this.

Canada's last national census — the first time stepfamilies were formally recognized — reported nearly 13 per cent of families with children are stepfamilies.

As teachers, we are constantly trying to provide the best learning environment possible for students. Working with parents is vital to this process. I would argue that working closely with

step-parents — and non-traditional guardians such as foster parents and grandparents — is also critical. Every one of these adults has an important role to play in a student's education and we, as teachers, need to engage and involve them to ensure student success.

In terms of our daily practice, this could mean any number of things, including juggling parent-teacher meetings, sending multiple volunteer notices or adjusting the way we reach out to families. It all comes down to recognizing the family dynamic.

At times, this can get a bit tricky, but I speak from personal experience — both as a teacher and as a stepmother — when I say only good things will be achieved when we, as teachers, take into account a student's entire family portrait.

After all, the most important person in the portrait is the student.



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YOUR BEST FOOT FORWARD

Agility — and the ability to readily adapt to change — will determine your path forward and the learning journey you help your students take.

BY MICHAEL SALVATORI, OCT



couldn't have fathomed 30 years ago.

Your College is keeping step with these advances and helping you remain agile. It's one of the reasons we introduced a

Intelligence. Compassion. Ambition. Perseverance. These are some of the themes that came to mind as I considered a topic for the convocation address I was invited to deliver last June at one of our faculties of education. As I was contemplating the many possible topics, I glanced down, deep in thought, and fixed my stare on my shoes. That's it! I thought. No, not footwear but *footwork* — agility.

We live in complex times and I believe we need to be agile to achieve success. We need to be able to read our environment and respond appropriately to anticipate and adapt. When we face uncertainty, we need to maintain a certain flexibility to assess, to cope, to act and to overcome.

In teaching, as in many other professions, the ground beneath our feet is shifting; however, we need to keep our footing and maintain our balance. Consider the changes within education, such as blended learning or flipped classrooms, for example. We need only look to the core elements in the enhanced teacher education program

beginning in September 2015 to see some of the advances in teaching and learning such as embracing diversity, committing to inclusion, attending to mental health and well-being, collaborating with other professionals and integrating technology.

Technology has changed the ways in which we communicate and how we access information. And communication, as a central component of the teaching tool kit, significantly changes the teaching and learning dynamic.

In the last 13 years, we have gone from *Encyclopaedia Britannica* to Wikipedia. Growing up, I relied on the trusted *Encyclopaedia Britannica*. Our family owned volumes A through M, and we waited patiently for the travelling salesperson to return to our house so we could buy N to Z. When my siblings and I had a school project, we had to have first pick of the topic to avoid being left with a topic in the second half of the alphabet. For today's students the Internet has changed all that; it's revolutionized education and access to information in ways we

mobile app in English and French this year so you can access the College's services and complete transactions from any location, any time.

Professionally Speaking is another example of how the College supports professionals adapting to an ever-changing education landscape. In this edition you can learn about harnessing technology to improve educational outcomes from Michael Fullan, special policy adviser in education to the Premier of Ontario, and new software for classroom use coming out of the University of Waterloo's Velocity program.

As teachers, we need to continue to expand professional tool kits to keep up with the pace of change; but more importantly, to serve our students to the best of our abilities. Be nimble. Assess, analyze and adapt. Focus on change management.

The more agile you are, the easier it will be to determine your path and the footprints you leave. **PS**

M. Salvatori

HIGH-TECH THINKING

Be sure to download and use the latest version of the College's mobile app, which connects you to your account and lets you see your OCT membership card, visit the public register, borrow books and find Additional Qualification courses. Version 2.0, now available for all iOS, Android and Windows devices, also lets you update your employer and business address information. We trust that the improved design and formatting will result in a better user experience. Please let us know what you think at ps@oct.ca.



letters to the editor

Professionally Speaking welcomes letters and articles on topics of interest to teachers. We reserve the right to edit letters for length and to conform to our publication style. To be considered for publication, letters must provide the writer's daytime phone number and registration number. Address letters to: The Editor, Professionally Speaking at ps@oct.ca or 101 Bloor St. W., Toronto, ON M5S 0A1.

OCTs Teaching Abroad

As an OCT who has taught in international schools for 16 of my 23 years as a teacher, I would like to make three comments about "Passport to Learning" (June 2014):

- 1) The opportunities highlighted in the article are only the tip of the iceberg. I would recommend that OCTs interested in teaching in international schools subscribe to newspapers like *The International Educator* (tieonline.com) and sign up with established international teacher recruiting agencies.
- 2) While the article presented teaching abroad as an interesting opportunity, it saddens me that new graduates facing the consequences of 10 years of rampant teacher over-certification do not have many other options if they want to get into a classroom.
- 3) It further saddens me that the experience gained by young teachers who choose to go abroad counts for nothing when they return to Canada to face the hiring process that is spelled out by Regulation 274/12.

Overall, the article does suggest a means by which unemployed OCTs can enter the profession and enjoy rewarding careers. However, until international teaching experience (along with private and other accredited school experience) is recognized by Ontario public schools when hiring, new teachers will likely continue to prefer unemployment to teaching abroad.

—**Bryce McBride**, OCT, is teaching International Baccalaureate economics and mathematics at Raha International School in Abu Dhabi.

As a retired OCT and mother of a teacher who is currently employed at an international school in Hong Kong, I took great interest in "Passport to Learning" (June 2014). While all of the rewarding elements that result from this opportunity are true, I find it disturbing that so many young, well-educated professionals have no choice but to follow this route.

We are losing extremely qualified and enthusiastic teachers to out-of-country teaching positions. If they return home after one or two years, and are fortunate enough to get a teaching job, it will likely be occasional work. These OCTs will lose these valuable "pension-contributing years" and, for some, will have never taught the Ontario curriculum.

Your article, which paints a positive picture of OCTs teaching abroad, reminds me of how uncertain teaching careers are back home.

—**Lynn Opre** is a retired OCT who taught at San Lorenzo Ruiz Elementary School in Mississauga, Ont.

Alternative Career Options

Over the past few years I have noticed that *Professionally Speaking* has provided statistics on the lack of teaching positions in Ontario. However, in recent issues I was happy to see articles about alternative careers for teachers who have chosen to work outside the classroom. There are many teachers, including myself, who have been supply teaching for a long time, and have decided to move forward in our professional careers and use our broad skills. I would like to see more of these articles in the future.

—**Joanne Bruno**, OCT, is an occasional teacher with the Durham Catholic District School Board and the Peterborough Victoria Northumberland and Clarington Catholic District School Board.

Fee Frustration

The College is a professional organization. If you are a member you pay the fee to be recognized as a professional. The college should not set a special fee for occasional or part-time teachers.

I am an OCT but have left teaching due to a lack of work. I have since found steady, enjoyable employment making a fraction of a teacher's salary. Since I earned the right to be a member, I will not whine about \$150 a year. [In response to a letter published in the June 2014 issue.]

—**Sheila Gushue**, OCT, was an occasional teacher for a number of years in the North Bay area.



CONGRATULATIONS!

Christopher Joseph, OCT, is the lucky winner of a \$150 Cineplex gift package. The occasional teacher with the Toronto District School Board was chosen at random after participating in our online poll about go-to resources for lesson planning (see June 2014: "Master Plan," p. 15).

Karen Friedman, OCT, a superintendent of schools with York Region District School Board, has won a signed copy of *Paikin and the Premiers* (see June 2014: "Final Exam," p. 62), for following us on Twitter.

Correction: In the Hearings section (June 2014), the first decision summary incorrectly listed the Waterloo Catholic District School Board as the employer of a member who appeared before a Discipline Committee panel. The correct employer was the Waterloo Region District School Board. In "Passport to Learning" (June 2014), the ETFO hyperlink was used for OECA. We regret these errors.



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Mathematics	CONT 573	F	FW	W
Science - General	CONT 609	F		W
Computer Studies	CONT 758			W
Business Studies	CONT 652			W
Native Studies	CONT 638	F		W

ABQ SENIOR

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

HONOUR SPECIALIST

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

THREE-PART ADDITIONAL QUALIFICATIONS

Cooperative Education Part 1	CONT 681	F	FW	W
Cooperative Education Part 2	CONT 682	F	FW	W
Cooperative Education Specialist	CONT 683	F	FW	W
English as a Second Language Part 1	CONT 539	F	FW	W
English as a Second Language Part 2	CONT 540	F	FW	W
English as a Second Language Specialist	CONT 541	F		W
Family Studies Part 1	CONT 677	F	FW	W
Family Studies Part 2	CONT 678	F		W
Family Studies Specialist	CONT 679			W
French as a Second Language Part 1	CONT 536	F	FW	W
French as a Second Language Part 2	CONT 537	F		W
French as a Second Language Specialist	CONT 538	F		W
Guidance & Career Education Part 1	CONT 611	F	FW	W
Guidance & Career Education Part 2	CONT 612	F	FW	W
Guidance & Career Education Specialist	CONT 613	F	FW	W

SESSION DATES:

FALL: September 29 - December 5, 2014
 FALL/WINTER: November 10, 2014 - February 13, 2015
 WINTER: January 26 - April 10, 2015

REGISTRATION DEADLINES:

FALL: September 12, 2014
 FALL/WINTER: October 24, 2014
 WINTER: January 9, 2015



Health & Physical Education Part 1 **NEW	CONT 510	F	FW	W
Integration of Information & Computer Technology in Instruction Part 1	CONT 701	F	FW	W
Integration of Information & Computer Technology in Instruction Part 2	CONT 702	F		W
Integration of Information & Computer Technology in Instruction Specialist	CONT 703	F		W
Librarianship Part 1	CONT 797	F	FW	W
Librarianship Part 2	CONT 798	F		W
Librarianship Specialist	CONT 799	F		W
Mathematics, Primary & Junior Part 1	CONT 542	F	FW	W
Mathematics, Primary & Junior Part 2	CONT 543	F	FW	W
Mathematics, Primary & Junior Specialist	CONT 544	F	FW	W
Reading Part 1	CONT 533	F	FW	W
Reading Part 2	CONT 534	F	FW	W
Reading Specialist	CONT 535	F		W
Religious Education Part 1	CONT 624	F	FW	W
Religious Education Part 2	CONT 625	F	FW	W
Religious Education Part 3	CONT 626	F	FW	W
Special Education Part 1	CONT 504	F	FW	W
Special Education Part 2	CONT 505	F	FW	W
Special Education Specialist	CONT 506	F	FW	W
Kindergarten Part 1	CONT 801	F	FW	W
Kindergarten Part 2	CONT 802	F		W
Kindergarten Part 3	CONT 803	F		W

ONE SESSION QUALIFICATIONS

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

TECHNOLOGICAL EDUCATION

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

INTEREST COURSES (OCTOBER 6, 2014 - NOVEMBER 14, 2014)

Effectively Integrating iPads and Tablets in Teaching and Learning	INTR 400	F		W
Gamification in the Classroom	INTR 500	F		W



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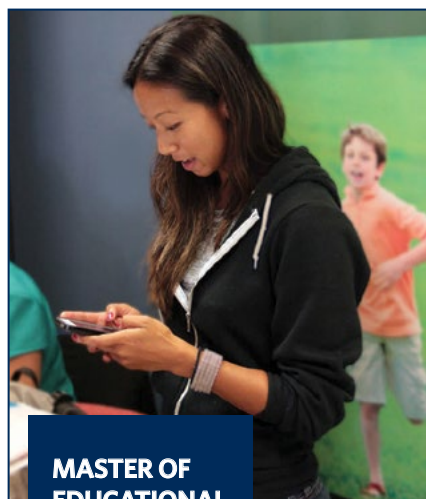
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Pop Quiz

with Michael Fullan

BY LAURA BICKLE

Fight boredom and you'll improve education — that's the sentiment at the core of Michael Fullan's (michaelfullan.ca) efforts to reform our school system. As the former dean of the University of Toronto's Faculty of Education, the Ontario Premier's special policy adviser in education and professor emeritus at OISE/UT, he's well positioned to make this statement. The renown researcher discusses how encouraging collaboration, embracing technology and re-envisioning the teacher-student relationship can make the educational experience a more exciting and productive one.

Q Why reform the system?

To close the gap between high and low student performance everywhere. The old model is boring teachers and students, and thanks to technology, learning isn't a 9 a.m. to 3 p.m. job anymore. Schools need to be reconstituted, but that doesn't mean we bypass the existing system — teachers remain essential.

Q You use the term "stratosphere" in your book. What does it mean?

The stratosphere is a vision that sees improvements in education by focusing on the new pedagogy and harnessing technology to accelerate the process. This approach is coupled with effective methods of change, such as regular staff meetings in which teachers share their challenges and successes to encourage professional development. The term plays on the Cloud, the image that the wider atmosphere is part of the information flow.

Q What is the new pedagogy?

It's a partnership between teachers and students that produces deeper learning outcomes. Teachers switch from being the font of knowledge at the front of classroom to a collaborative partner, which allows for more one-on-one time. It also frees teachers to work with groups of students and students to work with each other.

Q Define deep learning.

Deep learning is understanding and applying what is being taught, not just memorizing it. It's made up of what we call the "six Cs": critical thinking, creativity, collaboration, communication, character education and citizenship.

Q What does this look like?

Flipped classrooms and project-based learning are examples of this more meaningful learning. You'll also see a greater spirit of collaboration between teachers and students.

Q What is the principal's role?

The top-down approach doesn't work anymore. Principals work with the teachers to change the school culture.

Q Discuss your New Pedagogies for Deep Learning program.

It's a three-year program that involves 10 clusters of 100 schools from 10 countries, including Canada. The schools implement the six Cs, along with the stratosphere. (For more info, visit newpedagogies.info.)

Q What's technology's role?

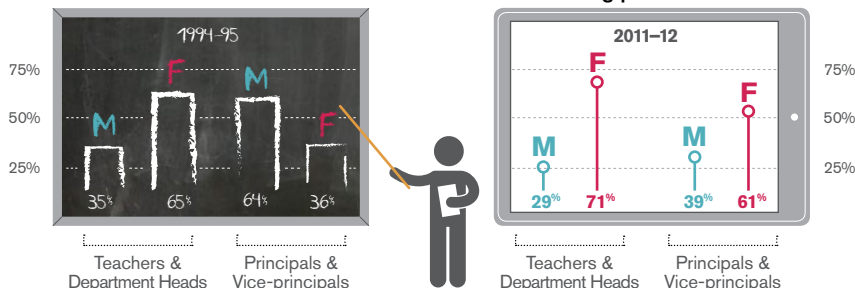
People fear change and the unknown. We can manage this anxiety by reframing technology as a learning opportunity. How can it expedite what we're trying to achieve? Since students have embraced the use of devices, let's make it part of the solution. **PS**



GENDER STUDIES

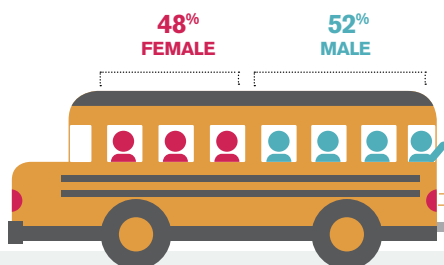
A look at the various gender differences at play in Ontario schools.
BY STEVE BREARTON

Male/female distribution shift within the teaching profession:

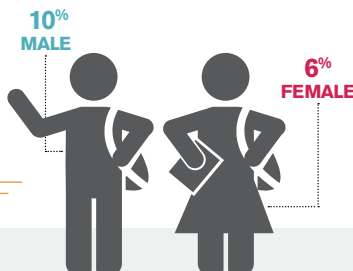


Source: Ontario Ministry of Education, Quick Facts Ontario Schools, 1994-95 & 2011-12

Snapshot of students by gender in 2012:

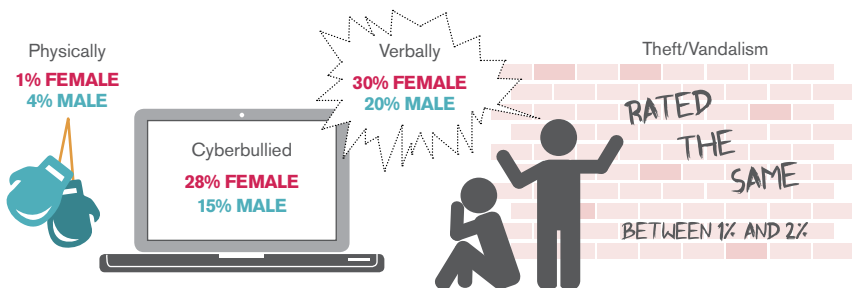


High school dropout rate in 2012:



Source: Ontario Ministry of Education, Quick Facts Ontario Schools, 2011-12; Statistics Canada, Labour Force Survey, 2012

Most common ways Grades 7-12 students were bullied in 2011:



Source: Centre for Addiction and Mental Health, The Mental Health and Well-Being of Ontario Students 1991-2011, 2012

In 2011, Grades 7-12 students:



Source: Centre for Addiction and Mental Health, The Mental Health and Well-Being of Ontario Students 1991-2011, 2012

TWEET SHEET

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28% of high school students wanted to talk about a #MentalHealth problem, but didn't know where to turn ow.ly/zsJHm #Ontario



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The Ontario Home Economics Association calling on province for a mandatory food/nutrition course. bit.ly/UGxbd8 #onted



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Highlights The Globe and Mail's coverage of K-12, higher and business education.

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Incidents of schoolyard bullying drop in Ontario. bit.ly/1AqzfH4



Begin each class with a warm welcome and improve students' respect and engagement levels in no time. As students enter, take a moment to individually greet them by name, letting them know that you're pleased to see them. The added step of making eye contact while you shake their hands will help to reinforce that their attendance is not only noted but appreciated. As a sign of respect, wait until each student acknowledges your actions before moving onto the next. Repeat this ritual at the end of the class for the opportunity to thank everyone for their participation. Do this every day and watch how quickly a small but kind gesture will create a huge shift in your classroom culture.

—Jan Siegel, OCT
Retired, Toronto District School Board

→ Have a classroom tip to share?

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Taking
care of

BUSINESS

—Melissa Campeau

Whether your fledgling enterprisers are five or 25, it's never too soon to provide them with the skills they need to succeed. The University of Waterloo's entrepreneurial program, Velocity (bit.ly/1pDikvL), helps business-minded youth take their ideas to the next level. Four of their startups have created these technologies, designed with you in mind.

► **HOOR REPUBLIC** (bit.ly/1pvfAQq)

What: Make volunteering, and managing volunteers, a snap. Students can search for opportunities and keep tabs on their hours, while schools and boards can monitor volunteers and post positions as they come up. Bonus: Built-in analytics mean teachers can track skills students pick up with each good deed done.

Languages: English & French

Platforms: Mobile (Apple & Android); Web

Cost: Free

► **CHALK.COM** (bit.ly/1lh8tdv)

What: Get organized with this software suite. Plug into Planboard to prep and collaborate on lesson plans. Tap into Markboard, launching in late August, to share grades with students, parents and admin. Tie it all together with Campus, to share resources, hold discussions and create secure online communities.

Languages: English; French & Spanish to come

Platforms: iPad; Web

Cost: Free for individuals; prices vary for schools

► **LIGHTBOT** (bit.ly/113UFQh)

What: Use puzzles to add pizzazz to your next programming lesson. Students select basic commands to guide a robot and light up tiles, mastering coding essentials such as loops along the way. Select the version that's right for your students, available for ages 4 to 8 and 9+.

Languages: English, French & several others

Platforms: Mobile (Apple & Android); Web (trial)

Cost: \$2.99

► **SESAME** (bit.ly/1KJA9YT)

What: Collect and circulate student info in a pinch! Now you can upload assignments, notes, visuals (for example, art projects and drama productions) and videos (everything from guest speakers to class presentations) into individualized portfolios to share with students, teachers, administrators and parents.

Languages: English

Platforms: Mobile (Apple & Android); Web

Cost: Free (basic); \$10 per month (upgrade)

APPS ANALYSIS

By Stefan Dubowski



Remind

Transform ineffective reminders into friendly ones that stick.

Use this app to text students and parents about everything from permission slips to assignments. Tap the scheduler to forward messages on specific days. Use photo messaging to share images, whiteboard content and more. No matter how many people you communicate with at a time (there's no limit!), the app never displays phone numbers or other confidential information. Thankfully this app doesn't receive, so you won't have to manage yet another inbox. Have students who can't receive texts? No problem — convert them into emails to help ensure your reminders reach non-texters too.

DEVICES: Apple, Android

SOURCES: iTunes, Google Play; free

RATINGS: 4+, Everyone



The Elements

Battle chemistry class boredom with this stunning take on

Theodore Gray's *The Elements*. This app not only lists densities, atomic mass and other properties, but it uncovers fascinating stories about when elements were discovered and how they're used. Access deeper data including thermodynamic and nuclear properties via the Wolfram|Alpha search engine. Rotate and zoom in on high-res photographs for up-close, multi-angled views. Have 3-D glasses? Put them on, punch the 3-D button and view the building blocks of the universe in a whole new light. Hit the Language tab to read information in English, French and several other languages.

DEVICE: Apple

SOURCE: iTunes; \$13.99

RATING: 4+



News-O-Matic

Extra, extra! Get iOS users aged 7 to 11 reading all about world events with this app. It circulates five daily articles (sports, science and global issues, for example), as well as wacky items to make your students smile. Improve comprehension with a feature that reads articles aloud and sounds out difficult words. Images and videos draw readers in, while detailed maps show where the action is happening. Integrated games and fun facts help youngsters become world-savvy citizens. Children's literature writers pen the stories and a child psychologist reviews them to ensure published content is appropriate for impressionable minds.

DEVICE: Apple

SOURCE: iTunes; 99¢ to \$19.99

RATING: 4+

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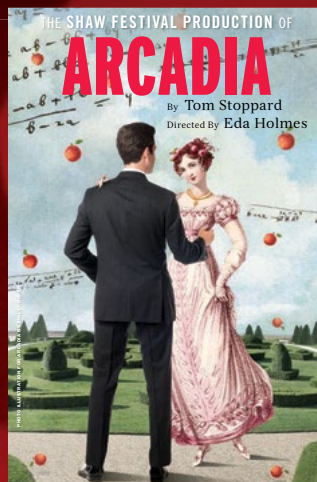
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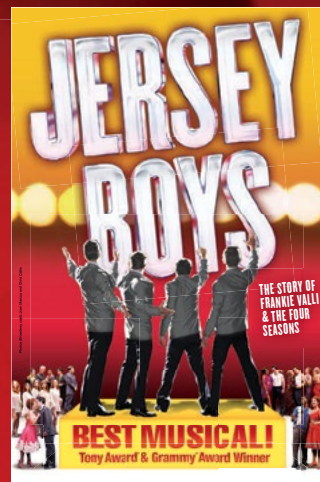
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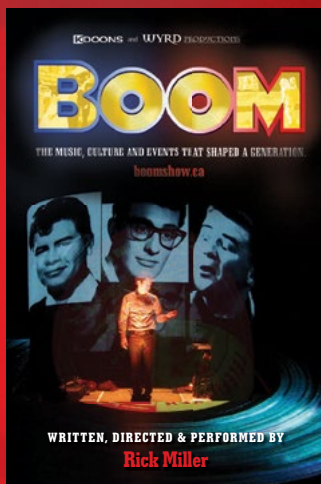
NOV 4 - DEC 14
ROYAL ALEXANDRA THEATRE



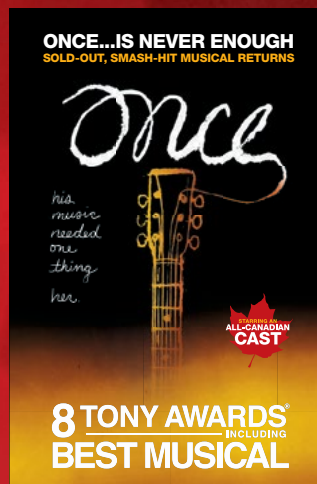
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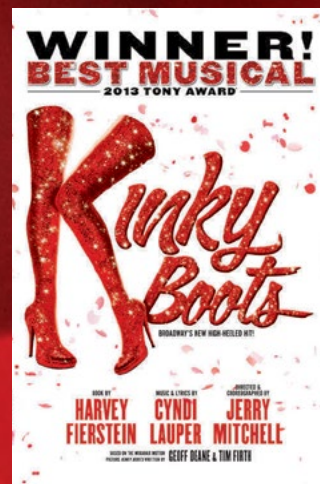
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Reel-Life Lessons

Raise students' social awareness with these six educational documentaries that deserve a spot on everyone's must-watch list.

BY MELISSA CAMPEAU

BROOKLYN CASTLE (101 minutes)

▶ A below-the-poverty-line school in Brooklyn lays the unlikely claim to the most national chess championship titles in the United States. Watch how teachers and students in this after-school chess program overcome budget cuts and personal challenges, and transform I.S. 318 into one of the best institutions in the city.

Teach it: Make your move into chess with this startup guide at bit.ly/1s1DGj; download the Grade 7–10 School Culture lesson plan at to.pbs.org/1okbR6F.

Watch it: iTunes, \$17.99; Netflix

BULLY (98 minutes)

▶ Director Lee Hirsch (see *Professionally Speaking*, June 2012: “Pop Quiz,” bit.ly/1jnY0sL) follows a year in the lives of five students who are being bullied. This heartbreaking documentary captures raw moments of abuse and isolation, and raises critical questions about how schools should tackle the issue.

Teach it: Get students talking about this tough topic with a school climate survey, a relationship mapping exercise and cyberbullying lesson plans at bit.ly/Si3RIP.

Watch it: iTunes, \$19.99

FAKING THE GRADE (60 minutes)

▶ This CBC documentary presents an alarming statistic: at least 70 per cent of university students cheated in high school and counted family and peer pressure as motivators. The filmmakers interview essay hawkers and spy equipment merchants who help students fake their way to higher grades.

Teach it: Be aware of all the tricks — catch extra clips at bit.ly/1mAmhBZ and sneak a peek at resource links on cheating at bit.ly/1INmqMq.

Watch it: bit.ly/TTwD42, free

IT'S A GIRL'S WORLD (52 minutes)

▶ The National Film Board of Canada (NFB) exposes the hidden culture of cruelty that lurks within a group of popular 10-year-old girls. Witness the social bullying that perpetuates as each struggles for power outside of their teachers' and parents' watch.

Teach it: The student version features six 5- to 10-minute modules that help your class spot a social bully, the victim and the bystander.

Watch it: nfb.ca, \$19.95–\$34.95

MY PRAIRIE HOME (76 minutes)

▶ Listen to Rae Spoon, a transgendered musician from Alberta who uses the pronoun “they” instead of he or she, discuss growing up in an ultra-religious family in this NFB documentary-musical. Spoon sings about the harassment they endured at school while discovering their gender identity.

Teach it: Bring serious themes to students' attention with a guide (bit.ly/1tXjw7) that was written by Pride Education Network and Out in Schools.

Watch it: iTunes, \$12.99; nfb.ca, \$17.95–\$24.95

WAITING FOR SUPERMAN (111 minutes)

▶ Award-winning director Davis Guggenheim follows five students waiting to be picked in a charter school lottery as he exposes challenges within the U.S. system. Prepare to be inspired by the teachers who fight to give students a better education.

Teach it: Next time the topic of creating and sustaining great public schools comes up, be prepared! Review the filmmakers' community discussion guide at bit.ly/1rpGj4K.

Watch it: iTunes, \$19.99 **PS**



LITTLE VOICES



Renee Hiltz, OCT, gives medically fragile students the necessary tools to express themselves, and finally be heard.

BY TRISH SNYDER

“OK, everybody, now we’re going to do an art activity,” announces Renee Hiltz, OCT, holding up brushes and canvases for everyone to see. The class is building a portfolio of abstract works for its legendary annual art fair, which raises money for supplies. In most classrooms, painting would be a fairly routine task. The difference here is Hiltz’s students have special needs beyond any others in the province.

Her Complex Continuing Care (CCC) program at Toronto’s Bloorview School Authority serves in- and day-patients aged four to 21 at Holland Bloorview Kids Rehabilitation Hospital, Canada’s largest facility for children with disabilities. Students are in rehab for chronic genetic diseases, post-surgery recovery or because they have acquired brain injuries (ABI). Many are non-verbal, some require ventilators and others are sight- or hearing-impaired, but almost all arrive having relied on someone else to wash, feed, dress and harness them into their motorized wheelchairs. If not for their daily detours for active rehabilitation therapy, as well as in-class support from Hiltz and her devoted team of eight educational assistants (EAs) and a number of volunteers, these students would not be capable of attending a community school.

During the art class, some students apply their own paint, while EAs help others by guiding the child’s hand with their own. Hiltz switches on music to engage the senses, then roams the aisles making every artist feel like an Old Master. “Fatima, I can see the copper paint shimmering! Look at Felix’s — I love those colours together!” Don’t be fooled by her laid-back nature and huge smile: this resource teacher is determined not to let severe disabilities stand in the way of learning — or fun.

Hiltz stops the song, just like in musical chairs, and gives a laminated paper spinner to a girl named Victoria, who concentrates on pushing a red switch to trigger a spin. The arrow points to six-year-old Johnny who barely contains his excitement as his teacher delivers a handmade playing die, as big as a cube-shaped Kleenex box, with different instructions taped on each side. An EA helps the student tumble the die to the floor, then Hiltz scoops it up, reads it and calls out, “Change it up please. Let’s pass tools, canvases and paint to the person on your left. Give them everything you’ve got!”



ONLINE

Beginning with this issue, visit professionallyspeaking.oct.ca for video documentaries of our Exemplary Teachers.

EXCLUSIVE

PHOTOS: MARKIAN LOZOWCHUK; HAIR & MAKEUP: BUFFY SHIELDS, JUDY INC.



Renee Hiltz, OCT, and two Complex Continuing Care students enjoy the Snoezelen cart at Bloorview School Authority in Toronto.

Give everything you've got; that's pretty much Hiltz's motto. By setting individual goals and offering the right support — from adaptable lessons to high- and low-tech tools, as well as a bottomless well of patience — she's proving that anyone with intense physical needs and steep cognitive barriers can learn. She's helping students who can't hold a fork create paintings sold at art fairs, and showing others who can't speak how to perform songs in concerts. And she's giving these children and their families something that's not in the curriculum at all — a few hours each day to enjoy a normal childhood. It's little wonder that phys. ed. teacher Rose Monacelli, OCT, calls her colleague a modern Anne Sullivan (Helen Keller's teacher). Or that Hiltz received a 2013 Prime Minister's Award for Teaching Excellence — which, she insists, belongs equally to her EAs. "Some students can't move or show facial expressions until Renee gets her hands on them," says school director/principal Michael Walkington, OCT.

"She's truly in it to make a difference for every child."

Making a difference required some ingenuity back when Hiltz started her teaching career at the school 35 years ago. In those days, you couldn't search the Internet for techniques on how to teach students with ABIs — commonly caused by accidents, strokes or unexplained viruses — which manifest differently from person to person. Some must cope with fractured attention spans and cognitive deficits, while others struggle with impulsivity or aggression. For instance, a student may retain all his pre-injury knowledge but, by noon, he can't recall how he spent the morning. For some parents, it is unbearably painful to consider the massive difference between how their child was before an accident or illness, and how they'll be after. "That's why I try to be upbeat in the classroom. If you're not, you'll get down about what you can't do, instead of what you can."

Like many teachers of students with exceptionalities, Hiltz is a master at IEPs

(Individual Education Plans). With input from the family, medical team and an assessment of the child's current skills, she creates a road map that plots the goals each student should be aiming for next. She steers them there by breaking down tasks into small, obtainable steps. Hiltz reminds EAs and volunteers to prioritize these goals daily; targets for each student are displayed on the classroom wall.

Literacy is a major focus in the CCC classroom. Since many of Hiltz's students are non-verbal, it's less about learning to read and more about basic comprehension and communication. On an average day, she pulls out a binder — one of dozens she's assembled — filled with laminated pages of line drawings. By pointing to sketches that represent math and art, she asks one boy which activity he'd like to do next. He nods eagerly at the numbers. For other students who are trying to regain their language skills, she's stacked some binders with stories composed of keywords that can be removed and manipulated thanks to a Velcro backing. With the majority of her class being non-readers,

Hiltz flipped the Reading Buddies concept on its head — once a week, she invites the Grade 1s to read to her students.

Hiltz sleeps better knowing that her non-verbal students can rely on their communication skills when they leave the classroom. “People feel badly for [little ones with disabilities]; they talk to them,” she says. “We want to get the older children communicating, so they have some way of [interacting with] the world.”

She has discovered a number of tricks for connecting with just about every child. She trains students with hand skills, for instance, how to operate two giant buttons — there’s soft fabric on a green one labelled “yes” and a scrap of burlap on a red one marked “no.” Those who are sight-impaired learn by touch and non-readers by colour. Giving students the chance to express their wishes by making choices is another big one. During an art activity, Hiltz reminds her team to ask students to select the paint, canvas and tools. Victoria watches attentively as an EA flashes a selection of coloured canvases and waits for a response. When the aqua blue canvas appears, her lips slowly curl into a grin.

Getting technical

Hiltz isn’t afraid to embrace new technology to boost student progress. For those who aren’t able to manage a laptop’s keyboard or mouse, she’ll give them an iPad; many will have better luck swiping a screen. Voice-output devices are also excellent tools for children who are non-verbal or difficult to understand. Ten-year-old Felix, for instance, practises communication using a modified iPad as his voice; it speaks when he presses picture symbols. Hiltz has also taught her class to use a virtual musical instrument that makes sounds when it detects motion; as a result her non-verbal students were able to “sing” “Jingle Bells” in the holiday concert.

But even high-tech gadgets don’t work without Hiltz’s old-school persistence. One young man used to scream when he didn’t like something, and used to flick away the unfamiliar iPad every time Hiltz offered it. Six months later, he’s using it all the time. “If they don’t access something the first time, it doesn’t

mean that they can’t. If you try once or twice, you may not get your answer. If they won’t use an iPad, for example, try a laptop,” she says. “My philosophy is to never give up. It’s not just that students need to keep trying; it’s our job to figure out how we’re going to reach them and move them to the next level. If you give up, what else is there for them?”

Moving forward

The unstoppable Hiltz has also become a familiar sight in the hospital attached to the school. Collaborative meetings with medical staff are essential for sharing updates and progress. But to maximize learning, she and a group of EAs arrive most mornings to help the nurses wheel in-patients to the classroom on time. Medically fragile students can enjoy the Snoezelen cart, a mobile station of calming/stimulating therapies that fills the classroom with moving light patterns and other sensations. “If she knows a student loves gym, she’ll go out of her way to rearrange their therapies to get them to the gym,” says Monacelli. “She looks for ways to give them joy.”

Students in the CCC classroom find success in many forms. Some who recover enough learning skills are able to transition back to community school with support. Hiltz bumped into one former student, for instance, who had become a father. Another, a young woman who had once been a top student — and was left with a brain injury as well as cognitive challenges after a motor vehicle accident (even after rehabilitation) — pursued her dream of becoming a teacher. It took six years, but she completed a college diploma in Early Childhood Education and landed a job. “Just because you face learning difficulties doesn’t mean your hopes and dreams can’t be achieved in a modified way,” says Hiltz.

The unfortunate reality is that some students won’t ever feed themselves, much less earn a living, but Hiltz is equally proud of their victories. She lights up when talking about Rachel, who has learned to communicate using her eyes. First, Hiltz taught her to make eye contact by drawing the girl’s attention to objects she liked. The next step was training her to say “yes” by looking

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Renee Hiltz, OCT, sees her students’ faces come alive when she hands them an iPad. Download her favourite apps for teaching cause and effect, numeracy and early literacy.

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up, which took years. (She’s still working on saying “no” by blinking or looking down.) “You might think, ‘Years — wow, that’s a really long time.’ But you should see her parents; they’re so excited that she’s developed these skills,” says Hiltz. “Even small gains are valuable.”

Some have questioned the value of Hiltz’s handcrafted board games and sensory activities. What’s the big deal if they learn to press a button or blink? What it means is being able to use a device that says thank you, or tell someone you want the blue paint, not the red. It means finding your voice. “Whether by creating a painting, helping at a fundraiser or participating in the school concert,” says Monacelli, “she gives students experiences they may never have had and allows parents to see their children in a different light.” **PS**

The Exemplary Teachers featured in this department have been recognized with provincial or national teaching awards.





PHOTOS: JAMES HEASLIP; HAIR & MAKEUP: BUFFY SHIELDS, JUDY INC.



GOLDEN

G I R L

Gold medallist Dara Howell discusses the two OCTs who helped her achieve her personal best both at school and on the slopes.

BY RICHARD OUZOUNIAN

Freestyle skier Dara Howell reached new heights earlier this year when she brought home an Olympic gold. But if it weren't for two OCTs, she would have never landed such a daring dream.

"So many people helped put me on that podium in Sochi," says the 20-year-old athlete. "Of course, my parents, friends and coaches played a big part, but I couldn't have done any of it without Mr. Byl and Miss Williams."

Howell is referring to her biggest cheerleaders at Huntsville High School — guidance counsellor Nico Byl, OCT, and principal Kimberly Williams, OCT.

It's fair to say that fate was at its finest when Byl was paired up with a particularly ambitious teenager back in 2009. The Netherlands-born teacher, who once walked the Huntsville halls as a student, was not only well positioned to advise Howell academically but, as an avid skier and her racing coach, he was also well versed in her sport.

"I remember meeting with Dara and her dad," Byl recalls. "She was in Grade 8 and into figure skating at the time, but she was already exploring her options for how to combine her academics with her athletics."

That kind of mature, multi-tasking mind didn't surprise Byl. He had already seen it in action with Howell's parents, who have owned and operated an old-style family lodge in Muskoka for years. "When I see Dara, I see Doug and Dee in her; they're planners. It's the Howell way."



“So many people helped put me on that podium in Sochi, but I couldn’t have done any of it without Mr. Byl and Miss Williams.”

Looking back, the gold medallist recognizes that in addition to giving the required advice of a counsellor, Byl provided her with something else — the support she needed to succeed.

“Mr. Byl knew how important skiing was to me and he was aware of my goals,” says Howell. “He understood me.”

Those last three words are possibly the most important ones a student can say about a teacher. Lucky for Howell, she had not one but two empathetic influences rooting for her along the way.

Williams may have arrived on the scene later than Byl but her fresh perspective and previous experience with high-performing students brought her up to speed in no time.

“I had moved to Huntsville just in time for Dara’s last two years of high school. Things were already progressing pretty quickly for her by then,” explains the Brampton, Ont. native. “I had only been on the job for a few weeks when her father made an appointment to discuss the extensive amount of time that Dara would need off that winter.”

Earlier in her education, Howell was able to synchronize sports and school without any trouble, but as her commitment to freestyle skiing grew, so did her workload. “I knew it would be a tough commitment to combine them both, but I guess I wanted to have it all,” recalls the Olympian. “It was really important that I graduate with everyone I’d grown up with.”

It wasn’t easy for Howell to maintain this balance, but that’s where Williams

was able to help. “I thought she was fantastic. Here was a young lady who was pursuing a dream, dedicating her whole self to it, but also telling me that school was equally important to her.”



Guidance counsellor Nico Byl, OCT, and principal Kimberly Williams, OCT, catch up with former Huntsville High School student, and recent Olympic gold medallist, Dara Howell this summer in Muskoka.

Although the skier had to miss a significant amount of class time for her training, she still managed to graduate on schedule, with her classmates. “Miss Williams was the one who made it all work,” says Howell.

By listening to her student’s needs and keeping a keen eye on Howell’s academic, athletic and social lives, Williams made sure the teenager received the necessary online support and one-on-one time she required from her teachers.

“We don’t give away credits,” the principal explains. “Dara worked hard and earned every one of them; of course, some were more challenging than others. She, for instance, had to complete her math courses online and, believe me, that would be a difficult task for anyone.”

It was a demanding process for a student who was in constant competitive training mode, but Howell remained determined. “She did her homework when she was on the road,” recalls

Williams. “This meant skiing all day, then going back to her motel at night to work on her courses.”

The challenge of trying to do it all was not without its fair share of character-building moments. “My friends were supportive but they couldn’t relate to what I was going through,” says Howell. “There were times when they didn’t understand why I wasn’t able to hang with them.” Then her voice brightens. “But it all worked out in the long run.”

Indeed it did. Williams thinks back to the energy that filled the high school back on February 11 of this year, that historic day when the Huntsville

community witnessed Howell win the first-ever gold medal for her sport at the Winter Olympics.

“It was the middle of the night but we opened up the school, so that students could watch the Games together. Cogeco had donated televisions (so that everyone could watch) and we set them up in the cafeteria. When Dara won, we all cried our eyes out. Then we celebrated with a pancake breakfast.”

For Williams, it’s not the fact that Howell won that’s so important; it’s how she won that makes her proud. “Dara set a goal for herself and then kept raising the bar. She proved that you can live in a small town, have friends and real family values, and still achieve your goals — if you’re willing to put in the work.” **PS**

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On the road to great nutrition

BY KIRA VERMOND

TEACHERS PLAY A BIG ROLE IN SHAPING STUDENTS' HEALTHY HABITS. HERE ARE INSPIRED IDEAS FROM SEVEN OCTs.

It's a sunny Sunday afternoon in June, and while the school year is winding down, Jeremy Durgana's fitness routine isn't. Heading back to his car after spending time on the treadmill at the gym, he lowers his trim frame through the door and settles in.

He hasn't always looked like this. Durgana, OCT, a Grade 5/6 teacher at Trillium Woods Public School in Richmond Hill, Ont., is the first one to pull out old "before" photos of himself from when he was a bullied, obese child who weighed 244 pounds.

In fact, he shows these photographs to his students each year to prove a point: anyone who leads an unhealthy lifestyle can trade it in for a healthy one. If he could do it, so can they. Durgana just has to convince the students the photos weren't digitally altered.

"When I'm teaching these children [about the importance of good nutrition], they believe me because I look, dress and eat like an athlete," he says. "If I'm preaching something but don't act the part, am I credible?"

He's credible and has an award to prove it. He won one of this year's provincial Teach Nutrition Awards, which recognizes creative nutrition initiatives in kindergarten to Grade 8. His winning entry — a public service announcement his students wrote, animated and edited over the course of a month — merged health education with technical and artistic skills.

"I'm a hands-on teacher who creates opportunities for kinesthetic learners," he explains. "I want to engage them."

A weighty issue

It's no secret that Canada — and much of the world — is facing a children's health crisis. According to Statistics Canada, one-third of Canadians aged five to 17 are overweight or obese. When it comes to teaching students a healthy approach to diet and exercise, innovative ideas like Durgana's are necessary.

The proliferation of sugary drinks (juice, once considered part of a healthy diet, no longer enjoys a free pass) and fatty processed foods in our diet is partially to blame, as is an increase in sedentary time spent in front of screens playing video games and watching TV. Obesity experts have also pointed to other factors that fuel the weight problem, such as bigger portion sizes at restaurants and grocery stores to getting less sleep.

The result of this misguided eating and inactivity? Ill health and poor marks.

A growing body of evidence links physical fitness to academic performance and brain health. In one Spanish study published earlier this year, researchers found that children who have advanced motor skills and cardiorespiratory capacity (in other words, their hearts are in good shape presumably because they were fitter) do better in school.

Trying to turn the tide on such a complex problem requires an equally complex solution and seismic societal change, says Dr. Katherine Morrison, associate professor in the department of pediatrics and co-director of the MAC-Obesity Research Program at McMaster University. "It's important to realize there's no simple solution to fix this. That's just not the nature of the biology or sociology of obesity," she says.

Teachers are also beginning to understand exactly how multi-faceted the child weight issue is. Morrison points out that over the past decade schools have tried numerous initiatives to stem the trend of growing waistlines, from banning vending machines and opening salad bars in school cafeterias, to launching the daily physical activity (DPA) program that gets students up and moving at least once a day.

There may be a problem with going after the issue in such a methodical yet piecemeal way, however. Children keep getting bigger and enthusiasm for some activity programs eventually wanes.

So what can teachers do to actually make a difference? Be a role model, advocate for change, Morrison advises, and learn from other teachers who work food and fitness into their students' daily lives in innovative and creative ways.



INGREDIENTS

BUS: Squash, whole wheat squares, radish, pomegranate seeds, raspberries, potato skin, purple yam **ROAD:** Black beluga lentils, split mung beans, sesame seeds **PEOPLE:** Pumpernickel bread, red onion, bran buds, red chili pepper, red mung beans, honey dew melon, Swiss chard, enoki mushroom, iceberg lettuce, green lentils, Shanghai-style noodles, coriander seeds, Prairie rice, purple yam, beet, carrot, pumpkin seed **KITE:** Strawberry, cheese string, chive, yellow zucchini **SCHOOL:** Pumpernickel bread, celery, multi-grain crackers, provolone cheese, radish skin, green tea rice noodle **SKY:** Cauliflower, lemon **TREE:** Pea shoots **BUSHES:** Frise, broccoli, bok choy, thyme. *All food used in this photo was consumed.*

Turning the class into a salad bar

When Laura White, OCT, started work at Central Public School in downtown Guelph two years ago, she took a peek into her Grade 4/5 students' lunches to see what they were eating. While some had a good selection of fruits, vegetables and other healthy options, many consisted of prepackaged, processed food.

So she asked the class if they were interested in creating a salad bar every Friday afternoon. Each student would bring in one fruit or vegetable selection sliced up for the class to share, as well as a bowl or plate to leave at school. The children jumped on the idea, and to tie it into their curriculum they wrote a persuasive letter to their parents asking them to help out.

Two years later, what is now known as Fresh Friday is a real success. Students have tried everything from starfruit, kiwi, cucumbers and sushi, to goji berries, watermelon and dragon fruit; and in the second year parent council money paid for the plates.

"The students with the prepackaged foods — the ones I thought would really benefit from the program — were the ones eating more of the fruits and veggies. It blew my mind," says White. "I thought I would have to push it on them, but [that wasn't the case]. They were really into it."

While White may have been surprised by the children's positive reaction to



their greens, Karen Le Billon, author of *French Kids Eat Everything (And Yours Can Too)*, 2012, is less so. In her book, the Vancouver-based writer and professor chronicles her family's eating adventures while living in France for a year and explores why North

American children seem so much pickier than their French counterparts. Her second book, *Getting To Yum*, 2014, shows parents and teachers how to put what she learned into practice. (See sidebar: Resources to Try.)

According to Le Billon, French children eat a healthier and more varied diet because the French culture, including the school system, treats eating as a skill to be learned and fostered in children. Few start out loving bitter endive, but when exposed to its taste often enough they will eventually enjoy it.

"This is [something that children] can

learn, just like learning to read. In North America, we have never been taught to think like that," she says.

To create adventurous and healthy eaters, French schools require students to sit for a minimum of 30 minutes to eat, digest and learn how to enjoy the process of sharing food with friends. School-provided lunches follow a four-course structure: a vegetable starter, main dish and vegetable side, a cheese course and dessert — usually fruit. Meals are served with fresh baguette and water. (A real Paris school's menu for one day? Lentil salad with tomatoes, roast turkey with peas and carrots, brie cheese and a kiwi.) Students won't be served the same menu more than once a month.

French parents are just as invested in the cause. As Le Billon puts it, "How was your day?" was not the most common question she heard when they picked up their children. It was, "What did you eat today?"

Ultimately, though, as both White and Le Billon discovered, children don't need a huge amount of convincing to eat well. "People are amazed when children eat this stuff, but they rise to our expectations," Le Billon says.

White came to the same surprising conclusion after just a few Fridays eating alongside her students. "They were excited and happy about Fresh Fridays," she says now. "I couldn't believe that I had a dozen children racing toward me for little, organic, baby carrots. It was hilarious!"

UNHEALTHY NUMBERS

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The big fruit bowl

At South Branch Elementary School in Kemptville, Ont., principal Karen Bryan, OCT, and Special Education teacher, Jodi Taylor-Morrow, OCT, work hard to ensure all children in the rural school have access to healthy food.

For starters, there's the fruit bowl in the office that any child can reach into for a snack. Taylor-Morrow, who was also a winner of the Ontario 2014 Teach Nutrition Awards, fills the bowl, which sits on a secretary's desk. "We probably have 50 or 60 children a day coming in for fresh fruit," she says.

A local grocery store delivers 240 or more pieces of fruit each week and by Thursday the 408-student school usually runs out.

The fruit bowl is just one way South Branch incorporates healthy and adventurous eating into the students' daily lives: A few times a month, junior students prepare and deliver healthy food to younger grades. One week they head down to the kitchen to chop fruit and blend it with yogurt and milk to create fruit smoothies. On alternate weeks they make up veggie trays to deliver.

Like White, Taylor-Morrow says she's been amazed by the children's reaction to the food. "It's like you're walking in with candy! There's never a morsel left on our veggie trays," she says of the subsidized program.

Eating like a pioneer

Although Ann Vieira, OCT, from Anson Taylor Public School in Scarborough, Ont., is now a teacher-librarian, she has a long history (think 25 years) of being in the classroom.

She's seen a number of positive changes in terms of healthy nutrition and children over the years. Parents now rarely show up with bags of fast food for their children's lunches and, particularly in her urban setting with its larger immigrant population, many students arrive with diverse and healthy meals. Her school also pushes plenty of active play, while her board restricts the selling of junk food for fundraising.

Vieira says it's quite easy to blend nutrition and curriculum requirements in a way that students will connect with. For years she had her Grade 3s examine their own diets and compare them to those prepared by pioneers, as part of the pioneer unit. The students created charts, and developed advertisements to promote pioneer food, which highlighted vegetables, fruits and whole grains. At the end of the unit, the class prepared a heritage meal buffet and dug in. "Anything with food motivates students," she says. "They love it."



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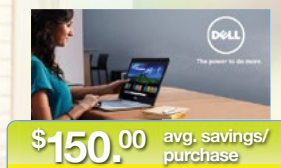
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Keeping food real in high school



“CHILDREN ARE SHARING THEIR NEW KNOWLEDGE AND TAKING THE INITIATIVE TO COOK AT HOME.”

While numerous studies have shown that it's easier to turn children into healthy eaters if you start when they're young, there's plenty of hope for teens in high school too. Husam Chehada, OCT, a teacher at École secondaire Michel-Gratton in Windsor knows this first-hand.

As the person who teaches the elective nutrition course, in addition to the hospitality and tourism program for Grades 9 to 12, he has his students prepare meals for their peers. His nutrition students even plan, make and sell lunches in the cafeteria. Not only do they learn how to make healthy food for large groups, it teaches them how to be entrepreneurs.

Parents love these new life skills too. “Their children are sharing their new knowledge and taking the initiative to cook at home,” says Chehada.

The next step? Harvesting vegetables from their new garden. In April, his class planted radishes, carrots, green peas and other veggies in the schoolyard.

“These hands-on learning activities help students develop self-confidence when it comes to food,” Chehada explains.

Meanwhile, at École secondaire Gabriel-Dumont, a small French school in London, Ont., teens pile in between 7:35 a.m. and 8 a.m. three times a week to eat cereal, yogurt, fruit and

homemade muffins. The school has been running the program since 2007 and 90 students — nearly half of the school's population — use it.

“Many young people have to get up very early to come to school, and they arrive without having eaten,” says Carole Beauchesne, OCT, the vice-principal. “This is a good way to encourage them to start their day right, while making them more aware of healthy food choices.”

It's the little things...

Programs and curriculum requirements do help shape how students think and feel about their bodies, food, activity and nutrition, but back at Trillium Woods Public School, Durgana says he's convinced that his students are just as likely to make lifestyle changes based on modelling.

That's why he'll never tell children to do 10 push-ups in gym class without getting down on the floor and doing them too. “I want to be a role model,” he explains. “This is coming from the heart.” **PS**

RESOURCES TO TRY

familykitchen.ca: Richmond Hill teacher Jeremy Durgana, OCT, uses this site to help his students find healthy recipes.

heartandstroke.on.ca: Visit the Heart and Stroke Foundation website for information about healthy nutrition and exercise, as well as recipes children love.

Who Wants Pizza? The Kids' Guide to the History, Science & Culture of Food (2010): Author Jan Thornhill helps children rethink their relationship with whole and processed food.

GettingtoYum.com: Karen Le Billon, who is working on teacher resources to help children learn to enjoy and eat a variety of food, offers free resources on this website — including printable placemats — and lists related books. Readers can sign up for a newsletter, while those who are science-minded can check out the studies referenced in the book.

The **Ontario College of Teachers** offers numerous AQs that incorporate concepts such as health and well-being. Visit oct.ca/members/services/FindAnAQ to find out more.



Valuing our Volunteers

Here's how to keep your small team of involved parents and community members happy, engaged and supporting your school.

BY MELISSA CAMPEAU, WITH FILES FROM MELISSA MARTZ


“Close your eyes, everyone,” Trina Tran, OCT, instructs the 17 excited students in her kindergarten class at Leslieville Junior Public School in Toronto. “Our mystery reader is here!” Parent volunteer Mike McCann, who has willingly rearranged his workday to visit the school, slips into the room carrying a small stack of books and takes a seat, cross-legged, on the carpet with the children. “OK boys and girls, open your eyes,” says Tran. There’s a chorus of giggles and a few shouts of “I know you!” from the children. McCann’s five-year-old son is beaming, surprised and delighted to see his father.

McCann is on-site to read a new story to the students, something Tran regularly invites school volunteers to do as part of her Mystery Reader program. She also welcomes parents and involved school and local community members to help with school trips, fundraisers, special in-class events, as well as everyday activities like craft projects, Lego building and science experiments.

Volunteers have become an integral part of the classroom environment — not to mention they bring different skills and a fresh perspective to the learning environment.

In some cases, volunteers not only bring an extra pair of hands to class — the success or failure of a program depends on them. Bernie Pickett, OCT, who retired from a 31-year teaching career in 2013, is a big part of why St. Mary’s High School in Kitchener still has a football team. Coaches for the sport are in short supply, and Pickett was concerned that the program where he taught for 23 years would suffer. So, he volunteered to help the team. For Pickett, it’s a matter of continuing to use his talents where they’re needed the most. “Teachers spend their careers developing the skills to help students, parents, colleagues and the school community,” he says. “Why wouldn’t a teacher want to continue to use and share these qualities?”

Martin Bertrand, OCT, superintendent of Conseil des écoles publiques de l’Est de l’Ontario (CÉPEO), says his school board counts 862 volunteers on its roster. “These individuals share their knowledge and skills with the students,” he says. “That’s a priceless contribution.” Bertrand points out that when students see the helpers in action, it can inspire them to become volunteers themselves.



Volunteers in action at the annual Picnic for the Arts fundraiser at Huron Street Public School in Toronto.

PHOTOS: JOANNE K



Make it easy

To help keep volunteers engaged in school activities, Bertrand's board makes the offering of time and services easy from the outset. CÉPEO partnered with the Ottawa Network for Education (onfe-rope.ca), a site that lists available volunteer positions, posts an online registration form and offers resources for prospective volunteers. "People from all over the city can access it," says Bertrand. "When someone is looking for ways to volunteer, they can visit the site and see a list of what [positions are] available." And when schools need a candidate

with a particular set of strengths, they can quickly connect with the right person.

Even without an external online resource, administrators can simplify the volunteering process by providing information on how to apply and what's expected of the volunteers on the school and board websites. The school can then develop a consistent process for placing volunteers in the most appropriate positions. The Ontario College of Teachers recommends that school boards screen volunteer candidates through background checks first.

Find the right fit

Matching the appropriate person with the task is critical for everyone involved. "It's important to find the right fit for volunteers based on their area of interest, their expertise and the time they are willing to give," explains Antonia Pottier, OCT, who teaches kindergarten at St. Anne Catholic Elementary School in Kitchener. If a volunteer is creative, he might want to help with an art class, suggests Pottier. If someone else has a background in technology, she might share her expertise in a computer class.

Offer recognition

Whether they're helping out at the annual fundraiser, escorting a class on a field trip or directing a school play, most volunteers offer their time because they identify a need, want to help and enjoy working with children. But, as with paid employees, recognition of effort and a job well done can go a long way toward building engagement and enthusiasm.

Bertrand's board, for example, gives certificates and letters of thanks to its volunteers, while the individual schools organize special activities, such as end-of-the-year BBQs and invitations to the last parent council meeting of the year, to show their appreciation during a volunteers-themed week, *Semaine d'Action des bénévoles*.

Some schools co-ordinate large events to honour all their helpers at once. Laura Kelly, an eight-year volunteer at St. Clement



Catholic Elementary School in St. Clements, Ont., says her school invites volunteers to a celebratory breakfast during National Volunteer Week. Suddaby Public School in Kitchener hosts an annual tea party where volunteers receive a plant and a personal note of thanks from students.

In addition to schools recognizing their volunteer network, individual classes might also consider recognizing their volunteers. Tran has turned giving thanks into a class activity by taking digital photos of her students holding up the letters of the words “Thank You.” Students then paste the image onto construction paper and work together to come up with an appropriate, personalized message for the helper.

Other schools might wish to make a donation to a favourite charity in a volunteer’s name (or all of the volunteers’ names). And, for outstanding members of the community, schools might even want to nominate them for awards at the regional, provincial or national level.

Establish community

Cultivating a team of interested and committed volunteers who bring their experience and enthusiasm to students can have a positive impact well beyond the walls of the classroom. “Volunteers help bring the community and the school together,” says Tran. “And that’s a great thing, since everyone in a community has a stake in the students’ success.” **PS**

Keeping volunteers engaged

When things go right — and engaged and capable volunteers help to keep a busy classroom or event running smoothly — teachers find themselves having more time to spend with the students. Here are five ways to get the most out of your volunteers.

1 Collect information

How can a short-on-time teacher manage a team of volunteers? It doesn’t have to be a big job, says Joanne Dolfato, a volunteer coordinator at Huron Street Junior Public School in Toronto, who manages an average of 40 volunteers a month. A small investment of time at the outset could yield a smooth-running operation for the rest of the year. “Teachers can send out a note or email to all the potential volunteers, outlining the available jobs and asking for information about parents’ skills, hobbies and interests,” says Dolfato.

2 The matching game

With a spreadsheet of volunteer information at a teacher’s fingertips, it’s easier to find the right person when an opportunity comes up. A good fit between volunteer and task can mean a more rewarding partnership for everyone — students, volunteers and teachers.

“When you’re not sure about a volunteer’s skills, start them off with something easy,” suggests Dolfato. Watching them in action can also give you a sense of their level of commitment.

3 Set expectations

Be as specific as possible when you enlist a volunteer. “Say something like, ‘I would love someone to come in for an hour to help put a craft together,’” Dolfato recommends. With the exact task and time commitment clearly outlined, both you and the volunteer are less likely to be disappointed or surprised.

4 Plan for glitches

It won’t take too long to get to know your volunteers, especially if they’re your students’ parents. As you become familiar with them, you can slot them into the tasks best suited for their abilities.

In Dolfato’s experience, the most common bump in the road tends to be volunteers who overcommit. In those cases, book two people just in case one can’t make it. If they both arrive, there will still be plenty of work to do. But in time-sensitive cases where you absolutely need a volunteer — on a field trip, for instance — she opts for the insurance of a second person in case one doesn’t show up.

5 When it’s just not working out

If a volunteer isn’t a good fit in your classroom, see if there’s a need elsewhere in the school (sorting books in the library or selling tickets at a fundraising event, for example).

“Some teachers might choose to have a direct conversation with the volunteer,” says Dolfato, “but I tend to end the relationship slowly, calling on the person less and less.” She points out that for teachers who see parent volunteers at drop-off and pickup every day, a tactful and less confrontational approach makes sense.

“I would say 99 per cent of volunteers are fabulous,” says Dolfato. “And they bring so much experience and enthusiasm to a [school] — it’s worth the extra effort.”

TAKING THE STAND

A growing number of teachers are being pulled into courtroom conflicts. Here's what to do if your name is called.

BY ABIGAIL CUKIER

Collette Dowhaniuk has a clear memory of the first time she testified in court. The retired Toronto District School Board principal had been subpoenaed to youth court for a case that involved a student charged with assault. Dowhaniuk was asked to provide testimony about the teenager's character.

"I was very nervous," she says. "I expected it to be like an episode of *Law and Order*." The reality proved considerably less exciting. "However, Dowhaniuk adds, "It can be confusing. There are a lot of people, and there's a lot of talking."

Dowhaniuk, who is now a protective services team consultant for the Ontario Principals' Council, eventually became comfortable in the witness chair — she was called to the stand six times over her 13 years as a principal. Her experience is not uncommon; increasingly, parents and lawyers are approaching teachers at an ever-increasing rate for information or to testify in custody cases.

"Teachers invariably get caught in the middle, as parents try to outdo each other or prove they are the more involved caregiver," says Justice Marvin Zuker, a provincial court judge in Toronto and an associate professor at OISE/UT.

This can be stressful for teachers who are drawn into an emotional situation or intimidated by the court process. "Of course, it's not pleasant to be stuck in the middle of a family conflict that doesn't concern the school. In fact, parents often take the teaching staff hostage by asking us to take sides," says Guy Allaire, OCT,

principal at l'École élémentaire catholique des Voyageurs in Orléans, Ont.

To navigate these tough situations, it's important to know your rights and what to expect. In particularly sensitive cases, like those involving a child's custody, this knowledge can make all the difference. In these instances, the non-custodial parent is often looking to change the terms of access — so teachers may be asked for evidence around whether a parent is responsible or attends parent-teacher night.

First steps

If you do receive a subpoena, what should you do? "First, carefully read it to see what is being asked of you," says Lonny Rosen, partner with Rosen Sunshine LLP, who routinely represents clients in professional discipline and other regulatory proceedings. Are you being asked to attend a hearing? Produce a record? Go to court with particular documents? "The subpoena will

specify what is required."

Next, you should contact your principal to let him or her know that you've been subpoenaed, or if you are a principal, alert your school board. "Then, contact your association or federation," says Rosen, "as they will often provide advice on how to deal with the summons and may support you in the process."

Check association and federation websites for FAQs and contact information for counsellors or specialists who may be able to offer insight.

Mandatory attendance

When you receive a summons or subpoena, it usually requires you to come to court (or to a hearing or similar process before an arbitrator, board or tribunal) in order to give evidence. The evidence may consist of documents or records in your possession, your personal knowledge, or some combination of the two. "A person who is served with a summons or subpoena is required to



attend court as a witness in a proceeding to which they may not be a party,” says Rosen. Given that a proceeding might deal with such subjects as a criminal trial, a custody dispute, a wrongful dismissal claim or a lawsuit over a contract, it’s understandable that most people wouldn’t look forward to the prospect of giving evidence. However, a subpoena engages the court process and changes what would otherwise be a request into a legal obligation to provide information.

If you don’t show up for the proceedings, it’s considered violating a court order and you can face a fine or incarceration, says Eric Roher, national leader of the Education Focus Group at Borden Ladner Gervais LLP.

When communicating is optional

Lawyers often contact potential witnesses in advance of a court date, sometimes before and sometimes after issuing a subpoena. “The benefit of this, from the lawyer’s perspective, is that we can find out in advance whether a person’s evidence will be helpful,” notes Rosen. For the person being called to court, he or she can get a sense of what information the lawyer is looking for, too. Rosen advises teachers and principals to be careful, however. “Some of the information lawyers may be seeking — such as student records — can only be provided with a court order or consent of the person to whom the information relates.” He adds, “It’s important to ensure the person requesting the information is authorized to receive it. For example, if there is a custody dispute, it’s possible that a separation or divorce agreement means you wouldn’t be entitled to give information to the non-custodial parent. This means you can’t give this information to his or her lawyer, either. “Without consent or authorization, even if you are served with a subpoena, you are not permitted to provide that information prior to attending the hearing,” cautions Rosen.

Even when you have consent and authorization, it’s important to note that you have no obligation to speak to any of the involved parties before the court proceeding. This is true whether the request for information comes from a parent, a lawyer or someone else involved in the

“TEACHERS AND PRINCIPALS HAVE AN ADDITIONAL OBLIGATION TO BE PROFESSIONAL, CO-OPERATIVE AND CANDID WHEN DEALING WITH THE COURTS.”

conflict. In short: If you’ve been subpoenaed, you are only required to give evidence in court.

Producing student records

What if you receive a request for a student’s Ontario Student Record (OSR)? Since it’s privileged under the *Education Act*, a school must have a parent or guardian’s written permission before releasing it. If permission hasn’t been granted in a civil case, the school keeps the record until it receives a court order. In criminal cases, however, the *Criminal Code* and *Canada Evidence Act* override the *Education Act*.

When a school is required to produce a student’s record, it’s a good idea to take a copy of the OSR, along with the original, to court. “The court will usually accept a photocopy,” says Roher, since schools have an obligation to hold on to the originals under the *Education Act*.

As for your personal notes, they become property of the board and, if they are subpoenaed, you must share them.

“If other students’ names are on the notes, sever those names,” Roher advises. “And, be aware that a parent could access your notes under the *Municipal Freedom of Information and Protection of Privacy Act*, so be factual and objective.”

It could take a while

It’s possible for teachers to arrive for court at 10 a.m. and wait all day, or not get called at all. To counter this, a board representative can call legal counsel, assure them the teacher will be present in court and ask the lawyer to help identify a specific window of time for the teacher’s appearance. Lawyers can negotiate on the teacher’s behalf, helping to limit the impact of the teacher’s absence on the classroom.

If your presence is required, do your research and prepare yourself before entering this unfamiliar territory. “It’s normal to feel nervous,” Dowhaniuk says.

“It’s a good idea to talk to colleagues who have already been through the process.”

If you’re acting as a witness for the board, and you’ve agreed to answer questions before the court appearance, the board lawyer will want to prepare you. This will likely include reviewing previous statements and discussing other people’s testimony, as well as practising answering questions and cross-examination.

Taking the stand

Anyone giving evidence has a duty to tell the truth, or risk being liable for perjury. “But teachers and principals have an additional obligation to be professional, co-operative and candid when dealing with lawyers, courts and tribunals since failing to do so could amount to professional misconduct,” says Rosen.

When you testify, be objective and factual. “Although you may have views about which parent is acting in the child’s best interest, it’s not your role to favour one over the other.” He notes that appearances count, so dress neatly and be respectful. “Listen carefully to each question and answer only what you’ve been asked,” says Roher. “And if you don’t understand a question, say so.”

Courtrooms are not the place to stake a claim if you’re not a lawyer. Don’t argue or try to be clever with the judge or lawyer, says Roher. Never speak about other students or comment on an individual’s physical, mental or emotional state. Leave those details to the expert witness.

I don’t recall

It’s important to remember that your profession is teaching, not giving testimony. “I don’t recall,” is a perfectly legitimate response when there’s something you genuinely don’t remember. “No one is expecting you to be anything but an educator,” says Dowhaniuk. “You are seen to have expertise that others in the courtroom wouldn’t have,” she notes. “That makes you worth listening to and lends you a great deal of credibility.” **PS**

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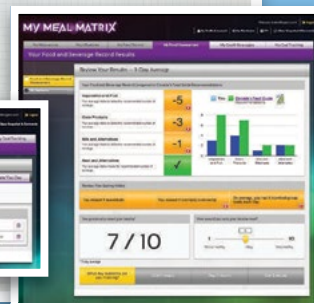
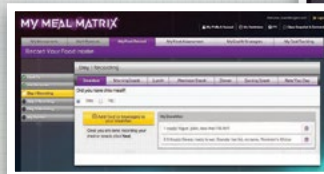
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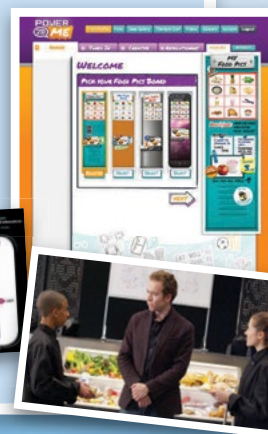
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reviews

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

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



The Night Wanderer

BY DREW HAYDEN TAYLOR

The Night Wanderer is the story of two very different people searching for who they are and how they fit in the world. Tiffany Hunter is an Anishnaabe (Objiwe) teenager living on the Otter Lake Reserve with her father and grandmother. Her mom is living with a white man in the city, her friends

are angry with her and her dad has rented out her room to a boarder, the mysterious Pierre L'Errant. When her boyfriend breaks up with her, Tiffany rushes out to the bush, wanting nothing other than to end her pain and die.

Three hundred years ago, L'Errant had travelled to France with white men who had visited his village. Expecting adventure, he was put on display for the entertainment of the Europeans. Soon, he contracted the measles. On his deathbed, he was turned into a vampire when a man came through his window and exchanged blood with him. After years of misery, L'Errant decides to come home to Canada.

L'Errant finds Tiffany, contemplating suicide. He tells her his story, to convince her that what she has — people who care about her and a home where her people have always lived — is precious. It works; Tiffany goes home. And L'Errant, accompanied by a few sacred items, ends his existence as he wishes — watching the sun come up, at home.

The Night Wanderer began as a play, was expanded into a novel, and was adapted into a graphic novel. Michael Wyatt's illustrations for the graphic novel are rich in tone, and his spare use of the colour red lends an eerie hue to the character of L'Errant. While most of the book focuses on Tiffany and L'Errant, Taylor manages to inject a great deal of the Anishnaabe language and culture into the story. Suggested for ages 12 and older, several themes can be discussed in a novel study of *The Night Wanderer* — home and family, coming of age, Native lore, trust, race relations, suicide awareness and language, among others.

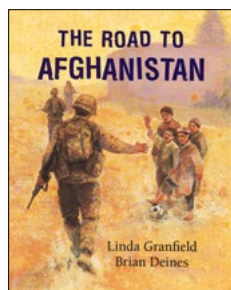
Terri Lawrence-Tayler, OCT, is an anatomy and physiology instructor with the nursing program at St. Clair College in Windsor.

The Night Wanderer: A Native Gothic Novel, Annick Press, Toronto, 2007, softcover, ISBN 978-1-55451-099-3, softcover, 228 pages, \$12.95, annickpress.com

The Road to Afghanistan

BY LINDA GRANFIELD

ILLUSTRATED BY BRIAN DEINES



As a self-confessed history junkie, Linda Granfield takes on difficult historical topics and makes them accessible for young people. The harsh

realities of war are explored in her latest book. Written in the first person, it is the story of three generations of Canadian soldiers from the same family participating in three different wars. Granfield includes the realities of war: rats in trenches, severe injuries, bugs in uniforms,

and some of the direct and indirect consequences of war. At the same time, she infuses the story with hope, the importance of resilience and the power of family. The descriptive language is simple and direct. For instance, in telling the story of John William Peterson, a soldier in World War I, she writes: "He went home to Alberta without one of his arms."

The picture book format makes the story highly accessible. While the chronology of the story shifts around from World War I to World War II and then to the mission in Afghanistan, the narrative remains clear. Using soft, de-saturated colours in the cemetery and battlefields scenes, the illustrator creates emotive pictures that amplify the storyline.

This is a very apt book to enhance teaching of complex issues about war and

Remembrance Day, and perhaps prompting your students to start asking hard and deep questions about war. Depending on the student body, teachers will need to be attuned to sensitivities around the topic of war. *The Road to Afghanistan* is suitable for read-aloud in junior grades.

Cindy Matthews recently retired as a vice-principal with the Waterloo Regional District School Board and is currently an AQ instructor at Queen's University.

The Road to Afghanistan, North Winds Press, an imprint of Scholastic Canada Ltd., 2013, Markham, softcover, ISBN 978-1-4431-1356-4, 32 pages, \$19.99, www.scholastic.ca

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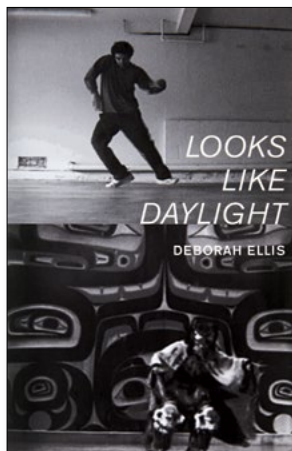
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Looks Like Daylight

BY DEBORAH ELLIS

Author and activist Deborah Ellis criss-crossed the continent to interview 45 Aboriginal children and adolescents. She wanted to hear what they had to say. Their stories, direct, raw and unadorned, invite the reader to understand the devastating impact of historical decisions made by governments over the last 400 years on them and on the lives of their families. They talk about

the legacy of residential schools, their broken homes, alcohol and other substance abuse, physical and sexual violence; about racism, the high rate of suicides and suicide attempts; about dropping out of school and their feelings of shame and anger. They share how learning about their culture, language and history, and becoming mentors to younger community members, is helping them heal their wounded spirits by engaging in activities that build their confidence and give them

the courage they need to lead their communities forward.

We find out how Waasekom uses the seven teachings (love, truth, wisdom, courage, humility, honesty and respect) to rehabilitate himself and his community; how Eagleson uses the art of woodcarving to help him work through the loss of his murdered uncle; and how Rose builds her confidence through a horseback-riding program. Many more stories portray how courage, vision and hope help bury the pain, overcome the challenges and break the patterns that feed despair.

This non-fiction text is a great resource for teachers of Grade 6 to support the heritage and identity strand of the social studies curriculum. Teachers can use the stories in shared reading activities to animate discussions about these topics. Similar applications for both strands of the Grade 8 history curriculum could also be developed. It will undoubtedly broaden students' perspectives and foster greater understanding of the plight of so many First Nations communities.

Christine Johnson, OCT, is a recently retired elementary school principal from the Ottawa-Carleton District School Board.

Looks Like Daylight: *Voices of Indigenous Kids*, Groundwood Books, Toronto, 2013, hardcover, ISBN 978-1-55498-120-5, 252 pages, \$15.95, an imprint of House of Anansi Press, groundwoodbooks.com

Advocating for English Learners

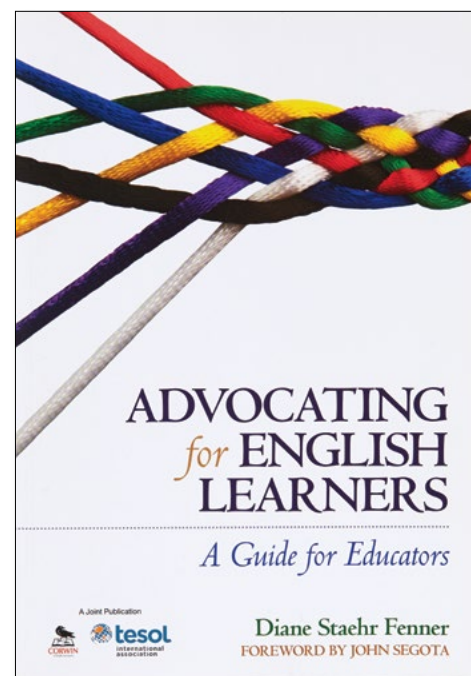
BY DIANE STAEHR FENNER

This is the first book of its kind that I know of that focuses on developing a comprehensive plan for teachers to become the voices of K–12 English-language (EL) learners. It begins by emphasizing that all educators (both teachers and administrators) within a school community must share the responsibility of advocating for these learners. Activities to build empathy for the students are outlined, with collaboration playing a key role, not only within individual schools but among school and district administrators. Qualified staff, ongoing professional development and in-service for new teachers are just a few of the issues addressed. Later, the focus of the book shifts to interacting with the families of EL learners — how to effectively involve and make use of their skills and talents, and how to teach these families to become their own and their children's advocates.

Program development and the importance of effective instruction within those programs are discussed, followed by a detailed analysis of fair evaluation and assessment strategies for these students. Special Education is also examined. The book concludes with a persuasive argument that it is the responsibility of all educators to ensure that EL students get the support they need to either further their education or help them with entry into meaningful employment.

For those of us who have felt helpless when faced with the many needs of EL students in our classrooms, this book is inspirational. The author encourages us to think in a positive way and highlights the attributes that these students bring to our classrooms. What benefits will his or her presence offer to other students in the class? Any teacher, general or EL, would benefit from owning this well-researched text.

Dorothea Bryant, OCT, teaches language arts at the University of Windsor's Faculty of Education. She recently completed her TESOL (Teaching English to Speakers of Other Languages) certification and works with English learners at the high school level.



Advocating for English Learners: *A Guide for Educators*, Corwin Press, Thousand Oaks, CA, 2014, softcover, ISBN 978-1-4522-5769-3, 238 pages, US\$34.95, corwinpress.com

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¹ Pumphrey RSH. Lessons for management of anaphylaxis from a study of fatal reactions. *Clin Exp Allergy* 2000;30:1144-1150. (* FN: Retrospective study investigating the circumstances leading to fatal anaphylaxis based on a registry of all fatal anaphylactic reactions in the U.K. between 1992 and 1998 (n=64). EpiPen®, EpiPen® Jr are registered trademarks of Mylan, Inc. licensed exclusively to its wholly-owned affiliate, Mylan Specialty, L.P.; sub-licensee, Pfizer Canada Inc., Kirkland, Quebec H9J 2M5

Nonfiction Notebooks

BY AIMEE BUCKNER

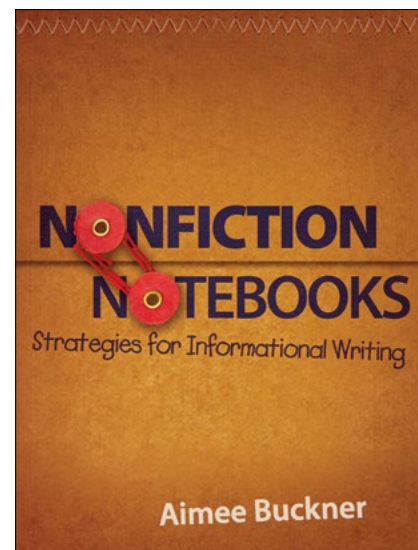
In her first book, *Notebook Know-How*, Aimee Buckner explored how teachers can use writer's notebooks for students to practise pre-writing techniques as they begin crafting fictional writing. This new book follows the same format, with a focus on sharing strategies for informational or non-fiction writing. Filled with lesson plans and ideas for mentoring students, she teaches us how to both read and write as writers do so that their implicit lessons can be absorbed into the writing process. Best of all, she includes mentor texts to help students explore the wide range of possibilities for writing non-fiction.

Parts of this book refer to the Common Core State Standards that teachers in the United States work with, but teachers in Ontario will find many connections to our own curriculum. One of the most fascinating techniques the author introduces is her use of a summary statement

for each of her strategy lessons, such as "Writers use specific nouns and active verbs to keep their informational writing interesting." These statements could easily be turned into success criteria to help our students understand what successful writing looks like.

Teachers of students in Grades 3 and up will find this book incredibly useful. My own copy is filled with sticky notes and margin notes of things to consider when introducing non-fiction writing to students. As is fitting, Buckner's writing style makes teaching writing seem easy. She brings the reader right into her classroom and allows us to hear her own students' voices as they work through the draft versions of their writing.

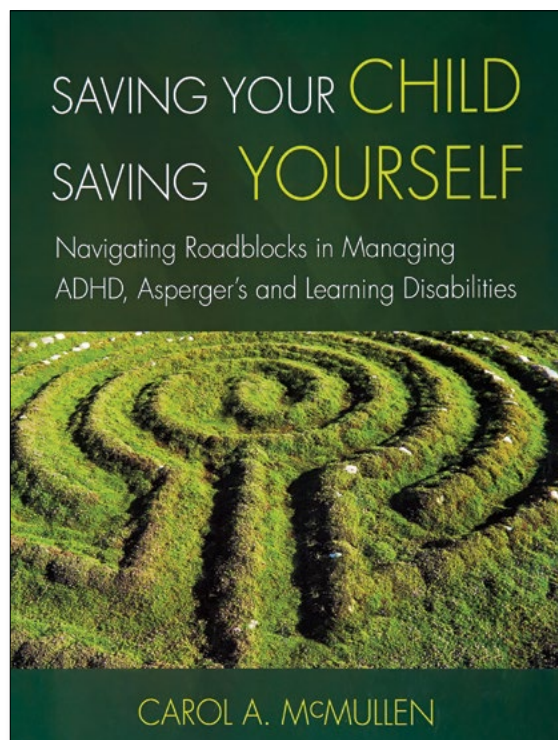
Kerry Zinkiewich, OCT, is an instructional leadership consultant for K-8 literacy in Peterborough.



Nonfiction Notebooks: Strategies for Informational Writing, Stenhouse Publishers, Portland, ME, 2013, soft-cover, ISBN 978-1-57110-952-1, 128 pages, US\$18.50, stenhouse.com

Saving Your Child, Saving Yourself

BY CAROL A. MCMULLEN



This thorough and comprehensive book is a compilation of research and practice spanning more than 40 years of a professional life devoted to children with various learning disorders. McMullen shares many real-life examples, along with strategies to help cope with the daily struggles of students who fall within the range of Autism Spectrum Disorder (ASD) and those with Attention Deficit Hyperactivity Disorder (ADHD) and other learning disabilities. The case studies are highly relatable and can be quite revealing for teachers, professionals and families who are faced with the challenges these students present.

McMullen clearly and concisely shows teachers and parents how to understand the process from diagnosis through the implementation of an Individual Education Plan (IEP) as well as accommodations, strategies and support for students and adults. In addition, she covers a wide range of issues around social and communications skills that are related to learning disorders, paying particular attention to parents, siblings and friends. For older students and adults, she offers ideas for helping affected young people negotiate the university years and beyond, into the workplace. The book is valuable for teachers, parents and individuals seeking both support for and information about ADHD, autism and learning disorders.

Under the new *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition*, used by psychologists and psychiatrists, Asperger's is no longer referred to as a diagnosis. It is now under the umbrella of ASD. This updated information was published after McMullen's book.

Cheryl Woolnough, OCT, is a Special Education teacher with the Peel District School Board.

Saving Your Child, Saving Yourself. *Navigating Roadblocks in Managing ADHD, Asperger's and Learning Disabilities*, self-published by Carol A. McMullen, Canada, 2012, softcover, ISBN 978-0-9682673-2-5, 261 pages, \$35, carolmcmullen.ca

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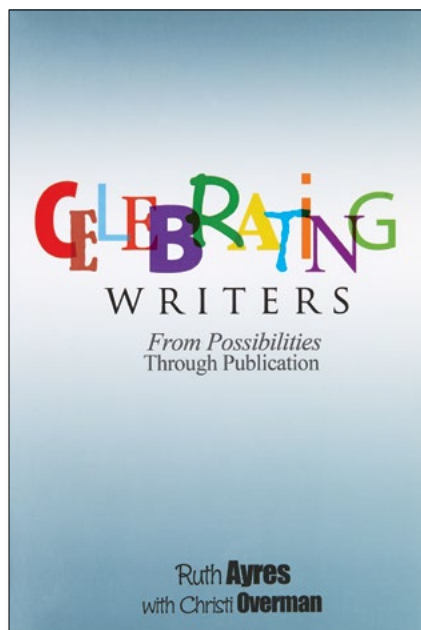


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Celebrating Writers

BY RUTH AYRES AND CHRISTI OVERMAN



Celebrating the final draft of a writing project is no doubt a great relief, commendable and even fun. But for many young writers, the prospect of such a celebration is not even on the horizon as they struggle with the very first moments of setting pen to paper. In this innovative book, the authors suggest a wealth of ideas to respond, reflect and rejoice throughout the writing process,

not just at the end. "By helping students celebrate each stage of the writing process and applauding their successes," they write, "we help our students persevere through what can be extended and challenging work."

By stressing that the writer is more important than the process, they suggest that the writer be honoured throughout so that each step along the way can be celebrated, with teachers and other students acting as the writer's cheerleaders. By discovering the smaller milestones, writers can avoid the perfection trap and be motivated to take risks. And by removing the focus from the end product, students can be encouraged to regard planning, drafting, revising, editing and refining as critical points along the journey. In other words, honour the writing process and not just the product. Celebrations can take the form of any number of events: poetry cafés, family history workshops, best-ever book celebrations and story-telling. Of special note are ideas for digital sharing, including Skype, Twitter, blogs, film festivals and live streaming.

This book is a valuable resource for teachers who find that their students need incentives to complete writing projects and who, like me, tend to over-help, provide too many suggestions and practically carry the lagging writer to the finish line. It forced me to rethink what's really important in the writing process.

Gail Lennon is a writer and reviewer with more than 35 years of teaching experience at all levels.

Celebrating Writers: *From Possibilities Through Publication*, Stenhouse Publishers, Portland, ME, 2013, softcover, ISBN 978-1-57110-950-7, 90 pages, US\$15, stenhouse.com

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8:30 a.m. - 3:30 p.m.
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Location

Osgoode Professional Development
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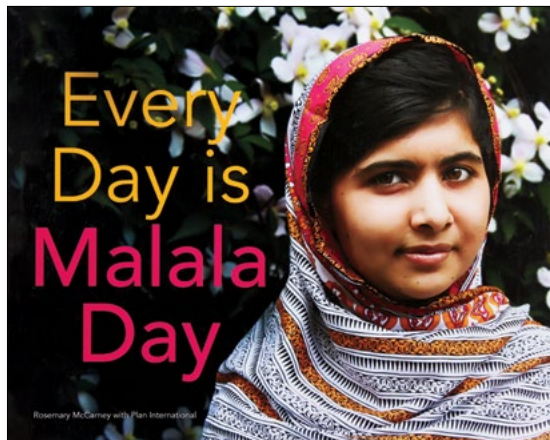
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Every Day is Malala Day

BY ROSEMARY MCCARNEY



On October 9, 2012, a 15-year-old girl in Pakistan was shot in the head by the Taliban simply because she wanted to go to school. Her name is Malala Yousafzai. She survived — not only survived but thrived. Months later, Malala was nominated for a Nobel Peace Prize and numerous awards and honours. As a student, author and activist, she has become an ambassador and spokesperson for the 65 million girls worldwide who are not allowed to attend school. Today, Malala's name is synonymous with female courage and determination.

Every Day is Malala Day shines a light on the obstacles facing girls in so many parts of the world — huge obstacles such as poverty, early marriage, discrimination and violence. As the Canadian CEO of Plan International, a not-for-profit organization operating in 50 countries across Africa, Asia and the Americas, McCarney produced the book using photographs collected from her organization's experiences improving the lives of children. The book is written in the form of letters to Malala from girls around the world, expressing their solidarity with her. Each page depicts an emotionally charged photograph chosen to make readers stop and think, such as the photo of a preteen girl in a wedding dress. *Every Day is Malala Day* includes a compelling excerpt from Malala's speech to the United Nations Assembly emphasizing the powerful role that educating girls can have in creating a better world. As she says: "One child, one teacher, one book, one pen can change the world."

This book is an excellent introduction for younger readers to human rights, violence and gender discrimination. For older readers, it is a perfect companion piece to the bestseller co-written by Malala herself titled *I am Malala*. Proceeds from *Every Day is Malala Day* go to Plan International's "Because I am a Girl" initiative, which includes the goal of every girl in the world receiving a minimum of nine years of quality education.

Anne Marie Landon, OCT, is a teacher with the Renfrew County Catholic District School Board.

Every Day is Malala Day, Second Story Press, Toronto, 2014, hardcover, ISBN 978-1-927583-31-9, 32 pages, \$18.95, distributed in Canada by UTP, secondstorypress.ca



N is for Nephrologist

There's no telling what our students will achieve when we equip our teachers to excel. We regulate teaching in Ontario by licensing our teachers, setting high professional and ethical standards, and approving teacher education programs. It's our job

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POSTING 14-25

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Experience working in French-language educational contexts is required. Excellent French- and English-language writing and oral language proficiency required with French-language proficiency at the following Canadian Language Benchmark levels: oral expression (11), oral comprehension (11), written comprehension (11) and written expression (11). Some travel within Ontario is required in this position.

Your responsibilities will include interpreting College policies and regulations, liaising with teacher education programs, and conducting research, analysis and development of policies and programs related to initial teacher education, continuing teacher education and professional practice.

Primary Duties:

- Facilitate the development of Additional Qualification course guidelines.
- Carry out varied primary and secondary source research studies on pre-service teacher education, in-service teacher education, and teaching practices in Ontario and other jurisdictions, including the identification of innovations and pilot programs in teacher education within Ontario.
- Support standards-based teacher education through research, analysis and the scholarship of teaching.
- Foster policy partnership with educational partners.
- Support the Manager of Standards of Practice and Education, the Department Director and the Standards of

Practice and Education Committee with respect to teacher education policy development, including information about pertinent research findings, trends in teacher education policies and practices, and indicators of outcomes in other jurisdictions.

- Prepare presentations, reports, briefing notes, literature reviews, position papers and statistical and other evaluative studies for the Manager of Standards of Practice and Education, the Department Director and the Standards of Practice and Education Committee with respect to policy alternatives in teacher education.
- Support province-wide consultation on policy options being considered by the Standards of Practice and Education Committee.
- Facilitate educative and policy development sessions based on the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*.
- Conduct program development and policy development and research activities to support initial and continuing teacher education.
- Prepare responses to College correspondence, inquiries or other requirements in support of College accountability with respect to the ethical standards, the standards of practice and the professional learning framework.
- Keep abreast of current issues, trends and research in teacher education and career long teacher professional learning in Ontario and other jurisdictions, and of changes in policy, legislation, technology and innovations that may affect teacher education standards and practices.
- Develop resources to support awareness and understanding of the ethical standards and the standards of practice.
- Perform other duties as required by the College.

To apply, please forward your resumé and covering letter by **October 15, 2014**. Email applications preferred: careers@oct.ca. Indicate posting number 14-25 in subject heading.



THE RETIRED TEACHERS OF ONTARIO

LES ENSEIGNANTES ET ENSEIGNANTS
RETRAITÉS DE L'ONTARIO

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 May 2015 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/ERO0914** to resumes@promeus.ca by January 16, 2015. 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@promeus.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 mai 2015. 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 des membres et de 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/ERO0914** à resumes@promeus.ca d'ici le 16 janvier 2015. 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@promeus.ca ou au 416-850-1650.



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GAME ON!

A high school teacher uses video games to get teenagers energized about English.

BY STEFAN DUBOWSKI



James Pedrech, OCT, uses games to help students with OSSLT journalism units.

THE CHALLENGE: Get high school students interested in journalism and help them pass the Ontario Secondary School Literacy Test (OSSLT).

THE SOLUTION: Use a journalism-themed video game to entertain and inform.

LESSONS LEARNED: James Pedrech, OCT, had a handful of Grade 10 English students who struggled with the journalism units they needed to master for the OSSLT. “We had some students who were close to passing, but were just a couple of questions away,” says the department head of English, and Canadian and World Studies at Holy Cross Catholic Secondary School in Strathroy, Ont.

Pedrech needed to get the teens excited about investigating and reporting, so he drew on his expertise as a video game developer. Over the last five years,

he has created a number of games for his students. For his Grade 10 English course, he designed *Deadline*, a game that features 3-D characters and a noir-inspired backdrop. Students play cub newspaper reporters who must identify proper headlines and use proper quotations while they uncover a mystery.

Pedrech knows the storyline matters as much as the lessons. A good narrative keeps his class interested, and the more they play, the more they learn.

“I’ve tried to create a narrative with all the elements of fiction — a little mystery, some conflict and a climax,” he says.

OBSERVATIONS: The game play has paid off. “The students’ understanding of journalism and writing news articles has definitely improved this past semester,” Pedrech says.

He isn’t alone in his assertion that video games can help students. James

YOU CAN DO IT TOO!

WHAT YOU’LL NEED:

- James Pedrech’s source material
- A computer with Flash software (available on most public school computers in Ontario)
- Course-specific images

STEPS TO TAKE:

- 1) Visit bit.ly/1p9RSrk to download the source material to develop a unique *In Order* game.
- 2) Replace the original images with subject-appropriate graphics. Change the game’s title to reflect the subject matter.
- 3) Save the game on your blog or your school’s website so students can access it online.

Paul Gee, a faculty affiliate of the Games+Learning+Society group at the University of Wisconsin–Madison, agrees. Gee’s research indicates that games are excellent teaching tools because they are designed to educate and entertain.

But games alone may not generate better classroom outcomes. Pedrech notes that alongside playing *Deadline*, students write articles for a school newspaper and for a pre-OSSLT exam. “The goal is to use a variety of techniques that help students learn,” he says.

Pedrech invites other teachers to use any of his games in their classrooms. To access the games, visit bit.ly/1p9RSrk.

He believes anyone can develop games. But for people who have no experience, Pedrech suggests starting with simpler ones, such as those he developed to help students remember sequences of events. *In Order: Ancient History* deals with historic events; *In Order: Macbeth* involves the storyline of Shakespeare’s play.

Pedrech says he’s happy to answer questions about this process. Contact him via jp pedrech@office.lcdsb.on.ca. He also suggests asking students for help. **PS**

PHOTO: MATTHEW JTEPLO

HELPFUL HINT: *Deadline* may look as if it was an expensive game to develop, but creator James Pedrech says it only cost about \$100. He saved money by scouring DAZ3D.com, a game source material website, for images and templates on sale.

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ELECTION CALL 2015

Notice is hereby given that an election will be held from

**Monday, March 2, 2015,
to Tuesday, April 7, 2015,**

to elect 23 representatives to the College Council,
in accordance with the provisions of Regulation 293/00
made under the *Ontario College of Teachers Act*.



A message from the Registrar

Youdecide2015 — the 2015 election for the seventh Council of the Ontario College of Teachers is officially underway.

Should you decide to run as a candidate, nominate a colleague and vote, we're here to help.

The information in the following pages — and the next two issues of *Professionally Speaking* — will assist you to:

- understand what Council members do
- run for Council or nominate someone
- vote in your specific region and system/category.

Since 2003, the College has been conducting elections electronically. That continues. As a College member in good standing as of 5 p.m. EST on February 25, 2015, you will be eligible to vote electronically beginning on March 2, 2015, via a ballot in the Members' Area of our website. You will be presented with all positions for which you can vote — with your own region first.

The list of qualified candidates will be posted on the College's website on January 7, 2015, along with a voter forum and candidate blogs. The March 2015 issue of *Professionally Speaking* will include voting information and detailed biographies for each candidate. Candidate and voting information will also be available on the website for reference. Where possible, we will place ads in stakeholder publications, as well.

An external auditor has been contracted to oversee the process.

We're here to help. If you have a question about eligibility requirements, completing the nomination form or need more information, please call our election hotline at 416-961-8800 (toll-free in Ontario 1-888-534-2222) ext. 558.

—**Michael Salvatori, OCT**
Chief Executive Officer and Registrar

Call for nominations

The College is accepting nominations for 23 elected Council positions.

The deadline for nominations is Friday, December 5, 2014.

To serve on Council, you are required to:

- be a College member in good standing
- reside in Ontario
- meet the specific residential or employment requirements (see p. 64) for the position you are seeking
- not be employed by, elected or appointed as an official of one of 13 provincial organizations listed under "Exclusions"

(see below) or serve as a president of a local branch of any of these organizations or, if you are, you must resign from such a position before you take your seat in July 2015

- meet the terms of the conflict-of-interest guidelines set out in the regulation.

To be nominated, you must meet all these requirements. Please note that if you hold one of the excluded positions you may proceed with the nomination but must resign from the position if elected.

The nomination form contains an attestation that you need to sign, undertaking to meet all these requirements. This attestation applies particularly to employment criteria and appointed or elected officials of any of the organizations listed under "Exclusions."

Nomination forms are available on the College website, oct.ca. Additional copies are available at the College or by calling the election hotline at 416-961-8800 (toll-free in Ontario at 1-888-534-2222) ext. 558 or by email at youdecide2015@oct.ca.

Exclusions

Employees and elected or appointed officials at the provincial level, as well as local presidents of any of these 13 provincial organizations, are eligible to be nominated but must resign such posts and obtain the necessary employment (see "Which position are you seeking?" on p. 64) before taking an elected position on Council.

- Association des directions et directions adjointes des écoles franco-ontariennes
- Association des enseignantes et des enseignants franco-ontariens
- Association des gestionnaires de l'éducation franco-ontarienne
- Catholic Principals' Council Ontario
- Council of Ontario Directors of Education
- Elementary Teachers' Federation of Ontario

- Ontario Catholic Supervisory Officers' Association
- Ontario English Catholic Teachers Association
- Ontario Ministry of Education
- Ontario Principals' Council
- Ontario Public Supervisory Officials' Association
- Ontario Secondary School Teachers' Federation
- Ontario Teachers' Federation.

2015 Election calendar



The election of the seventh Council will be held in 2015 according to the following schedule:

August 2014

- Notice of election and call for nominations published in September edition of *Professionally Speaking* and posted on oct.ca
- Nomination forms made available from the College and its website

December 5, 2014

- 5 p.m. EST deadline to submit nomination forms and candidate biographical information

January 7, 2015

- List of qualified candidates posted on College's website
- Candidate blogs and voter forum available

February 20, 2015

- Candidate biographies and voting information published in March edition of *Professionally Speaking* and posted on the College's website

February 25, 2015

- 5 p.m. EST members must be in good standing to be eligible to vote

March 2, 2015

- e-voting begins in the Members' Area for eligible College members

March 10, 2015

- Card mailed to all eligible voters

April 7, 2015

- Election day

April 8, 2015

- Ballots tabulated, candidates notified

April 9, 2015

- Election results posted on website

Who serves on Council?

The College Council is the governing body of the Ontario College of Teachers. College members elect 23 of the 37 Council members.

Elected members serve three-year terms and are elected from the English, French, Catholic, public, elementary and secondary school systems in all regions of the province.

Principals and vice-principals, supervisory officers, private schools and faculties of education elect Council members to four of the 23 positions.

The provincial government appoints the remaining 14 members of Council from parents, various professions and the general public.

Objects of the College

The College's objects, as set out in the *Ontario College of Teachers Act*, are:

- to regulate the profession of teaching and govern its members
- to develop, establish and maintain qualifications for membership in the College
- to accredit professional teacher education programs offered by postsecondary education institutions
- to accredit ongoing education programs for teachers offered by postsecondary education institutions and other bodies
- to issue, renew, amend, suspend, cancel,

revoke and reinstate Certificates of Qualification and Registration

- to provide for the ongoing education of members of the College
- to establish and enforce professional standards and ethical standards applicable to members of the College
- to receive and investigate complaints against members of the College and to deal with discipline and fitness to practise issues
- to develop, provide and accredit educational programs leading to Certificates of Qualification additional

to the certificate required for membership, including but not limited to the Certificate of Qualification as a supervisory officer; and to issue, renew, amend, suspend, cancel, revoke and reinstate such additional certificates

- to communicate with the public on behalf of the members of the College
- to perform such additional functions as are prescribed by the regulations.

In carrying out its objects, the College has a duty to serve and protect the public interest.

What a Council member does

Council ensures that policies are established in accordance with the College's objects, as set out in the *Ontario College of Teachers Act*.

Council provides oversight and policy direction to the Registrar, the College's chief executive officer.

Each Council member also serves on up to three committees, each of which meets three or four times a year. Some committees require additional commitments, such as sitting on panels for accreditation or discipline purposes. All committees are composed of elected and appointed Council members. Most committee chairs also serve on the Executive Committee, which meets about five times a year.

Council members dedicate 20 to 60 days a year on average to Council business, depending on their committee assignments.

Council members serve their profession, protect the public interest, grow as leaders and develop skills in board governance during their three-year term.

The College provides comprehensive orientation sessions to introduce new Council members to the College and its activities, current issues, policies and procedures before they assume their Council and committee responsibilities.

Meetings are held in Toronto. A Council member's employer is compensated for the member's absence while attending Council and committee meetings during regular workdays.

If meetings are held during the summer, compensation is paid directly to the member at a rate of \$150 per day. Travel, accommodation and meal expenses are reimbursed.

The Chair holds a full-time position and represents Council publicly in addition to presiding over Council and Executive Committee meetings.

Which position are you seeking?

Each of the 23 elected positions represents a separate electoral category to ensure a balance of geographic, elementary, secondary and system perspectives. Each position also has its own nomination criteria.

There are:

- 12 regional positions
- seven system positions
- one principal/vice-principal position
- one supervisory officer position
- one faculty of education position
- one private school position.

To serve on Council, you are required to be in good standing with the College, reside in Ontario and — if you're seeking a regional or system seat — be assigned as part of an employer's regular teaching staff to provide instructional services in an elementary or secondary school.

Six of the regional positions are open to regular full-time, part-time or occasional teachers. All other regional and system positions are open to full-time staff only.

Part-time and occasional teachers are eligible to serve if they will teach for at least 10 days during each year of their term of office. A partial day of teaching is considered a full day for these purposes. If you are elected to a part-time position, you will need to remain employed and provide evidence of 10 teaching days each year to stay in office.

If you are a guidance counsellor, librarian, mentor or consultant directed to supervise or co-ordinate subjects or programs, you are considered to be providing instructional services and are eligible to run for regional and system positions.

To be eligible to run for one of the category positions (principal/vice-principal, supervisory officer, faculty of education and private school), you are required to be qualified for and employed in that position.

You are not eligible to serve on Council if you are employed by or are an elected or appointed official of any of the 13 organizations at the provincial level or serve as a president of one of these organizations at the local level (see "Exclusions" on p. 62). If you do occupy one of these positions, you may run for election but must resign your position and obtain the necessary employment before you can take your place on Council.

Those who sign your nomination papers — your nominators — must meet the same eligibility requirements for the position.

You cannot stand for election for more than one position.

If you are unsure about eligibility, please call the election hotline at 416-961-8800 (toll-free in Ontario 1-888-534-2222) ext. 558.

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Ontario
College of
Teachers

Setting the Standard
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Category positions

If you are a College member who is qualified and employed in any of the following categories, you are eligible to run for the provincewide position related to your area of qualification and employment.

Principal/vice-principal

You may run for this position if you are qualified and employed as a principal or vice-principal and are not employed at a private school.

Faculty of Education

You may run for this position if you are employed by a postsecondary institution at a school or faculty of education offering programs accredited by the College and are in a tenured or tenure-track position.

Private school

You may run for this position if you are employed by a private school that has submitted to the Ministry of Education a current notice of intention to operate a private school. (Private school classroom teachers who are members of the College may also run for regional positions.)

Supervisory officer

You may run for this position if you are qualified and employed as a supervisory officer.

Take a tour

Considering standing as an election candidate? Tour the College — to get a close look at how and what we do.

View the Council chamber, our call centre, hearing rooms, Margaret Wilson Library and the departments that support Council's work.

English tours take place:

- November 18, 2014,
3:30 p.m.–4:30 p.m.

French tours take place:

- November 19, 2014,
3:30 p.m.–4:30 p.m.

Potential candidates assume their own travel and accommodation costs.


If you're interested, please book by November 14, 2014, by calling 416-961-8800 (toll-free in Ontario 1-888-534-2222) ext. 558 or emailing youdecide2015@oct.ca.

Add a couple to be safe

You require a minimum of 10 qualified nominators. It's wise to sign up a couple more — in the event one or more is judged ineligible to nominate you.

Each nominator must be eligible to run in your category, must be a current member of the College, and must meet the same requirements for the position as the individual whom he/she is nominating.

To see whether your nominators are in good standing, check our public register at oct.ca under Find a Teacher.





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Candidate information

Candidate information will be published in the **March 2015** issue of *Professionally Speaking* and posted to the College's website by **February 20, 2015**.

WATCH FOR:

- ✓ A list of candidates in alphabetical order by position.
- ✓ Candidate biographical statements, attestations, information from nomination forms and photos.

The College will provide other opportunities by email, its website, candidate blogs and an online voter forum to gain additional information on eligible candidates running in categories relevant to you.

Check the College's website, oct.ca, on January 7, 2015, for the list of qualified candidates, their blogs and the online forum.

Youdecide information

Nomination procedures have been developed in accordance with Regulation 293/00. The procedures are available to College members on the College's website. Please contact us if you have any questions.

Hotline

416-961-8800
(toll-free in Ontario
1-888-534-2222) ext. 558

Online

youdecide2015@oct.ca

Professionally Speaking / Pour parler profession

WINS 19 AWARDS FOR WRITING AND DESIGN!



Setting the Standard
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2014 TABBIE AWARDS

- GOLD** Best Department (Exemplary OCT)
- SILVER** Best Focus/Profile (Exemplary OCT: Carmen Gassi, June 2013)
- SILVER** Best Feature Design ("Fresh Start," September 2013)
- TOP-25** Best Feature Article ("Brainstorm," December 2013)
- 1 HONOURABLE MENTION** Best Front Cover Photography (Technology Dissected, June 2013)

2014 KENNETH R. WILSON AWARDS

- GOLD** Best Feature Article – Professional ("Autism Now," June 2013)
- SILVER** Best Regularly Featured Department or Column (Exemplary OCT)
- 11 HONOURABLE MENTIONS** including Best Photograph (Enseignante remarquable: Guy Proulx, *Pour parler profession*, September 2013) and finalist for Best Professional Magazine of the Year (*Professionally Speaking*)

2014 EDITORS' CHOICE AWARDS

- FINALIST** Best Trade Magazine of the Year (*Professionally Speaking*)



Council decisions shape the teaching profession

Between now and December 5, 2014, the College is receiving nominations for 23 elected Council positions.

College members will choose the next Council from among the people you nominate — people just like you with the same professional dedication, belief in public service and commitment to providing quality learning experiences for students.

If you haven't considered running for Council before, think about it now. You can:

- bring your classroom and school-based experience to bear on the policy decisions Council makes to continuously improve the teaching profession
- grow your leadership skills and governance experience through exceptional professional development opportunities
- share your knowledge, insights and the benefits of the relationships you've developed to expand your horizons in the interest of the profession.

Council members serve to regulate Ontario's teaching profession in the public interest.

As a member of Council, you — or a colleague you nominate and help to elect — might serve on the Accreditation

Committee. You could directly influence the classroom readiness of new teachers who will work alongside you for years to come via decisions that affect the preparation they receive in pre-service programs.

Or you might serve on an Investigation, Discipline or Fitness to Practise committee and be a key figure in how the College responds to complaints about individual members.

The Investigation Committee determines how the College responds to the 150-plus complaints it receives annually. Discipline Committee or Fitness to Practise Committee panels hear allegations about 80 to 100 members per year and determine if they will be allowed to continue in the profession.

Council members serving on the Standards of Practice and Education Committee are responsible for ensuring that ethical and practice standards influence the quality of teaching in Ontario.

When *Professionally Speaking* drops into your mailbox, you are receiving an award-winning magazine whose overall editorial policy and content have been reviewed and approved by the Editorial

Board, which is comprised of Council members. The board reviews all material gathered for each issue and determines what is published.

As a Council member you will play an active role in reviewing the content of Additional Qualification courses and a vast range of issues concerning teachers' qualifications. You will also participate in decisions on issues such as the transparency of the College's processes.

You can expect to discuss the role the College has in advancing the teaching profession. Each year, you will also — either as a member of the Finance Committee or as a member of Council — decide on the annual budget and the membership fee that supports the College's work.

These are important topics for every College member. You already debate many of these issues regularly with your colleagues. At least one might give you pause to consider actively participating.

It's your College. Run, nominate, vote. You owe it to yourself as a professional, to your colleagues, to the teaching profession and the public you serve to play your part.

Nomination at a glance

✓ CHECK YOUR ELIGIBILITY

- Are you in good standing? You are required to be a College member in good standing to stand for nomination.
- Do you meet the residential and/or employment requirements for the position you seek?

✓ COMPLETE THE NOMINATION FORM

- Get at least 10 colleagues to sign your nomination form:
 - 1) Check the College website to ensure that each nominator is in good standing.
 - 2) Ensure that each nominator is eligible to run for the position you seek.
 - 3) Make sure that none of your nominators has signed the nomination form of any other person seeking the same position.
- Write your biography.
- Provide a photo.
- Read the attestation carefully before signing the nomination form.
- Send or deliver the completed form with your biography and photograph to the College no later than 5 p.m. EST on December 5, 2014. Please note: faxes cannot be accepted. Strict election timelines prevent the College from accepting nomination forms after this date and time.



Attestation

If you decide to stand for Council election, you will have to include, as part of your nomination papers, a signed statement that you are eligible for the position and that the information in your nomination papers is accurate.

Your attestation is required to state that you are prepared to take the oath of office and whether you are an employee or an elected or appointed official of one of the 13 excluded organizations (see p. 62).

If you are, you are required to affirm that you are prepared to resign from any such position held at the local or provincial level and obtain the necessary employment before taking office as a member of Council.

Completing the nomination form

Review the nomination form carefully. The information you provide is specified in Regulation 293/00 and will help electors choose the best candidates to serve on Council.

The College is required to receive completed nomination forms by 5 p.m. EST on December 5, 2014, by mail, courier, hand delivery or email only. Faxed nomination forms cannot be accepted.

It is important that you acquire the signatures of at least 10 College members who are eligible to run for the position you are seeking.

For example, if you are seeking nomination for the English-Language Public Board Elementary position, the 10 people who

sign your nomination form are required to be eligible to run for that position.

Please ensure that your nominators know they cannot sign the nomination form of anyone else running for the same position.

Although a member can nominate only one colleague per position, members are free to nominate other colleagues for any other position they themselves are eligible to seek.

Each of your nominator's names and College membership numbers will be published in the March 2015 issue of *Professionally Speaking* to support your candidacy.

The College will review each nomination form to ensure that the candidate and nominators meet the position requirements and will write to the candidate within five working days to confirm receipt. A list of confirmed candidates will appear on the College's website in January 2015 and in *Professionally Speaking*'s March 2015 issue.

Questions? Read the questions and answers on p. 71 for further information on the nomination process and eligibility requirements. You can also call the College's election hotline at 416-961-8800 (toll-free in Ontario 1-888-534-2222) ext. 558 or send an email to youdecide2015@oct.ca.

Check it out

Every election year, at least one candidate submits a nomination form in which one or more of their nominators are ineligible. Your nominators are required to be eligible to run for the position you are seeking.

Why not aim for more? Ask more colleagues to ensure you have the necessary signatures of 10 eligible supporters.

Oath/affirmation of office

Elected members or appointees to Council are required to take an oath or affirmation before assuming their position on Council. If they fail to take the oath/affirmation, they will not be permitted to take a seat on Council.

The College makes a Commissioner of Oaths available to swear in new Council members.

THE OATH/AFFIRMATION IS:

I will faithfully and impartially, to the best of my knowledge and skill, perform the duties of a member of the Council of the College and any committees of the Council on which I sit. In so doing, I will ensure that the guiding principle in the performance of my duties is the duty to serve and protect the public interest, which is my duty as a Council member and a duty of the College.

I will perform the duties of my position without favour or ill will to any person or entity.

I will ensure that other memberships, directorships, voluntary or paid positions or affiliations that I may hold will not interfere or conflict with the performance of my duties as a Council member.

So help me God. (The last line is omitted in an affirmation.)

Questions and answers

If you are considering running in the election or nominating someone to stand, you will need to begin the process of obtaining the right nominators, completing your nomination form and sending it to the College as early as possible.

Nomination forms are available on the College website at oct.ca under Youdecide2015. The College will also send election information via *Your College and You* to all those who have signed up to receive it. You can subscribe (if you haven't already) in your Members' Area account.

Q: Why should I consider standing for election for Council when I have so many other things to do?

A: College Council sets the policies and priorities that regulate your profession. Council members are people like you — teachers, school or board administrators and parents — who share your commitment to public service and students' well-being.

If elected, you will take part in a unique exercise in professional development, working with colleagues from across Ontario and contributing to discussions and decisions on matters of importance to the profession.

Q: How do I know if I am eligible to stand for election to the College Council?

A: If you are a College member in good standing, reside in Ontario and meet the specific eligibility requirements for any position, you are eligible to run.

Candidates for the 19 regional and system positions must be employed by their board as regular teaching staff on a full-time basis (most positions) or a part-time basis (some positions). Elected Council members may not hold or be seconded to any other position.

Q: Can I run for more than one position?

A: No. You can stand for nomination in one category only.

Q: How many positions are available and what are the eligibility requirements?

A: There are 23 positions. Four are designated for supervisory officers, principals/vice-principals, faculties of education and private schools. Six regional and seven system positions are open to full-time regular teaching staff. Six regional positions are open to full-time as well as part-time regular teaching staff.

Q: Are there exceptions to the eligibility requirements?

A: Yes. Employees of the Ontario College of Teachers are not eligible to stand for nomination.

Candidates who are employed by or hold an elected or appointed position in one of the 13 specified federation, professional or government organizations at the local or provincial level must sign an attestation that they will resign from that position if elected to Council. These organizations are listed on p. 62.

Q: Can I be a candidate if I am a College member in good standing and I am retired or teach occasionally?

A: If you taught 10 days in the 12 months preceding December 5, 2014, you can seek nomination for one of the six regional positions open to part-time teachers.

Q: Some positions are open only to full-time classroom teachers. How are full-time and part-time defined?

A: A full-time teacher is one who is employed as part of any employer's regular teaching staff and who is assigned in a regular timetable to provide instruction to elementary or secondary school students on a full-time basis.

A part-time teacher is one who is employed as a part of any employer's regular teaching staff and assigned in a regular timetable to provide instruction to elementary or secondary school students on less than a full-time basis

or to teach on an occasional basis.

Part-time teachers must teach a minimum of 10 days per year during their term on Council.

Q: Are teacher-librarians, guidance counsellors, consultants and other College members who are employed full or part time eligible to stand for election?

A: Yes. They are considered classroom teachers and are eligible to run for positions open to those who are full-time or part-time classroom teachers.

Q: How do I get nominated?

A: If you wish to be a candidate, you are required to send a completed nomination form to the Registrar by 5 p.m. EST on December 5, 2014. Forms are available from the College or on its website.

You will need the signatures of 10 College members who, at the time of signing, are eligible to run for the position you are seeking and who have not signed the nomination form of anyone else for the same position.

Q: When will I know if I have been confirmed as a candidate?

A: The Registrar will respond to your nomination in writing within five business days.

Q: As an official nominee, can I circulate campaign information through the College?

A: Nominees are required to submit biographical information that will appear in the March 2015 issue of *Professionally Speaking* and on the College's website. All candidate information will be available in English and French, and the College will translate the material.

Candidates will be required to supply information about their teaching experience, current teaching assignment, federation experience and involvement (if any), other education-related activities or memberships, participation in

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Questions and Answers

professional development and personal professional interests, plus a statement describing their understanding of the duty to serve and protect the public interest.

Candidates will also have their own blog in the Members' Area of the College website and the chance to take part in an online forum where members can post questions and comments.

Q: What is the time commitment for Council members?

A: The Council serves as the College's board of directors and is responsible for the management and governance of the College's affairs. Council members attend a minimum of four Council meetings a year. Members also serve on a minimum of two of Council's statutory, standing or special committees. Chairs of Council committees usually have additional responsibilities. Council members will require 20 to 60 days of leave per school year. On occasion, work may take place on weekends and during the summer.

Q: Are elected Council members paid an honorarium?

A: If you are an elected Council member and you are on a leave of absence to attend a Council or committee meeting, the College will reimburse your employer for salary expenses incurred in the hiring of a temporary replacement. If you are required to attend a meeting during the summer, you will be provided with an honorarium of \$150 per day of service or \$75 for meetings and preparation time that are less than three hours. This honorarium recognizes a Council member's voluntary time and public service. In addition, the College reimburses members for expenses incurred while on College-related business.

Q: How long is the term of office?

A: The term of office for Council is three years.

Q: When would I assume responsibilities as a Council member?

A: If elected in April 2015, you will take office on July 1, 2015. You will be expected to attend a two-day orientation session on May 28 and 29, 2015. The inaugural meeting of the seventh Council will take place on July 6, 2015. Your term of office will continue until June 30, 2018.

Q: I have limited or no experience working on a voluntary board or committees similar to those of the Council. What kind of training could I expect to receive if elected?

A: Council members participate in a comprehensive orientation session prior to the start of the Council term. Extensive initial training for all committee work is undertaken with ongoing professional development opportunities throughout their three-year term. Current and former Council members recognize the tremendous professional opportunities in governance and educational leadership afforded through their Council participation.

Q: I come from a large region. How can I hope to represent all the interests of members in that region as an elected member?

A: Council members do not represent a constituency. Council members regulate the profession in the public interest. As a Council member, you are focused on the profession as a whole, not the region or system named in the position you hold.

Q: How can I get further information as a potential candidate?

A: If you are thinking about seeking a Council position, please visit the College's website at oct.ca for the latest election news, or call the College at 416-961-8800 (1-888-534-2222) ext. 558 or send an email to youdecide2015@oct.ca.

Duty to serve the public interest

The College exists to regulate and develop a teaching profession that the public is confident puts the well-being and academic success of students first.

Council members — both elected members and appointed public representatives — work together on behalf of the public. Classroom teachers, administrators, parents or other members of the public make decisions as a Council based on the public's shared interest in supporting and strengthening the teaching profession. During their three-year term, Council members promote the standards of the teaching profession and serve the broader education community.

Candidates' nomination packages are required to include a statement describing their understanding of the duty to serve and protect the public interest. Candidates in the election will be expected to indicate if they hold any elected or appointed position in one of 13 specified organizations (see p. 62), and to attest that they will resign from that position if they are elected.

Each member of Council is required to take an oath of office or affirmation (see p. 70) and promise in writing not to take direction from any other organization. Those elected will also be required to report, in writing to the Registrar, all funding related to the election process, including amounts and sources.

A Public Interest Committee made up of non-College members appointed by the government advises Council on matters relating to the College's and Council's duty to serve the public interest.

Electronic voting

The election of the seventh College Council will be conducted entirely online through the Members' Area of the College website at **oct.ca**.

Every College member in good standing as of 5 p.m. EDT on February 25, 2015, will be eligible to vote.

Participating in the election is straightforward: Log into your Members' Area account, accessible from the main page of the College website, and follow the instructions. If you have not opened an account, you can do so now quickly and easily by visiting **oct.ca** and clicking on the Members tab at the top of the page.

Election ballots will be available in the Members' Area from 9 a.m. EST on March 2, 2015, until 11:59 p.m. EDT on April 7, 2015. You will have access to a ballot that includes all of the positions for which you are eligible to vote.

The voting function will be removed from the website at midnight.

Ballots will be tabulated and verified on April 8, 2015. Results will be posted on the College website on April 9, 2015.

Ontario College of Teachers Conference 2014
Toronto Marriott Downtown Eaton Centre
November 5 - 7, 2014

Early Bird deadline:
September 19, 2014



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KEYNOTES

- **Ken Taylor**, former Canadian ambassador to Iran
- **Jean Charest**, former Premier of Quebec and former Deputy Prime Minister
- **Sally Armstrong**, Human Rights Activist and Journalist



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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.

LANGUAGE PROFICIENCY

THE LANGUAGE USED IN TEACHING

BY CHARLES UNGERLEIDER AND TRACY LAVIN

Internationally Educated Teachers (IETs) who hope to begin work in Canada may soon be taking a nationally developed assessment to determine their proficiency in English or French. If implemented, the assessment would be administered provincially and would evaluate teachers' use of language for performing profession-specific tasks such as teaching, preparing report cards, and communicating with parents and other professionals.

Directions Evidence and Policy Research Group developed several versions of the assessment under contract to the Corporation of the Council of Ministers of Education, Canada, working under the direction of the Language Competencies Subcommittee of the Registrars for Teacher Certification Canada. In this article, Directions illustrates the importance of language to a broad repertoire of instructional strategies that are strongly linked to student achievement.

LANGUAGE AND TEACHING

Reciprocal Teaching

Reciprocal teaching is the set of instructional strategies designed to help students improve their reading comprehension and learning skills. The teacher leads a discussion about a written passage and models a set of language skills for building comprehension of the passage. Then students take on the role of discussion leader and receive feedback from the teacher.

Teachers need to be able to speak clearly using language appropriate to students' proficiency levels. They need to be able to generate questions that are sufficiently clear and specific, so students will understand how to answer them. They need to listen to student discussion leaders to determine what they have understood and misunderstood. They also need to be able to reframe any misunderstood concepts until they become clear to students.

Metacognitive Strategies

Metacognition refers to thinking about thinking. Teachers employ metacognitive strategies to show students how to approach new tasks, how to evaluate their own learning and progress, and how to monitor their comprehension of material they are learning.

Teachers present, discuss and model metacognitive strategies by expressing in language their own use of these strategies, what some call "thinking aloud." They check for student progress and understanding by listening carefully to students and providing them with oral feedback, prompting them to articulate their ideas and thought processes.

Problem Solving

Teachers use problem solving as an instructional strategy to help students to define the nature of a problem and to guide them as they identify, prioritize and

select approaches to solving this problem.

In the problem-solving context, the teacher's role is to facilitate learning and moderate the dialogue among students. Teachers must be able to ask questions that challenge and advance the learning of students with varied levels of expertise. They must also provide verbal support for their students' explorations and listen to students express their ideas without taking over the process of thinking through solutions.

Direct Instruction

Teachers will orient students to a topic, make explicit presentations of new material, guide students while they practise working with the new ideas or procedures and — once concepts are properly mastered — structure opportunities for students to practise independently.

The effectiveness of direct instruction relies almost entirely on teachers' use of language. Teachers need to give rich verbal descriptions and examples of the material they are presenting and use language that is appropriate to students' proficiency levels.

Setting Instructional Goals

Goal setting establishes a direction for learning. Student learning improves when teachers clearly state the purpose of their lessons and identify the learning objectives.

This requires clear statements about what students are supposed to learn and how this learning will be assessed. Effective goal setting requires very precise use of language: if teachers define the learning goals too narrowly then students may ignore relevant information. Goals that are too broadly defined engender ambiguity and confusion.

LANGUAGE PROFICIENCY (CONT.)

Advanced Organizers

Teachers use advanced organizers when introducing new material to help students make sense of and interpret new information. Advanced organizers represent the new material to be learned at an abstract level and provide a framework within which students can situate the new material.

To make effective use of advanced organizers, teachers need to be able to describe, classify and categorize information — orally and in writing. They must supplement the organizers with clear instructions using explanation and questioning techniques.

FOUR LESSONS FROM THE LITERATURE

While each of these teaching strategies makes use of a different set of language competencies, four generalizations can be drawn from the literature about teachers' effective use of language:

- 1) Teachers must be proficient in all four of the language modalities: speaking, listening, reading and writing.
- 2) Teachers need to be able to modulate their use of language so that it is appropriate to students' proficiency level.
- 3) There are a few key language forms that teachers must master including: giving clear explanations; providing

concrete examples; and generating questions to test students' knowledge and guide them toward deeper understanding.

- 4) Teachers must also understand and be able to articulate their own learning processes so they can help students become competent learners.

The proposed language assessment for IETs would bring consistency to language skills evaluation across the country while ensuring that profession-specific language skills are assessed. The proposed assessment would also help IETs transition more smoothly to teaching in Canada. **PS**

COUNCIL MEETINGS

HAVE YOUR SAY AT COUNCIL

College Council is inviting members of the public — students, parents, teachers and stakeholders — to speak at its meetings.

An individual or group may address Council, which is the 37-member governing body of the College that regulates the teaching profession in Ontario. Topics are required to be relevant to the 11 objects, or purposes, of the College and are required to be in the public interest.

Presentations — or deputations — to Council will be accepted in English and French.

The pilot project commenced at the June Council meeting and continues with the four regularly scheduled meetings and the Annual Meeting of Members held at the College, at 101 Bloor Street West, Toronto, until March 2015.

Speakers will address Council in open meetings and be recorded according to standard meeting procedures. A 40-minute period will be scheduled at the start of Council meetings and presenters will have up to 10 minutes to present, with an additional 10 minutes allowed for clarification questions. Debate will not occur during this question-and-answer session, and no more than two presentations will be heard per meeting.

The Chair, in consultation with the Registrar, may refuse any request based on lack of relevancy, conflict of interest, if the matter is before a panel or hearing, or due to abuse of process or other reasons.

Information regarding the application process, the format and a request-to-speak form is available on the College website at **oct.ca**. Requests to speak to Council, along with any accompanying information, are required to be received at least 15 days ahead of the Council meeting.

If you are not from the Toronto area, you can teleconference with the College. Otherwise, no audiovisual equipment or technical assistance is available to presenters. The College will not cover any expenses incurred by presenters.

Council approved this pilot initiative during its March 27–28 meeting. The initiative supports our communication strategy to increase the transparency of the College. It adds access to Council members and may assist in Council decision-making.

The College's Executive Committee will review the initiative after each Council meeting. The committee will make a final recommendation on the initiative to Council at the June 2015 Council meeting. **PS**

POLICY DEVELOPMENT

SPECIALIZED AQ COURSES**Teaching Students who are Deafblind, Blind or have Low Vision**

"Our son was born in 1992. Everything was perfect. We had a second child called Melodie in 1995 and then our world came crumbling down. Our daughter was born with many medical conditions including severe brain damage. Being a young parent and not having any familiarity with deafblindness it was quite a shock for us... Even though the hospital said that this was the worst case they had seen in 10 years we were committed to [helping her]. We discovered that playing music 24 hours a day helped to stimulate her brain..."

"I began my journey in deafblind education by enrolling in the Deafblind AQ when Melodie was five years old. I later had the opportunity to take and develop the part two and specialist DeafBlind AQ courses in French. As a parent and an educational consultant for the deafblind at the Centre Jules-Leger, I know how important the proper intervention is. Without it, Melodie would probably be spending most of her days in a stupor. The original medical prognosis of her being vegetative would have come true. It's the same with all the

POLICY DEVELOPMENT (CONT.)

children I work with. If it weren't for the great [and highly qualified] teachers who work with them, these students wouldn't make the progress they are making. Deafblindness is a highly specialized field. That's why the AQ is so important."

—**Pierre Beaudin, OCT**

Teachers are deeply committed to engaging in additional teaching qualification courses that help them to more effectively respond to the unique and specific individual needs of students who are deafblind, blind or have low vision. Highly specialized Additional Qualification (AQ) courses such as *Teaching Students Who Are Deaf-Blind* and *Teaching Students Who Are Blind* are developed in collaboration with parents, educational partners, the teaching profession and the public.

The development of these AQ courses are facilitated using comprehensive and specific methods that ensure the necessary teaching knowledge, skills and ethical practices are identified and included in these specialized AQs. These important AQ courses enhance the advanced and extremely sophisticated professional knowledge, skills and practices required of teachers who support students who have complex and multi-faceted needs.

The College employs a set of dialogic development processes that honour the diversity of perspectives of the many groups with an interest in these AQs — students, families, teachers, principals and community groups. These dialogic development processes range from background research (literature reviews, conversations with experts, online questionnaires), policy development (writing teams) and provincial validation processes. Examples of dialogic methodologies used include consensus workshops, appreciative inquiry, narratives and focus groups. Technologies such as Adobe Connect, SharePoint and Facebook are also leveraged to enhance these dialogic processes. The use of these methodologies and technologies support inclusion, accessibility, validity and transparency.

The impact of the College's collaborative and dialogic AQ policy development

processes is far-reaching for students. Dawn Clelland, a parent and advocate for blind education in the province, stressed the significance of the College's rigorous, responsive and relational policy processes in recent correspondence with the College:

"Thank you for your responsiveness to the concerns raised. It is exemplary how your caring and openness has turned into positive change for our children's teachers. It was very considerate of you to take out the time to contact me, sharing the changes in the AQ course material. We are going over it, carefully, and see an entirely different curriculum than the original, which includes the items of concern raised. [The direction you are taking] excites me as having well-trained teachers is the foundation of all children's education. Without this strong foundation, building confident, capable blind and visually impaired adults becomes an unnecessary struggle for everyone — teachers, children, parents and school systems."

Highly specialized AQs emphasize specific professional knowledge and skills for teachers, foster critical inquiry into professional practice, and support the shared goal of helping all students realize their potential. **PS**

AQ DEVELOPMENT PROCESS FOR HIGHLY SPECIALIZED AREAS

- 1) Background research
- 2) Literature review
- 3) Conversations with key experts in the field
- 4) Consultation processes with the public, the profession and educational partners including:
 - Adobe Connect
 - SharePoint
 - Open Space
 - Consensus Workshop
 - Appreciative Inquiry
 - Narrative Inquiry
 - Focus Groups
 - Online Questionnaire
 - Facebook Discussions
- 5) Writing team with members of the profession
- 6) Review of the draft AQ policy by the Standards of Practice and Education Committee
- 7) Provincial validation involving the public, the profession and educational partners
- 8) Release of the final AQ policy guideline to AQ providers

2013 ANNUAL REPORT

SETTING THE STANDARD FOR ONTARIO CERTIFIED TEACHERS

Setting the Standard for Great Teaching, which succinctly summarizes the work of the College and serves as the tagline for the College's public awareness initiative, is also the theme of the *2013 Annual Report*.

The initiative and the report aim to educate the public about who we are, what we do, how we regulate teaching in Ontario in the public interest and, most importantly, how highly qualified Ontario teachers are.

One of the College's legislated responsibilities is to "communicate with the public on behalf of the members of the College." The annual report is one way we do that.

The report's statistics section is a popular destination for members, media, politicians and the education community, who frequently peruse this wealth of information about Ontario Certified Teachers.

You can take advantage of the key statistical information, such as member demographics by sex and age. You can find out about the geographic distribution of teachers and where members are earning their teacher education degrees in Canada and throughout the world. Or maybe you're curious about the Top 5 teaching subjects that new teachers have when they enter the profession.

Enhanced teacher education program

Last year was one of milestones for the College and a productive year in self-regulation for Ontario's teaching profession.

The Minister of Education announced plans to create an enhanced program in initial teacher education at Ontario's faculties of education with significant leadership and support from the Ontario College of Teachers. The promised changes reflect the College's advice and that of practitioners.

The new program, which begins in September 2015, will expand to four, full-time semesters from two and include a minimum of 80 days practice teaching (increased

from 40). As well, it will have enriched learning opportunities to link theory and practice in areas such as diversity, teaching in the Ontario context, the use of technology in teaching, mental health, special education and well-being, among other core elements including mathematics and literacy.

Strengthening self-regulation

Also highlighted in 2013 was the launch of a strategic-planning process that sets the course for the College's future.

For the first time in College history, Council members and senior College staff met to establish a mission statement, a vision, values and strategic priorities for the organization. The work accomplished demonstrated the power of participation of Council and College staff to work together to create a framework for the College's work in the years to come.

The plan includes a commitment to the public and members to clearly articulate how the College operates and what we will focus on in the coming years.

Streamlining investigation, disciplinary and reporting processes

Minister of Education Liz Sandals introduced the *Protecting Students Act* in September of 2013 to improve transparency and efficiency for students, teachers and parents.

The proposed legislation, Bill 103, contained the most significant changes to the *Ontario College of Teachers Act* since the College was formed in 1997. The amendments reinforced the College's continuing efforts to streamline its investigation and discipline processes. Bill 103 was in second reading at the end of 2013; however, it did not become law as a result of the general election that was called in 2014.

Tough job market for new teachers

Teacher unemployment and under-employment rates rose yet again in 2013.

Every year, more of Ontario's teacher education graduates look beyond Ontario's borders for work in the profession. Many work in non-teaching jobs to meet financial needs and few escape the

challenging job market.

The College's *Transition to Teaching* survey looks at the early careers of new Ontario teachers. What was it like to be a new teacher in 2013? See the report at bit.ly/1pe1Tqe.

Financial highlights

The College adheres to financial principles that ensure that its mandated services are properly funded and that fees are maintained at levels appropriate to ensure the College's financial stability.

The College is financed primarily by member fees. At the end of 2013, it had 238,201 members in good standing, an increase of 952 over 2012.

For 2013, the College operating budget was set at \$36,711,000. The College recorded an operating deficit of one per cent of revenue or \$353,000 for 2013. The volume of investigations and hearings cases continued to increase and, as a result, the department's expenses were about \$1 million more, or 25 per cent higher, than in 2012. **PS**

WHERE DO YOU WORK?

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

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**).

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.



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

2013 REVENUE AND EXPENSES

(IN THOUSANDS OF DOLLARS)

REVENUE	2013	2012
Annual membership fees	\$32,922	\$32,854
Other fees	\$ 2,232	\$2,477
Advertising	\$1,181	\$1,152
Special projects	\$51	\$76
Interest and other	\$325	\$266
	\$36,711	\$36,825
EXPENSES	2013	2012
Employee compensation	\$19,494	\$18,775
Council and committees	\$687	\$748
Services to members and applicants	\$3,744	\$3,207
Professional practice	\$520	\$670
Investigations and hearings	\$4,352	\$3,469
Operating support	\$6,083	\$7,159
Amortization	\$2,184	\$2,097
Council elections	—	\$280
	\$37,064	\$36,405
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES FOR THE YEAR	-\$353	\$420

APPOINTMENTS

NEW MANAGING EDITOR

**Kristin Doucet**

In May, the College welcomed Kristin Doucet as the managing editor of *Professionally Speaking/Pour parler profession.*

Doucet brings over 15 years of professional association magazine experience. Most recently, she spent 12 years working in a senior role at Advocis, the Financial Advisors Association of Canada, where she was the editor of *FORUM* magazine for 12 years, as well as the director of communications for the last three.

Prior to working at Advocis, Doucet was the editor-in-chief of *CMA Management* magazine, produced by the Society of Management Accountants of Canada.

Originally from the Niagara Region, Doucet is passionate about “telling a good story,” and is excited about the opportunity to further champion the College’s mandate through its flagship publication.

“Having two children in the public school system, I can appreciate first-hand the important work teachers do,” says Doucet. “I am grateful to be a part of this award-winning team, and look forward to providing our readers with new ideas and information to help them progress in their careers.”

NEW COUNCIL MEMBER

**Adannaya Nwaogu, OCT**

Adannaya Nwaogu, OCT, teaches a core Grade 8 and history/geography and drama/dance at Henry Kelsey Senior Public School with the Toronto District School Board.

From 1999 to 2007, Nwaogu taught Home School Programs (HSP), social science and arts at Maple Leaf Public School and Beverley Heights Middle School.

As the art teacher and equity representative at Beverley Heights, she organized students to successfully participate in the board’s poster competition. In 2006, her Grade 7 art class designed one of the winning posters used in the launching of the Model Schools for Inner Cities initiative.

In her role as a host teacher, Nwaogu contributed to the preparation of future teachers by providing a safe classroom for teacher candidates to experience growth and success. She was an Access Initiative adviser at the York University Faculty of Education mentoring minority teacher candidates, and was also the site leader at the Albion Heights Junior Middle School summer program in 2005 and 2006.

Nwaogu is the first-born of a retired school principal, a spouse to a high school teacher and a mother of four children, which affords her the opportunity to understand the importance of quality public education.

She brings to this position cultural competency and diversity management skills that will be assets to the College and the Council.

As a member of the Elementary Teachers of Toronto’s (ETT) Anti-racism, Equity and Social Justice Committee, she presented Introduction to African Dance workshops from 2008 to 2011 at the annual ETT African Heritage Month intermediate students’ conferences at the University of Toronto.

Nwaogu has completed the ETFO Leaders for Tomorrow program and the board’s aspiring leaders and minority leadership mentoring courses. She has served as a union steward, the ER 19 FOS regional councillor, and was a delegate to the ETFO annual general meetings. At the Ontario College of Teachers’ open forum in 2006, she initiated and facilitated a workshop titled “Education for Social Reconstruction.” **PS**

YOU ARE INVITED

2014 ANNUAL MEETING OF MEMBERS

KEYNOTE SPEAKER

DORA NIPP, Human Rights Education and Change Specialist with the Ontario Human Rights Commission

KEYNOTE ADDRESS

Dora Nipp will be speaking on “A Human Rights Framework for Diversity.” A teacher before studying law, Dora is currently a Human Rights Education and Change Specialist with the Ontario Human Rights Commission.

CHAIR’S ADDRESS

Chair Liz Papadopoulos, OCT, will report on your Council’s activities during the last year.

REGISTRAR’S ADDRESS

CEO and Registrar Michael Salvatori, OCT, will report on the College’s 2013–14 initiatives.

HAVE YOUR SAY

It’s your opportunity to ask questions and receive answers about the College as it relates to you as a member.

OPEN HOUSE

The College’s library is hosting an open house. Drop by to see the full range of free services available to you.

RECEPTION TO FOLLOW

Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l’Ontario

Wednesday, October 1, 2014 – 5:30 p.m. RSVP to outreach@oct.ca

ONTARIO COLLEGE OF TEACHERS, 14TH FLOOR, 101 BLOOR ST. W., TORONTO, ON M5S 0A1

WHEN JUSTICE HAS BEEN DONE

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

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

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

The allegations were concerning: A teacher yelling at her students, saying they were stupid, calling them names, refusing to let them use the bathroom and making one, who was behind in his work, cry.

The school board investigation verified the accounts. A Children's Aid Society (CAS) report also said the children were at risk of emotional harm.

The teacher expressed remorse and complied with the board's direction to complete a course at her own expense on setting boundaries with students, effective classroom management techniques and sensitivity to students with special needs.

So what was the Investigation Committee to do?

The events occurred late in the fall of 2012. After completing its own due diligence, the school board reported to the College as per its duty to report under the *Ontario College of Teachers Act*, and the Registrar filed a complaint, which launched an investigation.

The Investigation Committee reviewed a binder of material that included letters, emails, investigator's notes following telephone conversations, accounts from interviews with students, correspondence with the member's legal counsel, and reports from the school board and the CAS.

According to the documents, children in the member's class were depressed and weren't sleeping well — both behaviours unrelated to anything at home but consistent with complaints about episodes at school.

When one little boy cut his finger and looked to the teacher for sympathy, she reportedly yelled, "I'm not your nurse." The teacher apparently told another student with a speech difficulty to "talk normal — or stop complaining to me." The children also reported that the teacher accused them of "making noise" to the school principal about her.

When the Children's Aid Society was called in, its representatives confirmed

the reports, saying that the member frequently yelled and screamed at students in her class and that it could be heard in the hallway. Subsequently, the CAS determined that the children found the teacher's behaviour threatening and that they were "at risk of emotional harm."

The member denied the allegations. "I can't let bad behaviour go unchallenged," she said. "What am I supposed to do?"

Following its investigation, the school board directed the teacher to take a course with respect to boundaries with students, effective classroom management techniques and sensitivity to students with special needs. As well, she was instructed to participate in mandatory counselling through the board's Employee Assistance Program, and accept a temporary reassignment for the balance of the school year. Failure to do so would result in immediate suspension without pay and further evaluation regarding her employment, the board said.

When the matter came to the Investigation Committee, the member's lawyer provided written arguments that the matter had been effectively settled and that her client should be spared referral to the Discipline Committee.

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

no additional similar incidents reported after the rehabilitative measures, the Investigation Committee decided to admonish the member in writing against the conduct alleged in the complaint. The matter was not referred to the Discipline Committee. **PS**

"Inappropriate comments and actions." The committee was especially concerned by the CAS assertion that children were at risk. Noting the member's willingness to seek counselling, successfully complete the prescribed course, and acknowledging that there were

Having reviewed all the submissions and all relevant information available, the investigation committee panel expressed "grave concerns" related to the member's

THE OUTCOME

COUNCIL MEETINGS

COUNCIL SUMMARY
— JUNE 12–13, 2014

At its June 12–13 meeting, the College Council approved:

- the appointment of Angela De Palma, OCT, as Chair of the Accreditation Committee
- the appointment of Angela De Palma, OCT, to the Executive Committee
- the appointment of Adannaya Nwaogu, OCT, to fill the Council vacancy in the English-language Public Board Elementary position
- the December 31, 2013, audited financial statements and reappointed PwC as auditors for the 2014 fiscal year
- recommending to the Minister of Education that Regulation 347/02,

Accreditation of Teacher Education Programs, be amended to:

- reduce the minimum number of members on an accreditation panel from six to four
- require that each panel include at least one member of Council, and at least one member of the Accreditation Committee
- require that the member of Council and the member of the Accreditation Committee must be a combination of persons appointed to the Council by the Lieutenant-Governor in Council, and persons elected to Council
- require that at least one member of the panel must be a person who is a member of the College
- amending the Accreditation Regulation with respect to the accreditation appeal process to allow for a choice between a paper review or a

hearing, and allowing all submissions and evidence to go directly to the Accreditation Appeal Committee to avoid duplication of process

- amending the College's bylaws with respect to Nomination and Executive Committee mandates regarding filling committee vacancies as follows:
 - Within 10 days of a vacancy on a standing, special or ad hoc committee coming to the attention of the Registrar, the Registrar shall:
 - a) notify the members of the Executive committees that a vacancy has arisen
 - b) provide the members of the Executive committees with the information that they need to be able to fill the vacancy
 - c) draw the attention of the Executive committees to their obligation under this section to act expeditiously. **PS**

HEARINGS

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

Discipline Committee panels have ordered that summaries of these recent disciplinary cases be published in *Professionally Speaking*. Copies of the full decisions are available at bit.ly/1gklGOS.

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: James Allan Biss

Registration No: 463213

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of a high school teacher after he was convicted of the sexual exploitation of a female student.

James Allan Biss, who was certified to teach in July 2003, did not attend the December 17, 2013, hearing and was not represented by legal counsel.

Biss was employed by the Peel DSB in the 2009–10 and 2010–11 academic years. In the summer of 2010, he was also employed by the Toronto Catholic DSB.

Biss and a student began to correspond electronically in February 2010 and developed an inappropriate relationship. They exchanged personal emails and texts,

including sexual messages, and he bought her a dress and shoes. He allowed the student to stay in his hotel room and had a sexual relationship with her.

Biss was diagnosed with bipolar disorder in October 2010, the panel heard.

Peel Regional Police arrested Biss in February 2011 and charged him with sexual exploitation and sexual assault. He pleaded guilty to sexual exploitation at his trial in June 2012. The Crown withdrew the sexual assault charge. In September 2012, Biss was sentenced to 14 months in prison and three years of probation.

College counsel advised the committee that an agreement of the facts had been reached and introduced a guilty plea to professional misconduct. Biss denied that he engaged in the sexual abuse of a student.

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

"Conduct of a sexual nature involving a student represents the most heinous breach of trust from a person in a position of trust and authority over a student," the panel's written decision said. "The member demonstrated complete lack of care and safety for the student in imposing a relationship of a sexual nature that could leave psychological and emotional scars for life on the student."

Information about the disciplinary action appears on the College website at bit.ly/1gklGOS.

Member: Richard S. Buckley, OCT

Registration No: 438110

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Bluewater DSB teacher Richard Buckley in connection with a criminal conviction for criminal harassment.

Richard Buckley, who was certified to teach in June 2000, attended the May 2, 2014, hearing with legal counsel.

After pleading guilty to a criminal charge in March 2009, Buckley received a conditional discharge and 12-month probation.

In 2007, Buckley became infatuated with a colleague and engaged in repeated unwanted contact with her over 18 months, including calling her home on several occasions and attempting to approach her. Finally, during a staff party, Buckley had a verbal altercation with the colleague during which he threw at her the letter she had written to him advising him to stay away from her. This behaviour resulted in the criminal harassment charge and guilty plea.

Based on an agreed statement of facts, a guilty plea, a joint submission on penalty and the submissions of legal counsel, the Discipline Committee panel found Buckley guilty of professional misconduct. He was ordered to face the panel after the hearing to receive a reprimand.

In addition, Buckley was ordered to complete a course of instruction pre-approved by the Registrar on appropriate boundaries with respect to colleagues, at his own expense.

“The member’s actions comprised a serious breach of trust and showed a blatant lack of professional judgment, causing another member of the College to fear for her safety,” the panel said in its written decision. “The Committee denounces the Member’s behaviour and is confident that the penalty, with its many elements, is in the public interest.”

Information about the disciplinary action appears on the College website at bit.ly/1gklGOS.

Member: Barbara Ann Cameron

Registration No: 281435

Decision: Suspension, reprimand

A Discipline Committee panel suspended and reprimanded Upper Canada DSB teacher Barbara Ann Cameron for criminal convictions for fraud, theft and forgery.

Certified to teach in October 1997, Cameron attended the March 7, 2014, hearing with legal counsel.

As the treasurer of the Upper Canada local of the Elementary Teachers’ Federation of Ontario (ETFO), Cameron wrote 93 cheques to herself between July 2005 and October 2007 totalling \$55,943.94, and paid for purchases on her personal credit

card and gas card from federation funds. A police investigation revealed that Cameron forged signatures nine times and made efforts to undermine any potential investigation by removing financial documents.

She turned herself into police in July 2010 and was charged with theft over \$5,000 and knowingly using a forged cheque from the EFTO Upper Canada account. In November 2011, she pleaded guilty to charges of theft over \$5,000 and uttering a forged document. In April 2012, she received a conditional sentence of two years less a day, including 18 months’ house arrest followed by three years of probation. As part of the criminal proceedings, Cameron agreed she had fraudulently taken \$39,835.59 and agreed to pay an additional \$14,000 back to ETFO. As agreed, she made restitution.

Aware of the criminal proceedings and outcome, the Upper Canada DSB returned Cameron to the classroom in September 2012 before her house arrest was completed. She has been teaching successfully with the board since.

The panel found Cameron guilty of professional misconduct based on the evidence, an agreed statement of facts, a guilty plea, a joint submission on penalty and the submissions of legal counsel. The panel directed the Registrar to suspend Cameron’s teaching certificate from March 8, 2014, to August 17, 2015. Further, she was ordered to face a reprimand from the panel immediately following the hearing.

“The member betrayed the ethical standards of the profession to an extreme level,” the panel said in its written decision. “The member consciously attempted to deflect the blame by trying to demonstrate that others were partly to blame for her behaviour. [She] knew that what she was doing was wrong, fundamentally illegal and criminal. This element of knowing the nature of her misconduct and not stopping herself make a reprimand even more appropriate.”

Information about the disciplinary action appears on the College website at bit.ly/1gklGOS.

Member: Ronald James Curridor

Registration No: 261178

Decision: Suspension, reprimand, conditions

A Discipline Committee panel ordered London District Catholic SB principal Ronald James Curridor to receive a reprimand and a suspension for professional misconduct.

Curridor, who was licensed to teach in June 1991, attended the May 8, 2014, hearing with legal counsel.

From 2007 to 2010, Curridor breached the rules regarding the administration of the Education Quality and Accountability Office (EQAO) tests. He removed test materials from the package and provided them to teachers prior to the day of the assessment; modified the multiple choice answer sheet of at least one Grade 6 student; permitted or directed students who did not meet the requirements for accommodations to have scribes assist them with the test; and allowed students who did not have an Individual Education Plan or other permitted circumstances to leave the classroom to assist them with the test. He also told teachers that he had discretion in administering the test even though no such discretion was permitted.

As a result of Curridor’s actions and following the school board’s investigation, the EQAO withdrew its reporting of the school’s results for the 2007 to 2010 school years.

Having considered the evidence, onus and standard of proof, an agreed statement of facts, a joint submission on penalty, a guilty plea, and the submissions of legal counsel, the Discipline Committee panel found Curridor guilty of professional misconduct, ordered that his certificate be suspended for not less than three months and that he appear before the panel immediately following the hearing to receive a reprimand. In addition, Curridor was ordered to complete a course of instruction pre-approved by the Registrar on professional ethics at his own expense.

“As a school leader, the member was given the responsibility for the ethical administration of the EQAO test in his school. He failed to do this and consciously undermined their integrity,” the panel said in its written decision. “The Committee considers the member’s behaviour to be serious and warrants significant sanctions.”

Information about the disciplinary action appears on the College website at bit.ly/1gklGOS.

HEARINGS (CONT.)

Member: Jeremy Russell Davidson

Registration No: 475976

Decision: Reprimand

A Discipline Committee panel ordered Kawartha Pine Ridge DSB teacher Jeremy Russell Davidson to receive a reprimand for professional misconduct.

Davidson, who was licensed to teach in September 2004, represented himself at the May 22, 2014, hearing.

During the 2010–11 school year, Davidson left school early without notifying administration, made inappropriate and offensive comments of a sexual nature to his colleagues and publicly disrespected the administration.

Having considered the evidence, onus and standard of proof, an agreed statement of facts, a guilty plea, a joint submission on penalty, and the submissions of College counsel, the Discipline Committee panel found Davidson guilty of professional misconduct and ordered that he appear before the panel immediately following the hearing to receive a reprimand.

In determining whether the joint submission represented a sufficient penalty, the Committee took into account the member's undertaking. The member agreed to provide the Registrar with a report from his physician regarding his ability to return to teaching and has undertaken to successfully complete a course or courses of instruction pre-approved by the Registrar in lesson planning, student assessment, classroom management and appropriate boundaries, at his own expense.

"Student safety is of paramount importance in the teaching profession. The Committee takes the member's neglect of this responsibility very seriously. Leaving school early or failing to attend without notification to administration is unacceptable. Furthermore, a teacher is expected to be a role model for students by treating colleagues with dignity and respect," the panel said in its written decision.

Information about the disciplinary action appears on the College website at bit.ly/1gkIGOS.

Member: Timothy Matthew Scott Dingwall, OCT

Registration No: 275665

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Toronto DSB teacher Timothy Matthew Scott Dingwall for engaging in an unprofessional relationship with a student.

Dingwall, who was certified to teach in March 1997, attended the March 7, 2014, hearing with legal counsel.

During the 2009–10 school year, Dingwall went for coffee, meals and a movie with a female student. He also talked to her in person and on the phone about personal matters and gave her the gift of a book. There were no discussions or conduct of a sexual nature, but Dingwall hugged the student regularly as a form of greeting and farewell. He told her that their relationship was wrong and that they should not see each other outside of school. In August 2011, the school board suspended Dingwall for 20 days. Since then, he has been teaching in another school for four years without further issue.

Based on the evidence, onus and standard of proof, an agreed statement of facts, a partial joint submission on penalty, a guilty plea, and the submissions of counsel, the Discipline Committee panel found Dingwall guilty of professional misconduct. He was directed to face the panel immediately after the hearing to face a reprimand. Further, he was ordered to take a pre-approved course regarding boundary violations at his own expense and report to the Registrar upon its completion.

In determining penalty, the panel noted that Dingwall had already been suspended by the board, understood that he breached the profession's ethical standards, instigated his rehabilitative coursework and accepted a transfer to another school where he successfully re-established his teaching career.

Information about the disciplinary action appears on the College website at bit.ly/1gkIGOS.

Member: Rick William Doran

Registration No: 484774

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended, reprimanded and imposed conditions on a Windsor-Essex Catholic DSB teacher for assaulting students in his care resulting in a criminal conviction.

Rick William Doran, who was certified to

teach in November 2004, attended the May 7, 2014, hearing with legal counsel.

The panel heard evidence that Doran, who taught at two of the board's schools, used his wet thumb to clean around the mouth of a student, and patted or slapped the buttocks of three other students several times in incidents occurring between 2005 and 2009.

The school board fired Doran in May 2009 and, in October 2009, the College's Registrar suspended his teaching certificate until such time as the Discipline Committee could hear the complaint. In November 2010, Doran pleaded guilty in criminal court to assaulting the students for which he received a suspended sentence and two years' probation.

Having considered the evidence, onus and standard of proof, an agreed statement of facts, a joint submission on penalty, a guilty plea, and the submissions of legal counsel, the Discipline Committee panel found Doran guilty of professional misconduct. He was ordered to appear before the panel to receive a reprimand following the hearing. Doran's Certificate of Qualification and Registration was suspended retroactively from February 4 to May 6, 2014.

Prior to starting any position that requires a teaching certificate, Doran must successfully complete, at his own expense, a pre-approved course regarding boundary issues and violations and give written proof from the provider to the Registrar of its successful completion.

"The reprimand and coursework serve an educational function as they provide the member with an assessment of his conduct and reinforce the necessity to maintain appropriate professional boundaries," the panel said in its written decision. "Coursework focusing on appropriate boundaries between teachers and students ensures the rehabilitation of the member and the protection of the public."

Information about the disciplinary action appears on the College website at bit.ly/1gkIGOS.

Member: Joseph René Gilles Gosselin

Registration No: 299215

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Joseph René Gilles Gosselin, an assistant principal and teacher with the Conseil scolaire acadien provincial in Nova Scotia, for unacceptable conduct with students and colleagues.

Gosselin was certified to teach in Ontario in November 1988 and in Nova Scotia where he was employed by the Nova Scotia Department of Education. He did not attend the February 4, 2014, hearing and was not represented by legal counsel.

While teaching in Nova Scotia between 2007 and 2009, Gosselin talked with students about his relationship with his wife and other women, and his sister's abortion. He made sexual comments to female colleagues and rubbed up against one in the school hallway. He also went to dinner with a female student and conducted experiments in the classroom, which included the use of chemicals such as mercury. Following due process, Nova Scotia's Minister of Education cancelled Gosselin's teaching certificate in February 2011.

Based on the exhibits filed, evidence — including the finding of professional misconduct by the NS Department of Education — and the submissions of College counsel, the Discipline Committee panel found Gosselin guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

"The revocation of the Certificate of Qualification and Registration is warranted by the decision of the Nova Scotia Department of Education," the panel's written decision said. "The (panel) is not convinced that the member fully comprehends the importance of respecting the boundaries between students and teachers, which should not be crossed. The revocation is necessary for the purposes of ensuring students' safety and of serving and protecting the public interest."

Information about the disciplinary action appears on the College website at bit.ly/1gkIGOS.

Member: Timothy Richard Jarzylo

Registration No: 176741

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded former Near North DSB teacher Timothy Jarzylo for repeated use of inappropriate physical contact to discipline students.

Jarzylo, who was certified to teach in June 1983, did not attend the March 6, 2014, hearing, but was represented by legal counsel.

The panel heard evidence that Jarzylo sent two male students out of his class for talking in the fall of 2011. While they were in the hall, Jarzylo approached one of the students, placed his hands on the student's chest and pushed him away from the lockers. He then told him to stop talking and go to the office.

In April 2011, Jarzylo was previously admonished by an Investigation Committee panel for a complaint involving two incidents of inappropriate physical intervention with students that occurred on December 1, 2008, and April 3, 2009.

Having considered the evidence, the onus and standard of proof, a plea of no contest, a statement of uncontested facts, and the submissions of legal counsel, the panel found Jarzylo guilty of professional misconduct.

Jarzylo retired from teaching in April 2012.

"The member has demonstrated a pattern of behaviour that speaks to a recidivist nature of using inappropriate physical contact in disciplining students," the panel said in its written decision. "This behaviour was demonstrated during a time when the member was under review by the Investigation Committee for the same inappropriate approach to discipline."

Jarzylo was ordered to appear before the panel to receive a reprimand. He was also directed to complete a course, at his own expense, about appropriate discipline interventions before working at any school. Jarzylo must provide the Registrar with a written certificate from the course provider within 30 days of successfully completing the course and before returning to work as a teacher. Within 30 days of returning to work, Jarzylo must provide the Registrar with proof of the date he started and the name of his employer.

Information about the disciplinary action appears on the College website at bit.ly/1gkIGOS.

Member: Not identified

Decision: Conditions

A Discipline Committee panel found a Conseil scolaire de district catholique de l'Est ontarien teacher guilty of professional misconduct for receiving three unsatisfactory performance appraisals.

The member, who was certified to teach in August 1990, attended the February 27, 2014, hearing with legal counsel.

The panel heard evidence that the member was appraised three times in 2005, 2006 and 2010. On each appraisal, his performance was unsatisfactory in course planning, knowledge of the program and his assessment of student achievement.

The member was on medical leave from November 2002 until April 2005. He returned to teach full time in September 2005. During his leave, the Ministry of Education introduced a new curriculum and a new policy on assessing student achievement.

The member's lawyer maintained that the teacher tried to improve his performance and succeeded. She said the member has retired and has no intention of returning to teaching.

After considering the exhibits, a statement of uncontested facts, plea of no contest and submissions of counsel, the committee found the teacher guilty of professional misconduct.

The panel ordered the Registrar to impose conditions on the member's Certificate of Qualification and Registration. Before accepting a position that requires a teaching certificate, the member must complete a course, at his own expense, pre-approved by the Registrar that focuses on lesson planning, classroom management, student assessment and record keeping. The course must be equivalent in length to an Additional Qualification course. The member must provide written proof to the Registrar within 30 days that he successfully completed the course.

The member must also advise the Registrar he is resuming teaching at least 10 days before starting to work, and he must take reasonable steps to ensure his employer conducts two performance appraisals of him within 24 months.

"The order constitutes a rehabilitative measure for the member if he wishes to return to teaching and allows him to carry

HEARINGS (CONT.)

out his professional responsibilities,” the discipline panel said in its written decision.

Information about the disciplinary action appears on the College website at bit.ly/1riNDL6.

Member: Timothy Lowe, OCT

Registration No: 185525

Decision: Reprimand

A Discipline Committee panel reprimanded a Conseil scolaire catholique Franco-Nord teacher in connection with a criminal conviction for driving with a blood-alcohol level over the legal limit.

Timothy Lowe, who was certified to teach in June 1992, attended the December 17, 2013, hearing with legal counsel.

After pleading guilty to a criminal charge in August 2011, Lowe was prohibited by the court from driving for one year and fined \$1,000. However, his early guilty plea made him eligible for a program that allowed him to drive again three months after his conviction if he installed an ignition-interlock device with a breathalyzer in his vehicle. The device remained in his vehicle for a year following his conviction.

In an October 20, 2011, letter, the school board imposed restrictions on Lowe’s teaching duties. He had to avoid driving students and had to have an adult authorized by the school principal with him when he drove students out of town. The board’s letter indicated the restrictions were administrative rather than disciplinary, and the purpose was for student safety. The board then notified the Ontario College of Teachers that it had imposed restrictions on Lowe’s duties because he had been convicted of a criminal offence.

Having considered the evidence, an agreed statement of facts, a guilty plea, a joint submission on penalty, and submissions made by legal counsel, the Discipline Committee panel found Lowe guilty of professional misconduct. He was ordered to face the panel after the hearing to receive a reprimand.

“The member has already completed the requirements with respect to the restrictions and consequences imposed by the court and the employer, and the College is imposing no further restrictions,” the panel

said in its written decision.

Information about the disciplinary action appears on the College website at bit.ly/1gklGOS.

Member: Dale Vincent Gerald Maheux

Registration No: 537156

Decision: Publication

A Discipline Committee panel ordered the publication of additional findings concerning Lambton Kent DSB teacher Dale Vincent Gerald Maheux whose certificate was already revoked in connection with a criminal conviction for sexual assault and sexual exploitation.

Maheux, who was licensed to teach in September 2008, did not attend the hearing held on May 8, 2014, nor was he represented by a lawyer.

In April 2013, Maheux was found guilty of sexually exploiting a 15-year-old female between January 2008 and November 2012. He pleaded guilty in criminal court and was sentenced to three years in jail.

Having been convicted of sexual assault and sexual exploitation of a young person, Maheux, while waiting for the imposition of a sentence in that matter, repeated the sexual interference with another young person.

Although a Discipline Committee panel had revoked Maheux’s certificate on December 11, 2013, the second panel had an obligation and right to make public Maheux’s ongoing misconduct.

Having considered the evidence, onus and standard of proof, and the submissions of College counsel, the Discipline Committee panel found Maheux guilty of professional misconduct. Had Maheux’s certificate not already been revoked, revocation would have been the result.

“The conduct of the member towards a young person sinks to the level of abhorrence and was fundamentally reprehensible, in fact it was vile,” the panel said in its written decision. “Publication of the findings with the member’s name serves to advise the profession and the public that sexual misconduct will result in the severest penalty available and certain public denunciation.”

Information about the disciplinary action appears on the College website at bit.ly/1gklGOS.

Member: Uwe Dieter Neumann, OCT

Registration No: 247666

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Bluewater DSB teacher Uwe Dieter Neumann for failing to adequately supervise students and maintain appropriate safety standards in his shop classroom.

Neumann, who was certified to teach in June 1994, attended the February 21, 2014, hearing with legal counsel.

Despite multiple concerted efforts to address the severe health and safety issues in his classroom, Neumann’s misconduct continued from 2004 to 2007.

In 2004, he failed to prevent students from using an electric grinder outside the shop while the ground was wet. Following an anonymous complaint about conditions in the classroom, an inspector for the Ministry of Labour, Occupational Health and Safety visited the school to investigate.

In April and May of 2005, the school board’s health and safety officer investigated after a student suffered welder’s flash to his eyes (inflammation of the cornea) in Neumann’s class. The safety officer’s report concluded that Neumann did not prevent three students with insufficient equipment from welding in an area that did not adequately protect them.

In December 2006, the school’s vice-principal requested a meeting with Neumann to ensure that he was clear about his responsibility to address health and safety issues. However, in April 2007, another student suffered welder’s flash to the eye while in Neumann’s manufacturing technology class. That same month, Neumann did not properly maintain a clear passage to fire exits or remove obstructions in his class.

In June 2007, he allowed students to dismantle and move three pieces of heavy equipment from the classroom, including a band saw, metal shaper and lathe. He also had the lathe removed to a private facility without authorization from the school administration.

The board suspended Neumann for seven days without pay in June 2007. He has continued teaching since then, but not in a manufacturing technology classroom.

Having considered the evidence, onus

and standard of proof, a statement of uncontested facts, a plea of no contest and submissions of legal counsel, the panel found Neumann guilty of professional misconduct.

“The member engaged in repeated inappropriate misconduct over several years,” the panel said in its written decision. “He failed to adequately supervise and maintain appropriate safety standards in the shop classroom. This blatant disregard by the member for the health and safety of his students resulted in students being seriously injured over this four-year period.”

Neumann was ordered to appear before the Discipline Committee to receive a reprimand. He must successfully complete a course pre-approved by the Registrar that focuses on manufacturing-based technology, at his own expense, before teaching in that area. He must also successfully complete a course on classroom management with an emphasis on supervision and classroom safety.

Information about the disciplinary action appears on the College website at bit.ly/1gklGOS.

Member: Trace Russell Teeple

Registration No: 250173

Decision: Revocation

A Discipline Committee panel revoked the certificate of Halton DSB teacher Trace Russell Teeple for possessing child pornography.

Teeple, who was licensed to teach in January 1987, did not attend the hearing held on May 2, 2014, and was not represented by a lawyer.

In September 2012, Teeple was found guilty of the charge that he possessed child pornography during the 2009 calendar year. He pleaded guilty in the criminal proceedings and, in April 2013, he was sentenced to 45 days in jail and 24 months' probation. He was also prohibited for 10 years from using a computer to communicate with anyone under 16.

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

“The member has exhibited such an insidious breach of trust that he has forfeited the right to be a member of the teaching profession,” the panel said in its written decision. “The College will not tolerate such behaviour and will ensure that this type of misconduct is dealt with severely.”

Information about the disciplinary action appears on the College website at bit.ly/1gklGOS.

Member: Stephanie Marie Vaillancourt, OCT

Registration No: 265808

Decision: Reprimand, conditions

A Discipline Committee panel found Algoma DSB teacher Stephanie Marie Vaillancourt guilty of professional misconduct for a breach of supervision during a class trip and for posting student photos from the trip on her personal Facebook page without permission.

The member, who was certified to teach in June 1993, did not attend the April 14, 2014, hearing but was represented by legal counsel.

The panel heard evidence that, during a class trip in June 2010, Vaillancourt slept in the cabin where she was supervising five female students. Each of the cabins had an adult chaperone. Vaillancourt allowed students to leave the cabin unsupervised for a short period in the early morning hours to go to a trampoline, which was in an open field. After the trip, Vaillancourt posted pictures of her students from the trip on her personal Facebook page without parental permission.


The school board suspended her for five days without pay.

After considering the evidence, the agreed statement of facts, joint submission on penalty, the member's guilty plea, the onus and standard of proof, and the submissions of counsel, the panel found Vaillancourt guilty of professional misconduct.

Vaillancourt was ordered to appear before the Discipline Committee to receive a reprimand. The Registrar was directed to impose conditions on the member's Certificate of Qualification and Registration. She must complete a course pre-approved by the Registrar regarding appropriate boundaries at her own expense. The member must provide written proof from the course provider to the College that she successfully completed the course within 30 days of finishing.

“Breaches in student supervision and student privacy will not be tolerated in the profession. The protection and safety of students, on or off school property, must be upheld at all times,” the Discipline Committee panel said in its written decision.

Information about the disciplinary action appears on the College website at bit.ly/1gklGOS.




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NAME: *Ken Taylor*

- Born October 5, 1934; raised in Calgary, Alta.
- Attended Balmoral Junior High School and Crescent Heights High School, both of which are in Calgary
- Completed his B.A. at Victoria College at the University of Toronto and his M.B.A. at the University of California, Berkeley
- Served as a diplomat in the Canadian Foreign Service from 1959–84; named Canadian Ambassador to Iran in 1977
- During the Iran hostage crisis, Taylor, along with his wife, Pat, and immigration officer John Sheardown and his wife, hid six Americans until they formulated a plan to escape the country on January 28, 1980; Taylor was hailed a hero
- His involvement in the covert operation has been immortalized in the documentary and book *Our Man in Tehran*, as well as in *Argo*, the Oscar winner for Best Picture in 2013
- Left the foreign service in 1984; served as senior vice-president of Nabisco from 1984–89
- Was the chancellor of Victoria University at University of Toronto from 1998–2004
- Made an Officer of the Order of Canada in 1980 and awarded the United States Congressional Gold Medal in that same year

KEYNOTE SPEAKER

On November 5, Ken Taylor discusses working in the public interest at the 2014 College Conference. For more information, visit events.oct.ca.

GLOBAL THINKER

The Canadian hero of the Iran hostage crisis shares how his early years shaped his perspective.

BY LAURA BICKLE

Describe your school-aged self.

In elementary school I was tentative; comfortable but not confident. High school was a different story. I was into sports and I did OK academically.

What was your favourite subject?

English. I liked to read and write. I still do.

Who are your favourite writers?

Michael Connelly, John le Carré and Alan Furst.

Favourite literary pieces studied?

I think I've read every Western novel ever written. Sheriffs were my heroes.

Favourite historical figures?

I was born in 1934; World War II happened in my formative years. My favourites were attached to the military: Generals [Dwight D.] Eisenhower, [Bernard L.] Montgomery and [George S.] Patton.

Fondest school-related memory?

The fun I had with friends. It's the essence of school — social interplay and learning to get along with everyone.

Your favourite way to spend recess?

Playing whatever game was on at the time — soccer, basketball, football.

What was your dream career?

I didn't have one. I did, however, know that I wanted to go to university and work internationally. I marvel at the young people today who have a clear career path in mind.

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

I would have preferred more history — Canadian and international. We live in a global world; students need to understand what is happening outside of our borders.

What was the quality that you most appreciated in a teacher?

Expecting a fair amount from students, and being rigorous, but it was equally important to me that a teacher show some empathy.

What advice did you give students when you were a chancellor?

Graduate, get a passport and leave. Sure, come back, but it is important that our students get a sense of the world early on in life.

How has your global perspective influenced your views on education?

In Canada, we're lucky; education is a given. In other countries, it is highly improbable. What a gift it is for a young person to receive an education. **PS**



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