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HEAD TO RIO

SEPTEMBER 2016

THE MAGAZINE OF THE  
ONTARIO COLLEGE OF TEACHERS

# professionally speaking

## MODERNIZING TEACHER EDUCATION

PREPARING NEW TEACHERS FOR  
THE MODERN CLASSROOM p.32



Sahana Inpanathan, teacher candidate,  
Enhanced Teacher Education Program.

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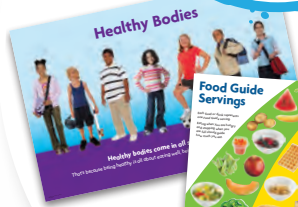
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# Retirement planning for every generation



I think retirement planning and learning are similar in many ways:

- important at any age
- about the journey, not just the destination
- more fun and more successful when done as part of a learning community

Whatever your stage in life, there's an opportunity to consider where you are in your "retirement journey."

Believe it or not, our youngest RTO/ERO member is in his 20s. It goes to show that it's never too early to start thinking about retirement. As a Millennial, you're starting out your career, but this is also a great time to start saving, because you have time on your side.

Even if you're paying off student loans and saving for other important life goals, putting a small percentage of your income toward retirement savings will really pay off. Because you have decades until retirement, your investment will grow over the years.

This is also a good time to find a financial advisor, if you don't already have one — so you have sound fiscal advice in the years ahead.

A study shows that only 12 per cent of Gen Xers have estimated their retirement needs. Attending a retirement planning workshop, like those hosted by RTO/ERO, is one great way to calculate retirement needs and access tips and tools.

For Gen X, caught in the squeeze of paying the mortgage, saving for children's post-secondary education and trying to save for retirement, the strategy is to save as much as you can, as early as you can. Many Gen Xers put off planning until they're closer to retirement — not realizing the benefits of planning early. It also helps to talk to retired colleagues to find out what they would have done differently. This kind of advice is priceless.

For Baby Boomers who are within five to 10 years of retirement, it's not too late to make up for "lost time" and create a plan that meets your needs for the next stage of your life journey. Here are some ways to make that happen:

- Attend one or more retirement planning workshops, to make sure you have the information you need. To find a workshop near you, visit [www.rto-ero.org/join-us/retirement-planning-workshops](http://www.rto-ero.org/join-us/retirement-planning-workshops).
- Prioritize your own retirement needs and accelerate your retirement savings.
- Prepare for the transition to retirement by connecting with new communities. Joining a membership group such as RTO/ERO is one good example.

**RTO/ERO** is the trusted voice of the broader education community. All teachers, school board employees and former employees, those in early years and post-secondary and others in the education community are eligible to join — whether you are actively employed or about to retire. Learn more: [www.rto-ero.org/education-community](http://www.rto-ero.org/education-community).

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### VISITING DELEGATIONS

Over the summer months, the College hosted education delegations from Sweden (pictured), China and Korea. They were here to learn about the College's roles and responsibilities with respect to setting standards for Ontario teachers and protecting the public interest.

### TAKING PRIDE

Members of the public visit the College's display at Toronto Pride, held July 1 to 3. The College was there to inform the public about its mandate and how it promotes diversity in Ontario education.

### INFORMING THE PUBLIC

College staff were on hand at the Barrie Waterfront Festival in May to answer questions about the College's function within the Ontario public school system.



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# EDUCATOR ETHICS

College conference brings together different perspectives on ethical standards.

BY ANGELA DE PALMA, OCT

“I wish to speak about inspiring public confidence in times of crisis.” These words opened Roméo Dallaire’s keynote address at the College’s Inspiring Public Confidence Conference this past May. Educators, teacher federations, trustees, school board officials, regulators and members of College Council gathered to hear the retired Lieutenant-General speak with humility and passion about leadership, ethics, politics and the nature of humanity. We listened intently as Dallaire drew from his experience as commander of the United Nations peace-keeping mission during the Rwandan genocide in the early 1990s.

Graced with the opportunity to meet Dallaire after his talk, I had already decided what I might say to him if given the chance. I shared with him how his name had surfaced in at least three different personal contexts in the span of my teaching career: during a religious education Additional Qualification course; in a master’s course focused on leadership and cultural context; and in a keynote address at a First Nations, Métis & Inuit Education Association of Ontario conference. Dallaire was humbled and surprised at the variety of contexts in which he had been mentioned.

In addition to keynotes delivered by Dallaire and broadcast journalist Linden MacIntyre, the conference also offered workshops on topics such as educator ethics, fairness, proactive regulation (preventing harm), person-centred regulation (working positively and respectfully with complainants), ethical professionalism and fostering reconciliation. Presenters used real-life examples, case studies and practical tools to help guide ethical decision-making.

Throughout the event, the College proudly displayed visual representations of the *Ethical Standards for the Teaching Profession*. Anishinaabe artist Bruce K. Beardy, OCT, a faculty member at Lakehead University, created the artwork to inspire critical awareness, reflection and dialogue about the profession’s ethics.



Conference keynote Roméo Dallaire with Angela De Palma.

The College has developed an educative resource based on Bruce Beardy’s work and designed to encourage exploration into educator ethics.

We are pleased to announce that the College has developed an educative resource based on Beardy’s work and designed to encourage exploration into educator ethics. Exploring the *Ethical Standards for the Teaching Profession* through Anishinaabe Art invites educators to reflect on the ethical standards of care, respect, trust and integrity through the artistic representations in the document.

Did you know that respect is at the heart of Anishinaabe culture? View the video *Acting on Our Ethics: Caring for Anishinaabe Children* at [oct-oeo.ca/29PFL6t](http://oct-oeo.ca/29PFL6t) and get inspired by Beardy’s thoughts on what our ethical standards mean from an Indigenous perspective.

Visit [oct-oeo.ca/29lyk2X](http://oct-oeo.ca/29lyk2X) to order posters of these artistic representations, free of charge, for your classroom. These resources complement the many ways in which you inspire public confidence through your own practice in education. **PS**

Angela De Palma



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# WHAT'S IN A NAME?

Our titles may differ and change, but at heart we are all teachers.

BY MICHAEL SALVATORI, OCT

One of the most memorable components of my high school English classes was the Shakespeare unit. I can still recall many of the soliloquies that we studied, pondered and analyzed. One of my favourites is from *Romeo and Juliet*: *What's in a name? That which we call a rose by any other name would smell as sweet.*

Juliet is reacting to the notion that as a member of the Capulet family she would not be allowed to associate, let alone love, a member of the rival Montague clan.

As I was speaking with a group of district school board trustees recently about the role of the College, I reflected on the power of names. I began to enumerate the various kinds of members that belong to the Ontario College of Teachers, including elementary and secondary school teachers, principals, vice-principals, superintendents, curriculum co-ordinators, directors of education and so on. Why, I was asked, is it called the *College of Teachers* if the membership is so diverse?

It's a good question. The vast majority of our members began their careers as classroom teachers before moving on to other roles in education. But, in moving on to other roles, other settings and other daily responsibilities, we remain teachers at heart.

The ethical standards that frame our work as members of the College, whether we are instructing students, communicating with parents, leading a school, developing curriculum support materials or presenting a budget to a board of trustees, remain the same: care, respect, trust and integrity.

"Teacher" does indeed mean one who teaches, but it also connotes professionalism, responsibility and good judgment.

All of us — teachers, consultants, principals, supervisory officers and those in positions at the Ministry of Education, teacher federations and the College — regularly exercise these aspects in our professional practice.

One of the College's strategic priorities is to broaden membership engagement in its work and to engage members



**While the settings in which we practise differ and while the title we hold may change, we remain teachers ... We are qualified, competent, caring professionals committed to our ongoing learning.**

in non-traditional settings. This includes those working in learning centres, in education departments at museums or art galleries, or in corporate settings developing and delivering training. In fact, College members who responded to our recent *Professionally Speaking* readers' survey suggested that we focus more content on members who are not in a traditional classroom teaching position. If you have ideas to help, I'd love to hear from you.

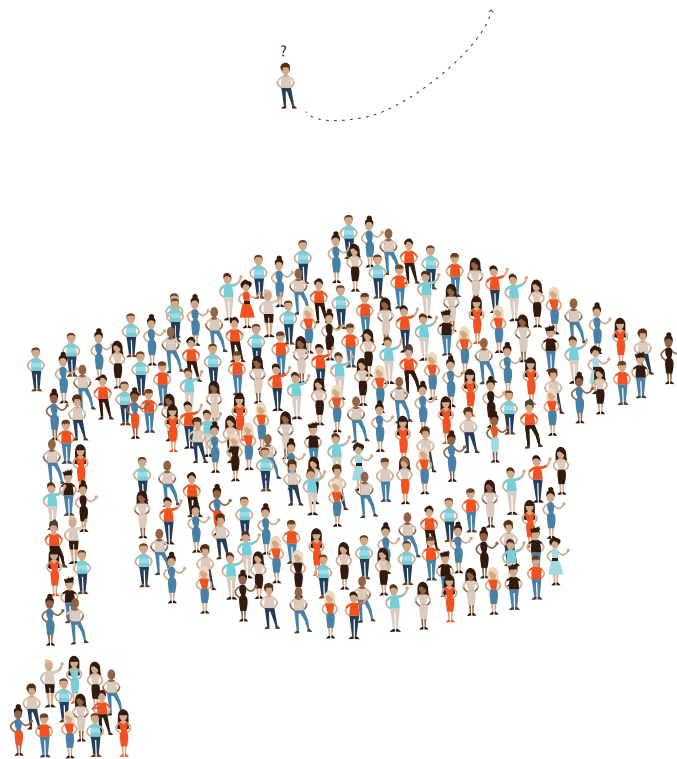
While the settings in which we practise differ and while the title we hold may change, we remain teachers. I also believe the public's interest and expectations remain the same: we are qualified, competent, caring professionals committed to our ongoing learning.

What's in a name? An Ontario Certified Teacher by any other title is a qualified, caring professional committed to students and their learning. **PS**

*Michael Salvatori*

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# 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](mailto:ps@oct.ca) or 101 Bloor St. W., Toronto, ON M5S 0A1.

## Expanding Your Repertoire

In Remarkable Teacher, famous people talk about their most influential teacher. I have enjoyed some of these articles, but was hoping you could expand the repertoire of profiles to include some student success stories in medicine, scientific research, technology, engineering, and the innovative and influential thinkers in philosophy, languages and social sciences. Teachers are passionate about such a wide variety of subjects, and it would be enjoyable to see what our students have accomplished in different academic fields.

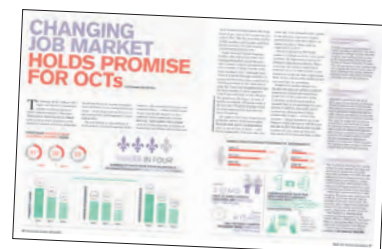
—**Diana Mostoway**, OCT, is a teacher at Adam Scott Collegiate Vocational Institute & Intermediate School in Peterborough.

## Teacher-Hiring Process

In reference to the teacher-hiring process discussed in “Changing Job Market Holds Promise for OCTs” (March 2016), one consequence of that process is that OCTs who have gained experience outside publicly funded schools in Ontario — regardless of number of years, experience or location (Canada or elsewhere) — will most likely have to start with daily supply teaching positions if they want to teach in public school boards in this province.

Furthermore, some boards now only consider applications for occasional education assistant positions. And if the candidates are accepted for those positions and are College members, then they could eventually be hired as daily supply teachers. This has made the teacher-hiring process even longer.

—**Miguel Prohaska**, OCT, is a retired Catholic elementary school teacher who resides in Toronto.



## Historical Thinking

I read with great pleasure about the rich work in historical thinking that Kathryn Whitfield has been undertaking with her students at Northview Heights Secondary School in “History in the Making” (June 2016). We know that children taught in a way that promotes historical thinking and inquiry are more engaged, learn more content and skills, and are more apt to love history as a discipline.

The article referred to the historical thinking concepts incorporated in the 2013 Ontario social studies curriculum. I wanted to clarify that the historical thinking concepts, adopted in the Ontario curriculum and seven other jurisdictions in

Canada, were actually developed by professor Peter Seixas at the University of British Columbia's faculty of education and widely promoted and disseminated across the country from 2009–14 by The Historical Thinking Project.

—**Jill Colyer**, OCT, is the head of Richland Academy in Richmond Hill.



**Correction:** In “Going Social” (June 2016), one of the examples cited of inappropriate social media use pertained to a teacher whose personal photos, intended for her partner for Valentine's Day, were mistakenly posted on her Facebook page by the photographer. This example was taken from an Investigation Committee case study that appeared in a past issue of *Professionally Speaking*, and not from a disciplinary hearing summary as was reported. The Investigation Committee decided that a referral to a disciplinary hearing was not the appropriate outcome; instead, the committee issued a caution to the teacher. We regret the error.

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# connections

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**SOCIAL STUDIES** - HERE ARE THE TOP 10 REASONS OCTs ARE USING SOCIAL MEDIA\*, COURTESY OF OUR LATEST COLLEGE POLL.

1. To keep current in education news.



6. To connect with peers.



2. For professional development.

3. To share ideas & resources with colleagues.

7. To share classroom activities with students & parents.

8. To bookmark resources.



4. To find teaching inspiration.



9. To showcase student work.

5. To follow influencers in education.

10. To communicate with & inform parents.



ILLUSTRATION: LEEANDRA CIANCI

\*For best practices in technology, refer to the College's professional advisory Use of Electronic Communication and Social Media ([oct-oeeo.ca/1N3t9iu](http://oct-oeeo.ca/1N3t9iu)).



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## CONNECTIONS IN YOUR PROFESSION



# Pop Quiz

with Chris D'souza

BY LAURA BICKLE

"When students are treated with honour and dignity they learn better." That's the sentiment you'll find at the core of the work Chris D'souza ([chridsouza.ca](http://chridsouza.ca)) does to promote racial, cultural, socio-economic, gender and LGBTQ equity and inclusion in the education system.

Throughout his 25 years of teaching, D'souza was an equity and diversity officer for the Dufferin-Peel Catholic District School Board, as well as a course director in the faculty of education at York University. Eleven years ago, he founded the Equity Summit Group of Ontario, a collaboration of over 26 school board representatives. D'souza was also a part of the writing team that created the Ministry of Education's Ontario's Equity and Inclusive Education Strategy in 2009, which won an Award of Excellence from the Canadian Race Relations Foundation.

Currently on sabbatical, the former in-class teacher is an equity consultant for school boards and conducts workshops for both educators and students. While D'souza says his work can be heavy, he uses his love of music and writing to help communicate his message. He has written three children's books and recorded songs that address bullying and equity issues.

### Q Discuss equity and inclusion in the school system.

The student population has become more diverse, but the teacher population has not kept up. When teachers have a sharp equity lens, their students are more connected to the educator and the curriculum. And there's increased student achievement when they're connected.

### Q Why did you form the Equity Summit Group of Ontario?

It was out of a need to collaborate with colleagues working at school boards with an equity, human rights, Aboriginal, Special Ed or sexual minority portfolio. We started with five school board representatives at the table and now have reps from over 28 Ontario boards. We have a listserv with over 130 individuals and we meet face to face across the province every other month.

### Q Tell us about its mandate.

To support one another, share best practices, explore gaps in services to marginalized groups, conduct professional development, and liaise with the Ministry as well as the Ontario College of Teachers.

### Q Describe the successes the group has had so far.

Our greatest success has been collaborating with the Ministry of Education on the equity strategy. We have also assisted school boards with the implementation of the *Accepting Schools Act* and the First Nation, Métis and Inuit Education Policy Framework.

### Q What are your future plans?

We would like to have a larger impact on a provincial scale. We recently requested that the Minister ban all logos and team mascots that might be offensive to Indigenous peoples. We would also like to assist boards in the promotion of Indigenous and racialized teachers to administrative positions — they are currently under-represented.

### Q What's the greatest barrier to inclusiveness in education?

Mandatory equity training for teachers and administrators has never been formally implemented in Ontario, so that there may be a spectrum of understanding. Consistent equity professional development is the best solution.



# YEAR IN REVIEW

A look at the College's 2015 Annual Report.  
BY STEVE BREARTON

## CURRENT MEMBERSHIP

# 243,204

College members in good standing.

94%

chose English as their preferred language

6%

chose French as their preferred language



74% are female



26% are male



5% are new members

## FIND A TEACHER

# 3.5 million

searches made on Find a Teacher, the College's public register, which provides information on OCT qualifications and credentials.

## WHERE YOU WORK

Growth in 2006–15 member employment:

18% total growth

10%

17%

35%

45%

67%

English Public Board

Independent School

English Catholic Board

French Public Board

French Catholic Board

Source: Ontario College of Teachers, 2015 Annual Report

### TWEET SHEET

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Help students become responsible and respectful citizens at an early age with this fun and effective clean-up routine. Take photos of bins, bookshelves and other storage units used throughout your classroom in their tidied states. When it's time to clean up, students can simply look at the photo and know exactly what you're looking for and where everything goes. Raise the stakes and make it into a game by putting a time limit on the process of making the area spotless.

— Alison Horn, OCT  
Peel District School Board

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# BOOSTING

# STEM APPEAL

BY STEFAN DUBOWSKI

Looking for creative activities that will fire up student enthusiasm in Science, Technology, Engineering and Mathematics? Drop by STEM Village ([stemvillage.com](http://stemvillage.com)) and access links to high-quality videos, games and educational websites with a goal of sharpening their skills.

All of the math and science skills are matched to the Ontario curriculum, which makes it easy to find material for a particular instruction level. You'll discover the latest content from reputable educational sources — such as the

Kahn Academy, National Geographic, Codecademy and NASA — vetted by STEM Village's content team composed of educators. It's like a clearinghouse for fun, yet these skill-enhancing resources cater to the different ways students learn. The site offers tools for Grades 5 to 8, but the platform's operators are always adding to it — with an eye toward covering K to 12.

As a teacher, you can peruse the site for free at any time; students and parents have access from 8:30 a.m. to 3:30 p.m., Monday thru Friday — otherwise, families pay \$19.99 per month, which covers extra

features. For instance, parents can personalize their children's accounts to link activities with rewards — such as finish a practice session in algebra and then play Minecraft for 15 minutes.

Although most young people understand the importance of becoming proficient in STEM subjects — especially in preparation for their adult life — many find the curriculum intimidating or get overwhelmed. If you're concerned that students are glossing over these essential powerhouse subjects, STEM Village is worth a visit.

ILLUSTRATION: MARTA ORZEL/AGENCYRUSH.COM

# APPS ANALYSIS

By Stefan Dubowski



## Powers of Minus Ten

Take students deep inside the building blocks of the body with an up-close and detailed look at the human hand. Designed for ages 12 and up, this colourful journey zooms in on cells, molecules and proteins, while uncovering a mesmerizing landscape of chromosomes and cytoplasm beneath the skin. Simple descriptions of crucial components and biological processes such as mitosis (the division of the cell nucleus), transcription (when a segment of DNA is copied into RNA) and translation (when ribosomes create proteins) make this in-depth palm reader informative as well as fun. Bonus: take advantage of the sample lesson plan.

**DEVICE:** Apple; Android

**SOURCE:** iTunes (\$2.79); Google Play (\$1.98)

**RATING:** 4+; Unrated

**EDULULU RATING:** 4.5/5



## Solve the Cube

Are you ready to finally conquer that iconic Rubik's Cube? This particular how-to app breaks down the solution into written and illustrated steps that will help you and students aged 9+ claim a victory over either a real or virtual version of that classic 3D puzzle. The app's developer suggests that the final instructions are simpler than those of other Rubik gurus. Cube play helps students to improve their spatial reasoning, which is important for subjects like geometry. You'll want to take note that the app is called Solve the Cube 3D for English iOS users, and simply Solve the Cube for the French iOS version, as well as Android.

**DEVICE:** Apple; Android

**SOURCE:** iTunes; Google Play (free)

**RATING:** 4+; Everyone

**EDULULU RATING:** 4/5



## Toothsavers

Brushing need not be boring! Teach children the importance of good oral hygiene, a component of Ontario's healthy-living curriculum for Grades 2 and 3. This exciting and engaging game begins with a storybook scenario — an evil sorceress has cast a wicked spell, leaving everyone's mouth with cavities. It's up to the player to stop the decay by swiping his or her finger across each character's teeth, virtually sweeping away nasty bacteria and food particles. Another feature shows two-minute demonstrations of optimal brushing techniques for students to model. There's a map that charts how often players visit this toothy terrain.

**DEVICE:** Apple; Android

**SOURCE:** iTunes; Google Play (free)

**RATING:** 4+; Everyone

**EDULULU RATING:** 4.5/5

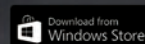
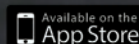
\* EduLulu is part of Groupe Média TFO, a world leader in education. The online guide's evaluations are the work of teams of independent experts (including OCTs), who review up to 100 English, French and bilingual educational apps (iOS and Android) each month for ages 2 to 17. To access the complete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

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# TIME-SAVING TECH



Is there a towering stack of memos, Pinterest printouts and newsletters on your desk? If so, consider pitching the paper and leveraging your tech. You'll de-clutter, save time and make room for more inspiration. To help, here are 10 tools designed to whip the sticky-note chaos into orderly shape. Happy organizing!

BY MELISSA CAMPEAU



## Scribd

Goodbye, photocopier! Post articles, presentations, assignments and student work in a private online forum for the class to read. Bonus: search for teacher-tested lesson plans from others in the Scribd community. ([oct-oeo.ca/28Pp75v](http://oct-oeo.ca/28Pp75v))



## VoiceThread

Studying the French Revolution? Spark conversations and tame those piles of handouts by compiling docs and images into one online slide show. Students tap in, then share ideas with the group by writing directly onto presentation pages. ([oct-oeo.ca/28OgTIh](http://oct-oeo.ca/28OgTIh))



## Pocket

Why do the most intriguing blog posts and articles seem to pop up when there's no time to read them? Collate all your must-reads into one easy-to-access spot, then have a look when the time is right. ([oct-oeo.ca/28SHpU6](http://oct-oeo.ca/28SHpU6))



## Edmodo

Tick off multiple to-do list items with this Facebook-style app. Teachers can connect with students and get them talking about assignments, assess their understanding of material and offer sneak previews of upcoming lessons. ([oct-oeo.ca/28ZL7ZR](http://oct-oeo.ca/28ZL7ZR))



## Evernote

Group project in the works? Simplify the check-in process with the app's shared notebook feature. Teachers keep tabs on student progress, then send "notes" (in video, audio or written form) to encourage or redirect the effort. ([oct-oeo.ca/28Zo3cv](http://oct-oeo.ca/28Zo3cv))



## Nureva Troove

Capture effort, progress and achievement — visually — when students upload their work to personalized portfolios. They can write goals and add notes about their work to foster more connection and engagement. ([oct-oeo.ca/28QbNdx](http://oct-oeo.ca/28QbNdx))



## YouTube

Science experiments in the works? Create a channel for each class or unit, then post video alternatives (or additions) to reading assignments, links to extra resources, student work in progress and even recorded lectures for study help. ([oct-oeo.ca/28Sybqd](http://oct-oeo.ca/28Sybqd))



## Remind

Sometimes text is best. Want to round up parent volunteers? Remind students about a test? This tool manages contact lists and lets teachers send quick, to-the-point messages to specific groups of parents and students. ([oct-oeo.ca/28SQZad](http://oct-oeo.ca/28SQZad))



## TeacherKit

Out with random scraps of paper, in with orderly and easy-to-read data. Attendance? Done. Notes on behaviour? Got 'em. Seating charts? Recorded. Grades? Tabulated. All in a printable, searchable form. ([oct-oeo.ca/28Syq4S](http://oct-oeo.ca/28Syq4S))



## Flipboard

Want to dive deep into oceanography? Share the latest U.S. election news with students? Save countless hours of research with this magazine-like app, built to sift, search and store, so you don't have to. ([oct-oeo.ca/28PkuVb](http://oct-oeo.ca/28PkuVb))







# EXPANDING Horizons

Breanna Myles, OCT, explores world issues and encourages global awareness in her Grade 7/8 geo-literacy classroom.

BY TRISH SNYDER

It's a brisk spring morning in Lion's Head, Ont., and roughly two dozen students are raising their eyebrows in amazement over their teacher's request. Breanna Myles, OCT, has instructed her Grade 7/8 class at Bruce Peninsula District School (part of the Bluewater District School Board) to write their names on scraps of paper, then crumple them up. "When I call your name, please stand and try to throw your piece into this bin," she says, pausing to let the excitement build up, then simmer down. "Here's the catch — you only get one shot and you can't move away from your desk."

One by one, the students let 'em fly. A girl sinks hers and triumphantly raises her hands. Another overshoots; two more fall short, followed by a boy at the back who twirls, launches and misses. A girl on the far side of the room leans forward to get a better shot, then squirms with frustration after her wad lands on the floor. "I can't even see the bin!" she complains.

Myles asks the 11 students who hit the target to remain standing while the 14 others take their seats. "Can anyone tell me what we just saw?" "That we have better basketball skills," jokes one boy. "That depending on where you are in relation to the bin, it makes it easier," suggests one girl. "The people at the front of the class have a better chance because they're closer."

"Yes!" says Myles, deftly steering the discussion toward the book they've been reading, Chelsea Clinton's *It's Your World: Get Informed, Get Inspired & Get Going*. "Remember we talked last time about health care around the world? Let's imagine this: if you're standing up, you have access to vaccines, doctors and hospitals. If you're sitting, sorry, you don't. Is it fair that some have a better chance simply because of where they're born?" While a volunteer cleans up the paper littering the floor, Myles lets this idea sink in — that geography can influence your future.



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PHOTOS: MATTHEW LITERPIO

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Setting the Standard  
for Great Teaching



**Breanna Myles, OCT, discusses global issues with her Grade 7/8 geo-literacy students at Bruce Peninsula District School.**

As a child, Myles herself attended this very school, perched halfway up the Bruce Peninsula (one of the world's UNESCO biospheres) — so she knows how tempting it is to live in a blissful bubble surrounded by the spectacular Georgian Bay landscape. Instead, the elementary teacher points her students' gaze outward to world issues, empowering them to make a difference. Earlier this year, she was named a National Geographic Grosvenor Teacher Fellow for her geo-literacy work in the classroom. Selected from more than 700 applicants, Myles had the opportunity to join an expedition to the Arctic to develop teaching materials; visit her blog at [oct-oeo.ca/28LUhJW](http://oct-oeo.ca/28LUhJW).

"This intermediate age group can be seen as self-absorbed," admits Jodi Naves, OCT, the school's acting vice-principal whose son is in Myles's class. "Breanna is so good at finding creative ways to get them engaged and thinking about others."

Travelling abroad helped to ignite Myles's passion for global awareness and education.

As an undergrad in international development, she completed fieldwork at schools in Uganda, Kenya and Tanzania — observing classrooms packed with 40 to 50 eager children. Later, as a student teacher, she taught English to girls in Ecuador. "I saw how transformative education could be, how learning English empowered these girls to pursue their dreams. Those experiences made me want to do something about the inequalities I was seeing."

So she made it her mission to give students a global perspective by shaping the school year around a big idea. Her "Think Locally, Act Globally" theme emerged after the UN released its 2015 Global Goals for Sustainable Development (**globalgoals.org**) to end poverty, combat climate change and fight injustice and inequality by 2030. "A theme gives a lens through which to look at the curriculum for the year," says Myles. "Students want to see connections between what they're learning and what's going on in real life." That means the class is globally minded across almost every subject. In math, for example, Myles had them

practise their graphing skills by comparing data on life expectancy, education and income for developed and developing nations. They learned how to write about subjects from different perspectives by pairing up to research and debate climate change — one partner argued that global warming is a scientifically proven reality while the other claimed that climate change is a myth.

She spins lessons around the current events young people are paying attention to. "My fiancé is always bugging me about spending so much time planning: 'Don't you have this lesson from last year?'" says Myles. "But what was going on then isn't going on now. Whenever I can make a real-world connection, I know they'll be more engaged." When they showed interest in last fall's federal election, she had the class complete the Vote Compass questionnaire (**votecompass.com**) to learn which party their views aligned with, then they researched where every party stood on issues such as health care and the economy. Around the same

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time, a local MP spoke out against what he felt was an unrealistic timeline for welcoming fleeing Syrians to Canada, which triggered lively discussions around immigration. A girl in Grade 7 wasn't the only one asking, "Why do we have to take them in? Aren't they going to take all of our jobs?" Many felt differently after Myles played an animated YouTube video that explained the facts surrounding the refugee crisis. When that MP visited Myles's classroom, the students asked him tough questions. And, what of that girl? Now she wants to be a human rights lawyer. "I want them to be critical thinkers," says Myles. "Don't just take what people say at face value — and that includes me. Listen to viewpoints, learn the facts and make up your own mind."

To foster those skills, Myles favours assignments that provoke higher-order thinking. She often gives students a say in which activities they'll do and involves them in defining the success criteria. As she says, "I don't want to read the same book report 25 times!" For a final assignment on *The Breadwinner* — an award-winning novel about an 11-year-old who disguises herself as a boy to support her family in war-torn Afghanistan — they crafted *Jeopardy*-style games, rewrote the story's ending and designed alternative book covers. "I find that when you give choices, they take ownership and produce work that's of higher quality," she says. In science, they staged a mock *Dragon's Den*: the Grade 7s pitched ideas for inventions that would help people in developing nations transport water from faraway wells; one involved strapping a water bucket to a repurposed stroller.

"Breanna gets right into the curriculum and looks for experiences that make students better critical thinkers," says principal Kim Kaufman-Harbinson, OCT. "I'm always getting emails late at night or on weekends when she's coming up with awesome lessons, activities and field trips."

Kaufman-Harbinson says that no teacher organizes more outings than Myles — who likes to take students off school property to better create links with the community. They go for runs on the Bruce Trail, curl at the local rink and visit the public library. On trips to Ottawa and Toronto, she arranged meetings with their MP and

MPP so students know who to contact if they want to write letters on subjects they care about. They learned about the natural gem in their own backyard on a camping overnight in Bruce Peninsula National Park, where a boy who struggled in class due to a mild intellectual disability flourished outdoors. "These trips are so important to show that learning doesn't just happen inside four walls," says Myles.

When inside those walls, Myles leans heavily on technology. The fifth-year teacher uses minimal paper (crumpled paper-toss notwithstanding), projecting lessons on her whiteboard. Google Classroom ([classroom.google.com](https://classroom.google.com)) eliminates the curse of forgotten binders and allows everyone to submit and access work online with classroom iPads. She relies on Sesame ([sesamehq.com](https://sesamehq.com)) for assessment — students can upload photos and videos of their work to show how, for example, they solve a math problem. Google Cardboard ([oct-oeeo.ca/1UnU7sl](https://oct-oeeo.ca/1UnU7sl)) is a \$15 viewer that simulates a virtual reality experience that practically transports the teens by retracing their teacher's steps in the Arctic. "Technology allows me to bring the world to them in ways I can't do by simply talking. Videos and images are as close as I can give them to a real-life experience."

If the class's culminating projects are any indication, the messages about global citizenship are getting through. At a May assembly for the whole school, the young people presented their plans for taking local action on a global issue. One student orchestrated a basketball-athon to collect money for sports equipment in connection with the UN Global Goal for good health. Another staged a community potluck and food drive to raise awareness about ending hunger. "I can't just tell them to care — that doesn't work," says Myles. "I empower them with information because I believe that awareness will be enough to inspire them to take action. I think that's the best thing I can do as a teacher." **PS**

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*The OCT featured in this department has been recognized with a national teaching award and exemplifies the high standards of practice to which the College holds the teaching profession.*

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# Bring the World TO THE CLASSROOM

Since National Geographic Grosvenor Teacher Fellow Breanna Myles, OCT, can't fly her class to the developing world, she travels online to look for ways to simplify big issues, bring ideas to life and make learning fun. Check out her favourite web checkpoints en route to creating global citizens.

## YOUTUBE

Myles uses YouTube ([youtube.com](https://youtube.com)) daily. But instead of just browsing, she bookmarks what she encounters on sites like Reddit ([reddit.com](https://reddit.com)) and Upworthy ([upworthy.com](https://upworthy.com)). She also subscribes to YouTube channels set up by UN Global Goals, non-government organizations, etc.

## THE "GEOGRAPHICS"

Canadian Geographic ([canadiangeographic.ca](https://canadiangeographic.ca)) and National Geographic ([nationalgeographic.com](https://nationalgeographic.com)) offer teacher resources and lesson plans. Myles's students follow the Classroom Energy Diet Challenge ([energydiet.canadiangeographic.ca](https://energydiet.canadiangeographic.ca)), which aligns with Grade 7 geography.

## GIRL RISING

Celebrity voiceovers grab the attention of young people, while gripping stories about the power of girls' education around the world draw them in to this documentary, which Myles screens to illustrate gender inequality. Get teaching resources at [girlrising.com](https://girlrising.com).

## GOOGLE IMAGES

Visiting developing nations teaches the impact of being there. Myles brings students as close as possible with Google Street View photos ([google.com/maps/streetview](https://google.com/maps/streetview)). These images from around the world are presented alongside photos, videos and 360-degree views that have been uploaded by users.





# FINDING YOUR VOICE

CBC Radio host Matt Galloway honours the literature teacher who taught him how to captivate listeners.

BY RICHARD OUZOUNIAN

If you live in the Greater Toronto area, odds are you're waking up with Matt Galloway. More than 392,000 listeners tune into the CBC's *Metro Morning* to hear him discuss current affairs and timely topics. On a national level, the host of the highest-rated morning show in Canada's largest city is known for his Olympic coverage.

When not speaking to athletes, police chiefs and politicians, the on-air personality fits in frequent conversations about the state of the school system and the important role teachers play in it. Although education is a top-of-mind topic for this early riser, it wasn't until fate placed Galloway on the same path as a perfect stranger that he realized just how much he owed a teacher of his own.

"Last year, as I was heading up to the Thomson Collection at the AGO [Art Gallery of Ontario], a woman asked: 'Are you Matt Galloway? You don't know me but my mother taught you English — her name was Edna Lukianchuk.'" And, just like that, Grade 9 memories came rushing back.

"You just never know who is listening to you on the radio or when your paths might cross." In this case, the woman from the gallery was Oxanna Adams — one of his former teacher's three children. It wasn't until Galloway gained prominence at the CBC that Adams learned from her mother (who died in 2008) that he was a student of hers at Grey Highlands Secondary School in Flesherton, Ont.

"There are a number of teachers who are responsible for changing my life," says Galloway, after a recent session on the airwaves, "but it was Edna who truly unlocked something special in my brain."

He ponders for a minute. "I guess I always knew subconsciously how important she had been, but it didn't come into focus until that chance meeting."

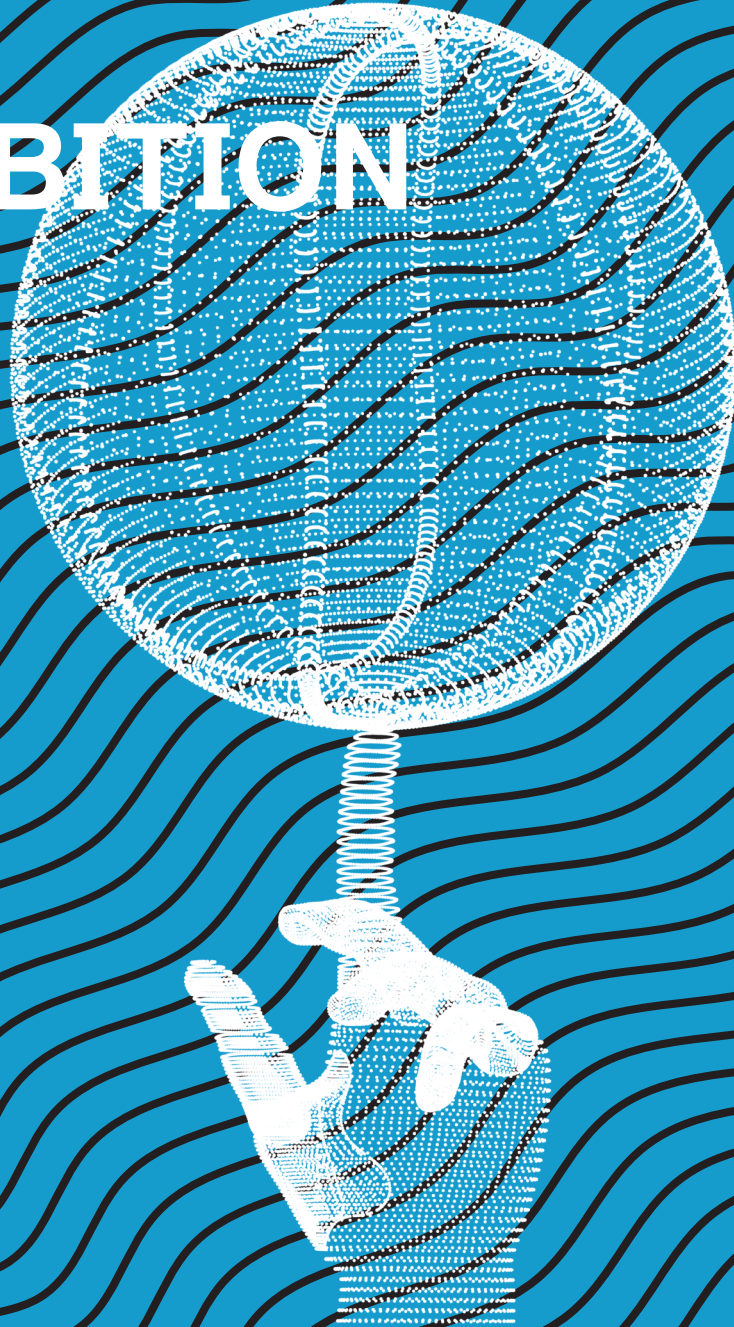
Between listening to Galloway's morning interviews and recalling her mother's school-day stories, Adams confesses a feeling of familiarity when she saw the CBC star. His on-air enthusiasm and seeming desire to know all there is to know about his guests — well, that curiosity was something she definitely recognized. It was something her mother possessed, both in and outside of the classroom.

"The thing I remember the most is her being incredibly passionate about literature, which was *her* subject," says Adams, who had the unique experience of being one of Lukianchuk's students. "You couldn't help but get involved in what she was teaching."

PHOTO: CBC

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# "THERE ARE A NUMBER OF TEACHERS RESPONSIBLE FOR CHANGING MY LIFE BUT IT WAS EDNA WHO TRULY UNLOCKED SOMETHING SPECIAL IN MY BRAIN."

Without missing a beat, Galloway agrees upon hearing this: "The teachers who helped me the most were those who were completely engaged with what they were telling you. When you get excited about something, it's infectious. I carry that with me every day on the radio, and some of that comes from Edna."

The 30-year teaching veteran was born Edna Ward in Leeds, U.K., in 1934. She attended Leeds University at age 16, with the hopes of making science her major. "Unfortunately, the boys were brutal toward her," says Adams. "They didn't like the idea of a girl in science, so they bullied her — taking her notebooks and throwing them out the window." This prompted a switch into linguistics, which paved the way for her to become an English literature teacher.

It was then, during a vacation to Blackpool, U.K., when she met her husband, Mykola Lukianchuk, a Ukrainian refugee. They fell in love, married and immigrated to Canada in 1956, where soon after she began her career in education.

"Edna had been at the school for a very long time; in fact, she taught my mother," recalls the radio personality. "She had a reputation for being strict and intense, but my mother adored her and told me to give her a chance. I did, and it changed my life."

Both Galloway and Adams recall that one of Lukianchuk's most memorable characteristics was the way she "performed" literary speeches and scenes in her pronounced British accent.

"She was a huge Shakespeare fan and she passed that on to me," says Galloway. "Edna didn't just recite his work," he laughs, "she vocally performed them, as if onstage at Stratford."

"I'm convinced that students who don't like Shakespeare's work weren't taught it properly. It can be dusty and meaningless in the wrong hands but when you have someone who makes it sing, like Edna did, that's half the battle.



**Edna Lukianchuk, Matt Galloway's Grade 9 English teacher at Grey Highlands Secondary School in Flesherton, Ont.**

Once she got you hooked on his work, you were hooked on all literature."

Lukianchuk's daughter recalls similar attributes: "During the first class of the year, my mother recited a passage from *The Canterbury Tales* from memory with this kind of bold theatrical heritage that she grew up with in England. She used a variety of voices and accents for different characters, and wasn't afraid of making sweeping physical gestures. When reciting there was none of this going into a classroom being prim and proper — not for my mother.

"Sure, there were times when she'd go into one of her dramatic flourishes — and I'd feel like crawling under my desk," explains Adams, "but she knew how to make an impression on her students, and at the end of the day that's what mattered."

Ultimately, Adams had no trouble being taught by her mother. The truth is, she chose her. "There was another teacher I could have had but I knew — from living with my mom and hearing how she spoke

of her classes — that she was someone I wanted to have as my teacher."

When asked if there was a literary piece that reminded Galloway of his time with Lukianchuk, he responded: "There must've been something special about *A Midsummer Night's Dream* because she communicated it to us so clearly and with such passion. I really connected with the play and can still hear her reading it to us."

He pauses before continuing. "There are boxes of books in my parents' basement and I know my copy of *A Midsummer Night's Dream* is still down there, with the notes I took and the things that Edna shared with us about it. I went on to college to study English literature largely because of her."

Adams tallies up what she remembers most about her mother's classroom style. "She possessed three important qualities: she was well organized, she was fair and she was articulate. But she had something extra, too." Her daughter is referring

to Lukianchuk's strong admiration for contemporary author Margaret Drabble and her love of the writer's book *A Natural Curiosity*. But what of that something extra?

"The title described my mother perfectly. Curiosity was part of her nature and her teaching," says Adams, "and she wanted her students to share this too."

By all accounts, Lukianchuk did just that for hundreds over the years but did, however, leave Galloway with a special legacy.

"I tell my children that if you're lucky," he explains, "you'll have a teacher who will change your life. A teacher like Edna who will tap into your potential, and make sure it gets realized." **PS**

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→  
Sahana Inpanathan,  
teacher candidate.

# MODERNIZING TEACHER EDUCATION

It's been one year since the Enhanced Teacher Education Program came into effect, adding additional requirements and two more semesters to teacher training in Ontario. How has the new program been received and how does it prepare new teachers for the modern classroom? Read on to find out.

BY JOHN HOFFMAN

When Sahana Inpanathan started the fall term at Trent University's school of education last September she had her sights set on being a primary teacher. Nine months later, after doing some placements at different grade levels, the 24-year-old from Mississauga was leaning more toward middle school. Though she feels she'll most likely teach Grades 4 to 6, Inpanathan has time to change her mind since she is one of the 4,500 students in the first cohort of Ontario's new Enhanced Teacher Education Program (ETEP).

Spending an extra two semesters at a faculty of education will impact more than just the time Inpanathan has to decide what age group she wants to teach. When she and her peers at various faculties across the province graduate in 2017, they will have completed new compulsory coursework in areas such as Indigenous, environmental and inclusive education, English as a Second Language, mental health and technology in the classroom. They will have completed 80 days of practice teaching and will have had enhanced instruction in classroom management, educational research and data analysis.

The new program and its additional requirements, which apply to concurrent as well as consecutive education students,

was designed to enhance teacher education in ways that prepare students for the realities of the modern classroom.

As all educators know, Ontario classrooms have become more complex and diverse over the past 30 years, seeing increasing numbers of students affected by mental health problems, various special needs, and immigration and refugee status. And the education sector has become increasingly aware of the unique needs of Aboriginal students.

So the change to a longer and enhanced curriculum was inevitable. In fact, some think it was overdue. Prior to September 2015, Ontario was the only Canadian province with a two-semester teacher education program, and the idea of moving to four-semester had been discussed in the past. "Most faculties have wanted a two-year program for some time," says Margaret McNay, associate dean of teacher education at Western University. "Our faculty and others had looked at the possibility of lengthening the program about 15 years ago, but outside the faculties there wasn't a lot of support for that."

As the first year of the four-semester program drew to a close, we decided to check in with several Ontario faculties of education to see how its implementation was playing out.



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While all faculties must meet the same requirements, the details and impact of implementing the new program are somewhat different depending on the university. Chloë Brushwood-Rose, associate dean of academic programs at York University's faculty of education, lists some of the new required courses at York. "We now have a new required course in inclusive education, courses that take up issues around immigration and English-language learners, instructional technologies and a required course in New Media Literacies & Culture for our intermediate-senior students. We offered those courses before, but we couldn't require everybody to take them."

### TWO MORE SEMESTERS

Brushwood-Rose says the four-semester program also provides flexibility and time to get into more depth in core subjects. "We welcome the opportunity, for example, to devote more time to literacy and numeracy.

McNay echoes that. "We've added computational thinking (or coding) to our math course," she says. "Coding is something everybody knows about, but there's a growing emphasis on coding around the world. I think we're one of the first faculties to add computational thinking to our elementary program."

Trent University's education program includes a new two-part course, Teaching the Intermediate Learner, which is mandatory for everybody in the Intermediate-Senior division. "Previously, some of that material was covered in the practicum course, but this is the first year it has been a dedicated course focusing on the intermediate learner," says Cathy Bruce, Trent's dean of education.

Some faculties are also using the added semesters to enhance programming by developing specializations. Western and York, for example, both offer a specialty in international education — teaching in international settings or teaching international students. Western also offers specialties in the psychology of achievement, STEM (science, technology, engineering and mathematics), early childhood and issues facing urban schools. York is offering specializations in Indigenous education and French Immersion. Trent has a specialization course in early years math and literacy.

## THE NEW PROGRAM, AND ITS ADDITIONAL REQUIREMENTS, WAS DESIGNED TO ENHANCE TEACHER EDUCATION IN WAYS THAT PREPARE STUDENTS FOR THE REALITIES OF THE MODERN CLASSROOM.

### EXTENDED PRACTICUM

With respect to practice teaching, not only have the required number of days doubled, the process now rolls out differently in many faculties, usually in ways that ease candidates' transition into practice teaching. "We used to start with nine-weeks of classes followed by two five-week practicums, one each in the fall and winter terms," says Teresa Socha, chair of undergraduate studies in education at Lakehead University. "Now we start with nine weeks of classes with a practicum of one day a week in October for five weeks followed by a four-week block in November, and the first part of the practicum is observation. In February, there's a one-day-a-week practicum for

five weeks followed by a five-week block. In year two, the practicums are five-weeks in both the fall and winter terms."

York, in fact, already had 80 days of practicum, even before it was required in the new program, says Brushwood-Rose. "Two years gives us more space to scaffold the experience. Our students now spend the first year support-teaching in the classroom, co-teaching and working with small groups of students. In the second year they take responsibility for planning and teaching lessons, and they have blocks of practice teaching."

### MEETING DIVERSE NEEDS

The University of Ottawa's French-language program has an even longer

## THE COLLEGE'S ROLE IN ETEP

The Ontario College of Teachers played a key role in the implementation and design of the Enhanced Teacher Education Program, which came about as the result of a recommendation from the College to the Ministry of Education. The College began looking at enhancing teacher education a decade ago. In 2006, it published a 132-page document entitled *Preparing Teachers for Tomorrow*, which included 66 recommendations about Ontario's initial and continuing courses and programs of professional education.

"We recognized that it was challenging, in a one-year program, to cover everything that needed to be covered in order to prepare teachers to meet the needs of today's students and classrooms," says Roch Gallien, OCT, the College's director of Standards of Practice and Accreditation. "In terms of implementing the changes, the College developed general guidelines for how faculties of education should ensure that teacher candidates would be exposed to enhanced knowledge about Special Education, student well-being and mental health, teaching English-language learners, and the needs of First Nations, Métis and Inuit students."

These guidelines are detailed in the *Accreditation Resource Guide*, published by the College in 2014 in collaboration with the faculties of education. Recognizing that each faculty of education is unique, the College did not prescribe exactly what or how faculties would teach; rather, it worked with them to "put meat on the bones" as the new program was developed and implemented.

As is the case with any new program, ETEP's implementation is being closely monitored. "We are in the process of looking at each program to ensure that all of the key elements are in place," says Gallien. "We want the College to become a resource for faculties. We want to promote a professional dialogue between the faculties and the College to ensure teacher candidates are prepared in the best possible way so that students can succeed in a safe, respectful environment."



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observational component for students, called Community Engagement, at the beginning of the practicum. “It’s a sort of non-evaluated practicum in addition to the required 80 days of practice teaching,” explains Phyllis Dalley, OCT, director, formation à l’enseignement at the faculty of education at the University of Ottawa. “On the French side of our faculty we have a very diverse student population. About one-third are immigrants to Canada, and, for some of them, the Canadian classroom is a culture shock.”

For this reason, the University of Ottawa has always given its immigrant students an opportunity to spend a week just observing what is going on in an Ontario classroom. “Now we’ve generalized that practice,” says Dalley. “Even students from Québec need some time to get use to the culture of Ontario classrooms where the French-speaking population is in a minority situation. So we’ve always been dealing with a bilingual population rather than a unilingual one.” In Ontario’s French-language schools some children speak English rather than French in the schoolyard. That has an impact on pedagogy, Dalley says, because it means teachers have to deal with language transfer and other issues related to working with a bilingual population.

Lakehead University is taking advantage of the two added semesters to consolidate a move to more of a mentorship model of practice teaching. “Traditionally, associate teachers have often used more of an apprenticeship approach where they would model their practice for their teacher candidates to follow,” says Socha. “We’ve been working with Jim Strachan, an education officer with the Ministry of Education, to try to move from an apprenticeship to a mentorship model. We are also working with our local boards and regional boards to support associate teachers in developing mentorship skills needed to support our teacher candidates.”

One aspect of the shift toward a mentorship model is that associate teachers working with Lakehead teacher candidates are now being encouraged to do some co-planning and co-teaching with first-year candidates. “In the past, the teacher

## THE FOUR-SEMESTER PROGRAM PROVIDES FLEXIBILITY AND TIME TO GET INTO MORE DEPTH IN CORE SUBJECTS.

candidate would often come into the classroom, observe on the first few days and oftentimes be given a unit plan to prepare and teach,” says Socha. “Candidates were often teaching full days in the first week of placement. We’re promoting some initial co-planning and co-teaching, particularly in the first practicum.”

Lakehead is offering associate teachers a full day of professional development, in partnership with local and regional school boards, to support the transition to mentorship learning and to model ways to co-plan and co-teach with teacher candidates. At its Thunder Bay campus, Lakehead has also created a new position of faculty liaison, a faculty member whose role includes working with associate teachers, teacher candidates and the faculty adviser to assist with this transition.

### BETTER PREPARED STUDENTS

Generally there is strong support for increasing the amount of practicum time, and spreading it out over two years is a major plus for students. Brushwood-Rose feels that a more gradual introduction to practice teaching should reduce some of the deer in the headlights feeling that students used to get in the two-semester program when they realized, “Yikes! I have to be ready to teach this in a real classroom and be responsible for leading a lesson on my own next September!”

Inpanathan says she’s glad to be having an extra year. “I felt a little overwhelmed at times last year with all there was to learn,” she says. “I had discussions with my friends where people said things like, ‘Imagine if this was a one-year program, how stressed out we’d be feeling right now?’”

### CONFRONTING CHALLENGES

Any change of this scope is not without its challenges, of course. Since the new program coincided with a 50 per cent reduction in the number of student places at Ontario education faculties, it has

become difficult to offer certain teaching options at the Intermediate-Senior (IS) level, where teacher candidates specialize in certain subjects. Trent’s Cathy Bruce explains, “Now, with lower numbers and reduced per student funding, it is more challenging to offer some of the classes that tended to have the lowest enrolments.” In fact, York, which is Ontario’s largest programs (550 students in 2016–17), was the only faculty able to offer all IS teaching options last year. Contrast that with smaller faculties like Lakehead and Trent, which have 55 and 136 students respectively. Lakehead dropped the Junior-Intermediate division completely, and Trent has had to work around low numbers in some IS teaching options. For example, it did not offer IS physical education last year (although they offer it this year) and only two students signed up for physics. Trent’s solution with physics was to combine physics, biology and chemistry students in one course.

The University of Ottawa has faced similar challenges in its French-language program. “It’s always been hard to fill arts teachables in our high school stream,” Dalley says. Ottawa and Laurentian University dealt with this issue by joining forces to make sure that students at both institutions can take all arts subjects. “So at the University of Ottawa we’re going to be offering drama and visual arts while at Laurentian they will offer dance and music,” says Dalley. Ottawa and Laurentian students will be in the same classes but some will be taking the course online.”

Despite some of these challenges, McNay says that, overall, the four-semester program provides a more substantive education for new teachers. “Teaching, schools and our society have only become more complex over the decades, and so the more support, resources and preparation we can [provide teacher candidates], the better.” **PS**







# Space to Learn

How do physical settings influence student engagement?  
Meet five teachers who have altered their traditional  
environments to respond to and excite their learners.

BY STUART FOXMAN

**T**he book *The Third Teacher* suggests three forces are at play in the classroom: the teacher, the student and the environment. This backdrop can be an essential part of what encourages or discourages learners. That's why teachers across Ontario have adopted imaginative strategies to create the best possible surroundings for student success.

## The Living Room

In high school, Mélissa Foisy, OCT, used to do homework mainly in bed or on a couch. Today, when she brings her teaching chores home, those are still the go-to work spaces. "You want to be comfortable when you work," says Foisy.

That's the idea behind the space in her class that everyone calls the "living room." Foisy teaches Grade 4 at École publique Héritage, part of the Conseil scolaire public du Nord-Est de l'Ontario, in North Bay. She decorated part of the classroom with two comfy chairs, three beanbags, cushions on the floor, a lamp, and a wooden bench with pillows and a blanket.

The class has discussions there, and it's also where Foisy reads to them. The children are free to use the living room any time. If they need to write, there

are clipboards. Foisy notices that the children are more attentive than when seated at a traditional desk. She credits the cozy and relaxing environment.


"They're more into it. Their eyes don't wander, and they'll finish their work faster," she says.

The rest of the classroom space is unconventional too. Foisy replaced individual desks with six rectangular group tables, and has seen much more collaboration.

"Instead of raising their hand right away to ask a question, they'll help each other," she says. "They learn from their peers when they can find a strategy and a better way to explain it to each other. It's more co-operative."

At first, there were conflicts. The students weren't used to sharing space and respecting a mutual table. "They needed to work on their self-regulation," says Foisy. But over time, she reports, "we grew much closer as a group."

When Foisy came in for a PD day to do report cards, she herself curled up on a beanbag. She completed the work more quickly, and her back and neck didn't hurt at day's end. She felt like she was home instead of at school — and that, she says, is the trick.



Mélissa Foisy, OCT, set up a "living room" in her classroom to create a more relaxed environment for her Grade 4 students.

## Leaders of the Round Table

He may be the teacher in his Grade 7/8 class, but Michael Leonard, OCT, is far from the only leader. That's the role of every student, thanks to his class setup.

Instead of assigned seats, his classroom at Kitchener-based Blessed Sacrament Catholic School, part of the Waterloo Catholic District School Board, has round tables for four, where each day students take turns being the leader. At regular intervals, they switch tables except for the leader. His/her job is to ensure the students at the table stay on task and share ideas "The students learn to be accountable," says Leonard. "I see more talk that relates to the curriculum, better feedback and enriched conversations. The Grade 8s also help the Grade 7s because of the proximity."

That's not the only twist in Leonard's class. He understands that some students need to move and burn off energy to stay focused. In previous years, he walked a particularly rambunctious group around school for 10 minutes before he started the class. Although it took away from class time, the remainder of the class was more productive.

Now, Leonard has a stationary bike in the class for the same purpose. He once told the students that the wheels on the bike shouldn't stop all day, forgetting there was a test. So for 40 minutes it was Leonard who pedalled.

Besides the liberty to change seats, students have the freedom to use various technologies to enhance learning. That includes using Chromebooks and the Google CS First program (computer science), designing and constructing Lego mechanics, and using Google Cardboard to experience places around the world through virtual reality.

When Leonard asks the students what they like about the classroom, they mention the round tables. It's not about the furniture; it's about giving the responsibility to the students and the collaboration that emerges.

Leonard offers this advice to teachers who want to alter the classroom environment: While not everything will work, shake things up. "Learning is messy and learning is about making mistakes. Don't be afraid to try something different. And don't be afraid to let the kids teach you."



## Workplaces and Outdoor Spaces

When some of her students were starting a co-op at Value Village, Julie Prankard, OCT, made sure they had simple colour-coded charts to follow the process for shelving items.

"We're looking to make these placements stress-free and put students in the best mindset," she says.

Prankard teaches Level 1 vocational co-op students at Peel District School Board's Judith Nyman Secondary School in Brampton. Her students, aged 19 to 21, have various intellectual, learning and physical disabilities.

Some teachers adapt their classrooms

to suit student needs. Prankard prepares students to live and work in the community, so that's the learning environment she modifies. "I meet with the employers to explain the abilities of students and what they can master."

At a daycare where a student with a visual impairment was working, Prankard ensured braille signs were placed around the space. For a Habitat for Humanity ReStore, students have special checklists with simple pictures of daily routines to follow.

Before a Toys "R" Us placement, Prankard attended a staff meeting. She explained that the young man would tend



Michael Leonard, OCT, forgoes assigned seating for tables of four, where his Grade 7/8 students take turns being the leader.

to go in any door, including the women's washroom and the manager's office. So she suggested posting stop signs on those doors to avoid awkward situations. "Everyone was understanding," says Prankard.

Accommodations don't end with workplaces — they extend to outdoor spaces. Learning the transit system is an important part of independence. So Prankard has gone on the bus routes to photograph landmarks along the way. She prints and laminates the photos, puts them on a big ring, and gives them to students. When travelling for their placements, the students can flip the photos to ensure they're on track.

Prankard went further for a student

with short-term memory problems who had to walk to a co-op placement. Her family was concerned so Prankard walked the route and tied yellow ribbons to trees along the boulevard, all the way to the workplace. The ribbons stayed there the whole semester, and the student eventually learned the route.

It's just another way that Prankard fine-tunes learning environments to keep students headed in the right direction.

### Connecting Concepts

What's one of the biggest challenges with high school science and chemistry? "There's too much focus on content,"

says Joe Ross, OCT, who teaches both subjects at Ottawa-based Gloucester High School in the Ottawa-Carleton District School Board.

Since knowledge can now be accessed at students' fingertips, his role has changed. "They can get the content; it's my job to deliver concepts and experiences."

For that, Ross has revamped his classroom and how students learn. At home, they watch and make notes on videos (his or from YouTube). But there's no note-taking in class and little direct instruction.

"Often that information would be in and out, and not explored," says Ross.

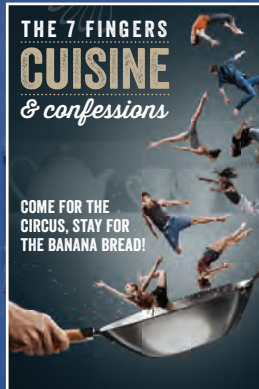
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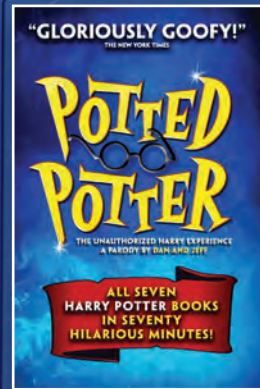
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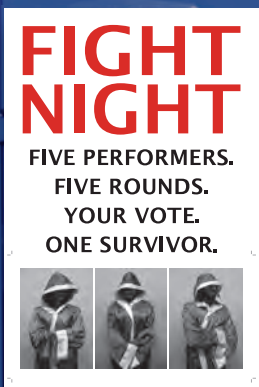


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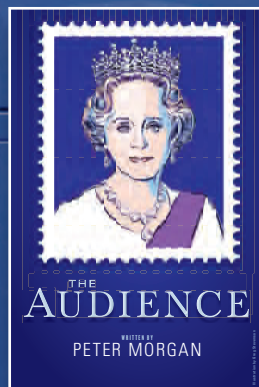


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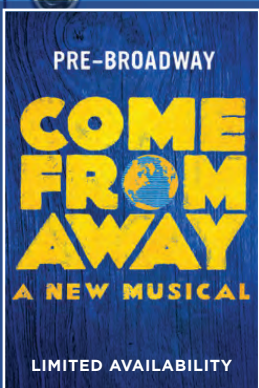


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“When you take notes, you’re missing a level of engagement and discourse you can have with each other.”

To foster co-operation, Ross fiddles with the physical environment. One day, students face each other in two pairs of two. They talk about concepts like mitosis using a Frayer Model (a tool to understand ideas and terms by visually defining their characteristics in four quadrants). Other times, he’ll put students in groups of three or four to review and vote on ideas, or to problem-solve together.

“My goal is to observe their learning and identify their misconceptions,” says Ross. “A focus in my class is collaboration and peer discussion. If all else fails, I come in with my expertise.”

The approach isn’t just about a physical environment; it’s also about an intellectual one. At the end of most classes, students create a concept map to crystallize the unit’s learning goals. They write an essential idea in the centre of a page and link it to bubbles with related strands, demonstrating the connection between ideas.

In place of a final exam for Grade 12 chemistry, students do a concept map for the entire course. “I don’t see the value of exams; I see the value of testing knowledge,” says Ross. “An exam gives you the ability to fill your head with copious amounts of knowledge for a limited time. It doesn’t promote collaboration — it promotes stress.”

If we want students who can solve problems, they have to see how things fit, says Ross. In a way, his whole classroom is a living concept map — students who connect with each other to explore their learning and string ideas together.

### Freedom = Focus

Think of what it feels like to check into a basic hotel. The room is functional, but isn’t really yours. Layouts are identical. To students, the traditional classroom can seem like a hotel room, says Christine Farnand, OCT, a teacher at Sudbury-based Queen Elizabeth II Public School in the Rainbow District School Board. Unlike renting a room, she wants students to *own* the space.

She calls her Grade 1/2 class an “agile learning space.” The furnishings — small couches, tables, beanbags, benches — are

“[The students are] becoming their own independent problem-solvers because they have control over their environment. I don’t carry the weight of pushing them. They’re on their own journey. They’re more self-motivated and passionate about what they’re doing, so they’re more invested in their learning.”

on sliders. The students can rearrange the room daily, however they like, to suit work as individuals or in groups.

The blackboards are painted with whiteboard paint, and one wall has floor-to-ceiling whiteboard panels. They become giant canvasses for solving problems and sharing ideas. In math, for example, the students pick up markers and work out ways to find the right answer. They see the different strategies, sparking collective learning.

The students also do a lot of work on iPads, instead of paper-and-pencil tasks. Farnand shares the results (like posters, videos and art projects) for all to see on a 60-inch TV. It creates a sense of pride.

In previous years, Farnand wanted the students at their desks to see they were on task. “I’m realizing that the more freedom I give them, the more focused they are because they’re more

comfortable. It’s completely about choice.”

Farnand says the new classroom environment has been freeing for the students and her too. “I became a teacher not because I love teaching but because I love *learning*. This is student-led.”

The students are not only more on task in the new space, she reports, but they are also much happier because they have more of a voice.

“In the past, they wanted me to be the problem-solver. They’re becoming their own independent problem-solvers because they have control over their environment. I don’t carry the weight of pushing them. They’re on their own journey. They’re more self-motivated and passionate about what they’re doing, so they’re more invested in their learning.” **PS**

## Create your own space

Looking for inspiration to transform your classroom environment? Check out these resources.

### BOOKS

- *Make Space: How to Set the Stage for Creative Collaboration*
- *The Third Teacher*
- *Visible Learning and the Science of How We Learn*
- *Essential Questions: Opening Doors to Student Understanding*
- *Calm, Alert and Learning: Classroom Strategies for Self-Regulation*
- *Working in the Reggio Way: A Beginner's Guide for American Teachers*

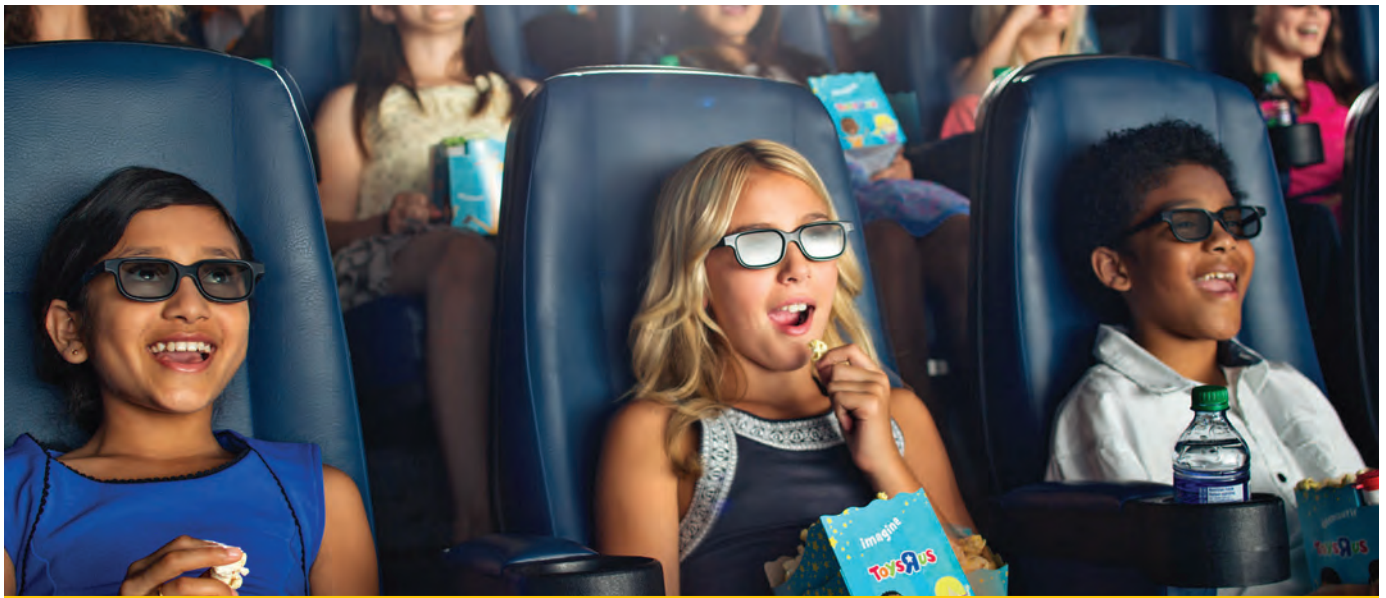
- *Pedagogical Documentation in Early Childhood: Sharing Children's Learning and Teachers' Thinking*
- *The Language of Art: Inquiry-Based Studio Practices in Early Childhood Settings*

### WEBSITES

- [teachingchannel.org](http://teachingchannel.org)
- [edutopia.org](http://edutopia.org)
- [activelearningspace.org](http://activelearningspace.org)

### BLOGS

- [wondersinkindergarten.blogspot.ca](http://wondersinkindergarten.blogspot.ca)
- [msschmidtyr.blogspot.ca](http://msschmidtyr.blogspot.ca)
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— Resource Links, April 2014

# ROAD TO RIO

We ask three teacher-Olympians about the connection between the classroom and competition, and how to succeed in both.



**MICHELLE FAZZARI, OCT**  
St. Catharines, wrestler  
2016 Summer Olympics

“When you are challenged in a way you never have been, it teaches you so much about yourself, focusing and staying in the moment. You have to let yourself be great ... When things get tough, we push through. We also learn to think fast under pressure. If you go through a lesson and see the students aren’t engaged, you just have to figure out a new way to teach.”



**LESLEY THOMPSON-WILLIE, OCT, London, coxswain**  
1984, 1988, 1992, 1996, 2000, 2008 and 2016 Summer Olympics

“Students aren’t always at the same place, with their different motivations and interests. The challenge is finding what speaks to each to get them moving in the right direction. I want students to find what they’re passionate about. If they’re passionate, they’re going to stay fit — and they’ll be healthy both physically and mentally.”



**ERIC GILLIS, OCT**  
Guelph, marathoner  
2008, 2012 and 2016 Summer Olympics

“Getting my teaching degree was much bigger [than making it to the Olympics]. After years of not feeling like a learner, I figured if I could teach, then making the Olympics wouldn’t be that big a deal ... Once you find a niche, you put the work in. Once you help students find what excites them, then you can go down different roads.”



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# *Keeping your* **Connection** *to the* **Profession**

.....

**Four retired OCTs explain why they choose to stay members of the Ontario College of Teachers**

**E**mpowering young people to learn and grow is valuable work that many educators view as a calling. So long after completing their last day in the classroom, many teachers continue to be passionate about the profession. That enduring passion is why a number of retired teachers choose to maintain their membership in the Ontario College of Teachers. It's how they follow regulatory trends, stay connected to their peers and support a profession from which they have gained so much. Here, four retired Ontario teachers share their personal insights on what it means to remain an OCT in retirement.

**BY SHARON ASCHAIK**



Geneviève Gareau-Mossé, retired OCT, at her home in Crystal Beach, Ont.

## *Lifelong learning*

Geneviève Gareau-Mossé's experience of life after a career in education has involved transitioning from a teacher to a student. Gareau-Mossé, OCT, retired this past January after more than 30 years of working at French Catholic elementary schools throughout the province, the first half as a teacher and the second half as a principal. Now, she's the one doing the learning: she's taking courses in wine tasting and Bible studies, and has begun formal training to become a spiritual director. She's also learning about issues facing new refugees to Canada by volunteering part time at a shelter near Crystal Beach, a small lakeside community in Niagara, where she lives with her husband.

It's perhaps a fitting evolution for a retired teacher because Gareau-Mossé's love of learning is largely why she became a teacher in the first place and why she's keeping her OCT status.

"I'm a lifelong learner, so I want to stay connected to the profession," she says.

For Gareau-Mossé, part of that learning involves reading the College's member magazine, *Professionally Speaking/Pour parler profession*. As an educator, she always appreciated the publication's articles on teaching strategies and tools, which she says enhanced her practice. But it's the stories about the activities and achievements of her colleagues that are most interesting to her. "I love to see the names of people I know and what they're up to," she says.

As Gareau-Mossé explores new hobbies and causes in retirement, one might involve giving back to the profession by running for a position on College Council. In the past, she had discussions with teachers who served on panels for the College's Discipline and Investigation committees. These conversations sparked an interest in how the Council governs the profession and, as is her nature, she'd like to learn more.

"I found it very interesting hearing about the panel experience, and I'd like to get a better understanding of how Council works and get involved," she says.



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\*\$10 per student to cover the cost of food.



Retired OCT René Chiasson worked at schools in the Ottawa-Carleton School Board for 35 years.

## *Staying current*

René Chiasson, OCT, retired in June 2015, and he says remaining a member of the College is what helps him keep his ties to a profession he served and loved for 35 years. Throughout the Gatineau resident's teaching career, he worked at a French public school and high schools in the Ottawa-Carleton District School Board for 22 years as a teacher and 13 years as a vice-principal or principal. His posts as principal included the largest francophone school for adults in the province, and a small alternative school for youths with substance abuse and mental health issues. For 19 years, he was also a part-time professor at the University of Ottawa, where he taught French as a Second Language, Spanish and courses in the faculty of education.

Chiasson says he wants to stay connected to the College partly because he's innately interested in trends relating to best practices in pedagogy, teacher training and school administration. Like Gareau-Mossé, he too has aspirations of serving on Council in some capacity. Finally, while he has ended his full-time teaching career, he wants to occasionally work in areas such as mentoring young vice-principals and principals, and monitoring students writing standardized tests. Retaining the OCT designation will not only legally allow him to practise, but will also enable him to maintain his professional contacts and stay current on regulatory developments, which will help him remain competitive.

"Keeping your membership means keeping abreast of what's going on in the education world," Chiasson says. "If you want to keep working in education directly or indirectly, it's important to have that knowledge and to sustain your network."

PHOTOS: MATTHEW LITEPRO

## *Self-regulation in the public interest*

The satisfaction of serving on College Council is something Don Cattani, OCT, knows very well. Cattani is a former high school teacher with 35 years' experience in the Thunder Bay Catholic District School Board, for which he is currently a trustee. He served on the Council for six years until he retired in 2009, for the last two-and-a-half years as its chair. During that time, he led the College's efforts on everything from updating requirements for teachers' qualifications, to introducing the OCT designation, to purchasing the College's first permanent office space. It was work he found highly rewarding because it allowed him to promote positive change within the profession.

"I got to see first-hand how important self-regulation in the public interest is, and I saw the important work that the College does, especially with regulations," says Cattani, whose career has included teaching Aboriginal adults at Confederation College and serving as president of the Thunder Bay Secondary Ontario English Catholic Teachers' Association for 11 years. "You're the one making laws and effecting change, and that's really exciting."

Cattani values the self-governing status of teaching in Ontario and the College's important role in setting and upholding educational, technical and ethical standards. Until recently, Ontario was the only province to self-regulate teachers; Saskatchewan has now become the second province to do so.

Cattani avidly supports the College's efforts to advance and promote the profession and to protect the public interest. This is why, even though he has been retired for seven years, he faithfully renews his membership in the College every year. "I really appreciate what the College does and think it has an important function, and I continue to support it," Cattani says.

## *Professional pride*

For Jeannette Stein, OCT, the reason to retain her designation in retirement isn't professional, but personal. After obtaining her teaching licence in 1959, Stein taught Grade 4 for a few years in what was then called the North York Board of Education. She then put her teaching career on hold to raise a family, and later returned to the post-amalgamation Toronto District School Board, where she worked for many years as a long-term occasional teacher. She often worked with students with academic and behavioural issues, including those diagnosed with autism or ADHD, and recalls both the difficulties and the rewards of helping them overcome their personal challenges to excel.

"It wasn't always easy, but if a child wanted to learn, I always went the extra mile," she says.

When Stein describes her teaching career, the words she uses and the pride in her voice make clear that for her, teaching was not just a job but a vocation. Even though she has been retired for several years, her deeply entrenched professional pride is as strong as ever, and it's the reason she continues to hold on to her College membership.

"Teaching has been important to me all my life, and I'm proud of my profession and my efforts," she says. "I feel that I should end my career as I began it, by being a member in good standing." **PS**

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# reviews

Your guide to recently released books and other teaching resources.

For additional reviews of French-language resources, visit [pourparlerprofession.oeeo.ca](http://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](mailto:library@oct.ca).

## Dramatic Play in the Early Years

BY ELIZABETH COFFMAN

Dramatic play is what children do. It is how they make sense of the world. And although it is often thought of as just “for fun,” it is, in fact, one of the most valuable teaching and learning tools available to teachers. Dramatic play is not like the theatre — no scripts, no rehearsals and no audience. Rather, it is exclusively about the process, about diving into an event to explore what it means as children bump up against obstacles, mini-dramas and pathways to a richer play experience. Dramatic play offers students safe situations where they can investigate ideas, and at the same time provides a springboard into curriculum, which helps learning come to life.

In dramatic play, the teacher takes on an active role as both facilitator and playmate. Just as much planning is required as for regular lesson plans, and preparing a class for a dramatic play experience takes practice. But Coffman does an excellent job outlining specific strategies to guide students toward a full class experience while maintaining focus and control. Rooted as they are in the safe space of their classrooms, children can then be encouraged to explore

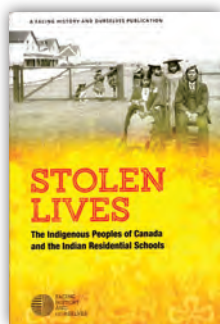
voice, characterization, dance and stillness while participating in what they do best — playing.

Dramatic play, when used in the ways explained in this book, can be applied to most subject areas including social studies, history and science, and it connects to all aspects of literature and art. It can promote authentic research opportunities at all age levels and would work wonderfully in inquiry-based learning environments. *Dramatic Play in the Early Years* is suitable for anyone teaching elementary students and looking to make learning more fun, not to mention much more meaningful and engaging.



**Janet Cottleau**, OCT, is an occasional elementary school teacher with the Ottawa-Carleton District School Board.

*Dramatic Play in the Early Years*, Pembroke Publishers, Markham, 2015, softcover, ISBN 978-1-55138-307-1, 96 pages, \$24.95, [pembrokepublishers.com](http://pembrokepublishers.com)



## Stolen Lives

BY FACING HISTORY AND OURSELVES

*Stolen Lives* is a primer on the history of residential schools and the enduring negative impact they have had on the Indigenous peoples in Canada. It's a book we all should have had in high school and it is the one that every pre-service program should be using in the bachelor of education degree.

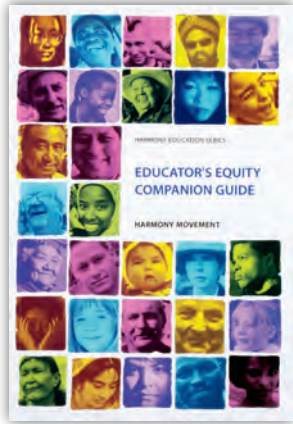
Whether for teachers of Native Studies or the Intermediate-Senior Additional Basic Qualification, or for high school students at any level social studies course, *Stolen Lives* is an invaluable resource. Through the use of short reading selections (most are only one to two pages and many are first-person accounts or direct quotes from historical documents), the book acts as a catalyst for dialogue. Each passage is followed by guiding discussion questions

to encourage readers and students to think deeply and critically.

As important as this resource is, *Stolen Lives* doesn't mention the inaction of successive Canadian governments to implement any of the recommendations from the 20-year-old *Report of the Royal Commission on Aboriginal Peoples*, nor does it explore the deeply emotional and cultural damage done to residential school survivors. This is a conscious decision by the editors, as they are fully aware that a text like this cannot do justice to survivors' experiences. With this in mind, *Stolen Lives* still delivers a powerful learning experience in its attempt to capture the degree of atrocity that is the cultural genocide of Canada's Indigenous people. Directors, superintendents and curriculum planners involved in Ontario's education system should consider promoting and making this book available to staff and students.

**Joe Restoule General**, OCT, is a learning resource teacher with Six Nations Schools in Ohsweken, Ont.

*Stolen Lives: The Indigenous Peoples of Canada and the Indian Residential Schools*, Facing History and Ourselves, Toronto, 2015, softcover, ISBN 978-1-940457-15-4, 231 pages, \$20, [facinghistory.org](http://facinghistory.org)



## Educator's Equity Companion Guide

BY YAYA YAO AND HELEN ANDERSON

The words that came to mind as I read through *The Educator's Equity Companion Guide* are at times attributed to the wise pen of Dr. Seuss: "Be who you are and say what you feel because those who mind don't matter and those who matter don't mind." Created to help teachers learn how to foster inclusive working and learning environments, the equity guide uses real-life scenarios to stimulate deeper observations and initiate thorny discussions about equity and why it matters.

Inequity in schools surrounds us. This guide is designed to raise awareness of its insidious existence and to critically examine the personal and systemic biases that hide within us, our classrooms and beyond. Through stories about social, cultural, economic and racial inequities, the authors lead us to consider the stereotypes, discrimination, prejudice, bias, sense of privilege and power that lurks within ourselves

and our teaching practices. They encourage us to look at issues such as ableism and gender identity, and the many kinds of discrimination based on religion, socio-economic status, sexual orientation, race and mental health status. Stories, questions and discussions guide us to examine our inherent blind spots and prejudices and to make the appropriate internal and external adjustments. An action-taking section at the end of each chapter puts forward concrete strategies to counter biases and to effect meaningful and long-lasting change.

The final part of the book is a study of what a truly inclusive education might look like and suggests filtering all our teaching practices through an equity lens. The guide is a fast read with immediately useful strategies that can be readily implemented, starting with getting a copy of the e-book into the hands of everyone on staff. In addition to the e-book, Harmony Movement offers a free online course covering the key points of the guide, along with a workbook and professional development ideas. *Educator's Equity Companion Guide* is a great entry point for fostering self-awareness and creating goals.

**Anjana Thom**, OCT, teaches communications to Grades 5 to 8 at Springbrook Public School in the Peel District School Board.

*Educator's Equity Companion Guide*, Harmony Movement (developed with support from the Ontario Ministry of Education), 2014, Toronto, softcover, ISBN 978-0-9866890-6-2, 138 pages, \$20, [harmony.ca](http://harmony.ca)

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## Fifteen Dollars and Thirty-five Cents

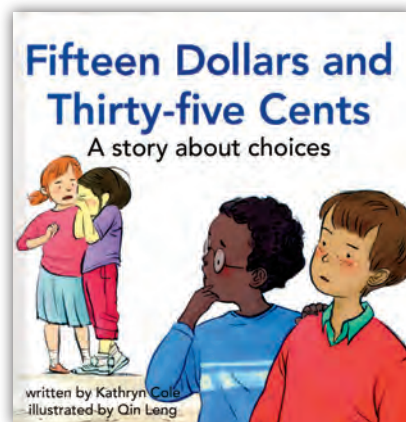
BY KATHRYN COLE, ILLUSTRATED BY QIN LENG

Good choices are not always easy to make — especially when you are a kid in elementary school who happens to find some cash in the schoolyard. Do you keep it, or return it to its rightful owner? This is the dilemma facing two young boys, Joseph and Devon, who find \$15.35 while playing outside in the schoolyard. “Finders keepers” is what Joseph immediately thinks of to justify keeping the money, but Devon isn’t so sure. He is convinced that this is not the right choice, especially since he had seen Lin very upset about losing her mother’s birthday present money — \$15.35 to be exact. So, with the help of his wise teacher, Ms. Crosby, Devon makes a courageous decision that ends with everyone being happy, especially Joseph.

Children face moral dilemmas in their lives and to tell or not to tell is a big one.

Without being too didactic or prescriptive in its message delivery, the story solves the predicament with sensitivity and nuance. Listening actively and acting respectfully are pivotal to Ms. Crosby’s successful solution to the problem.

This is a delightful story incorporating a cast of characters from diverse backgrounds. It appeals to younger elementary students because of its straightforwardness; however, the rich messages about being a good friend and making the right choices at the right time are timeless and not lost in the story’s simplicity. This book is an excellent starting point for discussion with students (Grades 1 to 3) involving character, especially as it pertains to honesty, integrity, respect for people and property, caring, and choosing wisely. Further classroom activities inspired by this story could be role-play, lost or found posters, making change from or adding money values up to \$15.35, comic



strips and writing poems on the topic of honesty, respect and choice. The author has also included a section at the end to help parents support their children with good decision-making at home.

**Anjana Thom, OCT**, teaches communications to Grades 5 to 8 at Springbrook Public School in the Peel District School Board.

*Fifteen Dollars and Thirty-five Cents: A story about choices*, Second Story Press, Toronto, 2015, hardcover, ISBN 978-1-92758-382-1, 24 pages, \$15.95, distributed in Canada by UTP, [secondstorypress.ca](http://secondstorypress.ca)

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\*MarkBookWEB will be available for single users in September 2016.



# BRIDGING THE GAP

Grade 7 students at Holy Trinity School use bridge-building software to discover links between math, science and art.

BY STEFAN DUBOWSKI



Shantel Popp, OCT, uses technology to add a new element to traditional STEM curricula.

**THE CHALLENGE:** Help students understand interconnections between different disciplines.

**THE SOLUTION:** Create an assignment in which students research bridge failures and potential solutions, and have them present their work to the class.

**LESSONS LEARNED:** Teachers assign students to build popsicle-stick bridges so they learn the links between geometry, physics and structural integrity. But Shantel Popp, OCT, a science teacher at Holy Trinity School, an independent school in Richmond Hill, wanted her young bridge-builders to see connections between engineering, math and art as well.

To that end, Popp devised a lesson in which students use bridge-building software to explore structural designs. They also have to consider real-world parameters such as construction budgets and aesthetics to meet the lesson's criteria.

First, students in groups of two or three choose from a Popp-approved list of failed bridges to consider, such as Tacoma Narrows in Washington, which wind twisted apart in 1940, or the Dee Bridge in England, which flexed to the breaking point in 1847. Students uncover the details of the disaster, learning why the structure failed.

Next, using their school-provided MacBook computers and Bridge Designer (available at [bridgecontest.org](http://bridgecontest.org)), a free software program, the groups redesign their selected spans. The program provides instant feedback on tension, compression and other engineering principles, and it also calculates costs.

Students also have to name their group, and create a team logo and slogan to use when they present their bridge fix to the class. Popp recommends using Canva, a free graphic-design app ([canva.com](http://canva.com)). This aspect of the assignment “draws in the whole class, because you’re engaging those students who have

## YOU CAN DO IT TOO!

### WHAT YOU’LL NEED:

- computers
- bridge-design software
- graphic-design software

### STEPS TO TAKE:

- 1) Create a list of failed bridges.
- 2) In groups, have students research a failed bridge and redesign it using software.
- 3) Assign each group to create a logo, slogan and a class presentation.

creative, artistic sides and want to show the class what they can do,” Popp says.

**OBSERVATIONS:** The students take to the assignment, using curiosity to drive creativity. “The final products show a dedication to learning and, using the method of inquiring and testing, design solutions in real time,” Popp says.

The assignment also helps students see subjects like math, physics and art as interdisciplinary, adding a new element to traditional STEM curricula. “It really became a STEAM project — science, technology, engineering, *art* and math.”

But developing the lesson wasn’t straightforward. For instance, Popp had to adjust the budget following student feedback. In the past, they told her the budget was too high, so they didn’t have to work especially hard to develop solutions. “I’ve settled on \$300,000,” she says. At that, students “have to work. It’s about meeting all the markers: aesthetically pleasing, structurally sound and cost-effective.”

Popp still teaches students how to build popsicle-stick bridges. “Using hands-on materials in science is so important,” she says, “Incorporating technology in a way that enhances learning can be incredibly beneficial for student success.” **PS**

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*The College’s professional advisory Use of Electronic Communication and Social Media ([oct-oeeo.ca/1iqmDeO](http://oct-oeeo.ca/1iqmDeO)) guides members’ professional judgment in the use of technology.*

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PHOTO: MATTHEW JITEPIO

**HELPFUL HINT:** Shantel Popp, OCT, worked with a librarian to scour databases such as AccessScience ([accessscience.com](http://accessscience.com)) and The Canadian Encyclopedia ([thecanadianencyclopedia.com](http://thecanadianencyclopedia.com)) to find background material for Popp’s bridge-redesign assignment.



## Teach at Canadian International School of Hong Kong

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Lower School Teachers (Pre-Primary to Grade 5)  
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*To inspire excellence, cultivate character,  
and empower engagement locally and globally.*



[www.cdnis.edu.hk](http://www.cdnis.edu.hk)

## International Teaching Opportunities

Teachers' Overseas  
Recruiting Fair (TORF)  
27 – 29 January, 2017



70+ international schools,  
40+ countries, 600+ K-12 positions  
[educ.queensu.ca/torf](http://educ.queensu.ca/torf)

# 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.

## COLLEGE CONFERENCE HIGHLIGHTS



Retired Canadian Army Lieutenant-General Roméo Dallaire discusses self-regulation.

## REGULATORS GATHER TO ENHANCE MUTUAL PRACTICES

Effective regulatory bodies help to inspire public confidence in the professions they regulate. That was one of the messages conveyed at this year's College conference, held last May in Toronto.

Aptly called "Inspiring Public Confidence," the conference was well attended by representatives of organizations responsible for the licensing of professionals, accrediting their ongoing learning, receiving and investigating complaints, and establishing professional standards. Participating organizations shared common goals: to better protect the public interest and to enhance their mutual practices.

School board administrators and trustees joined regulators for teachers, doctors, nurses, lawyers, engineers and more, from Canada and around the world.

### Roméo Dallaire addresses delegates

The College was pleased to welcome opening keynote speaker Roméo Dallaire, retired Canadian Army Lieutenant-General, devoted humanitarian and outspoken advocate and champion of human rights. Through a lifetime of work with the Senate and military, Dallaire offered first-hand insights about effective self-regulation.

"General Dallaire has, through life example, inspired public confidence in the work of the institutions he represents," said Joe Jamieson, OCT, the College's Deputy Registrar and conference chair. "He also embodies the ethical standards of teaching — care, trust, respect and integrity — in all of his professional dealings. His professional life story is about living those four things."

During his keynote, Dallaire encouraged regulators to be continually open with their communications, especially during turbulent times. Drawing on his experience with the Canadian military during the 1990s, Dallaire said the organization was guilty of sharing news only when things were going well.

"We had that atmosphere in the army. We used to have open house days where the population was invited to come in and talk to troops and look at the equipment," he told a crowd of more than 230 delegates. "Then we'd have a scandal or an event not conducive to our reputation and we'd lock the door and put up barbed wire and say, 'No comment.'"

In an interview with *Professionally Speaking*, Dallaire added, "In the '90s, the military lost favour with the Canadian people because we had disconnected from what people expected in that era. The institution started to lose credibility. Once credibility is lost, the ability for communication with the community becomes difficult, if not suspect."

While continuous communication is an important element of public confidence, there's a line to be walked between a public's right to know and an individual's right to privacy.

"I'm always torn between the operational effectiveness of the organization and just letting everything hang out," Dallaire said.

Each organization must find and maintain its appropriate balance, and the public will help to determine what that is. "People will show an interest and want to know more if you need to provide more, or they'll show less interest because they feel everything they need to have is there," he concluded.

## Master of Education (MEd)

The Master of Education (MEd) program at Brock University engages students in critical reflection, scholarly inquiry, and informed practice.

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## COLLEGE CONFERENCE HIGHLIGHTS (CONT.)



Closing keynote speaker Linden MacIntyre.



More than 230 people were in attendance.

**Workshops for improving practices**

Over the course of a day and a half, industry peers and experts led 24 workshops. “Thought leaders, gathered together by the College, talked about the mandate areas of regulatory bodies such as certification, receiving and investigating complaints, and establishing standards of practice and ethical standards,” said the College’s Jamieson.

On Day 1, for example, Troy Hutchings, a well-known subject matter expert in the area of educator ethics led the session “Educator Ethics: Giving our Profession Permission to Have the Difficult Conversations.” The workshop covered the importance of asking the right questions and the need for a common framework for making decisions. He also discussed the need to establish appropriate boundaries for the use of electronic communication and steps for becoming aware of blind spots when applying ethical guidelines.

A Day 2 highlight was “Person-Centred Regulation?” led by Scotland’s Public Services Ombudsman and former union leader Jim Martin. Martin posed the questions: “Do we believe in citizen-centred regulation?” and “If we do, what are we doing about it?” This year, all of Scotland’s public services will shift to a simplified, standardized complaints process, designed and overseen

by the Ombudsman. Understanding the needs of the citizen, whether they are a patient, tenant, student, prisoner, consumer or family member, is at the heart of the process. During the workshop, Martin explored how regulators can use this innovative process to work smarter and plan interventions, and how regulators, service providers and professional bodies/trades unions can work positively with complainants and “whistleblowers.”

Other popular workshop topics included “Mobilizing Regulatory Organizations to Better Inform the Public,” “Implementing the Truth and Reconciliation’s Committee’s Calls to Action,” “The Fairness Lens in a Changing Landscape,” and “Mobile Devices, Social Media and Ethical Lapses.”

Wrapping up the event on Day 2 was closing keynote speaker Linden MacIntyre, a Gemini Award-winning journalist and former co-host of CBC Television’s investigative program, *the fifth estate*.

MacIntyre, along with General Dallaire and each of the workshop presenters, shared unique perspectives and ideas about finding ever more effective ways to inspire trust and protect the public interest.

*For more information about the event, and to access workshop presentation materials, visit [oct-oeoo.ca/23gz03r](http://oct-oeoo.ca/23gz03r). PS*

## ANNUAL MEETING OF MEMBERS

**PROFESSIONAL LEARNING AND SERVING THE PUBLIC INTEREST AMONG THIS YEAR’S THEMES**

“Ontario’s teachers are professionals who are committed and active in their continued learning and their development in the service of Ontario’s students,” said Michael Salvatori, OCT, College CEO and Registrar, during his address at the Annual Meeting of Members, held on June 2 in Toronto.

This year’s meeting was the first to offer live streaming of the event for those members unable to attend in person.

A look back at 2015 reveals

significant initiatives that illustrate the College’s continued support of teachers as lifelong learners.

At the meeting, Salvatori spoke about the important role the College played in the development of the Enhanced Teacher Education Program, which fundamentally changes the way new teachers are prepared for today’s classroom.

The Registrar also outlined the College’s professional advice offered about members’ duty to report when they suspect a child

may be the victim of abuse or neglect. “We issued this professional advice as part of our mandate, and in response to member requests and a recommendation from the provincial coroner,” said Salvatori.

His report also touched on the College’s ongoing public awareness, enhancements to the Additional Qualification courses, the College’s continued work on a multi-year plan to improve accessibility, the development of a new tablet application, and steps made to increase the College’s presence on

### ANNUAL MEETING OF MEMBERS (CONT.)

social media to better communicate with members and the public.

Angela De Palma, OCT, Chair of Council, took to the podium as well, reporting on many of the Council's 2015 activities. Among the news items was last year's Council election, which brought seven new members to the table, and the subsequent creation of a Council member mentorship program.

"We introduced an optional mentorship program to pair new Council members with those who have experience in the role," said De Palma.

Designed to have mentors and mentees seated together at Council meetings, the program promotes a professional

relationship that is mutually beneficial.

De Palma also updated the audience on the development of the Governance Committee, established to provide guidance on issues of governance and risk management.

Keynote speaker for the event, Ontario Ombudsman J. Paul Dubé, outlined how his office operates and explained his organization's new mandate to investigate complaints about school boards. He also shared the ways in which the Ombudsman's office and the College can complement and help each other.

"Our organizations have always shared common goals," said Dubé. "We both have a duty to serve in the public interest. We

both promote the quality and accountability of public services."

Salvatori concluded by looking to the future. "Our priorities are clear and we continue to make efforts to grow and to evolve," he said. "Looking ahead, and with the elements in our strategic priorities, we will continue to facilitate the ongoing professional learning of members, broaden member engagement in the work of the College, enhance Council and committee effectiveness, and develop communications to inform the public, improve transparency and to work with other regulators to strengthen public appreciation of the value of self-regulation in our society." **PS**

### THE 2015 ANNUAL REPORT

## KEY 2015 ACCOMPLISHMENTS

"Ontarians can be particularly proud of the College's work in 2015," writes Michael Salvatori, CEO and Registrar, in the College's *2015 Annual Report*.

Among the key accomplishments for 2015: The College's leadership role in helping to launch the Enhanced Teacher Education Program (ETEP), the issuing of professional advice on the duty to report, and the College's continued work to support teachers as lifelong learners. An overview of these activities, messages from the Chair and the Registrar, reports from each of the College's committees, a full financial report, and statistics about teachers in the province, are also included in the newly published report.

### ETEP in Full Effect

Both the Registrar's message and the Accreditation Committee report offer updates on the Enhanced Teacher Education Program (ETEP). As of September 1, 2015, the initial teacher education program at Ontario's faculties of education resulted in fundamental changes in teacher preparation. It's now a four-semester, B.Ed. program, including twice the amount of practice teaching time (80 days, an increase from 40).

Moreover, the curriculum reflects the

challenges and realities of today's classrooms. In addition to increased depth in core subjects such as mathematics, there's greater focus on wellness and mental health, building relationships with students, parents and communities, and integrating technology into learning. (*See our cover story.*)

Working closely with Ontario's faculties of education, the College created an *Accreditation Resource Guide* ([oct-oeeo.ca/29JkCri](http://oct-oeeo.ca/29JkCri)) to support an understanding of new elements in the enhanced program.

### Job Market Becoming More Welcoming

The report's statistics section includes membership demographics, details about the volume and sources of teacher education, statistics about complaints, investigations and discipline, and more.

This year's *Transition to Teaching* survey ([oct-oeeo.ca/1RNDWqb](http://oct-oeeo.ca/1RNDWqb)), which looks at the early careers of new Ontario teachers, offered relatively positive news. After a decade of Ontario teacher employment market declines, job outcomes improved in 2015 for the second consecutive year.

The survey predicts the job market in the years ahead will be far more welcoming than what has confronted new teachers during much of the past decade, due to a reduced

number of Ontario education grads, a rapid decline in out-of-province applicants for Ontario teaching licences and the teacher education reforms of 2015.

First-year unemployment in Ontario dropped to 23 per cent from 33 per cent in 2014, and from 41 per cent in 2013. Unemployment rates also fell significantly over the same time span for teachers in years two through five of their careers.

Altogether, these shifts suggest better times ahead for Ontario teachers.

### Financial Highlights

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

More than 4,800 members applied to the College before the Enhanced Teacher Education Program came into effect, bringing the total membership to 243,204 for the year, an increase of 3,848 over 2014.

For 2015, the College operating budget was set at \$40,741,300. Through prudent management and a late-year surge in new member fee payments, the College recorded an operating surplus of \$1,137,174.

*To read the full report, including more financial details, statistics and highlights, visit [oct-oeeo.ca/29CBDCCK](http://oct-oeeo.ca/29CBDCCK).* **PS**



## UPDATES TO THE *PROFESSIONAL LEARNING FRAMEWORK*

The processes of teaching and learning evolve over time. To reflect that evolution, the College has developed an updated version of the *Professional Learning Framework for the Teaching Profession (PLF)*.

Together, the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession* convey a collective vision of teacher professionalism in Ontario.

Consistent with its role to establish “a provincial professional learning framework to support standards of practice and promote continuing competence among College members,” the Standards of Practice and Education Committee examined the principles of teachers’ ongoing learning in the late 1990s and first published the *Professional Learning Framework for the Teaching Profession* in 2000. With member input through focus groups and surveys, the document was created

to help outline opportunities for ongoing professional learning.

As part of the process to revise and update the document last year, the College encouraged members to share their feedback.

Through a survey, teachers were asked to reflect on their own professional learning experiences as well as their vision for professional learning.

A program of ongoing learning must be accessible, valued and relevant if it is to have a positive impact on classroom practice. To support this, the revised document, approved by Council at its June meeting, honours flexibility and adaptability, and reflects members’ multiple learning styles and preferences.

The new 16-page document recognizes ongoing professional learning as integral to effective practice and to student learning. It includes a holistic vision of teacher professionalism that stresses the interrelationships between ethical practice, knowledge, skills, values and ongoing professional learning.

The *PLF* also reinforces a set of guiding principles that helps support the diverse ways in which educators continue to learn. The publication touches on the importance of self-directed professional learning, as the heart of teacher professionalism, and notes that members of the College are motivated to stay current and up-to-date through any number of pathways, as informed by their professional needs, interests, passions and inspirations.

Learning through practice is another key element of the framework, since teachers have identified teaching alongside learners as the most significant and powerful professional learning to guide their practice.

The document also highlights the role of Additional Qualification courses and the pursuit of advanced degrees as key opportunities for learning and professional education.

As part of professional inquiry, the *PLF* encourages educators to:

[Continues on p. 64]

## NEW ONGOING LEARNING AUDIOVISUAL RESOURCES

The College recently released two standards-based videos: *Acting on Our Ethics: Caring for Haiti* and *Acting on Our Ethics: Caring for Anishinaabe Children*.

### *Acting on Our Ethics: Caring for Haiti*



The 2010 Haiti earthquake was catastrophic, affecting about three million people. This touching story ([oct-oeeo.ca/29pcbAH](http://oct-oeeo.ca/29pcbAH)) profiles OCTs from the Dufferin-Peel Catholic

District School Board who travelled to Haiti as part of their social justice outreach programs.

“For me, it starts from a place of feeling responsible for each other, taking care of each other,” says Anna Brunette, OCT, principal at Good Shepherd Elementary School in Brampton, about why she took part in the Haiti initiative.

When the teachers returned to Canada, they were inspired to start a “milk bag club” where volunteer students create sleeping mats made of milk bags for Haitians in need.

*Acting on Our Ethics: Caring for Haiti* brings to life the ethical standards of the teaching profession — care, trust, respect, integrity — in times of crisis.

### *Acting on Our Ethics: Caring for Anishinaabe Children*



This new video ([oct-oeeo.ca/29PFL6t](http://oct-oeeo.ca/29PFL6t)) profiles what our ethical standards — care, trust, respect, integrity — mean from the perspective of an Anishinaabe member of the College.

“In the Anishinaabe culture, we measure integrity by following the Seven Grandfather Teachings,” says Anishinaabe artist and Lakehead University faculty of education member Bruce Beardy, OCT, who is interviewed in the video. “There’s humility, love, respect, wisdom, courage, honesty and truth.”

To accompany the video, the College has published a discussion guide, *Exploring the Ethical Standards for the Teaching Profession through Anishinaabe Art* ([oct-oeeo.ca/1suA56n](http://oct-oeeo.ca/1suA56n)) to further enrich your professional practice by inviting you to explore the integration of Indigenous perspectives into your teaching.

These resources are intended for teacher candidates and for the continuing education of OCTs. They touch on many concepts embedded in the standards that are included in all Additional Qualification course guidelines.

- reflect on the diverse and varied contexts that have fostered ongoing professional learning;
- identify additional contexts, settings or forums that could nurture ongoing professional learning;
- explore how professional learning is supported through such contexts as classrooms, the school board, the province and the community; and
- generate professional learning goals for supporting ongoing growth and development.

College members recognize that a commitment to ongoing learning is integral to effective practice and to student learning.

The *PLF* helps to support that desire for continued professional growth, fostering members' ongoing innovative, creative and responsive practice.

The *Professional Learning Framework for the Teaching Profession* is available online at [oct-oeo.ca/29IUtN7](http://oct-oeo.ca/29IUtN7). **PS**

## AWARDS FOR COLLEGE MAGAZINE

*Professionally Speaking* and *Pour parler profession* have enjoyed another winning year, kicking the publishing awards' season off with six wins in writing and design at the 62nd Canadian Business Media (CBM) Awards (formerly known as the Kenneth R. Wilson Awards). *Professionally Speaking* continued the streak at the 2016 Tabbie Awards, picking up six, and was runner-up for Trade Magazine of the Year at the 2016 Editors' Choice Awards.

The CBM Awards recognize excellence in Canadian business-to-business magazine content, while the Tabbies, presented by TABPI (Trade Association Business Publications International), recognize editorial and visual excellence in English-language trade, association and business publications worldwide. The Editors' Choice Awards, presented by the Canadian Society of Magazine Editors,

honours and celebrates the high-quality work of editors within the Canadian magazine industry.

### THIS YEAR'S WINNERS INCLUDE:

- **TWO GOLDS:** Best Regularly Featured Department or Column (CBM & Tabbie)
- **GOLD:** Best Profile of a Person (CBM)
- **GOLD:** Front Cover, Illustration (Tabbie)
- **SILVER:** Best Issue (CBM)
- **SILVER:** Best Regularly Featured Department or Column (CBM)
- **SILVER:** Best Profile of a Person (CBM)
- **SILVER:** Front Cover, Photograph (Tabbie)
- **SILVER:** Best Photograph (CBM)
- **HONOURABLE MENTION:** Feature Design (Tabbie)
- **HONOURABLE MENTION:** Opening Page or Spread (Tabbie)
- **8TH PLACE:** Top 25 Feature Articles (Tabbie) **PS**

## The Grant McRae Commemorative Contest Le Concours commémoratif Grant McRae

"There were more experiences to come later as I became a prisoner of war in July 1944."

- Grant McRae

The Grant McRae Commemorative Contest encourages young Canadians to thank a veteran in a creative way!

[thememoryproject.com/educator-resources](http://thememoryproject.com/educator-resources)  
[leprojetmemoire.com/ressources-educatives](http://leprojetmemoire.com/ressources-educatives)

The deadline for the contest is January 15, 2017.

«Il allait par la suite y avoir d'autres expériences, puis j'ai été fait prisonnier de guerre en juillet 1944.»

- Grant McRae

Le Concours commémoratif Grant McRae encourage les jeunes Canadiens à remercier un vétéran de façon créative!

La date limite pour participer au concours est le 15 janvier, 2017.

THE MEMORY PROJECT | LE PROJET MÉMOIRE



## ACCREDITATION UPDATE

The College's Accreditation Committee completed a significant milestone in the implementation of Ontario's Enhanced Teacher Education Program (ETEP).

Introduced in September 2015, ETEP made a number of changes to the programs completed by teacher candidates. These included a doubling of program duration and practice teaching, and the introduction of new core content areas.

Last spring, the College undertook a system-wide review of each provider's programs to ensure the new requirements were being met. Its work included: a review of 18 providers' initial teacher education programs; decisions to approve accreditation for 44 programs and revoke two programs, at the provider's request; and a decision to impose a condition on one program, which had previously been accredited with the same condition.

Accreditation decisions can be found at [oct-oeo.ca/29IbsgK](http://oct-oeo.ca/29IbsgK). **PS**

## NEW COUNCIL MEMBER

**Jacqueline Karsemeyer, OCT**

The Council welcomes new Council member Jacqueline Karsemeyer, OCT, who was appointed as of July 1, 2016, to fill a vacancy in the Central Region Part-time/Full-time position for the balance of the term ending in June 2018. Karsemeyer is a Special Education consultant with the Toronto District School Board (TDSB), supporting 29 schools

from kindergarten to Grade 12. Born in Guyana and educated in Québec, Karsemeyer began as a French Immersion teacher with the North York Board of Education in 1995, having previously worked as a children's therapist.

Karsemeyer was a resource teacher for English and French Immersion students at Regal Road Public School and a teacher within the Kindergarten Early Language Intervention

Program, a joint project with the Speech-Language Pathology Department. She has been significantly involved in the TDSB's Human Rights Committee, Professional Development Steering Committee and the Inner City Advisory Committee.

The Council member has also served as a union steward and was seconded to the Elementary Teachers' Federation of Ontario as executive assistant in the equity and women's services department. From 2009 to 2010, she was a program officer with the College's Standards of Practice and Education unit.

Her research in Ontario schools and experiences living in India and studying dance in West Africa have informed her teaching practice as well as her doctoral work focusing on holistic education. Karsemeyer is dedicated to public education, and to equity and social justice issues such as responding to the recommendations from the Truth and Reconciliation Commission of Canada Final Report.

She holds a BA from York University in Toronto, an MA from Mount Saint Vincent University in Nova Scotia, and a B.Ed. and PhD from the University of Toronto. **PS**

## COUNCIL MEETINGS

**At its meeting on June 2–3, College Council:**

- welcomed James Knopp, who has been appointed by the provincial government to Council for a three-year term;
- postponed the September 2016 Council meeting consideration of the Discipline and Investigation committees' motions, contained in their respective June 2016 Council reports, related to the publication of the College's full Discipline Committee decisions in the legal database CanLII and the publication of summaries of discipline decisions involving incompetence, in order to clarify implications relating to the recently introduced Bill 200;
- amended its Conference Call Protocol for Council Member Participation at Council and Committee Meetings;
- amended the Council Spokesperson Policy to bring it in line with current practices;
- received the Registrar's quarterly progress update on strategic priorities;
- received a first-quarter financial report showing that College program revenue and expenditure experience and trends are well within expectations based on previous year spending patterns and business unit work demands;
- received a quarterly report from Chair Angela De Palma including information about visiting international delegations and social media education and use;
- amended the Council member travel policy;
- appointed Robert Ryan as chair of the Investigation Committee and member of the Executive Committee effective July 1, 2016;
- accepted the December 31, 2015, Audited Financial Statements of the Ontario College of Teachers;
- appointed KPMG as the College's auditors for the 2016 fiscal year;
- approved the revised *Professional Learning Framework for the Teaching Profession*;
- approved April 9, 2018, as the date of the next Council election;
- asked the Discipline Committee to study, review and report back on Public Interest Committee recommendations to issue reprimands in a public forum and include the text of the reprimand in the Discipline Committee's written decisions available on the College website and Quicklaw;
- recommended that the Teachers' Qualifications Regulation be amended to address previously held certification by internationally educated teachers, the collection of the first annual membership fee, changes to the names of Additional Qualifications, the addition of Additional Qualifications, and the clarification of the provision of Additional Qualifications that can only be taught in either English or French schools or are only offered in either English or French;
- recommended amendments to the Accreditation of Teacher Education Programs regulation related to the establishment and direction of accreditation panels, and to the review process for program additions and substantial changes; and
- amended College bylaws so that the first annual membership fee payable by a member shall become payable in the year and prior to the issuance of a Certificate of Qualification and Registration. **PS**

# THE STUDENT PICKUP SPOT

*The College's Investigation Committee considers all complaints made to the College about its members and reviews all information resulting from investigations.*

*The committee can dismiss a complaint or refer the matter, in whole or in part, to the Discipline or Fitness to Practise committees for a hearing.*

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

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

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

A Toronto school principal communicated to parents about a change in the afternoon pickup location for students who don't take the bus to and from school.

Previously, the pickup area had been located in front of the school; however, because of congestion and safety concerns, the afternoon pickup area was moved to the back of the school.

This decision did not sit well with a parent, who complained to the College. The father alleged that the principal made the decision too quickly and without consulting the parent council.

He claimed that the new location — a parking lot used jointly with another school — was unsafe for students because it was congested with school buses and parents from both schools picking up students on foot and in cars.

The complainant also felt that the new location was not easily accessible because parents who were driving were blocked in when in the parking lot. To avoid this, the complainant had to park far away, which was not practical because both his wife and mother, who picked up his son occasionally, have

a disability. He also mentioned that there was only one accessible parking space for persons with a disability.

One day, to express his frustration, the father parked behind a school bus at the back of the school because there was no accessible parking space for persons with a disability available. That incident, he alleged, led to a phone call from a police officer, who instructed him not to park there again or he would be charged with trespassing. The parent also alleged that the principal threatened to have the board issue a Do Not Trespass order to the complainant and the complainant's wife if either of them parked there again.

A parent meeting involving the principal, the trustee, the superintendent and other community members was eventually scheduled to discuss the safety issues regarding the new pickup location.

In summary, the parent's complaint focused on the changes to pickup procedures resulting in increased student safety concerns and limited parking spaces for persons with a disability, lack of consultation with the parents and the threat of a Do Not Trespass order.

If you were a member of the Investigation Committee, what would you do? Do you think this complaint is related to a member's possible misconduct, incompetence or incapacity? **PS**

still not satisfied, the principal and the board decided that, for safety reasons, the new location would remain. Further, the committee also noted that the mention of the Do Not Trespass order occurred after the parent consultation and was not inappropriate. As a result of the committee's determination, the complaint was not investigated.

The panel noted that the location drop-off. The panel noted that the location did not change for the morning drop-off, however, the principal and board personnel felt it needed to change for the afternoon pickup to ensure student safety. The committee pointed out that when concerns were raised by parents, a meeting was held to explain the rationale for the change. Although some parents were

The Investigation Committee decided that the allegations made by the parent did not relate to professional misconduct, incompetence or incapacity on the part of the member. The committee stated that it is the principal's responsibility, in consultation with the appropriate board personnel, to determine the procedures for safe student pickup and

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

**Member:** Ken Ishwar Beebakhee  
**Registration No:** 404188

**Decision:** Suspension, reprimand, conditions

A Discipline Committee panel suspended Toronto District School Board teacher Ken Ishwar Beebakhee for failing to adequately supervise students on a school trip.

Certified to teach in June 1996, Beebakhee attended the January 14, 2016, hearing and was represented by legal counsel.

Beebakhee was a chaperone for a school trip through Education First Tours in March 2010. The group bought and consumed alcohol during the trip. The students made too much noise and acted in a disruptive manner at the hotel.

The school board suspended Beebakhee without pay for six days in September 2010.

The Discipline Committee panel found Beebakhee guilty of professional misconduct and suspended his certificate for six days. He was directed to appear before the panel immediately after the hearing to receive a reprimand.

In addition, Beebakhee must successfully complete, at his own expense and within three months of the committee's order, a course regarding boundaries and boundary violation issues and appropriate supervision of students. The coursework will remind the member of his obligations as a teacher and the importance of effective supervision to ensure the safety and well-being of his students.

The committee was troubled that students in the member's charge, and Beebakhee himself, purchased and

consumed alcohol throughout the 10-day trip. As a result, students were noisy and kept others at the hotel awake.

In its decision, the panel wrote, "The Committee accepts the submission of College counsel that when teachers accompany students on school trips, the group members are ambassadors for their school, their school board and, in this case, their country."

**Member:** Denis Sinai Blier  
**Registration No:** 447741

**Decision:** Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of Denis Blier, a teacher and former principal at the Conseil scolaire public du Grand Nord de l'Ontario for failing to maintain the standards of the profession, using inappropriate disciplinary measures, and failing to provide adequate supervision for his students.

Blier, who was certified to teach in June 2001, did not attend the January 19 and 20, 2016, hearing and was not represented by legal counsel.

Blier failed to adapt his lessons so that all students would have an equal opportunity to learn and achieve, and was often late for his class and supervisory shifts.

Blier used inappropriate disciplinary measures with his students on several occasions. He pulled the chair out from under a student, who fell to the ground, and grabbed the student by the neck of his T-shirt to drag him out of the classroom when he would not pay attention. The member also sent the same student out into the hallway unsupervised

on several occasions as a disciplinary measure. Blier also failed to provide adequate supervision for his students during a period of computer work, leaving them free to view inappropriate websites, including the Bloody Mary site.

The Discipline Committee panel found Blier guilty of professional misconduct and ordered that his teaching certificate be suspended for three months from the date of the committee's order. The committee also directed him that, prior to accepting any teaching position requiring a Certificate of Qualification and Registration, he must appear before the panel to receive a reprimand.

In addition, Blier was directed to complete coursework, at his own expense, including one or more courses on classroom management and effective student discipline techniques.

In its written decision, the panel members said that "the purpose of the penalty is to serve and protect the public interest, uphold the standards of the teaching profession and promote public trust in the teaching profession."

**Member:** Wendy Joy Champion  
**Registration No:** 214896

**Decision:** Suspension, reprimand, conditions

A Discipline Committee panel suspended Keewatin Patricia District School Board teacher Wendy Joy Champion for sending inappropriate text messages to two male students and supplying a 26-ounce bottle of whisky to one of them.

Certified to teach in September 1996, Champion did not attend the November 17, 2015, hearing but was represented by legal counsel.

During the 2008–09 school year, Champion sent numerous text messages to a student even after his parents asked her to stop texting with their son. The inappropriate communications were reported to school and board administrators. The school board reprimanded Champion and suspended her for five days.

In June and July of 2009 — two months after the board disciplined her — Champion became involved in a second inappropriate texting relationship with a student. She also supplied him with alcohol, watching him drink and smoke marijuana before he left their meeting point by boat.

She was found guilty of knowingly supplying liquor to a person under 19 years of age, contrary to Section 30(1) of the *Liquor Licence Act*.

Champion resigned from the school board on September 10, 2010.

The Discipline Committee panel found Champion guilty of professional misconduct and ordered that her Certificate of Qualification and Registration be suspended for nine months.

Prior to returning to a teaching position, she must appear before the committee to receive a reprimand and successfully complete a course in appropriate boundaries and boundary violation issues at her own expense.

In its decision, the panel wrote, “The member’s conduct was inappropriate, unprofessional, and it jeopardized the safety of one of her students.”

**Member:** Kenneth Chesley James Curtis  
**Registration No:** 519304

**Decision:** Suspension

A Discipline Committee panel suspended the teaching certificate of Kenneth Chesley James Curtis for repeatedly failing to ensure the safety of his students and colleagues.

Curtis, certified to teach in July 2007, was employed by the Avon Maitland District School Board. He did not attend the hearing on November 30 and December 1, 2015, nor was he represented by legal counsel.

The committee found that there were an inordinate number of serious safety issues in the member’s classroom between the spring of 2012 and the winter of 2013, including a fire incident involving an oil spill that Curtis failed to report.

The evidence demonstrated that Curtis repeatedly failed to maintain

adequate safety conditions in his classroom, and that he did not remedy these safety violations despite being given many opportunities to address them. He also did not adequately teach his students about safety.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be suspended for three months.

In its decision, the panel wrote, “A three-month suspension is reasonable and appropriate given the nature of the member’s misconduct. ... This component of the committee’s penalty order will remind the profession of the importance of maintaining safe classrooms at all times.”

**Member:** Scott Andrew Dempster  
**Registration No:** 434248

**Decision:** Revocation

A Discipline Committee panel revoked the teaching certificate of Scott Andrew Dempster for engaging in inappropriate relationships with three young male students.

Dempster, a former Halton District School Board teacher at a Milton school, was certified to teach in May 2000. He did not attend the November 18, 2015, hearing, nor was he represented by legal counsel. He did provide written submissions to the committee.

Two of the males were former students of the school while the third was a student at the school.

In April 2011, Dempster took a student to dinner without his family. The member and the family were friends. In February 2012, Dempster was at the student’s family home for dinner. After dinner, they all decided to go into the hot tub. He and the student undressed and changed into bathing suits while alone in the student’s bedroom.

From January 2008 to March 2012, Dempster had an inappropriate personal relationship with another student. He bought items for the student, took him snowboarding and to the movies, chatted on Facebook and texted him to

“hang out.” When the student started high school, they “hung out” alone about twice a month.

During the 2011–12 school year, Dempster took a third student for haircuts, to the movies, skating, a play, dinner, and they edited movies together.

Dempster resigned from the school board on June 30, 2012.

The Discipline Committee panel found him guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked. The panel noted Dempster’s repeated pattern of inappropriate behaviour toward young male students was “very troubling.”

In its decision, the panel wrote, “Although the Committee is aware that the member would say, if he were to testify, that these relationships developed through his personal relationships with the students’ parents, he ought to have known that members of the teaching profession are to conduct themselves in a professional manner both inside and outside of the classroom. These relationships were not within the scope of appropriate teacher-student relationships.”

**Member:** Réjean Desjardins  
**Registration No:** 261322

**Decision:** Suspension, reprimand  
A Discipline Committee panel suspended Conseil des écoles publiques de l’Est de l’Ontario teacher Réjean Desjardins for repeated dishonest conduct, including the theft of approximately \$600 from a school’s small-cash box.

Certified to teach in June 1993, Desjardins attended the November 23, 2015, hearing and was represented by legal counsel.

Among other acts, Desjardins entered a school where he used to work, outside work hours and without permission, to take approximately \$600 from the petty cash in a teacher’s room and a sports bag containing a pair of snowshoes.

The school board suspended Desjardins without pay and subsequently

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dismissed him on November 13, 2012. He eventually repaid the full amount taken from the cash box.

The Discipline Committee panel found Desjardins guilty of professional misconduct and directed that his Certificate of Qualification and Registration be suspended for three months. He was also ordered to appear before the committee immediately after the hearing to receive a reprimand.

In its decision, the panel wrote, “Although the mitigating factors demonstrate that the member has taken responsibility for his actions, this does not excuse the fact that his actions were very serious and undermined public trust in the teaching profession.”

**Member:** Nicole Desrosiers-Houde, OCT  
**Registration No:** 183420

**Decision:** Reprimand, conditions  
A Discipline Committee panel reprimanded Conseil scolaire catholique du Nouvel-Ontario teacher Nicole Desrosiers-Houde for using physical force to discipline two students under her care.

Certified to teach in June 1985, Desrosiers-Houde did not attend the October 19, 2015, hearing but was represented by legal counsel.

An investigation by the school board found that Desrosiers-Houde grabbed a student by the neck when he refused to put away a box of crayons when told to do so on November 14, 2011. The member stated she did not grab the student but merely touched his shoulder.

Desrosiers-Houde also smacked a student on the cheek after breaking up a scuffle between him and another student. The member stated that she stepped in to separate the students but denied smacking the boy.

The two incidents were reported to the Children’s Aid Society (CAS) of Algoma, which concluded that the incidents had occurred. The Ontario Provincial Police were briefed concerning the CAS investigations but no criminal charges were laid.

The Discipline Committee panel

found Desrosiers-Houde guilty of professional misconduct and directed that she appear before the committee to receive a reprimand within eight months of the hearing.

In addition, she must successfully complete, at her own expense, a course in the theory and practice of classroom management prior to returning to her current or any other teaching position.

In its decision, the panel wrote, “The committee is satisfied that the resolution in this matter is appropriate under the circumstances and serves and protects the public interest.”

**Member:** Grant Gerhard Gedies, OCT  
**Registration No:** 438873

**Decision:** Reprimand, conditions  
A Discipline Committee panel reprimanded Toronto District School Board teacher Grant Gerhard Gedies for making numerous inappropriate and offensive comments to six of his young students.

Certified to teach in October 2000, Gedies attended the November 20, 2015, hearing and was represented by legal counsel.

During the 2010–11 school year, Gedies’s comments included calling students gay, cream puff, fat and crybaby. He told one student that “no one likes you.” When another student asked Gedies not to take a photo of him, he said, “I won’t. I don’t want my camera to break.”

Gedies received a warning letter and two suspensions from the school board as a result of his treatment of students.

The Discipline Committee panel found Gedies guilty of professional misconduct and directed that he appear before the panel immediately after the hearing to receive a reprimand.

Gedies must also successfully complete, at his own expense, a course in professional boundaries and respect for student sensitivities.

The Discipline Committee noted the repeated nature of the member’s misconduct, that he targeted many students with his insensitive comments, and that the board needed to intervene

three times for Gedies to recognize his conduct was unacceptable.

In its decision, the panel wrote, “The member targeted students by insulting or demeaning them with a variety of comments that the member knew, or ought to have known, were discriminatory and hurtful. Through his actions, the member abused his position of trust and created an atmosphere that was not nurturing or conducive to building or maintaining students’ self-esteem.”

**Member:** Kim Doris Gervais/  
Kim Doris Brousseau

**Registration No:** 426789

**Decision:** Revocation

A Discipline Committee panel revoked the teaching certificate of Kim Doris Gervais, previously known as Kim Doris Brousseau, in connection with criminal convictions for sexually abusing four young male students.

Certified to teach in August 1999, Gervais did not attend the October 6, 2015, hearing, nor was she represented by legal counsel.

Gervais was a teacher with the Conseil scolaire catholique de district des Grandes Rivières in Timmins. Between September 1, 2007, and December 31, 2011, she engaged in inappropriate personal and sexual relationships with four students.

She sent text messages with sexual connotations, French kissed one student and showed photos of herself in various states of undress. She invited three students to her home to watch a porn video and invited two of them to fondle her breasts.

On April 23, 2014, she was sentenced to seven months in jail and two years of probation after pleading guilty to three counts of sexual interference and one count of invitation to sexual touching.

College counsel submitted that both her names be published because, according to her probation officer, the member moved to British Columbia and intends to change her name and return to a teaching career.

“Publication of both of the member’s names is therefore necessary to protect the public interest.”

The Discipline Committee panel found Gervais guilty of professional misconduct and ordered that her certificate be revoked and both her names appear in the College magazine’s disciplinary summary.

In its decision, the panel wrote, “The member’s conduct towards young children was abhorrent and reprehensible. The member’s multiple, repeated acts of sexual misconduct warrant the Committee’s most severe penalty available: an order of revocation.”

**Member:** Peter David Giaschi

**Registration No:** 458483

**Decision:** Suspension, reprimand, conditions

A Discipline Committee panel suspended teacher Peter David Giaschi for inappropriate language, teaching techniques and interactions with colleagues, including offering erotic monologues for students to perform and using crude sexual language in class.

Giaschi, certified to teach in August 2002, was employed by the Hastings and Prince Edward District School Board. He did not attend the October 19, 2015, hearing but was represented by legal counsel.

In September 2008, a female student performed an erotic monologue in front of the class. It was one of the options Giaschi offered to the class. He suggested she perform the monologue while lying on the floor and “having the best orgasm of her life.”

From September to December 2008, Giaschi made sexual references when instructing his students on how to act out a scene, rolled on the floor with students, including full-body contact, and performed the George Carlin monologue “Seven Words You Can Never Say on Television.”

In May 2009, he confronted an occasional teacher about an issue in front of students and left his school computer open to a Facebook conversation that included inappropriate comments

about school administrators. He posted inappropriate comments about school staff on his personal website.

Giaschi received discipline letters from the school and board and was suspended for a total of five days without pay. He also met with the board administration for a discipline meeting in November 2009 after he had a class participate in the re-enactment of a gang rape that occurred in California.

Giaschi resigned from the school board, effective April 1, 2010.

The Discipline Committee panel found the member guilty of professional misconduct and suspended his teaching certificate for two months. He was also directed to appear before the panel to receive a reprimand.

Prior to returning to a teaching position, the reprimand must be delivered and Giaschi must successfully complete a course, at his own expense, regarding appropriate boundaries and boundary issues.

In its written decision, the panel described the member’s conduct as “disgraceful, dishonourable and unprofessional.”

**Member:** Lisa Lynn Gillott, OCT

**Registration No:** 538325

**Decision:** Reprimand, conditions

A Discipline Committee panel reprimanded Limestone District School Board teacher Lisa Lynn Gillott for inappropriate conduct and boundary violations with students despite warnings from the school administration and board.

Certified to teach in November 2008, Gillott attended the January 18, 2016, hearing and was represented by legal counsel.

Between January and May 2013, Gillott extended special privileges to a student, such as communicating with him via the Internet outside school hours and allowing him to stay inside during recess.

School administrators warned her regarding boundaries in the late spring of 2013, and the student’s parents asked that she “back off” in August 2013.

Gillott also made inappropriate disclosures regarding sexual activity to students during the 2012–13 school year.

Gillott was placed on administrative leave with pay in September 2013 pending the outcome of the board’s investigation into misconduct allegations. Family and Children’s Services investigated and had “not verified any child protection concerns.”

In October 2013, the school board suspended her for five days without pay, transferred her to a different school and advised that any further incidents of misconduct will result in her termination. She has taught successfully for two years.

Gillott attended three workshops dealing with professional boundaries and the use of social media in January 2014.

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

She must also successfully complete, at her own expense, a course in maintaining professional boundaries with students and the use of social media.

In its decision, the panel wrote, “The member’s conduct was serious and sustained over a significant period of time.”

**Member:** Joseph Anthony Graziano

**Registration No:** 274327

**Decision:** Revocation

A Discipline Committee panel revoked the teaching certificate of Hamilton-Wentworth Catholic District School Board teacher Joseph Anthony Graziano who was criminally convicted of sexual offences against a student.

Certified to teach in August 1997, Graziano did not attend the December 16, 2015, hearing, nor was he represented by legal counsel. However, he made written submissions regarding the publication of his name.

Based on evidence in court documents, Graziano began grooming a student by assisting him on an exam in January 2011. He then told the student “you owe me” insinuating a



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sexual favour in exchange for the help provided.

On February 9, 2011, Graziano brought the student into his classroom under the guise of discussing the exam and engaged the student in a conversation of a sexual nature. He blocked the door to prevent the student from leaving and then touched the student's penis over his clothes.

Graziano was found guilty of sexual interference and sexual assault in May 2013 and sentenced to six months in jail and two years of probation.

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

In its decision, the panel wrote, "The member's acts of sexual misconduct warrant an order of the Committee's most severe penalty available: revocation."

**Member:** Jennifer Elizabeth Green-Johnson

**Registration No:** 187439

**Decision:** Suspension, reprimand, conditions

A Discipline Committee panel suspended teacher Jennifer Elizabeth Green-Johnson for unprofessional behaviour toward her students, her use of profanity in the classroom and various inappropriate comments made to students.

Green-Johnson, employed by the Grand Erie District School Board, was certified to teach in June 1996. She attended the January 12, 2016, hearing and was represented by legal counsel.

The misconduct included telling her students in January 2011 that she had been "raped" and therefore did not trust men around her children. When one student jumped on another student's back during play wrestling, she said words to the effect of "so you like it from behind."

Between September 2011 and December 2011, Green-Johnson made inappropriate comments to students in her class, such as "stop bitching and sit down"

and using the words "stupid" and "idiots."

Green-Johnson served two school board suspensions without pay for her repeated misconduct.

The Discipline Committee panel found Green-Johnson guilty of professional misconduct and suspended her certificate for one month. She was directed to appear before the panel immediately after the hearing to receive a reprimand. Green-Johnson must also successfully complete, at her own expense, courses in appropriate boundaries with students and appropriate classroom management within three months of the oral decision.

"In particular, the Committee is concerned with the pattern of behaviour displayed by the member and the fact that the member's conduct did not improve, even after several interventions by her board," the panel said.

**Member:** Nicolae Gusita, OCT

**Registration No:** 206378

**Decision:** Reprimand, conditions  
A Discipline Committee panel reprimanded teacher Nicolae Gusita for failing to comply with an order from his prior disciplinary hearing.

Certified to teach in June 1994, Gusita attended the November 2, 2015, hearing and was represented by legal counsel.

Gusita contravened conditions that a Discipline Committee panel imposed on his Certificate of Qualification and Registration at a February 28, 2013, disciplinary hearing. He failed to successfully complete either an Additional Qualification course in Special Education or a course to address deficiencies outlined during that hearing.

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

In addition, he cannot return to teaching or any job that requires a teaching certificate until he successfully completes, at his own expense, a Special Education AQ course or a course that addresses the deficiencies outlined in

the 2013 hearing. He must enrol in the course within 60 days of November 2, 2015, and complete it by July 1, 2016.

In its decision, the panel wrote, "The Committee is concerned that the member, by his failure to comply with the terms of the prior order, demonstrated contempt for the governing authority of his profession, the Ontario College of Teachers. The terms, conditions or limitations ordered in the present matter will ensure that the member does not return to teaching until he complies with the Committee's orders."

**Member:** Robert James Harkes

**Registration No:** 170236

**Decision:** Reprimand, conditions  
A Discipline Committee panel reprimanded former Durham District School Board teacher Robert James Harkes for repeated misconduct and boundary violations with students.

Certified to teach in June 1990, Harkes attended the November 11, 2015, hearing and was represented by legal counsel.

The member's misconduct occurred throughout the 2012–13 school year. It included inappropriate touching and language, and remarks of a racist nature. Harkes also "displayed a troubling lack of self-control," the panel noted in its written decision. He yelled at students, kicked furniture, and was unable to establish or maintain appropriate boundaries with his students.

Harkes retired from the school board on December 31, 2013.

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

In addition, Harkes must also successfully complete courses, at his own expense, regarding boundaries and boundary violation issues and anger management prior to returning to a teaching position.

In its decision, the panel wrote, "The Committee finds that the courses of instruction regarding boundaries

and boundary violation issues and anger management will assist the member, in the event of his return to teaching, to better communicate with his students in an appropriate and more sensitive manner.”

**Member:** George Bohdan Kolos, OCT  
**Registration No:** 139062

**Decision:** Reprimand, conditions  
A Discipline Committee panel reprimanded former Toronto Catholic District School Board vice-principal George Bohdan Kolos for inappropriate conduct toward female colleagues at his school.

Certified to teach in May 1976, Kolos attended the November 17, 2015, hearing and was represented by legal counsel.

In August and September of 2013, Kolos made inappropriate comments to female colleagues, which had a negative impact on the work environment of staff at the school. The comments included putting his hand on the back of a female colleague’s shirt and tucking in the exposed tag, saying words to the effect, “I will be like your husband and tuck your tag in.” Another colleague to whom he offered chocolate responded, “No thanks, I’m good,” to which the member replied “Oh, I know you are good.”

On March 17, 2014, following the school board’s investigation of the complaints, Kolos received a one-day, unpaid suspension, was administratively transferred to another school and was directed to take a one-on-one sensitivity course. Kolos retired from the board on June 30, 2014.

The Discipline Committee panel found Kolos guilty of professional misconduct and directed that he appear before the panel immediately after the hearing to receive a reprimand.

In addition, Kolos must successfully complete, at his own expense, a course in boundaries and boundary violation issues with respect to colleagues prior to taking any teaching position.

The committee recognized that Kolos had a lengthy and unblemished teaching career prior to these proceedings;

however, his conduct was serious, repeated and directed at numerous colleagues.

In its decision, the panel wrote, “Although the member may not have intended for his comments or gestures to be offensive, his conduct demonstrated a troubling pattern of behaviour that he ought to have known was offensive, inappropriate and unprofessional.”

**Member:** Evgeny Kopylov, OCT  
**Registration No:** 449018

**Decision:** Reprimand  
A Discipline Committee panel reprimanded occasional teacher Evgeny Kopylov for a “pattern of dishonest behaviour for personal gain” after he took personal illness days from one school board to maintain his employment with another board, and was paid by both.

Certified to teach in February 2004, Kopylov attended the December 8, 2015, hearing and was represented by legal counsel.

Kopylov had been an occasional teacher with the Dufferin-Peel Catholic District School Board since April 2008. To maintain his position on the board’s occasional teachers list, he was required to teach at least seven full days every five months during the 2011–12 and 2012–13 school years.

The Toronto Catholic District School Board employed Kopylov as a long-term occasional teacher for the entire 2011–12 school year. During this time, Kopylov took 11.5 personal illness days from the Toronto board to work as an occasional teacher for the Dufferin-Peel board.

Kopylov was paid by both boards for those 11.5 days. He has since made full restitution to the Toronto board for those absences.

The Toronto board removed Kopylov from its long-term occasional teachers list for three years. The Dufferin-Peel board removed him permanently from its occasional teachers list.

The Discipline Committee panel found Kopylov guilty of professional misconduct and directed that he appear

before the panel immediately after the hearing to receive a reprimand.

In its decision, the panel wrote, “The Committee is troubled that the member was paid by both boards for these days and it finds the member’s conduct to have been deceitful and self-serving. The member did not appear to show concern for the disruption that his repeated absences caused to either the Toronto board or his students.”

**Member:** Yvan Rhéal Michaud  
**Registration No:** 507999

**Decision:** Suspension, reprimand, conditions

A Discipline Committee panel suspended Conseil scolaire public du Nord-Est de l’Ontario teacher Yvan Rhéal Michaud in connection with a criminal conviction for drug trafficking.

Certified to teach in July 2006, Michaud did not attend the December 9, 2015, hearing, nor was he represented by legal counsel.

Michaud sold one pound of marijuana to an undercover police officer for \$2,400 on June 12, 2012, while he was a full-time teacher, according to court documents.

He pleaded guilty to trafficking in a controlled substance in 2014 and was given a 12-month conditional sentence.

The Discipline Committee panel found Michaud guilty of professional misconduct and suspended his Certificate of Qualification and Registration for 24 months. He was directed to appear before the committee to receive a reprimand prior to accepting a teaching position.

He must also successfully complete, at his own expense, a professional ethics course and inform the Registrar of any other drug-related criminal charges filed against him for the two-year period following the committee’s order.

In its decision, the panel wrote, “Firstly, the member became involved in drug trafficking, which undermined the public’s trust in the teaching profession. He knew or ought to have known the harmful effects of drugs on

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our communities. Secondly, he knew or ought to have known that the drug he sold could end up on the street and thus in the possession of young students, which could compromise their academic and social development. Thirdly, the member was motivated by greed.”

**Member:** Brian David Pennycook

**Registration No:** 310685

**Decision:** Revocation

A Discipline Committee panel revoked the certificate of Brian David Pennycook, a former Thames Valley District School Board secondary teacher, for engaging in a sexual relationship with a female student at his school.

Certified to teach in June 1969, Pennycook did not attend the January 27, 2016, hearing, nor was he represented by legal counsel.

Pennycook was involved in a sexual relationship with the student in the 1986–87 school year. He resigned from the school board in March 1987. Pennycook and the student later married and divorced.

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

In its decision, the panel wrote, “The member abused the authority and trust vested in him in his role as a teacher, without regard for the well-being of the student. The member’s conduct was unacceptable and in conflict with the duty of a teacher to protect students.”

**Member:** Tiffany Dawn Sacco

**Registration No:** 472802

**Decision:** Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of teacher Tiffany Dawn Sacco for providing false information about her professional qualifications to her school board.

Certified to teach in March 2004, Sacco did not attend the May 14, 2013, hearing, nor was she represented by legal counsel.

Sacco, who was employed by the District School Board of Niagara, falsely advised the board in May 2011 that she had completed the Additional Qualification course French as a Second Language (FSL), Part 1, at Queen’s University. She also provided information and documents to the board that she falsely claimed to have received from Queen’s.

The false information was discovered when a principal checked Sacco’s resumé against the member’s qualifications on the College’s public register, and found she did not have FSL. Sacco resigned from the school board, effective August 31, 2011.

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

She was also directed to appear before the committee to receive a reprimand and to successfully complete a course in professional ethics, at her own expense, prior to starting any job that requires a teaching certificate.

In its decision, the panel wrote, “The public expects to have qualified members of the profession teaching their children in the classroom.”

**Member:** Not identified

**Decision:** Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of a former teacher at the Halton District School Board for engaging in continuous sexual abuse of a student.

Licensed to teach in June 2004, the member did not attend the hearing on September 24, 2015. The member had legal counsel, but he was not present at the hearing.

The panel heard that in May 2005, following the member’s six months of communication with the student, she began to see him on a personal level. In the spring of 2007, they started to engage in sexual intercourse. They continued to have sexual intercourse many

times over the next three years.

In July 2014, she was found guilty of a criminal charge related to her actions with the student. She was sentenced to 90 days in jail to be served intermittently and three years probation.

The court ordered a publication ban to restrict publication of information that could identify a complainant, a witness and the accused. The Discipline Committee is required to uphold this ban.

The committee panel found the member guilty of professional misconduct and directed the Registrar to revoke her Certificate of Qualification and Registration.

In its written decision, the panel said, “The member has forfeited the privilege of holding a teaching certificate and being a member of the profession.”

**Member:** Robert Joseph Towler

**Registration No:** 168087

**Decision:** Suspension, reprimand, conditions

A Discipline Committee panel suspended former Halton Catholic District School Board teacher Robert Joseph Towler for repeated inappropriate conduct despite multiple warnings and sanctions by his school board.

Certified to teach in June 1986, Towler attended the November 9, 2015, hearing and was represented by legal counsel.

In September 2009, Towler struck one student in the back of the head with a binder and hit another student in the back of the head with a book. Five students complained about the member’s class. Towler was suspended with pay pending an investigation regarding inappropriate behaviour.

The school board had previously disciplined Towler for inappropriate conduct toward students. On October 20, 2009, he was suspended for five days without pay as a result of the investigation. Following Towler’s October 27, 2009, return to the classroom, he yelled at students and made inappropriate and demeaning comments. Students

complained to the school administration about his conduct. On December 14, 2009, the board's director of education received a petition signed by the parents of eight students objecting to Towler's return. He was terminated by the board on February 16, 2010.

The Discipline Committee panel found Towler guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be suspended for six months, from September 1, 2010, to March 1, 2011. He was also ordered to appear before the panel after the hearing to receive a reprimand.

In addition, Towler must also successfully complete courses in anger management and classroom management, at his own expense, prior to returning to teaching.

In its decision, the panel wrote, "The committee notes that the member missed opportunities to correct his behaviour and his teaching practices prior to this hearing and that he did not learn from his mistakes, even after being sanctioned by his board."

**Member:** Lorna Stacey Van Duyse, OCT  
**Registration No:** 183998

**Decision:** Reprimand, conditions  
A Discipline Committee panel reprimanded Ottawa-Carleton District School Board teacher Lorna Stacey Van Duyse for inappropriate student discipline, classroom management issues and failing to properly supervise students.

Certified to teach in June 1991, Van Duyse attended the November 19, 2015, hearing and was represented by legal counsel.

The member's misconduct occurred over the course of two school years — 2009–10 and 2012–13 — and included a transfer to another school. During this time, the school board received numerous complaints from students and parents about the member's treatment of students. She repeatedly engaged in the unfair treatment of students, which included yelling, giving unsuitable

timeouts and making students stand in the hall for inappropriate amounts of time.

Van Duyse also made comments that humiliated and put down students. At times, she also failed to properly supervise students and to ensure their safety.

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

Within 120 days of the decision, Van Duyse must also successfully complete a course, or courses, at her own expense, in classroom management with an emphasis on supervision and classroom safety, and effective student discipline.

In its decision, the panel wrote, "The Committee finds that the member's inappropriate conduct warrants a reprimand by her peers. The reprimand will allow the College to directly address its concerns with the member and will serve as a specific deterrent."

The coursework will assist in the rehabilitation of the member, the committee added.

**Member:** Not identified

**Decision:** Reprimand, conditions  
A Discipline Committee panel reprimanded a Toronto Catholic District School Board teacher for being ill-prepared for the administration of an EQAO assessment and failing to adequately supervise students during the testing.

Certified to teach in June 1993, the member attended the December 10, 2015, hearing and was represented by legal counsel.

EQAO testing took place at the member's school from May 25 to June 5, 2009. During the administration of the EQAO language assessment in his classroom and contrary to EQAO policies and procedures, the member:

- allowed students to interact with each other
- read a reading passage aloud to a student with an IEP and within hearing

of other students

- allowed instructional materials to be posted on the classroom walls and bulletin boards.

The member did not pick up his EQAO materials until the day of the test, not giving himself adequate time to read the materials and prepare for it.

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

The member must also successfully complete, at his own expense, a course regarding ethics in the profession.

In its decision, the committee stated, "The member's misconduct warrants a reprimand. The reprimand will serve as a specific deterrent and it will allow the College to address its concerns with the member."

**Member:** Meghane Elizabeth Webster, OCT

**Registration No:** 469001

**Decision:** Reprimand, conditions  
A Discipline Committee panel reprimanded Durham District School Board teacher Meghane Elizabeth Webster for inappropriate communications with students that crossed professional boundaries.

Certified to teach in June 2003, Webster attended the November 20, 2015, hearing and was represented by legal counsel.

Webster taught at an Oshawa school and was a trainer on a school team. She engaged in inappropriate conversations with students on Facebook and continued to correspond with students after she was warned about this issue by her vice-principal in November 2011. She also:

- sent numerous text messages and made long-distance telephone calls to one student, which was reported to the school and police
- referred to the vice-principal as a liar
- revealed personal information about a student's family to school administration without permission

## HEARINGS

- used deplorable language to communicate with another student on Facebook.

Following parent complaints to the authorities concerning the inappropriate texts, the police initiated an investigation and notified the Children's Aid Society. Ultimately, the police decided to not lay charges and the Children's Aid Society closed its file without taking action, but found evidence that Webster had become "too involved" with a student.

Board administrators met with Webster on December 15, 2011. She was advised to remove her Facebook page, to refrain from further discussion of this type through any form of communication with students and to take a boundaries course, which she has completed. She was no longer permitted to be a staff adviser or coach of any boys' sports teams. She was transferred to another school.

The Discipline Committee panel found Webster guilty of professional misconduct and directed that she appear before it immediately after the hearing to receive a reprimand. It also ordered her to complete a course on professional ethics, at her own expense, to remind the member of the standards expected of her as a teacher regarding maintaining boundaries with students.

In its decision, the panel noted Webster's "recurrent inappropriate communications" and "her repeated disingenuous, manipulative and self-serving behaviour." It found that these and other aggravating factors far outweighed the mitigating factors in this case.

**Member:** Derek Martin Winer, OCT  
**Registration No:** 495352

**Decision:** Reprimand, conditions  
A Discipline Committee panel reprimanded Hamilton-Wentworth District School Board teacher Derek Martin Winer for his inappropriate comments and conduct toward female colleagues and for taking his class into a store displaying marijuana paraphernalia.

Certified to teach in November 2005, Winer attended the December 8, 2015, hearing and was represented by legal counsel.

During the 2011–12 school year, Winer made comments to several female colleagues that often drew attention to their bodies or physical appearance and sometimes involved overt sexual connotation. Inappropriate touching also occurred.

On October 18, 2012, he took three students to the public library and, en route, he decided they had to stop and regroup because the students needed to calm down. He moved the students into a convenience store that displayed devices such as water bongs and pipes to smoke marijuana.

Winer received two discipline letters from the school board in May 2013, was suspended for a total of 15 days without pay and was required to complete a boundaries course. He was transferred to another school in the board at his own request for the 2013–14 school year.

The Discipline Committee panel found Winer guilty of professional misconduct and directed that he appear before the panel immediately after the hearing to receive a reprimand.

In addition, Winer must successfully complete, at his own expense, a course regarding communication skills with colleagues and the maintenance of professional boundaries.

In its decision, the panel wrote, "The member demonstrated a pattern of behaviour that involved inappropriate verbal and physical interactions with his colleagues ... One colleague told the member to 'back off' and he failed to respond appropriately."

The committee also found that Winer "exercised poor judgment when he entered a store displaying marijuana paraphernalia with his students."

**Member:** Not identified

**Decision:** Suspension, reprimand, conditions  
A Discipline Committee panel

suspended and reprimanded a Limestone District School Board teacher for failing to adequately supervise students during a trip.

Certified to teach in June 1987, the member attended the October 29, 2015, hearing and was represented by legal counsel.

The member and an educational assistant chaperoned a male and a female student to a conference. The trip, from November 18 to 29, 2010, included the weekends before and after the conference.

For part of the trip, the member allowed the two students to share a hotel room instead of assigning the rooms by gender. Neither the students' parents nor the school board agreed to this arrangement. He permitted the students to drink alcohol and he also consumed alcohol in their presence. This is against board policy.

The school board suspended the member for five unpaid working days during April 12 to 18, 2011.

The member was diagnosed with Lyme disease in August 2009. He believes that it impaired his judgment and contributed to the misconduct.

The Discipline Committee panel found the member guilty of professional misconduct and suspended his certificate for five working days. He was also ordered to appear before the panel immediately after the hearing to receive a reprimand.

In addition, he must successfully complete a course, at his own expense, in the appropriate supervision of students and professional boundaries.

In its decision, the panel wrote, "The Committee finds that the member's misconduct warrants a reprimand. The reprimand will serve as a specific deterrent and will allow the College to address its concerns with the Member." **PS**

Copies of the full decisions are available at [oct-occeo.ca/INWS629](http://oct-occeo.ca/INWS629).



NAME: *Melanie Doane*

- Born December 19, 1967, in Halifax
- Her father, J. Chalmers Doane, championed the use of the ukulele for music instruction in Canadian classrooms during the '70s and '80s; he received the Order of Canada in 2005 for his leadership in education
- Attended John W. MacLeod Elementary School and Queen Elizabeth High School in Halifax
- Studied music at Dalhousie University, with the intention of becoming a music teacher
- Moved to Toronto in 1988 to pursue a theatre career, while also writing music
- Released *Adam's Rib* in 1998, resulting in four Top 40 singles in Canada; has produced five albums; her single "Up to the Light" came out last September
- Won a Juno for Best New Solo Artist in 1999
- Has toured with Great Big Sea, Jann Arden and Sarah McLachlan's "Lilith Fair"
- Launched Doane Uschool ([uschool.ca](http://uschool.ca)) in 2009; the music education program serves over 500 students weekly in Toronto elementary schools and is based on her father's 1960s Ukulele in the Classroom program
- Joined the Toronto cast of the Tony Award-winning play *War Horse* in 2012
- Uschool students performed with astronaut Chris Hadfield via satellite in May 2013
- Received a donation of \$100,000 in 2015 to expand the Uschool program

## THE TUNESMITH

Singer Melanie Doane shares how her education took her from the top of the charts to the front of the classroom.

BY LAURA BICKLE

### Describe your school-aged self.

Sporty and music-y.

### What was your favourite subject?

Music was always my favourite class. I had exceptional music teachers from K to Grade 12.

### Your most challenging subject?

I was pretty bad at Home Ec (back when we used to call it that). Particularly reading sewing patterns — that was too excruciating for my right and left brain to reconcile the directions with the actions!

### Favourite literary pieces studied?

Singing Alex Tilley's famous composition of "In Flander's Fields" with my high school choir, and Alex (our music teacher) conducting. That poem and the incredible volume of poetry created by soldiers during WWI came back into my life during my recent stint in the Toronto production of *War Horse*.

### Who are your favourite writers?

I love L. M. Montgomery and I love seeing Maritime life through her eyes. I do think that as much as she has been a highly celebrated figure over here, she is sometimes underestimated in her overall cultural and literary significance.

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

I had big dreams of performing but my real plan was to become a music teacher. My studies, however, were interrupted when I was cast in my first professional show at the Neptune Theatre in Halifax.

### Subject you struggled with?

Definitely reading. My Grade 3 teacher, Mrs. Bower, was somehow able to unlock it all for me and that is something I'll always be grateful for. From Grade 3 on I was a confident student thanks to her.

### What was the last book you read?

*Get Out of My Life, but First Could You Drive Me and Cheryl to the Mall?* . . . *A Parent's Guide to the New Teenager* by Anthony E. Wolf. I have two children, aged 12 and 14.

### What are you currently reading?

*USchool, Building Your Ukulele Program* by Suzanne Doane [her sister].

### How did your education shape your role as a music educator?

I grew up at a wonderful time. My dad was the supervisor of music for Halifax School Board and had created an incredibly successful city-wide music program. I learned from him, my amazing music teachers, the experience of being in top music groups with my friends, making albums and touring the country while still in school. If I can give my students a taste of how good I had it, I will be happy. **PS**

PHOTO: COURTESY OF MELANIE DOANE



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### ADDITIONAL BASIC QUALIFICATIONS

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

### ABQ INTERMEDIATE

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

### ABQ SENIOR

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

### HONOUR SPECIALIST

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

### THREE-PART ADDITIONAL QUALIFICATIONS

Cooperative Education Part 1	CONT 681	•	•	•
Cooperative Education Part 2	CONT 682	•		•
Cooperative Education Specialist	CONT 683	•		•
English Part 1	CONT 539	•	•	•
English Part 2	CONT 540	•		•
English Specialist	CONT 541	•		•
Family Studies Part 1	CONT 677	•	•	•
Family Studies Part 2	CONT 678	•		•
Family Studies Specialist	CONT 679	•		•
First Nations, Metis & Inuit Peoples Part 1	CONT 524	•		•
First Nations, Metis & Inuit Peoples Part 2	CONT 525	•		•
FSL Part 1	CONT 536	•		•
FSL Part 2	CONT 537	•		•
FSL Part Specialist	CONT 538	•		•
Guidance & Career Ed Part 1	CONT 611	•	•	•
Guidance & Career Ed Part 2	CONT 612	•	•	•
Guidance & Career Ed Specialist	CONT 613	•		•
Health & Physical Ed (P/J) Part 1	CONT 510	•	•	•
Health & Physical Ed (P/J) Part 2	CONT 511	•		•
Health & Phys Ed (P/J) Specialist	CONT 512	•		•
Integration of Information & Computer Technology in Instruction Part 1	CONT 701	•	•	•
Integration of Information & Computer Technology in Instruction Part 2	CONT 702	•		•
Integration of Information & Computer Technology in Instruction Specialist	CONT 703	•		•
Kindergarten Part 1	CONT 801	•	•	•
Kindergarten Part 2	CONT 802	•		•
Kindergarten Part 3	CONT 803	•		•
Librarianship Part 1	CONT 797	•	•	•
Librarianship Part 2	CONT 798	•		•
Librarianship Specialist	CONT 799	•		•
Mathematics, Primary & Junior Part 1	CONT 542	•	•	•
Mathematics, Primary & Junior Part 2	CONT 543	•	•	•
Mathematics, Primary & Junior Specialist	CONT 544	•	•	•
Reading Part 1	CONT 533	•	•	•
Reading Part 2	CONT 534	•	•	•
Reading Specialist	CONT 535	•		•
Religious Education Part 1	CONT 624	•	•	•
Religious Education Part 2	CONT 625	•	•	•
Religious Education Part 3	CONT 626	•		•

Special Education Part 1	CONT 504	•	•	•
Special Education Part 2	CONT 505	•	•	•
Special Education Specialist	CONT 506	•	•	•
Teacher Leadership Part 1	CONT 530	•		

### ONE SESSION QUALIFICATIONS

Adult Education	CONT 860	•		•
Classroom Management	CONT 806	•		•
Safe & Accepting Schools	CONT 805	•		•
Special Ed - Behaviour	CONT 810	•	•	•
Special Ed - Communication - Autism	CONT 812	•	•	•
Special Ed - Communication - Learning Disability	CONT 816	•		•
Student Assessment & Evaluation	CONT 811	•		•
Teaching and Learning Through e-Learning	CONT 815	•	•	•
Teaching LGBTQ Students	CONT 807	•		•
Use and Knowledge of Assistive Technology	CONT 820	•		•

### TECHNOLOGICAL EDUCATION

Communications Tech Grades 9/10	CONT 403	•		•
Communications Tech Grades 11/12	CONT 404	•		•
Computer Tech Grades 9/10	CONT 490	•		•
Green Industries Grades 9/10	CONT 492	•		•
Manufacturing Grades 9/10 Blended	CONT 443	•		•
Tech Design Grades 9/10	CONT 487	•		•
Tech Design Grades 11/12	CONT 488	•		•

### \$685

- ABQ Primary
- ABQ Junior
- One Session AQ
- Three Session AQ (excluding French as a Second Language Part 1)

### \$745

- ABQ Intermediate
- ABQ Senior
- ABQ Technological Ed
- Honour Specialist (excluding French as a Second Language Part 1)

### SESSION DATES:

Fall 2016: Sept. 26 - Dec. 2, 2016  
 Fall/Winter 2016/2017: Nov. 7, 2016 - Feb. 10, 2017  
 Winter 2017: Jan. 23 - Apr. 7, 2017

### REGISTRATION DEADLINES:

Fall: Sept. 9, 2016  
 Fall/Winter: Oct. 28, 2016  
 Winter: Jan. 6, 2017



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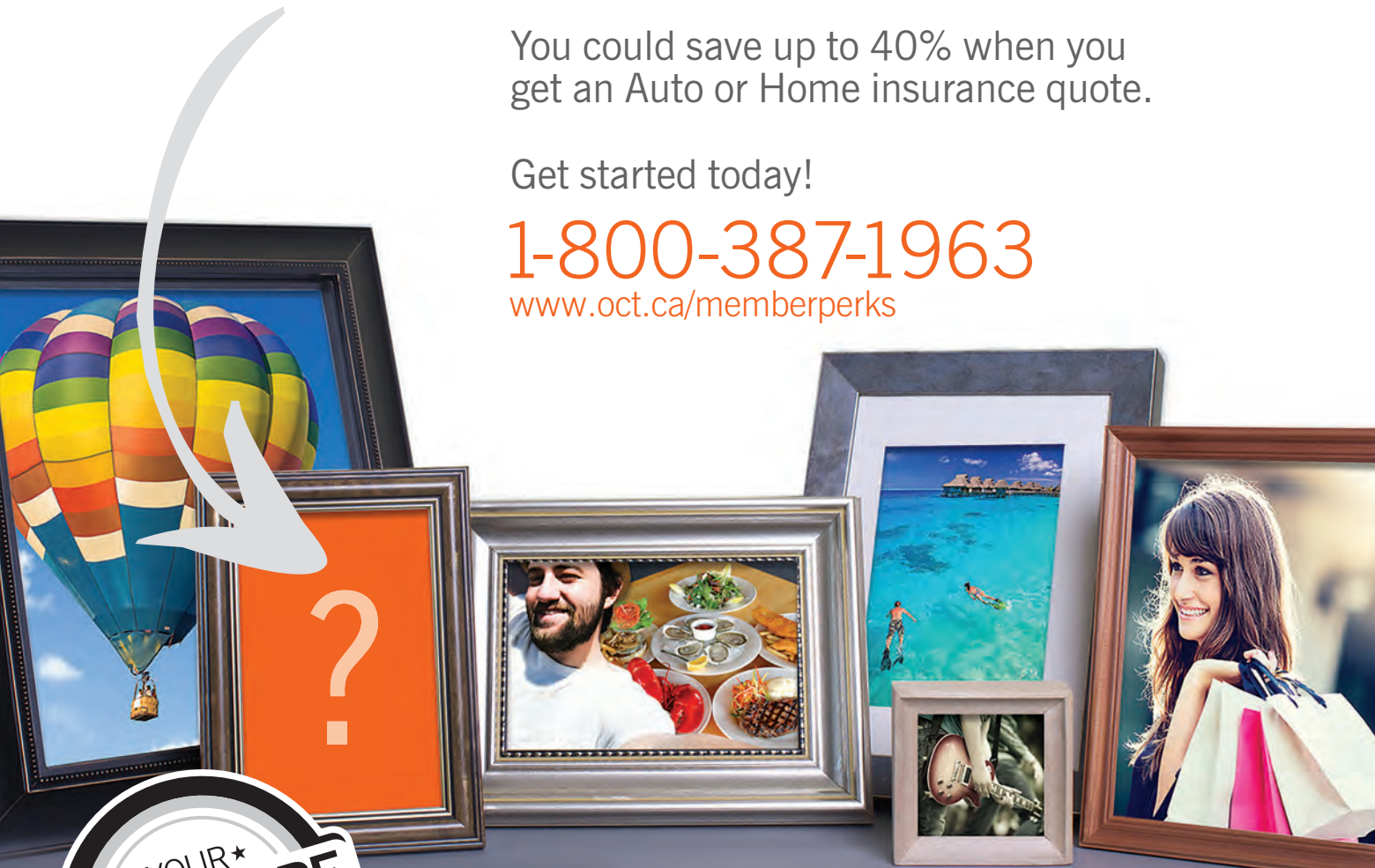
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