

Professionally Speaking

MARCH 2020

THE PUBLICATION OF
THE ONTARIO COLLEGE
OF TEACHERS

FLIP FOR
MORE

Teaching Through the Decades p. 32

OCTs at different stages
in their careers share
perspectives on their
ever-changing profession.

Anna Milla, OCT, teaching for 50 years



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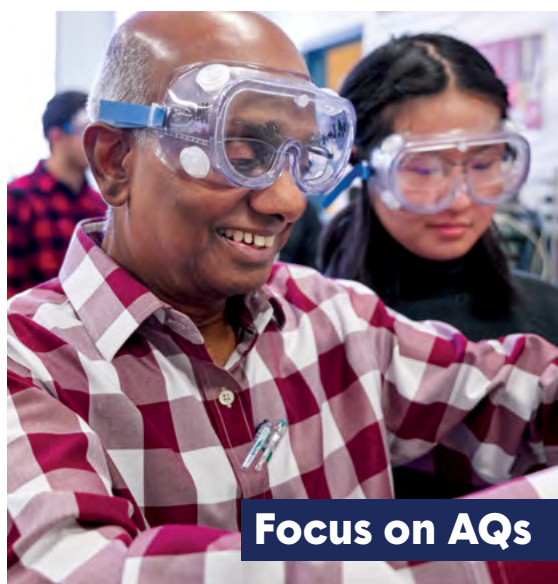
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The views expressed in the articles are those of the authors and do not necessarily represent the official position of the College.

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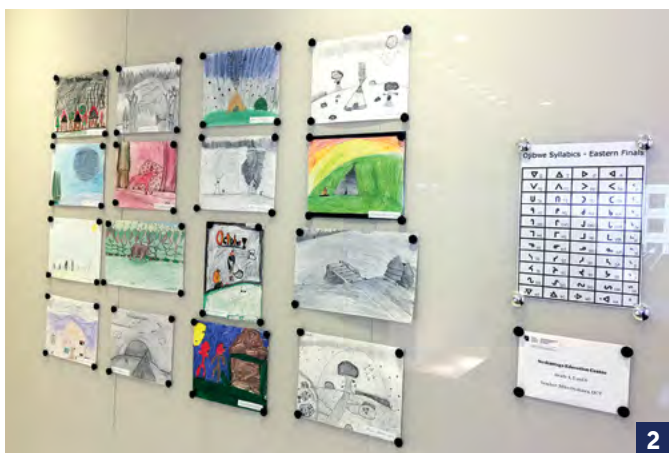
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1) Over the past few months, the College welcomed delegations from Ethiopia, South Korea and many other countries. Educators regularly visit the College to gather information on a range of topics, including our ethical and practice standards, how we inspire public confidence, teacher certification and Additional Qualifications.

2) The College is proud to display Ontario students' art in our halls, including this recent collection of work by Grade 4–6 students from the classroom of Miko Oyakawa, OCT, at the Neskantaga Education Centre in Lansdowne House, Ont.

3) College representatives spoke with graduating concurrent teacher candidates at Laurentian University in Sudbury, Ont., about the standards of practice in the Ontario teaching profession.

4) Recently, a team of AQ writers from across the province met to discuss ideas, share their knowledge and experience, and develop new guidelines for the Schedule D Visual Arts AQ.

5) College Council Vice-Chair, Tim Gernstein, OCT, provided future teachers at Ontario Tech University in Oshawa, Ont., with an overview of the College's responsibilities.

In Good Standing

Privilege comes with responsibility.

BY NICOLE VAN WOUDEBERG, OCT

@Nicole_OCTOEE0



Renewing my driver's licence is an uneventful experience. I join the line at Service Ontario, pay the required fee, and have an awful picture of me taken that will remain on my licence for the next five years. I'm then on my way with the continued privilege of legally being able to drive.

There are responsibilities that come with that privilege: I have to know the rules of the road and adhere to them. Only at age 80 will I be required to demonstrate that I am still knowledgeable and fit to drive according to the rules. Otherwise, my "spotless" driving record allows for auto-renewal as long as I pay my dues.

As a teacher, I also pay a fee to renew my annual teaching licence to maintain the privilege of teaching in publicly funded schools in Ontario. It is an auto-renewal as long as I am "in good standing."

In order to renew and maintain my teaching licence, I adhere to the expectations of the profession. As professionals, we strive to keep ourselves informed of best pedagogical practices; yet how much do Ontario teachers know about the guiding principles of the profession?

There are some basics that all Ontario Certified Teachers (OCTs) should know when they renew their licence each year. Take the following quiz and see how you do.

1) The *Ethical Standards for the Teaching Profession* are:

- a. care, trust, integrity, respect
- b. honesty, trust, excellence, care
- c. respect, fairness, kindness, trust
- d. fairness, equity, trust, care

2) The *Standards of Practice for the Teaching Profession* do not include one of the following:

- a. commitment to students and student learning
- b. professional knowledge
- c. care and trust
- d. ongoing professional learning

3) What are the College's core mandated activities?

4) True or false: the governing Council makes decisions in the public interest.

5) True or false: professional advisories inform OCTs about maintaining professional standards and guide their professional practice no matter where one is employed.

As a licensed OCT, I am one of approximately 234,000 eligible members to teach in publicly funded schools. By paying a fee, I recognize that privilege comes with responsibility. I therefore keep myself informed to remain a College member in good standing.

Read the *Governing Ourselves* section in the magazine to further your knowledge of the direction Council is setting for the teaching profession in Ontario. **PS**

Nicole van Woudeberg

ANSWERS 1. A (oct-ooeo.ca/ethical); 2. C (oct-ooeo.ca/ProfessionalStandards); 3. Accredit pre-service programs and set the standards for the teaching profession, license, investigate, determine disciplinary action (oct-ooeo.ca/objects); 4. TRUE; 5. TRUE (oct-ooeo.ca/advisories).

Improving Learning

Enhancing professionalism that assists teachers and students.

BY PAUL PICARD, OCT

Interim Deputy-Registrar



Being professional entails constantly growing, learning, and accumulating knowledge and skills that improve who we are as practitioners.

A teachers' first inclination is to ask questions and help others. It's innate. That curiosity fuels our capacity to grow, improve and apply what we learn to help our students achieve. And collectively, we are at an advantage.

As Ontario Certified Teachers, we have access to pedagogical and practical treasures — information, wisdom, expertise and examples that can bolster the support we provide to students.

The College supports the enhancement of professionalism in several key ways — through the *Ethical Standards for the Teaching Profession*, *Standards of Practice for the Teaching Profession*, and the Professional Learning Framework. In addition, the College offers free access to our library, develops Additional Qualification (AQ) course guidelines, and issues professional advisories. These resources invite deep reflection on one's professional knowledge and guide one's practice with respect to innovations, changes, and relevant topics and situations that are emerging in teaching and learning today.

When we collaborate to create AQ guidelines, for example, we consult with the profession, the public, students and education providers. We consider new ways of learning and innovative digital resources. And we consider how they align with the Ontario curriculum while addressing current needs in Ontario classrooms.

Consider mathematics education, for example. The College supports teacher learning and knowledge by developing guidelines for Additional Qualification courses. We have accredited seven courses, organized in six schedules (A, B, C, D, E and F), that are part of the Teachers' Qualifications Regulation. These courses enable teachers to critically:

- inquire into mathematical concepts and strategies that support student learning;
- explore cross-curricular learning that incorporates critical thinking in mathematics; and
- investigate mathematical high-yield instructional and learning strategies to deepen understanding and improve student knowledge and learning.

It's the College's mandate to set and administer the requirements for entry to practice and, by law, that now includes a Mathematics Proficiency Test. As well, we embrace working closely with partner organizations to assist teachers in ways that ultimately improve learning for Ontario students.

I look forward to working with you to strengthen our relationships and advance teacher professionalism in the province for the ultimate benefit of our students. To learn a little more about me, please see a short biography on page 52. **PS**

Tell us what you think!

In the spirit of open conversation and to support an array of perspectives, Professionally Speaking welcomes letters to the editor. The opinions expressed in letters are solely those of the authors and should not be interpreted as the view of the College. We reserve the right to edit letters for length and clarity. Letters should be sent to ps@oct.ca, be in response to content in the magazine and include the writer's phone number and registration number.

We are listening

In our December issue, we published a letter to the editor that hurt and distressed many members. We deeply regret the pain this caused.

The letter was in response to the article "Teaching LGBTQ Students," which was published in the June 2019 edition and supported the College's mandate to protect students and the *Ethical Standards for the Teaching Profession*. The article offered strategies for creating inclusive classrooms and steps to help teachers prioritize the visibility of all students. (See below.)

The published letter was a member's personal reflection and not the position of the Editorial Board or the College. It questioned what to do when one's personal beliefs are in

conflict with one's professional and legal obligations. After significant deliberation, our Editorial Board chose to publish the letter because the Letters to the Editor section is a forum for members to express their views in response to material that has appeared in the magazine.

The College received dozens of letters and more than a thousand social media posts in response to the letter. We are listening. While the Editorial Board's content review policy is robust and sound, there is always room for reflection, improvement and growth. With that, the board will implement an additional step going forward when reviewing potentially sensitive material. In addition to

seeking consensus when considering whether or not to publish such material, it will seek opinion beyond the Editorial Board, as necessary.

Furthermore, to address the question at the heart of the original letter to the editor, the Editorial Board has decided to publish an article in an upcoming issue that will explore what members should do if their personal views conflict with aspects of the curriculum, instructional styles or the philosophy of their employer.

Sincerely,



Godwin Ifedi

Godwin Ifedi
Chair, Editorial Board

Teaching LGBTQ Students
By Lisa van de Geyn
SIX STEPS TO CREATING A MORE INCLUSIVE ENVIRONMENT.

1. PRACTICE SELF-REFLECTION
It's not the most obvious first step, but the College's Deputy Registrar, Joe Jamieson, OCT, says it's incumbent upon educators to demonstrate care, trust, respect and integrity in the workplace. That's why it's important to look inward. "Ask 'Do I have any biases about the LGBTQ community?'" he says. "If you have a negative perception, that's something that needs work; it will be hard to interact with the necessary care and respect these students deserve."

2. SOAK UP KNOWLEDGE
"The feeling of being intimidated by a lack of knowledge or training is common. However, we've found that the best way to overcome our apprehensions has been to find opportunities

where we can learn and gain confidence," says Tess Della-Pieta, OCT, a teacher at École secondaire catholique Pierre-Savard in Ottawa. As one of several LGBTQ advocates in her school, Della-Pieta says her administration's support has allowed staff to not only go to seminars, but to develop their own educational forums. "A few years ago, we organized and hosted the first annual 'Rencontre interscolaire'—a one-day conference with workshops and guest panels discussing current issues, tools, next steps and future goals within our board."

As a member of the LGBTQ community, John Paul Kane, OCT, who teaches primary grades in Toronto, says getting acquainted with students who identify as LGBTQ takes initiative. "Request professional development, and reach out to Gay-Straight Alliances and colleagues in neighbouring schools where there are programs to create inclusive and safe spaces. Visit to see them in action." Kane says each school should have an equity representative who liaises with their board's equity department. "If you don't have an equity rep, become one." The College offers an Additional Qualification course on teaching LGBTQ students. (See sidebar for details.)

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“It should be made glaringly clear to all OCT members that they do not get to choose what they teach. If the author of the letter is personally uncomfortable with topics surrounding 2SLGTBQ+ realities of our society, they do not get to bring that bias with them into the classroom. They are professionally required, by the Ministry of Education, the Elementary Teachers’ Federation of Ontario and the College to promote inclusivity and equity in the classrooms they work in.”



Emma Rucchetto, OCT,
is a teacher with the Peel
District School Board.

“I want to thank the author of the letter in the December 2019 issue, questioning what teachers should do when asked to engage in pro-2SLGBTTIQ+ topics when they do not necessarily agree with teaching the topic due to their own religious convictions.

We know that not all educators are comfortable teaching about 2SLGBTTIQ+ identities, and perhaps such educators are not aware of the damage that occurs to those of us who identify in our 2SLGBTTIQ+ community daily. Nevertheless, the author raised the question of conflict between personal moral virtues and public moral values.

The author brought up the elephant in the room. To really enact purposeful pro-2SLGBTTIQ+ advocacy in public education, we need to assess where we are in our districts, schools and learning spaces.”



Hubert Brard, OCT,
is vice-principal at Wood-
bridge College with the
York Region District
School Board.

“While I understand the principles of freedom of speech, there have always been limits to these rights. As teachers, we do not have the freedom to express ideas and opinions that go directly against any of the prohibited grounds for discrimination in the *Canadian Human Rights Act*.”



Aaren Zavarella, OCT,
teaches Grade 4 at
Garthwood Park Public
School with the Peel
District School Board.

“Supports and resources are provided at a board level to do this important and necessary inclusion work. I am confident my colleagues in Caring and Safe Schools at the York Region District School Board would concur.”



Kelly Krug, OCT, works
with the Peel District
School Board as the
Climate for Learning and
Working Co-ordinator.

“As an LGBTQ+ educator, I felt it was necessary to offer a reminder that as educators we are compelled to support and nurture all students in our care. This includes and is not limited to acknowledging and respecting diverse lived experiences. Our students deserve to see ALL their teachers as role models, cheerleaders and advocates in their right to an inclusive, supportive learning space.”



Louisa Julius, OCT, is
a Grade 8 Core French
teacher at Bliss Carman
Senior Public School
with the Toronto District
School Board.

“The Ontario College of Teachers is tasked with upholding the standards of the teaching profession, including upholding our responsibility to the *Education Act*. *Professionally Speaking* missed a teachable moment in clarifying the College’s position on this matter and reminding Ontario Certified Teachers that Ontario public school boards are required by law to ‘promote a positive school climate that is inclusive and accepting of all pupils’ (*Education Act*: Part VI 169.1 [a.1]).”



Natasha Farooq, OCT,
teaches French on an LTO
assignment with the Peel
District School Board.

“Upholding the human rights of the students under their care does not and cannot constitute an infringement on members’ religious freedoms. This has been well established in Ontario and Canadian law.”



Catherine Coghlan, OCT,
teaches Grade 8 French
Immersion at David Leeder
Middle School with the
Peel District School Board.

“The Ontario College of Teachers’ *Professionally Speaking* is a thoughtful, carefully curated publication meant to reflect the high standards and ethics of our teaching profession. This letter diminishes our profession. It does not lift it up.”



Michael A. Moore, OCT, is
vice-principal at John Ross
Robertson Junior Public
School with the Toronto
District School Board.



3. ENCOURAGE INCLUSION IN LESSONS
Parmer is consistently on the lookout for meaningful ways to connect the curriculum with what's relevant to the LGBTQ community. "One of the topics I cover is the global impact of HIV/AIDS, and I spend a great deal of time outlining the marginalization of the LGBTQ community during the rise of HIV/AIDS in the 1980s." For Samuel Everitt, OCT, a guidance counsellor at Ecole secondaire Étienne-Brûlé in Toronto, including sexual orientation, gender identity and gender expression came naturally when he taught English. "I found it relatively easy to incorporate different types of texts with that content, as there are more and more novels, plays and short stories with LGBTQ characters and themes. When this content wasn't immediately evident, we studied the subtext." While reading *Romeo and Juliet*, for example, Everitt says his class analyzed subtext in relation to "the character of Mercutio as possibly being queer and in love with Romeo." When Everitt taught a Grade 10 history course, he included a discussion of the pink triangle, which was first used by the Nazis as a symbol of persecution against homosexuals, but later became a positive symbol of the LGBTQ community.

4. ENCOURAGE INCLUSION IN THE ENTIRE SCHOOL
Della-Pieta's school has made impressive strides in supporting the community. "LGBTQ students have access to several gender-neutral washrooms, we

have a strong Gay-Straight Alliance that meets weekly, and last summer we participated in the Ottawa Pride Parade," she says. The school also ensures safe spaces and individuals are clearly identifiable — any staff member can attach "safe space" stickers and cards to their classroom doors, walls or personal items. "This identification is purely voluntary and ensures these individuals are truly prepared to support anyone who might approach them."

5. SHARE YOUR OWN EXPERIENCES
Educators in the LGBTQ community, or those with loved ones in the community, have a unique opportunity here. Ian Clark, OCT, is the vice-principal at West Oak Public School in Oakville, Ont., and he's AJ's father. While he can only speak to his family's experience and perspective, he's eager to encourage and support his LGBTQ students and their families by being open about AJ's journey.

When LGBTQ teachers are out and visible, it benefits students, says Jamieson. As an openly gay educator, he believes kids need to see themselves — be it Indigenous, differently abled or however they identify — in their role models. "They need to see examples of successful adults in their communities," he explains, adding the College supports teachers who choose to be visible role models for LGBTQ students.

Kane has been out about his sexuality and identity since he started working at his board 22 years ago. "We queer teachers must take the lead," he says, adding he's also open about his

side gig. Along with his co-collaborator, Kane performs in drag for children and presents culturally diverse, inclusive books for story times. "Many of my students have attended my events and more than a dozen performed with me at the Toronto Pride Parade," he says.

6. START TODAY
"We're often looking for a manual or lesson plan that will lay out how to deliver inclusive education, but there isn't a prescribed curriculum that matches every individual," Ian Clark explains. Consider taking one action at a time: put up a poster discouraging homophobic bullying; pick up diverse books for the library; participate in International Day of Pink; speak to the administration about raising the rainbow Pride flag; pay attention to slurs and homophobic language — and enforce zero tolerance; and invite LGBTQ students and their families (or connections you have) into your class to share their stories.

Take a page from Farmer's book: He's made "direct changes" in the language he uses each day. "I no longer greet my class with a, 'Good morning, boys and girls,' or 'Good morning, ladies and gentlemen.' Rather, I simply say, 'Good morning, everyone,'" he explains. "I'm much more cognizant of proper pronoun usage and ask students to communicate which pronouns they prefer. This gives them the opportunity to inform me of their preferences, and hopefully they'll feel more welcome, represented and safe in our classroom as a result." **PS**

The More You Know


Sign up
The Teaching LGBTQ Students AQ is offered seasonally online and is accredited by the College. The course focuses on honouring LGBTQ students, creating safe environments and instruction on how to encourage inclusive learning. Open to educators teaching kindergarten to Grade 12. Visit oct-oeo.ca/findanAQ.

Read
Find helpful e-titles online at the College library, such as *Reading the Rainbow: LGBTQ-Inclusive Literacy Instruction in the Elementary Classroom*. Visit oct-oeo.ca/OCTLibrary.


Download
Check out *The Every Teacher Project on LGBTQ-Inclusive Education in Canada's K-12 Schools Final Report* and Egale's *Supporting Your Gender Diverse Child: A Guide to Support Parents, Guardians, and Caregivers Who Advocate for Their Trans, Intersex, Two Spirit, and Gender Diverse Children and Youth in the Ontario Education System* report. Visit egale.ca.

"To be clear, teaching about inclusion of all identities is a requirement. The existence and humanity of LGBTQ2S+ people are not up for debate, regardless of one's personal religious beliefs. To suggest otherwise by giving this letter a far-reaching platform in *Professionally Speaking* is to bring real and deep harm to an already vulnerable group of people.

It is clear that more education and support for OCT members on how to respond to these issues are needed going forward."

 **Jane Sayaka Yajima, OCT,** teaches Grade 3 at King George Junior Public School with the Toronto District School Board.

"This teacher has a duty to include all students in a publicly funded school regardless of what she believes. We have an inclusive education policy in Ontario schools."


 **Barry Bedford, OCT, is principal of Coronation Public School with the Durham District School Board.**

"As educators, we have a moral responsibility to uphold Canadian laws and values, and to teach our students the importance of respect for differences in a pluralistic society."

 **Cindy Spackman, OCT, was an intermediate teacher at Lakehead Public Schools in Thunder Bay before retiring.**

"To the teacher who relayed the discomfort she has around teaching LGBTQ issues in the classroom, a reminder that schools (including Catholic ones) are publicly funded and therefore are accountable to the government.

I invite her to read Tonya D. Callaghan's *Homophobia in the Hallways*, which examines the continued disconnect between Canadian Catholic schools and the *Canadian Charter of Rights and Freedoms* and how LGBTQ students face a high risk of discrimination, bullying and depression."

 **Lisa Snow, OCT, is an elementary occasional teacher with the Durham District School Board.**

“The front matter of all Ontario curricula also requires us to ensure that all our students see themselves reflected in their classroom learning, and that respect and tolerance for diversity be an integral part of classroom teaching.”



Oliver Vidal, OCT, teaches French and Spanish at Oakville Trafalgar High School with the Halton District School Board.

“The contents of the letter do not align with the *Education Act*, which states, ‘Every board shall promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.’”



Pam Strong, OCT, is an Equity and Inclusive Education resource teacher with the Peel District School Board.

“A teacher can demonstrate integrity with the following message: ‘Whether my beliefs do or do not support LGBTQ+ rights has nothing to do with my responsibility to my students. I am not betraying my faith by showing my students that they all deserve safety and respect.’”



Kyle J. McGiverin, OCT is a Grade 7 Core French teacher at Thomas Street Middle School with the Peel District School Board.

Retiring Soon? Stay connected with your profession.

PROTECT AND PRESERVE YOUR PROFESSIONAL STATUS AS AN ONTARIO CERTIFIED TEACHER.

Maintain your membership in good standing to:

- participate in surveys and focus groups;
- participate in pre-service program accreditations and Additional Qualification course development;
- return to a teaching assignment;
- receive monthly updates via *Your College and You*;
- learn about legal and regulatory matters affecting the profession;
- continue your access to the Margaret Wilson professional library;
- continue to receive *Professionally Speaking*;
- nominate, run and vote in Council elections;* and
- continue to use the OCT professional designation and more.

* You must be a member in good standing and work a minimum of 10 days in the year prior to an election to participate.

Plan to retire and never teach again?

A quick note lets us know to change your official status on the public register to “Retired.” Or complete and submit the “Notice of Retirement” form at oct.ca to avoid the “Suspended — Non-payment of fees” status and enjoy life as an acknowledged — retired — teacher.

Keep your membership alive. Share your experience. Visit the Members’ area (oct.ca/members) to find out how.



**Ontario
College of
Teachers**

Setting the
Standard for
Great Teaching



Power Tools

Here are the Top 10 reasons teachers use apps, websites and other technology in the classroom, courtesy of our latest poll.

1. To share documents and other materials.
2. To maintain students' engagement and interest.
3. To enhance or augment lessons.
4. To support differentiated learning.
5. To organize ideas, notes and lesson plans.
6. For attendance, grades and assessment.
7. For communication with families.
8. To enhance students' media literacy.
9. To support student collaboration.
10. To engage in game-based learning.

Don't forget to pay your 2020 fee

The \$170 annual member fee is due.

If your fee is not deducted through payroll, please make sure to pay the College directly.

Protect your good standing status and preserve your ability to teach in an Ontario publicly funded school.

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- Via your bank or financial institution

Use the seven-digit invoice number we assigned to you the last time you paid your annual member fee as your online account number. Please call us if you've forgotten or don't have it.

- Via the College's app
- By phone at **416.961.8800** (toll-free in Ontario at **1.888.534.2222**)

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The deadline for receipt of payment is April 15, 2020.



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Setting the
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Great Teaching

Pop Quiz with Sara Dimerman



BY LAURA BICKLE

Sara Dimerman has been a psychologist in private practice for 30 years and also founded the Parent Education Resource Centre in Thornhill, Ont., in 1990. She has written several bestselling books, including *Am I a Normal Parent?* and *How to Influence Your Kids for Good*, and hosts a popular podcast, too.

In her most recent book, she turns the focus to her own family and her daughter Chloe. *Don't Leave, Please Go* chronicles Chloe's final six weeks at home prior to leaving for university, her first year there and her summer at home afterwards, offering guidance through the lens of their personal experience. We asked Dimerman to share how teachers can help their students navigate this challenging but exciting time.

What surprised you about your family's experience?

I was surprised at how we got along better when she was living away and how it was more tricky when she returned home for visits.

Chloe encountered a roller-coaster of emotions. However, as she writes in the book, she is glad she rode out the storm. With a lot of support both from home and at university, she is thriving in her third year.

How can teachers help students and their families prepare for the transition?

Parents and teachers working together is ideal. Parents can ensure that their teens have the life skills necessary for living away while teachers can help to make sure that they have the academic and practical skills. Both parents and teachers can model effective time management skills, organizational skills and the importance of following through.

What should teachers know about what is happening psychologically at this time?

There can be many highs and lows. Teens are somewhat checked out and looking forward to closing one door and opening another. But they're also feeling nostalgic about saying good-bye to a familiar environment.

This is also a time of angst. Most students don't really know what they want to do with the rest of their lives and think that everyone else has a better sense of direction.

How can teachers help students deal with these emotions?

Let them know their feelings are normal. Help ease anxiety by having brainstorming and informational classes about the application process. The more they're armed with practical information, the less anxious they will be.

Teachers may be able to draw on their personal experiences. My teenage clients find it helpful to know that I studied radio and television before I became a psychologist. I assure them that no matter what they start out doing and where they end up, nothing is ever a waste of time and they will learn from every life experience along the way.

By the Numbers: Tech Support

Facts and figures about technology in Ontario school classrooms.

BY STEVE BREARTON

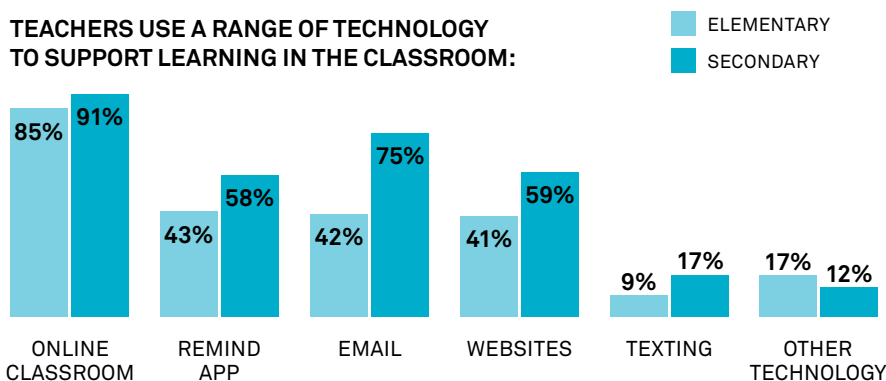
IN CLASSROOMS AND BEYOND

ONTARIO SCHOOLS REPORT STUDENTS ACCESS TECHNOLOGY:



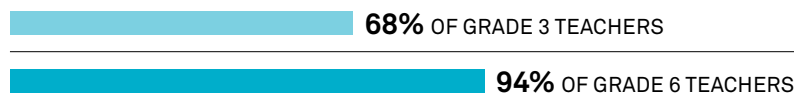
TEACHERS' TOOLS

TEACHERS USE A RANGE OF TECHNOLOGY TO SUPPORT LEARNING IN THE CLASSROOM:



COMMUNICATION AND LANGUAGE

ONTARIO TEACHERS WHO REPORTED ASKING THEIR STUDENTS TO USE THE INTERNET AS PART OF THEIR LANGUAGE INSTRUCTION (IN 2018)



ONTARIO SCHOOLS IN WHICH SOME TEACHERS COMMUNICATE WITH STUDENTS USING TECHNOLOGY (IN 2019)*



* Percentages are based on the responses to a People for Education survey.
Sources: People for Education, 2019; Education Quality and Accountability Office, 2018

TWEET SHEET

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Looking for content for your classroom for Black History Month? Here are 5 videos of African Canadian Inventors and Innovators oct-oeeo.ca/AfricanCanadianInnovators Produced by @RyersonU @OBHistory @RellaHistory



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Collaborates with educators to create resources for teachers looking to use inquiry-based mathematics and science in their classrooms.

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Use Calendar Time to practice mathematical concepts from every strand. Check out the many ways to incorporate math into the calendar here bit.ly/2t5XYqS @JackmanICS @OISEUofT #elemmathchat



Professional Practice

Last year I started running a program in my Grade 6/7 class to help teach financial responsibilities. At the beginning of the year, students apply for a “job” in class and receive a salary (pretend money) for their work. They can also earn “income” for participating in school teams and clubs, and for academic achievement. From their earnings, they are responsible for paying rent for their “property” (desk and chair) and paying fines for such things as forgetting to stack chairs at the end of the day or returning forms late. We also created scenarios so students could experience real-world issues such as grocery and restaurant expenses, financing a car and purchasing a house.

Each month concludes with a class auction. Once students have paid their bills, they can use their leftover income to bid on items such as school supplies, iTunes cards and no-homework passes.

MONIQUE OUGH, OCT, JUNIOR/INTERMEDIATE TEACHER, ST. JOHN THE BAPTIST ELEMENTARY SCHOOL, DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD.

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

The Next Step in Youth Science

BY STEFAN DUBOWSKI

Young scientists in school often get direct access to the tools and teachings they need to develop experiments and learn the scientific method. But they don’t get access to one crucial aspect of science: peer-reviewed publication of their work. *The Canadian Science Fair Journal* (CSFJ, csfjournal.com) is here to change that. Developed by researchers working with the Children’s Hospital of Eastern Ontario in Ottawa, this new periodical presents reports by scientists aged six to 18 across a range of topics including bioengineering, behavioural science and environmental sustainability.

Anyone in elementary through high school can submit a report for publication. The journal has expert editors/mentors on hand to work with submitters to develop the articles, providing constructive feedback on writing abstracts, formatting references, interpreting results and other requirements. Once the articles are up to snuff style-wise, they’re published on the CSFJ website and in the print version, which

comes out each spring, summer and fall.

The print version works as a classroom tool, notes Rhian-non Ng, the CSFJ’s co-founder and managing editor. Teachers are encouraged to share it with their students, and for 2020, the journal now includes a discussion section with pointers you can use to prompt dialogues among your students. You’ll also find a lesson plan on peer reviewing on the journal’s website, which you can use to introduce the concept.

Ng figures now is the time for the CSFJ. It not only gives students a taste of an important part of the scientific process — publication — but it also gives them a new tool to help them appreciate objectivity and evidence-based decisions. “Particularly in a world in which fake news and pseudo-science are becoming more common in main-stream media outlets, we hope this authentic youth-led research can serve as an age-accessible tool to promote those principles of science literacy early on,” she says.

Apps Analysis

BY STEFAN DUBOWSKI

Inventioneers Full Version

Creativity, perseverance and physics feature big in this quirky little game. “Inventioneers” (characters who blow air, create fire and do other elemental activities) use random objects to solve bizarre problems, like leveraging a scuba diver into a bathtub (with pipes, a funnel and a spring). It may seem chaotic, but the puzzles help players learn about physics fundamentals such as gravity and simple machines, which they’ll start to study as early as Grade 2. The developers say their own invention is meant for six- to eight-year-olds, but older children and adults enjoy it too.



DEVICE Apple, Android
SOURCE Apple App Store (\$6.99), Google Play (\$6.99)
RATING 4+, Everyone

Indigenous Peoples Atlas of Canada (IPAC)

This app’s main page offers links to facts and essays about a number of Indigenous communities. Dig a little deeper and the writings reveal all sorts of fascinating information about people, their traditional ways of life and their modern-day realities. Individual sections on residential schools and truth and reconciliation dig deep into tough topics, while the Find a Location feature presents details like community size and languages spoken. This rich content works well alongside Ontario’s Grade 9 to 12 First Nations, Métis and Inuit Studies.



DEVICE Apple, Android
SOURCE Apple App Store (free), Google Play (free)
RATING 4+, Everyone

Français Authentique

This all-French app seems “tout à fait parfait” for high school students in French Immersion programs and French schools. It links to entertaining essays, videos and podcasts on different aspects of the French language including phrases (such as “donner un tuyau,” which means to give someone a tip). Much of the material comes with handy transcripts so viewers/listeners can read along, helping to match the way words sound to how they’re spelled. Although the app is free, there are a few links to additional for-fee extras, so best used with adult assistance.



DEVICE Apple, Android
SOURCE Apple App Store (free), Google Play (free)
RATING 17+, Everyone

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Sonderly is the learning division of Geneva Centre for Autism.



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Novel Ideas

Everyone has a story. Help students share their big ideas and unique perspectives with engaging — and fun — resources. Making movies? Sure! Cartoons or novels? Why not? Tap into tech to support student storytelling in every creative way.

BY CAELI MAZARA

1. Imagistory *first two stories are free! US\$2 for each additional*

This “wordless picture book” app supplies young writers with an engaging visual narrative and asks them to pen the story to go with it. Perfect for honing early literacy skills, this app is easy to use and offers six different illustrated tales to spark young imaginations.

GRADES K to 3 | VISIT oct-oeo.ca/imagistory

2. Toontastic 3D *free!*

Inspire your students with this cartoon-building program that uses animation to bring their ideas to life (and will have them learning narrative concepts along the way, to boot). Students can select and personalize characters, and have those characters talking, walking and dancing with the touch of a finger.

GRADES 1 to 5 | VISIT toontastic.withgoogle.com

3. Scribble Press *US\$4.99*

Lauded as one of the best creative apps out there, Scribble Press lets students build their stories from the ground up. The app comprises some 300 drawing tools, backgrounds, stickers and music, and even allows the author to become part of the story with a photo uploading feature.

GRADES K to 5 | VISIT app.scribblepress.com

4. Plume [French-language app]

1-, 3-, or 12-month memberships for 4.99–9.90€ monthly
Created by a college professor and inspired by the Montessori method, this app offers four wordless animated stories to get students creating. With such subjects as “The Enchanted Forest” and “The Mysterious Island,” students will love putting their own words to the illustrations.

GRADES 3 to 7 | VISIT plume-app.com

5. Animation & Drawing by Do Ink *\$6.99*

This app is the best of both worlds: it’s easy to use but also really powerful. Students can craft a story, add animation and edit the whole thing, all in one program. Bonus: green-screen effects mean students can record and add themselves into the story, too.

GRADES 3 to 8 | VISIT doink.com

6. Elegy for a Dead World *\$16.99*

This one-of-a-kind storytelling platform markets itself as “a game about writing fiction,” and is just that — a video game that invites students to build a fiction around it. With settings inspired by classic poets, this is an app sure to kindle students’ imaginations.

GRADES 4 to 12 | VISIT oct-oeo.ca/Elegy

7. NaNoWriMo Young Writers Program *free!*

The famous 30-day-novel program encourages students under the age of 18 to join the fun! The main challenge takes place in November but shorter projects can be undertaken at any time of year with the support of the program’s website, which is chock full of grade-appropriate resources.

GRADES 4 to 12 | VISIT ywp.nanowrimo.org

8. Write the World *free!*

This website hosts a young international writing community of students from more than 120 countries. Young authors share their writing, compete in contests and seek inspiration from peers. Teachers can create closed groups and delve into the program’s resource pool of lesson plans, writing prompts and more.

GRADES 8 to 12 | VISIT writetheworld.com



From the Top

Lynne Charette, OCT, sets the tone that flows from principal to teacher to student.

BY STUART FOXMAN

Six weeks into the school year, Lynne Charette, OCT, saw that one student was feeling anxious. “She was very self-conscious,” says Charette. Unsure if she was doing things correctly, the student was seeking frequent approval. If it didn’t come right away, she got down on herself.

So Charette wrote her a note. She recalls the gist of it: “When you feel overwhelmed, take small bites. You’re not expected to do and know everything. Just become curious about learning, listen, observe and ask many questions. Be truly present.”

It’s simple yet great advice for any learner. In this case, the student happened to be a teacher candidate at the University of Ottawa’s faculty of education. That’s where Charette teaches now, after retiring in 2019 from a 35-year career with the Ottawa Catholic School Board (OCSB).

Her final job with the OCSB was principal at St. Benedict School, in Nepean, Ont., which she opened in 2016. For her work there, The Learning Partnership named Charette one of Canada’s Outstanding Principals for 2019.

As a principal, and now as a university professor, Charette has the same objective: help teachers to approach their work with the right framework and mindset.

Much of what Charette expects of teachers applies to students too. Both groups have a lot to achieve and can feel pressure. Charette hopes teachers remember, and help their students to remember, this lesson. “Focus on a few goals,” she says, “and build on the success you already have.”

If you believe teachers set the tone in the classroom, then the principal sets the tone for staff. It’s all connected. Charette encourages among teachers what she also wants to see from students.

ONLINE EXCLUSIVE

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



Lynne Charette, OCT, with students from St. Benedict School, in Nepean, Ont., where she was principal until retiring in 2019.

“She gets excited about ideas,” says Stephanie Myers, OCT, a Special Education resource teacher at St. Benedict.

When Myers joined the school, she was new to the elementary panel and wasn’t tied to the traditional models. Myers had her own thoughts of what Special Education could look like, based on her understanding of the board’s vision, including leveraging more digital resources. Charette was supportive, partly because she wants everyone, teachers and students alike, to follow their own paths.

“Lynne modelled risk-taking, so you model it, and students see it. It trickles down to the staff and students, so they want to try new things,” says Myers. “The more that students have voice and choice, the deeper they can go into learning. Lynne also gave her staff voice and choice in their passions.”

Everything can be mirrored. For instance, Charette is a huge booster of professional learning communities. She loves when colleagues brainstorm, and also recognizes that it

helps teachers to promote the same strategies in their classrooms.

“We talk about how important collaboration is for students. What Lynne does well is build collaboration among staff,” says Jeannie Armstrong, OCT, principal at St. Marguerite d’Youville School with the OCSB. “She sets the conditions for those opportunities, such as same-grade collaboration through scheduled prep time. Lynne creates school conditions that support a strong collaborative culture, so teachers recognize the importance of collaboration among students.”

Charette began her career with the OCSB in 1984, and was a classroom teacher, system Special Education consultant, vice-principal and principal. Her ties to the board extend much further. Charette’s father was superintendent of business administration with the OCSB, involved in building or retrofitting more than 40 schools.

“Dad would take my mom, my sister and me to school openings. I was always fascinated by school designs and how the staff created learning environments,” says Charette.

She had a chance to open a school of her own with St. Benedict. Charette wanted it to have strong connections to social justice, environmental stewardship, entrepreneurship and inquiry-based learning.

At St. Benedict, Charette’s first question for staff was “What’s the difference that makes the difference for each child?” Why that? Educators often talk about making a difference. Charette says you can’t generalize about how to do that. One size doesn’t necessarily fit all. Her question was a reminder to teachers to “drill down,” says Charette.

“Rather than go a mile wide and an inch deep, let’s go an inch wide and a mile deep,” she says. “It’s not about being curriculum-driven; it’s about being student-driven.”

The Canada’s Outstanding Principals award recognized how Charette champions inquiry-based learning, which she believes is central to unpacking curriculum content. “If your students can answer a question using Google,” says Charette, “you’re asking the wrong question.”

That attitude changes the teacher role. As Charette explains, “I encourage teachers to transfer some responsibilities to students, because releasing authority engages students. Triggering inquiry takes modelling enthusiasm. Learning something new generates our own enthusiasm. Teachers get hung up on the content of the curriculum as opposed to the act of learning.”

Charette’s award also noted how she worked with Dr. Michael Fullan’s New Pedagogies for Deep Learning network to promote the global competencies: creativity, communication, citizenship, critical thinking, character and collaboration.

That focus offered another example of how she both steered and entrusted her staff. Charette gave staff ample PD time to explore the issues, and then the freedom to evaluate how the six Cs played out.

“She had faith in us and let us be innovative,” says Julian Daher, OCT, then a French Immersion teacher at St. Benedict and now a teacher at St. Michael School in Ottawa. “I said, ‘Lynne, I know the curriculum, but I want your permission to come up with tasks to measure the global competencies.’ She said, ‘Run with it.’ We were able to take the risks because Lynne wasn’t a directive leader. She was a transformational leader.”

What does that mean? “Think of a car,” says Daher. Traditionally, the teacher drives the car and the students sit in the back seat. The teacher navigates the route. That isn’t how it should work in the classroom, or between staff and school leadership.

“Through gradual release, Lynne invited teachers to go into the passenger seat and give input into direction, and eventually go in the driver’s seat,” says Daher. “Similarly, in the classroom I’m using more of that transformational approach. It rubbed off, in that I want the kids to help me direct the learning, or to direct the learning themselves. What can we do together, and how do we reroute? Learning is a journey.”

As a principal, Charette practised what she called “organized abandon-

ment.” You look at all the initiatives coming down from the Ministry or board, layer that against the school context, and get deliberate in setting priorities. Maybe this year there’s a desired focus on literacy, for instance, but it’s not as important to the school as critical thinking.

It’s a reminder too that teachers have a lot of things coming at them, and so do students. Keep things focused and filter out the rest of the noise.

“You could see that in the classrooms of Lynne’s schools,” says Brenda Wilson, OCT, a retired OCSB superintendent. She says that whenever Charette popped in, everyone was in a learning stance. They weren’t worried about being observed. “It happened,” says Wilson, “because teachers knew Lynne’s expectations, and because everyone was excited about the process of learning and not just the outcomes.”

“I focused on the learning and not the teaching,” says Charette of her classroom visits. “That’s the mandate. When I walk into the classroom, it should take me a while to find the teacher. I should see the teacher embedded in the learning. I should hear the students doing as much talking as the teacher, and see them learning in small groups.”

Too much silence is a warning. “I’d wonder if I walked into a classroom and it was quiet. It wouldn’t sound like the students were engaged,” says Charette.

The smartest person in the room is the room, she says. “There is no hero image that brings about any kind of change that lasts. We’re all in this together.”

That means teachers need to be learning alongside the students. It gets back to her note to the University of Ottawa teacher candidate. Be curious. Listen. Observe. Question. “You have to focus on yourself as a learner,” says Charette, “before you can become the best teacher you can be.” **PS**

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

I wish I knew then

What do you wish you knew then that you know now?

After she retired as a principal, Lynne Charette, OCT, reflected on that question. Here are five things that she learned that really matter for teacher success.

- 1) Keep an open mind to learn and a humble heart to receive feedback. Develop a genuine interest in ideas all around you. You can’t do it all, and won’t always do it well, but try things out.
- 2) The climate and community in the classroom/school must come before content.
- 3) “Right” answers aren’t always the point (especially if they’re just rote). Curiosity, critical thinking and risk-taking enable students and teachers to go further, regardless of their skills. If your students can answer a question using Google, you’re asking the wrong question.
- 4) If you’re too focused on test scores in literacy and numeracy, it will crowd out attention to more fundamental global competencies, including creativity, communication, citizenship, critical thinking, character and collaboration.
- 5) Step outside your comfort zone. It changes your outlook on the challenges you’re facing. Professional growth requires discomfort.



The Gold Standard

A dream team of remarkable teachers helped shape Marnie McBean into the successful athlete and coach she is today.

BY RICHARD OUZOUNIAN

It's no surprise that educating Marnie McBean was a team sport. McBean is one of the most accomplished athletes in Canadian history and one of only two Canadians to win three gold medals at the Summer Olympics. Last summer, she was named Chef de Mission for Team Canada at the Tokyo 2020 Olympic Games, an appropriate next step in the career of a seemingly born leader, coach and motivator, whose well-received and insightful book, *The Power of More*, sums up her views on self-motivation.

When you talk to the disarmingly candid McBean, she'll admit that many of the qualities that helped her reach such lofty goals in life were instilled in her early on — years, in fact, before she ever settled on rowing as her major pursuit.

The time she spent at Park Lawn Junior Middle School in Etobicoke, Ont., from which she graduated in 1982, contributed to how McBean says she was “shaped, moulded and shown how to become the person I am today.”

McBean says it wasn't just one particular teacher at Park Lawn who guided her, but a veritable dream team of educators who helped her find her way. “If you asked me who changed my life, I'd struggle to name just one person,” admits McBean. “I don't think we do heroes that way in Canada. We take bits and pieces of all the people who helped us along the way.”

In some ways, McBean was a late starter. Although she was an avid athlete from her earliest years, the first time she was drawn to the Olympics was at the age of 16 when she watched the closing ceremonies of the 1984 Los Angeles Summer Games and felt what she calls “a strong pull” toward the camaraderie and joy of the athletes.

Rowing became her sport of choice after she watched the Rob Lowe film *Oxford Blues*, later that year, with its dramatic, exciting depiction of the world of competitive rowing.

Although all this happened shortly after her time in middle school, it was those formative years that “made me ready for everything that would happen to me,” she recalls.

When asked what she was like going into middle school, McBean laughs. “I was a strong character coming in. Whether it was misplaced or not, I always had a certain confidence.” She adds, “I was not without my own insecurities and issues. I'm not perfect! I wasn't beyond getting in a little trouble, on occasion.”



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One of the teachers who made a big impact during those years was her Grade 6 health teacher, Barb Abbott. “I remember having normal conversations with her,” McBean recalls. “I was maybe a mature kid, an old soul, and she sensed that.” She hastens to add, “I always knew my teachers were my teachers. I never felt they were my friends or my buddies, but they talked to me like a person and that made all the difference.”

John Armstrong made a strong impression on McBean during those early years, as well. “He was a great teacher. I had him for math, history and homeroom. I remember he was firm — he never allowed any slacking off.”

But it was in the world of extra-curriculars where Armstrong made the strongest impression. “He was the chess coach and he was really brilliant at it. He put us into leagues and had us playing competitively. The competition really appealed to me. I was ranked in the top 25 of under-16 players nationally,” McBean recalls. She says Armstrong taught her how to think strategically — a skill she’d come to rely on down the road while training and racing. “In chess, I knew all these opening moves and where they would lead. I remember him saying ‘This is the Kasparov opening. Learn it.’ And I did.”

Another teacher who made a substantial impact was Mary Matsui, her music teacher. “She was a petite woman with quite a sense of style. She wore flared pants, big collars, stuff like that,” says McBean. “She made music fun, but she didn’t do it by trivializing it. Quite the opposite. She put theory to it. She helped us understand how music worked and then made us do research papers. I picked The Police and had to figure out what actually went into the songs that Sting wrote and sang.”

McBean reflects on her Park Lawn teachers and their lasting impact. “I liked teachers who taught real stuff, who could create analogies I could respond to,” she says. “If someone came up with an analogy I latched onto it. It didn’t just help me in that subject, I used it in my life, my rowing. I use them to this day!”

She remembers a math teacher in high school whose emphasis on problem-solving helped her in a



McBean visited her middle school in 1992 and took a photo with former teacher Mary Matsui.

biomechanics course in university. “He taught us how to strategize moves ahead, to look back at an equation and understand the principle behind it, not just the answer to the immediate problem,” says McBean.

She took that analytical thought process and carried it with her into adult life and into competition, as she recalls in *The Power of More*: Before every race, to give us a realistic idea of what to expect, my coach, my rowing partner, and I would use the real data of our skills and speed versus those of the competition to create a race profile prediction.

Back in school, life lessons were just a regular part of everyday classroom interactions. “At the time, I was just doing it. When you’re using those tools, you don’t really know where they come from. But it’s great to stop and ask yourself questions that dig up those memories. In hindsight, you can really put those pieces together,” says McBean.

She recalls another important area of growth early on in her education. “I was a good reader in Grades 1 and 2, so they asked me to work with ESL students. I became a real helper.”

Those experiences supporting others in their learning may have planted the seeds, helping her become a successful coach and mentor.

After an injury sidelined her from the 2000 Olympics and ended her active rowing career, she was hired by the Canadian Olympic Committee as a specialist in Olympic athlete preparation and mentoring, working closely with Canadian Olympic teams in a variety of sports.

It’s clear McBean’s early teachers made quite an impact. In 1992, she returned to visit and speak to the student body and staff. Her message to everyone in the crowd that day? “Try out everything, choose the thing you like the best and work very, very hard at it.”

There’s another moment from that same year that stands out in McBean’s memory, just as clearly. She had just stepped off the plane from the Barcelona Olympics in 1992, her two gold medals draped around her neck, and was joking with a newspaper reporter about where she should keep them because “They’re a bit heavy for earrings.” Then she looked up in the crowd and saw John Armstrong, the no-nonsense teacher who had taught her how to strategize, greeting her in a moment of homecoming glory. “That’s something I will never forget.” **PS**

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



Teaching Through the Decades

FROM FOUR-YEARS EXPERIENCE TO HALF A CENTURY IN THE CLASSROOM, TEACHERS AT ALL STAGES OF THEIR CAREERS SHARE PERSPECTIVES ON THEIR EVER-CHANGING PROFESSION.

BY STUART FOXMAN

Hi-Liter



As students get older and have more learning opportunities, their school experiences evolve. It's no different for teachers. What changes and what stays constant during their careers? What's the best advice they've ever given or received? We spoke with six Ontario Certified Teachers about lessons learned and what continues to drive their passion for education.

**AUDREY BEAUDOIN
TEACHING FOR FOUR YEARS**

As the daughter of a teacher, Audrey Beaudoin, OCT, understood the demands of the job. Still, it was a tough transition. "In the first two years, I always felt like I was trying to catch up," she says.

Beaudoin teaches kindergarten at École élémentaire publique Julie-Payette in Kanata, Ont., just outside Ottawa. By now, she has learned a few fundamentals. One, "Relax a bit. If you're trying your best, your students will realize it." Two, "Check in with the audience — what do students need at the time?"

She sees many parallels between the development of students and teachers. Every year, each should see progress and become more confident in their abilities. Beaudoin welcomes insights that teachers share on blogs and social media. While experienced teachers can be great mentors, she says newer members of the profession also have a lot to offer to colleagues.

"We have a beginner's enthusiasm that can be contagious," says Beaudoin. "New teachers can be scared to give new ideas at first, but it's important to just go for it."

**JENNIFER CONNELLY
TEACHING FOR 14 YEARS**

Jennifer Connelly, OCT, believes in keeping things fresh. At the Sudbury Catholic District School Board, she has taught middle school and has been an assistive technology teacher. For two years, Connelly served as a student support and inclusion consultant and is now a Special Education consultant. Before becoming a teacher, she was as an early childhood educator.

"You have to embrace change or you get stale," says Connelly. "Challenge yourself. When you get too comfortable, you aren't learning."

That doesn't necessarily mean you have to switch roles or schools. But keep switching up your assignments and techniques, she says. "Students have more complex needs, so be open to always learning. Never think you've mastered everything."

Connelly sees technology in the classroom as an invaluable tool to accommodate and motivate students. "If you don't embrace that, you'll have an uphill battle," she says.

While Connelly welcomes change, the most satisfying part of the job has stayed consistent. "It's when students who struggle the most [make progress]."



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FOR STUDENTS THAT WE,
AS TEACHERS AND
ADULTS, STILL LEARN AND
GROW OURSELVES.



LORI BARBATO
TEACHING FOR 24 YEARS

Preconceived notions and snap judgments can interfere with productive teacher-student relationships. Lori Barbato, OCT, learned that quickly during her first contract position. It was at an open custody facility for young offenders, ages 12 to 16. It wasn't quite how she had envisioned teaching.

Barbato made a point of avoiding the students' disposition reports until she got to know them in class. She didn't want the knowledge of their offences or backgrounds to influence her.

"I tried to just get to know the children," she says. "Learn what you can do to help them succeed."

That idea still guides Barbato, who teaches Grade 2/3 at St. Anne Catholic School in Sarnia, Ont. Helping each child reach his or her potential is the key, more so than worrying about benchmark averages. What's different today? Problem-solving and collaboration, which were footnotes earlier in her career, are now at the core of her classroom.

After the summer break, Barbato looks forward to September — returning to the routine of the school week and applying the ideas that were bubbling during the summer. "I'm excited to put all the things I thought of into play. My goal is for every child to say 'I want to go to school today.'"



PAMELA PARKS
TEACHING FOR 26 YEARS

Early in her career, Pamela Parks, OCT, defined success as ensuring the students master curriculum expectations. "When I started, it was all about lesson plans, and imparting knowledge and skills." Over time, she saw what else mattered — recognizing that each child comes to school with their own identity, history, learning style and challenges. "You need to meet students where they're at, and provide the supports to get them where they need to be," she says.

Parks currently teaches Grades 5 and 6 at Meadowlands Public School in the Ottawa suburb of Nepean. Even before entering the profession, she had some idea of what it entailed. As a high schooler, Parks did two years of co-op at an elementary school. "But I didn't expect the drain of being 'on' all day, or the level of multitasking that happens in a teaching millisecond," she says.

With experience, Parks started to focus less on how her classroom looked, "and more on how children feel in my classroom."

She sees her primary role as building a positive learning community, which she defines as where students feel safe, connected and cared about. "This is the foundation on which all learning takes place," she says.



BRUCE SODERHOLM
TEACHING FOR 30 YEARS

Bruce Soderholm, OCT, took a detour on the road to becoming a teacher. After being accepted to a faculty of education, he was unsure whether teaching was the best fit. So he worked in sales for an advertising company, and then for a road-marking contractor. While he was doing graduate studies in history, a career-counselling test revealed that he was, in fact, suited to be a classroom teacher.

Thirty years into the profession, he now teaches English at Beamsville District Secondary School in Beamsville, Ont., and has a much keener sense about how learning works three decades later. Back then, there could be pressure to feel you had to do everything well.

“New teachers spend a lot of time thinking about how much depends on them. Over the years, you recognize the commonality of being a fellow traveller. It’s important to model for students that, as teachers and adults, we still learn and grow ourselves.”

One of the most obvious changes during his career is technology. “We’re the digital immigrants and students the digital natives,” Soderholm says. What hasn’t changed, he adds, is the importance of the teacher-student bond.



ANNA MILLA
TEACHING FOR 50 YEARS

Anna Milla, OCT, began teaching in 1969 in Woodstock, Ont. She was only 19 when she took over a class of 10-year-olds for the Waterloo Catholic District School Board. “It was scary,” she recalls.

Milla almost quit that first year. The class had 38 students, 27 of them boys. “They were very unsettled,” she says. With the behaviour issues, and feeling overwhelmed with the responsibility, she wondered if she’d made the right career choice. But she stuck it out.

Milla retired in 2001, after teaching Grades 3 to 7, as well as Special Education, but ever since has done supply and long-term occasional teaching.

When she started, teachers were taking what she calls a more liberal approach, integrating themes across subjects. “Things were less rigid,” she says. While that was progress, she says there was little focus on the individualized needs of students.

Approaches and curriculum directions will come and go, Milla says. The key to success, she says, is classroom management — something she learned her first year. “You can have the best lesson plan in the world, but if you don’t have [discipline in your classroom] and things are disorganized, everything falls [apart].” **PS**

The Secrets of Their Success

How can teachers, and a classroom, work best together?

1) Look inward.

Are students bored? Restless? It’s not up to them to automatically be interested. Focus on your presentation and win them over. Says Anna Milla, OCT, “Don’t always blame the kids for not learning.”

2) Keep exploring.

Jennifer Connelly, OCT, once felt she had to know everything: she didn’t want to be caught off guard as the teacher. For teachers and students alike, it’s OK to say you don’t have the answer. “It’s only bad if you show you’re unwilling to learn,” Connelly says.

3) Collaborate.

Students learn from each other to succeed, says Lori Barbato, OCT. So should teachers. In the first half of her career, colleagues held onto their ideas. It’s different now. “If I have a problem, the first people I go to are the teachers next door.”

4) Lower your voice.

“The best tip anyone ever gave me was that when you feel like yelling, whisper instead. The students will listen better,” says Audrey Beaudoin, OCT.

5) Make expectations clear.

“Don’t give up your right to expect students’ quiet attention,” says Bruce Soderholm, OCT. “If you give that up, you can never get it back.”

6) Honour everyone.

“Students who arrive with flashing neon ‘greatness’ signs will learn and succeed despite you. They have skills that we traditionally value for school. Others are great in so many different ways. It’s our professional responsibility to honour the many unique abilities and learning styles in front of us, and adjust our approaches to allow each student to shine,” says Pamela Parks, OCT.

New Era Uncertainties

The decade-long teacher surplus in Ontario is over, with new teachers once again in high demand. However, uncertainty prevails on the impact of class size on early-career teacher employment.

BY FRANK MCINTYRE, DAVID TALLO
AND ELIZABETH MALCZAK



New Ontario teachers report more success joining Ontario district school boards in the 2018–19 school year than at any time over the last 12 years. The College’s latest *Transition to Teaching* survey finds unemployment among first-year Ontario graduates now down to just five per cent. Teachers in years two through five average three per cent unemployment. These rates are far below the 34 and 21 per cent rates recorded as recently as 2014. First-year unemployment is even below the seven per cent rate recorded back in 2008.

The Ontario district school board share of first-year teacher hires is up, with 86 per cent of all education graduates who entered the profession in 2018–19 hired by Ontario English- or French-language board employers. Out-of-province teaching fell from 13 per cent in our 2017 survey to just six per cent in 2019. Ontario independent school teaching is also down over two years, from 15 to six per cent.

Despite the strengthening Ontario labour market, early-career employ-

ment is still precarious for many early-career teachers — especially among English-language teachers. Secondary school class size and e-learning initiatives may well prolong the time it takes for new teachers to find permanent jobs in Ontario schools.

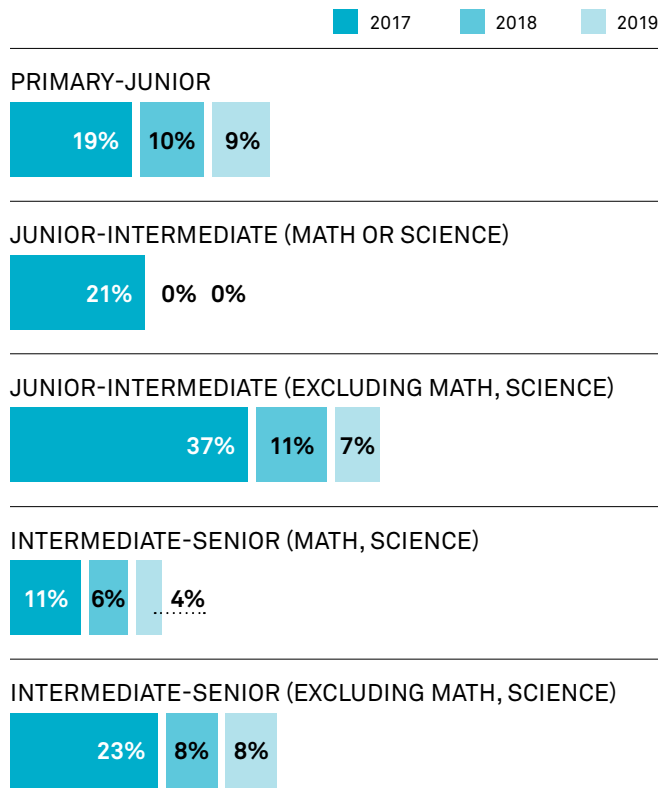
The labour market for Ontario teachers surveyed in 2019 is radically different from that of five years ago. In the 2013–14 school year, far more early-career teachers competed for occasional roster, long-term occasional (LTO) and permanent teaching jobs than in 2018–19. In 2014, almost 33,000 Ontario graduates licensed during the preceding five years were teaching or actively looking for teaching jobs in the province. An estimated 7,700 of them were unemployed. Five years later, the comparable labour market-active group had dropped in size more than 30 per cent to about 22,500. With average unemployment plummeting from 24 to four per cent, the estimated number unemployed is now just 800.

Similar sharp declines in unemployment occurred among newly licensed teachers in Ontario who completed their teacher education outside of the province. By 2019, this group had also dropped significantly in size, their unemployment rates were down and our estimate of unemployed teachers among them plummeted from the 2014 level of about 3,900 to under 600.

Unemployment among new teachers should remain low over the next several years for a few reasons. Provincial elementary-secondary enrolment numbers are gradually increasing. Far fewer new teachers are joining the profession compared with the levels that drove the teacher surplus in past years. And the number of teachers retiring over the next several years will be higher than they have been in more than a decade.

School boards can expect continued shortages of French-language and French as a Second Language (FSL) teachers. Recruitment challenges will also increase for boards trying to fill English-language daily occasional

UNEMPLOYMENT RATES FOR ENGLISH-LANGUAGE TEACHERS



rosters, and regional and subject-specific LTO and permanent vacancy shortages may also emerge.

Ontario graduates across all divisions report more employment in 2019. The unemployment rate for first-year teachers in all divisions was in the mid-teens in 2017. By 2019, unemployment among primary-junior, junior-intermediate and intermediate-senior qualified teachers was down to six, three and four per cent respectively, and technological education teachers report no unemployment for the second year in a row.

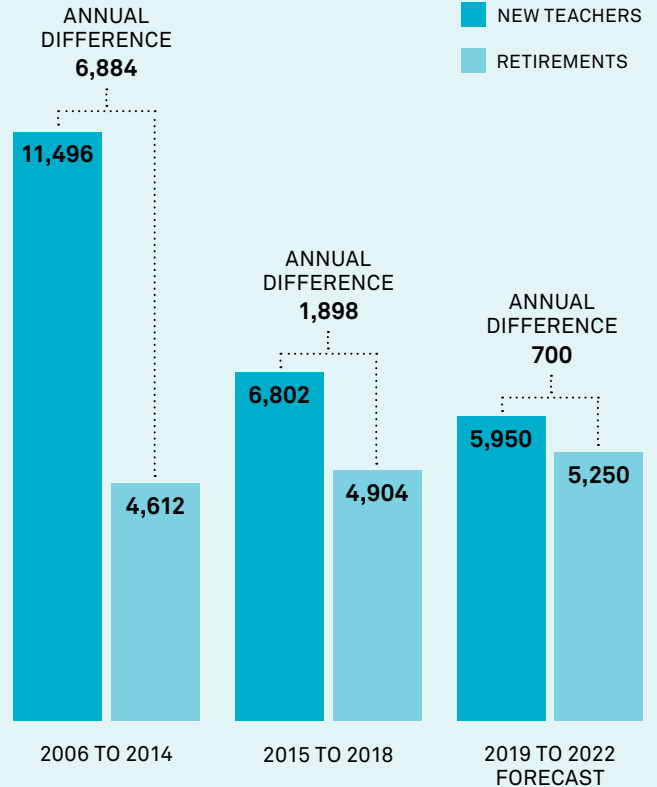
Unemployment rates vary across language of instruction for first-year teachers. No Ontario-resident, French-language-program graduates report unemployment for the third year in a row. FSL teachers are also all employed. English-language teacher first-year unemployment stands at seven per cent, down considerably from 19 per cent in 2017.

Differences are evident across divisions and subject qualifications

for English-language teachers. Primary-junior, English-language teachers report nine per cent unemployment. No junior-intermediate teachers with math or science qualifications report unemployment for the second year running, and intermediate-senior qualified teachers with math and/or science stand at just four per cent unemployment. When it comes to full-time employment, educators with these subject qualifications continue to have an advantage over other English-language, junior-intermediate and intermediate-senior teachers, who report seven and eight per cent unemployment respectively.

Ontarians who complete teaching degrees in other countries and teachers educated in other Canadian provinces both report less unemployment in 2019 than in previous years. However, teachers new to Canada with education degrees from other countries report 40 per cent unemployment in 2019, up from 35 per cent a year earlier.

ANNUAL NEW AND ANNUAL RETIRING TEACHERS

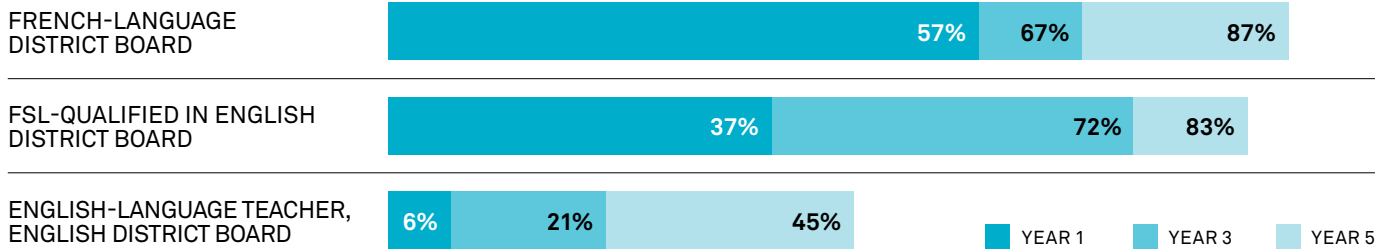


Despite the generally positive job environment for future Ontario education graduates, many teachers still experience challenges moving from precarious jobs to permanent contracts. Career patterns vary significantly between French- and English-language teachers. English-language teachers employed by school boards take the longest time to find full-time employment.

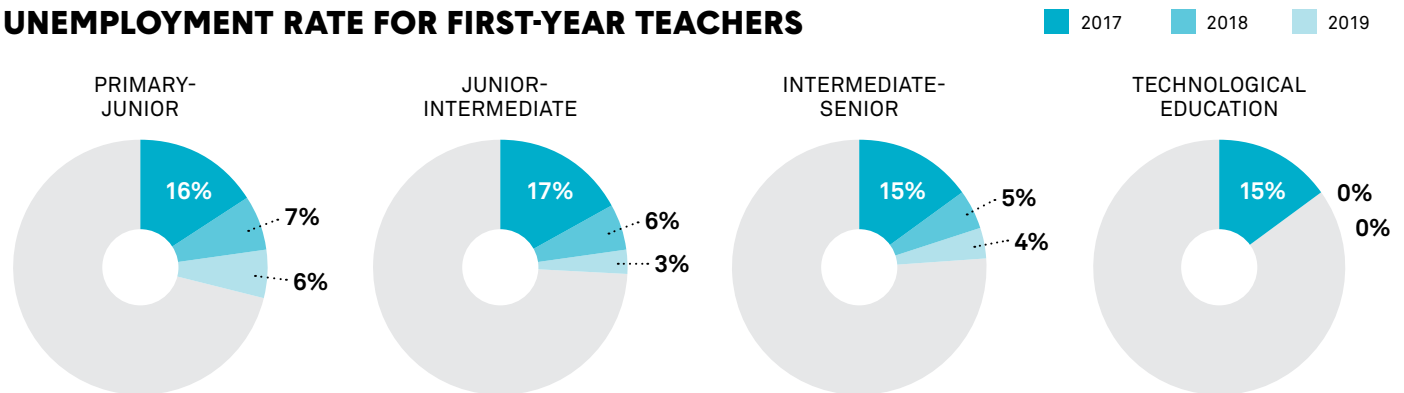
Teachers hired by French district school boards quickly move on to permanent contracts. More than half find full-time jobs in the first year after licensing, and four out of five teachers do so by year three. Similarly, one in three FSL-qualified graduates teaching in English district school boards land permanent contracts in the first year, and by year five, four out of five have full-time employment.

Just six per cent of English district school board teachers who do not have FSL qualifications find permanent employment in year one, and less than half do so by year five. This very slow

EARLY-CAREER TEACHERS WITH PERMANENT CONTRACTS



UNEMPLOYMENT RATE FOR FIRST-YEAR TEACHERS



About our Survey

Transition to Teaching surveys are conducted annually. Since 2001, they have provided a longitudinal view of the changing Ontario teacher labour market.

The 2019 survey examines job-entry and professional experiences of teacher education graduates licensed in 2009 through 2018, and new-to-Ontario teachers educated elsewhere and Ontario-certified in 2017 and 2018. Web-based surveys gathered large samples from each of these groups of early-career teachers.

The number of teachers who completed our survey was 2,779. Response rates varied from 12 to 22 per cent of the sample groups, with an average 15 per cent return overall. The accuracy rate is 1.9 per cent overall and 2.9 to 5.1 per cent for the individual survey components, 19 times out of 20.

The full report of this year's study is available on the College website at oct-oeo.ca/T2T2019.

career progress is an outcome of the much larger and longer lasting over-supply of English-language teachers over the past decade. French-language teacher over-supply was very short in duration and replaced by a new shortage several years ago.

A further contributor to the slow career progress among English-language teachers is the staged hiring process in English district school boards that requires extensive occasional roster teaching before one can be considered for long-term and permanent teaching contracts.

Eligibility-to-hire status is non-transferable across district school boards. Teachers on occasional rosters, or who hold LTO contracts, must wait until a permanent vacancy arises in their own district board for which they have the qualifications and sufficient seniority to compete. Even highly experienced occasional teachers cannot apply for positions for which they are qualified outside of their own boards.

Many survey respondents expressed concerns about the impact of secondary school class size and compulsory e-learning initiatives on

their prospects for permanent contracts in the years ahead.

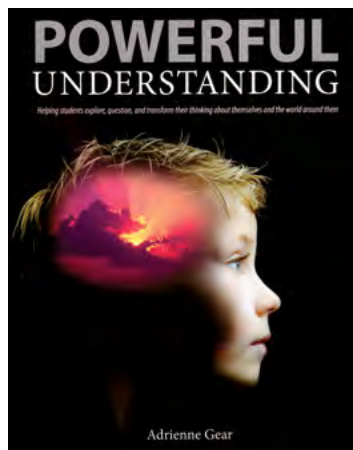
Said one respondent: "I was pleasantly surprised in my first year as a teacher. I applied for an LTO the first week of September and started right away. Changes to classroom sizes will certainly affect my ability to obtain a permanent contract in the near future, but I remain hopeful."

Government estimates vary widely on the number of teaching job losses that will result from plans to not replace some retiring teachers over the next four years. At the high end, many early-career teachers would be limited to unpredictable occasional roster and LTO contracts much longer than otherwise anticipated. Secondary-level English-language teacher shortages would emerge much more gradually than supply and demand demographics indicate.

Class size increases are under way in 2019–20 and are already having an effect on early-career teacher contracts. Discussions around the depth of teaching job losses over the next several years are ongoing and uncertainty prevails on the full impact on early-career teachers. **PS**

Your guide to recently released books and other teaching resources.

Borrow a copy of any of the books reviewed in *Professionally Speaking* by connecting with the Margaret Wilson Library. Email library@oct.ca, access your College account via oct.ca, use the OCT Membership App, or call 416-961-8800 (toll-free in Ontario 1-888-534-2222), ext. 679. For reviews of French-language resources, visit pourparlerprofession.oeeo.ca.



Powerful Understanding: Helping students explore, question, and transform their thinking about themselves and the world around them, Pembroke Publishers, Markham, Ont., 2018, softcover, ISBN 978-1-55138-328-6, 176 pages, \$24.95, pembrokepublishers.com

Powerful Understanding BY ADRIENNE GEAR

Albert Einstein once said that the goal of education is not necessarily to learn facts but to train the mind to think. This book directly addresses the thinking piece, that most critical component of an effective education.

These are challenging times, when much is expected of the educational system. In response, many school systems around the world are integrating political, social, emotional and ethical learning into everyday classroom curricula. *Powerful Understanding* shows teachers how to connect the dots for students to deepen understanding and interact with the world around them as they construct meaning.

As the author of the transformative *Reading Power*, Adrienne Gear has always sought to expand awareness and

to sharpen critical thinking beyond the confines of the classroom. This book takes it a few steps further by including both teachers and students in a more profound learning process that not only helps students become more reflective learners but shows us, as teachers, how to develop and reflect on our own understanding of the content we teach.

The resource is designed as a guide for teachers of all grades and is packed with practical classroom lessons, exemplars, photocopy-ready pages and a number of book lists. Full of great ideas and solid philosophy, *Powerful Understanding* is a worthwhile resource for engaging all those curious learners in our classrooms.

Janet Cottreau, OCT, is executive director of a leadership and family camp near Ottawa.



Making Sense of Number, K-10: Getting to know your students so you can support the development of their mathematical understanding, Pembroke Publishers, Markham, Ont., 2018, softcover, ISBN 978-1-55138-332-3, 140 pages, \$24.95, pembrokepublishers.com

Making Sense of Number, K-10 BY MARY FIORE AND RYAN TACKABERRY

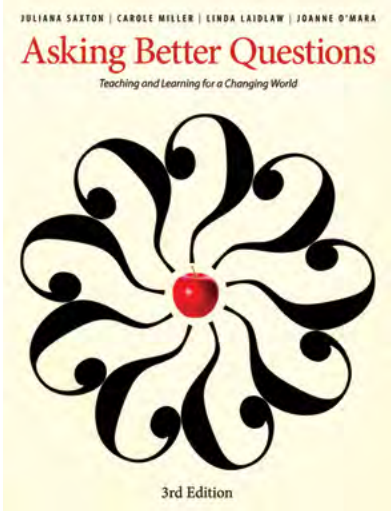
This book is about ongoing reflection, both for teachers as they think about their own skills and for their students as they figure out the underpinnings of math. The book guides teachers in structuring learning around key concepts — quantity, counting, relating and representing; all developed across the various strands — patterning and algebra, numbers and operations, measurement, geometry, and data and probability for Grades K-10.

Each chapter has a similar layout, structured for ease of use. The book includes everything needed to generate effective lesson plans, including the big ideas, classroom vignettes, making sense of concepts, prompts to guide

thinking, and assessing when student understanding kicks into place.

One important part of the book is a short discussion about prior attitudes, particularly the attitudes of parents toward mathematics. If parents believe math is primarily formulas and calculations for example, they will need opportunities to see the broader value of math and its applications to new contexts. Early in the year, the authors suggest, it's helpful to provide parents with lots of math support. Strengthening the parent-child bond has a profound impact on learning, especially in mathematics, where grasping the abstract concepts of numerical thinking often require reinforcement at home.

Mary Veronica Moloney, OCT, teaches Grade 3/4 at St. Vincent de Paul Catholic School in Toronto.



Asking Better Questions: Teaching and Learning for a Changing World, Pembroke Publishers, Markham, Ont., 2018, softcover, ISBN 978-1-55138-335-4, 128 pages, \$24.95, pembrokepublishers.com

Asking Better Questions, Third Edition

BY JULIANA SAXTON,
CAROLE MILLER, LINDA LAIDLAW
AND JOANNE O'MARA

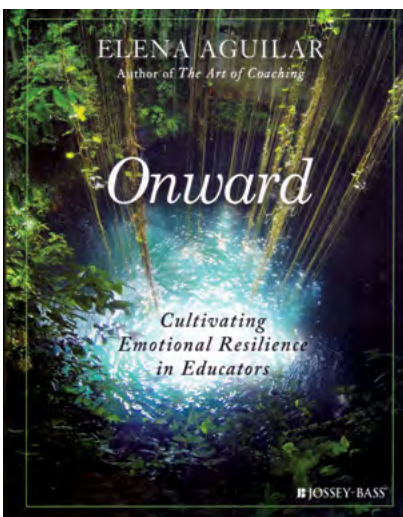
If you type “asking better questions” into Google, you’ll come up with a stunning number of results. Add “education” to your search, and you’ll whittle that result down, but only a bit. As an educator, this may not be entirely surprising. We’ve all been there. Some days, when we ask questions of our students the energy is electric. Other days we hear crickets chirping. That’s where this book comes to the rescue.

The authors have organized questions into three essential categories: questions that elicit information, those that shape understanding, and those that promote reflection. The key question driving the text is how can we encourage

deep learning and generate engaged conversations about things that matter. The authors explore the questions both within traditional media and within the dynamic digital world. That leads to an analysis of how questions are asked now compared to in the past, touching on the current age of “post-truth” in which we find ourselves.

With genuine engagement, students can begin to question the veracity and relevance of everything they come across. Is it true, false or embellished? Students become the questioners, taking on more responsibility for their own learning. Which is really what education is all about, isn’t it?

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



Onward: Cultivating Emotional Resilience in Educators, Jossey-Bass, a Wiley Brand, Hoboken, N.J., 2018, softcover, ISBN 978-1-119-36489-4, 384 pages, \$41.95, wiley.com

Onward

BY ELENA AGUILAR

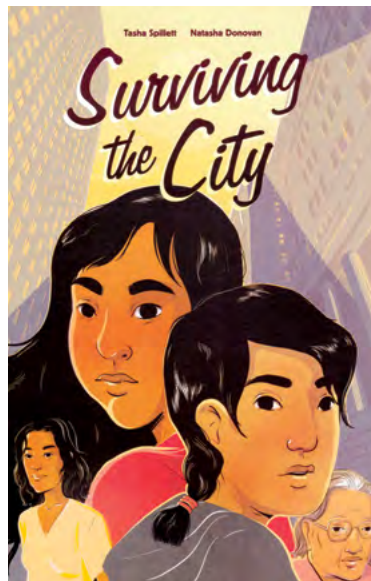
Early in the 2018–19 school year, my principal handed me this book with an invitation. Could I read it and consider whether it would be suitable for a school-wide teacher book study in support of improving student resilience.

Aguilar frames *Onward* by assigning each chapter to a month of the year. For example, in September, a month when we’re surrounded by new people, she suggests that teachers focus on building community. The final chapter, May, is a time to celebrate and appreciate our accomplishments during the course of the previous school year. Using this framework, she invites educators to recognize that our ability to build resilience will be directly affected by the ebbs and flows of a typical school year.

Readers of Brené Brown or Eckhart Tolle will recognize descriptions of key behaviours that lead to resilience: allowing ourselves to be vulnerable, facing our fears, speaking without hostility, and striving for clarity in our communication. She offers clear strategies to strengthen these behaviours that apply equally to relationships among teachers and between teachers and students.

As we studied the book, my colleagues and I engaged in meaningful conversations, reflecting on what it means to be resilient, and how it is possible for educators, as agents of change, to help our students become empowered learners and citizens.

Wilma Aalbers, OCT, is a teacher-librarian with the Upper Grand District School Board.



Surviving the City, Vol. 1, Highwater Press, an imprint of Portage & Main Press, Winnipeg, 2018, softcover, ISBN 978-1-55379-756-2, 54 pages, \$18.95, highwaterpress.com

Red River Resistance: A Girl Called Echo, Vol. 2, Highwater Press, an imprint of Portage & Main Press, Winnipeg, 2018, softcover, ISBN 978-1-55379-747-0, 49 pages, \$18.95, highwaterpress.com

Surviving the City, Vol. 1
BY TASHA SPILLETT, ILLUSTRATED
BY NATASHA DONOVAN

**Red River Resistance:
A Girl Called Echo, Vol. 2**
BY KATHERENA VERMETTE,
ILLUSTRATED BY SCOTT B.
HENDERSON AND DONOVAN
YACIUK (COLOURIST)

Two recent YA graphic novels by Indigenous women bring to life the struggles and experiences of teenage Indigenous girls.

Surviving the City tells the story of Miikwan and Dez, who are inseparable at school. They have recently finished their berry fast, a ceremony teenage girls undertake to prepare for womanhood. Dez lives with her Kokum (grandmother) and fears she may be placed in a group home if her grandmother becomes too ill to care for her. Miikwan is grieving her mother, who is missing and presumed murdered. When Dez disappears one night, Miikwan fears she has lost her best friend in the same way she lost her

mother. Under the guidance of the Indigenous culture worker at school, Miikwan makes an offer to the Creator asking for Dez’s safe return, and then takes part in a march in honour of missing and murdered Indigenous women and two-spirited people, before Dez is ultimately found and the two are reunited.

The importance of community, especially a community of women, is a running theme throughout the book. Many of the scenes include female spirits who accompany Miikwan and Dez throughout their days, guiding and protecting them against the threatening male spirits who also follow the girls.

In *Red River Resistance*, we follow Echo as she strives to find her place in a large Winnipeg school. As in the previous volume about her, Echo misses her mother, who is living in an unnamed facility. She spends much of her day with earbuds shoved in her ears, playing her mother’s old playlist. The book’s cover art accentuates her longing with its muted colours and the bright white earbuds that stand out,

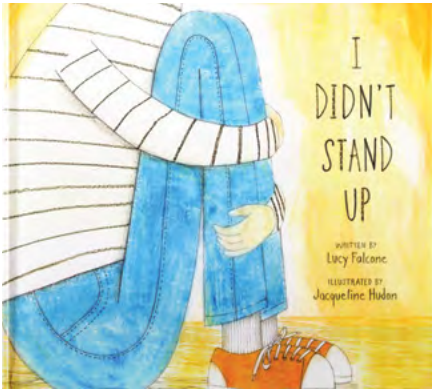
highlighting not only her solitude, but her connection with her mother.

Vol. 2 also resumes Echo’s journey to the past. One ordinary afternoon in class, she finds herself transported to the summer of 1869, witnessing the Red River Resistance first-hand.

The first volume of this series found Echo fumbling to find her identity. In Vol. 2 she is becoming more comfortable with herself and her heritage. She joins the Indigenous leadership group at school, and begins to make friends. History class awakens an interest in her Métis heritage. We even glimpse a bit of a smile from Echo now and then, and the reader is left looking forward to her journey in the upcoming Vol. 3.

Both of these texts would be welcome additions to a secondary school library or classroom, or to an Indigenous Studies or Indigenous Literature curriculum. Both books contain statistics, timelines and reading lists that would be especially helpful for further study.

Bev Bellrose is a library technician at Sudbury Secondary School.



I Didn't Stand Up BY LUCY FALCONE, ILLUSTRATED BY JACQUELINE HUDON

It's a sadly commonplace event in schoolyards and playgrounds everywhere. A bully finds a victim and targets him or her, for all kinds of so-called reasons. *I Didn't Stand Up* is unique in that the author gets inside the mind of the bystander, suggesting the many responses (and excuses) a person might make to justify their inaction. By showing the reader that no one is immune to being bullied and that when we stand together we are strong, the book empowers us to all be part of the solution.

The simple message on each page is poignant and brief. The illustrations capture the heartbreaking loneliness of being a victim and the pain and sadness that bullying can cause. But,

in the end, the book demonstrates how support and reassurance can help victims know they're not alone.

I Didn't Stand Up is an important book that teachers can use to start conversations about bullying and the role of the bystander. Teachers can also discuss age-appropriate strategies with their students and prompt them to think about how they can use their voices to become robust bulwarks against the bully. In highlighting our differences, this book conversely shows how we are more similar than different, and how we can use that to overcome bullying with acceptance, empathy and appreciation for one another.

Caroline Cremer, OCT, teaches a Grade 2/3 class at Leslieville Junior Public School in Toronto.

I Didn't Stand Up, Clockwise Press, Keswick, Ont., 2018, hardcover, ISBN 978-1-988347-06-6, 32 pages, \$19.95, clockwisepress.com, distributed by Fitzhenry & Whiteside, fitzhenry.ca



The Cold Little Voice BY ALISON HUGHES, ILLUSTRATED BY JAN DOLBIN

Everyone has that voice they hear inside their heads. You know, the one that tells you you're not good enough or smart enough or normal or capable or special in any way. This picture book brings that voice to life.

The story is simple. A young child shares the intimate musings of their inner voice and the illustrator paints a clear picture of what that deafening, intrusive inner critic looks like and how it changes who you are and how you feel about yourself.

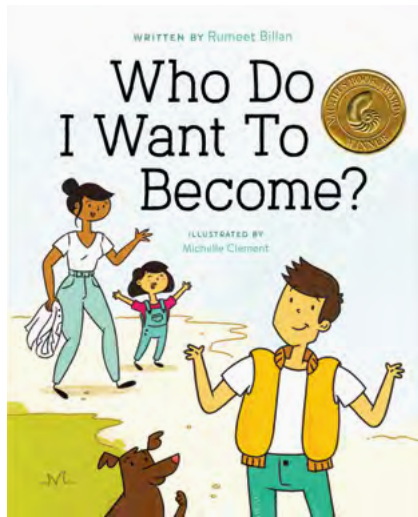
But the book is also about how you can turn that voice off, and how that cold little voice can be replaced with something warmer and kinder.

The author shares the effects of listening to a subversive inner judge

and, more importantly, what happens when you start to appreciate your strengths, your uniqueness and what makes you you. Even though it is a picture book, *The Cold Little Voice* is appropriate for all ages. Primary students can appreciate the simple story it tells and older students, many of whom might be dealing with the anxiety of adolescence, can dig into the deeper feelings of inadequacy and not being good enough while they explore connections, writing style and artistic elements. This would be a great book to have in any classroom or school library.

Kerry Zinkiewich, OCT, is vice-principal at Clarington Central Intermediate and Secondary School in Bowmanville, Ont.

The Cold Little Voice, Clockwise Press, Keswick, Ont., 2018, hardcover, ISBN 978-1-988347-11-0, 32 pages, \$19.95, clockwisepress.com, distributed by Fitzhenry & Whiteside, fitzhenry.ca



Who Do I Want to Become

BY RUMEET BILLAN,
ILLUSTRATED BY MICHELLE CLEMENT

Who do I want to become? It's an appropriate question for students of all ages. Even as adults, many of us are still on a personal journey of growth and self-discovery.

While it's written for a target audience between five and nine years of age, this vibrant picture book is a resource that can be appreciated by anyone contemplating what they want to be when they grow up and, perhaps even more importantly, the kind of person they want to become. The protagonist, a student named Dylan, is asked this common career-minded question for a class assignment. Students will relate to his initial reaction of anxiety at not knowing the answer.

This book would be a great tool to start a dialogue with children about their future, either linked to a formal unit of study, or worked into everyday lessons and teachable moments. It can be connected to the theme of how to prepare students for the careers of the future and for 21st-century leadership.

For parents and teachers who want to advance and enrich the conversation, there are free downloadable lesson plans, worksheets and a parent guide available on whodoiwanttobecome.com. This title is also available in Spanish, French and braille.

Joanne Sallay is an education writer and president of Teachers on Call, a personalized home tutoring service.

Who Do I Want to Become, Page Two Books, Vancouver, 2018, hardcover, ISBN 978-1-989025-17-8, 40 pages, \$19.95, pagetwostrategies.com, distributed by Raincoast Books, raincoast.com

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Tech Camp Fortifies French Community

A high school uses robots and 3D printers to keep students interested in staying with the French school board.

BY STEFAN DUBOWSKI



Josée Landriault, OCT, holds a tech camp for students transitioning to Grade 7.

THE CHALLENGE Bolster the bond between feeder elementary schools and the regional high school.

THE SOLUTION Hold a weekend sleepover tech camp.

LESSONS LEARNED Josée Landriault, OCT, says one of the main challenges she faces as principal of École secondaire Gaétan-Gervais in Oakville, Ont., is getting students from elementary feeder schools to stick with Conseil scolaire Viamonde, the French-language public board.

“We’re regional schools,” she explains. “It’s a lot easier for our students to go to the immersion school or the English school near their home.”

Landriault felt that by strengthening the bonds between elementary and high schools, she’d convince more students to attend Gaétan-Gervais, which starts at Grade 7. So she developed a weekend sleepover tech camp. Over a Friday and Saturday in the spring, the high school hosts 100 or so Grade 5 and 6 students from

feeder schools. The youngsters bring their penchant to learn tech, such as how to program robots and how to run 3D printers.

Friday afternoon, they play games to break the ice and make new friends. Saturday, they get into the tech. High school students run the games and workshops. And everyone practises French.

Planning begins in early October with Landriault and teachers choosing high school students and working with them to design activities. “We want to teach them all these great skills — how to work together, how to plan, and how to innovate and troubleshoot.

Teachers guide the students through the process, while Landriault connects with the board, feeder schools and local businesses to help sponsor the event.

With planning done by spring, the camp commences, usually around noon on the Friday. Participants start in the gym and cafeteria. Then when classes end at 2:30, the camp gets the run of the school.

YOU CAN DO IT TOO!

- 1) Choose students to come up with and run activities for the camp.
- 2) Work with them throughout the year to plan and organize.
- 3) Connect with your school board, feeder schools and local businesses to fund the event.

OBSERVATIONS The younger participants get to practise new tech skills, building on already-strong digital interests. Since they have the school all to themselves, they start to feel comfortable there, which makes it easier for them to transition to Grade 7. They also make friends among other elementary students and the high school students running the activities. “It creates these positive bonds that know no age,” Landriault says.

The high school students practise their organization and collaboration skills, gaining confidence as leaders.

Both groups come away with a strong sense of community and a feeling that French activities are fun. Landriault says those fortified bonds help more feeder-school students choose to stay with the French board.

HELPFUL HINT Start planning early to identify your student leaders. **PS**

The College’s professional advisory Use of Electronic Communication and Social Media — Updated (oct-oeeo.ca/ecommm) guides members’ professional judgment in the use of technology.



MISSION

Placing students' interests and well-being first by regulating and promoting excellence in teaching.

VISION

Trusted to regulate the teaching profession.

VALUES

The Ontario College of Teachers commits to:

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

STRATEGIC PRIORITIES

1. STRENGTHEN TRANSPARENCY AND ACCOUNTABILITY:

- develop objective and subjective key performance indicators for the College that are measurable, observable and perceivable;
- make improvements to the discipline process to better reflect public expectations; and
- use plain language internally and externally in all communications to better connect the public and College members to the work of the College.

2. MANAGE RISK MORE STRATEGICALLY:

- focus more on managing risk and less on operational issues in Council meetings;
- increase public awareness of the ongoing professional development activities of all College members;
- annually conduct an environmental risk scan;
- analyze College data and trends as a basis for creating additional guidance and member resources; and
- utilize the recommendations of the 2018 Governance Review to ensure improved governance and oversight.

3. IMPROVE STAKEHOLDER ENGAGEMENT:

- clarify and better communicate the privilege and benefits of self-regulation; and
- enhance the effectiveness of collaboration with government constituent organizations and other regulators.

OBJECTS

The College has a duty to serve and protect the public interest by carrying out the following objects in the *Ontario College of Teachers Act*:

- regulate and govern Ontario teachers;
- determine requirements for College membership;
- accredit professional teacher education and development programs, and provide for members' ongoing education;
- develop, provide and accredit programs leading to additional Certificates of Qualification;
- issue, renew, amend, suspend, cancel, revoke and reinstate Certificates of Qualification and Registration;
- set and enforce professional and ethical standards for College members;
- investigate and resolve complaints against College members regarding allegations of professional misconduct, incompetence and fitness to practice; and
- communicate with the public on behalf of College members.

Governing Ourselves

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.

Beware the Signs of Grooming

When professional behaviour becomes too personal.

When is close too close? Are students who look to their teachers with absolute trust vulnerable? And how vulnerable are teachers who, caring too much, are in danger of overstepping professional boundaries?

Some educators, acting out of care for their students, intervene personally yet inappropriately. Others — rare though they may be — don't care about student well-being and are, in fact, "grooming" them for a future sexual relationship. The difference is intent, which is often determined by police, employers, the College and the victims themselves in hindsight.

It's up to Ontario Certified Teachers to heighten their awareness to protect students and prevent professional assistance from becoming too personal.

The College's most recent advisory, *Professional Misconduct of a Sexual Nature*, can help, as can the *Ethical Standards for the Teaching Profession* upon which the College's advice is predicated. The advisory provides a self-reflective framework to help Ontario Certified Teachers assess their knowledge and understanding, and to guide their practice. Additional guidance follows.

In its landmark study *Child Sexual Abuse by K-12 School Personnel in Canada*, the Canadian Centre for Child Protection (CCCP) reports that, between 1997 and 2017:

- 750 cases involved a minimum of 1,272 students and 714 offenders;
- 87 per cent of the offenders were male;
- 86 per cent of all offenders were certified teachers; and
- grooming behaviour was identified in 70 per cent of the cases (excluding cases involving child pornography).

Grooming has been defined as a conscious, deliberate and carefully orchestrated approach by the offender. According to the CCCP, it involves "manipulating the perceptions of children and adults around children to gain their trust and cooperation. It is also used to normalize inappropriate behavior through desensitization, to reduce the likelihood that a child will disclose, and to reduce the likelihood that a child will be believed if they do tell."

One aspect of grooming may be to identify and target children and students who are needy, have low self-confidence or are isolated. Technology and social media may make grooming harder to detect. According to the

International Centre for Missing & Exploited Children, "The grooming of children for sexual purposes through the Internet and related technologies is a growing problem worldwide, putting countless children at risk for sexual abuse and exploitation."

"Grooming" isn't a term used in Ontario legislation and it is difficult to define because it can include many different behaviours. However, it does appear in professional discipline matters, and elements of grooming behaviour are recognized in the *Criminal Code*. Offenders prepare students for sexual abuse later by gaining their trust, and sometimes the trust of the adults around them, as well. It often begins with friendship, moves to touching (such as back rubs), escalates to sexual touching and creates emotional dependency leading to abuse.

Consider what to look for in students and adults, and seek help or advice if you notice a combination of troubling signs. This may include students':

- regular absence from school or other activities;
- lying about whom they're spending time with and where;
- forming an unusually close relationship with an adult;
- showing off gifts or large amounts of money they can't account for;
- being picked up down the street by an older, new friend;
- being secretive about phone texts, calls or videos.

In adults, pay attention to the frequency and intensity of behaviours such as:

- fixating on one student, providing special privileges or attempting to become close to their family;
- frequently initiating time alone with one student;
- deliberately walking in on a student who is changing or using the washroom;
- wrestling or roughhousing;
- telling sexually explicit jokes or discussing sexually explicit information while pretending to teach;
- teasing about buttocks, breast or genital development or about a student's clothing or appearance;
- showing or exchanging sexually explicit images or pornography.

Know what's going on around you. If you see something, act. Professionally, you have a duty to report when you suspect the abuse of a student. It's the law. And it's non-negotiable. **PS**

Your Fees at Work

The College's annual membership fee is set at \$170 for 2020. Here we provide a visual breakdown of how your annual fee funds College activities.

\$10.53

COUNCIL AND COMMITTEES

- the costs of Council and committee meetings



\$9.46

OCCUPANCY COSTS

- building costs
- property taxes
- building mortgage payments

\$9.23

OFFICE OF THE REGISTRAR

- the overall leadership of the College
- finance and accounting of the College

\$23.09

SERVICES TO MEMBERS AND APPLICANTS

- assessment of all applications and certification of those applicants who qualify for membership
- outreach to new applicants
- updating the Certificates of Qualification and Registration for members with Additional Qualifications
- annual renewal of College members
- maintenance of the public register

\$22.65

COMMUNICATIONS

- communication with the public on behalf of the College's members
- the creation and distribution of *Professionally Speaking/ Pour parler profession*, the College's official publication
- ongoing communication with the public, College members and education stakeholders via the College website
- provision of services in English and French

\$14.69

STANDARDS OF PRACTICE AND ACCREDITATION

- accreditation of pre-service and in-service teacher education programs
- articulation of the ethical standards and standards of practice for the teaching profession
- development of the enhanced teacher education program
- Additional Qualification policy development



\$37.11

CORPORATE SERVICES

- support to Council and College operations through human resources, policy and development, information technology, office services and maintenance

\$3.09

CAPITAL ASSETS

- the purchase of computer equipment, business applications, office equipment and maintaining a state of good repair



\$40.15

INVESTIGATIONS AND HEARINGS

- intake and investigation of complaints against members
- discipline and fitness to practise issues
- support for the Investigation, Discipline and Fitness to Practise committees

Help Coming for Abused Students

Financial support is on the way for the counselling of sexually abused students.

Students who have been sexually abused or who have been involved in child pornography by an Ontario Certified Teacher can apply to the College to receive up to \$16,060 to defray the costs of therapy, counselling and related medicinal treatments.

The College instituted a program on January 1, 2020, to receive applications as per Ontario legislation.

College Council considered additional policy language at its December 5–6, 2019, meeting and is expected to vote in March on a regulation.

Following legislative changes early last year, the *Ontario College of Teachers Act* now requires the College to make funding of up to \$16,060 available to victimized students, their parents, guardians and siblings in connection with allegations of sexual abuse or acts involving child pornography. **PS**

For more information about the program, please visit oct-ooeo.ca/therapy.

Honouring Future Teachers

The Ontario College of Teachers Scholarship Program recognizes and supports excellence in teacher education. That's why each year the College awards three scholarships to assist in the education of future teachers.



College scholarship recipients (left to right) Fatima Ahmed, Jordan Cascagnette and Mia Kakebeeke. The annual program supports the education of future teachers in Ontario.

JOSEPH W. ATKINSON SCHOLARSHIP FOR EXCELLENCE IN TEACHER EDUCATION RECIPIENT:

Mia Kakebeeke, teacher candidate in the consecutive education program at the University of Ottawa.

Mia Kakebeeke lives with passion and purpose. As a mother of three boys, a coach, an accomplished CrossFit athlete (she placed 25th in an international competition) and a student,

she begins her day hours before anyone in her home is even awake; reading, studying, coaching and training.

She started her teaching degree at age 42, but she's been coaching fitness students for years, running a personal training business from her garage. She aims to make her students feel strong and unstoppable. Her motto? Failure is a stepping-stone to success: It refines us. It does not define us.

While in her teaching program, she explored the role of robotics and coding by borrowing kits and activities from the university resource centre. She would then try the projects with her own children to see how they responded and learned.

She credits her retired physical education teacher for igniting her drive and dedication. "I was an insecure child but masked it very well. His ability to see through this mask, and his support and care, helped me gain the self-confidence I needed in sports and in life," says Kakebeeke.

Over the years, Kakebeeke has been on the receiving end of many awards, including an academic scholarship from the University of Ottawa.

ONTARIO COLLEGE OF TEACHERS SCHOLARSHIP — PRIMARY/JUNIOR OR JUNIOR/INTERMEDIATE RECIPIENT: Fatima Ahmed, teacher candidate in the consecutive education program at Lakehead University.

People who know Fatima Ahmed describe her as kind, dedicated and passionate. She's a determined leader known for her nurturing manner and her commitment to social justice.

With her undergraduate degree in peace and conflict studies, she's gained work experience around the world: in the Canadian Arctic, in southern Africa, in the South Pacific, and in many rural and urban areas within Canada and the U.S.

She served as an adviser for HIV/AIDS civil organizations in Botswana and was the executive director for a non-profit youth centre in Inuvik.

She has also worked with community-based projects in support of women's rights and youth activism.

During her teaching practicum, Ahmed was recognized as someone who models inclusive, respectful behaviour, staying calm and open-minded even in situations of high stress and conflict.

Ahmed spent her early years in Pakistan and remembers one influential elementary school teacher in particular, who always encouraged students, gave them opportunities to practise new skills and celebrated their achievements.

She has received numerous awards and scholarships for her efforts in support of peace and social justice, including the Combating Hate, Advancing Inclusion award from the Michaëlle Jean Foundation, in Ottawa.

ONTARIO COLLEGE OF TEACHERS SCHOLARSHIP — INTERMEDIATE/SENIOR RECIPIENT:

Jordan Cascagnette, teacher candidate in the consecutive education program at Nipissing University.

As an accomplished cross-country skier, Jordan Cascagnette has a deep understanding of the value of hard work, commitment to goals and teamwork — all of which will help him in his future teaching career.

As he transitioned from the role of athlete to coach, guiding skiers aged 10 to 20, he discovered the importance of understanding each person's unique perspective. During his teacher education program, he came to understand this idea even more deeply as he learned about differentiated learning and the classroom practices that support it.

Cascagnette has a reputation for

being patient, personable, caring and hard-working. As well, his research and statistics instructor at Nipissing University was impressed with his strong analytical and critical-writing skills and his ability to communicate his thoughts effectively.

Cascagnette fondly remembers his high school history teacher who would use stories from his own past to help facilitate learning. "He capitalized on many students' interest in travel by relating the course content to various adventures he'd had while travelling around the world," he recalls.

For his dedication and commitment to excellence, Cascagnette has received many awards over the years, including an Al Carfagnini Male Athlete of the Year distinction and the Dave Marshall Leadership Award, both from Nipissing University. **PS**

Council Meetings

At its meeting on December 5–6, 2019, College Council:

- welcomed new Council members Dr. Richard Filion (appointed), Jennifer Wyatt (Private School category, elected position), Tim Kwiatkowski (English-Language Roman Catholic Board — Elementary, elected position);
- received a quarterly report from the Registrar, including information about the College's participation in the development of a national language assessment test, which would be used by all provinces when an internationally educated person applies for certification;
- received a quarterly report from the Chair of Council;
- approved a Council Policy and Framework for Cyclical Policy Reviews;
- approved the College's 2020 operating budget of \$42,602,880;
- recommended policy direction to the Minister of Education to help develop a Council regulation to support the administration of the therapy and counselling funding program for students who have been sexually abused or involved in child pornography while under the supervision or responsibility of an Ontario Certified Teacher;
- recognized Ontario College of Teachers Scholarship Program recipients Mia Kakebeeke, a teacher candidate in the consecutive education program at the University of Ottawa, as recipient of the Joseph W. Atkinson Scholarship for Excellence in Teacher Education award; Fatima Ahmed, a teacher candidate in the consecutive education program at Lakehead University, as recipient of the Ontario College of Teachers Scholarship — Primary/Junior or Junior/Intermediate award; and Jordan Cascagnette, a teacher candidate in the consecutive program at Nipissing University, as recipient of the Ontario College of Teachers Scholarship — Intermediate/Senior award;
- recommended that the Minister of Education amend the Teachers' Qualifications Regulation to permit international applicants whose certificates have expired after two years because they did not providing evidence of completing the Math Proficiency Test, to reapply within the regulation's original five-year time frame;
- recommended that the Registrar study and report back to Council at its next meeting how information regarding the role and mandate of the Ontario College of Teachers can be provided to all public and private school parents/guardians at the start of each school year or when students register mid-year;
- referred a motion to the Registrar for further study and to report at the next meeting that Council recommends to the Minister of Education that the *Education Act* be amended to require membership with the Ontario College of Teachers for all teachers of private schools as a condition of the annual notice of intention to operate; and
- directed the Finance Committee to produce a report on the strengths and weaknesses of yearly membership fee increases and report at the March Council meeting.

At a Special Meeting of Council on December 6, 2019, College Council:

- amended College bylaws to reflect a member fee for 2020 of \$170. **PS**

New Appointments



Paul Picard, OCT

Paul Picard, OCT, was appointed in December 2019 as Interim Deputy Registrar of the Ontario College of Teachers.

A native of Essex County, Paul retired in 2017 from the Windsor-Essex Catholic District School Board after a distinguished 41-year career with the board, the last seven

as its director of education. As director, he oversaw 33 elementary, three middle and eight secondary schools, a Centre for Excellence and an adult education program all serving 20,200 students with a staff of 2,078.

Certified to teach in 1976, Paul has served as a teacher, vice-principal and principal at various schools. Later, as a superintendent, he was responsible for human resources and facilities services. He holds M.Ed. and B.Ed. degrees from the University of Windsor and a BA from York University, and has extensive experience in labour relations, having

negotiated collective agreements on behalf of management, union affiliates and support staff across the province.

During his tenure, the board's student achievement scores and graduation rates rose steadily, schools were consolidated to devote more innovative programs to classrooms, three middle schools began, numerous new academy programs started, and international student enrolment increased significantly. He was also an architect of the Muskoka Woods Leadership Development program. More than 30,000 Grade 8 students have participated in the four-day, three-night program that combats bullying and fosters positive mental health, self-worth and well-being.

Paul guided the board through its most tumultuous years and financial difficulties caused by declining enrolment. He was awarded the J.F. Johnston Outstanding Educator Award by the Windsor-Essex Catholic District School Board's Catholic Principals' Council of Ontario for his efforts to meet the needs of all students, especially those most vulnerable.

Paul received a Government of Ontario Award for Outstanding Contributions to Amateur Athletics and was chair of a Ministry of Community Social Services Multi-Year Planning Committee for Windsor-Essex County. He coached the national champion Windsor Juvenile Selects Baseball Club, and has volunteered to help food banks and disadvantaged children.

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Timothy Kwiatkowski, OCT

The Council welcomes new Council member Tim Kwiatkowski, OCT, who was appointed to Council in December 2019 in the English-Language Roman Catholic Board — Elementary position for the balance of the current term.

A Grade 8 teacher with the Simcoe Muskoka Catholic District School Board, Kwiatkowski began his career as an educational assistant in Alliston, Ont., in 1999. Since then, he has taught kindergarten and Grades 2 through 8.

Kwiatkowski served on the OECTA Simcoe Muskoka elementary executive

council for three years, has been teacher-in-charge, and was on Ontario's Education Quality and Accountability Office marking team. To remain current and relevant in his practice, and inspiring to students, he likes to pilot technology initiatives and programs in his classes.

Before becoming a teacher, he worked as a marketing professional in the private sector.

Certified to teach in Ontario in 1999, Kwiatkowski earned a B.Ed. from the Ontario Institute for Studies in Education/University of Toronto, and a bachelor of business administration from Michigan's Northwood University.



Wanda Percival

The College welcomes new Council member Wanda Percival, who was appointed to Council in December 2019.

Percival is a retired principal from the Trillium Lakelands District School Board. A Lindsay, Ont., resident, she worked as a teacher, vice-principal and principal between 1983 and 2006 with Trillium Lakelands, the last eight years in the latter role.

Percival served as an education officer at the Ministry of Education between 2006 and 2010, and is vice-

chair of Ross Memorial Hospital and chair of its Quality Committee. She was a member and chair of the board of Victoria County Career Services and, in May 2019, was appointed to Kawartha Lakes' Police Services Board.

Percival has a bachelor of applied arts from Ryerson University, a BA from Trent University, and received an M.Ed. from the Ontario Institute for Studies in Education/University of Toronto. She was certified to teach in Ontario in 1967 and retired her membership with the College in 2014.



Jennifer Wyatt, OCT

The College welcomes new Council member Jennifer Wyatt, who was appointed to Council in December 2019 in the Private School position for the balance of the current term.

Wyatt is the Head of Junior School at the Trinity College School in Port Hope, Ont., and a facilitator and course developer at York University. As a leader in education, Wyatt focuses on student success, rigorous programming, and professional development and the growth of teachers. She has worked 12 years in private and independent schools as principal, vice-principal, curriculum director, divisional co-ordinator and teacher.

Wyatt has also worked in public schools at the elementary level as a teacher, a lead teacher of community programs, a junior math strategy trainer, and as a key teacher in an early years numeracy project. In addition, Wyatt has served as an education officer with the Education Quality and Accountability Office, a teacher liaison for the Master of Teaching program at the Ontario Institute for Studies in Education/University of Toronto, and a Principal's Qualification Program facilitator and course developer.

Wyatt was certified to teach by the College in 2001. She earned a B.Ed. from the University of Ottawa and a M.Ed. degree from the University of Toronto. **PS**

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What would you do?

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

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

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

The College Registrar initiated a complaint against Luke, a high school teacher. The allegations against him comprised a variety of behaviours and comments that he should have known to be unwelcome and inappropriate.

The allegations included:

- saying to a female student, "Don't worry you'll never date anyone ... that will teach you to listen";
- telling a student that he was going to turn around and while he wasn't looking the student should punch another student;
- making negative comments regarding the sexual orientation of students in his class;
- frequently insulting a student about her clothing and her homework;
- dropping the contents of a student's notebook on the classroom floor and then telling him to clean it up; and
- slamming doors in students' faces when they arrived late for class.

The school board's investigation substantiated the allegations. Consequently, Luke was advised that he would be suspended.

The board issued a letter of discipline to Luke, encouraging him to go to counselling or use other resources to improve his performance and his interactions with students.

Luke denied the allegations. He said that some of them were exaggerated and had been taken out of context.

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

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

THE OUTCOME

The Investigation Committee panel reviewed the information gathered during the investigation and the submissions made by the member's counsel.

The panel decided to admonish Luke in writing. Even though he denied the allegations, the panel found that there was enough information provided by witnesses to support that the allegations should be addressed by the Investigation Committee. **PS**

Discipline Summaries

Three-member panels of the Discipline Committee conduct public hearings into cases of alleged incompetence or professional misconduct. Panels are composed of elected and appointed Council members. The certificate of a member found to be incompetent or guilty of professional misconduct may be revoked, suspended, and/or made subject to terms, conditions or limitations. In findings of professional misconduct, the committee may also reprimand, admonish or counsel the member, impose a fine, and order the member to pay costs.

*Summaries of recent disciplinary cases are published on the following pages. Where the name of an employer is withheld, it is typically to protect the identity of students or to comply with a publication ban ordered by a court or the tribunal. Copies of the full decisions are available at oct.ca → **Members** → **Complaints and Discipline** → **Decisions**.*

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

*For a glossary of terms used in these summaries, please visit oct-oeeo.ca/ **DecisionGlossary***

MEMBER Carlo Gabriel Allarde
REGISTRATION NO 631341

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Carlo Gabriel Allarde for his involvement in the inappropriate administration of a Grade 3 Education Quality and Accountability Office (EQAO) assessment.

He is a teacher employed by the Toronto District School Board.

Certified to teach in October 2012, Allarde attended the hearing on June 18, 2019, and was represented by legal counsel.

Allarde interfered with several students' independent completion

of the EQAO test by writing in student booklets, circling keywords and drawing arrows to direct student attention to parts of questions and answers. This was in contravention of the instructions in the administration guide provided to him.

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

He must also successfully complete, at his own expense, a course in professional ethics. He needs to do so within 90 days of the decision.

In its written decision, the panel stated, "The Member jeopardized the reliability and integrity of the provincial testing process."

MEMBER Robert Armstrong
REGISTRATION NO 165530

DECISION Suspension, reprimand, conditions, costs

A Discipline Committee panel suspended the certificate of Robert Armstrong, a teacher formerly employed by the Peterborough Victoria Northumberland and Clarington Catholic District School Board, for disrespectful and aggressive behaviour.

This matter was heard by the panel on April 19, July 3, December 18–19, 2018, and April 15, 2019. Armstrong, who was certified to teach in May 1992, attended the hearing with his legal counsel.

Armstrong's misconduct revealed a pattern of inappropriate behaviour over a two-year period.

He repeatedly failed to control his anger. For example, he used physical force to pull a student away from a computer, and engaged in inappropriate interactions with his principal and a colleague.

The Discipline Committee panel found Armstrong guilty of professional misconduct and ordered that his teaching certificate be suspended for six months. He was directed to appear

before the panel to receive a reprimand. He needs to do so within 90 days of the panel's penalty decision.

The panel also ordered him to successfully complete, at his own expense, a course on anger management and awareness of how his behaviour impacts members of the school community, including students, parents, guardians, teachers, support staff and administrators. He needs to do so prior to returning to a teaching position or any position for which a Certificate of Qualification and Registration is required.

He was also ordered to pay the College \$10,000 in costs, which must be paid within 12 months of the panel's order.

In its penalty decision, the panel stated, "Costs orders are compensatory, rather than punitive, in nature. Their purpose is to apportion the financial burden of discipline proceedings between the parties fairly."

The panel further stated, "Members of the teaching profession are expected to promote safe and supportive learning environments and to model appropriate and respectful behaviour."

MEMBER Cheri Lee Barwinski, OCT
REGISTRATION NO 265862

DECISION Reprimand, conditions
A Discipline Committee panel reprimanded Cheri Lee Barwinski, a principal at the Hamilton-Wentworth District School Board, for inappropriate conduct.

Certified to teach in August 1995, Barwinski attended the hearing on July 8, 2019, and was represented by legal counsel.

Barwinski failed to take steps to investigate concerns about the potential abuse of a student and discouraged staff from reporting the concerns of potential abuse to the Children's Aid Society.

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

Within 120 days of the decision, she must also successfully complete, at her own expense, a course on the obligation to report on potential abuse.

In its written decision, the panel stated, "School principals must fulfil the role and responsibilities entrusted to them and be role models for teachers."

MEMBER Robert Gérard Couture
REGISTRATION NO 620877

DECISION Revocation

A Discipline Committee panel revoked the certificate of Robert Gérard Couture for a criminal conviction related to theft.

Prior to becoming a member of the College, Couture was the parish priest at Ste-Anne's Parish church in Tecumseh, Ont.

After he became a member of the College, he was found guilty of theft over \$5,000 in relation to his time at the church. He was sentenced to 10 months in jail and ordered to make restitution to the church in the amount of \$75,000.

Certified to teach in June 2011, Couture did not attend the hearing on August 13, 2019. He was not represented by legal counsel.

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

In its decision, the panel stated, "The College's *Ethical Standards for the Teaching Profession* require teachers to uphold the highest standards of trust and integrity. These ethical standards encompass honesty, reliability and moral action. The Member's criminal conviction for theft is a clear breach of these standards."

MEMBER Kyla Helen Cowan
REGISTRATION NO 580740

DECISION Revocation, reprimand

A Discipline Committee panel revoked the teaching certificate of Kyla Helen Cowan for engaging in an inappropriate personal and sexual relationship with a male student. She was a teacher

formerly employed by the Ottawa-Carleton District School Board.

Among other inappropriate behaviour, she exchanged pictures of a sexual nature with the student and had sexual contact with him.

Certified to teach in August 2009, Cowan did not attend the hearing on August 2, 2019. She did not have legal representation.

She was convicted in a criminal court of one count of sexual assault and was sentenced to 90 days' custody, to be served intermittently, and to two years' probation. She was also made subject to a number of ancillary orders.

The Discipline Committee panel found Cowan guilty of professional misconduct and ordered that her Certificate of Qualification and Registration be revoked. The panel also ordered that she receive a reprimand.

In its decision, the panel stated, "Her behaviour was disgraceful, dishonourable, unprofessional and unbecoming of a member."

MEMBER Richard Graham Douglas
REGISTRATION NO 492321

DECISION Revocation, reprimand

A Discipline Committee panel revoked the teaching certificate of Richard Graham Douglas for sexually abusing a female student. He was formerly employed by a private school in Toronto.

Douglas engaged in a sexual relationship with the student, which included kissing and touching her in a sexual manner.

Certified to teach in May 2005, Douglas did not attend the hearing on August 2, 2019, but was represented by legal counsel.

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

In its decision, the panel stated, "Engaging in this sexual relationship with a student was a violation of

the Member's position of trust and authority and was completely inappropriate."

MEMBER Nicole Elizabeth Drakes, OCT
REGISTRATION NO 641071

DECISION Reprimand, conditions

A Discipline Committee panel reprimanded Nicole Elizabeth Drakes, an occasional teacher formerly employed by the Peel District School Board, for inappropriate conduct.

This matter was heard by the panel on July 18, 2019. Drakes, who was certified to teach in February 2013, attended the hearing with her legal counsel.

Drakes took a photograph of the back of a student's head and posted it on social media. She compared the student's image with a fictional gangster.

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

The panel also ordered her to successfully complete, at her own expense, a course(s) on professional boundaries/boundary violations (including student privacy) and cultural sensitivity. She must do so within 90 days of the panel's order.

In its written decision, the panel stated, "Taking and posting a photograph of a student was a violation of the student's privacy."

MEMBER Sheryl Anna Jean Fontaine
REGISTRATION NO 215175

DECISION Revocation, reprimand

A Discipline Committee panel revoked the teaching certificate of Sheryl Anna Jean Fontaine, a teacher formerly employed by the Upper Canada District School Board, for sexually abusing a female student.

Certified to teach in August 1996, Fontaine did not attend the hearing on July 9, 2019, but had legal representation.

Fontaine engaged in an inappropriate personal relationship with the student. Her misconduct includes:

- attending extracurricular sporting events with the student;

- offering alcohol to the student;
- sending texts or other electronic messages of a personal nature to the student; and
- sharing a bed in a hotel room with the student.

The Discipline Committee panel found Fontaine guilty of professional misconduct and ordered that her Certificate of Qualification and Registration be revoked. The panel also directed that she receive a reprimand no later than 120 days after the date of the hearing.

In its decision, the panel stated, “As teachers are entrusted with the care of students, there is no place in the profession for members who sexually abuse students.”

MEMBER Jamie Clark Gerald Gardiner
REGISTRATION NO 471222

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of Jamie Clark Gerald Gardiner for voyeurism and making child pornography. He was a teacher formerly employed by the Thames Valley District School Board.

Certified to teach in September 2003, Gardiner did not attend the hearing on July 18, 2019. He had no legal representation.

Gardiner surreptitiously videotaped 20 female staff members and students assigned to the school, in various states of undress, in a staff change room and washroom at the school. He made the recordings by placing a backpack with a concealed camera on the floor of the change room, so as to capture the genital or buttock area of the victims.

He was sentenced in a criminal court to one year in custody for making child pornography, nine months in custody (concurrent) for voyeurism, and two years' probation. He was also made the subject of a number of ancillary orders.

The Discipline Committee panel found Gardiner guilty of professional misconduct and ordered that his Certificate of Qualification and Regis-

tration be revoked. The panel also ordered that he receive a reprimand.

In its decision, the panel stated, “The Member’s misconduct demonstrated a profound lack of judgment, violated any sense of public decency, and constituted a severe breach of public trust.”

MEMBER Lorne John Gocking, OCT
REGISTRATION NO 443631

DECISION Reprimand, conditions
A Discipline Committee panel reprimanded Lorne John Gocking, a teacher employed by the District School Board of Niagara, for inappropriate conduct.

This matter was heard by the panel on June 11, 2019. Gocking, who was certified to teach in June 2001, attended the hearing with his legal counsel.

Gocking displayed a pattern of arriving to school late and failing to record his absences or provide emergency lesson plans despite warnings from the board. He also failed to supervise his class, which resulted in a student being injured.

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

The panel also ordered him to successfully complete, at his own expense, a course on classroom management, with an emphasis on effective supervision. He must do so within 90 days of the panel’s order.

In its written decision, the panel stated, “Members of the teaching profession are responsible for the safety of students.”

MEMBER James Robert Goodfellow, OCT
REGISTRATION NO 280324

DECISION Reprimand, conditions
A Discipline Committee panel reprimanded James Robert Goodfellow, a teacher at the Upper Canada District School Board, for inappropriate conduct.

Certified to teach in November 1997, Goodfellow attended the hearing on June 11, 2019, and was represented by legal counsel.

Goodfellow’s inadequate control

of his classroom led to dangerous situations that placed students at risk.

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

Within 90 days of the decision, he must also successfully complete, at his own expense, a course on classroom management.

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

MEMBER Robert Charles Griffin
REGISTRATION NO 154691

DECISION Revocation
A Discipline Committee panel revoked the teaching certificate of Robert Charles Griffin, a College member who was convicted of possessing child pornography.

Certified to teach in June 1977, Griffin did not attend the hearing on June 18, 2019. He did not have legal representation.

Griffin possessed a vast collection of child pornography, which depicted vulnerable children in brutally compromising positions.

He received a 15-month custodial sentence, adjusted for pretrial custody, and a three-year probation order. He was also made subject to a number of ancillary orders.

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

In its decision, the panel stated, “Members of the teaching profession who possess child pornography severely compromise the reputation of the profession, and undermine the trust and confidence that the public places in members of the profession.”

MEMBER John Victor Laing
REGISTRATION NO 501108

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of John Victor Laing, a teacher employed by the Thames Valley District School Board, for a pattern of inappropriate conduct with his colleagues.

Certified to teach in June 2006, Laing did not attend the hearing on June 12, 2019, but was represented by legal counsel.

His inappropriate conduct includes:

- harassing a female teacher;
- making an inappropriate comment to a second female teacher; and
- making another female person at the school uncomfortable by giving her his number and offering her a ride home during their first interaction.

He was charged with harassment, but the charges were subsequently withdrawn by way of a peace bond.

The Discipline Committee panel found Laing guilty of professional misconduct and ordered that his teaching certificate be suspended for four months. The panel also directed that he appear before it to receive a reprimand. He needs to do so within 90 days of the panel's order.

He must also successfully complete, at his own expense, a course on boundary violations and appropriate workplace communications. He needs to do so within 120 days of the panel's order.

In its written decision, the panel stated, "Members of the teaching profession are expected to maintain respectful boundaries with colleagues and to interact with all members of the school community in a respectful and appropriate manner."

MEMBER Michael James Molnar
REGISTRATION NO 578579

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of Michael James Molnar, a teacher formerly employed by the District School Board of Niagara, for sexually abusing a female student.

Certified to teach in September

2009, Molnar did not attend the hearing on June 12, 2019, nor was he represented by legal counsel.

He was found guilty in a criminal court of one count of sexual exploitation.

Molnar also engaged in an inappropriate personal relationship with two other students.

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

In its decision, the panel stated that it "denounces the Member's misconduct in the strongest terms."

MEMBER Shawn Douglas Oakes
REGISTRATION NO 487204

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of Shawn Douglas Oakes, a teacher formerly employed by the Grand Erie District School Board, for sexually abusing a male student.

Oakes also engaged in an inappropriate personal relationship with the student.

He was convicted of sexual interference and sentenced to two years less a day in custody, three years' probation and was made subject to a number of ancillary orders.

The Member was further convicted of three counts of breach of an undertaking or recognizance given to the court and was sentenced to 90 days' custody, to be served concurrently with the first sentence.

Certified to teach in June 2005, Oakes did not attend the hearing on July 22, 2019, nor was he represented by legal counsel.

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

In its decision, the panel stated, "The Committee denounces the

Member's egregious misconduct in the strongest terms."

MEMBER Raymond William Oliphant
REGISTRATION NO 432576

DECISION Revocation

A Discipline Committee panel revoked the teaching certificate of Raymond William Oliphant for criminal convictions. He was a teacher formerly employed by the Greater Essex County District School Board.

Oliphant engaged in a long-term pattern of criminal harassment and intimidation of a woman. For example, he drove by her house more than 100 times. He would deliberately drive by the house slowly at various times of the day and night.

In a criminal court, he was convicted of one count of criminal harassment and one count of watching and besetting. He was sentenced to 12 months in custody.

Certified to teach in June 2001, Oliphant did not attend the hearing on August 26, 2019, nor was he represented by legal counsel.

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

In its decision, the panel stated, "Members of the teaching profession who criminally harass, threaten and stalk persons severely compromise the reputation of the profession, and undermine the trust and confidence that the public places in members of the profession."

MEMBER Mark Harold Eugene Phillips
REGISTRATION NO 495277

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of Mark Harold Eugene Phillips for inappropriate conduct.

At the time of the allegations, Phillips was a learning consultant employed by the Conseil scolaire catholique Providence.

Phillips, who was certified to teach in July 2005, attended the hearing by conference call on July 22, 2019. He had legal representation.

Phillips drank heavily during an evening social event at a professional conference and then sexually harassed two colleagues by touching them inappropriately.

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

In addition, he was ordered to complete a course of instruction, at his own expense, regarding professional ethics, including the ethical implications of excessive consumption of alcohol in a professional setting. He needs to do so within 90 days after the panel's order.

In its written decision, the panel stated, "The fact that the Member's actions occurred during a social event at a professional conference excuses neither his drinking to excess nor his inappropriate behaviour toward his colleagues."

MEMBER Michael William Edward Riley
REGISTRATION NO 452747

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of Michael William Edward Riley, a teacher formerly employed by the Algonquin & Lakeshore Catholic District School Board, for inappropriate personal relationships with two female students.

Riley, who was certified to teach in June 2002, attended the hearing on June 24, 2019. He had legal representation.

Riley engaged in inappropriate communications both in person and by electronic means with both students. He did so over a significant period of time. The communications included personal details about his health and the students' personal lives.

He also spent time alone with one of the students, gave her a birthday gift and gave her hugs.

In addition, he told one of the students that he was having thoughts and feelings about her that he should not be having.

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

In addition, he was ordered to complete a course of instruction, at his own expense, regarding boundary violations. He needs to do so prior to starting any teaching position or position requiring a Certificate of Qualification and Registration.

In its written decision, the panel stated, "The Member took advantage of [his] privileged position [as a teacher] by failing to maintain professional boundaries with students that he knew were vulnerable (because they had confided in him regarding their personal issues)."

MEMBER Ghada Sadaka, OCT
REGISTRATION NO 206624

DECISION Reprimand

A Discipline Committee panel reprimanded Ghada Sadaka, a former principal employed by the York Region District School Board, for inappropriate conduct.

Sadaka posted Islamophobic and xenophobic comments and links on her private Facebook account.

This matter was heard by the panel on December 17, 2018. Sadaka, who was certified to teach in March 1993, attended the hearing with her legal counsel.

The Discipline Committee panel found Sadaka guilty of professional misconduct and directed her to appear before it to receive a reprimand. She needs to do so within 90 days of the panel's order.

The panel acknowledged the fact that Sadaka undertook an equity course

voluntarily after making the inappropriate posts, and that she demonstrated a real desire to reform her practice and learn from her mistakes.

In its written decision, the panel stated, "To be clear, the Member is entitled to freedom of thought, but when she engages in public political expression while identifying herself as a school principal (as she did on her Facebook page), she represents the educational community and the profession as a whole. Her Facebook posts fell short of her responsibilities as an educator to maintain a learning environment free of bias."

MEMBER Chantal Louise Villeneuve Mason, OCT

REGISTRATION NO 612513

DECISION Reprimand, conditions
A Discipline Committee panel reprimanded Chantal Louise Villeneuve Mason, a teacher employed by the Upper Canada District School Board, for inappropriate conduct.

This matter was heard by the panel on June 12, 2019. Villeneuve Mason, who was certified to teach in June 2011, did not attend the hearing but had legal representation.

Villeneuve Mason submitted false benefit claims to the board's benefits provider for health-care services purportedly received by her. The total amount claimed was \$1,201.40.

The Discipline Committee panel found Villeneuve Mason guilty of professional misconduct and directed that she receive a reprimand.

The panel also ordered her to successfully complete, at her own expense, a course in ethical standards for the teaching profession. She must do so within 90 days of the panel's order.

In its written decision, the panel stated, "Through her unethical conduct, the Member demonstrated a lack of integrity that undermines the reputation of the teaching profession." **PS**

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

Creative Energy

Polaris Music Prize winner Haviah Mighty on how a childhood full of reading led to rapping.

BY LAURA BICKLE

- Born in Toronto in 1992, began singing at the age of four, rapping at 11 and producing at 15
- Her dad is a fashion designer as a hobby and a truck driver by profession, and her mom manages a floor at a hospital
- Went to Gledhill Junior Public School and Roden Public School in Toronto, and then Glendale Public School, McCrimmon Middle School, Robert H. Lagerquist Sr. Public School and Heart Lake Secondary School in Brampton, Ont.
- Received her diploma in music industry arts from Fanshawe College in London, Ont., in 2013
- Was a member of the now disbanded hip-hop group The Sorority
- Released the EP *Flower City* in 2017
- Her song “Vamonos” appeared on HBO’s hit series *Insecure* in 2018
- Won the 2018/2019 Allan Slaight JUNO Master Class
- Her solo album, *13th Floor*, was awarded the \$50,000 Polaris Music Prize in September 2019



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

I wanted to be an author. I did a lot of writing — books and songs. I would give myself projects and write up a rubric. In high school, I wanted to be a lawyer, but school seemed way too expensive.

Describe yourself in elementary school.

Opinionated. Eager to learn. Easily distracted.

Describe yourself in high school.

I would say I was focused but still easily distracted. I was tapping into my creativity.

What was your favourite subject in school and why?

Early on it was English, and then drama. Drama was a great, distracting subject: it felt like I wasn’t in school for that one session.

What was your most challenging subject and why?

English at the end of high school: Shakespeare and I are not the closest. Math was my hardest subject. I was convinced I had to take the advanced level and I barely made it through.

What music takes you back to your school days?

Early 50 Cent records. *Get Rich or Die Tryin’* was the first album I knew all the words to. And Lauryn Hill and Toni Braxton.

What were your favourite books?

I did a lot of reading. *Misery* by Stephen King: I found the style of writing intriguing. The Harry Potter books were awesome and I loved *A Series of Unfortunate Events*, too.

Who are your non-fiction heroes?

My family. My mom and dad are a huge source of support. They are

so excited for my career. They always show up to my gigs and pay. I keep telling them they can get in for free but they won’t ask.

My favourite way to spend recess and lunch was ...

Playing sports, but I was sometimes in detention at recess. In Grades 11 and 12 I liked to read at lunch. I remember someone calling me out and I felt so bad for that person because they were missing out — I was reading a really good book.

What books are you currently reading?

The Autobiography of Malcolm X. Reading really helps with writing. I like to come with new ammo for conversations and put more stuff in my brain to share it with the world.

My favourite school lunch was ...

Pizza. Wouldn’t always get it, so when I did it was a luxury. **PS**



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ADDITIONAL BASIC QUALIFICATIONS

Primary	● ◆ ▲
Junior	● ◆ ▲

ABQ INTERMEDIATE

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

ABQ SENIOR

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

HONOUR SPECIALIST

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

Technological Education	● ▲
Visual Arts	▲

THREE-PART ADDITIONAL QUALIFICATIONS

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

Teacher Leadership Specialist	● ▲
Teacher Librarian Part 1	● ◆ ▲
Teacher Librarian Part 2	● ▲
Teacher Librarian Specialist	● ▲
Teaching English Language Learners Part 1	● ◆ ▲
Teaching English Language Learners Part 2	● ▲
Teaching English Language Learners Specialist	● ▲

ONE-SESSION QUALIFICATIONS

Adult Education	● ▲
Classroom Management	● ◆ ▲
Orientation To Teaching In Ontario	● ▲
Outdoor Experiential Education NEW	● ▲
Safe & Accepting Schools	● ◆ ▲
Special Ed - Behaviour	● ◆ ▲
Special Ed - Communication - Autism	● ◆ ▲
Special Ed - Communication - Learning Disability	▲
Student Assessment & Evaluation	● ▲
Teaching & Learning Through e-Learning	● ◆ ▲
Teaching Combined Grades	◆ ▲
Teaching First Nations, Métis and Inuit Children	▲
Teaching LGBTQ Students	▲
Teaching Mild Intellectual Disability	▲
Use and Knowledge of Assistive Technology	▲

TECHNOLOGICAL EDUCATION

Communications Tech Grades 9/10	▲
Communications Tech Grades 11/12	▲
Computer Tech Grades 9/10	▲
Green Industries Grades 9/10	▲
Manufacturing Grades 9/10	▲
Tech Design Grades 9/10	▲
Tech Design Grades 11/12	▲

EDUCATIONAL SUPPORT STAFF

Communicating Effectively with Parents	■
Creating Inclusive Work Environments	■

	SESSION DATES	REGISTRATION DEADLINE
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LATE SRPING	May 11 – Jul 3, 2020	Apr 24, 2020
SUMMER	Jun 29 – August 14, 2020	Jun 12, 2020

\$685 - ABQ Primary, ABQ Junior, One-Session AQ, Three-Session AQ (excluding FSL Part 1) \$745 - ABQ Intermediate, ABQ Senior, ABQ Technological Ed, Honour Specialist, FSL Part 1 \$75 - Educational Support Staff



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Supporting Student Learning

In this year's annual AQ supplement, we speak with educators and stakeholders who have collaborated to develop Additional Qualifications (AQs) that support students with complex learning profiles. They are committed to ensuring that AQs are designed with the concepts of inclusivity, self-reflection, student voice and diversity in mind.

PHOTO: MATTHEW PLEXMAN



Building AQ Courses with An Anti-Oppressive Stance

In spite of all the advances in education, some students still fall behind, according to Jeewan Chanicka, OCT, of the Toronto District School Board (TDSB). Some don't sense a curriculum that's always inclusive, of them or more diverse viewpoints.

We've changed approaches but haven't always made substantial progress in outcomes," says Chanicka, the superintendent of equity, anti-racism and anti-oppression at the TDSB. "We need to recognize that the system isn't working well for all children." He believes that it's essential to infuse the idea that some people have different lived experiences. Too often, he suggests, there's a belief that students who feel excluded just need to be resilient and have grit. While those traits are admirable, "The onus is on us as a profession," he says.

The College has facilitated the development of a new resource, *Intentional Design: AQ Courses*, to support AQ developers and instructors

When it comes to ensuring an anti-oppressive stance, intentional design involves consciously exploring your own biases, values and understanding.

in designing their courses with an inclusive, anti-oppressive stance. The College invited course designers and instructors within the province who were already working to incorporate an anti-oppressive stance in AQs to build on what they had started. Their practices became core elements in the new provincial resource, which invites reflection and professional dialogue to enhance AQ professional practice in the following areas:

- conceptual design and frameworks;
- dynamic inclusive and engaging learning environments;
- critical pedagogy and anti-oppressive approaches;
- fostering an inquiry stance; and
- assessment and evaluation.

This interactive, online resource includes a range of materials to stimulate and design thinking related to AQ course development. These include videos, audio clips from educators, teacher-recommended resources, College resources and a number of tools to engage educators in thinking deeply about their beliefs, practices and social privileges.

“The resource provides opportunities for course designers and facilitators to be critically reflective,” says Suzanne Molitor, OCT, a retired teacher from the Peel District School Board who consults for the College and who co-led the team of educators that developed this resource.

“AQ course development starts with intentional design,” says Molitor, who is also a former program officer at the College. When it comes to ensuring an anti-oppressive stance, she believes that intentional design involves consciously exploring your own biases, values and understanding. It’s about what you deem important —

in the material, in the course orientation, in the learning environment and in assessments — and ensuring that equity, diversity of perspectives, and inquiry into power and privilege are top of mind in course design.

“It involves being critical about your pedagogy, thinking about whose voices are represented in the course you’re designing, and whose voices might be absent. It means examining the dynamics of power and privilege to identify and challenge inequity,” adds Molitor.

When creating an AQ, or teaching any course, “Begin with the end in mind,” she says. “It’s important to think deeply about what you want to have happen, about equity, and about how to engage learners in dynamic inquiry.”

In adopting an anti-oppressive teaching approach, “If I’m a critical teacher, I’m thinking about power dynamics, and developing an awareness of how my teaching facilitates open discussion about diversity,” she explains. “For instance, if you’re teaching an English course, are you including writers from other countries and cultures? It’s about your choice of resources, and whether you’re sharing other perspectives that don’t necessarily just confirm your own experiences,” says Molitor.

This new resource supports course designers in uncovering unconscious biases they might have and inspiring thoughtful, purposeful, ethical action in teachers who are taking the course.

Karen Murray, OCT, facilitated College-hosted educational sessions for AQ designers and course instructors related to integrating an anti-oppressive stance. She says there are many faces of oppression. Some can seem benign. “We can’t just say, ‘We’ve always done it this way’ if we want students to be critical in their way of engaging,” says Murray, a principal of equity, anti-racism and anti-oppression at the Toronto District School Board.

Even if you have the best intentions, she says you have to stop and think through why you’re teaching in a certain way, what you’re exposing students to, and what choices you’re making. “Kids are going to live in a world that isn’t monolithic,” says Murray. “If you say, ‘My students don’t need to learn about anything else, you’re giving them one way of thinking and seeing. [As educators,] we’re supposed to prepare them to challenge the status quo. And the world doesn’t look [exclusively] the way the teacher thinks it looks.” **AQ**



Collaboration Brings Depth to AQ Development

“In educational spaces, the voices of people with vision impairments aren’t always heard,” states Charmain Brown, OCT. As a course director and practicum facilitator at York University’s faculty of education, Brown understands the importance of sharing broad perspectives when creating courses. She has been involved in developing many AQs. In this case, however, Brown is speaking as a parent.

She has a 16-year-old son in residence at the W. Ross MacDonald School, a provincial school for the blind in Brantford, Ont. Brown's 20-year-old daughter graduated from there.

A new AQ for teaching students who are blind or have low vision is in development. Through the process, Brown was delighted to see the extent of feedback from various stakeholders.

"When you bring [stakeholders] together to give input into an AQ, particularly one focused on a specific community, you're going to get diverse perspectives. And that creates depth in what is brought to the project," says Brown.

For the College, such partnerships with members of the public and profession is integral when designing and developing new AQs.

One of the members of the provincial writing team was Suzanne Decary-van den Broek, executive director, Ontario South, for the CNIB Foundation. She also helped the College to represent the ethical standards and standards of practice in braille.

"It was a very collaborative process," she says. "We had an opportunity to talk about the feedback we heard from parents, and current and former students. It was welcome to get those voices in."

Like Brown, she says people with lived experiences need a spot at the table when plans are being formulated that affect them. "We talk about creating *with*, not creating *for*," says Decary-van den Broek. She calls the College's outreach "a positive step."

Daniel Maggiacomo, OCT, principal of W. Ross MacDonald School and Resources Services, was also part of the AQ writing team. He kept returning to the feedback that had been gathered to "honour those voices."

His school offers residential placements (elementary and secondary levels), as well as teachers who travel the province to support students and school board staff.

Maggiacomo says that many resources are needed to better serve students who are blind or have low vision. The AQ plays a key part given the relatively small number of students affected. Many teachers, schools and even boards would have little experience with these students.

"Someone with the AQ has to step in and be the central

"When you bring [stakeholders] together to give input into an AQ, particularly one focused on a specific community, you're going to get diverse perspectives."

person," he explains. "That's the strength of this model."

"The new AQ is a huge step for us," agrees Jean-François Boulanger, OCT, director of the Centre Jules-Léger provincial school in Ottawa. They, too, send out resource consultants — in this case to help French-language boards and students. Boulanger was glad to be involved in the AQ process, as the English and French contexts might differ for students who are blind or have low vision. "We need to be there and have input," he says.

The forthcoming AQ doesn't address every challenge. Decary-van den Broek would love to see a practicum component made mandatory. Maggiacomo adds that it would be great to have a full AQ just on braille literacy.

Others who were consulted say we need more specialized teachers, and that professional learning needs to be beefed up significantly.

"To us, the only real option is to substantially increase the standards that someone needs to meet to become a teacher of the visually impaired in Ontario," says David Lepofsky, who represents the advocacy group VIEWS on the Toronto District School Board's Special Education Advisory Committee, and who serves as chair of the Accessibility for Ontarians with Disabilities Act Alliance.

While there's lots of room for further education and improvements, Brown likes knowing that the new AQ will highlight the needs for students like her children. Having better training, more resource consultants, spaces like the W. Ross MacDonald School, and greater collaboration with stakeholders all comes down to the same thing. "It's an equity issue," she says. **AQ**



AQ course designers and facilitators attend a workshop at the College to explore course design from an anti-oppressive stance.

Disciples of Big Ideas

Patricia Bucci, OCT, is always looking for opportunities to reflect and improve. She welcomes the chance to evaluate her own actions, thought, behaviours and attitudes. That’s what drew her to a College workshop on anti-oppressive education. Bucci saw it as a way to increase her knowledge and apply that learning among her AQ instructors and candidates.

We’re the disciples of these big ideas, to encourage reflection,” says Bucci, AQ program officer with the York Catholic District School Board.

Such capacity-building sessions from the College aim to help AQ providers improve their design and implementation. For Bucci, the workshop raised the notion of unintentional biases on the part of educators and the makeup of courses. That leads to the need to rethink some ingrained practices.

“Even being neutral allows oppressive practices to continue if you’re not standing up to what you see as a problematic issue. Inaction is not neutral,” says Bucci. “The session was quite powerful.”

When Marcel Lalonde of Laurentian University attended another capacity-building session, he was so inspired that it led to a new AQ. The College session on Ontario’s Indigenous population was an “eye-opener,” says Lalonde, program manager for Aqs at Laurentian’s Centre for Academic Development (CAD).

Following the session, CAD decided to become a leader in Indigenous education, and developed an AQ course called First Nations, Métis and Inuit Peoples — Understanding Traditional Teachings, Histories, Current Issues and Cultures, Part 1. Moreover, other Aqs they develop and submit for accreditation to the College will now explicitly include Indigenous content.

The impact of the College workshops is far-reaching. Bucci now holds her own sessions with AQ candidates “to promote awareness of our own implicit and explicit beliefs.” It’s not enough, she says, to be proficient in developing students’ knowledge, skills and competences. Something like ensuring an anti-oppressive stance cuts across all areas. Bucci sees it as an ethical imperative. “We fought hard for years to become a profession, and with that comes responsibility,” she says. **AQ**



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Baking AQ Highlights Tech Education

To Marie Poss, OCT, Fanshawe College has just the right ingredients to offer a new AQ called Teaching Hospitality and Tourism — Baking.

In the college realm, this is our expertise,” says Poss, a professor and co-ordinator of the Early Childhood Education program at Fanshawe in London, Ont. “We have the labs, the materials, the relevant experts, and the application skill set. It’s a seamless transition to be able to offer these AQs.”

The baking AQ, to run for the first time this summer, highlights the effort to fill a need for technological education teachers, and draws on what colleges do best.

This Schedule F course offers an opportunity to learn in a hands-on, bake lab environment, and develop new lesson plans for bake-specific teaching units. The course includes 90 hours in class and 35 hours online.

In 2018, the Ontario College of Teachers accredited a consortium of six colleges to offer Schedule C, D and F Additional Qualification courses: Fanshawe College, Collège Boréal, Canadore College, Conestoga College, Mohawk College and Niagara College.

The Ontario Council for Technology Education also strongly endorses the delivery of the Schedule F courses by the consortium. Tracy Gadies, dean of the faculty of creative industries at Fanshawe College, notes that this benefits the entire system. It encourages collaboration across all levels of education, exposes more teachers to the college system and programming, fosters professional currency,

Opportunities for Tech Teachers

Are you a technology teacher who wants to enhance your knowledge and skills? Try a Schedule F Additional Qualification course, offered by a number of community colleges.

These courses are available if you already hold basic qualifications in the broad-based technological area. Educators wishing to receive a qualification in Schedule F must have a related Schedule B qualification. Let’s say you want to get a qualification in Schedule F — Teaching Construction Technology: Carpentry. You can do so if you have a Schedule B qualification in Construction Technology at either the Grade 9–10 or 11–12 levels.

A member holding three Schedule F qualifications is deemed to be equivalent to holding one specialist or honour specialist qualification.

There are now 64 Schedule F courses, in everything from agribusiness, to welding, to interior design. Check out the list at oct-oeeo.ca/scheduleF.

activates hands-on learning — all while meeting College guidelines. For secondary schools, the consortium promotes students’ interests in technological education and helps ensure that skilled practitioners teach the subject. That last point is especially important at a time of a growing gap for skilled tradespeople in Ontario.

Poss has also developed and led Fanshawe’s first AQ, Kindergarten, Part 1. The subject matter wasn’t quite baking or another technology subject. Still, she says, no matter the course, the colleges offer a wealth of tangible activities and interactions that bring the subject matter to life. That’s their wheelhouse.

“The opportunity to bring the expertise of the colleges to the table is a really exciting movement,” Poss says. **AQ**



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Find out more: fanshawec.ca/AQ

Keeping the Faith Through Open Consultation

For teachers in Catholic school boards, an AQ on religious education serves a dual purpose, says Mark McGowan, a professor of history at the University of Toronto and principal emeritus of St. Michael's College. "It's not just about teaching religion, but could be valuable in informing Catholic teachers generally, where one would hope the values of the faith would permeate," he says.

The Religious Education in Catholic Schools AQ updates material around these areas: scripture and bible; sacraments; liturgy and spirituality; church past, present and future; ethics and morality; faith and action; pedagogical knowledge and skills; and the ongoing faith journey.

McGowan served on the provincial writing team for the AQ, which included classroom teachers, religious educators and principals from both the English and French boards.

"Teachers, administrators, consultants and students all had a voice in articulating what should be part of this AQ. We had a huge wellspring to work from — more of a fountain. The whole process was one of shared wisdom," says McGowan, who's also a former trustee of the Durham Catholic District School Board (DCDSB).

Reita Lucia Goodwin, OCT, a principal in the DCDSB, was part of the process. She invited two Grade 6 students to the open space consultation. Their experiences were instructive.

"It was affirming to many people in the room that they wanted more religion, more about the scripture. They wanted more of the meat. The students spoke highly about how well we integrate religion into all of our subjects," says Goodwin.

She says she found it useful to step out of her principal "bubble" and be involved in the AQ development. Aside from contributing to the outcome, she says the opportunity helped in her leadership development.

Sanjida Rashid, a Thunder Bay Catholic District School Board student trustee, was also invited to the open space session. She shared that religious education should be even more hands-on, around giving back to the community and learning by doing.

"I hope the AQ instils passion in teachers to be as excited as I am about improving religious education for the engagement of students," says Rashid. "I felt valued to be there as a student voice."

Patricia O'Reilly, OCT, director of the teacher formation program at Regis College (the Jesuit faculty of theology at the University of Toronto and one of the bodies accredited to teach the Religious Education in Catholic Schools AQ) was also involved in the consultation.

O'Reilly feels that with all the consultation, the AQ represents the diverse Catholic community. She says the AQ builds on the foundation of previous guidelines, while incorporating emerging topics such as Indigenous issues and climate change.

"The course is crucial to a Catholic school's mission to provide religious education and offer pastoral activities through which students can integrate this intellectual approach," says Cécile Dicaire-Trottier, OCT, an AQ co-ordinator at Le Centre franco in Ottawa.

Le Centre franco (formerly the Centre franco-ontarien de ressources pédagogiques) has been involved with the religious education AQ for 10 years. Dicaire-Trottier says that for the Catholic school community, the revised AQ fosters some key concepts such as a culture of dialogue, critical inquiry, responsibility, and ethical and shared leadership. It "models ways of experiencing faith in action," she says.

McGowan talks about that importance too. "One of the old adages in Catholic education is 'it's not taught, it's caught.' It's caught in witnessing and modelling the educator," he says. "[This] AQ is recognizing that and building it in for a new generation of teachers." **AQ**



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Fostering Cultures of Well-Being

You can't take care of students unless you also take care of yourself. That was a theme in a session put on by the College's Ethical Leadership Institute in March 2019. It featured a new AQ called Fostering Cultures of Well-Being Within Professional Practice, which put the spotlight on a critical issue for educators.

PHOTO: MATTHEW PLEXMAN

David Parmer, OCT, a STEM teacher at Dr. Norman Bethune C.I. in Toronto, defines wellness as the ability to manage the job's mental, physical and emotional toll.

"This is something educators need to be aware of as they continue their careers — the inevitable erosion that comes with being the caring adult in the room," he says. "Each individual has unique ways to recharge in a positive way. Taking a deep dive into ways to improve our well-being can only [improve] our own life satisfaction, which, in turn, will have a positive effect in our classrooms."

Parmer was asked to prepare a resource or activity to share at the institute, and wrote an original "slam" poem. "It attempted to capture the multiple facets of coping with the stress of being an educator," he says.

Participant Xiomara Pena, OCT, currently on leave from the York Catholic District School Board, says she has experienced burnout. The session at the institute was a chance to learn from workshops and share stories. Pena was happy to see the College focus on mental health, given that so many teachers and students alike are affected. "It's important to bring light to an issue that is impacting all of education," she believes. **AQ**



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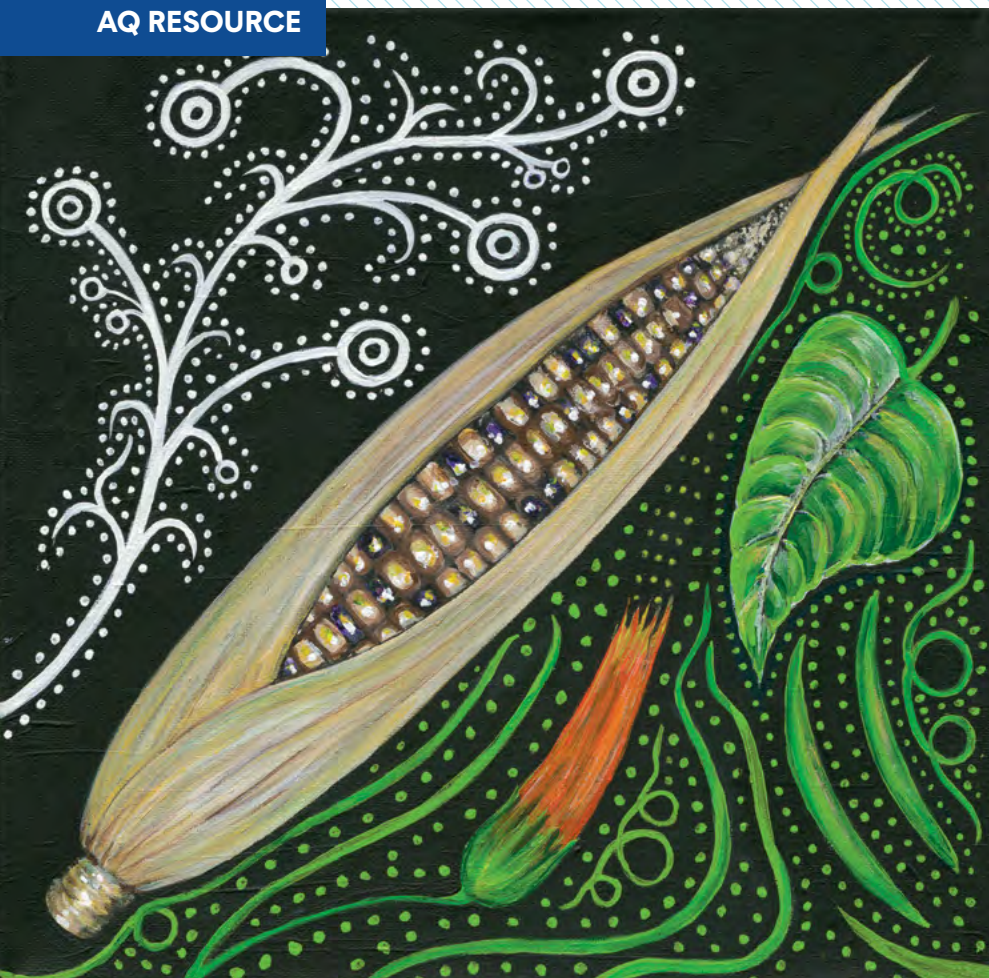
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Indigenous Artist Explores the Ethical Standards for Teaching

How do you depict the ethical standard of integrity? For artist Elizabeth Doxtater, it starts with painting a corn cob.

The seeds grown on the cob are protected by the corn husk. That husk has a vital responsibility. It ensures the integrity of each seed on each cob, on every stalk, in each field. That teaches us about the importance of protecting the integrity of everyone and everything that's placed in our care.

This painting and several others appeared in a College AQ resource called *Exploring the Ethical Standards for the Teaching Profession through Rotinonhsyón:ni Art*.

Being born and raised on the Six Nations Indian Reserve #40 informs Doxtater's artistic representations.

Each standard — integrity, care, respect and trust — has an accompanying image, and each image has an artist's statement (which have also been translated into the Mohawk language by Doxtater's son George.). The document then poses a series of questions related to the statement. For integrity, for example, this includes:

- reflect on the role of the corn husk for protecting the integrity of each

individual corn seed. Inquire into how your integrity is fostered and protected within your professional practice;

- identify how the teachings in this painting can inform your ethical thinking, understanding and professional practice; and
- discuss your professional responsibility to honour and respect the integrity of each learner, colleague and family you engage with in your professional practice.

Doxtater was honoured to be selected to provide the paintings. "It was a big responsibility. I wanted it to be accurate and clear," she says.

This new resource supports the Truth and Reconciliation Commission's calls to action. It promises to become an important tool within initial teacher education and AQ courses. These are key professional contexts for deepening ethical understanding and sensitivity.

Education should be a huge part of reconciliation, says Doxtater. She notes the damage done in the past through residential schools, where students were simply cut off from their roots.

That's why Doxtater was particularly moved to unveil her paintings last spring at the Woodland Cultural Centre in Brantford, Ont. Today, the centre serves to preserve and promote Indigenous history, art, language and culture. Yet it is also the site of a former residential school.

Doxtater's son Kody introduced her and spoke in Mohawk, in the very classroom where, years ago, Indigenous children could not even speak their own language.

Now, this new resource aims to inspire critical awareness, reflection and dialogue regarding the ethical standards — all through the use of Doxtater's vivid and thoughtful art. **AQ**

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Eastern Ontario Staff Development Network (EOSDN)	Seneca College of Applied Arts and Technology
Elementary Teachers' Federation of Ontario (ETFO)	Six Nations Polytechnic
Fanshawe College	Toronto District School Board
Halton Catholic District School Board	Trent University
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Kenjgewin Teg	Western University
Lakehead District School Board	Wilfrid Laurier University
Lakehead University	York Catholic District School Board
Laurentian University	York Region District School Board
Niagara College Canada NEW	York University
Niagara University	Association des directions et des directions adjointes des écoles franco ontariennes (ADFO) FR
Nipissing University	Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO) FR
Ontario English Catholic Teachers Association (OECTA)	Centre Jules-Léger COMING SOON FR
Ontario Institute for Studies in Education (OISE)/ University of Toronto	Le Centre franco (formerly CFORP) FR
Ontario Principals' Council (OPC)	Université d'Ottawa FR
Ontario School Counsellors' Association	Université Laurentienne FR
Ontario Tech University (formerly UOIT)	Université Saint-Paul FR
Peel District School Board	

FR French AQ providers



By the Numbers

MOST FREQUENTLY TAKEN AQ COURSES IN 2019

1) Special Education, Part I	3,091
2) Teaching English Language Learners, Part I	1,690
3) Mathematics, Primary and Junior, Part I	1,656
4) Special Education, Part II	1,572
5) Religious Education in Catholic Schools, Part I	1,337
6) Special Education, Specialist	1,233
7) Reading, Part I	1,057
8) Principal's Qualifications, Part I	969
9) Principal's Qualifications, Part II	955
10) Honour Specialist	888

THE MAIN AQ COURSES/PROGRAMS REFERENCED IN AQ INQUIRIES

- Special Education
- Mathematics:
 - Primary and Junior
 - Grades 7 and 8
- Religious Education in Catholic Schools
- French as a Second Language
- Music

FIND AN AQ SEARCH TOOL STATS (OCT.CA)

Number of Inquiries on Find an AQ:

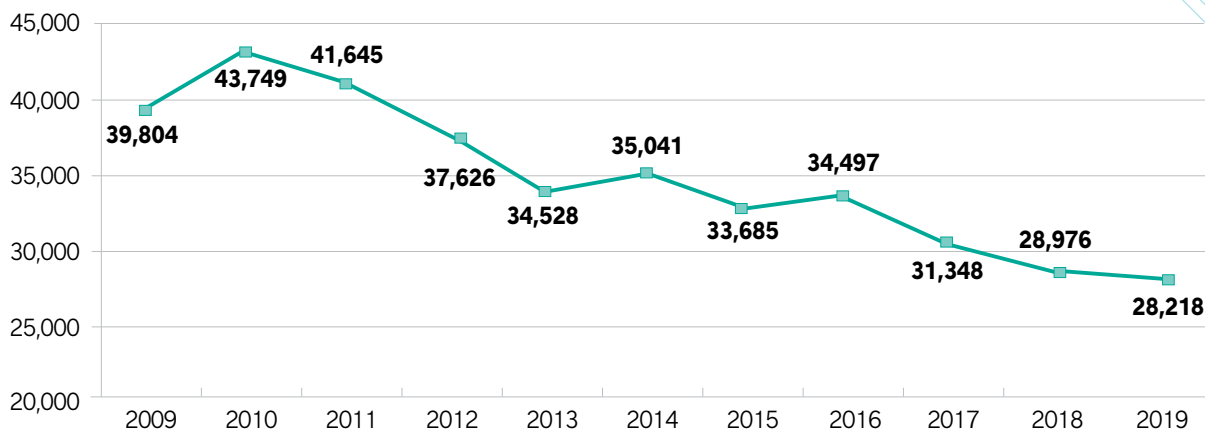
170 } 140 English
30 French

- Most referenced course delivery method was online

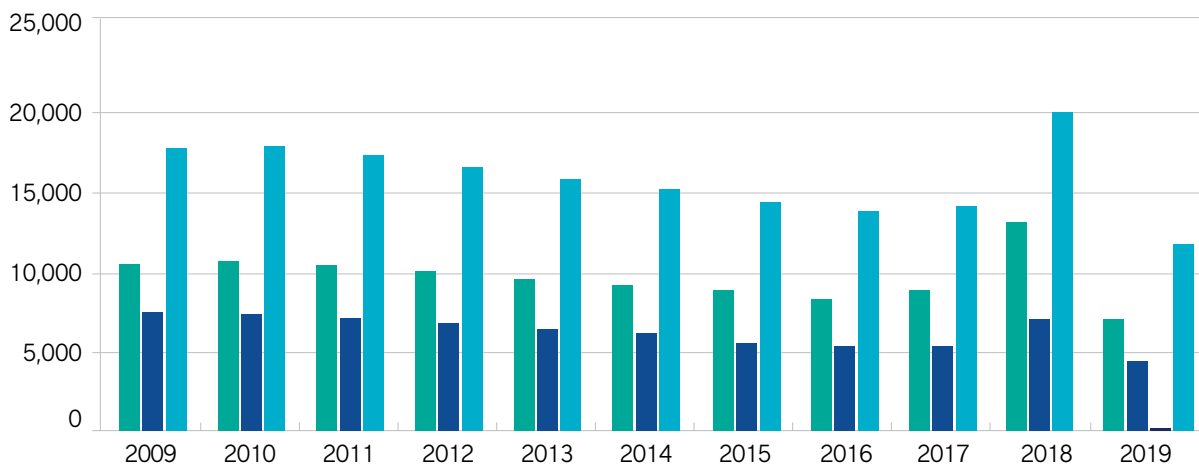
NATURE OF THE INQUIRIES

- General information about a specific course
- Providing feedback about courses
- Online and/or face-to-face availability of a course
- When and where to take a specific course
- Recommending a course to a specific provider
- Qualification requirements
- Course registration process
- Summer course availability
- Recommending a course be offered in French

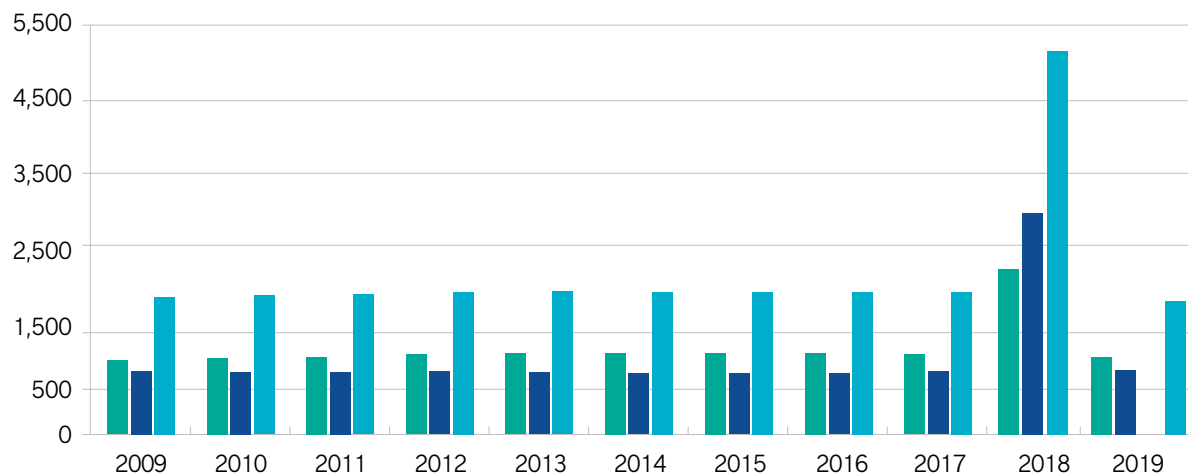
TOTAL NUMBER OF AQs AWARDED ANNUALLY*



MEMBERS WITH PRINCIPAL QUALIFICATIONS (BY GENDER)*



MEMBERS WITH SUPERVISORY OFFICER'S QUALIFICATIONS (BY GENDER)*



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