

A man in a pink shirt and tie stands on a school staircase, smiling. He is wearing glasses and has a beard. The staircase is blue with metal railings. Other people are visible in the background, including a man in a red sweater walking up the stairs and a woman in a blue shirt walking down. The background is a light-colored wall.

Professionally Speaking

DECEMBER 2018

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International teachers share their experiences and observations from inside Ontario's schools.

Michael Naicker, OCT

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ADDITIONAL BASIC QUALIFICATIONS

Primary	● ◆ ▲
Junior	● ◆ ▲

ABQ INTERMEDIATE

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

ABQ SENIOR

Biology	● ▲
Chemistry	●
English	● ◆ ▲
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	● ▲
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	●
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	● ▲
Safe & Accepting Schools	● ▲
Special Ed - Behaviour	● ◆ ▲
Special Ed - Communication - Autism	● ◆ ▲
Special Ed - Communication - Learning Disability	● ◆
Student Assessment & Evaluation	● ▲
Teaching & Learning Through e-Learning	● ◆ ▲
Teaching LGBTQ Students	● ▲
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 - BLENDED	●
Tech Design Grades 9/10	●
Tech Design Grades 11/12	●

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- One-Session AQ
- Three-Session AQ (excluding FSL Part 1)

\$745

- ABQ Intermediate
- ABQ Senior
- ABQ Technological Ed
- Honour Specialist
- FSL Part 1

SESSION DATES

Winter: January 28, 2019 - April 12, 2019
Late Winter: February 25, 2019 - April 26, 2019
Spring: April 15, 2019 - June 14, 2019

REGISTRATION DEADLINES

Winter: January 11, 2019
Late Winter: February 8, 2019
Spring: March 29, 2019

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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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The College is the self-regulating professional body for Ontario teachers. Membership is open to anyone qualified to teach in the province and required to maintain an Ontario teaching certificate.

The College is trusted to regulate the teaching profession by setting standards of practice and accrediting teacher education programs.

The College also sets the requirements for entry into the profession, investigates complaints involving members and takes appropriate disciplinary action.



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AQ — Schedule D Courses

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TOP LEFT: Visiting educators from around the world come to the College to learn about how it regulates Ontario teachers and sets the standards for the profession. The College recently hosted delegates from Australia, China and the Netherlands (pictured).

TOP RIGHT: College staff were on-site at Toronto's 2018 The Word on the Street, a Canadian book and magazine festival. They were there to answer questions from the public about what we do and how we protect Ontario students.



BOTTOM: In October, College Council members and senior staff met to discuss stakeholder input to develop new strategic priorities for the College. The Council's role is to govern the teaching profession in the public interest for the next three years.



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A man and a woman are smiling and looking at each other while cooking in a kitchen. The man is in the background, and the woman is in the foreground, both focused on their task. The kitchen is bright and modern, with a sink, a wine glass, and various kitchen items on the counter.

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What We Do

Read the **Governing Ourselves** section to become familiar with **Council's** work.

BY NICOLE VAN WOUDEBERG, OCT

@nicole_OCTOEE0



If you're like the majority of College members, the "blue pages" is likely the first section you read in *Professionally Speaking*. In particular, you've probably already read the discipline summaries, which, as per legislation, are required to be reported to members. Starting with this issue, you may notice that the Governing Ourselves section only has "blue pages" for discipline summaries and the investigation case study.

Governing Ourselves is the most important part of the College's communication to its membership. It highlights the work accomplished at Council's meetings and what happens in between meetings.

The Ontario College of Teachers is a self-governing regulatory body. The *Ontario College of Teachers Act* and regulations define the role of Council in that it sets the College's direction.

It is important to note that Council as a whole makes decisions in the public interest. The College has to execute the mandate, as outlined in the Act, and those activities cost money. Hence, we pay annual fees.

Collectively, Council members remain focused on making decisions that fund core activities, including setting

professional standards, licensing, accrediting teacher preparation programs, investigating and resolving complaints, and holding disciplinary hearings.

Stakeholders and members of the public can make presentations related to the College mandate at any Council meeting. Members and the public can also join the gallery to observe meetings or disciplinary hearings. In lieu of these options, read the Governing Ourselves section to keep abreast of the work Council is doing to fulfil its mandate.

Currently, one of the business items Council is focused on is the legislation passed by the former Ontario government related to therapy funding for victims of sexual abuse (see Section 58.1 (1) oct-ooeeo.ca/OCTA). We are also dealing with a decline in registered College members, which decreases the revenue that funds our core activities.

The Governing Ourselves section communicates important Council issues to its membership. On behalf of Council, I welcome formal communication related to the mandate from members, stakeholders and the public. **PS**

Nicole van Wouderberg

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43rd Annual Language Arts Conference

Thursday, February 21st & Friday, February 22nd
Sheraton Centre Hotel, Toronto, Ontario, Canada

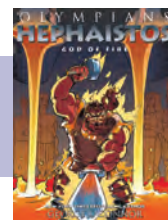
HIGHLIGHTS



SPECIAL OPENING PRESENTATION
Candy Palmater & The Wexford Gleeks

MEAL KEYNOTES

that should not be missed include:



GEORGE O'CONNOR
Thursday Luncheon Keynote

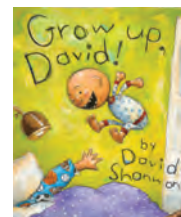
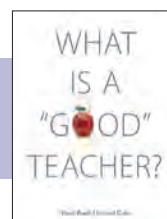


Henry Guo

KARL SUBBAN
Thursday Banquet Keynote



DAVID BOOTH
Friday Breakfast Keynote



DAVID SHANNON
Friday Luncheon Keynote



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Joe Restoule General,
Mr. (John) Schu,
Jennifer Serravallo,
Larry Swartz,
to name a few.

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Taking Cues

The College provides professional advice to its members to help guide their practice.

BY MICHAEL SALVATORI, OCT

@michael_OCTOEE0



Although I am not a musician, I admire greatly those who can make music, and I'm even more appreciative of the gifts music teachers possess.

As a high school teacher, I had the good fortune of counting our school's strings teacher among my friends. Each year, she would invite me to play a part — and an instrument — at the large-scale, end-of-year concert. I was recruited to play percussion alongside student musicians from the elementary and secondary programs.

During rehearsal, and particularly during the performance, I paid close attention to the conductor's cues, and the helpful prompting and counting of the students next to me, so that bass drum notes came at the right time. As you may know, a bass drum note at the wrong time is an unwelcome addition to the arrangement.

I recall how helpful the cues were for my preparation, timing and eventual action. Similarly, there are professional cues that assist us in our practice, such as colleagues' questions or suggestions from mentors and principals to help us reflect.

The College's professional advisories and case studies also provide professional cues and fuel professional dialogue.

The advisories, available at oct-oeo.ca/advisories, provide signals in the form of reflective questions and advice to help members refine their practice and enhance their professional judgment. The latest, *Supporting Students' Mental Health*, was developed to deepen our ability to identify mental health needs and seek appropriate resources to assist students.

Professionally Speaking's investigation case studies also illuminate areas in our practice, and allow us to review circumstances, apply professional judgment, and have discussions with colleagues to refine our reasoning.

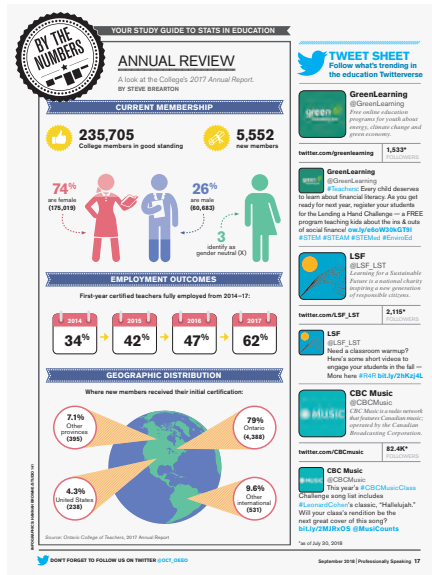
Like good musicians, we interpret the sheet music before us and play with passion and care while continually looking to the conductor for cues regarding tempo and volume. We are keenly aware of our fellow musicians by our sides and also follow their cues and leads.

And like talented musicians, we achieve harmony and create music with depth and character — all of which enrich the student experience and facilitate learning. **PS**

m. salvatori

Tell us what you think!

Professionally Speaking welcomes letters to the editor. We reserve the right to edit letters for length and to conform to our publication style. To be considered for publication, letters should be in response to an article published in the magazine and include the writer's daytime phone number and registration number. Address letters to: The Editor, Professionally Speaking at ps@oct.ca or 101 Bloor St. W., Toronto, ON M5S 0A1.



Using Inclusive Language

Thanks for the September issue of *Professionally Speaking*, which I always find interesting and useful. The “Annual Review” article in *By the Numbers* reports that of College members, “74 per cent are female,” “26 per cent are male” and three “identify as gender neutral (X).” I was wondering if any genderqueer or non-binary teachers were consulted on the wording for either the survey or the annual report (there may be other terms that people would like your magazine to use, but “genderqueer” and “non-binary” are what I have heard most often). I recently had an enlightening conversation with a genderqueer person who said their pet peeve is when people use the term “identify as.” They do not “identify as” genderqueer, they *are* genderqueer. I’m sure your article was not intended to be rude or condescending, but when it is said of all other members that they “are” female or male, while others “identify as” another category, it seems that might be insulting, as if the people in question are being humoured rather than believed and respected. Certainly it is possible that your publication consulted with teachers who are gender neutral or use other terms, but if not, that seems an important next step. That would be beneficial for all teachers, for students, and the larger community. I believe the College is committed to inclusivity, and I appreciated the mention in *At the College of the College’s* presence at Pride Toronto.

Kristen Mathies, OCT, is a teacher at Rockway Mennonite Collegiate, a private school in Kitchener, Ont.

Editor’s response: Thank you for raising this important issue. As part of our fact-checking and due diligence process, we consulted several authorities on the appropriate wording, including Egale Canada, an advocacy organization that advances equality for Canadian lesbian, gay, bisexual and transgender people and their families across Canada.



Classroom Management Article Timely

As we embark on a brand new school year, thank you for the timely article “How to Manage Your Classroom Environment” in the latest issue. I found it a very practical and easy-to-read article that provides authentic tips and strategies for creating a safe, inclusive and nurturing classroom environment. The educators from across the province shared their perspectives and success stories about creating an environment where all voices are heard and students feel a sense of belonging. The importance of building positive relationships and tapping into students’ interest is emphasized. Tips combined with real-life scenarios are very helpful to both the new and veteran teachers. Additional resources are provided for the readers if they wish to explore the topic further. You walk away with many new tricks of the trade. I would highly recommend all educators read this article to add to their ideas and strategies to build a positive classroom and school environment for all students to thrive and be successful.

Gurmeet Gill, OCT, is principal at Fernforest Public School in Brampton, Ont.

LIKE OUR NEW LOOK?

Notice the changes to *Professionally Speaking* in this issue? Shorter articles. Easier navigation. More white space. These changes — and more — are part of our proactive and ongoing efforts to better connect with you, our readers.

How did we arrive at the updated look? Via focus groups, members identified a need to streamline the magazine to enhance the reader experience. You spoke and we listened. We worked hard to deliver on your feedback and are proud of the changes. We hope you like them too. Let us know at ps@oct.ca.



Use of Stock Photo on Cover Disappointing

I was disappointed to discover that the September cover photo of an engaged female elementary school teacher listening attentively to a student's response is not an actual teacher or an OCT member, but, in fact, a stock image. Perhaps in the future the College may consider employing and compensating real Ontario teachers in their actual classroom environments.

Paul Ziemanis, OCT, teaches Grade 8 at St. Thomas Aquinas Elementary School in Toronto.

Editor's response: Thank you for your feedback. Every effort is made to use original photography. For this issue, however, some unforeseen changes required us to revert to stock photography at the last minute. We regret the disappointment caused by this late change.

COLLEGE NEWS

GOVERNING OURSELVES

EDUCATION MINISTER ADDRESSES COLLEGE COUNCIL



Ontario Minister of Education Indira Naidoo-Harris speaks to College Council members in March about the College's role in promoting teacher professionalism.

"You ensure we are on track in a very real way," said Ontario Minister of Education Indira Naidoo-Harris in her address to Council in March. In her first meeting with Council since becoming Minister, Naidoo-Harris recognized how valuable the College's work is and said that she "looks forward to working together to build strong learning environments for students, educators and communities." The Minister provided insight into her vision of what Ontario's public education system should look like, including greater equity and inclusivity in learning environments, increasing student and teacher well-being, and greater student protection from sexual abuse. "Protecting students is vital, because children are vulnerable," she said. While 2019's *Protecting Students Act* strengthened student protection, the government proposed additional changes including: expanding the list of acts constituting sexual abuse that would result in mandatory revocation of a teaching licence; stricter penalties for those found

Throughout her address, the Minister stressed the importance of partnerships between all education stakeholders to ensure that there is a collective vision for student success. "Decisions can't be made in silos," she said.

The proposed changes to the *Protecting Students Act* are similar to what was recommended by the College of Early Childhood Educators. Further, they bring the *Ontario College of Teachers Act* into alignment with the *Regulated Health Professions Act*. "Any sexual abuse is unacceptable," said the Minister, adding she wanted to "strengthen the College's ability to respond to cases of professional misconduct" and its "authority to revoke licences in the best interest of student safety." Naidoo-Harris also identified teacher supply shortages for French-language, Indigenous and technological education, student mental health, and more customized curricula as issues her ministry would focus on. In addition, she promised to discuss and examine the protection of the Ontario Certified Teacher (OCT) designation. Naidoo-Harris concluded by thanking the College for its continued efforts to increase transparency, its dedication to teacher professionalism and for its "invaluable guidance" to Ontario's certified teachers. [ps](#)

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Tech Teacher Shortage a Concern

In the Governing Ourselves section of the June edition I was happy that you reported on [former Minister of Education] Indira Naidoo-Harris raising a concern over a Technological Studies teacher shortage. Tech teachers come from industry, and to enrol in school to become certified many need to leave their jobs, experiencing a loss of income. With the two-year teacher education program, there will be far less potential tech teachers willing to make this sacrifice. I fear for the future of qualified tech teachers and I hope that the Ministry makes accommodations to help keep the qualified tech teacher pool strong for our students.

Nathan Shrubsole, OCT, is a Grade 9–12 Technological Studies occasional teacher with the York public and Catholic district school boards.



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Taking the Lead

Here are the Top 10 ways members develop their leadership skills, courtesy of our latest poll.

1. Collaborate with colleagues.
2. Participate in professional activity days.
3. Read books on leadership.
4. Attend workshops.
5. Attend conferences.
6. Mentor or coach colleagues.
7. Identify leadership opportunities in annual learning plan.
8. Join professional learning communities (PLC).
9. Follow leadership experts on social media.
10. Enrol in continuing education courses.



Pop Quiz with Jill Heinerth

BY LAURA BICKLE

When cave diver Jill Heinerth was named The Royal Canadian Geographical Society's inaugural Explorer-in-Residence, she made her objectives clear: "I want to create opportunities to work with young people to talk about exploration, discovery and future careers." And, she's done just that — visiting schools across the country, imparting her passion for the natural world, weaving in her adventures searching for ecosystems in Antarctic iceberg caves (she was the first to do so!) and exploring others hundreds of feet beneath the water's surface. Here, she shares why science literacy is important in schools and how teachers can nurture it.

What is a typical school visit like?

I almost always do a presentation to the entire school in the gymnasium. Additionally, I create target opportunities for individual classes or clubs to meet their particular focus. For instance, I speak to students with an interest in journalism, scuba diving and yearbook, as well as eco-warriors and girls in STEM [Science, Technology, Engineering and Math]. I also do online classroom sessions with Exploring By the Seat of Your Pants (exploringbytheseat.com), a free resource for teachers.

Describe your "We Are Water" project.

I have a unique viewpoint as someone who swims through our drinking water conduits. I can help people understand that what they do on the surface of the land will be returned to them to drink. I call it "water literacy," which entails knowing where your drinking water comes from, how you can protect it for future generations and how you might be unintentionally over-using precious resources.

My husband and I created an educational documentary called *We Are Water* and have a related section on my website (IntoThePlanet.com) with links to videos, activities and other resources.

What level of science literacy are you seeing in the classrooms?

I am optimistic about today's youth, especially in Canada. They sense the urgency of big issues, such as rapid climate change, and they recognize that they will need to fix this world — creating new options for renewable energy, improved transportation and alternative food supplies. They understand their role as future leaders of innovation and scientific discovery.

How can teachers impart a love of science and the natural world?

I am a fan of field trips and hands-on learning. When students participate in tangible work that offers tangible results — especially in their own backyard — they will never forget that experience.

Our education system is based on an industrialized world, preparing young people for specific job titles. But, today, we are better off helping them develop exploration and discovery tools in concert with essential skills, such as computer literacy, public speaking and critical thinking. Hopefully, that will enable them to think big and solve some of the most challenging issues of this rapidly changing world.

PHOTO: JAQUELINE WINDH

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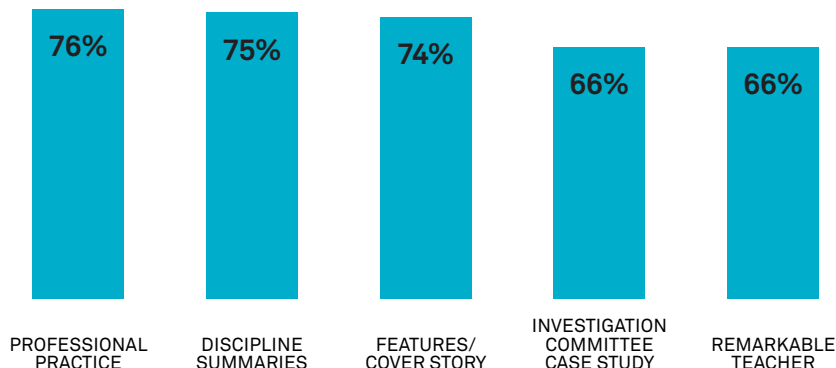
By the Numbers: Survey Says!

Results from *Professionally Speaking's* 2018 reader survey.

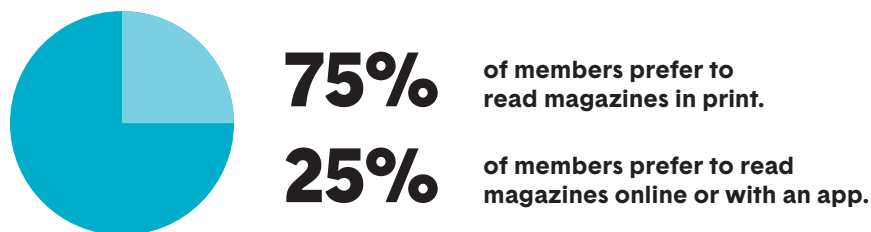
BY STEVE BREARTON

WELL READ

TOP 5 ARTICLES MEMBERS LOOK FOR IN EVERY ISSUE*:

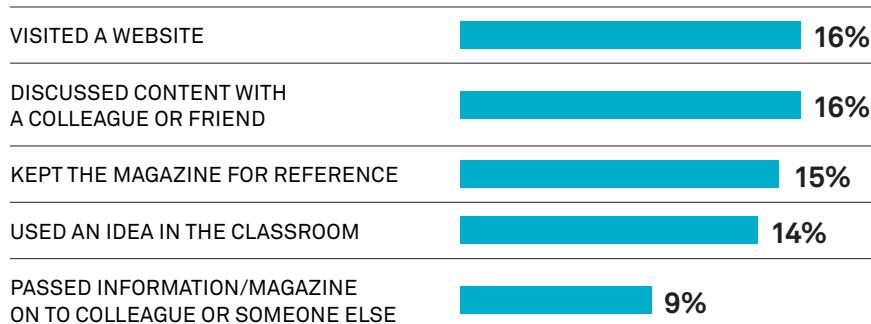


PRINT VS. ONLINE



ACTION PLAN

ACTIONS MOST FREQUENTLY TAKEN AFTER READING AN ISSUE:



*Percentage of readers who read the section sometimes, frequently or very frequently. This survey was sent to 16,000 randomly selected English-speaking members, of which 503 responded.

TWEET SHEET

Follow what's trending in the education Twitterverse.

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Collection of free language resources, writing tools, quizzes and links to help Canadians improve their English & French.

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#Parents and #teachers, do you know the French video series "Le monde est petit" from the @iciradiocanada #youth zone? The short videos cover trending and general interest topics in a light-hearted manner. ow.ly/YE9Y30m7BKz



Elections and Democracy

Elections Canada's civic education program — Working with educators to prepare future voters to participate in electoral democracy.

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Professional Practice

As a high school chemistry teacher, I look for ways to draw my students into each lesson. I start every class the same way — with a meme! As students walk in, they see this image of a funny (sometimes silly) science pun that I’ve projected on the board, related to the day’s topic. I essentially capture their interest with something guaranteed to get a reaction due to its already popular online presence. After doing a quick search online for subject- or unit-specific memes, I then import the visuals into my favourite presentation software, which makes them easy to project, update and store for the next semester. In fact, I’ve had students from the previous semester walk by my classroom and ask to see which meme I have up on a particular day. If it’s one they’ve seen, they’ll tell me if they remember it and let me know how good (or silly) it was. I never anticipated how this one simple idea would intrigue students (past and present) and help me build strong relationships with each.

MARIAM ALKABEER, OCT
YORK REGION DISTRICT SCHOOL BOARD

HAVE A CLASSROOM IDEA TO SHARE?

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-oeo.ca/research

Games for Change

BY STEFAN DUBOWSKI

We know students love playing video games, so why not harness that digital interest to help them learn? Check out ChangeGamer.ca. It offers what the site’s creators call “impact games,” which focus on climate change, human migration and other serious matters, as well as core subjects like science, history and geography.

The site relies on teams of teachers and students to recommend only high-quality games. The teachers do an initial selection, then create student activities that they tie into the Ontario curriculum, says site creator and University of Toronto Schools geography teacher Michael Farley, OCT. Once the students test them out and provide feedback, the teachers refine the activities incorporating student input. At this point, they’re good to go up on the site — and ready for you to try with your class.

Browse the Games & Activities section and you’ll find links with helpful information such as recommended age range, device and platform compatibility, as well as activities to complement the games.

Get your gamers going with these titles: *Against All Odds* introduces high school students to the dangers and complexity of the refugee experience. *Guts and Bolts* helps 10- to 15-year-olds understand the links between our body’s circulatory, respiratory and digestive systems. *Walden, a game* puts students aged 10+ in the shoes of philosopher/naturalist Henry David Thoreau to explore and learn from nature.

Farley says that “well-designed impact games combined with thoughtful activities have the ability to increase knowledge and change attitudes and behaviours. Students come out with a much richer understanding of complex issues.”

Apps Analysis

BY STEFAN DUBOWSKI

Tap Math

This app is a problem-solving blast! It involves cascading math questions that players have to answer before the blocks fall to the bottom of the screen. You can toggle between addition, subtraction and multiplication. You can also choose different speed levels, with Children being the slowest and Hardcore the fastest. (You'll want to upgrade to the full-option version to get those level choices.) Tap Math is ideal for Grade 2s, who are beginning to learn multiplication, but it is also a fantastic tool for your math-loving high school students.



DEVICE: Apple, Android
SOURCE: App Store, Google Play
RATING: 4+, Everyone

iNaturalist

Once your budding conservationists upload photos of plants, insects and animals, the iNaturalist community will help identify the flora and fauna. Users' observations feed into scientific research to better understand and protect nature. You can also find out what nearby participants are discovering, and take part in nature-focused projects, for instance protecting Ontario's provincial parks. This app works well with Grade 11 biology, which involves lessons on plants and animals. For best practices, read the teachers' guide (oct-oeo.ca/iNaturalist).



DEVICE: Apple, Android
SOURCE: App Store, Google Play
RATING: 4+, Everyone

Monster Park

Monster Park — AR Dino World augments smartphone and tablet cameras to put lifelike dinos into any scene. Picture a T. Rex in town. Now, imagine what your students might do! How about creating presentations to tell classmates about these reptiles as they appear in the classroom or playground? That aligns with developing oral communication skills; one of the strands of the elementary curriculum. Note that this app is best for nine-year-olds and older, according to Apple's rating system. It comes with one dinosaur; additional creatures cost extra.



DEVICE: Apple, Android
SOURCE: App Store, Google Play
RATING: 9+, Everyone

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Cracking the Code

For students, learning to code is like unlocking a secret language. Whether you're a Python pro or Ruby newbie, there are intuitive tools, how-to guides and easy-to-use apps to help you get your class coding — and creating — with confidence.

BY MELISSA CAMPEAU

1. Code, Create, Teach *Free!*

New to coding? Have the fundamentals down but want more? This in-person, full-day course welcomes K–12 teachers from beginner to intermediate. Held in cities across the country, the program is designed to empower you to elevate digital literacy levels in the next generation of innovators. Grades: K–12 | Visit: codecreateteach.ca

2. Code.org *Free!*

Imagine the enthusiasm — students designing their own video games, apps and websites! Projects, units and lesson plans help students create and build. Plus, you'll find discussion goals, teaching methods and plenty of support. There's also professional online learning when you are ready to dive deeper. Grades: K–12 | Visit: code.org/educate

3. Kids Code Jeunesse *Free!*

Loops, sequences and functions — not clear on what they are? You soon will be with the help of this Canadian site and its in-class lesson plans and workshops (ideal for school clubs!). Tap into its professional development resources (oct-oeo.ca/KidsCodeJeunesse), too. Grades: K–12 | Visit: kidscodejeunesse.org

4. Codeable Crafts *Free!*

Ask a story-prompting question: “What did you do over the holidays?” Then let students animate their answer with this fun, intuitive app. They'll introduce characters and create a narrative arc as they drag and drop puzzle-shaped programming blocks together and learn the basics of coding. Grades: K–3 | Visit: codeablecrafts.com

5. Swift Playgrounds *Free!*

With this Apple app, students use code to direct an animated character around a digital landscape, collecting gems and completing missions. Looking for more than just the basics? Kick it up a notch by applying code to real-life robots and drones (available for purchase). Grades: 4–12 | Visit: oct-oeo.ca/SwiftPlaygrounds

6. Coding & Computational Thinking in the Classroom *Free!*

Use code to decide whether your favourite Toronto Raptor should attempt a two-pointer. Or, blend it with language arts to break a story into its actions. Find these and other coding activities at the TVO TeachOntario hub, plus a deep well of thoughtful articles on teaching tech in the classroom. Grades: K–12 | Visit: oct-oeo.ca/TeachOntarioCoding

7. Code Mobile *Free!*

If a visit from an expert can instantly inject added excitement into your classroom, why not invite one of Canada Learning Code's 13 regional squads of tech-teaching specialists to drop by as they trek across the country? Their goal? A fun, hands-on event to get students enthused about coding. Grades: K–12 | Visit: oct-oeo.ca/CodeMobile

8. Code Builder for Minecraft: Education Edition *Free!*

Build walls, create waterfalls or make a character dance. Students can do all of the things they'd normally do in Minecraft, but they'll use code to do it. For teachers, setup is quick and painless. For students, it's a warm welcome to the world of programming, algorithms and problem-solving. Grades: K–12 | Visit: oct-oeo.ca/CodeBuilder



**ONLINE EXCLUSIVE**

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

Stage Presence

Jessica Kennedy, OCT, gives her drama students the freedom to explore and create both onstage and off.

BY STUART FOXMAN

On May 26, 1924, Fred McGaughey was accused of killing his 19-year-old girlfriend, Beatrice Fee. He got the mandatory penalty for murder — death by hanging. McGaughey’s sentence was carried out that December, marking the final execution in Lindsay, Ont.

More than 90 years later, Grade 11 students at the local I. E. Weldon Secondary School revisited the case. By then, few townspeople knew the details and some digging was required. Jessica Kennedy, OCT, had her class comb through trial transcripts, documents, photos and old newspaper accounts. They even took the time to interview McGaughey’s great-niece to uncover all aspects of the case, along with its cast of characters.

Probing a murder, and its aftermath, is an engaging topic for a history assignment; but this *wasn’t* history class. Kennedy is a drama teacher and her students were doing research for *The Last Hanging*, a play they created and eventually performed at Lindsay’s former jail, the Olde Gaol Museum.

“In drama, we use different approaches to examine and unpack current issues, history and imagined worlds,” says Kennedy, which feeds into her teaching philosophy: Embrace big ideas. Encourage students to consider other perspectives. Foster collaboration. Facilitate community engagement.

Through writing, improvisation, movement and other techniques, Kennedy’s Grade 9–12 students tackle topics that could easily fit into other areas of the Ontario curriculum, such as animals in captivity, the sex trade, and issues facing Indigenous communities.

Like most, Kennedy did not develop this appreciation for (or approach to) teaching overnight. While pursuing a graduate degree in theatre at the University of Toronto, Kennedy secured part-time jobs teaching English as a Second Language (ESL) to adults and tutoring elementary students. That is when her love of teaching became evident and she decided to pursue a B.Ed. at Queen’s University.



Jessica Kennedy, OCT, rehearses with her senior drama students from I. E. Weldon Secondary School at the Academy Theatre in Lindsay, Ont.

Since making that life-changing decision, Kennedy's work in education has been praised by peers and honoured by the prime minister, as the recent recipient of a Prime Minister's Award for Teaching Excellence.

Grade 11 student Hunter loves how Kennedy gives his drama class the freedom to explore. "She lets us have creative control," he says. "We connect the work to things that are really going on in our world."

"Students get excited when they're in charge of decision-making," says Kennedy, who recently started a leave of absence to pursue her PhD in education at York University in Toronto. "There's no greater measure of accountability than to stand in front of your peers, or an audience, and deliver."

In her classes, learning takes on a variety of forms. Many of Kennedy's assignments have involved cross-curricular collaboration, as well as working with community partners. The Coyote Project, for instance, was a combined venture with a

photography class. Together, they raised awareness of two issues that resonated with them: missing and murdered Indigenous women and the spike in teenage suicides and attempts in Attawapiskat, Ont.

The drama students met with partners in the local Indigenous community, getting exposure to drum circles and other Indigenous learnings. The students wrote down how they felt about the issues raised. The photography students then created artistic representations of those feelings — ideas like hope, value and having a voice. The result was a multimedia theatre presentation that included short scenes, spoken word and images projected on large screens.

While in-school collaboration is meaningful, getting outside of the classroom can inspire vital connections. Kennedy had her students spend time at a local retirement home, where the residents were eager to talk about their younger years. They shared stories of where they grew up,

what they did for a living, how they met their spouses, and more.

The students took notes and documented everything they found compelling on a board. From those ideas, they selected the most dramatic tales and discussed how they might recount them. Their presentation, called *Remembering*, had moments of both poignancy and levity, says Kennedy.

"Jessie ensures the students have tangible connections to the community," says Danielle Lazzarin, OCT, head of the English department. "There's also a social impact component and message in what her students are doing. It's about theatre, but bigger than a drama class."

Every November, for instance, the drama students take the lead with Remembrance Day presentations. History teacher Erin Matthew, OCT, writes a thematic essay (like "mythology and war" or "post-traumatic stress disorder"), while Kennedy's class turns it into a series of vignettes. "Jessie teaches her students to curate

their own cultural experiences and knowledge in a way that's meaningful to them," says Matthew.

"Drama is incredibly powerful as a tool for learning and means of expression because it combines embedded inquiry with storytelling," says the award-winning teacher. "We undergo rigorous research to tell our stories with integrity — whether interviewing people in our community or plowing through statistics on global warming. We ask ourselves ethical questions: 'Are we telling this story in a balanced way?' That sets the stage for impactful learning."

Kennedy strives to be imaginative in how that learning happens. Some students, for example, aren't comfortable writing critiques or reflections on their work or that of their peers. So she gives fledgling thespians the option to present those on video. To convey dramatic theories and practices, Kennedy focuses on fun exercises. For instance, she has groups develop an original soundscape; they deconstruct what makes a setting sound believable. For a haunted house, students asked what environmental sounds, manufactured sounds and bits of dialogue would create intrigue and realism? This became a lesson in listening, pace, tone, volume and pitch.

"It creates an environment that is totally different," says former student Christine Mepstead, who is in her first year of kinesiology at Western University. "We learned in drama class how sound can be as enticing as anything else."

A tableau is another way to keep things compelling; it's a moment in time that allows actors to tell a story through facial expression, gesture and use of space. But Kennedy likes to add a twist — she'll introduce music that doesn't quite fit, for instance, a children's choir during a war scene. "I love making unlikely pairings to show how contrast can disrupt the audience's perception and create greater depth," says the 15-year teaching veteran.

Kennedy teaches all sorts of students, ranging from those who just need an

arts credit, to others who will remain with her for all four years, to PALS (Practical Academic and Life Skills) students with significant learning challenges. For all, the goal is to develop a deeper appreciation for how others think and feel, for which drama is an ideal role-playing vehicle. It can happen in something as simple as an improvisation game, where one student plays a clerk while another plays their customer; and then have them switch and continue their dialogue from the other character's point of view.

But what does Kennedy count as an ideal outcome for her students? "We can consider another person's perspective because we have this awesome guise of drama. We can then transfer that to real life, by identifying our commonalities as well as our differences."

This leads to more openness and understanding. Hunter, Kennedy's freedom-loving Grade 11 student, repeats one of her expressions: There are no "shut-ups" in drama. That doesn't just mean don't be rude, but rather let ideas flow freely. "If you shut people up, you shut off their creativity," he says. "Everybody has a creative spark inside, so we should let people express themselves."

Sidney, another of Kennedy's students, says this makes drama a place where it's OK to take risks — which has had a profound effect on her overall learning. Sidney now offers opinions and raises her hand more readily in other classes, explaining that: "Ms. Kennedy gave me that confidence."

"The 'no shut-ups' message is a culture-creating move on my part," says Kennedy. "I often say during class that we need to accept all ideas for five minutes. You can think an idea is poor but you're not allowed to dismiss it. Ideas are like playing leapfrog... the idea that you hated might be exactly what gets you to an exceptional idea. Like we say in improv, 'yes, and....' It leads you to new places." **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.

Connecting Beyond Your Classroom

Jessica Kennedy, OCT, believes that making connections outside of the classroom — for a more hands-on authentic experience (beyond the theoretical) — is essential for greater student buy-in and deeper learning. Here's where to begin:

1) Tap into history

Foster an awareness of history with a museum or heritage site visit. If you can't go in person, search online for virtual opportunities. Use Google Hangouts to link students to a museum curator. Kennedy has her students use these opportunities to develop stories for their drama projects.

2) Engage experts

Invite industry professionals (for instance, performers or playwrights) for a class visit, or ask them to connect digitally to impart relevant knowledge, as well as impart inspiration and advice.

3) Use your community

Build a relationship with a local retirement residence, for instance, have students ask seniors about their youth, how things have changed over the years or if they have any advice to share. In drama, you can use this research for building characters or a presentation. It's a way to learn more about local and world history, and to provoke life lessons.

4) Be resourceful

The Council of Ontario Dance and Drama Educators (code.on.ca) offers valuable online support, including unit plans and lessons for K–12 in English and French.



Behind the Lyrics

Canadian music icon Steven Page discusses the teacher who helped him fine-tune his self-confidence and excel at something he loved.

BY RICHARD OUZOUNIAN

If you ask Canadians what comes to mind when they hear the name “Steven Page,” they’ll no doubt think back to the iconic and ironic Barenaked Ladies — the hometown pop/rock group that the award-winning lead singer co-founded 30 years ago.

Although Page has enjoyed a successful solo career since — as a performing-recording artist and theatrical composer — the memory of his earlier years and that signature song “If I Had \$1,000,000” is what likely lingers most.

It’s in that crowd-pleasing classic that Page and his bandmates dream up a list of what they would buy if they suddenly became rich — everything from a Picasso painting to a monkey. The song’s lyrics would lead most to assume that the potential of making millions was the driving factor behind the soft-spoken singer’s earliest ambitions. After speaking with Page, however, it’s clear that *that* end goal had nothing to do with his original dream: “I believed in the power of music and that I was capable of achieving something much greater than myself.”

Appropriately enough, Page came to this somewhat-spiritual awakening in London’s awe-inspiring Westminster Abbey, where he sang with the Scarborough Schools Youth Choir at age 15.

How does a teenager from Scarborough, Ont., end up singing in such a sacred space steeped in years and years of tradition? “You meet the right person at the right time,” says Page, “And they can truly change your life — that’s what Mr. Allen did for me.”

In a career spanning over three decades — from graduating in 1961 with an Honours degree in vocal performance from the University of Western Ontario (now Western University) until he retired in 1995 — Garth Allen has been a major educational force in Ontario music. In addition to being a classroom teacher, his notable achievements include 27 years as the Scarborough Board of Education’s supervisor of music, as well as founder and conductor of the Scarborough Chamber Choir (later known as the internationally acclaimed Scarborough Schools Youth Choir) from 1972–95.

Born in 1938 in Warkworth, Ont., a community in Northumberland County, Allen recalls a major emphasis on music throughout his childhood. His parents started him in piano lessons at five and by 15 years old, Allen added voice lessons to the mix.

Meaning of Home



Inspire your students and give back

The Meaning of Home is an annual writing contest for students in Grades 4, 5 and 6 in support of Habitat for Humanity Canada. Students across Canada are invited to submit a poem or essay explaining what *home* means to them. It's a great way to engage your students in an interactive and fun way, and it teaches youth the importance of safe, affordable housing.

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Curriculum kits are provided to help students improve their critical thinking, communication and creative skills.



Your participation helps low-income Canadian families build strength, stability and self-reliance through affordable homeownership.



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meaningofhome.ca

Contest opens for entries January 7, 2019.

“I thought I’d end up onstage,” recalls Allen, “but on a trip to the U.K., I remember looking into a window on Oxford Street and saying ‘I don’t want to be an actor. I want to be a teacher!’ He had been teaching for a couple of years at that point, and when asked what prompted his final decision, he offered a chuckle: “I suppose I realized I wasn’t cut out to be a vagabond.

“I quickly realized that it was my job to present students with doors they didn’t know existed ...,” says Allen. “If I had 30 kids in my class, I saw them as 30 individuals with 30 unique sensibilities.”

Although Allen abandoned acting as a career, his love for the theatre remained as strong as his love of music — and when he was able to combine the two in 1968, it was magic. That’s when he founded the Scarborough Music Theatre in Scarborough, Ont., where he produced large-scale musicals. In 1976, to emphasize acting, Allen founded Stage Centre Productions, a non-professional theatre doing classics and musicals.

Flash forward to a preteen Page meandering “a bit aimlessly” during his time at Churchill Heights Public School. “I loved music, it was around all my life [his father was a drummer],” the singer says, “but I took piano lessons, and never got good at them. I was in the school band, and never cut it playing the flute. So, I wasn’t sure what I should do.”

Fortunately, William Downey, one of Page’s teachers, was cast in the Stage Centre Productions’ musical *Oliver!* and soon discovered that Allen was looking for young singers to play the orphans. Downey knew that Page enjoyed music and had, in fact, directed him in several operettas at Churchill Heights, so he set out to see if he could help Allen out.

“William brought Steven to audition and I cast him in the show,” recalls Allen. “I was impressed with the clarity of his boy soprano and asked him to audition for the [Scarborough Schools] Youth Choir for the following year.”

This seemingly casual encounter had far-reaching results; it was a defining moment in Page’s life — one that he recalls with emotion. “It was an opportunity for 100 voices to come together once a week and take music seriously. It was about the pursuit of excellence, and



Singer-songwriter Steven Page (right) visits his former choir conductor, Garth Allen, in Toronto.

that grabbed me. I was never a sports guy; never a team guy — until this.”

And, although the experience itself was transformative, there’s no question why it lingered in Page’s mind for years to come. “It was all about Mr. Allen. He had such a commanding presence,” Page says. “He made us aware that he knew what we were all capable of.

“I will remember him as the man who introduced me to music: Gershwin, Bernstein, Verdi, Bach. When you’re a student and you sing something like Verdi, you get it in your bones for life.”

The enthusiasm Page exhibits today, more than 30 years later, is no different than what Allen witnessed back then.

“He had real passion when he sang. Steven innately knew to go to the emotion behind the lyrics. Singing seemed like a natural path for him.”

Page followed that path all the way to Westminster Abbey, but it was Allen’s dream of touring the choir around England that led them there for three weeks in 1985. “I grew up thinking that England was the pinnacle of culture and I wanted my students to experience it,” recalls the retired teacher. “But I also believed strongly in the glory of Canadian musical talent and I wanted England to experience that as well.”

“Mr. Allen made it all happen,” says Page. “The issue, however, was fundraising. We had to sell tons of industrial

shrink wrap to afford it. He trusted us to raise the money and sing the music. That kind of belief empowers young people. When someone else believes in you, then you can believe in yourself.”

Allen thinks back on that time. “I treated them as pros, and they behaved as such. That’s all there was to it.”

Page offers a deeper insight into the man’s pedagogical methods. “He would first tell us about the context of a piece, then teach it. It’s amazing how quickly we learned what it should sound like.”

When asked if he ever thought his former student would wind up in a famous band, Allen replies: “I never knew just where Steven’s career would go, but I believed it would be in music. He took personal joy in everything he sang, and he had great listening skills. I would look out at the choir and I could see him processing what I was saying.”

Page returns the compliment. “I learned passion and commitment from him; that all these things could converge: the beauty of music, the ability to make it with others, and the capacity to excel at something you loved.”

He pauses, voice thick with emotion. “I carry that with me everywhere.” **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.



SAMANTHA LENGYEL, OCT

Worldly Perspectives

International teachers share their experiences and observations from inside Ontario's schools.

BY JENNIFER LEWINGTON

They come from afar as experienced teachers who leave home to write the next chapter of their professional careers in Ontario public schools. *Professionally Speaking* asked four Ontario Certified Teachers, born and trained abroad, to describe their adjustment to a new culture, unfamiliar pedagogy and professional development practices.

AN EVOLUTION OF GROWTH

In 2003, on her first day as a supply teacher in the District School Board of Niagara, England-born Samantha Lengyel, OCT, knew she was no longer in her east London primary school: Ontario students and staff rose to sing the Canadian anthem. “We don’t play the national anthem at school [in England] but it is the first thing that happens at school [here],” she notes.

She arrived in Canada in 2000, shortly after marrying her Canadian husband, Nick, a teacher with the Niagara board. Two years later, now a mother of one, she received her teaching credentials and began supply teaching in 2003.

Another difference Lengyel notes between the British and Ontario school system is Ontario doesn’t use the English system of ministry inspectors who visit schools to assess student progress. “That was huge in my first year of teaching [in England], but it’s not something that happens here.”

During two years of teaching in London, Lengyel had access to a mentor and other professional development, as Ontario teachers do, but without the release time permitted here for lesson planning.

In 2007, after almost four years as a supply teacher, she received a permanent full-time position with the Niagara board and currently teaches Grade 3/4 at Prince of Wales Public School in St. Catharines, Ont. After teaching in two countries, Lengyel describes her professional growth as an evolution, steadily adding College-recognized subject qualifications since 2012. “What I was like at the beginning [of my career], compared to what I am now, has really changed a lot,” she says. “You constantly have to adapt and change.”

CREATING A LEARNING ENVIRONMENT

Newly married in 2014, Jamaica-born teacher Marlon Douglas, OCT, travelled to Fort Frances to visit his wife, also Jamaican, who was working for a long-term care home in the north-western Ontario town. Unfamiliar with winter (average monthly snowfall in Fort Frances is 20 centimetres), Douglas decided “I can probably live with it” and moved to Ontario the following year.

A graduate of the University of Technology, Jamaica, in 2009, with

a bachelor of education in technical vocational education and training, Douglas taught technical drawing and construction technology over six years on contract at various schools on the Caribbean island.

In Ontario, Douglas assumed his job search would echo that in Jamaica: apply directly to a school. Instead, he had to search postings listed by a district school board.

In December, 2015, he was hired as an education assistant for the Rainy River District School Board, assigned to Crossroads School, 22 kilometres west of Fort Frances, serving LaVallee Township and Naicatchewenin First Nation. “Switching from a foreign country was the best experience I have had in my entire career,” he says, of his two years as an educational assistant — one year in a Grade 5/6 classroom and another in a student transition room at the school. “It was just the right thing for me to do to be introduced to the system ... it was a different culture, different background, different everything.”

New to Indigenous traditions, he joined Crossroads students for his first ice-fishing trip. “Even though the students, the environment and the people are different [than in Jamaica], it is still the same principle: it is about the learning environment you have to create for that group of people.”

As a new teacher in Jamaica, Douglas received informal mentoring. But in Ontario, he participated in the New Teacher Induction Program, a formal mentorship program run by the Ministry of Education and local school boards.

In 2017, after earning his teaching licence, he joined the Rainy River board as a supply teacher. Douglas recently landed a permanent three-year contract as a board-wide support teacher, visiting schools to assist classroom teachers with the science and technology curriculum.

HELP WHEN YOU NEED IT

After teaching French and German in high school for seven years in his home town of Yaoundé, the capital of Cameroon, Laurent Teinkeu Sieyapche, OCT, moved to Canada with his family in 2014. “I wanted to give my children the chance to grow up with the values of Canadian society,” says the married father of two boys, five and three years old.

Teinkeu Sieyapche earned his education teaching credentials from the Université de Yaoundé 1, but enrolled in a teacher education program at the University of Ottawa to accelerate his career here, graduating with distinction in 2017.

In Yaoundé, he says it was “normal” to teach a classroom of 80 to 100 students. “There was a lack of infrastructure ...

and it was not easy to manage the students to be sure that everybody had a seat and a book for the course.”

Last year, he joined the staff of École élémentaire Carrefour des Jeunes, a public French-language school in Brampton with Conseil scolaire Viamonde, teaching classes of about 20 students. “Here, I know the names of all the students and I also know the parents,” he says.

In Cameroon, Teinkeu Sieyapche used a personal computer at home, but only a minority of Yaoundé schools had reliable electricity and internet access. He says a major difference between schools in Cameroon and Canada is the availability of resources for teachers working with students with special needs. “[In Ontario] if I don’t have enough, I can call for help [from the board] or go online.”

At Carrefour des Jeunes, Teinkeu Sieyapche taught gym, soccer and other sports, including hockey, a game he discovered when a friend here took him to a National Hockey League game between the Ottawa Senators and the Toronto Maple Leafs. “I was interested and curious to try this sport,” he recalls, first practising on Rollerblades before playing with a puck and a stick.

Teinkeu Sieyapche taught hockey to his students in the gym using sticks and a puck. “They loved it,” he says. This year, in addition to teaching arts and physical education to first- and second-year students at Ottawa’s École élémentaire et secondaire publique Maurice-Lapointe, with the Conseil des écoles publiques de l’Est de l’Ontario, he is a soccer coach to Grade 5 and 6 students at the school.

EMBRACING DIVERSITY

Born in apartheid-era South Africa to a family whose forebears came from India, Michael Naicker, OCT, acquired his education, including teacher training, at segregated, Indian-only schools. “I was going to an Indian school and the African children I would play with would be in a separate school and the White children in the village had their own school,” says Naicker, born in KwaZulu-Natal.

After earning a bachelor of education at the University of the Western Cape in 1995, he pursued a master

of education, with a scholarship, from the University of Leeds in England.

Today, Naicker is a vice-principal at Catholic Central High School with the Windsor-Essex Catholic District School Board. “We are a multiracial school full of immigrants,” he states proudly. “I treat them all with respect.”

Looking back on his career in South Africa, where he taught every grade up to 12, he says Ontario schools take a progressive approach to struggling students. South African high school students who fail one of two compulsory language subjects (English or Afrikaans) have to repeat the entire academic year but Ontario students only repeat the failed subject. “I like the Canadian system where you are not punishing kids for the entire year.”

In 2002, troubled by escalating violence in post-apartheid South Africa, Naicker chose Canada for the next stage of his teaching career, in part on recommendations from several South African friends who had moved here. While on a visit to Ontario in the early 2000s, he concluded, “This is a nice place; I can raise my children here.”

Arriving in 2005, Naicker volunteered at a local school in Windsor and obtained his teaching licence from the College three years later.

After working as a supply teacher with the Windsor-Essex board, and later as an adult high school instructor, he joined Catholic Central High School in 2007.

One early obstacle for Naicker was the language of a school system that used course codes and other acronyms, not subject names familiar to him in South Africa. “You crossed the ocean, you have a master’s degree, you can do this,” he says, ruefully.

Naicker says computerized record-keeping now facilitates his life as an administrator, compared to less sophisticated and “more labour intensive” systems used when he served as an acting principal in Cape Town.

Like other internationally trained teachers, Naicker says that despite country differences in education systems, one similarity looms large: “We all have the same vision: we want our children to succeed.” **PS**

International Members

According to the College, internationally educated teachers represented 16.4 per cent of Ontario College Teachers in good standing in 2017. Excluding the United States, the proportion drops to 7.1 per cent. Australia, India, England and Scotland top the list of home countries of foreign-trained teachers who relocate to Ontario. But the province also attracts a significant number from Jamaica, Pakistan, Ukraine, Nigeria, Lebanon, the Russian Federation and the Philippines.



MICHAEL NAICKER, OCT

Learning to Lead

For teachers with a vision for change, there's a wide range of options for developing crucial leadership skills.

BY MELISSA CAMPEAU





From social media influencers all the way to supervisory officers, teachers with effective leadership skills can have a profound influence on a student's experience in school. They might shape how science is taught in one particular grade level, for example, ensure a culture of inclusion within an entire school, or steer the priorities of an entire district.

Whether the goal is to be a mentor, a principal or a curriculum specialist, Ontario teachers have a wealth of choices to support development of strong and effective leadership skills.

TEACHER LEARNING AND LEADERSHIP PROGRAM (TLLP)

Leadership requires a vision for change. To help teachers explore new ideas and share the results of their research with peers, there's the Ontario Ministry of Education's Teacher Learning and Leadership Program. Participants with a project they'd like to implement can apply to this program for both professional support and funding. The TLLP funds proposals from experienced classroom teachers who are looking to take on a leadership role in some way that might involve curriculum, instructional practice or supporting other teachers.

Teachers in the program take part in a Leadership Skills for Classroom Teachers session, aimed at helping develop both the skills to manage

the project and to share findings with colleagues, within the school, across the board and even the province.

TEACHER LEADERSHIP AQ

For teachers who don't necessarily want an official leadership role — but who still want to find ways to share their ideas and influence educational practice — there's the College's three-part Teacher Leadership specialist program, which began in 2017.

The Toronto District School Board (TDSB) offers the three-part program, which explores the idea of leadership and helps teachers develop collaborative skills, unpack complex challenges in education, and develop a course of action for implementing positive change in their schools.

Up and running since the spring of 2017, the Additional Qualification (AQ) course has already drawn a wide range of teachers who apply their leadership skills in equally varied ways. "Some of the class participants are looking to become curriculum leaders, others do a lot of mentoring — sometimes for candidates in faculties of education or for new teachers," says Jennifer Watt, OCT, program co-ordinator for the TDSB's Teachers Learning and Leading department.

Watt sees the growing understanding of such varied forms of leadership as an important development. "They may not have

an official role but they're really making a positive change, they have influence, and they're encouraging people to come together and discuss tough issues," she says.

PRINCIPAL'S QUALIFICATION AND DEVELOPMENT

When it comes to teachers in formal leadership roles, principals and vice-principals often have unparalleled influence over school culture and, by extension, the success of its students.

The two-part Principal's Qualification Program (PQP) is offered by 11 providers in Ontario. "[The PQP] emphasizes collaboration and building relationships within learning communities," says Joanne Robinson, director of professional learning at the Ontario Principals' Council (OPC).

The OPC offers the PQP as well as the Principal's Development Course AQ (among others), to help support the dynamic and evolving nature of teaching and teacher leadership. The course includes modules that cover a breadth of topics, including legal duties and liabilities, leading the French Immersion school, mentoring and coaching, and supporting the LGBTQ community in your school.

"The role of the principal has become very complex, and the responsibilities that go with it have greatly intensified over the past decade or so," explains Robinson. "As a result, the skills, practices and supports people need have grown in the same way that the complexity of the job has grown."



SUPERVISORY OFFICER'S QUALIFICATION PROGRAM

For those looking to deepen their practice and enhance their circle of influence, there's the Supervisory Officer's Qualification Program (SOQP) offered by five providers across the province.

Monique Ménard, OCT, director of education for Conseil scolaire catholique Franco-Nord and part of the team involved in developing the recently revised guidelines for the AQ, points out the program builds leadership skills in several ways. "The SOQP program not only helps participants gain perspective on themselves as leaders in order to continue to develop and acquire personal leadership tools, but they also gain knowledge on how their leadership is key for greater improvement of student and staff success and well-being," says Ménard.

"Supervisory officers are service leaders," she says. "They support principals in their role and in their capacity to be system thinkers and operations managers of their schools, but most of all in their role as service leaders to their teachers and all staff."

As well, says Ménard, "The supervisory officer is an active voice at

the system level with executives, at various ministry consultations as well as during community and stakeholder collaboration sessions or meetings."

EQUITABLE AND ETHICAL LEADERSHIP

"Individuals in leadership roles are key catalysts for change and will be asking some of those difficult questions around whose voice is included and whose is excluded," says Déirdre Smith, OCT, manager, Standards and Practice Unit at the College. To support this, recent revisions to the SOQP and PQP guidelines include a more explicit emphasis on ethical and equitable leadership. "There's a strong critical leadership lens that we encourage all teacher-leaders, principals and supervisory officers to adopt," says Smith. She adds, "Teacher-leaders are expected to be able to support pedagogies, policies and practices that are anti-oppressive, emancipatory and ethical, and that support equity and social justice."

The Teacher Leadership AQ, as well, emphasizes those same leadership qualities. "Even though our system in Ontario is one of the

best in the world, we still have students who are marginalized," says Watt. She adds, "As a teacher-leader we need to take a look at our own identities, our own positions, and consider what biases and assumptions we have ... and how they might impact our teaching and learning."

Lyne Racine, OCT, surintendante de l'éducation with Conseil scolaire de district catholique de l'Est ontarien, notes the profound influence teachers can have on students' ways of seeing and engaging with the world. "Teachers do more than just teach students: they are role models, guides and facilitators for their students," she says.

Modelling ethical and equitable behaviour can have a far-reaching impact. "We want students to be able to recognize and analyze inequities, decide on tangible action and assess the impact of their actions," Racine adds. "We want them to be open to diversity, ask the right questions and make wise choices, guided by a concern for social justice."

FIRST NATIONS' SCHOOL LEADER PROGRAM: LEADERSHIP AQ

In some cases, teacher-leaders can become more effective in their practice with an additional layer



of knowledge and understanding. That idea was part of the impetus behind the new First Nations' School Leader Program: Leadership AQ.

The AQ was designed to broaden teachers' knowledge of First Nations history and culture, and help gain an in-depth understanding of the complex and ongoing impact of the residential school system.

"It's not a matter of simply knowing First Nations history and culture," says Neil Debassige, OCT, principal of Lakeview School at M'Chigeeng First Nation (currently on leave), and part of the guideline development team. He adds, "The residential school impact is still alive and well in many First Nations communities.

"To begin to have an influence on First Nations students, teacher-leaders have to have a deeper knowledge of those impacts, as well as the perspectives, history and culture of those students, their families and their entire communities," Debassige explains.

TEACHER LEADERSHIP IN FRENCH-LANGUAGE SCHOOLS AQ

Teachers in French-language schools can enhance their effectiveness and influence as leaders when

they explore the challenges and perspectives of working within a minority setting.

That was the driving force behind the development of the AQ guidelines Enseignement et leadership en situation minoritaire, spécialiste. The promotion of language, the appreciation of culture, and the building of identity and community are critical elements of teaching within a francophone-minority setting, and as such need to be woven into the framework of leadership.

These AQ guidelines were developed to foster the critical exploration, development and implementation of programs that respond to the experiences, strengths, interests and needs of students in French-language schools.

IMPROVING STUDENT WELL-BEING

Teachers who take on leadership roles have an opportunity to influence everything from direct classroom instruction to provincewide policies. Whatever the level of influence, teachers who take steps to develop their leadership skills are better poised to effect positive change and ultimately improve the well-being of Ontario's students. **PS**

Find Your Role

Interested in learning more about teacher leadership? Check out these resources to help build and expand both your understanding and practice:

Educational Leadership for the Twenty-First Century, BY PETER ZSEBIK

Zsebik advocates for the transformation of education, without abandoning the past. He offers a path for change and proposed solutions to social, cultural and technological pressures on the education system.

Publisher: iUniverse, 2010, ISBN 978-1-4502-5926-2

Achieving Aboriginal Student Success: A Guide for K to 8 Classrooms,

BY PAMELA ROSE TOULOUSE

Toulouse, from Sagamok First Nation, was a teacher and is an education professor at Laurentian University. This holistic guide is complete with teaching strategies, K-8 lessons and best practices.

Publisher: Portage & Main Press, 2011, ISBN 978-1-55379-316-8

Teacher Learning and Leadership: Of, By, and For Teachers, BY ANN LIEBERMAN, CAROL CAMPBELL AND ANNA YASHKINA

The book draws on the work of the Teacher Learning and Leadership Program in Ontario. It provides an in-depth case study, as well as a model for school change led by teachers, in partnership with school and system leaders.

Publisher: Routledge, 2017, ISBN 1-138-94188-5

Find an AQ

Find out more about accredited teacher leadership programs, courses and providers on Find an AQ (oct-oeo.ca/findanAQ).

The College's online search engine allows you to search by AQ name and provider institution.

You are Entitled.

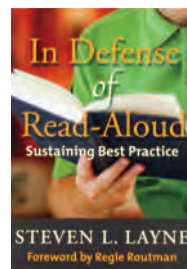
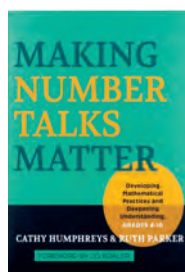
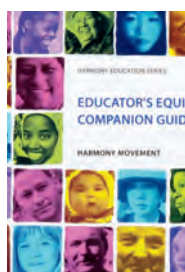
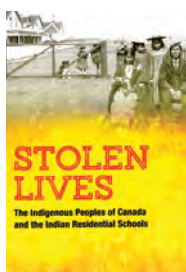
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Check out what other OCTs are reading. **Happy browsing!**

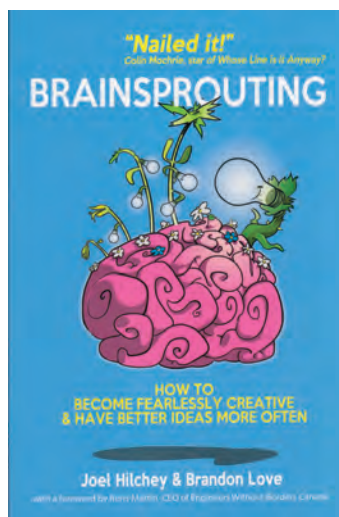


Ontario
College of
Teachers

Setting the
Standard for
Great Teaching

Your guide to recently released books and other teaching resources.

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



Brainsprouting: How to Become Fearlessly Creative and Have Better Ideas More Often, self-published, 2017, softcover, ISBN 978-0-9849402-6-4, 122 pages, \$19.95, brainsproutingbook.com

Brainsprouting

BY JOEL HILCHEY AND BRANDON LOVE

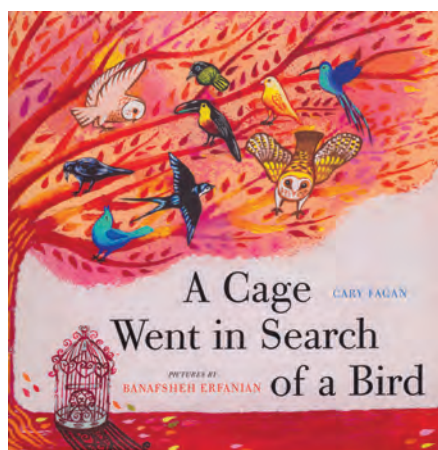
“Brainsprouting” is a whole new approach to accessing your creative powers, unleashing innovative ideas and solving intricate problems that brainstorming rarely achieves.

The authors take the reader back to past memories of brainstorming experiences in elementary school when we would be asked to list five ideas for a project. Only one of those ideas (usually, the first) would stand up to scrutiny so we could finish the list with just about anything to satisfy the brainstorming requirement. The list of five so-called plausible ideas allowed teachers to believe they had encouraged the creative-thinking process. But really, why waste time thinking beyond our obvious first choice?

Brainsprouting is different. It is designed to encourage students to visualize tiny, creative plants popping up all over the surface of the brain. Light bulbs hover above and are all set to energize this garden of sprouting plants. No matter what our profession, our ability to think creatively leads us to challenge our ideas. When our ideas don’t work, we try another. And another. That develops resilience and fearless creativity. We learn to have fun with our ideas.

Anyone involved in a leadership role would benefit from reading this book, which offers a carefully developed blueprint to maximize the creative flow of ideas within their groups.

Dorothea Bryant, OCT, tutors primary and junior students in reading and writing.



A Cage Went in Search of a Bird, Greenwood Books, Toronto, 2017, hardcover, ISBN 978-1-55498-861-7, 32 pages, \$18.95, an imprint of House of Anansi Press, groundwoodbooks.com

A Cage Went in Search of a Bird

BY CARY FAGAN, ILLUSTRATED BY BANAFSHEH ERFANIAN

One day, a discarded, empty cage takes a big risk. It leaves the safe confines of the attic to find a perfect occupant, a bird who would appreciate it for what it was. Out in the world, it faces ridicule and rejection. It is laughed at, ignored and put down for its appearance and size. Lonely and alone, the cage bravely continues its search, sensing there must be a bird out there that wants and needs it. When the worried cage finally meets the perfect bird, it feels the immediate sense of the acceptance and inclusion.

The foundation of this story is based on a Franz Kafka aphorism that seeks to understand what it means for people to fill their personal sense of emptiness (the cage) with community (the bird).

A Cage Went in Search of a Bird creates a vibrant landscape of words and pictures showing the deep longing of the cage to belong and the rich diversity and uniqueness of each of the characters who end up rejecting it.

The book would be a wonderful addition to a primary mental health library as the themes of belonging, resilience and acceptance appear throughout. Discussions with children might explore how friendships develop, how friends are kind and support each other, and how we each have unique gifts to share. It would also be a great model for teaching about personification, as the cage takes on human qualities.

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



By the Time You Read This
 BY JENNIFER LANTHIER, ILLUSTRATED
 BY PATRICIA STORMS

Why is Oscar so angry? What has him in such a huff that he never, ever wants to speak to, see or hear from Sam again? The reader experiences Oscar's fury over his friendship ending with Sam, and the injustice that ended it. Turns out that it was all a misunderstanding that is remedied with a simple apology.

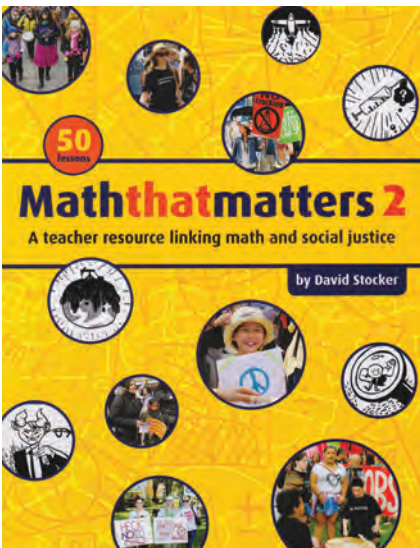
The book is geared to younger children and can be used to talk about the importance of gaining perspective after an infuriating experience, and then communicating effectively about it. Children should easily identify with the characters and the situation — how laughter can be hurtful, how misunderstood words can be blown out of proportion, and how quickly emotions can get out of control.

By the Time You Read This, Clockwise Press, Toronto, 2017, hardcover, ISBN 978-1-988347-05-9, 32 pages, \$19.95, clockwisepress.com

Pre-teaching some of the vocabulary should help unpack some of the mature language that peppers the story. The changes in font and colouring are features that can be discussed to help derive further meaning from the story and the vocabulary. The font changes are also good indicators for modelling tone and intonation when reading aloud.

The illustrations contain little side stories about Oscar and Sam's relationship and the mischief they get into. To help children grasp their complexity, a picture walk prior to the actual read-aloud is recommended. The dust jacket doubles as a board game and may serve as a pre- or post-reading activity.

Jennifer Wyatt, OCT, is head of the Junior School at Trinity College School in Port Hope, Ont.



Maththatmatters 2
 BY DAVID STOCKER, OCT

As a Toronto alternative school teacher, David Stocker has long recognized the importance of teaching through a critical lens that encompasses race, class, gender, sexuality and ability.

In his groundbreaking book, *Maththatmatters*, published in 2006, he writes that all material carries a bias. It is our job as teachers to first clearly acknowledge the inherent bias and then teach well beyond it.

Maththatmatters 2 extends the author's work with 50 well-supported lessons for those in Grades 6 through 9 to address issues that matter to today's students. As such, math becomes the vehicle through which social justice issues can be explored. The comprehensive list of questions accompanying each lesson provides both a framework

for discussion of the issue and an authentic teaching opportunity for the required math skill.

Nicely organized for ease of use, the book also contains a full set of solutions at the back and a chart linking the lessons to their relevant math strands and social justice issues.

The repeating structure of each lesson includes an opening quote, a section to set the stage, and then, the opening question. The meat of the lesson follows, along with extension activities that include opportunities for cross-curricular collaboration. The lesson plan ends with a call to action that directs students toward making positive changes.

Steve Kennedy, OCT, is a secondary teacher at James St. Alternative Education in Hamilton, Ont.

Maththatmatters 2: A teacher resource linking math and social justice, Between the Lines, Toronto, 2017, softcover, ISBN 978-1-77125-312-3, 315 pages, \$39.95, btlbooks.com



Red Rising

BY RED RISING COLLECTIVE

Senator Murray Sinclair and the Truth and Reconciliation Commission of Canada (TRC) stated in the TRC's Calls to Action that K–12 educators have a public obligation to build “student capacity for intercultural understanding, empathy, and mutual respect” for Indigenous history.

This has inspired hope and resilience in students, and that same strength and life is expressed in the educational award-winning magazine, *Red Rising*.

Red Rising is an Indigenous youth collective based in Winnipeg that features the stories of elementary, secondary and post-secondary writers and artists from across Canada.

The writers and illustrators tell students what it is like to be from Aamjiwnaang First Nation, outside Sarnia, Tyendinaga Mohawk Territory, near Belleville, Oneida First Nation, outside London, or the Coast Salish (to name just a few in Issue 5). Many of the narratives and poems focus on what the students love about their lives and learning.

Red Rising, Winnipeg, softcover, 40 pages, \$4 per issue (if buying 49+), or \$10+ shipping, distributed by Red Rising Magazine, 520 Agnes Street, Winnipeg, MB, R3G 1N6, redrisingmag@gmail.com

One of the authors, Gladys Rowe of Fox Lake Cree Nation, says that “stories have the power to connect and build relationships.”

An important tenet of Indigenous education is that everybody owns their own story; that means that each person must get permission to share another’s story.

The Red Rising Collective does the same. It empowers Indigenous youth by giving them a voice, and as a student, it is the sharing of voices that builds intercultural respect.

This magazine is essential for secondary teachers looking for authentic youth voices and stories to support the Contemporary Aboriginal Voices course.

Kara Smith, PhD, OCT, coaches educators at the faculty of education, University of Windsor, and at the University of Highlands and Islands, United Kingdom, and is the books’ review editor for *The Canadian Journal of Education* and the National Reading Campaign.



Read, Listen, Tell Indigenous Stories from Turtle Island

Sophie McCall, Deanna Reder, David Gaertner, and Gabrielle L'Hirondelle Hill, editors

Print | ebook | 2017
410 pages | 6 x 9 | paper \$38.99
Indigenous Studies series
978-1-77112-300-6

**includes free Educator’s Guide
available on our website**

Limited number of free books available for teachers. Contact us for details.

“If you want a primer on Indigenous cultural expressions, this is for you. If you want deft, detailed stories in Indigenous written, oral, and graphic traditions, these will expand your thinking. *Read, Listen, Tell* will make you laugh, dream, and search for more.”

—Niigaan Sinclair, CBC Books,
2017 June 23

The first critical reader of Indigenous stories that spans Turtle Island, including Canada, the US and Mexico. The book explores core concepts of Indigenous literary studies, such as the relations between land, language, and community; a variety of narrative forms; and continuities between oral and written forms of expression.

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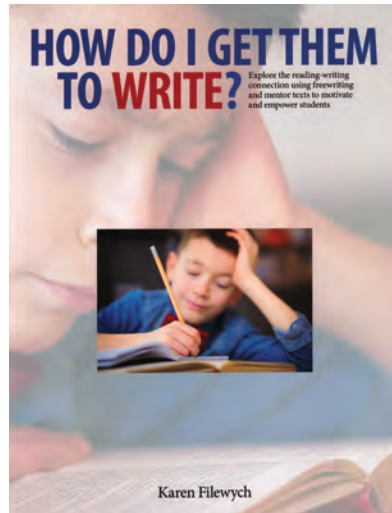
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How Do I Get Them to Write: Explore the reading-writing connection using freewriting and mentor texts to motivate and empower students, Pembroke Publishers, Markham, Ont., 2017, softcover, ISBN 978-1-55138-322-4, 160 pages, \$24.95, pembrokepublishers.com

How Do I Get Them To Write?

BY KAREN FILEWYCH

If you teach elementary students, chances are you've seen them struggle with writer's block.

You've heard those familiar questions: "What should I write about? How do I start? Is this long enough? What do you mean 'add more'?"

Whether they have trouble choosing a topic, developing an idea or going deeper you've probably asked yourself another very familiar question: How do I get them to write?

Teacher, administrator, literacy expert and author Karen Filewych, answers those questions and more in her practical resource for K-6 teachers. She shows us how to effectively use mentor texts for modelling, analysis and inspiration, and suggests a wide variety of excellent reading resources.

Filewych also shows us how to create a supportive environment where our young authors feel safe taking risks with their writing. She shares practical and proven methods for teaching lessons on

narrative, journaling, poetry, letters, articles, expository and persuasive writing, as well as the associated skills for conferencing and sharing peer feedback.

The author guides us in teaching not only the basic elements of fiction, but goes deeper by showing us how to help our students explore plot patterns such as transformation stories, circle stories and quest stories. Filewych also dedicates a chapter to freewriting, the backbone of her program. As she explains, through freewriting we can engage students in every subject in ways class discussion may not.

This practical, detailed and insightful resource is a treasure for teachers seeking to help students learn to write and to help them write to learn.

Caroline Pignat, OCT, is an author who has twice won a Governor General's Award for Young People's Literature and young adult fiction, and a writer's craft teacher at All Saints High School in Ottawa.



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Heather Campbell, Director of Education



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- 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.

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The secret code for enthusiasm

A Toronto middle school teacher gets math classes going with lessons in computer programming.

BY STEFAN DUBOWSKI



Denise Salsman, OCT, uses coding to get Grade 7 students enthusiastic about math.

THE CHALLENGE: Help students get excited about their educational journey.

THE SOLUTION: Introduce lessons in computer coding. Tie it in with math.

LESSONS LEARNED: Denise Salsman, OCT, wanted to get her students excited about what they were learning. This Grade 7 teacher at Charles Gordon Senior Public School in Toronto was particularly concerned about one boy. His grades were fine, but he lacked motivation. So she looked for ways to spark his enthusiasm, and discovered he enjoyed building and working on computers.

Salsman was offered an opportunity to have her class participate in EdApp-Hack — a board-run competition in which student teams develop software applications. She set aside class time (about 2.5 hours a day) to let students learn Apple's Xcode, a set of computer programs that people can use to create apps for Macs, iPhones and other Apple devices. The students also took that time to work on data

management, presentation skills, and other capabilities they'd need to succeed in the competition.

The entire class — including the student Salsman wanted to engage — took part. Eventually they formed teams, with each crew working on a unique app.

With no previous coding experience, Salsman also learned along with the students.

The work paid off during the EdApp-Hack: one of the Charles Gordon teams made it into the Top 25 with an app focused on student mental health; and the lessons in coding had a positive effect on the student Salsman was trying to reach.

OBSERVATIONS: Salsman saw excitement sparked in other students, too. One honed her Xcode capabilities on her own time and became something of a computer-coding mentor for classmates, developing leadership skills in the process.

Salsman discovered ways to link computer coding to the math curriculum, getting students to program robots

YOU CAN DO IT TOO!

Follow these steps:

- 1) Have your class participate in projects such as the Hour of Code, a global computer-coding event (hourofcode.com).
- 2) Check out tutorials from companies such as Apple (apple.com/ca/everyone-can-code), Codecademy (codecademy.com) and SoloLearn (sololearn.com).
- 3) Link coding with lessons in measurement, geometry, patterning, algebra and other math subjects to reinforce the concepts.

to draw shapes (geometry) and follow an area grid (measurement). The results were encouraging: Comparing the first and second terms for the 2016–17 school year, 63 per cent of the girls and 62 per cent of the boys improved their grades in math concepts.

That might have to do with the way coding is taught. "It's hands-on," Salsman explains. "It's also [about] communication and collaboration," adding that coding helps students take an active role in their own education.

"The key words are 'student voice' and 'student choice.' If students are engaged in the inquiry process through their own thoughts and interests, the sky's the limit for them."

HELPFUL HINT: When you let your students figure coding out for themselves, they develop critical skills such as communication, problem-solving and resilience. **PS**

The College's professional advisory Use of Electronic Communication and Social Media (oct-oeo.ca/ecom) guides members' professional judgment in the use of technology.



MISSION

The College regulates the teaching profession in Ontario in the public interest by setting and enforcing high ethical and professional standards for its members.

VISION

To be 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. Broaden membership engagement in the work of the College, and in particular, engage members in non-traditional settings, including retired teachers, and First Nations, Métis and Inuit teachers.
2. Develop strategies to facilitate the ongoing professional learning of members.
3. Develop a comprehensive, long-term communication plan that includes other regulators and leverages the College's website and other communication vehicles to:
 - inform the public about the objectives and processes of self-regulation;
 - develop, among the public, an appreciation of the value of self-regulation; and
 - improve the transparency of the College.
4. Enhance Council and committee effectiveness and accountability through:
 - professional development on good governance;
 - clarification of the appropriate roles of Council members and staff;
 - streamlining and improving Council's processes;
 - identification, review and improvement of committee practices;
 - implementation of formal accountability;
 - measurements; and
 - periodic third-party review.

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.

Listening to You

Teachers and parents are on the same page: the quality of teaching and the preparation of teachers are their top factors in determining future strategic priorities for the College.

That is what they told the College during focus group sessions we held last summer. The College conducted these sessions with teachers and the public to gauge their opinions on a number of initiatives and communication products. This included preferred topics for future professional advisories. A professional advisory is advice offered by the College to its members to help guide a teacher's practice.

WHAT TEACHERS AND PARENTS SAID:

- We asked members of the public and the profession what professional advice they feel teachers need most from the College.

Participants said advice on how to accommodate students with special needs, how to deliver lessons that resonate with a diverse classroom and how to integrate technology in the classroom are topics for the College to consider.

- Teachers who participated in the focus groups said that they generally prefer reading a magazine in print rather than in a digital format.
- Overall, parents have misconceptions about the role of the College. Many think it is a place that offers courses for teachers. They also expressed interest in learning more about the College's role.

The feedback helps the College's staff and governing Council act with increased efficiency. The College works in the public interest to set the standard for teaching in Ontario.

By better anticipating arising needs and forthcoming changes on the horizon, Ontario Certified Teachers and the public can both be better served.

WHERE WE WENT

The College led focus groups in Kingston, Ottawa, Kitchener, London, Timmins and Toronto. These cities were chosen to reflect different geographical regions, demographics and languages.

WHO WE ENGAGED

Each focus group session brought together nine to 16 participants, randomly selected, from among College members in good standing and parents with children in the public education system.

Half the participants in Timmins and Ottawa were francophones. **PS**

Council Meetings

At its September 27, 2018, special meeting, Council:

- appointed Mary Ellen Gucciardi, OCT, to the vacant English-Language Roman Catholic Board Secondary position; and Gerry O'Reilly, OCT, to the vacant Supervisory Officer position. **PS**

Do you receive multiple copies of the magazine?

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New Appointments



Mary Ellen Gucciardi, OCT

The Council welcomes new Council member Mary Ellen Gucciardi, OCT, who was appointed as of September 27, 2018, to fill a vacancy in the English-Language Roman Catholic Board Secondary category.

Gucciardi is a secondary school teacher at the School Within a College dual credit program offered by the Dufferin-Peel Catholic District School Board at Humber College.

A champion of marginalized students, Gucciardi has co-designed and delivered professional development about Indigenous perspectives for educators in collaboration with three school boards.

Gucciardi has served as an English, English as a Second Language, and alternative education teacher, a guidance counsellor and an academic consultant since starting with the board in 1995.

In addition, she has served as a project lead for curriculum resource development writing projects, a documentary producer, a Summer Institute facilitator, and has led experiential learning excursions to the Arctic.

Certified to teach in Ontario in 1996, Gucciardi holds a BA and a M.Sc. in education. **PS**



Gerry O'Reilly, OCT

The Council welcomes new Council member Gerry O'Reilly, OCT, who was appointed as of September 27, 2018, to fill a vacancy in the Supervisory Officer category. O'Reilly is a superintendent of education with the Durham Catholic District School Board.

During his 30-year career, he has served as an elementary classroom teacher, vice-principal, principal, and, for the last five years, as a superintendent. At the board, O'Reilly oversees portfolios for Education Quality and Accountability Office testing, Managing Information for Student Achievement, School Effectiveness, Summer Learning Program and Tutors in the Classroom. He is also responsible for the board's Sharing of Excellence series, Leadership Development Framework, mentoring Aspiring Leaders and the New Teachers Induction Program.

In addition, O'Reilly has helped to lead board improvement planning, district review and support, and helped to introduce and implement the board's School Effectiveness Framework. He has been a Principal's Qualification Program instructor, a volunteer with St. Vincent's Kitchen and a soccer coach in Oshawa.

Certified to teach in Ontario in 1987, O'Reilly holds a BA, B.Ed. and M.Ed. **PS**

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.

This past summer, two Ontario doctors were disciplined (oct-oeeo.ca/OMA) by their professional organization for sending profane and abusive emails to the former head of the Ontario Medical Association (OMA).

Professional regulators have a duty to the public to investigate complaints about their members and to discipline them in matters where professional misconduct has occurred.

The following case studies illustrate the importance of using professional judgment in all matters and at all times when discussing professional colleagues or their work.

CASE 1

The College received a complaint regarding Eric, a high school teacher. It was alleged that Eric posted personal opinions about a teacher on Facebook. He responded that his comments were justified.

Eric had been previously counselled in the past regarding similar behaviour. As a result of the school board's investigation, he was disciplined for inappropriate professional conduct and was suspended for six days.

CASE 2

The College received a complaint about Martina, an elementary school teacher. It was alleged that she approached a teacher in the school's hallway and loudly berated her about a classroom management issue. When the teacher attempted to leave, Martina allegedly impeded her passage. Many witnessed the altercation.

Martina acknowledged that she had an intense argument with the teacher but denied that she blocked her from leaving the hallway.

She was suspended by her school board and was required to complete a course on respectful work environments.

If you were a member of the Investigation Committee panel, what would you have issued to these teachers:

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

THE OUTCOME

Case 1: Written admonishment

The Investigation Committee panel reviewed the parties' submissions and decided to admonish Eric in writing. The panel was concerned that he posted inappropriate and derogatory comments regarding another member of the profession on a public social networking site viewed by members of the community.

Case 2:

Admonishment in person

The Investigation Committee panel reviewed the parties' submissions and decided to admonish Martina in person. The panel stated that the nature of her behaviour was of extreme concern. **PS**

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Look for these articles and more in the next issue of *Professionally Speaking*:

- *The Safe and Supportive Classrooms Act, 2018* — what it means to you
- Results of our 2018 Transition to Teaching survey of new teachers
- Annual professional development supplement

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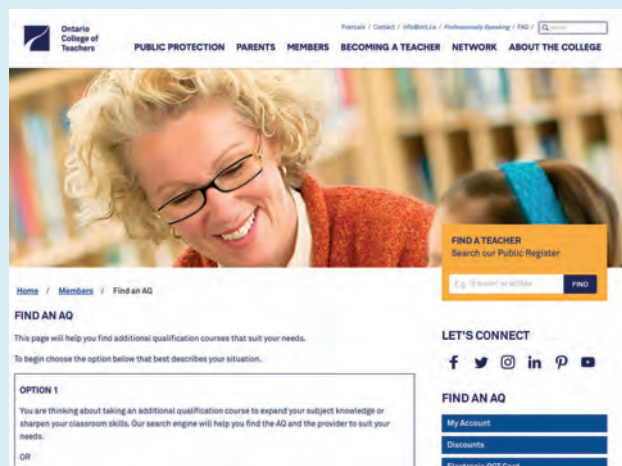
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Discipline Summaries

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. Copies of the full decisions are available at oct.ca → **Members** → **Complaints and Discipline** → **Decisions**.*

*The College publishes professional advisories, available at oct-oeo.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-oeo.ca/ethical.*

MEMBER: Stephen John Bergin

REGISTRATION NO: 184855

DECISION: Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of Stephen John Bergin, a teacher employed by the Ottawa-Carleton District School Board, for unprofessional and inappropriate conduct.

Bergin, who was certified to teach in June 1995, attended the hearing on June 18, 2018, and had legal representation.

Bergin failed to maintain appropriate professional boundaries with his co-worker when he asked her to follow him into a windowless storage room and placed his hands on her shoulder and buttocks without her consent. Bergin removed his hands and apologized when the co-worker said "no."

The Discipline Committee panel found him guilty of professional misconduct. The panel ordered that his teaching certificate be suspended for two months and that he appear

before it to receive a reprimand.

In addition, Bergin was directed to complete, at his own expense, a course on professional boundaries. He needs to do so within 90 days of the order's date.

In its written decision, the panel stated, "Members of the profession are expected to interact respectfully and professionally with their colleagues at all times."

MEMBER: Catherine Leslie

Ann Campbell

REGISTRATION NO: 197469

DECISION: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Catherine Leslie Ann Campbell, a teacher employed by the York Region District School Board, for inappropriate conduct.

Campbell repeatedly used excessive or inappropriate physical force with students. She also reacted with anger and yelled at them.

This matter was heard by the panel on June 18, 2018. Campbell, who was certified to teach in June 1991, attended the hearing with her legal counsel.

The Discipline Committee panel found her guilty of professional misconduct and ordered that her teaching certificate be suspended for one month. She was directed to appear before it to receive a reprimand.

The panel also ordered her to successfully complete, at her own expense, a course on classroom management and one on anger management. She needs to do so within 120 days of the date of the written decision.

In its written decision, the panel stated, "Members of the teaching profession are expected to provide students with a physically and emotionally safe learning environment at all times."

MEMBER: Daniel Enoch Campbell

REGISTRATION NO: 217710

DECISION: Revocation

A Discipline Committee panel revoked the teaching certificate of Daniel Enoch Campbell, a former teacher with the Toronto District School Board,

who was convicted of crimes related to sexual abuse.

Certified to teach in June 1975, Campbell and his legal counsel did not attend the hearing on April 20, 2018.

While offering after-school assistance, he repeatedly sexually assaulted two male students.

Campbell pleaded guilty to two counts of sexual assault in criminal court and was sentenced to a 12-month custodial sentence on each count to be served concurrently. He was also made subject to ancillary orders.

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

In its decision, the panel stated, "Members of the profession hold a unique position of trust and authority and the Member abused this position in a reprehensible manner."

MEMBER: Kirk Rheel Joseph Charette

REGISTRATION NO: 524182

DECISION: Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of Kirk Rheel Joseph Charette, a teacher employed by the Conseil scolaire catholique Providence, for demonstrating a pattern of unco-operative, insubordinate and unprofessional conduct.

This matter was heard by the panel on June 20, 2018. Charette, who was certified to teach in February 2008, attended the hearing. He was self-represented.

Charette was disrespectful and inappropriate in his communications with colleagues. He sent insubordinate emails to board administrators about his principal and his employer.

He also failed to attend school on the dates scheduled for his Teacher Performance Appraisal. This was concerning given the number of shortcomings that he demonstrated in various areas of his teaching practice.

His misconduct was serious and repeated, despite numerous interventions and warnings by his board.

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

The panel also ordered him to successfully complete, at his own expense, two courses: a course on boundary issues as they relate to interactions with peers and supervisors, and an Additional Qualification course covering lesson planning, student assessment and evaluation. He needs to do so prior to starting a teaching position or any position for which a Certificate of Qualification and Registration is required.

The panel also ordered Charette to inform the College 30 days prior to returning to any teaching position and to provide the College with a copy of his next Teacher Performance Appraisal, which will help it to properly monitor Charette's progress, should he return to the teaching profession.

In its written decision, the panel stated, "Members of the teaching profession are expected to promote and participate in the creation of collaborative, safe and supportive learning communities."

MEMBER: Sean Michael Douglas
REGISTRATION NO: 500902

DECISION: Revocation
A Discipline Committee panel revoked the certificate of Sean Michael Douglas, a former teacher at the York Region District School Board.

Douglas repeatedly engaged in intimate interactions with students and sexually abused a student.

Certified to teach in July 2006, Douglas did not attend the hearings on November 8 and 9, 2016, nor was he represented by legal counsel.

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

In its decision, the panel stated, "Through his boundary violations and sexual abuse, the Member failed to show

respect or moral regard for his students. The Member exploited his position of authority as a teacher to gain intimacy with students, and, ultimately, to sexually abuse a student."

MEMBER: Stephen John Emrich
REGISTRATION NO: 269548

DECISION: Suspension, reprimand, conditions, undertaking
A Discipline Committee panel suspended the certificate of Stephen John Emrich for dishonest conduct.

Emrich made a number of false declarations when he submitted an online application for certification through the College's website.

Among other things, he did not declare that his teaching credentials had been revoked by the California Commission on Teacher Credentialing, or that he had been previously charged with four criminal offences in Arizona.

This matter was heard by the panel on June 15, 2018. Emrich, who was certified to teach in May 2016, did not attend the hearing. He was self-represented.

The Discipline Committee panel found him guilty of professional misconduct and ordered that his teaching certificate be suspended for three months. He was directed to appear before it to receive a reprimand. The panel also ordered him to successfully complete, at his own expense, a course on professional ethics. He needs to do so prior to starting or returning to any teaching position or any position requiring a Certificate of Qualification and Registration.

Emrich must also provide a written report from a medical specialist confirming to the College's Registrar that he is not a risk to students.

In its written decision, the panel stated, "Self-regulation is a privilege imparted to professions that are competent to govern themselves. When members deal dishonestly with the College, they undermine the College's ability to fulfil its public interest mandate."

MEMBER: Jennifer Elizabeth Green-Johnson
REGISTRATION NO: 187439

DECISION: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Jennifer Green-Johnson, a teacher employed by the Grand Erie District School Board, for a pattern of making rude and insensitive comments to students and for her physically abusive conduct toward a student.

Green-Johnson, who was certified to teach in June 1996, attended the hearing on June 4, 2018, and had legal representation.

She made numerous disparaging and inappropriate comments to students and slapped a student.

Green-Johnson has a history of engaging in similar conduct, for which she was disciplined by the College.

The Discipline Committee panel found her guilty of professional misconduct. It ordered that her teaching certificate be suspended for two months and that she appear before the panel to receive a reprimand.

In addition, Green-Johnson was directed to complete, at her own expense, courses on boundaries and boundary violation issues, and anger management. She was directed to do so within 90 days of the order's date.

In its written decision, the panel stated, "Members are expected to provide students with a physically and emotionally safe learning environment; they must not make hurtful and demeaning comments to students."

MEMBER: Spiro Grima
REGISTRATION NO: 283720

DECISION: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Spiro Grima, a teacher employed by the Thames Valley District School Board, for inappropriate physical contact. He also failed to maintain appropriate professional boundaries.

On multiple occasions, Grima signed a student out of class, drove her home and took her out to have coffee and/or lunch. He also kissed students on the cheek or forehead and hugged them.

This matter was heard by the panel on April 23, 2018. Grima, who was certified to teach in June 1995, attended the hearing. He had legal representation.

The Discipline Committee panel found him guilty of professional misconduct and ordered that his teaching certificate be suspended for three months. He was directed to appear before it to receive a reprimand.

The panel also ordered him to successfully complete, at his own expense, a course on boundary violations. He needs to do so within 120 days after the order.

In its written decision, the panel stated, "It is not appropriate for members to hug or kiss students. The Member also exercised poor professional judgment by taking a student out for lunch or coffee and driving her home on multiple occasions."

MEMBER: Terrence Phillip Magill
REGISTRATION NO: 178208

DECISION: Revocation

A Discipline Committee panel revoked the teaching certificate of Terrence Phillip Magill, a former teacher with the Toronto Catholic District School Board, for physically and sexually abusing a student.

Certified to teach in June 1984, Magill represented himself and did not attend the hearing on April 11, 2018.

Magill kissed a student on the forehead, hugged her and touched her breasts. He did so several times. He also texted her and showed up at places he knew she would be when she no longer attended the school where he taught.

He pleaded not guilty to one count of sexual exploitation, but guilty to the lesser included offence of assault, in a criminal court. He received a conditional discharge and was placed on probation for 12 months. Two other counts of sexual exploitation were withdrawn at the request of the Crown.

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

In its decision, the panel stated, "There is no place in the profession for members who sexually abuse students. The public expects that children will be safe when they are at school." The panel added, "The Member's conduct undermined the reputation of the teaching profession and will not be tolerated."

MEMBER: Lisa Ann Millson, OCT
REGISTRATION NO: 472809

DECISION: Reprimand, conditions
A Discipline Committee panel reprimanded Lisa Ann Millson, a teacher employed by the Upper Canada District School Board, for fraudulent conduct.

Millson, who was certified to teach in January 2004, attended the public hearing via video conference on April 25, 2018. She was represented by legal counsel.

The panel found that she acted dishonestly and unethically by filing false benefit claims with her board's benefit provider in the amount of \$3,368.47. She also failed to provide the board with information about her upcoming court dates, as she was directed to do, and falsely claimed a sick leave absence when she was in court.

She pleaded guilty and was found guilty of fraud under \$5,000 in a criminal court.

She received a conditional discharge and was placed on probation for 12 months. She made full restitution of the amount owing. She was also ordered to complete 20 hours of community service, in addition to the 80 hours of community service she had already completed prior to her sentencing.

The Discipline Committee panel ordered that she appear before it following the hearing to receive a reprimand.

She was also directed to complete, at her own expense, a course on ethical practice. She needs to do so within 90 days of the date of the written decision.

In its written decision, the panel stated, "Although the Member's conduct did not directly involve students, it has undermined the public's confidence in teachers and tarnished the reputation of the teaching profession."

MEMBER: Ronnie Joseph Odjig
REGISTRATION NO: 162470

DECISION: Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of College member Ronnie Joseph Odjig for a concerning pattern of behaviour. He made disrespectful comments to students and made inappropriate and demeaning comments to colleagues.

Odjig, who was certified to teach in June 1987, attended the hearings on May 15, 16 and 17, 2017, and April 27, 2018. He was self-represented.

The panel heard that he made disrespectful comments to a student about her weight. He failed to maintain appropriate boundaries with students. He made them feel uncomfortable through his inappropriate comments. He pinched a student's cheeks and he sexually harassed colleagues.

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

In addition, he was directed to complete a course of instruction, at his own expense, regarding professional boundaries and boundary violations. He needs to do so prior to returning to teaching or any position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, "As an experienced educator, the Member should have known the difference between joking and harassment, and the Committee is concerned that he did not."

MEMBER: Espedito Ezio Quaglia, OCT
REGISTRATION NO: 196821

DECISION: Reprimand, conditions
A Discipline Committee panel reprimanded Espedito Ezio Quaglia, a teacher employed by the Greater Essex County District School Board, for failing to fulfil his duty to report to the Children's Aid Society (CAS).

Quaglia, who was certified to teach in June 1989, attended the hearing on

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April 20, 2018. He was represented by legal counsel.

During a CAS investigation, a student advised that she had disclosed to Quaglia that she was being abused by her father. Before the investigation, Quaglia knew of the alleged physical abuse and tried to mediate the situation with the student's parents. However, he did not report it to the CAS.

On May 11, 2015, in the Ontario Court of Justice, the Member pleaded guilty and was convicted of failing to report a child in need of protection, pursuant to Section 72 of the *Child and Family Services Act*. The Member was ordered to pay a \$250 fine.

The Discipline Committee panel ordered that he appear before it to receive a reprimand.

He was also directed to complete, at his own expense, a course on professional boundaries, including instruction on the duty to report to the CAS.

In its written decision, the panel stated that, "Members of the teaching profession have a legal and ethical duty to report to the CAS when they have reasonable grounds to suspect that a child is in need of or may need protection." The panel also outlined several key elements relating to the duty to report as set out in the College's professional advisory *Duty to Report*.

MEMBER: Robert Alexander St Louis
REGISTRATION NO: 185567

DECISION: Revocation, reprimand
A Discipline Committee panel revoked the Certificate of Qualification and Registration of Robert Alexander St Louis, a former teacher employed by the District School Board of Niagara, for engaging in a sexual relationship with a female student over a period of a year and a half.

Neither St Louis nor his legal counsel attended the hearing on April 18, 2017.

Certified to teach in August 1988, St Louis engaged in a pattern of escalating sexual activity with the student, beginning with kissing and holding hands, to oral sex, and eventually intercourse and anal sex.

Sexual encounters took place at school and at his home.

He also convinced her that she needed to go along with a "cover story" that she was romantically involved with his son. St Louis did so in order to continue his sexual relationship with her.

This ruse was psychologically abusive to her as she was told to deceive peers and teachers at the school, and her parents.

The Discipline Committee panel found him guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

The panel also directed that he receive a reprimand.

In its written decision, the panel stated that St Louis's conduct "eroded the public's trust and confidence in the teaching profession. The Committee was struck by the Member's total lack of personal and professional judgment, as well as his disregard for clearly articulated boundaries on relationships between teachers and students."

MEMBER: Nicholas Stephen Stodola, OCT
REGISTRATION NO: 490284

DECISION: Reprimand, conditions
A Discipline Committee panel reprimanded Nicholas Stephen Stodola, a teacher employed by the Toronto District School Board, for aggressive behaviour toward students.

This matter was heard by the panel on April 25, 2018. Stodola, who was certified to teach in June 2005, attended the hearing with his legal counsel.

Stodola yelled at a student in a threatening manner and grabbed students by their clothes.

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

It also ordered him to successfully complete, at his own expense, a course in classroom management. He must do so within 120 days of the panel's order.

In its written decision, the panel stated, "It is unacceptable for teachers to behave in a rough or aggressive manner with students."

MEMBER: Rachel Atim Vandenberg
REGISTRATION NO: 201074

DECISION: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Rachel Atim Vandenberg, a teacher employed by the Waterloo Region District School Board, for her pattern of unprofessional behaviour toward students, parents and colleagues.

Vandenberg repeatedly used a harsh or raised tone of voice, causing some of her students to feel belittled in front of their peers, and frightened, intimidated and anxious about attending class.

She also made condescending, rude and sarcastic comments to colleagues, the school's principal and parents, demonstrating a lack of respect that reflects poorly on the teaching profession as a whole.

This matter was heard by the panel on February 21, 2018. Vandenberg, who was certified to teach in June 1996, did not attend the hearing and did not have legal representation.

The Discipline Committee panel found her guilty of professional misconduct and ordered that her teaching certificate be suspended for one month. She was directed to appear before it to receive a reprimand. She needs to do so within 120 days of the order's date.

The panel also ordered her to successfully complete, at her own expense, two courses on classroom management and sensitivity training. She needs to do so prior to starting or returning to teaching or any position requiring a teaching certificate.

In its written decision, the panel stated, "The Member's pattern of unprofessional behaviour towards students, parents, colleagues, including a custodian, a school secretary and her principal, demonstrated a significant lack of awareness and an unwillingness to accept responsibility for her misconduct and its impact on others." **PS**

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

Rebel by Design

Tommy Smythe discusses compassion and courage during his formative years, both of which helped lay the foundation for his design and TV career.

BY LAURA BICKLE

- Born in Toronto on July 11, 1970
- His great-grandfather was hockey icon Conn Smythe, owner of the Toronto Maple Leafs (1927–61); the NHL's most valuable playoffs player award is named after him
- Attended Buttonwood Hill PS until Grade 4 & Upper Canada College until Grade 9; went to Jarvis CI in Grade 10 & then Annex Village Campus HS for Grades 11 & 12 [all in Toronto]
- Lived in Sacramento, Calif., for a year, where he attended Sacramento City College; returned to Toronto to finish high school at the School of Liberal Arts
- Lived in England, working as a production secretary for a TV production company (1991–93)
- Apprenticed at interior design store L'Atelier in Toronto (1996–2001), which he credits as his design education
- Joined Sarah Richardson Design (2002); co-starred with designer Sarah Richardson in several TV shows
- Contributing editor at *House & Home* magazine
- TV host of *Tommy Takes Us* and *Where to I Do?*
- Volunteers for Toronto Public Library Foundation; participates in fundraising and social media campaigns



Describe yourself in grade school.

Small. Courageous. Curious.

Describe yourself in high school?

Rebellious. Lost. Found. Fun.

What was your favourite subject?

Art. It was the only thing that I received praise for in elementary school.

Favourite literary pieces studied?

Catcher in the Rye, and *Play It as It Lays* by Joan Didion — that book changed me.

What would you have liked to have been taught in school but weren't?

That the things that make me different were the things that would give me entree into everything I wanted in life.

Did you have any non-fiction heroes?

Eleanor Roosevelt. Greek philosophers.

Harvey Milk. Anyone who was and is courageous; it's the most useful and attractive quality.

Qualities you appreciated in a teacher?

Patience, compassion, humour and generosity.

Any favourite fictional teachers?

Lydia Grant [played by Debbie Allen] in *Fame*; Gabe Kotter [Gabe Kaplan] in *Welcome Back, Kotter*; and Jean Brodie [Maggie Smith] in *The Prime of Miss Jean Brodie*.

Fondest school-related memory?

When June Callwood spoke at my high school about recognizing kindness; it changed my view on life. I wanted to serve and it led to me volunteering at Casey House [HIV/AIDS hospice that journalist/activist Callwood co-founded].

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

Architecture. But I was told I couldn't pursue it because of my lack of math skills. It killed my spirit but now I work with some of the best architects in North America.

What natural gift did you wish you possessed? And now?

Math skills! Now, I wish I could sing.

If you could create a new course, which would you choose?

How to do your taxes.

Best advice given while at school?

My best friend's dad [comedic actor Don Harron of *Hee Haw*] saw that I was struggling in high school and told me that my otherness would become my greatest strength. **PS**

Are you retirement ready?

Here are some thoughts and tips to get you started...

Socialize

Leaving the workforce means leaving a part of your social circle behind. So get out there and stay sharp!

Studies show that socially active retirees are not only happier, they're healthier – both mentally and physically.¹



Get your finances in order

Think beyond savings and annuities. Insurance coverage, the relative benefits of renting or owning, income tax, the need (or desire) to work part time... Today's good decisions pave the way for tomorrow's small victories.



\$184,000

is the average amount Canadians have saved for retirement.²



\$750,000

is the average amount in personal savings they think they'll need for retirement.

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— Jo-Ann

"RTO/ERO provides a wealth of financial information to ensure that we are able to access pensions available from all levels of government and helps with planning everything from daily budgets to once-in-a-lifetime travel."

— Gordon

"I attended a few RTO/ERO retirement planning seminars before I retired, and I knew that being part of this organization was the right thing to do. I've told all my former colleagues to sign up when it's their turn to retire!"

— Carolyn

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¹ Parker-Pope, Tara. "Socializing Appears to Delay Memory Problems." The New York Times. June 04, 2008. <https://well.blogs.nytimes.com/2008/06/04/socializing-appears-to-delay-memory-problems/>.

² "Are RRSPs Still the Way to Go? Many Canadians Aren't Sure and Don't Seek Advice: CIBC Poll." CIBC Media Centre. <http://cibc.mediaroom.com/2018-01-25-Are-RRSPs-still-the-way-to-go-Many-Canadians-arent-sure-and-dont-seek-advice-CIBC-poll>.

³ Chevreau, Jonathan. "The magic number for retirement savings is \$756,000, according to poll of Canadians." Financial Post. <https://business.financialpost.com/personal-finance/the-magic-number-for-retirement-savings-is-756000-according-to-poll-of-canadians>





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