



Professionally Speaking

DECEMBER 2020

THE PUBLICATION OF THE
ONTARIO COLLEGE OF TEACHERS

**BETTER
PROTECTION
FOR ONTARIO
STUDENTS**

New College
legislation
introduced.

See pp. 24-25
for details.

Professional Boundaries

From electronic communication to physical contact, the College's new advisory provides practical advice to teachers on maintaining appropriate boundaries. p. 26



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Contents

Upfront

From the Chair	5
Deputy Registrar's Report	7

Connections

PS Poll; In Your Profession; In Your Classroom; Tools of the Trade	9
---	----------

Departments

Great Teaching	16
How teachers are applying guidance from the College advisory on electronic communication and social media.	
Remarkable Teacher	20
Actress Cobie Smulders on the teacher who encouraged her to stretch her limits and find her voice.	

Features

Better Protection for Ontario Students	24
The College welcomes changes to its legislation.	
Professional Boundaries	26
From electronic communication to physical contact, the College's new advisory provides practical advice to educators on maintaining appropriate boundaries.	
Far and Away	28
Ontario Certified Teachers share their experiences working in remote communities.	
Going Green	32
Tools and strategies for creating an eco-friendly and sustainable school.	

Resources

Reviews	36
Tech Class	42

Governing Ourselves

College news; Investigation Committee Case Study; Hearings	44
---	-----------

Final Exam

Stand-up comedian, actor, foodie and host of CBC's Canada Reads competition, Ali Hassan.	52
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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 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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ADDITIONAL BASIC QUALIFICATIONS

Primary	● ◆ ▲
Junior	● ◆ ▲

ABQ INTERMEDIATE

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

ABQ SENIOR

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

HONOUR SPECIALIST

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

THREE-PART ADDITIONAL QUALIFICATIONS

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

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

ONE-SESSION QUALIFICATIONS

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

TECHNOLOGICAL EDUCATION

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

EDUCATIONAL SUPPORT STAFF

Communicating Effectively with Parents	■
Creating Inclusive Work Environments	■

	SESSION DATES	REGISTRATION DEADLINE
WINTER	Jan 25 – Apr 09, 2021	Jan 08, 2021
LATE WINTER	Feb 22 – Apr 23, 2021	Feb 05, 2021
SPRING	Apr 12 – Jun 11, 2021	Apr 02, 2021

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

Governance Changes

New College legislation means increased student protection.

BY NICOLE VAN WOUDEBERG, OCT
@Nicole_OCTOEE0



I don't think many of us will soon forget 2020. The amazing professionalism of Ontario Certified Teachers that we have witnessed through the pandemic has been nothing short of remarkable. Their demonstration of care, trust, integrity and respect — for their students, parents, caregivers and colleagues — has been even more evident throughout the past year.

In the December 2019 issue of *Professionally Speaking*, Vice-Chair Tim Gernstein and I highlighted the expected governance changes that will improve how we govern the teaching profession in Ontario.

Long-recommended Council changes to the College's governance structure have arrived in the form of Bill 229 (see article on page 24.).

As part of the Government's Fall Economic Update on November 5, the province introduced legislation, which included significant proposed changes to the *Ontario College of Teachers Act*. Many of these changes were previously endorsed by College Council.

The amendments include:

- equal public and member representation on the College's Council and statutory committees. The overall size and composition of Council will be reduced to 18 individuals — nine members of the profession and nine appointed members. Membership on committees will have the same composition;
- council and committee members will be selected from a diverse group of individuals, including members of the

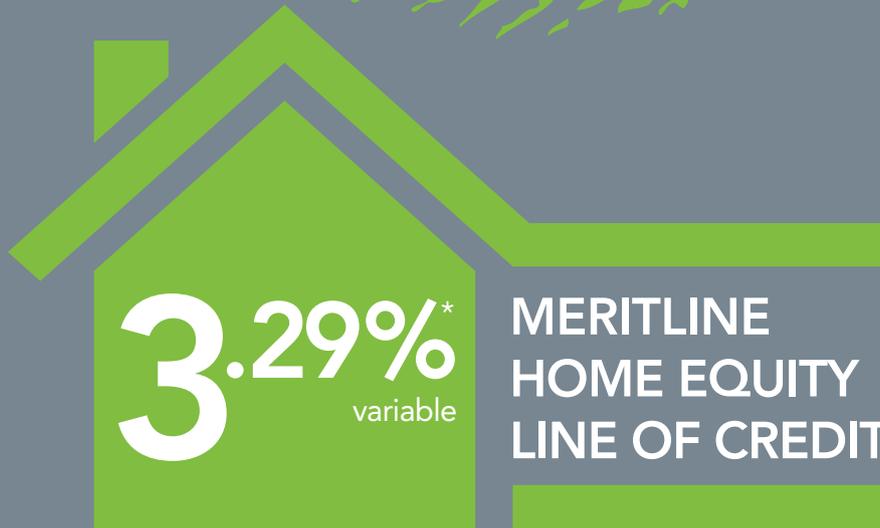
profession, with attributes and competencies to govern the teaching profession in the public interest. This will be achieved through an open and transparent application process;

- a transitional authority will be appointed by the province to lead the transition to the new governance model;
- the College's Investigation Committee will be given the authority to order a medical assessment of a member prior to referring a matter to either the Discipline Committee or Fitness to Practise Committee;
- the College will be required to develop a sexual abuse prevention program for teachers that will be similar to what other regulators are required to provide;
- all decisions of the Discipline Committee — regardless of whether a condition has been fulfilled and notation removed from the public register — will be required to remain on the College's website; and
- individuals who are found guilty of sexually abusing a student will no longer be eligible to apply for reinstatement.

I am optimistic that the legislative reforms will provide an opportunity for greater member participation in the work of the College including participation on our committees and rosters. **PS**

Nicole Van Woudenberg, OCT

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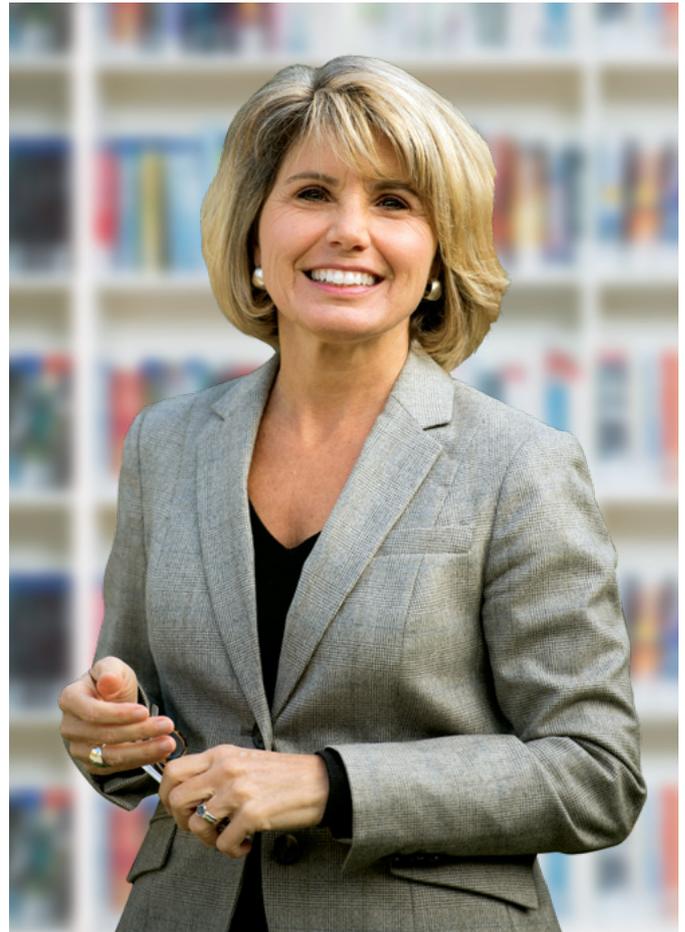
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Professional Advisories

Keeping practitioners informed, current and accountable.

BY CHANTAL BÉLISLE, OCT



The College has a duty to serve and protect the public interest. Our mission is to place students' interests first by regulating and promoting excellence in teaching. One of the ways we do this is by regularly issuing professional advisories on subjects critical to the work of Ontario teachers and administrators, and the well-being of the province's students.

In choosing advisory topics, the College consults members of the public and the profession across the province. Once this initial step is completed, the process of drafting the advisory begins. This includes months of extensive research and consultation with teachers, experts, stakeholders and critical readers in and outside of Ontario. After an advisory is approved by Council, it's circulated to members.

Whether the subject is supporting students' mental health, addressing bullying, or the appropriate use of social media, advisories are resources that members can refer to when they need counsel about their professional responsibilities.

The College's latest example, "*Professional Boundaries — An Advisory for Ontario Certified Teachers,*" is provided

with this issue, and offers guidance on how to maintain professional boundaries with students. You can also read it online at oct-oeeo.ca/boundaries.

Our advice is practical and instructive, yet not exhaustive. It recognizes different situations and challenges and is built on our collective professional ethics and standards of practice while respecting employer, legal and legislative direction.

If you'd like examples of how members are putting our advice into practice, I encourage you to visit the retooled Great Teaching article (p. 24). In every issue, we profile members whose professionalism and judgment have been enhanced by applying the guidance found in the professional advisories. The latest Great Teaching instalment focuses on the College's electronic communication and social media advisory.

To access the complete list of professional advisories, please visit oct-oeeo.ca/professionaladvisories. **PS**

Chantal Bélisle, OCT



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ILLUSTRATION: JEANNIE PHAN

Learning in Motion

Here are the Top 10 strategies you use to help safely incorporate more healthy physical activity into your students' days, courtesy of our latest poll.

1. Incorporate movement-based games like Charades into lessons.
2. Encourage regular standing and stretching breaks.
3. Take lessons outside so students have space to move while they learn.
4. Use a "gallery walk" strategy to have students move around the room and review materials.
5. Take dance breaks.
6. Do a 10-minute workout. (Outside, if possible!)
7. Add walks through hallways or outside during the day.
8. Offer extra recess time as a reward.
9. Develop a scavenger hunt with clues about the day's activity.
10. Begin the day with a mindfulness minute or meditation.

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Ontario
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Teachers

Setting the
Standard for
Great Teaching

Pop Quiz with Karen Murray, OCT



BY LAURA BICKLE

The Black Lives Matter Movement has prompted many institutions — schools included — to examine how they can better address racism and bias. That's why the Ontario College of Teachers has appointed Karen Murray, OCT, to lead the development of its new Additional Qualification (AQ) guidelines on anti-Black racism.

"It is important for educators to understand that the work to disrupt long-standing systemic racism in education is everyone's work," says Murray, who is the centrally assigned principal for Equity, Anti-Racism and Anti-Oppression at the Toronto District School Board. She has been an instructor for the *Teacher Leadership AQ* highlighting equity leadership and was on the writing team for the Inclusive Classroom AQ.

We asked Murray to share the goals of the new AQ.

Why is a deeper understanding of and commitment to anti-racism important for Ontario schools?

Reports such as Carl James and Tana Turner's (2017) *Towards Race Equity in Education* have shared an overwhelming amount of data on the negative impact of education on Black identities. But no one was truly listening. It took a tragic event — the death of George Floyd in the U.S. and the subsequent response to it — to move many educators in Canada to want to gain a deeper understanding of the impact of race and racism on the lives of Black Canadians. Anti-Indigenous racism and anti-Asian racism is also prevalent and it is our collective responsibility to tackle all of these injustices.

What will the new AQ address?

This AQ will focus on the impact of anti-Black racism in education with a focus on the rights and responsibilities of educators to disrupt this practice. This AQ will provide strategies and tools for implementation within a classroom and school context.

Why is the AQ important?

Addressing racism in school commun-

ities is necessary as the impact has long-standing generational implications.

What impact do you think this AQ will have for learners?

We want to develop learners who can understand, name and disrupt injustices. We want learners to be able to tackle racism and in doing so make transformational change to their world. We want students to be able to see themselves in the curriculum, as part of their school culture, where there are real spaces for them to grow as learners. Teaching and talking about the experiences and contributions of the Black identity will no longer be relegated to only specific times of the year.

Who do you hope engages with this AQ course?

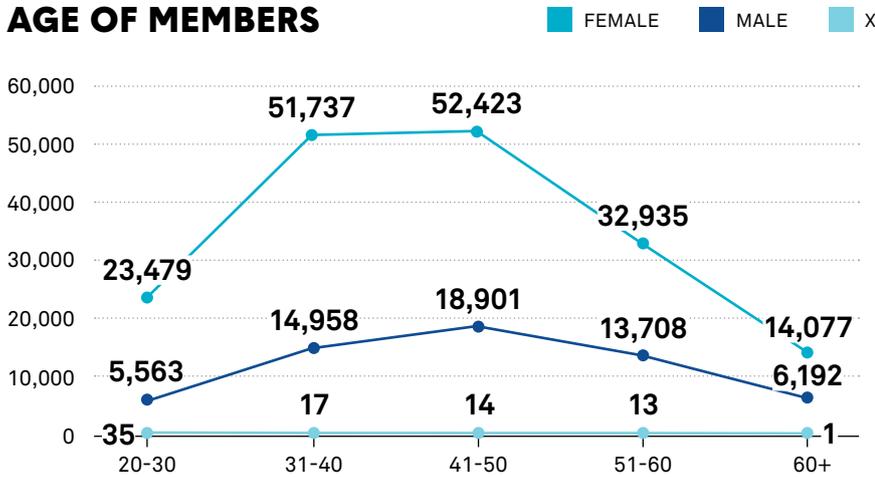
This course is not only for Black or racialized educators, but for all educators. Anti-Black racism continues to persist because many educators fundamentally believe that dismantling this system of oppression is only the work of those who work with historically marginalized communities. When, in fact, it is all of our work.

By the Numbers: Annual Review

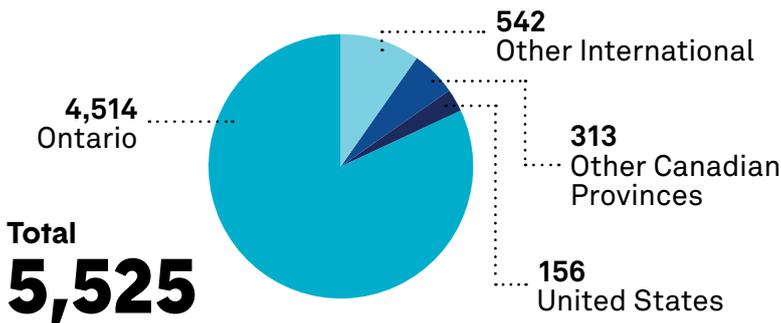
Facts and figures from the College's
2019 Annual Report.

BY STEVE BREARTON

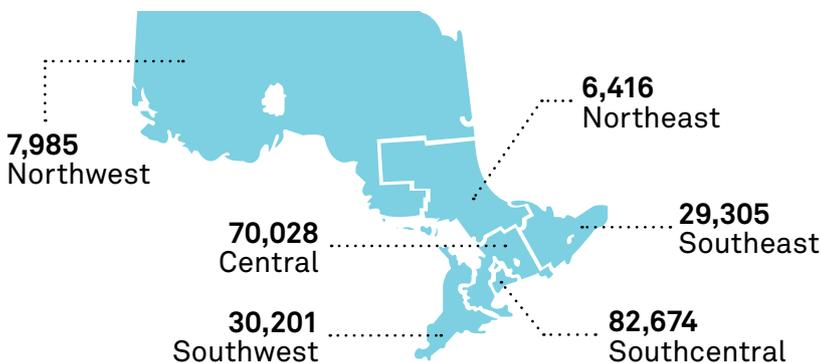
AGE OF MEMBERS



ORIGIN OF SUCCESSFUL MEMBERSHIP APPLICATIONS IN 2019



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Source: The Ontario College of Teachers 2019 Annual Report (reports2019.oct.ca)

TWEET SHEET

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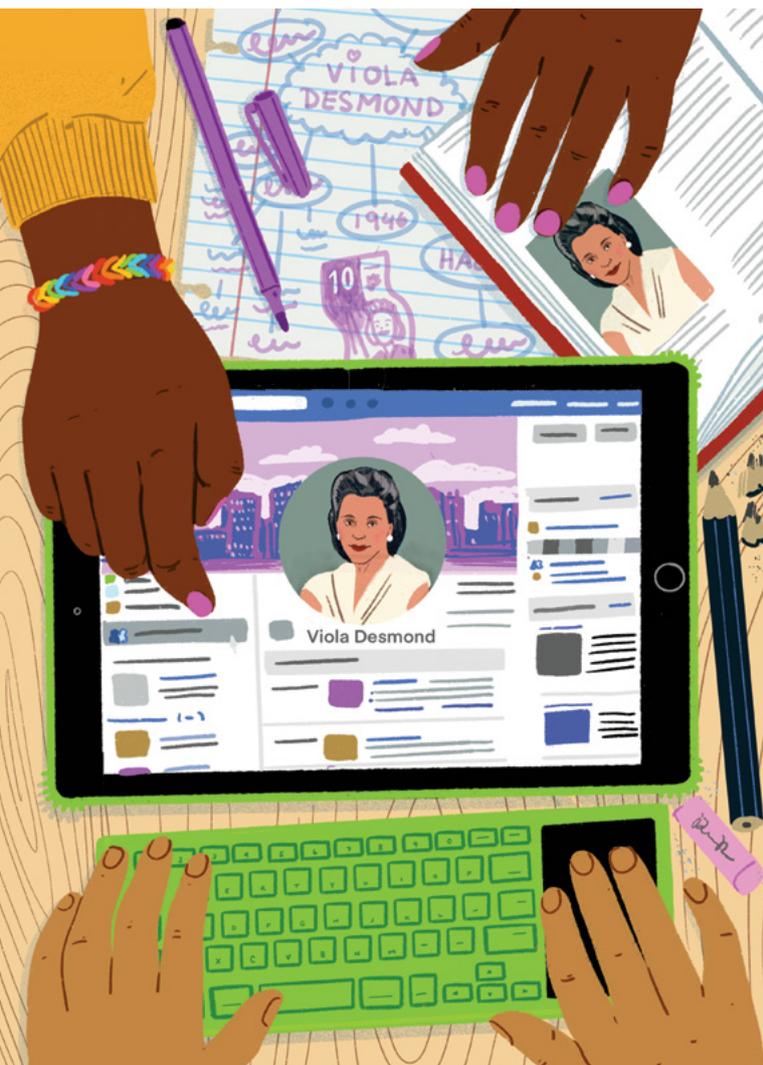
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"We have our heroes, women who raised awareness of the sexist clauses of the 1876 Indian Act ..." – Dr. Cynthia Wesley-Esquimaux. Learn more about suffrage and Indigenous women in Canada: bit.ly/3hjNSFA #BecauseOfYou



Professional Practice

I've taught K–12 in Canada and abroad in many subject areas. Every year, I look to improve as a teacher and learn something new. Based on a suggestion I read in the book *Rock Your Class*, I tried a project in my Grade 6 French Immersion class last year as a social studies assessment, with great success. I had students create fake Facebook (or “Fakebook”) profile pages for Canadian historical figures. Students were challenged to consider how those individuals would have described themselves, what kind of messages they would have shared, and what sort of news and ideas they would have been interested in. The modern platform engaged them, and thinking of historical figures in this context helped bring the idea of these people to life. Student feedback suggested they enjoyed the project, and it was incredible to see the high calibre of work they produced! Afterwards a parent actually wrote to thank me, as they were impressed with how their child was taking their learning to new heights.

MARK RABY, OCT, IS A GRADE 7/8 CORE FRENCH TEACHER IN EASTERN ONTARIO.

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-oeeo.ca/research.

The Great Outdoors at Your Fingertips

BY STEFAN DUBOWSKI

Help your students grow into conscientious caretakers of the environment by introducing them to outdoor activities available through Evergreen, a Toronto-based non-profit specializing in community development.

Go to evergreen.ca and click Tools & Publications, then By Subject, then Outdoor Learning & Play to peruse environmentally friendly lesson plans for your students.

You'll see all sorts of activities for K to 12 including The Sensitive Scavenger, a “multi-sensory scavenger hunt” in which Grade 4 students work together to create their own activity involving not just what they see, but also what they hear and smell as they explore outdoors. You'll also find Give Me Back My School: A Back to Basics Approach to Ecological Restoration — a Grade 9 “greening project” to reduce a school's environmental footprint. Or try Go With The Flow: Teaching and Taking Action for a Healthier Watershed. That

one's for multiple grades; it encourages students to learn about local water systems and to understand how schools can play an important role in watershed health.

Evergreen's activities tie right in with Ontario's environmental curriculum, including the high school level. The province's *Resource Guide: Environmental Education* reads, “Students need to have the knowledge and skills that will enable them to understand and deal with complex issues that affect the environment now and in the future.”

Luke Howie, Evergreen's senior manager of programming, says the organization takes care to craft resources that are both practical and powerful. “The resources take a fun, hopeful and grateful approach to learning about the natural world while addressing the climate change emergency and empowering a new generation of future city builders and environmental leaders.”

Apps Analysis

BY STEFAN DUBOWSKI

Monument Valley

This one's more than a puzzle game. It's calming and pretty with a soothing soundtrack and mind-twisting optical illusions. The goal is to help Princess Ida make her way through a broken landscape that spins, turns, rises and falls like a moving 3D Escher work. Each level requires ingenuity and creativity, making the game quite the brain exercise. Monument Valley came out way back in 2014. But it's still a stunner and worth a look. Suitable for children as young as four, its real sweet spot is more likely eight and up. Curriculum connection: elementary geometry and spatial sense.



DEVICE Apple, Android
SOURCE Apple App Store (\$5.49), Google Play (\$5.99)
RATING 4+, Everyone

CHEMIST by THIX

Chemistry as a stand-alone subject doesn't begin until Grade 9, but with this app students can experiment sooner at their own pace. CHEMIST provides virtual apparatus such as beakers, burners and test tubes to which young scientists can add substances (solids like copper, liquids like sulfuric acid, and gases like oxygen) via simple tap-and-drag. Just a click or two reveals details including substance composition and related reactions. Bonus functionality: turn "explosions" on or off for a close look at what would normally be explosive reactions, without the drama.



DEVICE Apple, Android
SOURCE Apple App Store (\$11.99), Google Play (\$8.99)
RATING 4+, Everyone

Mazaam — The Musical Genius

Feed chameleons, reunite a sea lion family and help squirrels get to bed, all while learning some music basics. That's the idea behind Mazaam, a music-foundations app for four- to six-year-olds. Children get to know tempo, pitch and harmony, and they're introduced to a number of classical music pieces. The creation team includes François Mario Labbé, founder of classical music label Analekta, and violin virtuoso Angèle Dubeau. Note the app is free but a full version costs \$9.99 via in-app purchase.

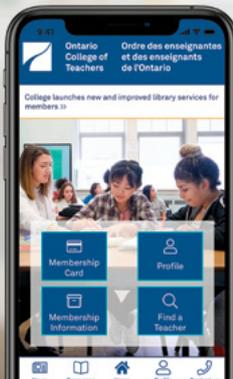


DEVICE Apple, Android
SOURCE Apple App Store (free), Google Play (free)
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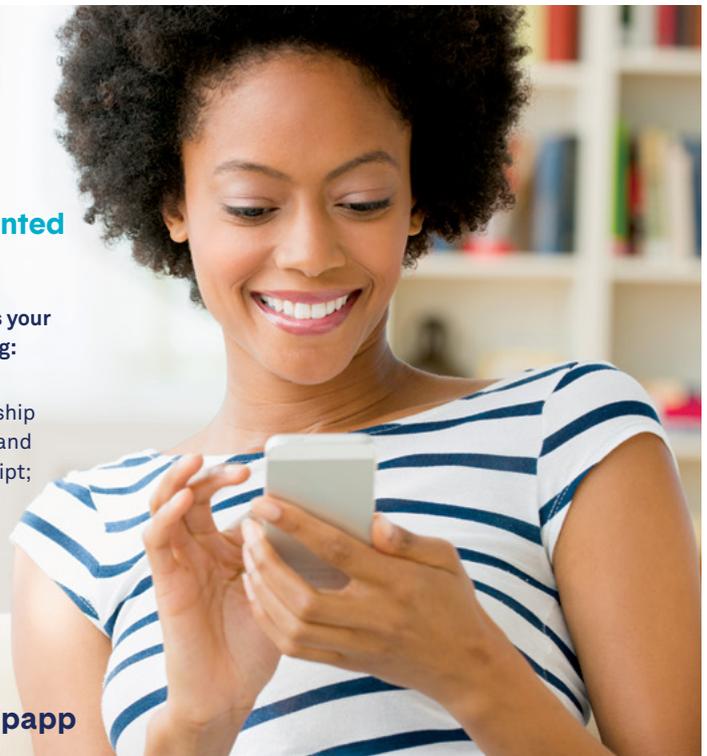
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Collaborators, Assemble!

There are more ways than ever to support teamwork and student collaboration — even in these times of social distancing. This roundup of tools for collaboration will get your class working together in innovative ways, whether your goal is brainstorming, building or sharing.

BY CAELI MAZARA

1) Twiddla *free for up to 10 participants*

This whiteboard feature allows students to use uploaded documents, images or a web page as a whiteboard, and then invite others to comment, markup, brainstorm — the sky's the limit. Get the ideas flowing, whatever the subject.
GRADES 3–12 | VISIT [twiddla.com](https://www.twiddla.com)

2) Edmodo *free, premium fees vary*

Built for collaboration between students, teachers and parents, Edmodo supports teacher-to-student and student-to-student chat, as well as quizzes, assignments, homework tracking, and more. Think of it as a specialized chat room with an educational spin.
GRADES 3–12 | VISIT [edmodo.com](https://www.edmodo.com)

3) Cacoo *free trial; US\$5–\$6 per month with subscription*

Software for online flow chart and diagram creation, Cacoo is a colourful tool for visual organization. The site offers an extensive library of diagrams and shapes to get you started with your flow chart, calendar, diagram, schedule, wireframe, mind map, and plenty more.
GRADES K–12 | VISIT [cacoo.com](https://www.cacoo.com)

4) Scribblar *Subscription fee varies by group size*

Scribblar markets itself as “simple, effective online collaboration.” Students share a virtual whiteboard and some writing tools, and connect using chat and audio. It's a format that's ideally suited to virtual learning, tutoring or after-school projects.
GRADES K–12 | VISIT [scribblar.com](https://www.scribblar.com)

5) Drawp *US\$0.99 for ad-free version*

This blank canvas app encourages students to get creative. Multimedia projects can incorporate text, photos, voice recordings and drawings, and students can share their masterpieces with a single swipe.
GRADES K–12 | VISIT [drawp.it](https://www.drawp.it)

6) Bubbl.us *free or paid options*

An online flow-chart tool with classroom participation in mind, Bubbl.us starts with one brightly coloured bubble and lets you expand from there. It's a great tool for helping teams sort out how to tackle a project, divvy up responsibilities or develop complex presentations.
GRADES 8–12 | VISIT [bubbl.us](https://www.bubbl.us)

7) Minecraft *free*

Looking for a fun way to get students collaborating? Consider this popular building game. Lauded for a design that allows for boundless creativity, Minecraft also encourages cooperation and problem-solving. Bonus: Find subject-specific lesson plans on the company's education site.
GRADES K–12 | VISIT [education.minecraft.net](https://www.minecraft.net/education)

8) Jamboard *free*

Want teams of students to brainstorm? Or prep a presentation? This intuitive whiteboard tool lets students work together in real time to incorporate images, text and graphics with ease. Plus, it's part of the G Suite of tools, making it easy to integrate if you're already using Google Classroom.
GRADES 4–12 | VISIT edu.google.com/products/jamboard

Communicating Online

Ontario Certified Teachers reflect on the College's electronic communication and social media advisory.

BY STUART FOXMAN

How do you stay professional at all times? For Cédric Van Den Akerboom, OCT, it often comes down to this reminder: weigh your words.

That's good advice for any interactions, and maybe more so when communicating online, where nuance is often lost. On a class platform, Van Den Akerboom may take as long as 10 minutes to word a post just right. He wants to ensure he's using the same professional tone he'd employ face-to-face in the classroom.

"You need to be extra careful," says Van Den Akerboom, who teaches a Grade 3/4 split for Conseil scolaire Viamonde. "Keep it positive and straightforward, in a way that can't be misconstrued."

Van Den Akerboom defaults to what he calls a "professional vocabulary." During off hours he remembers that too, in his choice of words and images. He posts infrequently on social media, and even then avoids hot-button issues or anything overly personal.

"As an educator, in how you conduct yourself in person or online, you need to be a model," says Van Den Akerboom.

In 2017, the College issued an advisory called *Maintaining Professionalism — Use of Electronic Communication And Social Media*. The goal was to help Ontario Certified Teachers understand their professional boundaries and responsibilities in the appropriate use of these tools.

Newer media are creating new ways to extend and enhance education. There are innovative opportunities for teaching and learning. But can the casual dialogue of our Facebook/Instagram/Twitter/YouTube world lead to more relaxed and, possibly, unprofessional conversations? When teachers are communicating outside the usual classroom environment, can boundaries blur? Teachers have private lives but serve in a public profession, so how much does sound judgment and due care matter in off-duty conduct?

Electronic communication and social media are ubiquitous. The advisory mentions messaging or video chat software, websites, apps, email, texting, blogging, and the range of social media networking platforms. Consider how some Ontario Certified

Teachers are reflecting on the advisory, and doing their best to remain professional no matter the context.

Start with creating a civil environment. Part of the advisory talks about modelling digital citizenship, which can mean leading by example and setting expectations.

That's important to Shayle Graham, OCT. For many students online communication can feel like the Wild West: no rules and little accountability. Graham has seen it. She has taught Grade 4/5 for the Toronto District School Board (she's now an equity and anti-oppression coach), and knows that students that age can already be engaging in bullying and inappropriate comments online, which spills into the classroom.

"It can go unchecked because people think they're too young," she says. "I've done community circles in the classroom, where we talk about appropriate conduct. I partnered with social workers, and we did a lot around feelings and the power of words."

Van Den Akerboom is happy to use electronic media for his classroom to post and share students' work; that's

Graham has taught Grade 4/5 and knows students that age can already be engaging in bullying. “It can go unchecked because people think they’re too young.”

— Shayle Graham, OCT



part of modern education. To him, the various platforms shouldn't change how he or anyone else behaves and presents themselves.

When remote learning started in the spring of 2020, Van Den Akerboom ran the students through a code of conduct for communicating online. He uses a class Instagram to allow parents (with their consent) to see pictures of class activities.

New vehicles should mean the same decorum. Once, a Grade 4 student used the classroom feed to ask Van Den Akerboom a question, using no punctuation and a slang salutation. All the students could see. Van Den Akerboom replied to the student privately, politely, but clearly reminding him to work on his wording. “Even with online tools, students need to know how to present themselves and act in a respectful and responsible manner,” he says.

That's true for teachers, too. Graham says things can come across differently than you intend in electronic communication. There's no intonation or facial cues to help with interpretation. So, what happens if she needs to email a student? Not only does Graham analyze her message (“I give the least amount of reasons possible to interpret anything the wrong way,” she says), she also copies

Professional Advisory

Maintaining Professionalism –
Use of Electronic Communication and
Social Media

UPDATED

The Council of the Ontario College of Teachers
approved this professional advisory on
September 27, 2017.

This advice applies to all members of the College
including, but not limited to, teachers, consultants,
vice-principals, principals, supervisory officers,
directors of education and those working in non-
school board positions.

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- As a digital citizen, model the behaviour you expect to see online from your students.
 - Teach students appropriate online behaviour and the proper use of comments and images.
 - Maintain professional boundaries by communicating with students and others electronically at appropriate times of the day and through established education platforms.
 - Maintain your professionalism by using a formal, courteous and professional tone in all communications with students and parents.
 - Avoid exchanging private texts, phone numbers, personal email addresses, videos or photos of a personal nature with students.
 - Decline (and avoid issuing) “friend” or “follow” requests from students. Consider the privacy implications of accepting these requests from parents.
 - Notify parents and your school administrator before using social networks for classroom activities.
- Excerpted from *Maintaining Professionalism – Electronic Communication and Social Media*.

Minimizing Risk: Advice to Members



“Anything you communicate with a student, you have to consider if you could say the same thing to a group of students, or with the administration present.”

— Alan Yeung, OCT

a teaching partner on the email. “Just for my added protection.”

Is your message professional? Does it inadvertently cross any lines? Alan Yeung, OCT, uses a simple test.

“Anything you communicate with a student, you have to consider if you could say the same thing to a group of students, or with the administration present,” says Yeung, head of technology at St. James Catholic High School in Guelph, Ont., part of the Wellington Catholic District School Board.

Krista Sarginson, OCT, has a similar philosophy. When she started teaching, she always imagined talking to students as if their parents were standing right behind them. (These days, with online sessions, she says the parents may actually be right behind the students, and you’d never know.) Just carry that ideal through, no matter the type of interaction.

At St. Leonard Catholic School in Manotick, Ont., part of the Ottawa Catholic District School Board, Sarginson teaches Grade 5. She has a classroom Twitter and web page, and uses Google Hangouts. Students use the chat to further their inquiry, and she does too, to provide feedback. Either way, she emphasizes that communications should be two things: “purposeful and accountable.”

It’s prudent to err on the side of caution, says Mykael Jackman. If you

send a message with a smiley emoji, congratulating a student on their work, that can be likened to putting a happy face on a returned assignment. No problem. Tell a student not to forget that an assignment is due, using all caps and three exclamation points? It can feel aggressive, like you’re screaming.

“Why take the chance,” says Jackman, who teaches hairstyling at Durham Hairstylist Academy, which is a college-level program run through the Durham District School Board and located inside G.L. Roberts Collegiate and Vocational Institute in Oshawa, Ont.

Being careful is just a good habit. Inappropriate emails, texts and other forms of electronic communication have been used as evidence in disciplinary cases, and cited in findings of professional misconduct. Examples range from using informal and unprofessional language with students (such as profanity), to intimate texting with students, all the way to sending students graphic sexual materials electronically.

Other smart practices: decline (and avoid issuing) “friend” or “follow” requests with students on social media; and avoid exchanging private texts, phone numbers, personal email addresses, videos or photos of a personal nature.

The advisory talks about operating in all circumstances online as a profes-

sional, just as you would in the community. That means if you’re using a web page or social media site professionally with students, treat the space like a classroom. Apply the same rigorous professional standards. It also means that if you’re active on social media, consider how any content may reflect poorly on you, your school or the teaching profession.

That should be true more broadly. Graham has heard teachers say inappropriate things in front of parents, like being condescending toward students. That’s not OK. Doing the same on social media only amplifies the message.

“Social media isn’t a diary where you have to vent,” says Graham. “What I’ve seen on Twitter is a lot of teachers being displeased with the profession, a lot of disdain. You might feel that way, but does it need to be publicly posted? What are you gaining?”

The College has disciplined teachers for social media conduct. One (reported in the June 2020 issue of *Professionally Speaking*) received a suspension and reprimand for retweeted posts that included offensive comments about, among others, Muslims, immigrants and refugees. The Discipline Committee panel stated that, “The Member’s behaviour had the potential to jeopardize his professional relationships with students and erode the public’s trust in teachers.”

Sarginson always imagined talking to students as if their parents were standing right behind them, and says just carry that ideal through, no matter the type of interaction.

— Krista Sarginson, OCT



In the U.S., other teachers have landed in hot water for tweeting (supposedly in jest) that they want to stab a few specific students, for calling students by an expletive on Instagram, for sharing photos of themselves on social media in highly provocative poses, and for hosting a white supremacist podcast.

Are teachers ever fully off the clock? Lisa Commisso, OCT, who's a teacher with the Halton Catholic District School Board, has seen Facebook posts where teachers count down the days to school ending, or post about being impatient to crack open a bottle of wine when classes are over.

Maybe that pales compared to other egregious acts. Still, Commisso wonders what kind of message even that sends. "Use your professional judgment," she says.

There's an old saying that the true test of integrity and ethics is what you do when no one is looking. It's about consistent behaviour, in public and private. It's a good credo, but the fact is that a lot of people are looking. Being a professional is a privilege, and operating that way at all times comes with the territory, says Commisso.

"We're in a public role and we've chosen to be," she says. "You have to be cognizant of what you're doing. Whether you're on duty or off duty, you're the same person. You're a role model." **PS**

Creating the Best Virtual Learning Spaces

The widespread use of remote learning has created both new opportunities and new challenges. Advancements in video-conferencing technology also mean an increased level of responsibility. That's why the College has produced guidelines on ways to connect with learners using video conferencing (go to oet-oeeo.ca/dsacgh).

The guidelines aim to help Ontario Certified Teachers exercise professional judgment to avoid potential risks and safely create their own virtual learning space. Among the reminders:

- Follow the policies, resources and advice provided by the College, your employer and the Ministry of Education. That includes using employer-approved digital platforms and technology, and becoming familiar with each platform to ensure confidentiality and privacy. Avoid using your personal email/texting and social media accounts for instructional purposes.
- The same standards, behaviours and legal obligations that apply in the classroom also apply online. So keep your language and tone professional. Remember you are on camera. Assume that you're visible and can be heard throughout your session.
- Maintain professional boundaries. When video conferencing is used, boundaries can begin to blur as students and teachers are participating from their homes. All communication with students, parents and guardians should be professional. Make sure they happen during the regular instructional day and are related just to student learning or progress.
- Use professional judgment to ensure protocols are in place for the safety and privacy of participants. Be aware of content ownership, student information and privacy settings. Let students and parents know that video sessions may be recorded (by you or other participants) and could be shared broadly. Be aware that chat features aren't private and shouldn't be used for side conversations.
- Video conferencing lets you see your students and, possibly, their environments. You're still the adult in the virtual room. If you become aware that students are being abused, neglected or cyberbullied, or are experiencing mental health issues, follow your board's protocols.



Wonder Woman

Actor and *Avengers* star Cobie Smulders sheds light on the teacher who helped her discover her superpower.

BY TEDDY KATZ

Yeah, you did it! You guys friggin’ did it!” That was actor Cobie Smulders in a recorded video message last June that went to the graduating class at Lord Byng Secondary School in Vancouver.

It was Smulders’ high school, too, until she graduated in 2000. In her message, Smulders tries to speak directly and genuinely to each of the graduates in this unusual year, saying, “Let’s just call it what it is: A bummer.” She’s talking about COVID-19 disrupting their end-of-school rituals and celebrations.

“Guys, I know first-hand what a challenging place high school can be. I did it. I’m a survivor as well,” Smulders jokes in her message.

In the two-minute video Smulders is at times silly, at times poignant, touching and human, and speaks about their shared experiences. “I mean, I know that Mrs. Hughes is still teaching there,” say Smulders. “[I remember we read] *Animal Farm* and it got very real.”

Mrs. Hughes is Amy Hughes. She also attended “Byng,” as the students call it, and has been teaching English and theatre at the school for 31 of her 33 years in the profession. Hughes taught Smulders English in Grades 10, 11 and 12, and definitely left her mark.

“I think Mrs. Hughes — it’s still hard for me to call her Amy — was the first teacher I saw as a human. Not just as an educator but a woman with a life outside the classroom,” Smulders says. “She instilled in me a broader view of the world and had me read books that enabled me to see from a new perspective.”

Smulders’ video message came about after Ryan Reynolds, another Vancouver-raised celebrity, posted a video and bought pizza for all the graduates at his alma mater, a neighbouring school that just happens to be Byng’s biggest rival.

“Someone on staff said to me, ‘Do you think Cobie would do one of those [videos]?’ so I just emailed her.” Hughes says Smulders was happy to do it, adding, “She continues to give back to the school in so many ways.”

Since leaving Byng, Smulders has built quite the acting résumé. She starred in the ABC drama *Stumptown*. She’s performed alongside Tom Cruise, and she’s played a kick-ass, gun-toting superhero in the *Marvel Avengers* series including the box-office record-breaker *Infinity War*.

Smulders started making a name for herself when she was just 23. Then, in 2014 she was nominated for a People’s Choice Award for her part on the CBS hit comedy *How I Met Your Mother* — a role that seemed written for her, in many ways. For starters, she played a Canadian and introduced a global audience to,

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among other things, Canada's collective passion for Tim Hortons, hockey and universal health care.

Smulders' Canadian roots have always been important to her. Every year she donates money in the form of a "Centre Stage Award" at Byng, which goes to students who plan to pursue careers in the performing arts.

Smulders isn't the only celebrity to come out of her school. The year she graduated, Byng started a mini arts academy and it's become a magnet for talented musicians, actors and artists who audition to attend.

With all that talent around, Smulders didn't really stand out from the crowd in her high school days. Truth be told, she didn't really want to.

"She was a B student. She was thoroughly, beautifully average, and yet exceptional at the same time," Hughes says.

Smulders didn't like to be the centre of attention, but as it happened, the camera loved her. For a while in her teen years, she worked as a model and even travelled the world to walk the catwalk for international shows.

None of that went to her head, however. "She wasn't a look-at-me kid. She was, 'I'm in the herd and periodically have to pop out to model.'"

Her low-key approach included an effort to make her teachers happy. "I very much wanted to have my teachers like me and worked hard to make them proud," Smulders says.

Hughes was one of those teachers. "She had spunk. She was the kid whose eyes would sparkle when she smiled," says Hughes. "You would ask a question in class and look out at the students and think, no, I haven't got that one, nope, haven't got that one either. But that one there will follow me anywhere. She was that kid."

Alongside the modelling, Smulders began to gravitate toward roles in high school plays. But Hughes says there wasn't one "aha" moment where Smulders showcased her acting talent and signalled that she was going places. It was more her way of relating to people.

"She has that social-emotional intelligence that is so profound. That's what takes you places," says Hughes.



Amy Hughes teaches English and theatre at Lord Byng Secondary School in Vancouver.

Some of that EQ may have grown out of her experiences at Byng. Looking back now Smulders says, "High school can be a magical, painful time of growth." She says Hughes often pushed her and her classmates, gently, out of their comfort zones.

For example, Hughes likes to equip her students with essential tools for debate. Her goal is to get them thinking critically and building their own arguments while breaking down stories and examining themes, plot and character.

"I remember reading out loud in her class and feeling incredibly nervous," says Smulders. "This was really the first time I raised my voice to speak in front of a group."

Hughes isn't surprised to hear this. "She was kind of a shy kid. It's one thing to get on stage and play somebody. It's another thing to be you."

As a teacher, Hughes worked hard to build her students' confidence and stretch their experiences. "When I look back at high school, it seems like I was continuously put into moments that made me petrified," says Smulders.

That risk-taking practice was put to use a short while later. At 22, after a few years of acting classes, Smulders drove to Los Angeles, looking for a way into an acting career. Not long after, she landed her role in *How I Met Your Mother* and hasn't looked back since.

Hughes says she's proud of Smulders' ability to remain down-to-earth in a high-flying profession. "There are so many people who've bought into the glamour. But that's not Cobie. She's just doing her job and doing it well.

Staying grounded likely helped Smulders through an especially dark time. At 25, she was diagnosed with ovarian cancer. She had multiple surgeries over two years and only revealed the struggle some time afterwards. Now in remission, and a mother of two girls, Smulders says her battle with cancer has made her a better person and a better mom.

That healthy perspective has always been Smulders' particular strength. "I like to tell my students every one of them has a superpower," says Hughes. "Cobie has her superpower. She's just a good human. I really don't think Cobie has changed a lot in the last 20 years."

The admiration is a two-way street. When Smulders let Hughes know she hoped to single her out for this article, Hughes found it humbling.

"It matters to me as a human that Cobie thinks that way of me. I think that's lovely." **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.



Better Protection for Ontario Students

The College welcomes long-awaited changes to its legislation.

Long-recommended Council changes to the College's governing legislation have arrived — to the ultimate benefit of Ontario students.

As part of the fall economic statement on November 5, Ontario's provincial government introduced Bill 229, *Protect, Support and Recover from COVID-19 Act* (Budget Measures), 2020, which included significant proposed changes to College governance and the discipline process.

"The protection of the public interest and the safeguarding of students is critical to our role," College Deputy Registrar Chantal Bélisle, OCT, said in a media release following the tabling of the bill. "The modernization of our Act will provide the tools necessary for the College to fulfill its mandate and mission."

The legislation mirrors and reinforces numerous recommendations the College's Council has made to the government in recent years, including changes to the College's governance structure following an independent review in 2018.

Council endorsed most of the review's 37 recommendations.

Among the proposed reforms, Bill 229 recommends:

- reducing the size of Council to 18 from its current 37 members;
- lifetime bans without opportunity for reinstatement for educators found guilty of sexually abusing students or for involvement in child pornography;
- introducing a proactive sexual abuse prevention program; and
- providing public access to all teacher disciplinary decisions issued by the College.

Once passed, the legislation will enable the College to complete a corporate governance restructuring that will serve as a model for professional self-regulation in Ontario.

Council and committee members will be selected from a diverse group of individuals, including members of the profession, with attributes and competencies to govern the teaching profession in the public interest.

This will be achieved through an open and transparent application process. Furthermore, the proposed changes will enable the College to dispense

with costly elections that resulted in low candidate and voter participation. Once enacted, the legislation will dissolve the College's 2021 election now in process. However, opportunity for greater and more diverse individual College member participation will increase on Council, committees and panel rosters.

The College has always operated within the legislation of the day and welcomes measures that further protect students.

A number of the amendments included in the bill were previously endorsed by Council, including having authority to request medical assessments during disciplinary investigations.

"The College has worked diligently on recommendations that protect students and looks forward to working with the province on the reforms," says Council Chair Nicole van Woudenberg, OCT. "Council will review and discuss the proposed amendments as additional information becomes available."

If the legislation is not approved, the College will proceed with its planned election for its 9th Council. **PS**



Professional Boundaries

From electronic communication to physical contact, the College's new advisory provides practical advice to teachers on maintaining appropriate boundaries.

BY BRIAN JAMIESON

Time and proximity with students. Power imbalances. Shifting conditions within a school or a school community. These and more highlight the professionalism of Ontario educators daily.

Teachers need time with students to know them and their learning needs. Proximity builds trust. But boundaries must be respected. Knowing what to do and how to act to maintain respect and integrity in all learning environments and situations can sometimes feel like walking a tightrope.

"We know that practitioners go out of their way to create positive learning environments and experiences for students," says College Deputy Registrar Chantal Bélisle, OCT. "Our advice is practical and instructive but not exhaustive. It recognizes different situations and challenges and is built on our collective professional ethics and standards of practice while respecting employer, legal and legislative direction."

"Boundaries" are defined as "the verbal, physical, emotional and social distances that an educator must maintain to ensure structure, security, and predictability in an educational environment." Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and by practising in accepted learning environments, secure boundaries are in place for all members of the schooling community.

The College's *Professional Boundaries — An Advisory for Ontario Certified Teachers* resource document states: "Educators hold authority and students trust their safety and welfare to them. Boundary violations occur when the imbalance of power tips toward serving the educator's needs, not the student's, and the student's welfare is compromised."

The advice aims to support teachers, regardless of where they are in their careers. It helps to clarify professional responsibilities within the context of professional, employer and community standards, legislation and the law.

The document caps months of extensive research and consultation by the College, exploring educational responses from educators in different countries, and consulting broadly with experts, stakeholders and critical readers in and outside Ontario. While it recognizes the various roles educators fill with students, parents/guardians, colleagues and others — and the different contexts in which they work and serve — the advice is specific to the educator/learner relationship.

As with previous College advice, it stresses the importance of educator awareness and personal reflection. It asks practitioners if they know the different types of boundaries, whether they've set clear, appropriate boundaries with their students, and if they can discern legitimate professional behaviours from possible violations.

It asks, Do you keep good records, recognize and avoid potentially problematic situations, or know what to do if you see conduct you believe is unprofessional?

Establishing professional boundaries can be complicated. Right and wrong aren't always clear. The advisory provides several examples of avoidable behaviours and guidance. However, educators are reminded to check their board's policies and protocols and to never assume that conduct that is not specifically prohibited is acceptable.

"Every day, teachers live and demonstrate the ethical standards of care, trust, respect and integrity. Our advisory honours that," says Nicole van Woudenberg, Chair of College Council. "It also provides guideposts to help to ensure that educators maintain the good judgment and common sense they need to fearlessly guide, instruct and support their students." **PS**

Reading in print? Refer to the professional advisory provided with this issue for more information on how to maintain professional boundaries with students. You can also read it online at oct-oeeo.ca/boundaries. For the College's complete list of professional advisories, please visit oct-oeeo.ca/professionalladvisories.



Far and Away

Ontario Certified Teachers share their experiences working in remote communities.

BY WENDY GLAUSER

Teaching in a remote community takes creativity, tenacity and empathy in droves. Teachers often need to creatively customize the curriculum for split grades, use technology in innovative ways, and change lesson plans on a dime (like when a photocopier breaks down and can't be fixed until a repair-person flies in). We spoke with four educators — from Red Lake, Ont., to Pangnirtung, Nunavut — about the rewards of teaching in a small community and what the experience has taught them about showing up for their students.

EXPANDING HORIZONS:

Breanna Heels, OCT,

Bluewater District School Board

Breanna Heels, OCT, spent two years as the K–12 leader of experiential learning at Bluewater District School Board working with teachers and students in 41 rural schools. (Last year she became vice-principal of École Hepworth Central Public School with the Bluewater board.)

With the driving philosophy “Think global, act local,” Heels took students outside, and on trips to the Bruce Trail and Bruce Peninsula National Park, to do geocaching, learn about forestry, make art, engage in physical activity, and more.

Many of the students had never been to the national park, a short drive away. She recalls one student

saying in awe, “Look how beautiful these rocks are!” Heels says she wants to instill a love for the natural environment in the kids so that they can be stewards for the next generation. “You protect what you love, and so I don't just want to tell students it's important to protect their environment, I want students to feel that for themselves.”

For a project she calls The Change-maker Classroom, Heels worked with Grade 7 and 8 teachers to challenge their students to work toward a different sustainable development goal ([globalgoals.org](https://www.globalgoals.org)) each month. Students have taken actions like visiting a local waste management facility to identify opportunities for greater landfill diversion and hosting a community potluck to raise awareness about hunger.

In the classroom, Heels connected students to online tools like National Geographic's teaching resources and Google Earth Voyager. “Some of the schools I've worked with were surrounded by fields, on a busy road, so then I say, ‘Look what's in your backyard, we have to be really creative,’” says Heels, who is one of 200 National Geographic Certified Educators across Ontario. As one way to help students understand their political and historical landscape, Heels used Google Earth Voyager's Residential Schools interactive. Students can locate the residential schools that once stood

nearby, and learn about the impact of the atrocities that took place in these schools, while also learning about the local Indigenous communities that have long taken care of the natural resources.

Before her board role, Heels taught Grade 7/8 in Lion's Head, Ont., the community of 600 that she grew up in. “I can really see myself in my students, and I can see how much education has transformed my life and who I've become,” she says. “There's a power in teaching in a remote context ... it's even more important to make sure that we are connecting our students to the world.”

CONNECTING WITH COMMUNITY:

Branden Simair, OCT,

Pangnirtung, Nunavut

Immediately after graduating from his teacher education program, Branden Simair, OCT, spent one year teaching in Nunavut. Fifteen years later, friends from the territory encouraged him to apply to a vice-principal position in a Grade 6–12 school in Pangnirtung. This time, he brought his young son and his wife, Clara Simair, OCT, who was a learning coach at the school.

Having his family made the first four months so much easier, compared to his last experience, says Simair. “This time around, I made friends much faster because my son was making friends at the daycare, and so we got to know the parents of his friends.”



(Left) Students take a trip to nearby Bruce Peninsula National Park; (right) hockey is a favourite pastime for youth in Pangnirtang, Nunavut.

“There’s a power in teaching in a remote context ... it’s even more important to make sure that we are connecting our students to the world.”

— Breanna Heels, OCT

Simair says kids would yell “Branden!” when they saw him in the community, and he was invited on ice-fishing trips. “If somebody goes out hunting, and gets a seal, they post on the online Pangnirtung news announcements that there’s free meat to pick up,” he says.

To build trust with the students and wider community, Simair introduced intramural programs, as the community was too remote to allow competitive travelling teams. For each new program, the students got to vote for which sport they’d do (they chose hockey, basketball, soccer and badminton). At the end of each session, Simair organized tournaments where students’ names were called out over a speaker as they ran into the gym, community members were invited to watch, and there were play-by-play announcements. “It was a real championship experience for the kids,” he says.

Simair was drawn to this work because he wanted to help the community after seeing media reports about its reckoning with suicides the year prior. As students began to feel more comfortable with him, they began opening up about a parent, relative or friend who had taken their own life. “Sometimes it’s just providing a quiet, relaxing space where the student can be heard and just cry,” he says. “Everyone has a story, and [some are] heartbreaking, but they’re

so resilient and they’ve come through it as amazing, fantastic kids.”

COLLABORATION AND SUPPORT:

Isabelle Racine, OCT, Red Lake, Ont.

Isabelle Racine moved to Red Lake nine years ago because the northern Ontario community of 4,000 was close to her husband’s work (he’s in mining), and it seemed like the perfect community to raise their children. “People are warm and helpful,” she says. “And there’s so much to do — hunting, fishing, snowmobiling, canoeing, boating. We have all kinds of toys.”

Last year, Racine was one of three teachers at École catholique des Étoiles-du-Nord, part of the Conseil scolaire de district catholique des Aurores boréales, where she taught 11 students in Grades 5 to 8. (She is now the principal of the school). Teaching multiple grades requires an ability to make connections between the curriculum of each grade, says Racine. All the students might read the same story, but they’ll be asked to look for different aspects — Grade 5s might identify the different points of view while Grade 8s might consider narrative choices. “We start with the basics and then send the younger grades to work, and go deeper for the older grades,” she explains.

Every day, Racine had informal meetings with the two other teachers in her school, and she also met



(Left) Students in Red Lake, Ont., collaborate in music class; (right) Keewaywin students learn how to fish on a field trip.

bi-monthly with her colleagues from the board. These brainstorming and support sessions helped the teachers find ways of adapting her lessons for a range of abilities and grade levels. “Someone might suggest an online tool or even a good book,” she says. Now, as principal, she has daily meetings with her staff of five.

But Racine occasionally needed to split up the older and younger grades, to hit home a teaching point or to talk frankly about issues the students are facing. She’d ask the principal or the support teacher to take the younger grades when she needed to talk to the Grade 7s and 8s about “something that happened on an online chat last night,” for example.

There are also advantages to teaching multiple grades, says Racine. If a new student doesn’t understand the rules, she put them beside a Grade 8 mentor. “They’d explain, ‘Madame likes it this way. You have to write your name on that side, and write the date there,’” she laughs. “They mature quite fast.”

**CARING COMES FIRST:
Albee Eisbrenner, OCT,
Big Trout Lake, Ont.**

In many small, fly-in communities in the North, teenagers have had no choice but to move away from their parents and board with a host family. Keewaytinook Internet High School

(KiHS) provides families an alternative option in 15 northern communities, which range from 300 to 1,000 people.

Albee Eisbrenner, OCT, was attracted to the model when he started teaching in North Spirit Lake First Nation in 2018, followed by Kitchenuhmaykoosib Inninuwug (also known as Big Trout Lake) the next year. “The community benefits from having their kids for longer. And the students are able to feel that sense of belonging and identification when they’re still figuring out who they are.”

Each community has at least one classroom and one teacher who teaches a specific subject online, be it chemistry or English, in addition to supporting their in-class students through their online courses. They help the teenagers navigate the technology, act as an intermediary between the student and the online teacher, or talk through personal struggles.

In addition to teaching phys-ed and math, Eisbrenner is also a coach for high school graduates. He’ll talk to kids about their interests, motivate them to get the credits they need, and stream presentations from representatives of universities and college programs, organizations and companies. One recent graduate is pursuing a college degree to become a motive power technician, another plans to become a teacher, while another is

Tips for a successful integration

In a fly-in community, you need to be ready to go with the flow. (Branden Simair, OCT)

When integrating into a remote northern community, you have to take the first steps. (Isabelle Racine, OCT)

It helps to connect the local curriculum with traditional activities in Indigenous communities. (Albee Eisbrenner, OCT)

pursuing a career in the Armed Forces.

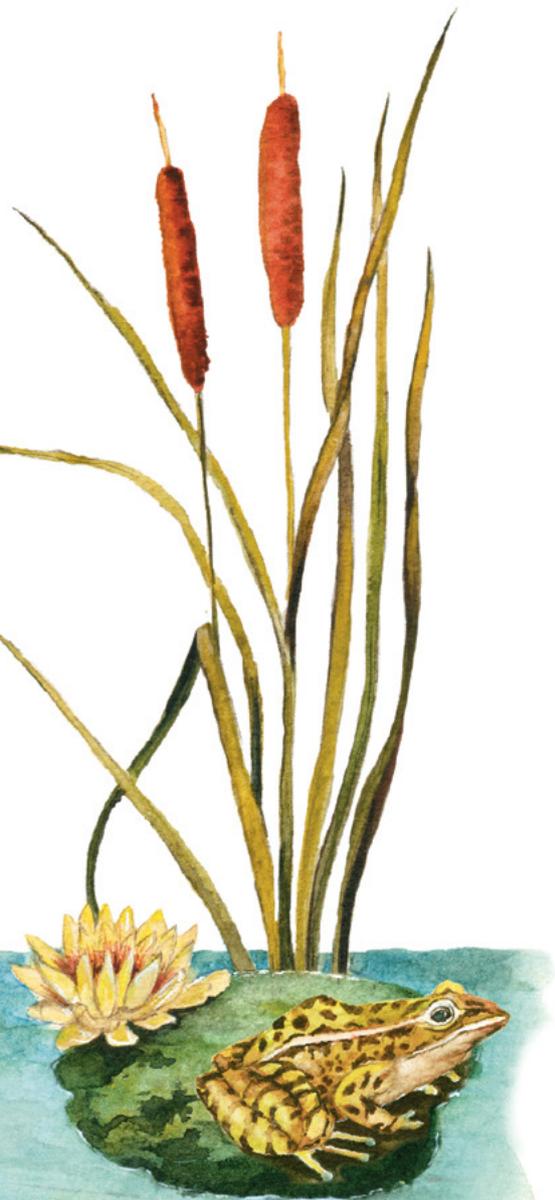
With COVID-19, Eisbrenner and others have been helping students access laptops and an internet connection. “Now, we’re starting with, ‘How are you? What are you doing for your health?’ as opposed to ‘I noticed that you only did three assignments last week,’” says Eisbrenner. “The students need to feel that they’re being cared for before they’ll reach out about the academic part.” **PS**



Going Green

Strategies for creating eco-friendly and sustainable schools.

BY LISA VAN DE GEYN



The staff and students at the school where Lisa Jeffery, OCT, teaches have been eco-friendly focused for 14 years, but their EcoTeam wasn't truly engaged outside of Leamington District Secondary School until six years ago.

Back in the summer of 2014, locals were told a massive harmful algae bloom appeared in nearby Lake Erie. The damage was widespread and far-reaching: Leamington, Ont., residents were advised not to swim in the lake; Pelee Island businesses suffered because tourists stayed away; and neighbours southwest in Toledo, Ohio, didn't have access to safe drinking water.

The environmentally conscious folks at Leamington District had a plan of action.

"The EcoTeam decided to put all their energy into learning about the issue, educating our community about it and working with stakeholders to try to reduce the high phosphorus levels that were contributing to the problem," says Jeffery, who teaches Grade 11 and 12 university preparation biology. "They called their mission, 'Algaecation,' and it really made an impact. In May 2015, we held a Harmful Algal Bloom Summit to bring together citizens, scientists, First Nations

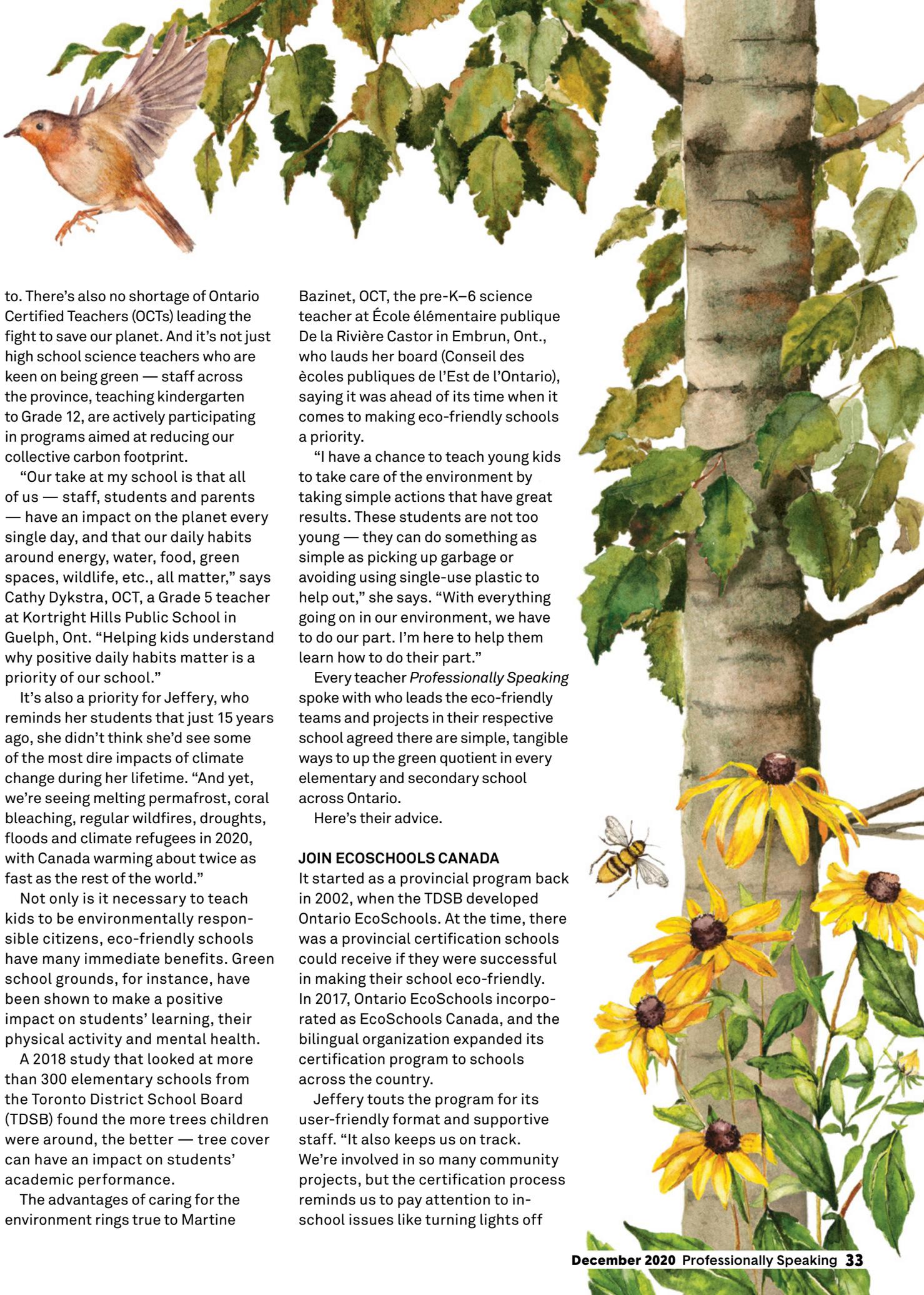
leaders, industry representatives, all levels of government, and students in Grades 5 and 12. We learned from one another and worked collaboratively to develop solutions. We received media coverage, and our EcoTeam was asked by the Ministry of Natural Resources and Forestry to provide input on strategies to reduce phosphorus levels in Lake Erie."

Since that time, says Jeffery, Canada has committed to reducing phosphorus levels by 40 per cent, and the EcoTeam found a successful formula to effect change through their school group.

"They learn about an environmental issue from experts, develop and deliver educational programs for students and adults, then engage stakeholders to develop solutions. We've since used this formula for other causes, including wetland conservation, pollinator protection, food waste, invasive species, plant-based eating and climate action," Jeffery says.

She also credits the Essex Region Conservation Authority as a valuable resource, support and collaborator when implementing solutions to environmental issues.

The truth is there's no shortage of environmental causes to bring attention



to. There's also no shortage of Ontario Certified Teachers (OCTs) leading the fight to save our planet. And it's not just high school science teachers who are keen on being green — staff across the province, teaching kindergarten to Grade 12, are actively participating in programs aimed at reducing our collective carbon footprint.

"Our take at my school is that all of us — staff, students and parents — have an impact on the planet every single day, and that our daily habits around energy, water, food, green spaces, wildlife, etc., all matter," says Cathy Dykstra, OCT, a Grade 5 teacher at Kortright Hills Public School in Guelph, Ont. "Helping kids understand why positive daily habits matter is a priority of our school."

It's also a priority for Jeffery, who reminds her students that just 15 years ago, she didn't think she'd see some of the most dire impacts of climate change during her lifetime. "And yet, we're seeing melting permafrost, coral bleaching, regular wildfires, droughts, floods and climate refugees in 2020, with Canada warming about twice as fast as the rest of the world."

Not only is it necessary to teach kids to be environmentally responsible citizens, eco-friendly schools have many immediate benefits. Green school grounds, for instance, have been shown to make a positive impact on students' learning, their physical activity and mental health.

A 2018 study that looked at more than 300 elementary schools from the Toronto District School Board (TDSB) found the more trees children were around, the better — tree cover can have an impact on students' academic performance.

The advantages of caring for the environment rings true to Martine

Bazinet, OCT, the pre-K–6 science teacher at École élémentaire publique De la Rivière Castor in Embrun, Ont., who lauds her board (Conseil des écoles publiques de l'Est de l'Ontario), saying it was ahead of its time when it comes to making eco-friendly schools a priority.

"I have a chance to teach young kids to take care of the environment by taking simple actions that have great results. These students are not too young — they can do something as simple as picking up garbage or avoiding using single-use plastic to help out," she says. "With everything going on in our environment, we have to do our part. I'm here to help them learn how to do their part."

Every teacher *Professionally Speaking* spoke with who leads the eco-friendly teams and projects in their respective school agreed there are simple, tangible ways to up the green quotient in every elementary and secondary school across Ontario.

Here's their advice.

JOIN ECOSCHOOLS CANADA

It started as a provincial program back in 2002, when the TDSB developed Ontario EcoSchools. At the time, there was a provincial certification schools could receive if they were successful in making their school eco-friendly. In 2017, Ontario EcoSchools incorporated as EcoSchools Canada, and the bilingual organization expanded its certification program to schools across the country.

Jeffery touts the program for its user-friendly format and supportive staff. "It also keeps us on track. We're involved in so many community projects, but the certification process reminds us to pay attention to in-school issues like turning lights off



and reducing food waste,” she says, adding her school has been certified at the platinum level for the last four years; its EcoTeam is 14 years old and has more than 50 active team members. “Some students attend our weekly meetings to learn about local and global environmental issues from our own members or from local experts. Others like to dive into the data and conduct energy and waste audits, report their results and develop action plans to reduce our impact. We also have our outdoor enthusiasts, who always show up for community beach cleanups, tree planting, habitat restoration and amphibian monitoring,” she says.

MAKE IT PART OF YOUR SCHOOL CULTURE

“When new teachers come to our school, they say they notice the many systems we have put in place to encourage environmental learning and sustainable practices,” says Jeffery. That’s because she and her teachers ensure eco-projects figure prominently when it comes to school activities.

The same is true for Ontario Certified Teacher Michael Michaud’s gold-certified school, Seneca Trail Public School in Oshawa, Ont. — they’ve made their pollinator garden an integral part of the whole school experience. “We’ve worked very hard to establish our pollinator garden as the central focus of our eco-efforts. The creation of this garden has had a huge impact on our staff, students and the community,” he says. “It’s used as an outdoor classroom to learn about ecosystems and understand the importance of planting indigenous species of plants. It’s also a place of honour where we have planted two trees in memory of two former teachers who recently passed.”

LET STUDENTS TAKE THE LEAD

Eco-leaders shouldn’t just be teachers and staff — students have an innate curiosity, and this is a prime way to get them engaged. In Jeffery’s high school, the EcoTeam makes decisions democratically. “That means sometimes we proceed with a plan that wasn’t mine, and that’s OK. Students assume major responsibilities like educating adults and challenging community leaders to employ science-based environmental decision-making,” she says.

“We have also elected our own Minister of the Environment on student parliament to ensure environmental responsibility is reflected in student events. And students helm a variety of roles; for example, the publicity manager handles most media interviews, helps with social media posts and sometimes contributes articles about environmental issues to our local newspaper.” Dykstra says the program at her elementary school is run by students from Grades 3 to 8, as well as a Grade 5 class, who learn the majority of their subjects “through an eco-lens.”

The groups focus on empowering students and strengthening passion in the environment. “Our eco-leaders fulfil most of the requirements of being a gold-certified EcoSchool. They monitor the recycling, classroom lighting and technology habits across the school, make morning announcements, create posters for the hallways and lead school assemblies,” she says, adding they organize events and have spoken in the community at events such as the Pollination Guelph Symposium.

PARTNER WITH AND ENGAGE THE COMMUNITY

The compostable waste program at Michaud’s school allows students and staff to leave their compostable waste



(from snacks and lunch) at school. “Our community neighbours then allow us to leave the green bins out on their curb on the day of pickup. We have calculated that we’re diverting approximately 30 kilograms of waste from our landfill each week,” he says.

MAKE IT FUN

It’s an obvious one, yes, but there’s fun to be had when it comes to saving our planet. Kindergarten teacher Jacqueline Floh-Hilts, OCT, at Toronto’s gold-certified Churchill Public School, has an alter ego — she’s ECO Girl. “I dress up during assemblies to help motivate the school to be eco-friendly. ECO Girl started off as a Halloween costume but has transformed into something the whole school loves,” she says. “When ECO Girl comes in, she tells the students about our eco-initiatives. When they ask if I’m her, I deny it.”

Melissa Binfield, OCT, a teacher at St. John Catholic Elementary School in Beamsville, Ont., uses her school’s surroundings (the Niagara Peninsula) to create fun projects for students. “When I taught kindergarten, my students would ask about the wild grapes that grew along the fence in our play area. This prompted me to tell them where our food comes from. A local greenhouse offered

to donate some pots, plants and soil,” she says. “So, we planted the vegetables and took care of them in our kindergarten enclosure. The children watched them grow and later helped harvest. This project has inspired many children in our school to ask their parents about making their own vegetable gardens.”

BE A ROLE MODEL

Karen Stelling, OCT, has been a lifelong environmental advocate and was involved in her high school’s eco-club, so it doesn’t come as a surprise that the Grade 10 and 12 science and chemistry teacher at platinum-certified Riverdale Collegiate Institute in Toronto practises what she preaches in her own classrooms. “I take my students outside as much as I can,” she says. “I also go paperless as much as possible and think through to the ‘end’ of a ‘product.’” For example, she says, if students are making cell models out of Plasticine, that’s going to end up in the landfill.

“Using stuff that is already waste, or biodegradable products, is important. I also have a rule that you can’t purchase anything that you use to make something for class. It’s also important to teach everyone that this is not a problem somebody else is going to fix for them.” **PS**



Keep Learning

These College-accredited Additional Qualification (AQ) courses and professionally learning resources offer teachers a better understanding of environmental issues and how to engage students about eco-topics.

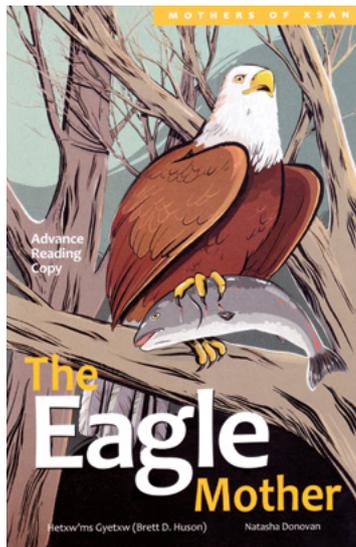
- Schedule C - Environmental Education AQ
- Schedule D - Environmental Education AQ (Part I, II and Specialist)
- Exploring Ethical Professional Practice: Ecological Consciousness and Eco Justice

(oct-oeeo.ca/findanAQ and oct-oeeo.ca/ecoplacemats)

ILLUSTRATION: MARIANE GONDIM

Your guide to recently released books and other teaching resources.

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The Eagle Mother, HighWater Press, an imprint of Portage & Main Press, Winnipeg, 2020, ISBN 978-1-55379-859-0, hardcover, 32 pages, \$23, highwaterpress.com

The Eagle Mother (Mothers of Xsan, Volume 3)

BY HETXW'MS GYETXW (BRETT D. HUSON), ILLUSTRATED BY NATASHA DONOVAN

This non-fiction picture book written by an Indigenous author from north-west British Columbia is the third in the *Mothers of Xsan* series that includes *The Sockeye Mother* and *The Grizzly Mother*. It outlines the life cycle of a bald eagle family and highlights the ecosystems of the area. The use of the word “Mother” in each of the series titles reflects the maternal emphasis of the Gitxsan culture.

The eagle family’s story begins in early spring with the eagle mother protecting two eggs in a black cottonwood tree nest. By the end, it is late fall and the eaglets are learning how to hunt sockeye as they prepare for independence.

Terms such as flurry, incubating, fledge and branching are defined in text boxes. Words in the Gitxsan language are used throughout the book, as well, with their English translations provided.

Illustrations incorporate elements of Indigenous art and provide snapshots of the environment. The book also includes a brief description of Gitxsan culture and a fascinating list of 13 words used for “moon” that reflect the seasons. Given all these elements, this book will complement many aspects of the curriculum including First Nations, eagles, life cycles and ecosystems.

While the vocabulary may challenge some, the book is still suitable for late primary to intermediate students.

Margaret Griff is the school librarian at John Knox Christian School, Brampton, Ont.



Larkin on the Shore, Red Deer Press, Markham, Ont., 2019, ISBN 978-088995-577-6, softcover, 312 pages, \$14.95, reddeerpress.com

Larkin on the Shore

BY JEAN MILLS

Ripped from the only home she has ever known in Toronto, 16-year-old Larkin Day is sent to spend the summer with her grandmother, Anne, in quiet Tuttle Harbour, N.S. She’s had a tough school year and her father is convinced that getting her away from her friends is a good move.

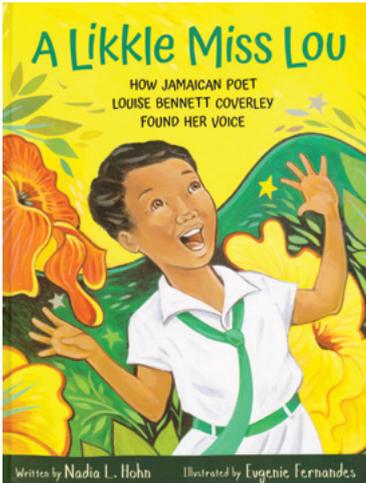
But, with her Granne preoccupied opening a coffee shop, Larkin’s arrival is unexpected. What’s more, Larkin soon discovers that warped relationships, innuendos, vicious gossip, stereotyping, and rumours are not limited to the big city. *Larkin on the Shore* is a story of cultural discoveries, family bonds and social-emotional growth. It is a coming-of-age novel and a mystery full of teenage angst and generation-gap misunderstanding.

This novel can be used effectively in a classroom thematic study of grandparents thrust into a parenting role, and would make an excellent discussion starter for the problems of fitting in as an adolescent. What’s more, its use as a young adult mystery could spark comparisons with other “junior sleuths.”

Early teen readers who offered their input loved the title character. The story prompted discussions about how the protagonist’s problems compared with their own issues.

This novel would be an excellent addition to young adult collections for any school, classroom or personal library collection.

Gail Lennon has decades of teaching experience at various levels and is currently writing and doing literacy work in Ontario and Florida.



A Likkle Miss Lou

BY NADIA L. HOHN, ILLUSTRATED BY EUGENIE FERNANDES

A Likkle Miss Lou tells the story of Louise Bennett Coverley, known as Miss Lou, a renowned Jamaican writer who inspired and connected people around the world. She used radio, theatre and television to share her humour, storytelling skills, songs and beloved dialect to narrate her rich cultural heritage.

The reader is introduced to young Louise in 1928 as a schoolgirl in Jamaica who is drawn to the rhythms of the language she hears around her. She expresses her love of words through writing in her notebook.

Through cheerful illustrations, the author invites readers to travel to the Jamaican landscape, where Louise shares her curiosity and fascination with the patois dialect she hears in the city, in her grandmother's stories, and in local songs.

However, Louise is uncertain about expressing these impressions in writing. After her teacher scolds her for not writing in a way "fit for a top school," Louise's mother tells her she will begin attending a new school named Excelsior, where students are

A Likkle Miss Lou: How Jamaican Poet Louise Bennett Coverley Found Her Voice, Owlkids Books, 2019, ISBN 978-1-77147-350-7, hardcover, 32 pages, \$18.95, owlkidsbooks.com

encouraged to memorize poems and recite them on Friday afternoons. This book's descriptive style and illustrations welcome readers to join fearful Louise, about to speak in front of her new friends and teachers at her new school.

Recalling an earlier experience hearing the confidence and bold laughter of women chatting on a city bus, Louise recites a rhyme in the patois dialect, wondering how her new classmates and teacher would react. The excitement and applause from her classmates and teacher conclude the story with joyful optimism: "Louise had finally found a safe place to share her beloved words. And one day she would take them to the world."

A Likkle Miss Lou emphasizes how schools create supportive environments for students to explore their interests and contribute to their communities. The author includes many helpful notes, a glossary of local terms and references to published poems, and traditional Jamaican folk songs.

A Likkle Miss Lou is indeed an engaging, relatable read-aloud book that affirms cultural identity through everyday childhood experiences. Louise Bennett Coverley's writing and productions could be interesting literary text selections to investigate text forms, style and voice.

Marlene Augerman, OCT, is a kindergarten teacher with the Greater Essex County District School Board.

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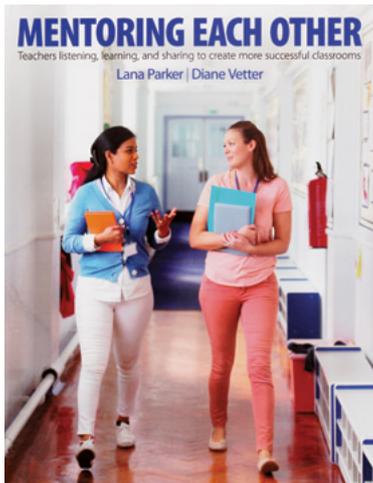
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Mentoring Each Other: Teachers listening, learning, and sharing to create more successful classrooms, Pembroke Publishers, Markham, Ont., 2020, ISBN 978-1-55138-346-0, softcover, 160 pages, \$24.95, pembrokepublishers.com

Mentoring Each Other

BY LANA PARKER AND DIANE VETTER

Teachers who listen, learn and share through mentorships can create more successful classrooms. This is the foundation of *Mentoring Each Other*. Co-authors Lana Parker and Diane Vetter address the challenges and opportunities in developing relationships through formal and informal mentoring processes. The book identifies strategies to foster progress and growth in these relationships.

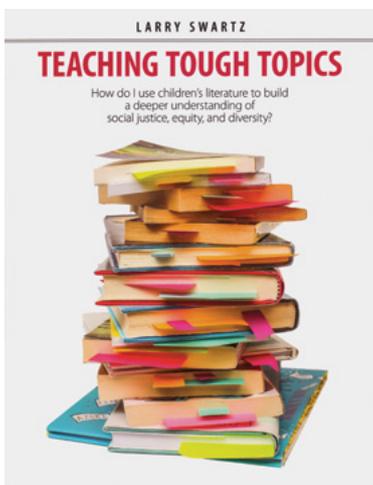
The authors examine the leadership opportunities for a mentor along with the knowledge and skills development opportunities for a mentee.

Parker is an assistant professor at the University of Windsor's faculty of education, and Vetter is course director for York University's faculty of education. Mining that experience, the book

includes stories from the field that provide evidence of reciprocal learning. Clear and concise charts, including one about clarifying expectations to reduce dissatisfaction, could serve a variety of development or team-building activities beyond the mentoring experience.

The authors delve into those conversations you'd rather not have and how to negotiate differences. Other tools support collaborative relationships by defining intention, planning and leadership. Teachers could use this book at any stage of their career to reflect on where they are and where they want to be. It is a superb addition to an annual learning plan and a helpful tool to use during performance appraisals.

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



Teaching Tough Topics: How do I use children's literature to build a deeper understanding of social justice, equity, and diversity?, Pembroke Publishers, Markham, Ont., 2020, ISBN: 9781551383415, softcover, 149 pages, \$24.95, pembrokepublishers.com

Teaching Tough Topics

BY LARRY SWARTZ

Teaching Tough Topics is a wonderful starter for new primary/junior teachers of literature (as well as vice-principal and principal mentors) who are developing lists of picture and junior books that evoke language arts discussions with young students.

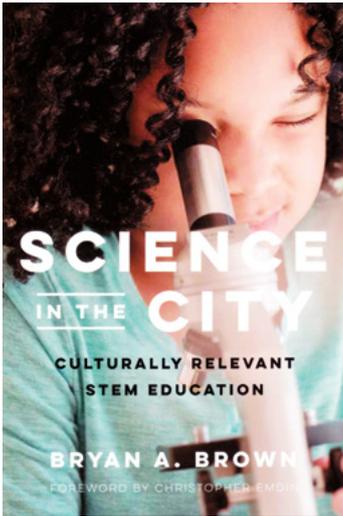
Swartz recommends books such as *Badger's Parting Gifts* to make sense of death, *Monster Mama* to address bullying, *Bill's New Frock* to challenge gender stereotyping, and *Escape from Syria* to understand the immigrant and refugee experience. It is a foundational resource for literacy and social studies teachers.

Swartz defines "great books" as those that are timely; those that challenge norms; and those that empower the student to make peace with who they

are, generating empathy for others. The books listed under challenging topics provide ways for students and teachers to engage. Having these critical conversations is fundamental to our role. We are not all trained in how to meet the complexities of the world in respectful conversation, but good books help.

Our canon of fiction and non-fiction readings can help students find role models that are like them. If you are looking for that one transformational book, begin with this one.

Kara Smith, OCT, is a member of the General Teaching Council of Scotland and a former Lambton Kent District School Board English teacher. She is the associate dean of Graduate Studies and Educational Research at the faculty of education, University of Windsor.



Science in the City: Culturally Relevant STEM Education, Harvard Education Press, Cambridge, Mass., 2019, ISBN 978-1-68253-374-1, softcover, 200 pages, US\$31, harvardeducationpress.org

Science in the City

BY BRYAN A. BROWN

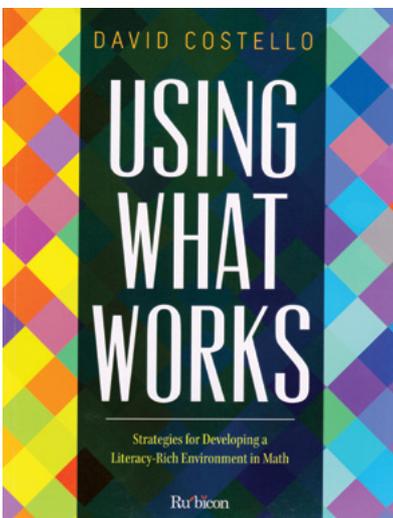
This book's author is a Stanford University professor of teacher education who presents a timely and powerful analysis of how race shapes the realities of learning in America. He explores how science teaching and learning are tied to race, culture and language, and how science has historically been grounded in stereotypes that promote bias against students of colour.

Brown challenges both science educators and policy-makers to recalibrate current instructional models and rethink how we use technology. He does this by weaving together theory and practice to frame an approach in which well-researched teaching practices help students retain science content and make it more relevant to their own culture and identity.

Science in the City begins with a discussion of the “Black tax,” a double standard imposed on Black students in the form of expectations about acceptable language. Then, Brown shifts from explaining the problem of systemized bias to sharing research-based solutions. He posits that knowledge is deeply connected to meaningful contexts, and that science education can flourish if connected to students' identities, language and culture.

This book offers practical teaching ideas based on sound pedagogy. Brown's ideas will be a boon to any K–12 science educator wanting to make the teaching of science culturally relevant.

Anjana Thom, OCT, is an online Grade 1 teacher at Alloo Public School in the Peel District School Board.



Using What Works: Strategies for Developing a Literacy-Rich Environment in Math, Rubicon Publishing, Oakville, Ont., 2020, softcover, ISBN 978-0-921156-71-0, 98 pages, \$40.95, rubiconpublishing.com

Using What Works

BY DAVID COSTELLO

This book considers how approaches that have been successful in language arts instruction can be effectively reimagined to support student learning in mathematics.

The book has three sections that take students from lesson rudiments to techniques that will enhance their understanding of a problem. Costello includes anchor charts, templates, suggestions for classroom implementation and other resources — all of which are meant to supplement math lessons.

The first section focuses on instructional practices and suggestions for the math topic. Leading questions encourage students to look at a variety of strategies to solve these problems, for example: Is the solution

a reasonable outcome? Could estimation give a clue?

In the second section, the author discusses how teachers can watch and listen to the approaches students are using to solve problems. The final section presents possible ways to physically structure the classroom, as well as resources to promote students' learning and encourage independence.

Essentially, *Using What Works* is a resource for any grade level because all sections can be adapted to any lesson. It has the potential to help teachers look at problem-solving in new ways.

Dorothea Bryant, OCT, is a retired Windsor and Durham area educator who tutors elementary and secondary students in language arts, English and mathematics.

Professional Boundaries Resources

The College has published a new advisory about establishing and managing professional boundaries. (See the article on page 24.) Navigating those boundaries is an important part of every profession. For background reading on professional boundaries as they apply to other specializations, consider these articles, papers, e-learning modules and publications.

Boundaries E-Learning Module

BY THE COLLEGE OF PHYSIOTHERAPISTS OF ONTARIO

The College of Physiotherapists of Ontario notes: “Ongoing attention to understanding and maintaining professional boundaries is essential to protecting patients.” With that in mind, the organization developed this online learning tool to help members understand boundaries, help prevent boundary-related issues, and provide tips and tools on how to manage these challenging situations.

Boundaries E-Learning Module, published by the College of Physiotherapists of Ontario, 2020.

VISIT oct-oeeo.ca/CollegeofPhysiotherapists.

Preventing and Addressing: Sexual Abuse and Boundary Violations

BY THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO

The College of Psychologists of Ontario notes that while most of its members would not knowingly compromise a professional relationship, inappropriate situations and even sexual abuse can occur, on rare occasions. To prevent and address such conduct, they developed this information site with scenario-based questions and legislation details.

Preventing and Addressing: Sexual Abuse and Boundary Violations, published by the College of Psychologists of Ontario, 2020.

VISIT oct-oeeo.ca/CollegeofPsychologists

Recognizing Boundary Issues

BY THE CANADIAN MEDICAL PROTECTIVE ASSOCIATION

As the Canadian Medical Protective Association indicates, “Practitioners’ professional behaviour must be beyond reproach and appropriate boundaries must be maintained with patients. Boundary transgressions include a wide range of behaviours, from the more subtle to the obvious.” The association’s website includes case examples to help physicians understand and recognize boundary issues.

Recognizing Boundary Issues, by the Canadian Medical Protective Association, 2014.

VISIT oct-oeeo.ca/MedicalProtectiveAssociation

Professional Boundaries in Social Work and Social Care

BY FRANK COOPER

Crafted for social workers, this publication is a guide to understanding professional boundaries: what they are, why they exist and how to manage them. It covers legal boundaries, policies on behaviour, expectations about confidentiality, and includes a self-assessment test for further reflection.

Professional Boundaries in Social Work and Social Care: A Practical Guide to Understanding, Maintaining and Managing Your Professional Boundaries, Jessica Kingsley Publishers, Toronto, 2012, ISBN 978-1-84905-215-3, softcover, 176 pages, \$36.95, jpk.com/can

Boundary Guidelines for Professional Therapeutic RD-Client Relationships

BY THE COLLEGE OF DIETITIANS OF ONTARIO

This publication encourages dietitians to consider the context of relationships, including the environment, their own motivation and the client’s state of mind. As the publication points out, these factors influence behaviour and decision-making, impacting the boundary setting that protects the dietitian-client relationship.

Boundary Guidelines for Professional Therapeutic RD-Client Relationships, by the College of Dietitians of Ontario, 2017.

VISIT oct-oeeo.ca/CollegeofDietitians

Where’s the Line? Professional Boundaries in a Therapeutic Relationship

BY THE COLLEGE OF PHYSICAL THERAPISTS OF BRITISH COLUMBIA

This online guide asks members to consider the differences between personal and professional boundaries. It notes the components of a therapeutic relationship — power, trust, respect and closeness — and underscores the importance of considering each one when managing the client relationship.

Where’s the Line? Professional Boundaries in a Therapeutic Relationship, by the College of Physical Therapists of British Columbia, 2009. VISIT oct-oeeo.ca/CollegeofPhysicalTherapists



PRINCIPALS & TEACHERS

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We are now recruiting Ontario qualified administrators and teachers for the following subject areas:

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- Principals

CTC has campuses located in Mainland China: Shanghai, Jinhua, Nanjing and Quanzhou.

Contract Terms: Competitive salary and bonus, return airfare, free private furnished accommodation, assistance for medical insurance and more.

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You can visit our website at <http://ctc-schoolchina.com>

For more information contact the Supervising Principal at the address below:

Apply Now!

Forward resume and cover letter to:

Supervising Principal, The Canadian Trillium College, Toronto Office:
• TEL: 416-763-4121 • FAX: 416-763-5225 • jobs@glctschool.com

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Professionally Speaking:

- Tools to support outdoor education
- Using technology to enhance distance learning
- *Transition to Teaching* 2020 survey results
- Annual AQ supplement

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Ontario
College of
Teachers

Setting the
Standard for
Great Teaching

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Video Makes Science Pop

An Ontario Certified Teacher partners with Science North to bring hands-on activities to classrooms.

BY STEFAN DUBOWSKI



Tom Doherty, OCT, facilitates staff training with teachers from Wasaho Cree Nation School.

THE CHALLENGE Make science as engaging as possible for students across a range of grades.

THE SOLUTION Work with Science North, the science-education resource centre, to bring activities to classrooms via video conference.

LESSONS LEARNED When he started as student retention lead at the Keewatinook Okimakanak Board of Education (KOBÉ) in Balmertown, Ont., in 2016, Tom Doherty, OCT, learned students and teachers faced particular problems with the science curriculum. First, there weren't enough supplies to run experiments and activities; materials weren't always replenished and getting replacements often involved extremely high shipping costs to reach KOBÉ's northern Ontario communities. That made learning and teaching especially difficult since hands-on, activity-based education is integral to the KOBÉ approach. He wanted to find a way to help teachers make science engaging and experiential.

Doherty contacted Science North, the science-education resource centre in Sudbury, Ont. He knew this organization sent facilitators out to schools to help bring science activities to students in places too far away to visit the centre in person. But he also knew bringing Science North's people to Deer Lake, Poplar Hill and other KOBÉ schools wouldn't work. Many are in small communities with no extra space to house facilitators.

So rather than in-person facilitation, Doherty and Science North chose the virtual route: a facilitator would "visit" classrooms via video conference to help prepare teachers for the lessons, and then go on to conduct the classroom activities that way, too.

Science North sent all the materials the schools would need to conduct the activities — for example, all the gears, pulleys and motors needed for an activity on simple machines and electricity, in which students would build a motorized character that pulls itself along. The resource centre, rather than the schools or board, covered material and shipping costs.

YOU CAN DO IT TOO!

- 1) Learn about Science North's Outreach Program (sciencenorth.ca/outreach).
- 2) Discuss with a Science North facilitator what you'd like them to help you teach.
- 3) Conduct teacher-education sessions to prepare for the activities.
- 4) Use video conferencing to bring the facilitator into the classroom.

OBSERVATIONS This solution checked all the boxes for Doherty and KOBÉ's students and teachers. It made science class fun and hands-on. If they paid attention and followed along with the facilitator on the video-conferencing screen at the front of the classroom, students would not only learn a thing or two about mechanical and electrical science, they'd also have a neat little robot to take home.

Classroom management shifted, too. "The teachers were able to facilitate the learning, which meant that they could take time to help those students who would have otherwise struggled without the extra hands in real-time learning," Doherty says.

What's more, the video-based lessons helped Doherty meet his mandate of making sure students come to class. "Everyone's there, because they knew that day they'd get that little robot to bring home and play with," he says. "I knew my attendance rates would be 80 to 90 per cent." **PS**

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



MISSION

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

VISION

Trusted to regulate the teaching profession.

VALUES

The Ontario College of Teachers commits to:

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

STRATEGIC PRIORITIES

1. STRENGTHEN TRANSPARENCY AND ACCOUNTABILITY:

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

2. MANAGE RISK MORE STRATEGICALLY:

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

3. IMPROVE STAKEHOLDER ENGAGEMENT:

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

OBJECTS

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

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

International Awards for Professionally Speaking

This past year, the College's publication, *Professionally Speaking/Pour parler profession* was recognized with 11 awards — at home and abroad — for writing and design.

The National Magazine Awards: B2B, presented by the National Media Awards Foundation, recognized the College publication with seven honours. *Pour parler profession* won Silver for Best Department (*Pratiques exemplaires*). *Professionally Speaking* picked up a Gold for Best Photograph (Great Teaching, "The Write Stuff,"

June 2019), as well as Honourable Mentions for Best Department (Great Teaching), Best Photograph (Cover, September 2019), Best Profile of a Person (Great Teaching, "Failure Is an Option," December 2019), Best Profile of a Person (Great Teaching, "The Road Less Travelled," September 2019), and Best How-To or Series of Articles ("Diverse Learners," December 2019).

As well, *Professionally Speaking* was one of only eight publications to receive four or more Tabbie Awards

this year, winning: Honourable Mention — Top 25 for Best Single Issue (March 2019); Silver for Department (Great Teaching); Honourable Mention for Focus/Profile (Great Teaching, "Failure Is an Option," December 2019); and Honourable Mention for Cover Photograph (December 2019).

The Tabbie Awards, presented by TABPI (Trade Association Business Publications International), recognize editorial and visual excellence in English-language trade, association and business magazines worldwide. This year's contest featured nominations from the United States, Canada, the United Kingdom, Australia, New Zealand and South Africa. **PS**

2020 Annual Meeting of Members

On September 23, 2020, the College held its Annual Meeting of Members, entirely online, for the first time in its history.

In her address, Chair of Council Nicole van Woudenberg, OCT, shared key activities and accomplishments from 2019 and noted, "Council passed many motions that enhanced the transparency of the functioning of the organization to its members and the public."

The Chair touched on focus group meetings with members and the public held during the summer of 2019. "We conducted these sessions to gauge opinions on a number of College initiatives and communication products," said van Woudenberg. "For example, we discussed the College governance structure and preferred topics for future professional advisories."

Van Woudenberg also shared information about legislative changes, Bill 48 and other significant initiatives and events from the year. As well, she noted the three accomplished teacher candidates who received recognition

through the annual Ontario College of Teachers Scholarship Program.

Deputy Registrar Chantal Bélisle, OCT, reported on several College activities, including meetings with Ontario's faculties of education to help teacher candidates understand the roles and responsibilities of the College, the privilege of self-regulation and how to register.

Bélisle also reported on a review of the College's legal needs and providers, in support of disciplinary, corporate and registration processes. "To improve accountability, we developed a method to track Discipline Committee orders that impose costs and fines," said Bélisle. "To inspire public confidence, we automated our system to ensure timely [posting] of hearing notices leading to timely outcomes while striving for administrative fairness to our members."

During 2019, the College also conducted an examination of how incidents of alleged professional misconduct or incompetence were being reported. During her address, the Deputy

Registrar touched on that review, and added that the College had reached out to directors of education across Ontario to discuss ways this data might be used to protect students.

Members also heard reports from John Hamilton, OCT, Chair of the Discipline Committee, Tom Potter, Chair of the Governance Committee, and Mary-Anne Mouawad, OCT, Acting Chair of the Standards of Practice and Education Committee.

The meeting concluded with a question and answer session. The Deputy Registrar and the Chair answered questions from members, covering a range of topics including the College's commitment to anti-racism, diversity and inclusion; the composition of the College Council; and the format of Annual Meetings of Members into the future. **PS**

Missed the Annual Meeting of Members? Watch a recording of it at oct-oeeo.ca/2020AMM.

Council Approves Additional Scholarship

At its October 1 meeting, Council created a new scholarship, the Brian P. McGowan Scholarship for Resilience, in honour of the College's fourth registrar. This is in addition to the three other scholarships the College offers to teacher candidates: **the Joseph W. Atkinson Scholarship for Excellence In Teacher Education; the Ontario College of Teachers Primary/Junior or Junior/Intermediate Scholarship;** and **the Ontario College of Teachers Intermediate/Senior Scholarship.**

Teacher candidates in an Ontario consecutive or concurrent teacher education program who will graduate in 2022 will be eligible to apply for the 2021–22 scholarship. An award of \$1,500 will be made annually to one student.

Applications will be assessed on a teacher candidate's demonstrated resilience in the face of adversity and their tenacity to overcome significant

barriers to achieve their academic and social goals to pursue a career in the teaching profession.

Brian McGowan's career was in the field of education. He was a member of the research and writing team of the Royal Commission on Learning, which recommended the establishment of the College and its mandate to protect the public interest.

In both roles as the College Deputy Registrar (2003–06) and Registrar (2006–09), he was instrumental in reducing barriers to certification and supporting fair and transparent registration requirements for internationally educated teachers.

His role was key in ensuring the College was transparent by making Discipline Committee decisions publicly available. He also led an external review of the College's Complaint Resolution Program, which provides alternative



ways of dealing with complaints against College members.

McGowan was regarded as a kind and positive person with a big heart and a unique sense of humour. He was known for his ability to manage unexpected challenges with a positive focus, tenacity, and his strong connections with others.

He retired in 2009 and passed away suddenly in 2019. **PS**

Retiring Soon? Stay connected with your profession.

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

Maintain your membership in good standing to:

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

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

Plan to retire and never teach again?

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

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



Annual Report Highlights

A snapshot of the College's past year.

In her *Annual Report* message, Chair Nicole van Woudenberg, OCT, stated that nothing is more important than the safety and well-being of Ontario students. Legislative change, such as the therapy and counselling funding that was passed in 2019 and came into effect January 1, 2020, is one such example.

The Chair also touched on Bill 48, which included governance changes to the *Ontario College of Teachers Act*, and received royal assent in April of 2019. She added that many related motions passed by Council, and communicated to the Ministry of Education, provided the ministry with clear information about what the governing Council

believes allows for transparent, robust governance to self-regulate the teaching profession in Ontario.

In her *Annual Report* message, Deputy Registrar Chantal Bélisle, OCT, underscored some of the College's work in support of strengthening transparency and accountability, managing risk more strategically and improving stakeholder engagement.

The principles of risk mitigation and harm reduction guide College investigations and hearings processes. In her message, the Deputy Registrar noted that the College conducted a detailed review of our legal needs and providers to better support our disciplinary, corporate and registration processes.

To help those aspiring to become teachers, the Deputy Registrar provided updates to the College's *Essential Advice for the Teaching Profession* and the creation of guides to explain the registration appeals process to College applicants.

The College has made it a priority to communicate plainly. The Deputy Registrar offered the latest examples of this in her message: an update to our mobile app for easier access to membership information, new and improved library services, and timely College news.

Finally, the Deputy Registrar made note of the collaborative efforts of the past year, including how, with members' help, the College began to develop standards-based teacher education resources. **PS**

Council Meetings

At its October 1 and 2, 2020, video-conference meeting, College Council:

- received a quarterly report from the Deputy Registrar;
- received a quarterly report from the Chair;
- revised the mandate of an Ad Hoc Committee considering the issue of membership with the Ontario College of Teachers for all teachers of private schools who teach the Ontario curriculum hired after December 1, 2022, as a condition of the annual notice of intention to operate;
- approved a professional advisory on *Professional Boundaries* for release;
- amended the Ontario College of Teachers Scholarship Program to create an additional award for resilience in the name of former College Registrar Brian P. McGowan. The program's four awards are now \$1,500 each;
- approved the Protocol on Council Member Attendance at Consultations and Focus Groups Related to Council Initiatives;
- approved an updated Council, Committee and Panel Member Harassment and Discrimination Policy;
- approved a framework for the development, review and distribution of professional advisories;
- approved an updated policy on Council Member Application for Employment with the College;
- approved a policy governing scholarship donations;
- approved the updated Council spokesperson policy;
- approved Guidelines for the Provision of Laptop Computers and Accessories for Council Members;
- authorized renewing all existing borrowing facilities with the Bank of Montreal and acknowledged that all existing security, including the existing collateral mortgage security, continues to be pledged to the bank;
- approved that a regular standards-based teacher education section be included in *Professionally Speaking/Pour parler profession*, supporting ongoing professional learning for teachers as reflected in the *Professional Learning Framework for the Teaching Profession*;
- recommended to the Minister of Education that a new American Sign Language as a Second Language Additional Qualification course be enacted in Schedules A and C of the Teachers' Qualifications Regulation;
- recommended to the Minister of Education that a new Langue des signes Québécoise langue seconde Additional Qualification course be enacted in Schedules A and C of the Teachers' Qualifications Regulation;
- appointed Bob Cooper, OCT, as Chair of the Accreditation Appeal Committee for the balance of the eighth Council;
- approved a recruitment plan for the position of Registrar and Chief Executive Officer;
- appointed Chantal Côté, OCT, as Chair of the Editorial Board for the duration of the term of eighth Council;
- recommended to the Minister of Education that a new Additional Qualification course on anti-Black racism be enacted in the Teachers' Qualifications Regulation;
- approved regulatory amendments to add technical qualifications to a member's Certificate of Qualification and Registration; and
- approved a proposed regulatory amendment to the College's professional misconduct regulation to reflect making remarks or engaging in behaviours that expose any person or class of persons to hatred on the basis of a prohibited ground of discrimination under Part I of the *Human Rights Code*. **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.

The College received a complaint from a parent regarding Martin, a high school teacher. It was alleged that Martin engaged in inappropriate and unprofessional conduct and failed to maintain the standards of the profession when, during a soccer practice, he:

- 1) asked a student why he was "acting stupid" during his English class earlier that day;

- 2) made derogatory comments about the school the student had previously attended and used profanity in the presence of the student, other students and school staff.

In response to the first allegation, Martin said he had been informed by the student's English teacher that the student and other team members were discussing soccer practice in class instead of doing school work.

Martin acknowledged that his comments at the practice were unprofessional.

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

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

THE OUTCOME

The panel decided to admonish Martin in writing against the conduct alleged in the complaint.

The panel noted that Martin, in his statement to his supervisor, admitted to making the comments.

For this reason, the panel felt it was appropriate to admonish him for behaviour inconsistent with the ethical standards of the teaching profession. **PS**

HEARINGS

Discipline Summaries

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

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

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

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

MEMBER Franca Teresa Renza Bonofiglio, OCT

REGISTRATION NO 511673

DECISION Reprimand, conditions
A Discipline Committee panel reprimanded Franca Teresa Renza Bonofiglio for engaging in inappropriate behaviour and using vulgar and inappropriate language with her students. She was formerly employed by the York Catholic District School Board.

Certified to teach in July 2007, Bonofiglio attended the hearing on May 25, 2020, and was represented by legal counsel.

Bonofiglio told students about her relationship with her ex-boyfriend, which had recently ended. She asked a student to use the student's personal Instagram account to contact Bonofiglio's ex and attempt to engage him in conversation.

Bonofiglio further instructed the student to advise the ex that the student was in her 20s (rather than her teens) and to send him a photo in a bathing suit.

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

Within 90 days of the decision, she must also successfully complete, at her own expense, a course on professional boundaries with students.

In its written decision, the panel stated, “[T]he Member’s conduct toward her students was unbecoming a member. It undermined the reputation of the teaching profession and violated the trust that the public places in members.”

MEMBER Mark Alexander
Simon Davidson

REGISTRATION NO 280027

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Mark Alexander Simon Davidson for engaging in a concerning pattern of inappropriate behaviour toward students and colleagues, despite having received prior sanction from his board. He is a teacher formerly employed by the Halton District School Board.

Certified to teach in August 1997, Davidson did not attend the hearing on June 17, 2020, but was represented by legal counsel.

Davidson made inappropriate comments about the appearance of students, pushed lip balm into the back pocket of a student, and raised his voice at colleagues.

He also made unwanted advances toward colleagues, which made them feel uncomfortable. For instance, he poked and tickled female colleagues on their side, neck and stomach, hugged a female colleague without asking her, sent a female colleague unwanted and inappropriate text messages, and asked female colleagues to go out with him several times (which they declined).

The Discipline Committee panel found Davidson guilty of professional misconduct and ordered that his teaching certificate be suspended for 20 months. The panel also directed that he appear before it to receive a reprimand.

He must also successfully complete, at his own expense, a course in maintaining appropriate boundaries. He needs to do so within 120 days of the decision.

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

MEMBER Allan Wilfred Davis
REGISTRATION NO 292186

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the teaching certificate of Allan Wilfred Davis for verbally, physically and psychologically or emotionally abusing students. He is a teacher formerly employed by the Upper Grand District School Board, once known as the Wellington County Board of Education.

Davis, who was certified to teach in July 1989, attended the hearing on February 5, 2020. He had legal representation.

Davis humiliated a student and told him that he would not amount to anything more than a garbage truck driver. He told a student that she smelled bad and he fanned her in front of other students.

He also inappropriately disciplined students by making them stand on their desk with their arms outstretched in a “cross” pose, sometimes holding textbooks in their hands.

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

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

In its written decision, the panel stated, “Teachers hold a unique position of trust and authority, and it is unacceptable for them to abuse this trusted position by making students feel uncomfortable.”

MEMBER Alain Dube
REGISTRATION NO 198726

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Alain Dube for a pattern of inappropriate conduct, despite having received formal directives from school administration. He is a teacher formerly employed by the Ottawa Catholic District School Board.

Certified to teach in June 1991, Dube attended the hearing on February 26, 2020, and was represented by legal counsel.

Dube repeatedly misplaced or mismanaged funds collected from students for activities, and ignored formal directives from his principal not to handle any money at the school.

Dube also admitted to stealing \$50 from a colleague’s mailbox.

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

He must also successfully complete, at his own expense, a course regarding ethics. He needs to do so prior to resuming or beginning any position for which a Certificate of Qualification and Registration is required.

In its written decision, the panel stated, “Members of the profession are expected to conduct themselves in an ethical manner at all times and to act as role models within the school community.”

MEMBER Nikolaos Giannias
REGISTRATION NO 472310

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Nikolaos Giannias for inappropriate conduct. He is a teacher employed by the Toronto District School Board.

Certified to teach in February 2004, Giannias attended the hearing on

July 21, 2020, and was represented by legal counsel.

Giannias published a book for sale to the public and wrote blog posts that included false and derogatory comments about his colleagues and employer, which portrayed them in offensive ways.

Though he did not use real names in his book, he discussed real persons and wrote in details that could lead readers to identify the persons portrayed.

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

He must also successfully complete, at his own expense, a course regarding ethics and communication. He needs to do so within 180 days of the decision.

In its written decision, the panel stated, "By making derogatory and false comments about colleagues, administrators and his employer online and in his book, the Member's conduct fell below the ethical standards of trust, respect and integrity to which teachers are held."

MEMBER Ryan Charles Wilfred Gidney
REGISTRATION NO 449311

DECISION Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Ryan Charles Wilfred Gidney for inappropriate conduct. He is a teacher employed by the District School Board of Niagara.

Certified to teach in July 2001, Gidney did not attend the hearing on July 8, 2020, but was represented by legal counsel.

Gidney failed to maintain appropriate and professional boundaries with a female student and was psychologically abusive to her.

His boundary violations included exchanging gifts with her, spending time alone with her, sitting inappropri-

ately close to her at school, and demonstrating preferential treatment toward her by inviting her to use staff-only areas in the school.

The Discipline Committee panel found Gidney guilty of professional misconduct and ordered that his teaching certificate be suspended for 12 months. The panel also directed that he appear before it to receive a reprimand.

He must also successfully complete, at his own expense, a course regarding appropriate boundaries with students. He needs to do so within 90 days of the panel's order.

In its written decision, the panel stated, "The Member's inappropriate behaviour demonstrates a concerning failure to meet ethical standards and demonstrates inadequate care for the well-being of a student."

MEMBER Kevin Daniel Kennedy, OCT
REGISTRATION NO 461494

DECISION Reprimand, conditions
A Discipline Committee panel reprimanded Kevin Daniel Kennedy, a teacher employed by the Upper Canada District School Board, for failing to maintain the standards of the profession.

This matter was heard by the panel on June 24, 2020. Kennedy, who was certified to teach in January 2003, attended the hearing with his legal counsel.

Kennedy held a tournament at the school without a custodian present and in so doing, he knowingly failed to follow the appropriate board policy regarding Community Use of School Grounds and Facilities.

He also misled the head custodian and the principal by making them believe that he would reschedule the tournament, and publicly tweeted about the absence of a student in class, failing to respect the student's privacy.

The Discipline Committee panel found Kennedy 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 regarding professional ethics. He must do so within 90 days of the panel's order.

In its written decision, the panel stated, "Members of the profession are expected to act with honesty and integrity and to follow Board policies and procedures, which exist in part to ensure the safety of the school community."

MEMBER James Michael Kindratiuk
REGISTRATION NO 501986

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of College member James Michael Kindratiuk for sexually abusing a female student.

Kindratiuk engaged in an inappropriate personal relationship and exchanged sexually explicit electronic communication with the student. When she asked him to stop communicating, he continued to initiate contact and send pictures of himself to her.

Certified to teach in July 2006, Kindratiuk did not attend the hearing on December 3, 2019, but was represented by legal counsel.

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

In its decision, the panel stated, "The Member's serious misconduct in this case is unbecoming a member, in that it undermined the reputation of the teaching profession."

MEMBER David Warren Margetson
REGISTRATION NO 443662

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of College member David Warren Margetson for sexually abusing a student and engaging in an inappropriate personal and sexual relationship with a student.

Certified to teach in November 2001, Margetson did not attend the hearing on February 11, 2020, but was represented by legal counsel.

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

The panel also ordered that he receive a reprimand within 120 days of the panel's order.

In its decision, the panel stated, "[T]he Member's conduct is unbecoming a member, in that it undermines the reputation of the teaching profession and violates the trust that parents, students and the public place in teachers."

MEMBER Walter Ian Marquis, OCT
REGISTRATION NO 449426

DECISION Reprimand, conditions
A Discipline Committee panel reprimanded Walter Ian Marquis, a teacher at the Toronto District School Board, for inappropriate conduct.

Certified to teach in August 2001, Marquis attended the hearing on June 1, 2020, and was represented by legal counsel.

Marquis made inappropriate physical contact with a student by lifting the student off the ground from behind without warning and placing the student on his feet.

In a criminal court, Marquis was found guilty of assault and received an absolute discharge.

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

He was also directed to successfully complete, at his own expense, a course on classroom management.

In its written decision, the panel stated, "The Member ought to have communicated effectively with the student rather than resorting to physical contact."

MEMBER Gerard Edward McGilly
REGISTRATION NO 526761

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of Gerard Edward McGilly, a teacher formerly employed by the Toronto Catholic District School Board, for sexually abusing female students.

Certified to teach in February 2008, McGilly attended the hearing on June 23, 2020. He had no legal representation.

McGilly engaged in a pattern of grooming behaviour and had inappropriate personal and/or sexual relationships with four students. He also obtained nude photos of one student and took sexually explicit photos of himself and her, and exchanged nude photos with another student.

In a criminal court, McGilly was found guilty of one count of making child pornography, two counts of child luring and one count of sexual exploitation.

He was sentenced to two years and nine months in custody.

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

In its decision, the panel stated, "The Member's predatory and grooming behaviour as well as his sexual abuse of students demonstrates a fundamental breach of the professional and moral duties of a teacher."

MEMBER John Anthony Clark Nabben
REGISTRATION NO 482220

DECISION Revocation
A Discipline Committee panel revoked the teaching certificate of John Anthony Clark Nabben for engaging in a lengthy career of professional misconduct. He was a teacher formerly employed by the Greater Essex District School Board.

Certified to teach in August 2004, Nabben did not attend his hearing on May 7, 2020, but had legal representation who attended on his behalf.

Nabben repeatedly abused students physically, verbally, and emotionally or psychologically.

For example:

- when he was unhappy with a student's performance in class, he would demean and put down the student by using inappropriate language;
- he permitted negativity to flourish among students, between himself and students, and his negativity impacted the atmosphere in his classroom;
- he chose and/or approved scenes for school productions, which included inappropriate topics for a high school drama program such as: orgasmic behaviour, rape scenes, incest, suicides, family murder and violence; and
- he failed to maintain appropriate boundaries with a female student.

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

In its decision, the panel stated, "The Member's conduct towards his students was abhorrent and reprehensible. The Member's prolonged and recurring verbal and emotional abuse of his students warrants an order of the Panel's most severe penalty available: revocation. Not only has the Member's conduct had a grave impact on his students, but it has also violated the public's trust in the teaching profession. Accordingly, the Member is no longer entitled to be a member of the teaching profession in Ontario."

MEMBER William Beverley Robinson
REGISTRATION NO 450358

DECISION Suspension, reprimand, conditions
A Discipline Committee panel suspended the teaching certificate of William Beverley Robinson for verbally, physically, and psychologically or emotionally abusing students. He is a teacher employed by the Toronto District School Board.

Robinson, who was certified to teach in October 2001, attended the hearing on February 25, 2020, and had legal representation.

Robinson aggressively redirected students, grabbed or held them by the shirt or arm, placed his hand on or pushed a student's head back and pinched a student.

Robinson was previously reprimanded by the Investigation Committee for making inappropriate physical contact with a student. He also received a letter of expectations from the Board for losing his temper with another staff member.

The Discipline Committee panel found Robinson guilty of professional misconduct and ordered that his certificate be suspended for four months.

He was also directed to appear before the panel to receive a reprimand within 90 days of the panel's order.

In addition, he was directed to complete a course of instruction, at his own expense, regarding classroom management and appropriate discipline. He needs to do so within 90 days of the panel's order.

In its written decision, the panel stated, "The Member's abusive interactions with students were discouraging and modelled unacceptable ways to communicate with others."

MEMBER Joseph Stephen Schacter
REGISTRATION NO 177586

DECISION Revocation, reprimand
A Discipline Committee panel revoked the teaching certificate of College member Joseph Stephen Schacter for sexually assaulting students. He engaged in a pattern of abusing young boys by touching them on the back, buttocks and penis.

Certified to teach in June 1986, Schacter did not attend the hearing on March 10, 2020, nor was he represented by legal counsel.

In a criminal court, he was found guilty of three counts of sexual assault, two counts of sexual inter-

ference and one count of gross indecency in relation to four of his former students.

Schacter was sentenced to five years and three months of incarceration and made subject to a number of ancillary orders.

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

In its decision, the panel stated, "The public's trust in the teaching profession is eroded when members abuse their position of trust and authority to sexually abuse their young and vulnerable students."

MEMBER Peter John Weller, OCT
REGISTRATION NO 426540

DECISION Reprimand, conditions
A Discipline Committee panel reprimanded Peter John Weller, a teacher at the Renfrew County District School Board, for inappropriate conduct.

Certified to teach in May 1999, Weller did not attend the hearing on July 7, 2020, but was represented by legal counsel.

Weller sent a student to his residence during instructional time to retrieve his personal paperwork. He also used inappropriate and insensitive language with two other students involving their religion, ethnicity or sexual orientation.

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

He must also successfully complete, at his own expense, a course on professional ethics and the standards of the teaching profession.

In its written decision, the panel stated, "Members are expected to create a safe and supportive learning environment for their students and to serve as positive role models for students."

MEMBER Donald Earl Wheeler
REGISTRATION NO 275703
DECISION Revocation, reprimand, costs
A Discipline Committee panel revoked the teaching certificate of Donald Earl Wheeler for sexually abusing two male students. He was formerly employed by the Toronto District School Board.

Wheeler's exploitation of the two students began with grooming by offering them rides to and from school and taking them on outings. He repeatedly molested them, including touching their thighs, giving them hugs, trying to kiss them and showing them pornography.

In a criminal court, he was found guilty of two counts of assault.

Certified to teach in June 1996, Wheeler did not attend the hearing on November 22, 2019, and was not represented by legal counsel.

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

He was also ordered to pay the College \$10,000 in costs within 120 days of the panel's order. The panel found that Wheeler failed to engage in the disciplinary process in a meaningful way and noted that he repeatedly failed to respond to College's counsel's communications.

In its decision, the panel stated, "The Member used his position of trust and authority as a teacher to exploit two vulnerable students. Such conduct undermines the trust that parents, students and the public place in teachers and reflects poorly on the profession as a whole." **PS**

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

A Stand-up Guy

Ali Hassan, comic, actor, foodie and stalwart on CBC radio, shares why vandalism doesn't pay.

BY LAURA BICKLE

- Attended Preville Elementary School in Saint-Lambert, Qué., St. Lawrence Elementary School in Brossard, Qué., and Chambly County High School in Saint-Lambert, Qué.
- Graduated from McGill University in Montreal with a bachelor of arts in 1995
- Completed the MBA program at McMaster University in Hamilton, Ont., in 2002
- Moved back to Montreal to manage an Indian restaurant and pursue his dream of becoming a chef and a caterer in 2003
- Started doing open mic comedy in the hope of gaining skills to land on the Food Network
- Has performed his solo show *Muslim, Interrupted*, which he launched in 2016, throughout Canada and at the world's largest arts festival, the *Edinburgh Festival Fringe*
- Hosts *Laugh Out Loud* on CBC Radio and SiriusXM, and frequently guest hosts on CBC Radio's *q*
- Has moderated CBC's Canada Reads competition since 2017
- Performed in the *Just for Laughs* live tour hosted by Rick Mercer in the fall of 2019
- Lives with his wife and four children in Toronto



Describe yourself in elementary school.

Fidgety, happy, good hair.

Describe yourself in high school.

Rocker, partier, good hair.

What songs take you back to your school days and why?

In Grade 10, our English teacher said, "I don't imagine any of you know the works of Samuel Taylor Coleridge?" What he did not know was that Iron Maiden had a song called "The Rime of The Ancient Mariner." I said "Water, water everywhere/Nor any drop to drink." He stopped dead in his tracks.

What were your favourite literary pieces?

I loved plays I was in in high school or went to see: *The Adventures of Tom Sawyer*, *The Pirates of Penzance*, *Miss Saigon*, *Macbeth*, *Les Misérables*. And I eventually took to losing myself in a

number of the ones in my father's collection: *Death of A Salesman*, *Who's Afraid of Virginia Woolf*, *Waiting for Godot* and *A Streetcar Named Desire* — all of which I kept when my dad passed away.

What books are you currently reading?

For Canada Reads I needed to read *Small Game Hunting at the Local Coward Gun Club*, *From the Ashes*, *Son of a Trickster*, *We Have Always Been Here* and *Radicalized*. All were just terrific reads in very different ways. *God* by Reza Aslan, *Scarborough* by Catherine Hernandez and *Reproduction* by Giller Prize winner Ian Williams are all on my nightstand right now.

If you could take back something that happened at school, what would it be?

In Grade 11 music class, I painted the Van Halen logo on a music stand with

Liquid Paper. I got what I deserved — a month of picking up garbage every lunch hour. That incident led to a low music mark, making me ineligible for the honour roll. I erased all my hard work that year by doing something very, very dumb.

In school I struggled with ...

Staying focused, not daydreaming.

What experiences prepared you for your life now?

I used to run in the house after school every day, drop off my bag, and run back outside, but my mother would always demand that I finish my homework first. To this day, if I don't "work first, reward later," it bites me on the butt. I still find myself saying things like, "I'll eat a few squares of this five-cheese lasagna, and then I'll for sure be motivated to continue writing." It never works out. **PS**



"We're truly enjoying this time together."

· **Michael Wall**
Married to a high
school teacher

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