

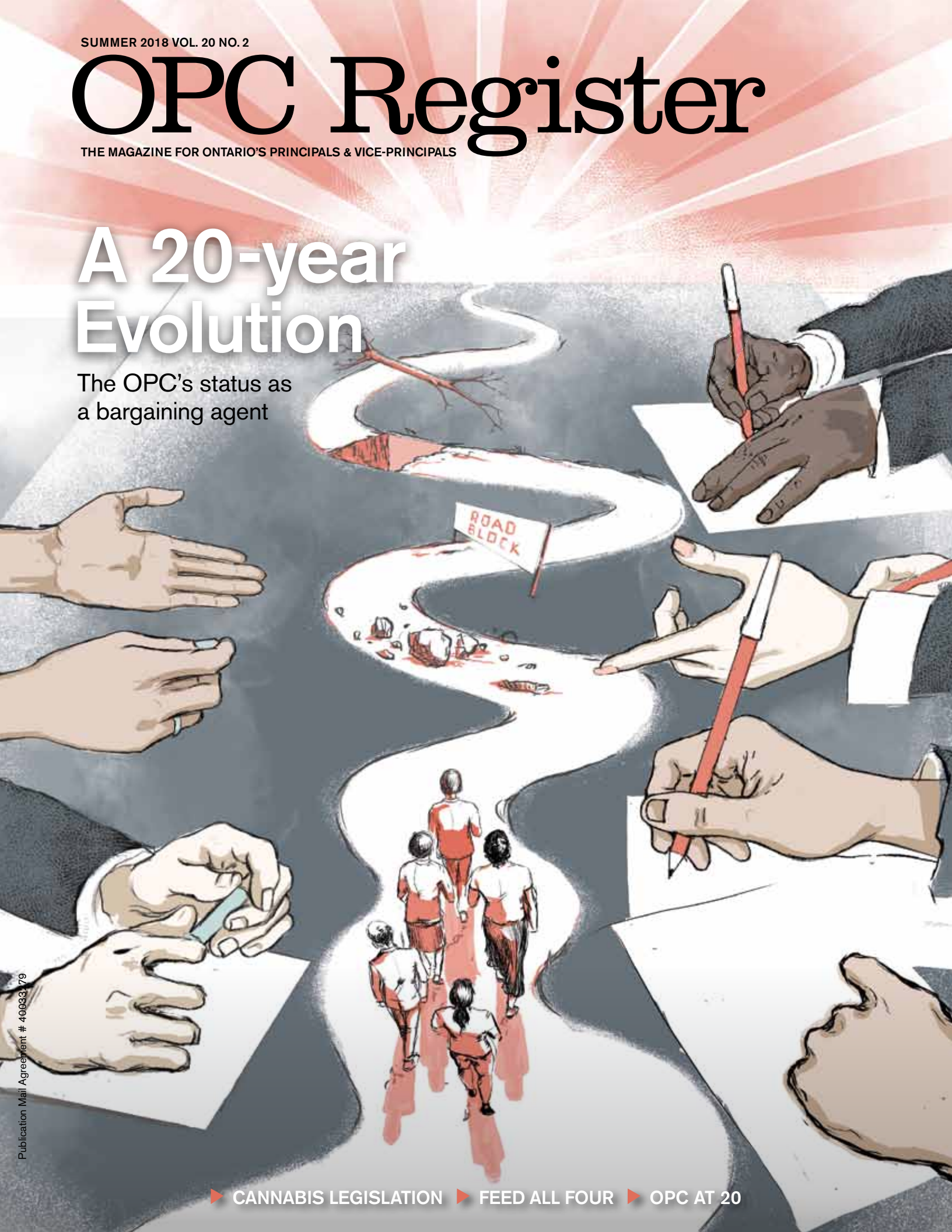
SUMMER 2018 VOL. 20 NO. 2

OPC Register

THE MAGAZINE FOR ONTARIO'S PRINCIPALS & VICE-PRINCIPALS

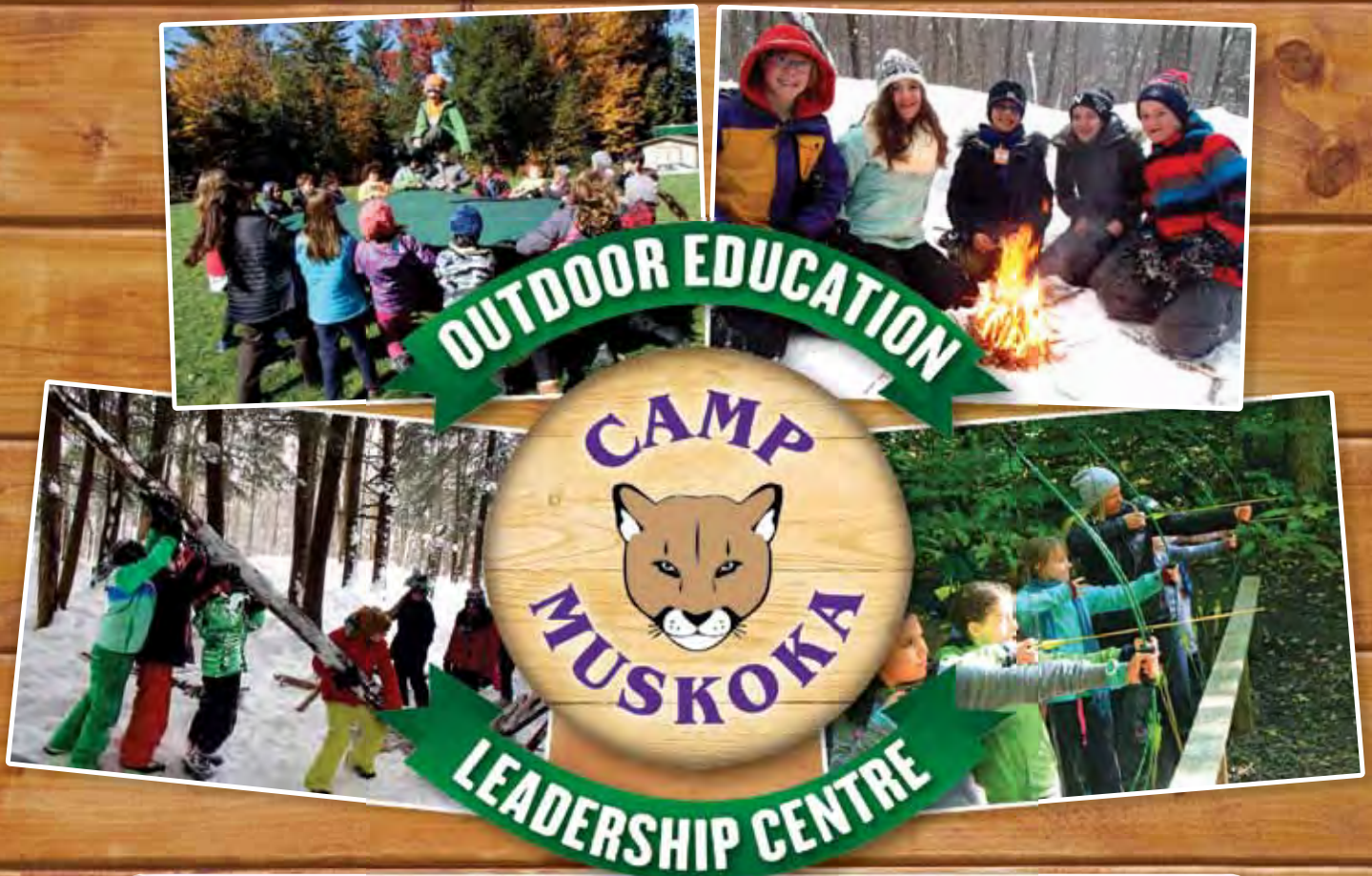
A 20-year Evolution

The OPC's status as a bargaining agent



Publication Mail Agreement # 40093379

CALL OR EMAIL TO BOOK YOUR TRIP TODAY!



CAMP MUSKOKA OPERATES A FULL SERVICE OUTDOOR EDUCATION PROGRAM FOR SCHOOL GROUPS OF ALL AGES. OUR CERTIFIED TEACHERS WILL TAKE CARE OF THE CURRICULUM REQUIREMENTS YOU WANT TO MEET, WHILE YOUR STUDENTS ARE CHALLENGED TO GROW AND DEVELOP THEMSELVES IN A NEW ENVIRONMENT. COACH BUSSING IS INCLUDED FOR YOU, PROVIDING A COMFORTABLE RIDE TO AND FROM OUR FACILITY, LOCATED ON OUR PRIVATE LAKES IN THE PICTURESQUE FOREST OF MUSKOKA.

LODGING — COMFORTABLE, ALL SEASON COTTAGES HOUSE YOUR STUDENTS AS A TEAM
FOOD — QUALITY AND WHOLESOME MEALS FROM OUR RESIDENT CHEF

**LEADERSHIP, TEAM BUILDING, COMMUNITY
LIVING, OUTDOOR EXPERIENTIAL EDUCATION**



Inspiring today's youth to become tomorrow's leaders

www.campmuskoka.com
oe@campmuskoka.com | 1-888-734-CAMP

Contents

THE REGISTER: SUMMER 2018, VOLUME 20, NUMBER 2



Cannabis Legislation

Ontario gears up for the implications of federal legislation



Cover Illustration by Aaron McConomy

Features

- 08 **A Look Back**
By Peggy Sweeney
- 14 **Cannabis Legislation**
By Kate Dearden, BLG
- 24 **LeadON20**
School leaders gather for professional development Forum
- 30 **Feed All Four**
By Lorey Sargent and Ana Mena
- 38 **A 20-Year Evolution**
By Protective Services Team
- 18 **REGISTER REPORT**
Diversity in School Leadership
By Luther Brown

Columns

- 04 President's Message
- 06 OPC News
- 07 OPC Communicator
- 13 Education Leadership Canada
- 46 One Last Thought

Principals' Picks

- 44 Mark Your Calendar
- 45 Review

Our First 20 Years

Engage, Advocate, Lead



As I reflect on my presidency, I feel honoured to have had the opportunity to represent the principals and vice-principals of Ontario. It was a pleasure working with three high-functioning teams: the Provincial Executive, the Provincial

Council and the OPC staff. This year, we refined our goals and developed an implementation plan to carry them out. Our goals centred on

- Engaging Members, local executives and Councillors to build capacity representing and advocating for the role of the principal and vice-principal and the OPC
- Using our relationships with stakeholders to advocate, communicate and represent the significant impact leadership has on student well-being, learning and achievement in a mutually respectful and beneficial manner and
- Informing and directing the OPC on key issues.

With respect to Member engagement, the Executive and I corresponded with new Councillors to ensure they felt welcomed and understood their important role. I had many opportunities to interact with Members, and especially enjoyed meeting our newest Members at the New Administrators' Seminar in February. Travelling to many districts in Ontario was a positive experience, where I met colleagues and talked about the issues that are most important to our schools and our roles. Thank you all for your warm welcome and great hospitality. Provincial Councillors and Local Leaders should be commended for the achievements they are making in their respective boards. I

am most impressed with their continuous effort to reach out to senior board team members to work collaboratively on addressing local issues.

Building and nurturing relationships is a key aspect of our role as school leaders. As your President, my role is to represent the OPC and advocate for you on numerous provincial committees. It is important for our stakeholder partners to understand what we do so that when decisions are being made, they will support our focus on student well-being, learning and achievement. I made it a point to ensure that the school leader perspective was highlighted at every meeting I attended. Promoting strong relationships with our partners and other principal associations in Ontario and abroad has been instrumental in furthering the importance of the role of the school leader. We remain focused on continuing to advocate for Panel Pay Equity, Seniority-Based Hiring and Student Safety and Well-Being with the Minister of Education, MPPs and other Ministry staff. These issues will continue to be part of our ongoing efforts to seek positive outcomes for our Members.

This year there were a number of significant changes at the OPC. Our previous Executive Director, Ian McFarlane, retired and we welcomed Allyson Otten as the new Executive Director. The OPC introduced a new simplified logo, the website is being refreshed and we moved to a new office in December 2017. On April 1, 2018,

the new ONE-T benefits plan started operating for our principals and vice-principals. We are also celebrating our 20th anniversary, and hosted an International Forum in response to a request from the Membership to bring back this professional learning opportunity. Over 400 principals and vice-principals, along with a panel of superintendents and directors, educational stakeholders and international guests, attended the Forum. There were five keynote speakers: Simon Breakspear, Carol Campbell, Candy Palmater, Niigaan Sinclair and Greg Wells. Joanne Robinson, Director of Professional Learning, facilitated an all-star panel that featured Ken Leithwood, Avis Glaze and Michael Fullan. Participants had the opportunity to refine effective practice in equity, pedagogical leadership, mental well-being and technology-enabled learning.

The OPC has had 20 amazing years. I encourage each of you to get involved in our organization. Your engagement will continue to be vital for our ongoing growth. As I look forward, I am excited to see what the future will bring. And I know you will all be in great hands with incoming President, Larry O'Malley. Thank you for the privilege to serve as your President. ▲



Mary Linton

✉ mlinton@principals.ca



Ontario Principals' Council
20 Queen Street West, 27th Floor
Toronto, Ontario M5H 3R3
Tel: 416-322-6600 or 1-800-701-2362
Fax: 416-322-6618
Website: www.principals.ca
Email: admin@principals.ca

The Register is published three times a year by the Ontario Principals' Council (OPC). The views expressed in articles are those of the authors and do not necessarily represent the official position of the OPC. Reproduction of any part of this publication must be authorized by the publisher and credited to the OPC and the authors involved.

Letters to the editor and submissions on topics of interest to the profession are welcome.

Although paid advertisements appear in this publication, the OPC does not endorse any products, services, or companies, nor any of the claims made or opinions expressed in the advertisement.

Peggy Sweeney, editor
Laura Romanese, assistant editor (on leave)
Linda Massey, editorial consultant
Dawn Martin, proofreader
Allyson Otten, business manager

Art Direction and Design:
Fresh Art & Design Inc.

Advertising:
Dovetail Communications Inc.
905-886-6640

Subscriptions are available for \$20 per year.
Please contact the OPC.
Canada Post Corporation Publication Mail Agreement
No. 40033279



The Register is the proud recipient of the following awards:



Happenings at OPC ...



Pollster and political researcher Greg Lyle presents a summary of the Ontario political landscape at our OPC Council meeting in May.



The OPC welcomed Provincial Council Members, Executive and Staff to our Open House at the new office location at 20 Queen Street West. Visitors had the opportunity to tour the office and sign our new gallery wall featuring a 20 year retrospective highlighting our key historical moments.



Education Minister Indira Naidoo-Harris speaks to our Provincial Council in February.



We held another successful Silent Auction fundraiser in support of Right To Play at our May Provincial Council meeting, a global organization that uses the transformative power of play to educate and empower children facing adversity.



Memorable Presentations

How to effectively reach your audience

As a school administrator, you'll have many opportunities to make an impact when giving a presentation. You may be given opportunities to present by participating in a professional development conference, leading an assembly at

school or working to engage staff in a meeting. No matter who your audience is, you want to be sure that your presentation is memorable and makes a lasting impact. Delivering a strong presentation is a useful skill to have and is advantageous personally and professionally. Here are three ways you can be a leader of effective presentations.

Frame your story

When preparing your presentation, always start with the 'why' behind your message. This 'why' is the story, or the foundation, of any presentation. Throughout history, storytelling has been a key way we've shared our collective history, facts and ideas (Anderson, 2013). By weaving a story throughout your presentation, your audience will feel engaged and will leave remembering the significance of the message (Anderson, 2013). The story you share will depend on your audience. Are you proposing a new initiative at a staff meeting? Try sharing a story from your

school that will support how this initiative will work. If you are giving a presentation at a PD conference, you may want to share background information about your school, what you did to develop a new initiative and accounts of the learnings and successes.

Use strong body language

Have you heard of the proven confidence-building body language called power posing? Power posing is a great way to boost your confidence before delivering a presentation. In her TED talk *Your Body Language May Shape Who You Are*, Harvard professor Amy Cuddy discusses how power posing before a presentation will boost your confidence and change the way you present (TEDGlobal, 2012).

After you've done your power posing to boost your confidence, use your body language while presenting to connect your message to the audience. Your body language can support trust building with your audience (speak-

withpersuasion.com). There are a few ways to connect with your audience using body language. Use movement – take advantage of the space, walk across the platform and move toward your audience, maintaining eye contact when making key points. This will help reinforce your ideas (Andrews, 2015). Another great way to connect with your audience is through gestures. This will keep your audience engaged in what you're saying while emphasizing the points you are making (Andrews, 2015).

Create a visually engaging presentation

Lastly, make sure your presentation is visually engaging. Use visuals to keep the audience focused on the presentation you're giving. Make sure you aren't overloading your presentations with text: six lines is considered best practice (French, 2016). You can also use single images, infographics and charts to highlight the key points (French, 2016) ▲

For more tips to design beautiful presentations visit <https://visage.co/11-design-tips-beautiful-presentations/>

✉ psweeney@principals.ca

- i** REFERENCE:
Anderson, C. (2013). Harvard Business Review. *How to Give a Killer Presentation*. As of April 15, 2018 <https://hbr.org/2013/06/how-to-give-a-killer-presentation>
Andrews, A. (2015). Activia Training. *9 Ways You Can Use Body Language to Improve your Presentation*. As of April 13, 2018 <https://www.activia.co.uk/blog/9-ways-you-can-use-body-language-to-improve-your-presentation>
Cuddy, A. (2012). TEDGlobal. *Your Body Language May Shape Who You Are*. As of April 15, 2018 https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are
French, K. (2016). Visage. *11 Design Tips for Beautiful Presentations*. As of April 16, 2018 <https://visage.co/11-design-tips-beautiful-presentations/>
Speak with Persuasion. (2017). *Body Language In Public Speaking: Why and how it's important*. As of April 15, 2018 <https://www.speakwithpersuasion.com/learn/body-language/>



AL

The History of our First 20 Years

By Peggy Sweeney

In 1997, then Minister of Education John Snobelen introduced Bill 160. The Bill contained many changes to education finance, program delivery, school board management and the collective bargaining rights of teachers. It also removed principals and vice-principals from membership in the teacher federations, prohibiting their right to unionize or be included in a bargaining unit.

School leaders throughout Ontario were unnerved. What would this mean for us? How would we function without a federation? What protections would we now have? A group of those leaders began to meet, planning how to create an organization that would protect, advocate and include principals and vice-principals from both panels.

The decision was made to establish a professional association. The planning group, along with lawyers from Lerner law firm, organized a road show throughout the province. They met with principals and vice-principals from all 31 public district school boards, discussing the implications of their removal from the federation, debating the best way to move forward and offering their vision for an all-inclusive professional organization.

On December 13, 1997, in a meeting room of the Toronto Colony Hotel, the planning group passed a motion to create the Ontario Principals' Council. Four hundred school leaders signed up as members on the spot. We selected a logo and developed a plan to sign up more members.

One of the members of that organizing group was Rob Whetter, who became OPC's first President in 1998. "The vision of the new organization

was to put Ontario principals in the forefront of educational change. We wanted the OPC to speak with a strong voice on educational matters with students, parents, government, stakeholder groups, the media and the public. The group decided on a Provincial Council format that would include an elementary and secondary principal or vice-principal from every public board in the province to serve as our Board of Directors."



LOOK BACK

On April 1, 1998, the OPC officially came into existence. Several key people played an integral part in its establishment – Jack Martin, Ken Shepard, Rob Whetter, Leslie Hossack, John Judson, Doug Beffort, Sheryl Hoshizaki, Joan Mantle, Henry Mick, Brian McKinnon and Rick Victor.

We started out modestly, working out of the back of Thistle Printing in East York, with just three staff members. In September 1998, Mike Benson was hired as the first Executive Director. He expanded the staff to include an Office Manager, two Protective Services Consultants, legal support and a Communications Officer.

In 1999, the small team moved to 45 York Mills Road in Toronto, renting a floor in a school offered by the Toronto District School Board.

Establishing a professional development program was one of the initial priorities, presenting both an opportunity and an overwhelming task.

Ethne Cullen was hired to manage the Centre for Leadership, while Joanne Robinson successfully organized our first Odyssey conference, Charting New Waters, in 1998.

Joanne recalls the first days of setting up this part of the organization. “Our Members required numerous resources and supports, particularly when learning to operate in this new management environment. We started with locally-delivered workshops, which led to the development of the first Principal’s Qualification Program offered by principals’ associations in partnership with school districts. Since that time, we have provided workshops and online learning programs, co-authored books, organized annual conferences, developed resources, designed many more additional qualification programs, and trained school and system leaders in Ontario and around the world. Professional learning for leaders focused on improved

“We wanted the OPC to SPEAK WITH A STRONG VOICE ON EDUCATIONAL MATTERS with students, parents, government, stakeholder groups, the media and the public.”

student learning has always been one of our strengths and core priorities.”

In 2000, we enhanced our advocacy work with our first Principal’s Day at Queen’s Park. Meeting with MPPs from all three parties, we wanted to make sure our elected officials were hearing from the people who run and manage schools on a daily basis. Our unique insights allowed us to share our

concerns, raise issues, answer questions and be a resource for the MPPs who were making important decisions about education. Since that time, the annual advocacy day has become a very successful way to connect with our elected officials.

In 2002, the TDSB sold the school on York Mills and we were on the move again. Realizing that a lot of the work we do was centred in downtown Toronto, near Queen's Park, the ministry and other stakeholder groups, we moved to 180 Dundas Street.

Also in 2002, we conducted a search for in-house legal counsel, hiring Allyson Otten and Sarah Colman, previously from Lerner's. The move allowed the OPC to provide a more cost-effective way of ensuring timely advice and direct representation and support for principals and vice-principals.

Sarah Colman explains the importance of the move to in-house counsel. "We assist Members facing disputes with school boards; dealing with illness or disability; facing investigation by the College of Teachers, child protection services or police; and facing discrimination, defamation or harassment in their workplace. We also provide support to the Executive and Provincial Council, assist Districts in the negotiations of their Terms and Conditions of Employment and engage in provincial negotiations. As the OPC has become a more sophisticated association, the addition of in-house counsel has brought significant benefits."

In 2006, after the latest two rounds of teacher negotiations had reduced supervision time in and around schools, principals started reporting on the resulting negative impact. We were hearing a lot about how a school should safely be supervised. Research of school districts across Canada revealed that only two boards had some standards in place.

But no formal standards existed for school supervision around appropriate ratios and other safety factors.

We brought together a group of OPC Members to develop a set of standards that could be used by all schools, providing an objective way to ensure supervision was safe and appropriate. Our Supervision Standards were released publicly in February 2007 and generated a significant amount of media coverage throughout the province.

In 2011, we were thrilled to host the 10th International Confederation of Principals Conference in Toronto, the first time the event had ever been held in Canada. More than 2,000 educators from 40 countries gathered to hear keynote and featured speakers, attend workshops on a variety of topical issues, network with school leaders from around the world and enjoy the beautiful city of Toronto.

From the beginning, we knew that another key resource Members would need was legal and professional support. Colin Fleming has been a PST consultant for the past seven years. "In 1998, the OPC started with two Protective Services Consultants, answering calls from Members about issues related to their role. Since then, the department has grown to three Intake Consultants, three PST Consultants, a Benefits Consultant, Legal Counsel and General Counsel. On an annual basis, we talk to 1,200 Members; conduct 15 legal issues workshops; attend over 200 meetings with school boards, the College of Teachers and Children's Aid Societies. Providing legal advice, support, counsel and representation to OPC Members is a crucial role for our organization."

Following years of intense advocacy and lobbying, in June 2013, the OPC, CPCO and ADFO reached the first provincial terms and conditions

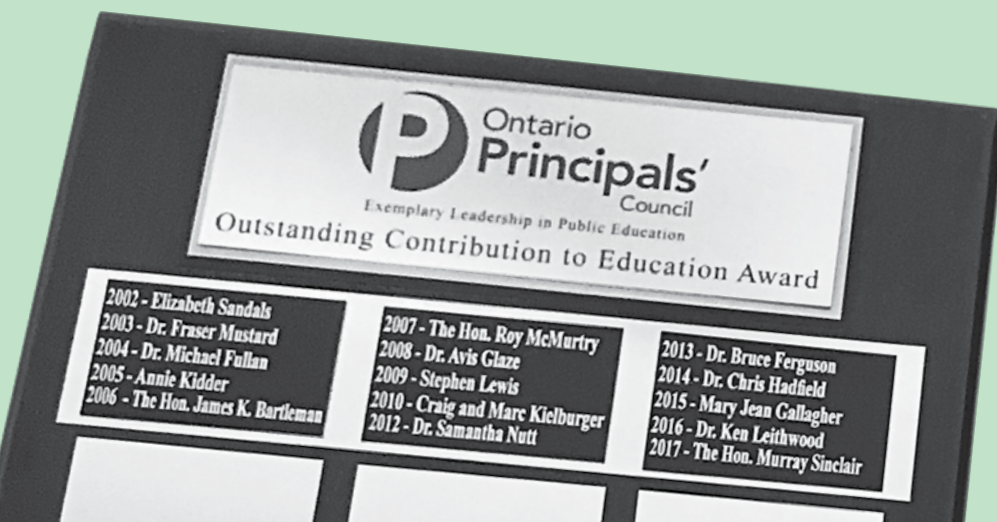
agreement specifically for principals and vice-principals. Representing the three associations, Executive Director Allyson Otten acted as the Chief Negotiator for our Members. "After many, many months of talks, plan-



ning, strategy sessions and feedback from our Members, a historic agreement was reached that recognized the exclusive right of the three associations to represent all of our members and to take part in good faith discussions with the Crown and Trustee Associations on their behalf. The resulting provincial agreement was the first of its kind to recognize the unique needs and working conditions of every principal and vice-principal in Ontario."

What do principals do? It was a question we discovered few people – including the parents in our schools – knew the answer to. John Hamilton took on this issue during his year as President in 2014-15. "We engaged an external firm to conduct some research for us and learned that the role of the principal was not very well understood in schools. In response, we developed an Advocacy Campaign to educate our school communities about our backgrounds, roles and responsibilities."

John and OPC staff member Peggy Sweeney travelled the province meeting with Members, providing supports and assisting principals and vice-principals with ways to advocate for their role in the school, all in an effort to develop better working relationships with our school communities.





**“On an annual basis, we talk to 1,200 MEMBERS;
conduct 15 LEGAL ISSUES WORKSHOPS;
attend OVER 200 MEETINGS...”**

For the past 20 years, we have developed dozens of materials for our Members – a website, *The Register* magazine and targeted professional learning resources on topical issues. Many of these communication pieces have won national and international recognition for their excellence, including awards from the Canadian Association for Communicators in Education, the National School Public Relations Association, The Tabbies and the KRW awards.

In addition to recognizing our own Members, we also wanted to recognize non-educators who have made a significant contribution to our sector. The OPC Outstanding Contribution to Education Award has been bestowed on 15 individuals including Dr. Fraser Mustard, Steven Lewis, Craig and Marc Kielburger, Dr. Samantha Nutt, Dr. Chris Hadfield and the Hon Murray Sinclair.

In December 2017, after more than a decade on Dundas Street, it was time to load up the moving boxes once again. It was there that our organization flourished and grew from humble beginnings into the world-renowned association that it is today. With this growth, it became clear that a new office was needed to accommodate staff, professional development events and international

visitors. Our new office at 20 Queen Street West meets all those goals.

As our organization continued to grow and evolve, it was also the right time to update our company logo to reflect our current brand identity, goal and mission. We chose to emphasize the “P” in the new logo, to highlight our dedication to serve the principals and vice-principals of Ontario.

In 2018, we are 20 years young. While we have accomplished much in our first two decades, there is still much more to do. As the role of the school leader changes, expands and becomes more complicated, it will be more important than ever for the OPC to advocate for, support and train the people who lead our schools.

Our goal is to help those leaders create the safe, positive, productive learning environment in which all our students can reach their potential. ▲

This article was prepared with contributions from several past and present OPC Members. We thank them for their time, and for sharing their memories and insights with us.



EDUCATORS' INSTITUTE

August 21st & 22nd
Hilton Mississauga/Meadowvale

Two days designed to impact your teaching of students with learning disabilities.



www.LDatSchool.ca



CONGRATULATIONS!

CANADA'S OUTSTANDING PRINCIPALS™

The OPC is pleased to recognize the following OPC Members who have recently been awarded with a **2018 Canada's Outstanding Principals Award**, in recognition of their outstanding contributions as exemplary leaders in public education. The program, sponsored by The Learning Partnership, also includes an Executive Leadership Training Program. This program, in partnership with the University of Toronto's Rotman School of Management, strengthens the education system in Canada by developing its leaders. Award winners become part of a National Academy of Principals, a pan-Canadian learning community of Canada's Outstanding Principals alumni.



Gregory Brucker
Barrie North CI
Simcoe County DSB
Barrie, Ontario



Krysten Cameron
German Mills PS
York Region DSB
Thornhill, Ontario



Norbert Costa
Hillcrest Community School
Toronto DSB
Toronto, Ontario



Em Del Sordo
Dundas Valley SS
Hamilton-Wentworth DSB
Dundas, Ontario



Terry Doyle
Scarborough Village PS
Toronto DSB
Toronto, Ontario



Donna Ford
Roselawn PS
York Region DSB
Richmond Hill, Ontario



Karen Madarasz
Weston Memorial JPS
Toronto DSB
Toronto, Ontario



Peter Marshall
Boyne PS
Halton DSB
Milton, Ontario



Sarah Rogers
Hastings PS
Kawartha Pine Ridge DSB
Hastings, Ontario

Leading Special Education

How to navigate the complexities of student aggression

Navigating the complexities of student aggression related to special education needs is one of the most challenging responsibilities of an administrator. Principals and vice-principals are able to create a safe and caring learning environment when they understand the causes of behaviour, can support staff in developing differentiated programming for students, understand their legal responsibilities and put their most vulnerable students at the centre of school planning.

Understanding Behaviour

There are many reasons why a student may display aggression in a school setting. Whether the root cause is developmental, ADHD, Autism Spectrum Disorder, ODD, mental health concerns, processing difficulties etc., some students display their inability to communicate, their difficulty with transitioning and their anger in ways that are disruptive to the learning environment and a safety risk to others. Regardless of the reason for aggression, it is important to remember that no student with special needs wakes up in the morning and chooses to have a difficult day. It is our responsibility to create an environment where our most challenging students feel they are respected and understood, and where we work tirelessly to create programming that reduces these behaviours so that the student has equitable access to academic outcomes.

The Importance of Programming

Explicit programming is the most im-



portant strategy we can use to reduce behaviours. Students with poorly developed self-regulation skills require a visual schedule that directs every moment of their day. A schedule can be in the form of pictures, words or both. Having a student learn to follow a schedule may be the only skill that is practised and reinforced initially. Another useful strategy is for the student to rehearse what is expected of them. This involves a staff member being explicit about what success looks like and practising with the student, when they are calm, how to transition or self-regulate. Rehearsing is analogous to a fire drill – we practice how to handle a difficult situation when everyone is receptive to learning. We don't practice how to leave the school when there is an actual fire.

Legal Responsibilities

Balancing the rights and needs of a

student with special needs with the rights and needs of staff and other students can be difficult. Using the *Safe Schools Act*, the Ontario Human Rights Code, the *Occupational Health and Safety Act* and your district's policy on Risk of Injury, administrators will make decisions that are in the best interests of all students and staff.

The OPC is committed to supporting administrators in deepening their leadership in the area of special education, and has a number of learning opportunities from which to choose.

For information on free one hour webinars, one day workshops and Special Education for Administrators Additional Qualification Program, visit the Professional Learning section of our website <https://www.principals.ca/Display.aspx?cid=437> ▲

✉ elc@principals.ca

Cannabis Legislation

Ontario gears up for the implications of federal legislation

By Kate Dearden, BLG

Illustration by Matthew Billington

The path to the legalization of cannabis in Canada will likely be delayed until the end of summer 2018. Although the federal government passed the *Cannabis Act* on November 27, 2017, it will not be in force until it has been passed by the Senate, and on a date that the federal cabinet will select and announce. Recent reports indicate that the federal government will not declare the *Cannabis Act* in force until late summer, rather than by July 2018 as anticipated.

Part of the delay can be attributed to the Senate, which has been engaged in vigorous debate about the legalization, raising issues such as a potential rise in youth consumption, drug-impaired driving and the potential legalization of edible cannabis products. During a recent Senate session, federal Health Minister

Ginette Petitpas Taylor said the provinces and territories would need two to three months to prepare for legalization, which is largely a ramp-up of capacity to sell cannabis in retail stores.

Meanwhile, the province of Ontario continues to prepare for the legalization of cannabis. On December 12, 2017, the Ontario government passed legislation that will give effect to the federal government's corresponding de-criminalization of cannabis. The *Cannabis, Smoke-Free Ontario and Road Safety Statute Law Amendment Act, 2017* will implement a significant number of changes to the use, sale and regulation of cannabis in Ontario. These new laws are not yet in force, but are expected to be proclaimed in force concurrently with the federal *Cannabis Act*.



Ontario's Cannabis Regime

When the *Cannabis Act, 2017* comes into force it will treat non-medical cannabis use more strictly – like alcohol – in that it will only be available for purchase by adults over age 19 in government-run retail stores and consumed only in private residences.

Below are the key elements of Ontario's regulated access to cannabis:

1. Minimum age to use, buy, possess and cultivate cannabis will be 19.
2. Non-medical cannabis use is restricted to private residences.
3. Adults over age 19 may grow up to four plants.
4. Cannabis use will be prohibited in public places, workplaces, motor vehicles and boats. This prohibition would include schools.
5. The Liquor Control Board of Ontario will oversee the retail sales of cannabis in Ontario by establishing the Ontario Cannabis Retail Corporation. There will be at least 150 stand-alone retail stores by 2020, and online retail sales facilitated through Shopify. All cannabis sold in Ontario will be obtained from the federally-licensed commercial cannabis producers who will be authorized to sell cannabis to individuals with a legal prescription under the federal *Access to Cannabis for Medical Purposes Regulations* (ACMPR).
6. Police will continue to shut down illegal cannabis "dispensaries" and "clubs." They are not included in Ontario's retail framework for legal access to cannabis.

Strict Prohibitions on Smoking or Vaping Cannabis

The *Smoke-Free Ontario Act, 2017* (SFOA) will regulate the smoking aspect of cannabis, and will also address the issue of vaping (electronic cigarettes or e-cigarettes) as a method of using cannabis and other tobacco products. It will be strictly prohibited to smoke or hold lighted

tobacco, smoke or hold lighted medical cannabis and/or use an electronic cigarette in enclosed public places, enclosed workplaces and schools within the meaning of the *Education Act*.

Employers will be obligated to ensure compliance with the SFOA, for example by posting prescribed signs and removing ashtrays from enclosed public places. There is a new reprisal section that prohibits an employer from taking action against an employee who acts in accordance with the SFOA or seeks the enforcement of it, including dismissing or threatening to dismiss an employee, disciplining, or suspending an employee, or threatening to do so, imposing a penalty or intimidating or coercing an employee.

The SFOA contains exemptions for medical cannabis users that live in a residence which is also an enclosed workspace. These exemptions are very narrow and unlikely to apply to a school context. For example, limited medical cannabis use may be permitted in a long-term care home that has an indoor room designated as a controlled area for smoking or use of electronic cigarettes.

Strict Prohibitions for Youth Access to Cannabis

Under the *Cannabis Act, 2017*, youth under age 19 will be prohibited from possessing, consuming, attempting to purchase, purchasing or distributing cannabis. Further, no one under age 19 will be permitted to cultivate, propagate or harvest cannabis (or offer to do any of those activities for others). While youth will not be subject to criminal offences for breaching the *Cannabis Act, 2017*, police and prosecutors have the authority to issue a fine of up to \$200. Further, police will be permitted to seize cannabis in connection with an offence, including any cannabis that is found in the possession of youth under age 19.

Police will also have the authority to refer a potential young offender to an "approved youth education or prevention program." Prosecutors will have a similar authority when exercising their power to stay a provincial offences proceeding or in withdrawing a charge. The *Cannabis Act, 2017* authorizes the Attorney General to approve education or prevention programs and will list such programs on a publicly available website.

Medical Cannabis Users Remain Regulated

The current medical access regime will remain in place for medical cannabis users. The federal *Access to Cannabis for Medical Purposes Regulations* (ACMPR) allows possession of cannabis for medical purposes if obtained

- i. from a licenced producer
- ii. from a health care practitioner in the course of treatment for a medical condition or
- iii. from a hospital.

Individuals who claim to be medical cannabis users must show supporting documents to police on demand. It is also reasonable for schools to request such documents in connection with the duty to accommodate a student or staff disability.

There have been reports in the media of benefit providers offering to extend coverage to medical cannabis for specific conditions and symptoms associated with cancer, rheumatoid arthritis, multiple sclerosis, HIV-AIDS and palliative care. Where such extended coverage is



**Youth under age 19
will be prohibited from
POSSESSING,
CONSUMING,
ATTEMPTING TO
PURCHASE,
PURCHASING or
DISTRIBUTING
cannabis.**

Schools will have to decide, on an INDIVIDUAL BASIS, whether accommodating a student or employee with a disability requires tolerating a CERTAIN LEVEL OF IMPAIRMENT during the school day.

offered, employees will be subject to the terms of the applicable benefit plans, including the requirement to provide supporting documentation to the insurer.

Impairment Still Not Acceptable at School or Work

Educators and employers can continue to take the position that impairment at school or in the workplace is not acceptable. The legal access regime described above does not provide anyone in Ontario with a legal right to consume or possess cannabis on school premises, or to be impaired at school without any recourse to the school or employer. If a student or an employee is a medical cannabis user, the matter will be treated like any other accommodation of a disability.

In the accommodation process, cannabis will be considered like any other medication. Employers, whether in the school setting or otherwise, will need to undertake an individual assessment of an employee's disability and the options for reasonable accommodation, including where a person may be impaired due to medical use of cannabis. Students and employees must participate in the accommodation process by providing information, including medical information, about their cannabis use and level of impairment (if any).

Schools will have to decide, on an individual basis, whether accommodating a student or employee with a disability requires tolerating a certain level of impairment during the school day. As noted above, smoking or vaping cannabis will not be permitted at schools, even for medical cannabis users.

The Ontario government proposes to amend the *Education Act* concurrent with the *Cannabis Act, 2017* to include the definition of medical cannabis user as "a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law." The Provincial Code of Conduct section will be revised to state that one of the purposes of the Code of Conduct is to discourage the use of alcohol

and illegal drugs, except by a medical cannabis user. Section 306 of the *Education Act*, which deals with suspensions, will be revised to prohibit possession of cannabis, except for a student who is a medical cannabis user. These amendments are consistent with the treatment of medical cannabis use as a disability accommodation, rather than disciplinary matter.

The amendment to section 310 of the *Education Act* will include giving cannabis to a minor as one of the activities leading to suspension. This amendment is consistent with the federal government's introduction of new offences for giving cannabis to youth.

We will continue to monitor the federal and provincial governments' evolving efforts to provide adults with legal access to cannabis. Schools boards and independent schools should be reviewing relevant policies and procedures in anticipation of implementation by late summer 2018. ▲

Kate Dearden is a Senior Associate in the Toronto office of BLG. She is the Secretary of CAPSLE and a member of the Executive of the Education Law Section of the Ontario Bar Association. She practices primarily in the area of employment, labour and education law.

✉ kdearden@blg.com


REFERENCES

Ligaya, A. (2018). *Financial Post*. Sun Life Financial to add medical marijuana option to group benefits plans. As of February 15, 2018 <http://business.financialpost.com/news/fp-street/sun-life-financial-to-add-medical-pot-option-to-group-benefits-plans>

The Canadian Press. *The Toronto Star*. (2018) LCBO announces deal with Shopify to run online cannabis sales platform. As of February 12, 2018 <https://www.thestar.com/news/canada/2018/02/12/lcbo-announces-deal-with-shopify-to-run-online-cannabis-sales-platform.html>

Leblanc, D. (2018). *The Globe and Mail*. Federal government still not ready to launch marijuana legalization. As of February 15, 2018 <https://www.theglobeandmail.com/news/politics/liberal-bid-to-hasten-senate-debate-on-marijuana-fails/article37994091/>

Leblanc, D., & Pellerin, C. (2018). *The Globe and Mail*. Regulatory lag to push legal marijuana to late summer. As of February 6, 2018 <https://www.theglobeandmail.com/news/politics/regulatory-lag-to-push-legal-marijuana-to-late-summer/article37871180/>



jack hirose
& ASSOCIATES INC.

**CHILD & YOUTH
FOCUSED
MENTAL HEALTH
WORKSHOPS**

\$10 OFF!
ONLINE CODE:
OPC10

**REGISTER TODAY
JACKHIROSE.COM**


**MENTAL HEALTH ISSUES
IN THE CLASSROOM**
Practical Strategies for Helping
Children & Adolescents Succeed

OAKVILLE | NOVEMBER 12, 2018
OTTAWA | NOVEMBER 15, 2018

HIGH FUNCTIONING AUTISM
Proven & Practical Interventions

OAKVILLE | NOVEMBER 13, 2018
OTTAWA | NOVEMBER 16, 2018

PRESENTED BY: JAY BERK, PH.D.



Diversity in School Leadership

A reflection of Ontario's students

By Luther Brown

A significant priority of the Ontario Ministry of Education as presented in *Achieving Excellence: A Renewed Vision for Education in Ontario (2014)*, is to ensure equity so that “every student should have the opportunity to succeed, regardless of background, identity or personal circumstances.” In keeping with this equity priority, the Ministry introduced the Education Equity Action Plan in 2017 “to serve as the province’s blueprint for identifying and eliminating discriminatory practices, systemic barriers and biases from schools and classrooms.”

One of the key components of the Action Plan is to enhance “Leadership, Governance and Human Resource Practices by ensuring that the diversity of the teachers, staff and school system leaders in Ontario schools reflect the diversity of their students, and that those education leaders are committed to equity for all learners and to upholding and promoting human rights.” The announced equity plan coheres well with the conceptual frame of the research, which sought to respond to the question: How do schools and school districts create leadership pathways to encourage, support and generate better representation of historically marginalized peoples in district leadership roles such as principals and vice-principals? Marginalization and its impact on the distribution of leadership roles such as principal and vice-principal in schools and school districts is the phenomenon that

was studied. The research identifies marginalization as social and political processes that create vulnerabilities. Marginalization forces certain members of society towards the margins of societal actions and behaviours that are deemed important to society’s well-being. The marginalized are often comprised according to race, class, gender identity, religion and physical or intellectual ability.

This report presents aspects of the data analysis, findings and some recommendations of the research. The research report is available on the Ontario Principals’ Council (OPC) website. The data used in the research report represents the expressed thinking of practising principals and vice-principals from districts across Ontario. Principals and vice-principals who participated in the study believed that districts should be deliberate and transparent

regarding processes being used to change the leadership inclusion trajectory. The school leaders participated through online surveys, a focus group and person-to-person conversations, and expressed a strong readiness to support practices that are more inclusive than currently prevail. Research generally asserts strong correlations between school leadership and student achievement (Cohen, McCabe, Michelli, & Pickeral, 2009, p. 180-213; Leithwood, Louis, Anderson, & Wahlstrom, 2004, p. 611-629). The OPC publication, *Equity and Inclusive Education, Implementing Ontario's Equity and Inclusive Education Strategy*, supports the principals' role in advancing equity and inclusion as regular practice and acknowledges the centrality of the principal's role in being a catalyst and a champion for change towards more inclusive and equitable school environments. This study agrees with the Ministry of Education when it states that, "When factors such as race, class, gender identity, religion and physical or intellectual ability intersect, they can create additional barriers and unique experiences of discrimination for some students."

Ontario's Premier, Kathleen Wynne, begins her message in *A Better Way Forward* by stating that, "In Ontario we draw strength from the diversity of our people." Ontario takes pride in its diversity and Toronto boasts of being one of the most diverse cities in the world. Yet a cursory look at who generally occupies leadership roles reveals a great truth, that the statistical diversity is largely minimally represented. Although publicly presented as the ideal, implementing diversity is fraught with challenges. This research proposes that a society's potential is best realized through the release of the greatest promise of citizens. Diversity is at the centre of realizing that potential.

The diversity in question is about the inclusion of all peoples. This includes race, class, gender identity, religion and physical or intellectual ability, and their intersectionalities. It is important that race as a factor of inclusion is not minimized. The racial and ethnic components of the culture of school districts need to be reflective, in meaningful ways, in the makeup of the leadership of our province and country. When students see themselves in their leaders, they aspire more to become leaders themselves. The literature review shows that diversity of thought, inclusion and accommodation feature prominently among effects correlated to student achievement. In other words, the culture of an organization is important to the functioning of the organization, demonstrated by how people think and act on a daily basis. This is the running

theme in the book, *Change the Culture, Change the Game* (Connors & Smith, 2012).

This research supports that notion and seeks to emphasize that another aspect of culture being proffered by the research is race and ethnicity, which is often downplayed in practice. The literature review indicated that research is mainly about organizational culture; there was not much available regarding the culture of the people serving and being served by organizations.

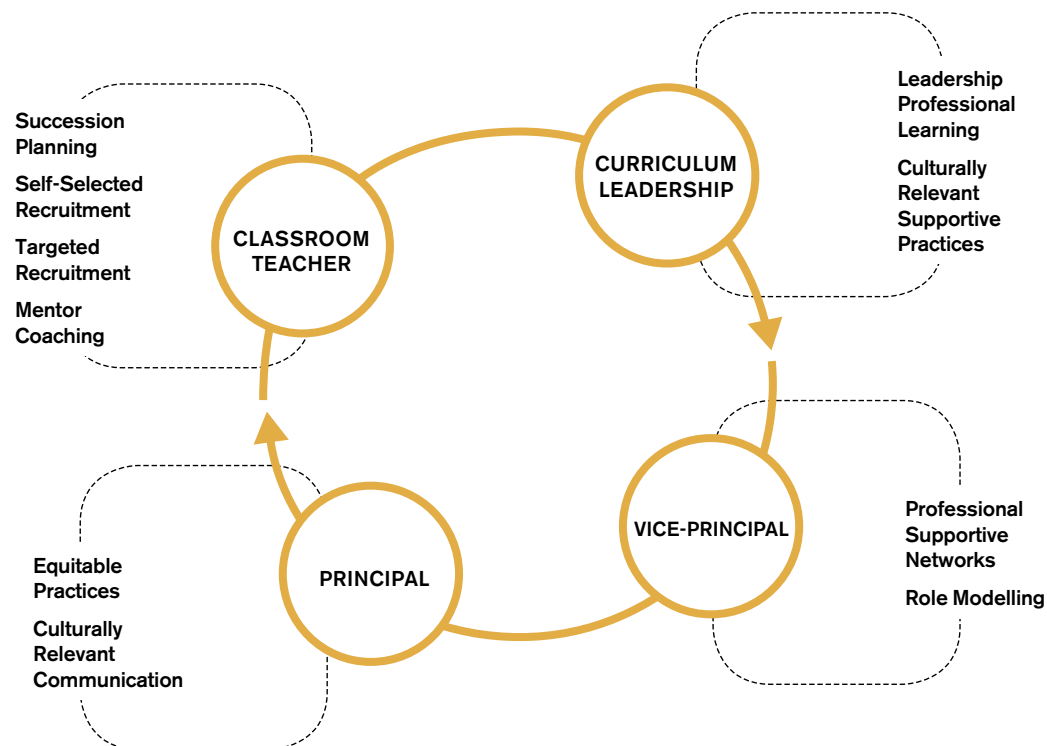
Including people who are culturally different from ourselves should be a central part of the mindset that is applied to the process of seeking diversity of thought at leadership and other tables. Diversity of thought is better facilitated through diversity in people – inclusive of the minoritized population. Changing mindset is important to changing the makeup of school and district leadership.

The literature regarding diversity and school leadership can be separated into two broad areas of focus: socio-cultural and academic/operational. Leading Canadian authors who focus on education improvement or change present a paucity of commentary on diversity from the standpoint of race and student achievement or on culture and student achievement – the socio-cultural aspect of diversity. Diversity is often recognized – it's there, sort of like a bystander. Yet as we know from Barbara Coloroso (2003), bystanders are active participants despite their perceived silence or inaction. One could argue that school leadership that broadly includes professionals from the marginalized demography matter to student achievement. If school leadership matters, and if culture matters, it is reasonable to assume that leaders from marginalized demographics will be a positive addition to successful school leadership. Systems should not continue to be complicit in neglecting significant aspects of the whole child while it attempts to educate the child. Whatever the formula for wide-scale improvement is, race and other aspects of social culture should be privileged. Student as culture cannot be marginalized if schools and school districts are intent on educating all students.

There is a deeper understanding of culture that is underutilized in the attempts to change the achievement trajectory of marginalized populations. If learners as culture is privileged, and students' cultures are not subsumed under the notions of a dominant culture, and if the curriculum, pedagogy, supportive texts and discourses are brought to the scrutiny of universalisms, stereotypes, erasure, gender and power, schools and schooling become

Diversity of thought, inclusion and accommodation feature prominently among effects correlated to student achievement.

FIGURE 1
Visualizing
the process for
deliberate inclusion



more free to meet the well-being and academic needs of all students. That is the needed organizational culture. Changing achievement trajectories without addressing students as culture is to ignore the self that is the student. School leadership is really about student achievement. Student as culture cannot be marginalized if schools and school districts are intent on educating all students. I use the term 'student as culture' to reframe thinking about the wholeness of the student. The student as culture is an invitation for students to be recognized as human with experiences, knowledges, desires and needs, who bring important value to the learning conversations. In this light, the popular phrase of absolutism, "I don't see colour" begs rethinking. There is no learner present without culture. Students cannot be expected to leave important parts of themselves outside the school and function as a whole student. Schools are encouraged to be mindful that society's cultural identity is largely a comparison between the dominant culture and 'others,' based on various attributes and their intersectionalities including values, beliefs, abilities and social experiences.

Students are social human beings who learn from, emulate and pattern development on norms and cultural practices that compete against or align with the dominant culture. When students have leaders from diverse backgrounds, they develop a greater understanding of diverse people as capable human beings. For students from minoritized populations, a diverse leadership can be aspirational. A lack of leadership that is representative of their

culture projects limits on possibilities, reduces aspirational impetus, and by default encourages low expectations and reinforces or propagates stereotypes. Responding to the question, "Why should a school district employ leaders from marginalized sections of the population?" an administrator from the Peel District School Board responded by drawing attention to the multi-value of district staffing being inclusive of the minoritized population. She posited that physical representation reflects diversity and serves aspirational purposes.

An administrator from the Toronto District School Board (TDSB) highlighted multiple values to hiring from marginalized populations including emphatic leadership, broader experience pools supporting better decision making and providing aspiration for students and others.

To be more inclusive in hiring principals and vice-principals, school boards need to interrupt current practices, since the status quo is not producing the needed effect at the desired rate. Boards often hire new administrators from pools of self-selected participants. This process does not necessarily generate the breadth and quality leadership that districts need. The marginalized demographic has a higher rate of non-participation in the self-selection process, and therefore are not sufficiently represented in the pool of eligible candidates. In the Organisation for Economic Co-operation and Development report, *Improving School Leadership Vol. 1*, it states:

Many countries rely on self-selection to fill enrolments in training and development programmes. This approach appears to reward initiative and it solves the problem of who should take part in these programmes and how to select them. But it does have inefficiencies. Candidates may or may not be of high potential. In countries where training implies additional salary increments, some candidates have little intention of taking a leadership position but simply want to raise their income. Moreover, self-selection bears little connection to an organisation's or jurisdiction's needs for succession planning. It seems increasingly apparent that more selective, intentional processes for allocating training and development are warranted (pp. 119-120)

Considering this, boards should engage more deliberate and intentional processes for recruiting and allocating school leadership. The research indicates that boards should adopt a more proactive communication posture in order for minoritized populations, who may be reluctant to self-select, be more attracted and encouraged to serve as leaders. Succession planning should be overt, accessible, begin earlier, be broad in scope and target demographic groupings for district equity and organizational needs. Figure 1 is one way of visualizing the process for deliberate inclusion. The core leadership roles are located in the centre. They are acted on by the contents of the supportive rectangles on which the circle rests. The circles also act on the supporting rectangles, an iterative process. The graphic shows only a representative sample of leadership roles. This research believes that the leadership cultivation period begins much earlier than indicated in the graphic. Students begin to think about leadership based on the models they are exposed to while at school, as well as through other community experiences. In this model, teachers represent the beginning of the formal leadership development process.

The research data asserts that a lack of diverse leadership projects limits possibilities, reduces aspirational impetus, encourages low expectations and reinforces or propagates stereotypes. There is good news. Principals and vice-principals indicate a willingness to interrupt the status quo in order for greater diversity to be achieved in district leadership, and one key component of Ontario's Education Equity Action Plan (2017) is to enhance "Leadership, Governance and Human Resource Practices by ensuring that the diversity of the teachers, staff and school system leaders in Ontario schools reflect the diversity of their students, and that those education leaders are committed to equity for all learners and to upholding and promoting human rights."

Some of the recommendations of the research are presented here.

RECOMMENDATIONS

1. Good Practice

- Demonstrate a public commitment to diversity, manifested through employment practices, to enhance reputation, create awareness for all stakeholders and position the board as a good place to work

2. Equity

- Commit to reflect the diversity of the population in leadership roles
- Interrupt systemic practices that foster marginalization
- Emphasize that minoritized groups are talented, capable, dependable and creative leaders

3. Provide Leadership Experience

- Encourage in-school and out-of-school leadership
- Assign minoritized professionals school-wide leadership roles
- Identify potential leaders, highlight the leadership skills observed and provide encouragement

4. Professional Learning

- Offer culturally relevant professional learning opportunities
- Encourage acquisition of appropriate qualifications
- Establish Leadership Professional Learning Circles
- Develop and implement District Leadership Learning Modules

5. Mentor Coaching

- Establish Leadership Learning Networks that cater to minoritized needs
- Provide mentor/coaches from minoritized populations to serve district

6. Be Supportive

- Be proactive and deliberate in supporting leadership from the marginalized population
- Tailor supports to meet the needs of marginalized professionals

7. Succession Planning

- Deliberately encourage professionals from the marginalized communities to become school and district leaders
- Rely on both self-selection and encouraged participation to meet leadership needs
- Cultivate leaders from minoritized populations

8. Communication

- Proactively communicate an organization's commitment to diversity to enhance its reputation and create awareness for all stakeholders

Systems should not continue to be complicit in **neglecting significant aspects** of the whole child while it attempts to **educate the child.**

The more diversity of voices an organization has, the better it is to meet the needs of multiple communities and hear the voices of those most often silenced.

- Develop communication processes and procedures that are diverse and will reach all employees, especially those from minoritized communities
- Be deliberate in encouraging participation from minoritized communities

9. Role Models

- Allow the system to experience leadership from minoritized populations to facilitate confidence in the leaders and allow others to see the possibilities for themselves

10. Reluctant Leaders

- Develop the understanding that professionals from minoritized communities are often reluctant to self-select because of tremendous systemic and cultural pressures they experience, pressures that cannot be experienced by the members of the dominant culture

- Recognize that being reluctant to present oneself for leadership roles is not analogous to not being able to lead successfully, or not having the leadership drive or acumen.

In summary, I borrow from a York Region School District administrator who writes: "Students and families need to see themselves reflected in our schools. It helps to build trust and confidence in public education." And from OPC, Admin 12: "The more diversity of voices an organization has, the better it is to meet the needs of multiple communities and hear the voices of those most often silenced." Education! A strong ally ensuring Canada's best future. ▲

Luther Brown, a Toronto District School Board principal and an OISE doctoral candidate, conducted this research during a course practicum at the Ontario Principals' Council.

✉ Luther.Brown@tdsb.on.ca

REFERENCES

- Baldwin, J. (1998). *Collected essays*. New York: Library of America.
- Battiste, M. A. (2013). *Decolonizing education: Nourishing the learning spirit*. Saskatoon: Purich Publishing.
- Bhabha, H. K. (1970). History and Memory in India's Literature. Retrieved from <http://historyandmemoryinindiasliterature.blogspot.com/2010/05/bhabha-other-question-stereotype-and.html>
- Bhabha, H. K. (2010). *The location of culture*. London: Routledge.
- Bhabha, H. K. (n.d.). The other question. Retrieved from https://books.google.com/books/about/The_Other_Question.html?id=NwWQGwAACAAJ
- Cohen, J., McCabe, E., Michelli, N., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers College Record*, 111(1), 180-213.
- Coloroso, B. (2003). *The bully, the bullied and the bystander*. New York: HarperCollins World.
- Covert, S. P. (2004). Principals and student achievement: What the research says. *NASSP Bulletin*, 88(639), 92-94. doi:10.1177/019263650408863909
- Delgado, R., & Stefancic, J. (n.d.). Critical race theory: An introduction, Second Edition (Critical America). Retrieved from <https://www.amazon.com/Critical-Race-Theory-Introduction-America/dp/0814721354>
- Dillard, C. B. (2007). Book review: Leslie Brown And Susan Strega (Eds), Research as resistance: Critical, indigenous, and anti-oppressive approaches. Toronto, ON: Canadian Scholars' Press. 2005. 312 pp. *Qualitative Research*, 7(2), 271-272. doi:10.1177/14687941070070020702
- DiverseCity Counts 3: A snapshot of diverse leadership in the GTA: The third annual research report measuring diversity among leaders with a new focus on the legal sector. (2017, July 09). Retrieved from <http://www.worldcat.org/title/diverse-city-counts-3-a-snapshot-of-diverse-leadership-in-the-gta-the-third-annual-research-report-measuring-diversity-among-leaders-with-a-new-focus-on-the-legal-sector/oclc/772689594>
- Diversity. (n.d.). Retrieved from https://www1.toronto.ca/wps/portal/contentonly?vgn_extoid=dbe867b42d853410VgnVCM10000071d60f89RCRD
- Druker, P. (2015). *Management*. Place of publication not identified: Routledge.
- Egalite, A. J., Kisida, B., & Winters, M. A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45, 44-52. doi:10.1016/j.econedurev.2015.01.007
- Fanon, F. (1967). *Black skin, white mask*. New York: Grove Press.
- Fink, D., & Brayman, C. (2006). School leadership succession and the challenges of change. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/0013161x05278186>
- Fullan, M. (2014). *Leading in a culture of change*. Hoboken: Wiley.
- Hafford-Letchfield, T., & Chick, N. (2015). Succession planning: Developing management potential in a social services department. Retrieved from <http://diversityhealthcare.imedpub.com/succession-planning-developing-management-potential-in-a-social-services-department.php?aid=2413>
- Hallinger, P., & Leithwood, K. (1998). Unseen forces: The impact of social culture on school leadership. *Peabody Journal of Education*, Vol. 73, No. 2, *Leading Schools in a Global Era: A Cultural Perspective (1998)*, pp. 126-151, 73(2), 126-151. Retrieved August 21, 2017, from http://www.tandfonline.com/doi/abs/10.1207/s15327930pje7302_6
- How Leadership Influences Student Learning. (n.d.). Retrieved from <http://www.walacefoundation.org/knowledge-center/Pages/How-Leadership-Influences-Student-Learning.aspx>
- Irvine, J. J. (1989). Beyond role models: An examination of cultural influences on the pedagogical perspectives of black teachers. *Peabody Journal of Education*, 66(4), 51-63. doi:10.1080/01619568909538662
- Leithwood, K., Louis, K. S., Wahlstrom, K., Anderson, S., Mascal, B., & Gordon, M. (2010). How successful leadership influences student learning: The second installment of a longer story. *Second International Handbook of Educational Change*, 611-629. doi:10.1007/978-90-481-2660-6_35
- Lipsky, M. (2010). Street-level bureaucracy: Dilemmas of the individual in public service, 30th Anniversary Expanded Edition. Retrieved from <http://www.amazon.com/Street-Level-Bureaucracy-Dilemmas-Individual-Anniversary/dp/0871545446>
- Nanavati, M., & Massey, L. (2012). *The principal as professional learning community leader*. Corwin Press.
- Restoule, J. (2013). Learning from place: A return to traditional mushkegowuk ways of knowing. *Canadian Journal of Education / Revue Canadienne De L'Éducation*, 36(2), 68-86.
- Rozario, P. A. (2007). Research as resistance: Critical, indigenous, and anti-oppressive approaches. *Qualitative Social Work*, 6(1), 121-125.
- Sanchez, J., Tornton, J., & Usinger, B. (2007, November 30). Promoting diversity in public education leadership. [Digital image]. Retrieved from <https://eric.ed.gov/?id=EJ1067212>
- Schein, E. H. (1996). Culture: The missing concept in organization studies. *Administrative Science Quarterly*, 41(2), 229. doi:10.2307/2393715
- Singleton, G. E. (2014). *Courageous conversations about race: A field guide for achieving equity in schools*. Corwin Press.
- Sun, J., & Leithwood, K. (2012). Transformational School Leadership Effects on Student Achievement. *Leadership and Policy in Schools*, 11(4), 418-451. doi:10.1080/15700763.2012.681001
- Sun, J., & Leithwood, K. (2017). Leadership Effects on Student Learning Mediated by Teacher Emotions. *How School Leaders Contribute to Student Success*, 137-152. doi:10.1007/978-3-319-50980-8_7
- TDSB. (n.d.). Staff inspiration & support. Retrieved from <http://www.tdsb.on.ca/AboutUs/DirectorofEducation/VisionforLearning/YearsofAction/StaffInspirationandSupport.aspx>
- TDSB. (2010). Achievement Gap task force draft report.
- Walter, M., & Andersen, C. (2013). *Indigenous statistics: A quantitative research methodology*. New York: Routledge.
- Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Black Point, NS: Fernwood Pub.

BE THE HERO

Fundraising with flowers



**LET US BE
THE SIDEKICK.**

No minimum order
FREE Shipping
FREE sales supplies
No up-front cost
All products guaranteed
Expert help every step of the way

**EARN 50% ON
EVERY SALE!**

A Hero is someone who voluntarily walks into a challenging situation because they see the greater good involved. Be the Hero with Vesey's Bulb Fundraising. Raise funds for your cause while beautifying your community, and rejuvenating Mother Earth!

**Make a difference. Be the Hero.
Vesey's Fundraising is by your side.**

**Vesey's Bulbs**
FUNDRAISING

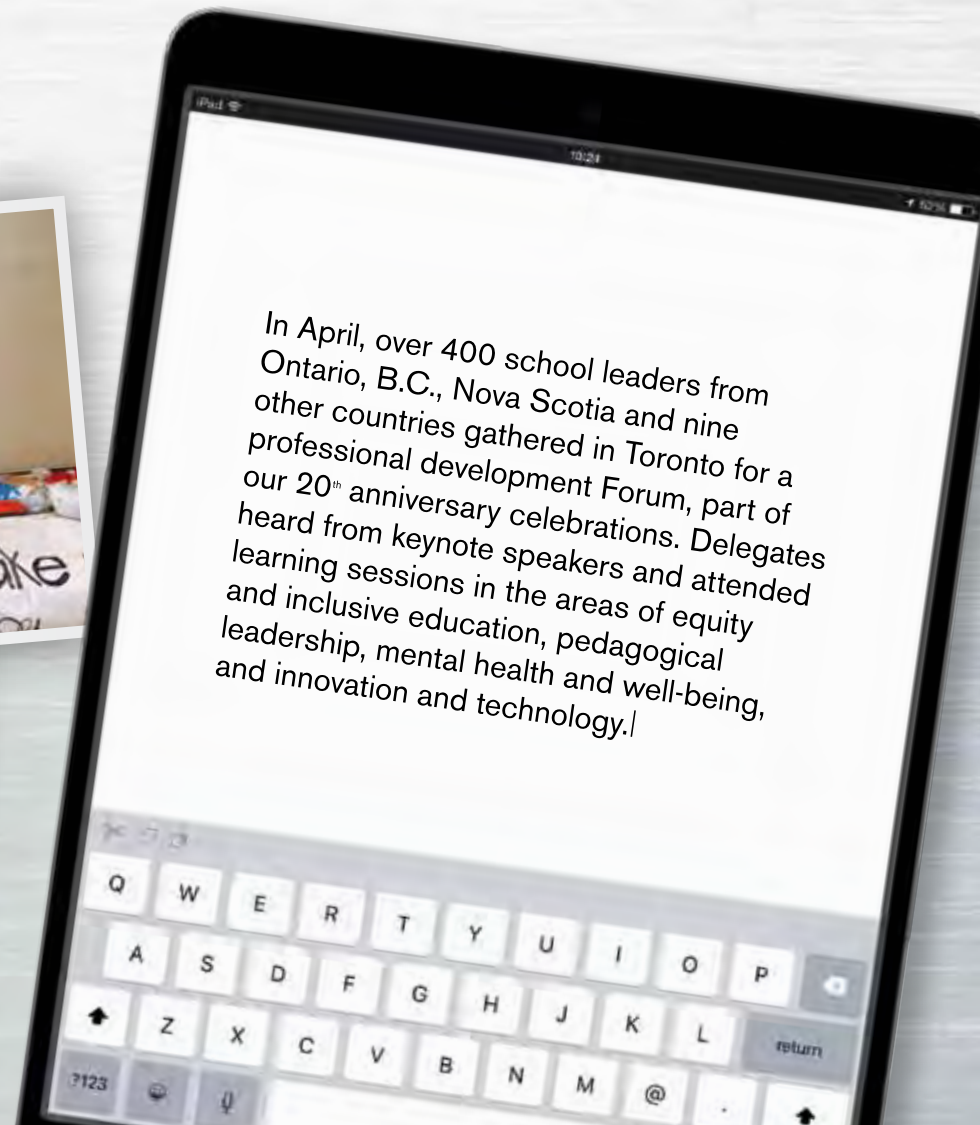
Click or call today to receive your FREE Information Kit & Supplies

www.Veseys.com/fundraising or 1-800-363-7333



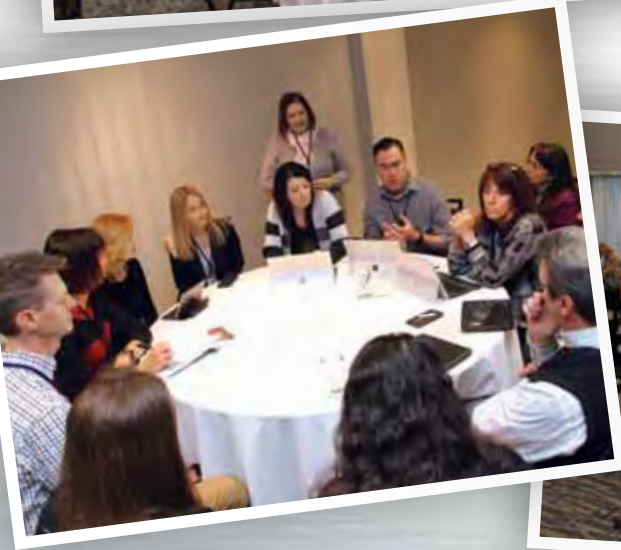
LeadON20

School leaders gather for professional development Forum



In April, over 400 school leaders from Ontario, B.C., Nova Scotia and nine other countries gathered in Toronto for a professional development Forum, part of our 20th anniversary celebrations. Delegates heard from keynote speakers and attended learning sessions in the areas of equity and inclusive education, pedagogical leadership, mental health and well-being, and innovation and technology.







LEARNING BY DESIGN

The Visible Learning^{plus} school change model of professional learning is based on one simple belief: every student should experience at least one year's growth over the course of one school year.

The Visible Learning^{plus} School Impact Process translates John Hattie's extensive research into a practical model of inquiry, evaluation, and implementation.



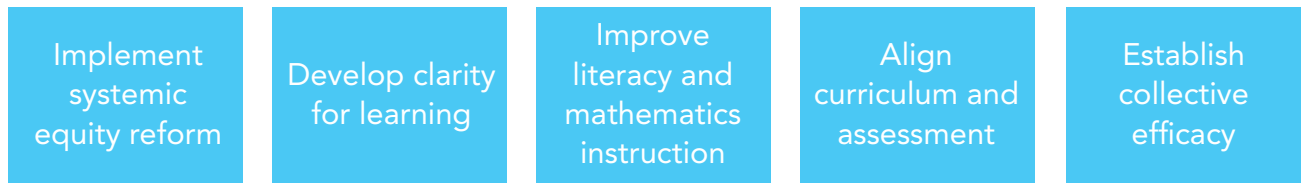
Establish Your Baseline

Begin your Visible Learning journey by building foundational knowledge of John Hattie's Visible Learning research—the **world's largest evidence base** on what works *best* in schools to improve learning.

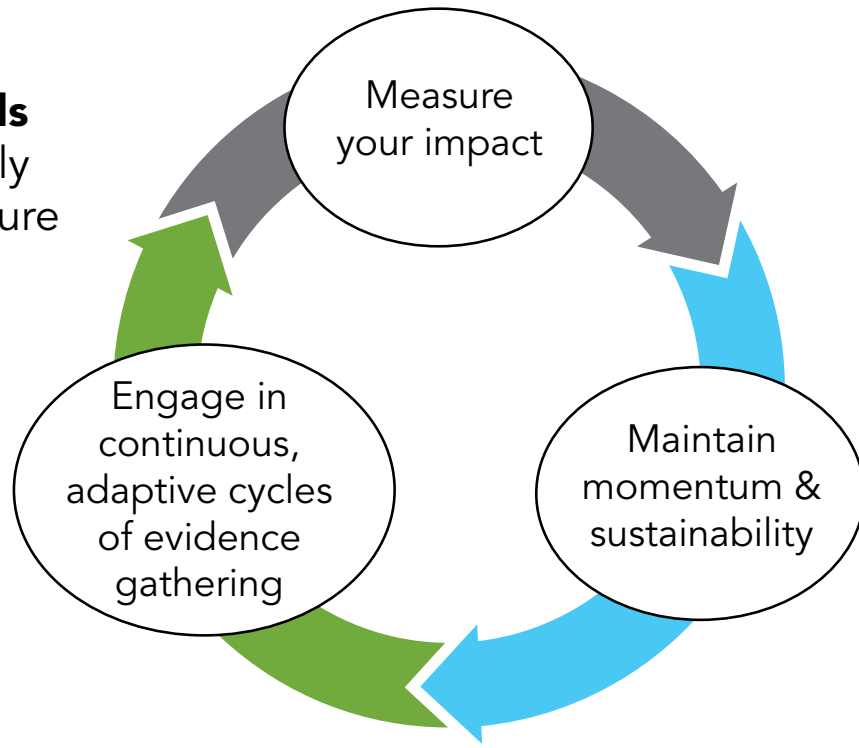


Learn more at corwin.com/visiblelearning
Or contact us at 1-800-831-6640

Implement PD based on your greatest area of need



Use Visible Learning tools to continuously track and measure progress



Outcomes



LEADERS

Leaders have enhanced visibility into school performance and improved decision making based on evidence.



TEACHERS

Teachers are adaptive experts who teach based on a clear understanding of what works best for raising student achievement.



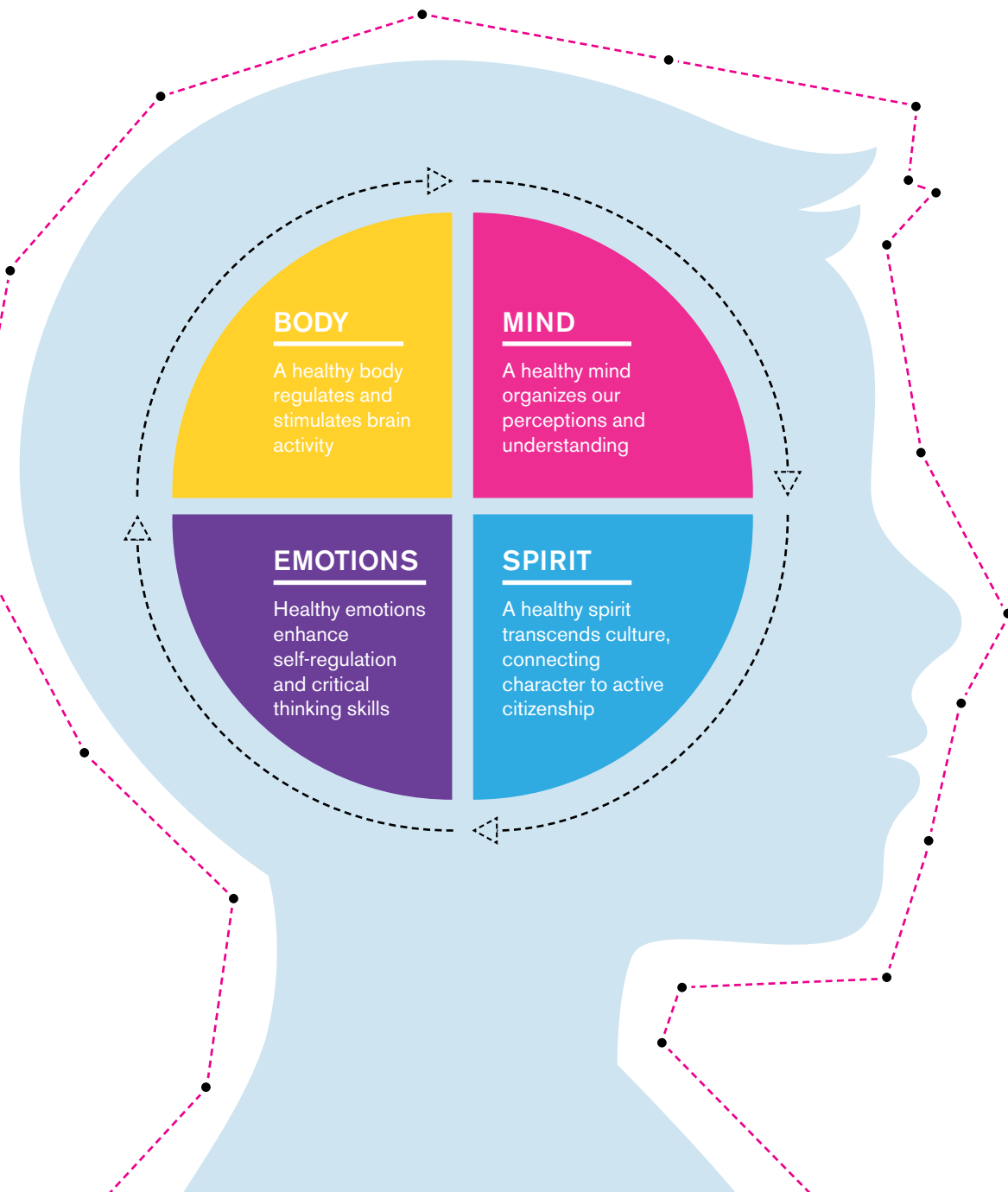
STUDENTS

Students demonstrate increased attendance, engagement, progress, and achievement.

FEED ALL FOUR

Promoting well-being for the whole student

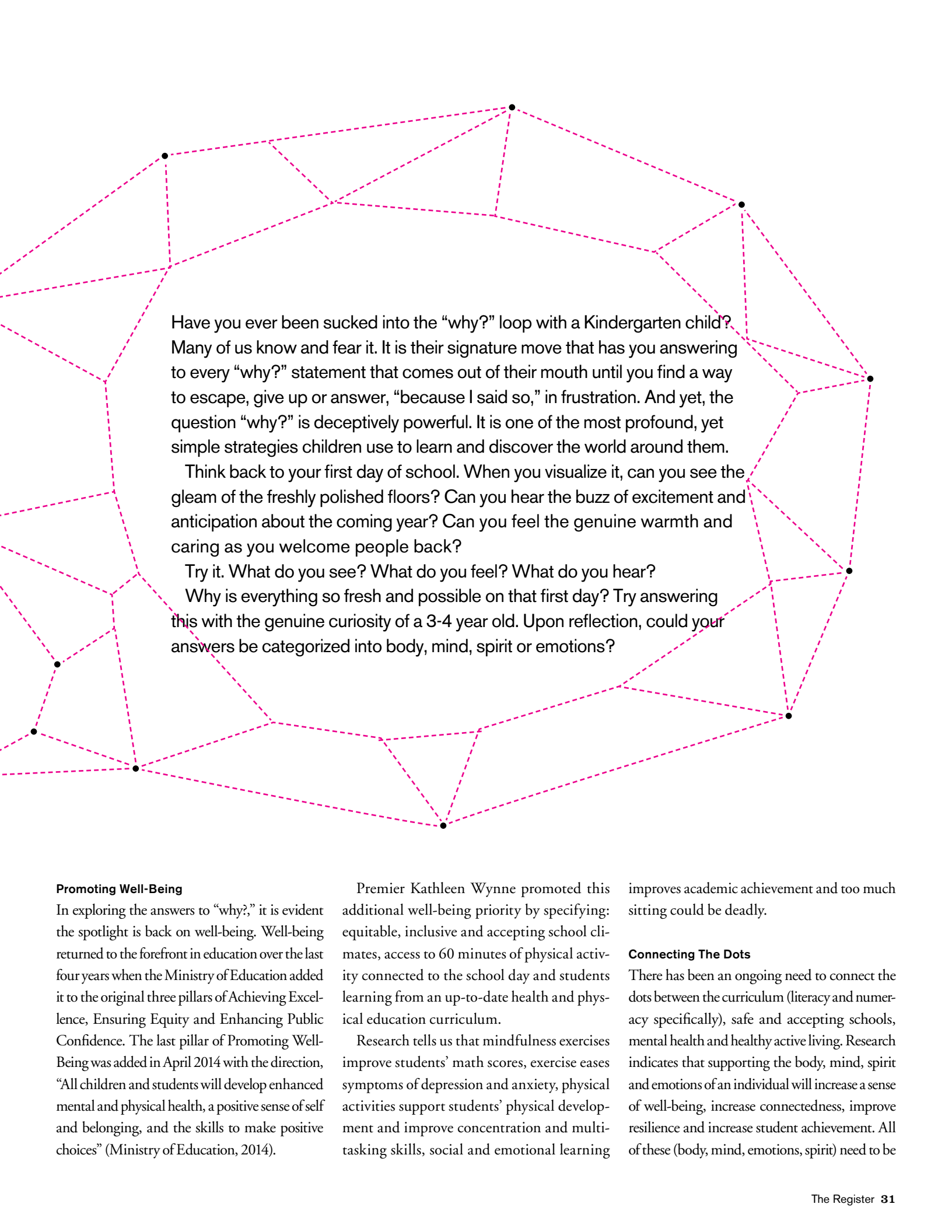
By Lorey Sargent and Ana Mena, Trillium Lakelands District School Board



Based on Maslow's Hierarchy of Needs and the First Nations Medicine Wheel, Feed All Four connects physical, mental and social/emotional health and wellness to teaching and learning.

Supporting the body, mind, spirit and emotions of an individual increases sense of well-being, increases connectedness, improves resilience and increases student achievement.

For more information, please visit www.puzzlepeace.ca



Have you ever been sucked into the “why?” loop with a Kindergarten child? Many of us know and fear it. It is their signature move that has you answering to every “why?” statement that comes out of their mouth until you find a way to escape, give up or answer, “because I said so,” in frustration. And yet, the question “why?” is deceptively powerful. It is one of the most profound, yet simple strategies children use to learn and discover the world around them.

Think back to your first day of school. When you visualize it, can you see the gleam of the freshly polished floors? Can you hear the buzz of excitement and anticipation about the coming year? Can you feel the genuine warmth and caring as you welcome people back?

Try it. What do you see? What do you feel? What do you hear?

Why is everything so fresh and possible on that first day? Try answering this with the genuine curiosity of a 3-4 year old. Upon reflection, could your answers be categorized into body, mind, spirit or emotions?

Promoting Well-Being

In exploring the answers to “why?,” it is evident the spotlight is back on well-being. Well-being returned to the forefront in education over the last four years when the Ministry of Education added it to the original three pillars of Achieving Excellence, Ensuring Equity and Enhancing Public Confidence. The last pillar of Promoting Well-Being was added in April 2014 with the direction, “All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices” (Ministry of Education, 2014).

Premier Kathleen Wynne promoted this additional well-being priority by specifying: equitable, inclusive and accepting school climates, access to 60 minutes of physical activity connected to the school day and students learning from an up-to-date health and physical education curriculum.

Research tells us that mindfulness exercises improve students’ math scores, exercise eases symptoms of depression and anxiety, physical activities support students’ physical development and improve concentration and multi-tasking skills, social and emotional learning

improves academic achievement and too much sitting could be deadly.

Connecting The Dots

There has been an ongoing need to connect the dots between the curriculum (literacy and numeracy specifically), safe and accepting schools, mental health and healthy active living. Research indicates that supporting the body, mind, spirit and emotions of an individual will increase a sense of well-being, increase connectedness, improve resilience and increase student achievement. All of these (body, mind, emotions, spirit) need to be

fed before a person can be ready and able to learn and contribute. While the Ministry of Education's priorities are aimed at student learning, by necessity in our roles as educators, we are entrusted to teach and model well-being.

Feed All Four in Trillium Lakelands District School Board (TLDSB) was developed to connect the dots. Incorporating Maslow's Hierarchy of Needs and the First Nations Medicine Wheel, Feed All Four is a way of thinking that connects physical, mental, social/emotional health and wellness to the curriculum.

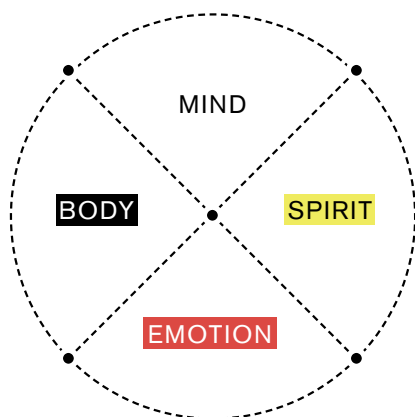
Acknowledging Our Ancestors

We started with the Medicine Wheel as a model for the system. It is often used to represent the four directions, the four sacred medicines, the four stages of life from birth to death, the four elements, as well as the whole person or whole child – body, mind, spirit and emotions.

Acknowledging Needs

Woven into the Feed All Four model is Maslow's Hierarchy of Needs, which suggests that for an individual to self-actualize, problem solve and think critically – all of the things we ask students and staff to do in schools everyday – they first need to have their basic needs met. We need food, water, feelings of safety and belonging and even sleep to think critically and use all of our higher order thinking skills. A consideration for educators is how the structures we put in place in schools, formal or informal, may prevent some students, our staff and ourselves from having their basic needs met.

First Nation's Medicine Wheel



Source: <https://pixabay.com/en/medicine-wheel-wholeness-well-being-401408>

MIND

As a basic premise, a healthy mind organizes the way we see and understand things. It is the difference between seeing a student's struggle based on their capacity, or as a gap in knowledge that can be closed. Once we change the lens in our classroom and school to meet students and staff where they are, we are closer to meeting the goal of a healthy mind. We aim to ensure that students and staff have the tools they need to succeed and create a mindset that models lifelong learning. As education leaders, we model curiosity and wonder in the classroom, the home, outdoors, school and with each student who crosses our path. This extends to challenging our students, staff and ourselves.

Take the challenge: Some simple ways that can open our mind to a healthy view of how we see and understand things includes taking time to look at food and breathe deeply before eating, turning off technology while eating, getting a minimum of 7.5 hours of sleep each night and encouraging healthy sleeping habits with our staff and students.

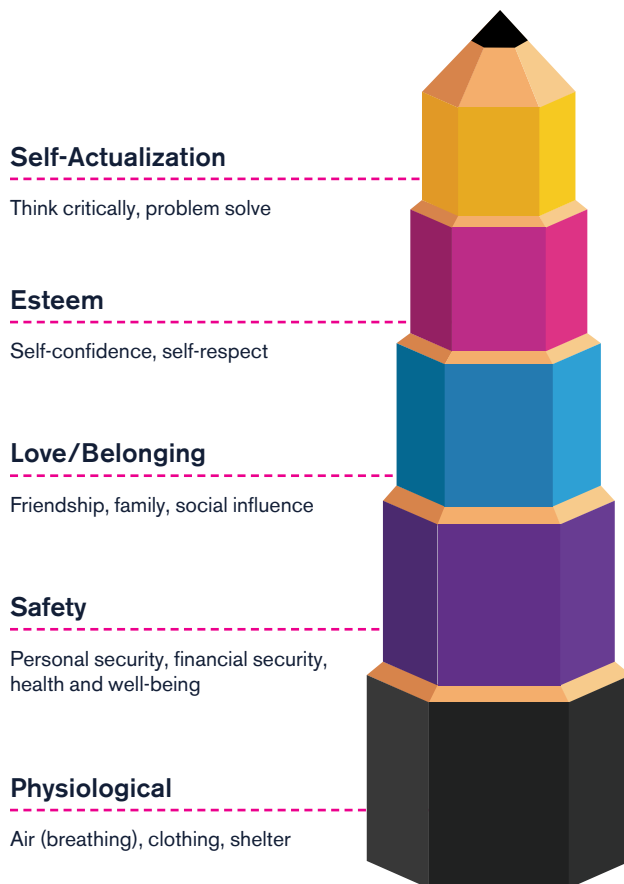
SPIRIT

A healthy spirit connects us to others and helps us to see and think beyond ourselves. It forces us to consider

- What is the learning about this student at this time?
- What environment do students and staff need to showcase their strengths?
- How can we contribute to creating those environments?

It is important for us to understand our own biases as we work with under-resourced families and students. The chart on page 33 summarizes how each socio-economic class

Maslow's Hierarchy of Needs



views a variety of things. Understanding these different views and truly reflecting how these sometimes collide with our own biases can help us to better appreciate the strengths and challenges of people living in poverty, the hidden cues and codes of various income groups in society and how our access to resources impacts the way we see the world and helps us to identify ways to improve relationships.

Take the challenge: Spirit can be beautifully captured in service to others from activities such as volunteering to read with students, lending a hand to the custodian and mopping the front foyer, sharing gratitude for and with others or making a call to a colleague to see how they are doing.

EMOTIONS

Healthy emotions increase our ability to 'keep it together' and improve our relationships with others. It is up to us to create a caring environment that promotes connections with students, parents and staff and provides

– continued on page 34

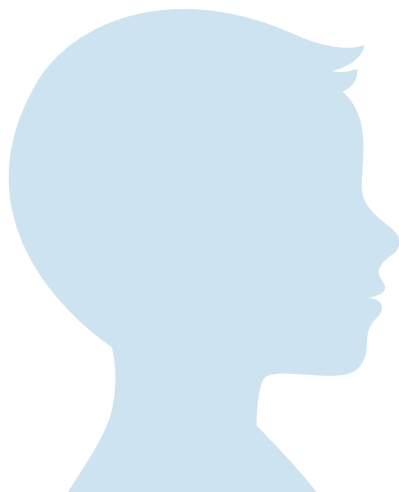


Research indicates that supporting the **BODY**, **MIND**, **SPIRIT** and **EMOTIONS** of an individual will increase a sense of well-being, increase connectedness, improve resilience and increase student achievement.

Mental Model for Poverty

*Bridges out of Poverty Training Supplement

	<u>WEALTH</u>	<u>MIDDLE CLASS</u>	<u>POVERTY</u>
DRIVING FORCES	financial, political, social connections	achievement and material security	survival, relationships, entertainment
TIME	traditions and history most important decisions made partially on basis of tradition/decorum	future most important decisions made against future ramifications	present most important decisions made for the moment based on feelings of survival
DESTINY	to act honourably and generously to others	believes in choice can change future with good choices	believes in fate cannot do much to mitigate chance
POWER	power in expertise power in stability influences policy and direction	power/respect separated responds to position power in information and institutions	power is linked to personal respect ability to fight can't stop bad things from happening
MONEY	to be conserved invested	to be managed	to be used, spent
EDUCATION	necessary tradition for making and maintaining connections	crucial for climbing success ladder and making money	valued but seen as something other people are successful at
LANGUAGE	formal register language is about networking	formal register language is about negotiation	casual register language is about survival
POSSESSIONS	one of a kind objects, legacies, pedigrees	things	people




... we had to come back to the initial message that this was a **‘way of being’** to be integrated into the **teaching** and **learning opportunities**, rather than an add on.

opportunities to lead by example. Whenever possible, we need to promote stress resilience and build a growth mindset. Ross Greene reminds us that kids and staff “do well if they can.” Promoting a growth mindset will allow students to view setbacks as opportunities to learn from and to celebrate their mistakes. Stress resilience skills can help reduce feelings of anxiety. A simple joke or injection of hu-

mour lifts the mood and releases endorphins that can trigger positive feelings in the body.

The Zones of Regulation by Leah M. Kuypers is a guide designed to foster self-regulation and emotional control. “Emotions can confuse and overwhelm our students. It’s key to help them learn to understand the connection between their sensory systems, their emotions and their ability to relate to the world in ways that make others feel comfortable relating to them” (Kuypers, 2011).

<p>An Exciting Benefit for OPC Members SAVE 30% ON CAR AND 20% ON HOME INSURANCE</p>	 <p>Refer your friends and family! You will receive a \$10 Tim Hortons gift card for every referral we quote!</p>
<p>Email a quotation request to sales@cyins.com</p>	<p>You can also call us at 1-866-947-9864</p>

Take the challenge: Breathe in for a count of four, hold for a count of seven and then exhale for a count of eight. Repeat this cycle three times. Now focus on how you are feeling right at that moment.

BODY

To improve student achievement and engagement, we need to include fitness-based activities with a goal of 60 minutes of activity over the school day. Be aware of sedentary time as you’ve no doubt heard, “Sitting is the new smoking.” Staff and students’ brains turn off after 30 minutes (or sooner!) when sedentary. Aim for a movement break within the context of the learning that is occurring. Recent neuroscience research out of McMaster University suggests that exercise is best scheduled before classes. A recent study has revealed the benefits of time spent outdoors, which also changes the chemistry of the brain. In fact, outdoor walking is being used as a treatment model for those with mental health challenges.

Take the challenge: Get outside! Play with students at recess, walk through a classroom and include movement in staff meetings.

Lessons Learned

During the launch and implementation of Feed All Four, we have learned a few lessons. One of



BARK LAKE
LEADERSHIP AND CONFERENCE CENTRE

High Ropes
Leadership
Programming
Team Building
Trained
Facilitators
Ecology Hikes
Snowshoeing
Duke of
Edinburgh
Cross Country
Skiing
OPHEA & OCA
Compliant

Play, eat and stay! Let us host your next student group, graduation trip, teacher retreat, event or conference!

INQUIRE TODAY! 1.888.517.9999
inquiries@barklake.com
www.barklake.com

the bumps along the road included the perception that the program was a stand-alone model in which the day was interrupted to go outside for a nature walk or another activity. The tendency was to over-focus on the physical activity of the body component. As a result, we had to come back to the initial message that this was a 'way of being' to be integrated into the teaching and learning opportunities, rather than an add on.

Where Can I Start With Feed All Four?

As an administrator, it is important you honour all aspects of your staff and students.

Start with a placemat/seating plan/list of your staff members with room to write beside or near each name. Write down everything you know about them. These could be personal and/or professional attributes of the person. When you have completed this for each staff member, look for gaps. Are there staff members you know absolutely nothing about? Why is this? Are they a private person or have they been overlooked by you for some reason? You can now work on building relationships to fill these gaps.

Staff members can do this same activity about their colleagues with the same challenge. Suggest that they make a point of getting to know more about the people they work with.

The same strategy can be applied to the teacher and student relationship. Encourage teachers to learn about their students in each of the four quadrants of Feed All Four (body, mind, emotions, spirit).

Growing Our Own Practice

"No significant learning occurs without a significant relationship." – Dr. James Comer.

Feed All Four is a simple, yet powerful tool to support students, staff and self in developing a sense of well-being. Knowing the body, mind, spirit and emotions of your staff, students and yourself will help make that first day feeling last all year. ▲

Ana Mena is the Principal of Lady Mackenzie Public School in the Trillium Lakelands District School Board.

✉ Ana.Mena@TLDSB.ON.CA

Lorey Sargent is a Vice-Principal at Gravenhurst High School in the Trillium Lakelands District School Board

✉ Lorey.Sargent@TLDSB.ON.CA

REFERENCES

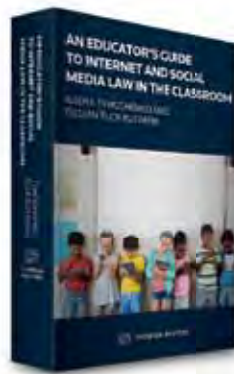
- Are Canadian Kids Too Tired to Move? (n.d.). Retrieved from <https://www.participation.com/en-ca/thought-leadership/report-card/2016>
- Dweck, C. S. (2016). *Mindset: The new psychology of success*. New York: Random House.
- Feed All Four. (n.d.). Retrieved from <http://tlidsb.ca/feed-all-four/>
- Ministry of Education. Government of Ontario. (2014). *Achieving Excellence: A renewed vision for education in Ontario*. Retrieved

from <http://www.edu.gov.on.ca/eng/about/renewedVision.pdf>

Greene, R. W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York: Scribner.

- Kuypers, L. M. (2011). *The zones of regulation: A curriculum designed to foster self-regulation and emotional control*. Santa Clara, CA: Think Social Publishing, Inc.
- The MindUp curriculum: Brain-focused strategies for learning and living: Grades 6-8*. (2011). New York: Scholastic.
- The MindUp curriculum: Brain-focused strategies for learning and living: Grades Pre-K-2*. (2011). New York: Scholastic.
- Payne, R. K., DeVol, P. E., & Smith, T. D. (2016). *Bridges out of poverty: Strategies for professionals and communities: Training supplement*. Highlands, TX: aha! Process.

Safe and responsible use of Internet tools in a school setting



Order # L7798-8454-65201 \$95

Softcover approx. 220 pages April 2018
978-0-7798-8454-4

Shipping and handling are extra. Price(s) subject to change without notice and subject to applicable taxes.

NEW PUBLICATION

An Educator's Guide to Internet and Social Media Law in the Classroom

Nadya Tymochenko, B.A., LL.B., LL.M., and Gillian Tuck Kutarna, B.A. (HONS.), M.P.A., LL.B.

Educators face ongoing challenges with the use of Internet and social media tools in elementary and secondary schools. What needs to be done to uphold standards of professionalism and avoid being held liable in negligence?

An Educator's Guide to Internet and Social Media Law in the Classroom brings you up to speed on the legal and practical issues involved with the use of web-based technology by students and teaching staff. All the hot topics are covered: copyright, social media, freedom of expression, school websites, privacy issues, school plagiarism, cyberbullying of students and school staff, defamation, and inappropriate student-teacher communication.

You'll find practical guidance on:

- The most common elements of a Terms and Conditions agreement for an Internet service or mobile app
- Issues regarding informed consent
- Securing data and creating safe online platforms for learning
- Issues that school boards should consider when implementing mobile technology options for students and staff
- Outsourcing information technology functions, including cloud computing, to third-party providers

Visit store.thomsonreuters.ca/social-media for a sample chapter and complete Table of Contents

Available risk-free for 30 days

Online: store.thomsonreuters.ca | Call Toll-Free: 1-800-387-5164 |

In Toronto: 416-609-3800

© 2018 Thomson Reuters Canada Limited
00250QS-A92581-CM

the answer company
THOMSON REUTERS®



Custom programs to meet the needs of your teachers

We will work with you to create custom courses that meet OCT accreditation guidelines.

Choose either a fully online or blended format. Our courses will help your teachers gain OCT qualifications while meeting the individual needs of your school.

Use our experienced instructors or personalize courses further by having us train the teachers you choose.

For more information, visit www.coursesforteachers.ca or email cedmail@queensu.ca to discover how one of Canada's leading universities can support you.

ADDITIONAL BASIC QUALIFICATIONS

Primary	CONT 563
Junior	CONT 564

ABQ INTERMEDIATE

Business Studies	CONT 652
English	CONT 770
Family Studies	CONT 687
French	CONT 769
Geography	CONT 795
Health & Physical Education	CONT 606
History	CONT 789
Mathematics	CONT 573
First Nations, Metis and Inuit Studies	CONT 638
Science - General	CONT 609

ABQ SENIOR

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

HONOUR SPECIALIST

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

THREE-PART ADDITIONAL QUALIFICATIONS

Cooperative Education Part 1	CONT 681
Cooperative Education Part 2	CONT 682
Cooperative Education Specialist	CONT 683
English Language Learners Part 1	CONT 539
English Language Learners Part 2	CONT 540
English Language Learners Specialist	CONT 541
First Nations, Metis & Inuit Peoples Part 1	CONT 524
First Nations, Metis & Inuit Peoples Part 2	CONT 525
First Nations, Metis & Inuit Peoples Specialist	CONT 526
French as a Second Language Part 1	CONT 536
French as a Second Language Part 2	CONT 537
French as a Second Language Specialist	CONT 538
Guidance & Career Ed Part 1	CONT 611
Guidance & Career Ed Part 2	CONT 612
Guidance & Career Ed Specialist	CONT 613
Health & Physical Ed (P/J) Part 1	CONT 510
Health & Physical Ed (P/J) Part 2	CONT 511
Health & Physical Ed (P/J) Specialist	CONT 512
Integration of Information & Computer Technology in Instruction Part 1	CONT 701
Integration of Information & Computer Technology in Instruction Part 2	CONT 702
Integration of Information & Computer Technology in Instruction Specialist	CONT 703
Kindergarten Part 1	CONT 801
Kindergarten Part 2	CONT 802
Kindergarten Part 3	CONT 803
Mathematics, Primary & Junior Part 1	CONT 542
Mathematics, Primary & Junior Part 2	CONT 543
Mathematics, Primary & Junior Specialist	CONT 544
Reading Part 1	CONT 533
Reading Part 2	CONT 534
Reading Specialist	CONT 535
Religious Education Catholic Part 1	CONT 624
Religious Education Catholic Part 2	CONT 625
Religious Education Catholic Specialist	CONT 626
Special Education Part 1	CONT 504
Special Education Part 2	CONT 505
Special Education Specialist	CONT 506
Teacher Leadership Part 1	CONT 530
Teacher Leadership Part 2	CONT 531

Teacher Leadership Specialist	CONT 532
Teacher Librarian Part 1	CONT 797
Teacher Librarian Part 2	CONT 798
Teacher Librarian Specialist	CONT 799

ONE-SESSION QUALIFICATIONS

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

TECHNOLOGICAL EDUCATION

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



COURSES FOR TEACHERS
Continuing Teacher Education

FOR DETAILED COURSE INFORMATION
OR TO REGISTER, PLEASE VISIT
www.coursesforteachers.ca



20th Anniversary Celebration

#LeadON20

Looking Back, Leading Forward

Thank you to our partners for your generous support
in making our Forum a huge success!



www.principals.ca



A 20-YEAR EVOLUTION

The OPC's status as a bargaining agent

By Protective Services Team
Illustration by Aaron McConomy

The OPC's bargaining of employment terms and conditions for principals and vice-principals has been a 20-year journey. The evolution began through the creation of a professional association with limited status and rights under the law, to an organization that asserts and seeks to enforce its constitutional right to bargain as a labour organization on behalf of its Members. The road to where the OPC is today in respect to its bargaining of employment terms and conditions with district school boards and provincially with the Trustee Associations and Crown, has been long and full of obstacles. However, the significant achievements we have made in our rights to bargain and persuasively advocate for fair and appropriate employment conditions for principals and vice-principals have been significant. We celebrate our successes to date and look forward to making further strides as a voluntary, professional association.

The Early Days

Prior to 1997, principals and vice-principals were members of the teachers' bargaining units in Ontario's publicly funded school system with statutory collective bargaining rights. The representation of principals and vice-principals by a certified union ceased through the introduction of the *Education Quality Improvement Act*, which removed principals and vice-principals from the teacher bargaining units. The rationale provided by the Ontario Government was that school administrators were in a conflict within the workplace as they possessed management responsibilities on the one hand, and union loyalty and responsibilities on the other.

The decision to remove principals and vice-principals from the teacher bargaining units was challenged by the teacher federations in a case called the *Ontario Teachers' Federation v. Ontario (Attorney General)*. The Federation argued that the legislation passed by the Government impinged on the constitutional right

of freedom of association under the Canadian *Charter of Rights and Freedoms*. Ultimately, the Court held that the exclusion of principals and vice-principals from the teachers' bargaining units did not impinge on the constitutional right of freedom of association.

The judge was also clear in outlining that the legislation passed by the government did not take away the right for principals and vice-principals to establish a professional association of their own. Following this decision, it can be said that "the rest is history" as the Ontario Principals' Council was founded through the grassroots efforts of school leaders from across the province to create a voluntary professional association representing both elementary and secondary principals and vice-principals in matters of employment, and to advocate with the provincial government in respect of policy matters relevant to school administration.

In the early years, following OPC's inception as a professional association, the s.2(d) freedom of association right under the *Charter* was not interpreted to encompass collective bargaining rights. Considering the status of the legal landscape, the OPC primarily worked within the constraints of the common law of employment, where terms and conditions of employment could be defined by way of contract, and enforced through the courts via civil litigation.

The OPC worked with our Members in each individual district school board to negotiate terms and conditions of employment. Fortunately, through our efforts of relationship building with school board officials, each district school board in Ontario voluntarily recognized and negotiated terms and conditions


of employment with us in the first couple of years following our inception. This early recognition of the OPC as the official bargaining representative for principals and vice-principals would later be a vital piece of documented history in our progression towards obtaining collective bargaining rights.

The Winds of Change

The bargaining landscape in the public sector started to change in 2007 with a Supreme Court of Canada decision known as the *B.C. Health Services* case, at which time the Court declared, for the first time, that the s. 2(d) right to freedom of association included collective bargaining protections. In 2008/2009, the OPC advocated with the Provincial Government for collective bargaining rights for principals and vice-principals. These discussions led to the Policy and Program Memorandum 152 (PPM 152), released in 2010, which outlined provincial requirements that the Ministry of Education expected school boards to follow when negotiating terms and conditions of employment at the local district level with principals and vice-principals.

The major achievement for the OPC was that the PPM stipulated that the local district terms and conditions of employment were required to include language pertaining to: the negotiations process, just cause required for all categories of discipline, transfer provisions, redundancy procedures, indemnification and a dispute resolution process for impasses in the negotiation process, as well as in the interpretation and application of the terms and conditions agreement. PPM 152 served to be extremely effective in local negotiations with

– continued on page 42



The road to where the **OPC** is today in respect to its bargaining of employment terms and conditions ... has been **long** and **full of obstacles**.

■ 2017

The OPC negotiates an extension agreement with school boards and the government, with only mediation available for resolving negotiation impasses.

The OPC reserves its rights to litigate a constitutionally non-compliant collective bargaining process.

■ 2015

The OPC engages in provincial negotiations with school boards and the government related to a number of issues identified jointly by the parties, with only mediation available for resolving negotiating impasses.

The Supreme Court of Canada released three decisions clarifying the extent of collective bargaining rights protected under the Charter's freedom of association provision.

■ 2012

The Minister of Education formally recognizes the OPC as the provincial bargaining agent for all principals and vice-principals employed in the English public school system.

The OPC negotiates with the government and reaches a first provincial agreement on limited issues identified by the government, without any dispute resolution mechanism available for resolving negotiating impasses.

■ 2008 – 2009

The OPC advocates with the Ministry of Education to recognize collective bargaining rights for principals and vice-principals.

■ June 8, 2007

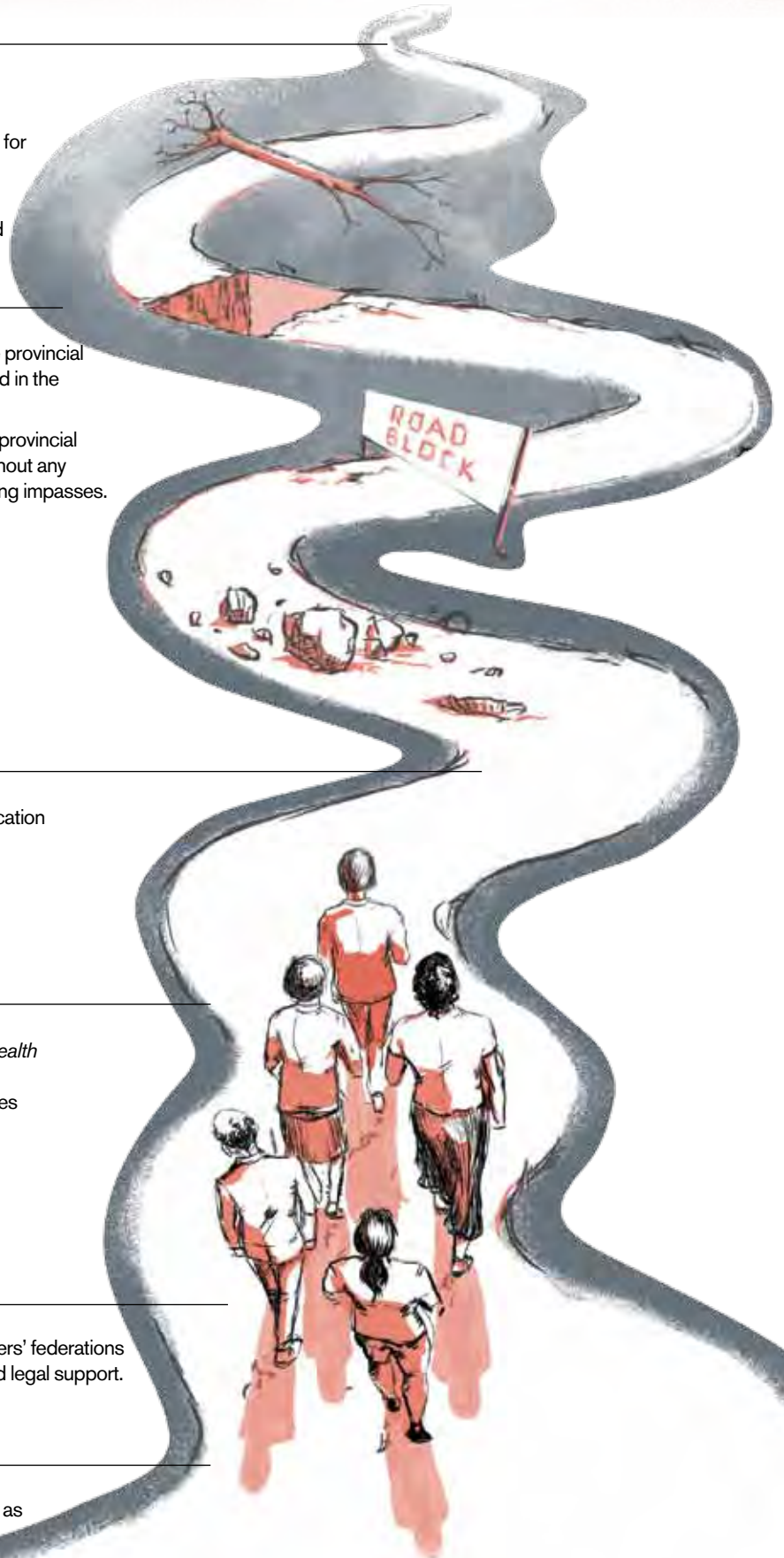
Supreme Court of Canada decides *B.C. Health Services* case, mandating that the Charter guarantee of freedom of association includes minimal collective bargaining rights.

■ April 1, 1998

Principals and vice-principals are legislated out of teachers' federations and the OPC is formed to provide professional, peer, and legal support.

■ Prior to 1997

Principals and vice-principals had collective bargaining rights as members of the teachers' federations.



many school boards; however, some school boards either took the position that PPM 152 was not enforceable, or they interpreted its requirements narrowly and in a manner that did not allow for meaningful collective bargaining.

Although local OPC Districts continued to focus on trying to negotiate improvements to the bargaining process and their terms and conditions of employment through local discussions, significant matters related to pay, benefits and other funding-related matters began to be decided at the provincial level. In 2012, 2016 and 2017 respectively, the Ministry

in respect of salary, benefits and various other provincial issues. While these agreements were negotiated under conditions that were not constitutionally compliant, in that there were no statutory or otherwise recognized rights to meaningful dispute resolution, they marked an important step forward for the status and

between the employer (in our case the Crown and boards) who holds the balance of power and the OPC, CPCO and ADFO, who collectively represent Ontario's principals and vice-principals. Furthermore, in the absence of a right to strike, the courts also made it clear that associated employees are entitled to an

These cases confirm that members of a professional association – like the OPC - have the right to a collective bargaining process relating to their terms and conditions of employment that levels the playing field.



recognition of the Principals' Associations' representational rights, and some important gains were made in advancing working conditions.

of Education recognized the OPC, Catholic Principals' Council Ontario (CPCO) and Association des directions et directions adjointes des écoles franco-ontariennes (ADFO) as the provincial bargaining agents for all principals and vice-principals in the province, in their respective sectors.

The tripartite negotiation process between the Ministry of Education, the Principals' Associations and the School Board Trustee Associations resulted in agreements that bound school boards, the Crown and our Members

Direction from the Courts

At the same time as the OPC was engaging in the provincial negotiations process in 2015, the Supreme Court of Canada (SCC) released three decisions relating to the protected rights under the Charter's freedom of association provision. These cases confirm that members of a professional association – like the OPC – have the right to a collective bargaining process relating to their terms and conditions of employment that levels the playing field

independent, third-party dispute resolution process to resolve bargaining impasses between the parties. These decisions provide the foundation for the OPC to continue to advocate for more effective dispute resolution processes at the local and provincial levels, both to resolve bargaining impasses, and to resolve disputes about the application or interpretation of the terms and conditions agreement.

The Road Ahead

This is an exciting time for the OPC and the other Principals' Associations. Since the release of the "labour trilogy," we have supported several Districts in taking disputes under their local agreements to mediation. In each case, we have secured agreements with boards that better reflect the SCC's direction and improve the terms and conditions for the principals and vice-principals in those boards. We have also heard through news agencies that the Ontario Medical Association, another non-union professional labour organization, successfully negotiated arbitration rights with the Ministry of Health regarding the OHIP fee schedule for Ontario physicians.

In addition, staff lawyers at Legal Aid Ontario were granted the right to collectively bargain employment terms and conditions, following a court challenge under the Charter's freedom of association protection. This con-

BE A SUPERHERO PRINCIPAL AND BOOK A

DANCE DAY EVENT

- Physical Literacy, Emotion Regulation, Creative Expression.
- Bilingual instruction - French & English available.
- Non gender specific movements - Fun for Boys & Girls
- School Safe music by "KIDS BOP" - YAY!
- \$75 for 30 minutes - up to 75 students per session.

Serving Greater Toronto Area since 2002 | NOT-FOR-PROFIT Organization | Bonded & Insured | Trained, Experienced, Vetted Staff
DanceKidsCanada.com/principals | 416.422.5920 | info@dancekidscanada.com

tinuing shift in the evolution of bargaining rights granted to non-union labour organizations gives us reason to hope that we will successfully conclude our journey towards securing meaningful collective bargaining on behalf of all our Members.

Members may wonder why meaningful collective bargaining is so important; moreover, you may even be concerned or find yourself responding to the allegation that the OPC is “acting like a union,” a criticism that we have heard many times over the years. Without meaningful collective bargaining which, in the absence of the right to strike, necessitates that an independent third party has the final decision in any bargaining dispute, we can only bring about meaningful change where our interests align with those of the Crown and school boards and, unfortunately, our interests are not always aligned.

In the last 20 years, despite the progress we have made, we have also seen our Members’ working conditions deteriorate, including a closing of the gap in salary between teachers and vice-principals, an increase in the gap in salaries between elementary and secondary Members and a gradually increasing workload, to the point where many Members have expressed that it has become unsustainable. This is directly attributable to the fact that our advocacy has been limited to persuasion and pointed questions.

Where we have disagreed with school boards and/or the Crown on key issues, the balance of power has remained with them, because we have had no ability to refer the matter to an independent, third party for a decision. Instead, they have been able to direct the outcome. The process needs to shift to one where principals and vice-principals, through the OPC, CPCO and ADFO, can address issues important to us in a venue where, if the parties cannot reach agreement by consensus, then a neutral third party will decide what’s fair.

We are confident that this balancing of bargaining power will bring about better working conditions for our Members, and – ultimately – better schools, where positions in administration are highly sought after and fairly remuner-

ated, and where principals and vice-principals can focus on their key responsibilities, rather than paperwork accountability measures or performing scheduled supervision that should be the responsibility of others.


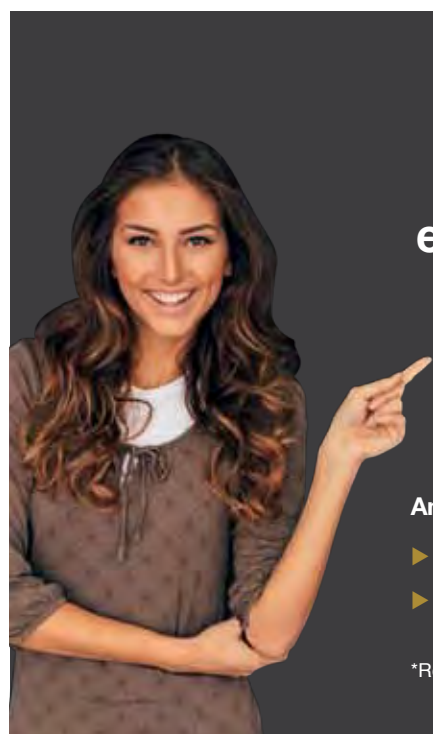
The OPC must advocate for the role of the principal, lest it become such an impossible job that no one seeks to perform it. The path

towards even more effective, engaged and satisfied school leaders and, in turn, vibrant school communities, better student learning and staff satisfaction, inevitably requires that principals and vice-principals in Ontario have meaningful collective bargaining. ▲

✉ asayed@principals.ca



School's out, we're in.
Dive into Summer with
 **thelearningexchange.ca**



Where education employees save on car and home insurance.

Start saving now
OTIPinsurance.com/OPC-bundle

An exclusive offer for education employees:

- ▶ Save up to 25% on auto insurance
- ▶ Save up to 50% on home insurance when you insure both your car and home with OTIP*

*Restrictions apply.

Mark Your Calendar

The Mentor-Coaching Institute

Session 1: **August 13 - 14**

Session 2: **August 15**

Session 3: **October 16**

Registration Deadline: July 16

Visible Learning Institutes

August 21 - 22

Promo Code: **ONTARIOPRINCIPALS**

OPC AQ Boot Camp

July 9 - 12

Offering:

- Education Law Qualification Program
- Teaching and Learning Through e-Learning
- Principal's Development Course
- Mentoring Qualification Program
- Special Education for Administrators Qualification Program

Registration Deadline: June 18, 2018

Principal's Development Course (PDC)

July 30 - August 15

Module 4: Mentoring Coaching and School Leadership

Module 9: Digital Leadership

Module 14: Leading French Immersion in Your School

Registration Deadline: June 18

For more information on the events and courses listed, visit www.principals.ca or email elc@principals.ca

Student Artwork Submission



We invite students (individuals or groups) from across Ontario to design artwork that will be featured in our magazine. Our first submission comes from the students of Williamstown Public School in the Upper Canada District School Board.

If you would like to submit a piece of artwork, please email psweeney@principals.ca.

OPC Staff Contacts

President

Mary Linton
president@principals.ca

Communications

Peggy Sweeney
psweeney@principals.ca

General Inquiry

admin@principals.ca

Education

Leadership Canada
elc@principals.ca

Executive Director

Allyson Otten
aotten@principals.ca

Protective Services

Aditi Sayed
asayed@principals.ca

Membership Services

membership@principals.ca

Additional Qualification Programs offered by the Ontario Principals' Council



www.principals.ca



The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement

By Dr. David Tranter, Lori Carson and Tom Boland
Nelson Educators
ISBN: 9780176837839
Reviewed by Val Bodak

In a typical class, an average of five students will struggle with a mental health issue. The signs of difficulty will begin in elementary school and become more developed as they move into adolescence. Yet, only one of these students is

likely to receive professional help. Daunted by waiting lists and stigma, the other four will suffer alone. The only help they will have access to outside the home will be at school. The only other adults who are likely to recognize and support their struggle will be teachers. Teachers are the new mental health providers and business, unfortunately, is booming.

In a new book, *The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement*, authors David Tranter, Lori Carson and Tom Boland address the complex role of mental health and well-being in education. They offer a pedagogical model that embeds student well-being in everyday teaching practices. The authors make the case that what matters most are not formal mental health programs and interventions, but the day-to-day interactions between teacher and student.

The authors propose a “Third Path” in education arising from the recognition that achievement (Path 1) and well-being (Path 2) have historically been treated as separate developmental

pathways. Teachers have traditionally focused on the achievement side of the equation, while social workers have typically handled mental health and well-being. The book argues that this distinction is not just unnecessary, but unwise. It identifies the underlying factors that simultaneously support both pathways and makes the case that the Third Path is the ideal domain of teachers.

The Third Path model begins by clarifying the *what*, *why* and *how* of education. The *what* is the curriculum, the tools of learning. The *why* is the goal of education, which the authors say is human development. The *how* is the way the curriculum is used to successfully promote human development. This *how* is the primary focus of the Third Path model and involves two big ideas. The first is what the authors call the “relationship-based approach to education.” To be relationship-based is to truly understand that relationships are at the core of everything that teachers do.

The second big idea is that successful human development only occurs when the conditions for learning and growth are in place. The authors contend that when teachers focus on strengthening these conditions, mental health and well-being will be more likely to flourish as a result. The eight conditions are hierarchical ranging from the most fundamental student needs to the more abstract: safety, regulation, belonging, positivity, engagement, identity, mastery and meaning.

The book takes the complex topic of mental health and well-being and makes it surprisingly accessible and clear, while never oversimplifying the subject. It says clearly to teachers – focus on building strong relationships and strengthening the conditions, and your students will be okay. The main text is accompanied by eight educator strategy guides that can be easily implemented in schools. The authors state clearly throughout that “walking the path means not just accompanying students on their journey but realizing that the educator is on a journey of human development too.” ▲

Val Bodak is an OPC Elementary Councillor – Lakehead District School Board.

✉ valerie_bodak@lakeheadschoos.ca



Motivation and Engagement

The impact on student achievement

A typical preschool child asks over 600 questions each day. By Grade 8, that number is three. That natural curiosity that

every child possesses is reduced and sometimes extinguished by their school experience, which changes the child from a questioner to a responder. A very similar pattern is seen with a child's intrinsic motivation, based on the joy and satisfaction of the learning itself, rather than learning in order to earn extrinsic rewards such as praise or marks. Every child begins school with very high levels of intrinsic motivation. This begins to decline the very first day of school, and continues to decline until about age 16, where it reaches a minimum. We cannot afford to continue this cycle.

There is research showing that student motivation and engagement have a positive impact on achievement: increased motivation results in increased achievement, which results in increased motivation (see, for example, EQAO Research Bulletin #13, 2014).

Administrators must address the crisis in student motivation. Some schools and boards have tackled this problem through a focus on growth mindsets, the theory that ability is not fixed but can

be increased through effort. Others have investigated the use of invitational theory: intentionally disinviting, unintentionally disinviting, unintentionally inviting and intentionally inviting. We don't have many teachers who are intentionally disinviting. But we have some who, from a student's viewpoint, are unintentionally disinviting. Our classrooms must be seen as warm and welcoming places where everyone is valued, and everyone is safe to take academic risks.

One way to do this is to organize lessons to transparently address motivational issues. A strategy that has worked well in some schools is identified by the acronym MUSIC – eMpowerment, Useful, Successful, Interesting, Caring. When teachers design lessons using this acronym, they view the lesson from the students' point of view. *Empowerment* means that the student has some control over their learning environment. *Useful* to a student is that they can use what they are learning outside of school, and there are examples of someone in the real world using it. *Successful* involves scaffolding

large tasks so that students have success with the smaller chunks, leading to success on the larger task. *Interesting* is very personal to the student, and teachers will structure lessons that interest segments of their students at different times. *Caring* is a critical component. "Students don't care how much you know until they know how much you care" (based on a quote by Theodore Roosevelt). The greater the number of elements of the MUSIC acronym that are addressed, the higher the probability that students will be motivated and engaged.

As administrators, we must act to address student motivation and engagement if we want students to achieve their potential. Leaving school with positive attitudes towards learning is key to becoming a lifelong learner, a major goal of education. We must break the historic patterns that result in declining student motivation, beginning on the very first day of their school careers. ▲

Jeff Irvine is a former secondary school administrator and Education Officer. He is currently a PhD candidate at Brock University.

✉Jeffrey.irvine@brocku.ca



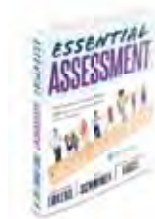
Montreal, Quebec | October 17–19
Hyatt Regency Montreal



Hope Through Achievement


When students, parents, teachers, and leaders partner on best assessment practices, achievement soars. Collaborate with our experts, and unleash the power of assessment of and for learning.

- Create and utilize assessments that stimulate growth of 21st century skills.
- Apply tools to review and revise assessments to effectively guide instruction, involve students, and communicate learning.
- Create a balanced system of assessment with options for skill-specific interventions and extensions during the school day.



INCLUDED RESOURCE
One copy included with each registration

Featured experts

 Keynote speakers



Cassandra
Erkens



Tom
Schimmer 



Mandy
Stalets



Nicole
Dimich Vagle



Katie
White 

REGISTER TODAY | SolutionTree.com/MontrealATA

Upcoming 2-Day Workshops

Assessing Critical Competencies

Vancouver, British Columbia | November 21–22
Featuring: Tom Schimmer

Focus on the ways in which assessment and reporting must be modernized to align with the goals of the new curriculum in British Columbia.

Future-Focused Learning: Ten Essential Shifts of Everyday Practice

Richmond, British Columbia | November 19–20
Featuring: Lee Watanabe-Crockett

Discover how to create innovative learning environments that promote critical and creative thinking, ethical action, and a deep understanding of our global culture.

Grading From the Inside Out

Toronto, Ontario | November 26–27
Featuring: Tom Schimmer

Discover how modernizing your grading practices can maximize the potential of each and every learner.

Making Sense of Mathematics for Teaching Grade K–Algebra 1

Toronto, Ontario | November 28–29
Featuring: Juli K. Dixon and Melissa Carli

Build a solid foundation of content knowledge for teaching mathematics, and then learn a proven process for extending that knowledge to your students.

CLAIM YOUR SEAT
SolutionTree.com/2018CANWorkshops



Your road to

RETIREMENT

5-15 YEARS

before you retire

Attend one of RTO/ERO's Retirement Planning Workshops

[rto-ero.org/
rpw-schedule-list](http://rto-ero.org/rpw-schedule-list)

1-5 YEARS

before you retire

Begin your transition into retirement. Connect with retired colleagues and join RTO/ERO.

6 MONTHS

before you retire

Connect with your financial planner and look into your pension. Consider your insurance needs: [rto-ero.org/
group-insurance-plans](http://rto-ero.org/group-insurance-plans)

60 DAYS

before you retire

Apply for RTO/ERO membership and group insurance.

★ RETIREMENT ★

RELAX!

You've earned it.

Depuis 1968

RTO
ERO

Since 1968



Join RTO/ERO

rto-ero.org/retirehappy

1-800-361-9888