

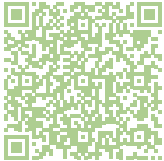
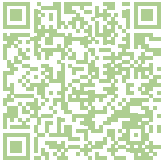


Teaching in the 21ST Century Resource Guide

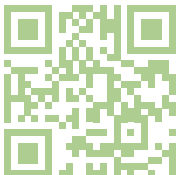
The Teaching in the 21st Century video series discusses modern challenges of the teaching profession. This resource guide overviews both the text and visual materials curated by OECTA, giving detail on the following broad topics:


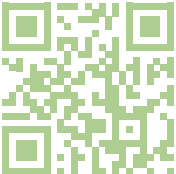
- The context of teaching in Catholic schools,
- Common issues of professional misconduct,
- The various investigative bodies that teachers might face both in overview and in detail;
 - School board human resources
 - Children’s Aid Societies (CAS)
 - Police
 - The Ontario College of Teachers (OCT)
 - The Human Rights Tribunal of Ontario (HRTTO)

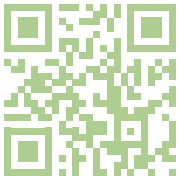
TEXT DOCUMENTS

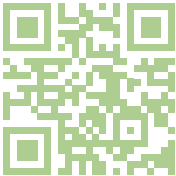
Resource	Guiding Questions
<p>Teaching in the 21st Century</p> 	<p>This document reviews the context of teaching in the 21st century, then details the various investigative bodies to which teachers may be subject as the result of a complaint of professional misconduct. It includes an overview of all investigative procedures, then details on each of the following:</p> <ul style="list-style-type: none"> • School Board Human Resources • Children’s Aid Society • Police • The Ontario College of Teachers • Human Rights Tribunal of Ontario
<p>Teaching in the 21st Century: Investigative Procedures at a Glance</p> 	<p>This one-page graphic reviews each of the investigative bodies as they relate to the teaching profession:</p> <ul style="list-style-type: none"> • School Board Human Resources • Children’s Aid Society • Police • The Ontario College of Teachers • Human Rights Tribunal of Ontario

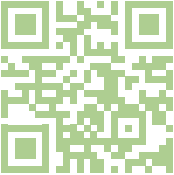
VIDEO PRINT RESOURCES

Video	Section Titles	Reflection Questions/Activities
<p>Teaching in the 21st Century: Understanding Professionalism</p> <p>Running Time: 5:48</p> 	<p>Understanding Contemporary Issues 00:34</p>	<ul style="list-style-type: none"> • How do you welcome your students to share their own experiences? • Take some time to review the OECTA website for resources related to the modern classroom.
	<p>Professional Relationships and Boundaries 2:12</p>	<ul style="list-style-type: none"> • How do you show professional care to uphold the dignity of your students? • What do you do to ensure appropriate physical distance with students? • What considerations do you make when communicating with parents? What is your board's policy on the use of electronic devices, both for students and for staff? • What system(s) do you have in place for record keeping?
	<p>Social Media and Confidentiality 2:43</p>	<ul style="list-style-type: none"> • Are you aware of the students in your classroom whose images may NOT be shared? How do you ensure that you respect this? • In the video, it says to be mindful to remove school and student names. Do you do this? How can you ensure that your social media posts include these considerations?
	<p>Duty of Care and Professional Misconduct 3:14</p>	<ul style="list-style-type: none"> • In this section, hate as professional misconduct is reviewed. How do you understand this? If you are unsure, review the Ontario College of Teachers' 'Professional misconduct recognizes hateful remarks and behaviour'

Video	Section Titles	Reflection Questions/Activities
<p>Teaching in the 21st Century: Understanding Professionalism</p> <p>Running Time: 5:48</p> 	<p>Importance of Professional Development 4:13</p>	<ul style="list-style-type: none"> • How are you remaining current with teaching pedagogy and practice? Consider the following five areas: • Subject Matter • The Ontario Curriculum • Education-Related Legislation • Teaching and Assessment Practices • Classroom Management <p>Take some time to review the Members' Area 'For your Career' of the Catholic Teachers website to see the different kinds of professional development that the Association provides.</p>
	<p>Reflecting on Professional Standards 4:55</p>	<ul style="list-style-type: none"> • How do you demonstrate the Ethical Standards of the Teaching Profession? • Integrity • Care • Respect • Trust • How do you demonstrate the Standards of Practice for the Teaching Profession? • Commitment to Students and Student Learning • Professional Knowledge • Professional Practice • Leadership in Learning Communities • Ongoing Professional Learning
<p>Teaching in the 21st Century: Professional Misconduct</p> <p>Running Time: 8:28</p> 	<p>Introduction</p>	<p>This video reviews the Ontario College of Teachers 28 items that constitute professional misconduct with a focus on the areas that most commonly result in investigations.</p>
	<p>Hatred on or Off Duty 1:03</p>	<p>Hatred is defined as making remarks or engaging in behaviours that expose any person or class of persons to hatred on the bases of a prohibited ground of discrimination under Part 1 of the Human Rights Code.</p> <ul style="list-style-type: none"> • Without checking, try to write a list of the prohibited grounds of discrimination under the Ontario Human Rights Code. When you are done, check your answer on the Ontario Human Rights Commission's website.

Video	Section Titles	Reflection Questions/Activities
<p>Teaching in the 21st Century: Professional Misconduct</p> <p>Running Time: 8:28</p> 	<p>Yelling, Swearing and Jokes 1:24</p>	<ul style="list-style-type: none"> Communicating appropriately with students is an important aspect of teacher professionalism. When have findings of abuse been made?
	<p>Political Beliefs, Personal Stories, and Freedom of Speech 2:06</p>	<ul style="list-style-type: none"> Consider the classroom context: how do you ensure that personal anecdotes you share are appropriate, and in line with curriculum expectations?
	<p>Student Health Needs and Confidentiality 2:52</p>	<ul style="list-style-type: none"> Are you aware of your board's policies, procedures, protocols, and expectations regarding student mental illness and disabilities? Look for these on your school board's website, then read and familiarize yourself with their content.
	<p>Right to Education without Racism, Anti-Black Racism, Anti-Indigenous Discrimination, and Xenophobia 3:50</p>	<ul style="list-style-type: none"> What have you done to ensure you understand expectations of anti-oppressive teaching methodologies and culturally relevant and responsive pedagogies? Read OECTA's "Your Professional Obligations: Understanding the Impact of the N-word in Catholic schools" and the OCT's "Professional Advisory on Anti-Black Racism." Make a list of five items you need to consider more in your professional practice.
	<p>Right to Education without Homophobia, Transphobia, Sexism, Gender Discrimination, and Misgendering 4:56</p>	<ul style="list-style-type: none"> What allegations of harm are discussed in this section? For more information, read OECTA's 2SLGBTQIA+ and Coming Out: A Guide for Catholic Teacher Leaders, and AIDE and Catholicism: A Backgrounder for more inclusive considerations related to gender, gender identity, and sexual orientation for members.

Video	Section Titles	Reflection Questions/Activities
	Grooming, Boundaries, and Sexual Abuse 6:03	<ul style="list-style-type: none"> • What does the term 'grooming' include? • What should you do to demonstrate healthy professional relationships?
<p>Teaching in the 21st Century: Professional Misconduct Investigations and the Teaching Profession</p> <p>Running Time: 8:17</p> 	Overview of Investigative Procedures 00:58	<ul style="list-style-type: none"> • This video overviews five different investigative bodies in the teaching profession. Take notes regarding the scope and focus of each of them. Also note the differences between them: <ul style="list-style-type: none"> - Children's Aid Society (CAS) - Police Investigation - School Board Investigation - Ontario College of Teachers (OCT) - Human Rights Tribunal of Ontario (HRTO)
	What to expect when under investigation 2:55	<ul style="list-style-type: none"> • What is the first thing a member should do when informed that they are under investigation? • How do the presidents in the video describe the reactions of their members when an investigation ensues? • What do you notice about the length of investigations?
	Referral to Provincial Office 4:17	<ul style="list-style-type: none"> • Review the OECTA Handbook's definition of Legal Assistance to Members (2.187, 2.188, 2.189, 2.190). What are the parameters of legal support? • What advice is given to the member under investigation regarding sharing details with others? • Staff from the Provincial office share that investigations are very stressful and members may wish to access their benefits. Review this list of additional mental health supports which also might be useful to members as they go through this process.

Video	Section Titles	Reflection Questions/Activities
<p>Teaching in the 21st Century: Professional Misconduct Investigations and the Teaching Profession</p> <p>Running Time: 8:17</p> 	<p>Your Rights as an OECTA Member 5:39</p>	<ul style="list-style-type: none"> • Bargaining and Contract Services accompanies the unit president as they represent members in an investigative process. As they do so, they will review the collective agreement to ensure that members' rights have been maintained. • What items in your local collective agreement might you review in an investigative procedure on behalf of your member
	<p>Impact of Investigations on Members 6:22</p>	<ul style="list-style-type: none"> • What are the different reactions to investigations described here? • What are teacher rights in the process? How are these different from parents or board officials? • What is the most immediate and important thing that a teacher under investigation should do?

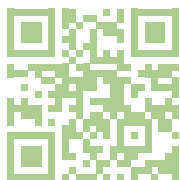
Detailed Videos on Each Investigative Body

Reflection Activity:

Keep point form notes of each investigative body in chart form. At the end of this section, compare these to notice similarities and differences.

School Board Human Resources Investigations

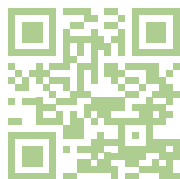
Running Time: 2:12



This video details school board human resources investigations, explaining that these can occur concurrently with other investigations. The general human resources process is explained along with possible outcomes including reprimand, suspension, and possible termination.

Children's Aid Society Investigations

Running Time: 4:30



This video details Children's Aid Society investigations from the process of complaint or report, the personnel involved at the CAS, rights of those accused of the conduct, and the possible outcomes of verified: not verified or unsubstantiated, or inconclusive. It outlines how records of CAS complaints are filed and advice for members under investigation.

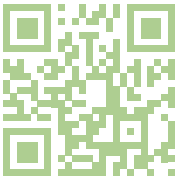
Detailed Videos on Each Investigative Body

Reflection Activity:

Keep point form notes of each investigative body in chart form. At the end of this section, compare these to notice similarities and differences.

Police Investigations

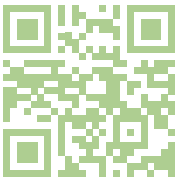
Running Time: 4:19



This video outlines police investigations as they relate to teachers. It reviews the most common charges in criminal proceedings against teachers including assault, sexual assault or sexual interference, as well as criminal negligence causing harm, uttering threats, and criminal harassment. It also outlines members right to remain silent as it applies, and other important legal considerations for members under police investigations.

Ontario College of Teachers Investigations

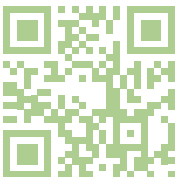
Running Time: 4:24



This video outlines the jurisdiction and responsibilities of the Ontario College of Teachers. It also reviews how complaints are made, the investigation process, the discipline committee, and the powers of the OCT under the OCT Act.

Human Rights Tribunal of Ontario Investigations

Running Time: 3:28



This video outlines the investigations of the Human Rights Tribunal of Ontario and the protected grounds under the Ontario Human Rights Code. It discusses the jurisdiction, powers, and possible remedies of HRTO proceedings, which adjudicates complaints brought forward by individuals. It also reviews the OECTA Human Rights Intake Process that members can enact if they believe their own human rights have been violated.