

# Professionalism Overview

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## Introduction: Achieving high professional standards

“First impressions are important”; “you can’t judge a book by its cover” ... we’ve all heard these sayings before and there’s a lot of truth to them. Presenting yourself for the first time or on a continuous basis is an important aspect of your career as a professional occasional teacher.

Professionalism is broad in scope. It begins by setting high standards and striving to achieve them every day. Important elements of professionalism include classroom pedagogy, communication, professional development, and your personal image. This section of *The Occasion to Lead* offers ideas to help you maintain your role as a respected education professional.

### ETFO CONSTITUTION: CODE OF PROFESSIONAL CONDUCT

#### Article VI

A member shall

- 6.1 recognize the Federation as the official voice of all the Active Members of the Federation;
- 6.2 adhere to the Constitution and Bylaws of the Federation;
- 6.3 support collective bargaining initiatives including a strike authorized by the Executive;
- 6.4 refrain from undertaking or supporting actions which undermine established bargaining procedures;
- 6.5 honour the terms of the collective agreement;
- 6.6 strive to eliminate all forms of harassment between individuals in the educational system;
- 6.7 endeavour to ensure equity and inclusiveness in the workplace;
- 6.8 strive to achieve and maintain a high degree of professionalism and to uphold the honour, dignity, and ethical standards of the teaching profession.

Source: ETFO. (2001). “Governance” in *Reference Book*, 2001-2002. Toronto: ETFO.

As a member of ETFO you are also a member of the Ontario Teachers’ Federation (OTF) and are obligated to adhere to the OTF Code of Ethics, specifically Section 18 (1) (b) of the Regulation under the *Teaching Profession Act*, which states that a member shall, “on making an adverse report on another member, furnish him with a written statement of the report at the earliest possible time and not later than three days after making the report.”



## Workplace professionalism

The following 10 elements of teaching professionalism will help you achieve success as an occasional teacher.

### 1. *Punctuality*

It is important to be punctual for your assignments, even arriving at the school earlier than the expected time. The *Education Act*, Regulation 298, Section 20(d) states that a teacher needs to be “ready for the reception of pupils at least 15 minutes before the commencement of classes in the school in the morning.” Be at your duty on time and be at your classroom on time after recesses and lunchtime.

### 2. *Professional attire*

Even if the school is very casual in its dress code, strive to maintain a professional appearance.

### 3. *Familiarity with board policies*

Educate yourself about your board’s policies that are relevant to your duties as a teacher.

### 4. *Familiarity with school and class routines and policies*

As you learn these, your day will go smoothly and you will quickly adapt to the school environment in which you are working. It also shows the administration that you are taking the initiative. The children’s day should remain consistent with their regular programming.

### 5. *Role-modelling for students*

**Body language:** As the authority in the classroom you set the tone for your day. As soon as the children see you, they begin picking up your mood. They are, so to speak, “sizing you up,” and your body language speaks more loudly than your voice. Be aware of your body and posture – how you sit, how you stand, and your facial expressions. Be happy, energetic, and courteous. We’re back to first impressions!

**Speech:** The words you say are important. As teachers we have the power to demoralize or to encourage with our words. We therefore need to use our words wisely. The tone you use sends a message. Keep your tone pleasant, but also firm when you need to be. Yelling usually doesn’t solve any management problems. **The children need to know that you are confident in your role!** What you say and how you say it will portray your level of confidence.

**Attentiveness:** Do you pay attention to children when they ask you a question? Do you know what Johnny is doing in the corner with his friend? Are the children your most important business when you are in the classroom? Paying attention is vital in classroom management, supervision, and ensuring students’ safety. When children know that you are attending to their needs and that you care, their response to you will be more positive.

## **6. *Establishing a rapport***

Introduce yourself by playing a name game with the children early in the day. Connect with something the children are working on. Throughout the day comment on interests that you notice the children are expressing. Building rapport benefits both you and the children because it creates a positive environment in which continuous learning can occur.

## **7. *Verbal and written communication***

As part of your assignment, writing about your day is necessary. Use proper sentences, vocabulary, and grammar – that is usually one of the most important ways the regular classroom teacher forms an impression of you. You are judged by what you write and how you write. The same applies when writing notes to the administration and to parents, through agendas or communication books.

## **8. *Flexibility***

Be flexible as long as it complies with your rights in the collective agreement. Many factors affect school and classroom routines. Your ability to change and adapt will help you, your students, and the school administration.

## **9. *Professional ethics***

Don't wait to be asked to do something – take the initiative. For example, if you have planning time and you have no marking or preparation to do, help tidy up the classroom. Go the extra mile. What an impression that would make on the regular classroom teacher!

## **10. *Respect***

Like any other people, children desire respect; but some have a tendency to be disrespectful of authority. Respect takes on many faces, such as personal space and cultural differences. For example, in some cultures it is considered respectful for a child not to look an adult in the eye. In our western society, we expect a child to look at us when we are speaking to them, thereby forcing the child to do something that may be disrespectful in their culture.

## Professional development

Professional development is vital for every occasional teacher. It is the backbone of success in the classroom and your career. With technology changing every minute, and different cultures and issues being meshed in each classroom, updated strategies are needed to address and enhance the teacher's role.

### WHO OFFERS PROFESSIONAL DEVELOPMENT COURSES?

Many institutions and organizations offer professional development courses. The following will give you an idea of the range of possibilities:

- universities – AQ, Master's, PhD;
- ETFO – a variety of professional development activities;
- board – contact your board or check on their website;
- local – your local federation gives specific courses;
- in-service school workshops – check the bulletin boards at schools; and
- other community agencies – look in the phone book, newspapers, and on the Internet for other opportunities in your community.

### WHAT KINDS OF LEARNING OPPORTUNITIES ARE CONSIDERED PROFESSIONAL DEVELOPMENT?

The following Professional Learning Experiences Menu lists nine types of professional learning that you may choose to participate in and keep track of within your portfolio. Please note that these are merely examples and not an exhaustive list. There are many others you might want to include.

#### 1. *Academic programs*

- university courses – Master's, PhD
- college courses
- Federation courses
- other organizations' courses
- AQ courses

#### 2. *Research activities*

- individual/collaborative inquiries related to teaching and student learning
- conducted or planned research activities
- participation in on-line discussion groups related to research activities
- investigated and accessed educational research
- applied educational research

### 3. *Professional networks*

- contribute to a subject association; e.g., Coordinators' Association of Primary Educators (CAPE)
- contribute to the work of the Federation or a local
- contribute to another professional organization
- participate in a school-based committee
- participate in a district school board committee
- serve on any school committees/councils

### 4. *Professional activities*

- observe exemplary practice
- participate in a professional workshop
- read an educational book, journal, or article
- attend a professional conference
- write curriculum
- contribute to an assessment project
- conduct an Internet search of a professional topic of interest

### 5. *Mentoring and networking*

- mentor another member/student teacher
- mentor on-line
- choose and work with a mentor
- plan with colleagues
- form and/or attend a study group
- join a formal network

### 6. *Professional contributions*

- develop/implement a professional workshop
- develop/implement a professional conference
- develop/publish a professional resource/article

### 7. *Learning through practice*

- develop a curriculum resource
- implement a curriculum unit/lesson
- participate collaboratively in a school-based project
- implement a new instructional strategy
- implement a new assessment strategy
- conduct an action research project
- share action research findings with others
- publish an action research project
- pilot a new initiative

### 8. *Technology and learning*

- develop new technological skills
- participate in a list serve discussion forum
- integrate technology into classroom practice and teaching strategies
- enrol in a distance education course

## 9. *Learning through community involvement*

- participate actively in a community initiative; e.g., serve as a volunteer or working member
- organize a community initiative; e.g., serve as a committee chair or director
- participate as a community organization board member

We all know the importance of ongoing professional development; however, ensure that whatever professional development you undergo satisfies your requirements for professional growth and that each course or initiative is consistent with the professional development options supported by ETFO.

Please note that the ETFO Professional Learning Experiences Menu is part of *A Teacher's Professional Portfolio: A Working Guide*. This resource can be downloaded from ETFO's website ([www.etfo.ca](http://www.etfo.ca)) in English or French, or purchased from ShopETFO.

## PROFESSIONALISM AND ACCOUNTABILITY

"Your professional development activities at any time in your career should be tied to your growth plan in which you identify specific learning goals. Your plan will also reflect the context in which you teach, including your students, the school's action plan, school board priorities and Ministry of Education curriculum and assessment policies" (ETFO. [2002]. *A Teacher's Professional Portfolio: A Working Guide*. Toronto: ETFO).

### ***Accountability YES – Recertification NO***

ETFO supports accountability measures that appropriately address the importance of ensuring teacher competence and student achievement. An integral component of such measures must be that teachers have the flexibility to choose the professional development options that best meet their individual needs and support their work with students.

ETFO also believes that the scope of professional development activities must be broad in order to capture the diversity of individual needs. In our position paper *Ensuring High Professional Standards in Ontario Education: A Response to the Teacher Testing Proposal* (1999) we state the following:

"Teachers have a responsibility to engage in on-going personal professional growth. Personal professional growth is varied and wide-ranging. It includes formal and informal learning, directly and indirectly related to teacher practice. The Ontario College of Teachers must acknowledge the broad spectrum of professional development activities in which teachers routinely, voluntarily engage. There is a need to recognize aspects of teaching that extend beyond teaching the curriculum. The abilities to organize and manage a classroom, interact with students and communicate effectively with parents are crucial to quality teaching."

## YOUR PROFESSIONAL DEVELOPMENT RECORD

Here is a chart that can be used to track your professional development.

| Goals (September)       | Reflection (January) | Accomplishment (June) |
|-------------------------|----------------------|-----------------------|
| •                       | •                    | •                     |
| •                       | •                    | •                     |
| •                       | •                    | •                     |
| •                       | •                    | •                     |
| •                       | •                    | •                     |
| Professional activities | Date completed       | Certificate received  |
|                         |                      |                       |
|                         |                      |                       |
|                         |                      |                       |
|                         |                      |                       |
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|                         |                      |                       |



# A Teacher's PROFESSIONAL PORTFOLIO

## ETFO Professional Portfolio Occasional Teacher Tracking Template

A Working Guide

| My Learning Goal  | Activity  | Menu Key | Date/Time<br>(# Hours/Location)  | Source<br>(Sample Enclosed)  | Reflections  |
|---|---|----------|--|--|--|
| To increase my repertoire of emergency lessons to use on short notice     | <ul style="list-style-type: none"> <li>Attended a "make and take" workshop for OTs arranged by an ETFO OT Local</li> </ul>          | PA       | <ul style="list-style-type: none"> <li>October 6/01: 2 hours: ETFO Local Office</li> </ul>   | <ul style="list-style-type: none"> <li>Flyer from OT Local</li> <li>Certificate</li> <li>Program overview</li> </ul> | <ul style="list-style-type: none"> <li>Need to reorganize my ideas binder</li> <li>Will volunteer to be on the planning committee for next workshop (leadership goal)</li> </ul> |
| To improve my bank of strategies for teaching math in the Junior Division | <ul style="list-style-type: none"> <li>Attended a school board Junior Math workshop on problem solving</li> </ul>                   | PA       | <ul style="list-style-type: none"> <li>October 10/01: 2 fi hours: Best Middle School</li> </ul>  | <ul style="list-style-type: none"> <li>Certificate</li> <li>Program overview</li> </ul>                              | <ul style="list-style-type: none"> <li>Tried one strategy with my Junior class, will try another next week</li> <li>Students responded positively</li> </ul>                     |
| To improve my bank of strategies for teaching math in the Junior Division | <ul style="list-style-type: none"> <li>Compiled a list of strategies and references to submit for a newsletter article</li> </ul>   | PA       | <ul style="list-style-type: none"> <li>November 10/01: 1 fi hours: spent compiling list</li> </ul>   | <ul style="list-style-type: none"> <li>Copy of article</li> </ul>  | <ul style="list-style-type: none"> <li>Pleased that my article was published</li> <li>Will work with a colleague on a second article</li> </ul>                                  |
| To improve my bank of strategies for teaching math in the Junior Division | <ul style="list-style-type: none"> <li>Set-up a study group to compile and share math strategies for the Junior Division</li> </ul> | PN       | <ul style="list-style-type: none"> <li>October 2001- May, 2002: fi hour: Met the third week of every month: Rotated home visits</li> </ul> | <ul style="list-style-type: none"> <li>List of math strategies</li> <li>Agendas</li> </ul>                           | <ul style="list-style-type: none"> <li>Gained a lot more ideas for teaching math</li> <li>My students are more enthusiastic</li> </ul>   |

| AP | LC | LP | MN | Academic Programs<br>Learning Through Community Involvement<br>Learning Through Practice<br>Mentoring and Networking | PA | PC | PN | RA | TL | Professional Activities<br>Professional Contributions<br>Professional Networks<br>Research Activities<br>Technology and Learning | ETFO<br>Accountability<br>Recertification | YES | NO |
|----|----|----|----|--|----|----|----|----|----|--|---|-----|----|
|----|----|----|----|--|----|----|----|----|----|--|---|-----|----|

Source: ETFO. (2002). *A Teacher's Professional Portfolio: A Working Guide*. Toronto: ETFO.

## YOUR PROFESSIONAL PORTFOLIO

A professional portfolio is an effective strategy for tracking your development and growth as a high-quality educator. Here are 10 reasons why you should consider creating and maintaining a portfolio:

1. a portfolio puts you in control of your own professional development to meet your needs and those of your students;
2. it demonstrates your commitment to life-long learning;
3. your portfolio can lead to enhancement of your professional learning to provide quality education for students;
4. a portfolio can encourage self-directed learning;
5. a portfolio will provide detailed documentation of meaningful learning based upon your unique professional needs, as well as supporting genuine professional accountability;
6. a portfolio will capture a variety of professional development experiences rather than a prescribed one-size-fits-all professional learning program;
7. it allows you to set your own professional goals, to demonstrate your progress in achieving those goals, and to affirm your professional learning;
8. your portfolio will encourage you to document insights and meaningful applications within your professional life;
9. it provides tangible evidence of your own professional growth over time and captures some of the successes and challenges of your professional life; and
10. your professional portfolio provides a powerful resource for performance reviews, job interviews, career advancement, and self-assessment.

## WHAT SHOULD YOU PUT IN YOUR PORTFOLIO?

ETFO recommends that all occasional teachers include the following items in their professional portfolios:

- resume;
- letters of recommendation;
- formal appraisal reports;
- record of professional development-courses, workshops, and activities;
- philosophy of education;
- values, beliefs, and goals;
- overview of unit goals and instructional plans; and
- samples of student work, and comments about you as a teacher.

Source: ETFO. (2002). *A Teacher's Professional Portfolio: A Working Guide*. Toronto: ETFO.

## The job search

Whether you are a relative newcomer to occasional teaching or a seasoned professional looking for a long-term or full-time contract, it's in your best interest to (re)familiarize yourself with the essential elements of a successful job search. This section of *The Occasion to Lead* will provide an overview of the aspects and details you need to remember.

### YOUR COVER LETTER

No two cover letters are the same, even for the same job candidate. However, there are certain basic features that every effective, professional cover letter should possess.

In your cover letter, you should

- briefly identify yourself and the position you are seeking (be sure to use an engaging opener that relates to yourself and the job);
- pinpoint some of your credentials;
- indicate your relevant talents;
- elaborate upon areas from your resume that pertain to the position;
- conclude with a request for an interview or appropriate action;
- be honest and positive;
- include your name, address, phone number, and e-mail address; and
- use good-quality paper and printer.

Remember, too, that your cover letter should not exceed one page and that it works best if it is addressed to a specific person.

### YOUR RESUME

Your resume is a comprehensive listing of your skills and experience. No more than one or two pages in length, a high-quality, to-the-point resume is a key component in landing your desired job. Here's what you should keep in mind when you're drafting your resume:

- select an appropriate format: chronological, functional, analytical, or creative;
- present your accomplishments in a clear and logical manner that's easy to read at a glance;
- use strong adjectives and precise language;
- avoid pronouns;
- draft, revise, and edit;
- have a friend or colleague read and edit your resume;
- maintain a professional appearance by using good-quality paper and printer;
- if online, fill out all required fields; and
- include your name, address, phone number, and e-mail address.

While the basic information on your resume might remain the same, the way you organize and describe your skills and accomplishments may vary based on the position for which you're applying. Be sure to personalize your resume – it's one of your key self-marketing tools!

## BASIC INTERVIEW SKILLS

It may seem obvious, but it certainly bears repeating: *no two interviews are the same*. While every interview involves different people, job requirements, locations, formats, and expectations, you should keep in mind that, in almost every case, the first impression you make on a prospective employer will remain with them the longest and probably influence their decision to a significant degree. It's often said that interviewers (whether individually or as a team) make their hiring decisions within the first few minutes of an interview. Walking through the interview room door is your chance to shine and optimize your chance of landing the job you want. Here are some tips for helping you to succeed:

### *Preparation before the interview*

In advance of your interview, you should

- research the board/organization;
- anticipate possible questions and prepare some possible answers;
- run through a mock interview with someone who performs interviews;
- videotape the practice session and review it;
- arrive well in advance of the interview;
- bring a copy of your cover letter and resume; and
- choose your clothing with care – colour, type of clothing, jewellery, make-up, and hair all play vital roles.

Job candidates are well advised to prepare answers in the following categories:

- curriculum pertinent to the grade for which you are applying;
- classroom management strategies;

- the roles of the school community – teacher, principal, parents, outside community;
- your teaching and learning philosophy;
- your experience, including discussion of an experience that can support an answer;
- characteristics you would bring to the job; and
- knowledge of current social and political issues relevant to teaching.

### *During the interview*

An interview is a form of public performance that involves

- shaking hands firmly and making eye contact;
- remembering names;
- being friendly and relaxed;
- expanding and clarifying by using examples;
- being brief;
- asking relevant, insightful questions;
- ending the interview on a positive note; and
- thanking the interviewer(s) for their time and for considering you.

### *After the interview*

While most of your emphasis will naturally fall on the periods before and during an interview, there are a variety of post-interview tactics that can help optimize your impact:

- send a thank-you card or note to interviewer(s);
- review your interview to identify strengths and weaknesses;
- work on improving – for example, if you couldn't answer a question try to find one;
- develop more questions and answers;
- continue practising your interview skills; and
- request feedback from the interviewer(s).

## Ontario faculties of education

### **Brock University**

Faculty of Education  
St. Catharines,  
Ontario L2S 3A1  
Telephone: (905) 688-5550  
Fax: (905) 688-0540  
[www.brocku.ca](http://www.brocku.ca)

### **Lakehead University**

Faculty of Education  
Thunder Bay,  
Ontario P7B 5E1  
Telephone: (807) 343-8520  
Fax: (807) 344-6807  
[www.lakeheadu.ca](http://www.lakeheadu.ca)

### **Laurentian University**

School of Education  
Ramsey Lake Road  
Sudbury, Ontario P3E 2C6  
Telephone: (705) 474-3450  
Ext. 5004  
[www.laurentian.ca](http://www.laurentian.ca)

### **Nipissing University**

Faculty of Education  
Box 5002  
North Bay,  
Ontario P1B 8L7  
Telephone: (705) 474-3450  
Fax: (705) 474-1947  
[www.nipissingu.ca](http://www.nipissingu.ca)

### **The Ontario Institute for Studies in Education**

**University of Toronto**  
252 Bloor Street West  
Toronto, Ontario M5S 1V6  
Telephone: (416) 923-6641  
Fax: (416) 926-4725  
[www.oise.on.ca](http://www.oise.on.ca)

### **University of Ottawa**

Faculty of Education  
145 Jean-Jacques Lussier  
Ottawa, Ontario K1N 6N5  
Telephone: (613) 562-5804  
ext. 4057  
Fax: (613) 562-5146  
[www.uottawa.ca/academic/education](http://www.uottawa.ca/academic/education)

### **Queen's University**

Faculty of Education  
Duncan McArthur Hall  
Kingston, Ontario K7L 3N6  
Telephone: (613) 533-6210  
Fax: (613) 533-6584  
[www.educ.queens.ca](http://www.educ.queens.ca)

### **University of Toronto**

Faculty of Education  
371 Bloor Street West  
Toronto, Ontario M5S 2R7  
Telephone: (416) 978-8833  
Fax: (416) 978-6775  
[www.feut.utoronto.ca](http://www.feut.utoronto.ca)

### **Trent University**

(Co-operative Concurrent  
Teacher Education Program  
with Queen's University)  
Otanabee College  
Peterborough,  
Ontario K9J 7B8  
Telephone: (705) 748-1464  
Fax: (705) 748-1625  
[www.trentu.ca](http://www.trentu.ca)

### **University of Waterloo**

Co-op Teacher  
Education Program  
(with Brock University)  
Co-op Science  
Teaching Option  
(with Queen's University)  
200 University Avenue West  
Waterloo, Ontario N2L 3G1  
Telephone: (519) 888-4567  
Fax: (519) 746-2882  
[www.uwaterloo.ca](http://www.uwaterloo.ca)

### **University of Western Ontario**

Faculty of Education  
1137 Western Road  
London, Ontario N6G 1G7  
Telephone: (519) 661-2080  
Fax: (519) 661-3833  
[www.uwo.ca](http://www.uwo.ca)

### **University of Windsor**

Faculty of Education  
401 Sunset  
Windsor, Ontario N9B 3P4  
Telephone: (519) 253-4232  
ext. 3800  
Fax: (519) 971-3612  
[www.uwindsor.ca](http://www.uwindsor.ca)

### **York University**

Faculty of Education  
4700 Keele Street  
North York, Ontario M3J 1P3  
Telephone: (416) 736-5002  
Fax: (416) 736-5613  
[www.edu.yorku.ca](http://www.edu.yorku.ca)

## Professional resources

### Teaching in the classroom

More information about teaching in the classroom can be found in and from

- government curriculum documents and exemplars,
- teacher websites, and
- other teachers.

### Websites

The following websites offer information that's useful for occasional teachers:

[www.etfo.ca](http://www.etfo.ca) (your Federation's website)  
[www.teachelearn.com](http://www.teachelearn.com)  
[www.haltonot.ca](http://www.haltonot.ca) (this will take you to various teacher sites)  
[www.oise.utoronto.ca](http://www.oise.utoronto.ca) (OISE at University of Toronto)  
[www.ctf-fce.ca](http://www.ctf-fce.ca) (Canadian Teachers Federation)  
[www.osstf.on.ca](http://www.osstf.on.ca) (Ontario Secondary School Teachers Federation)  
[www.oct.on.ca](http://www.oct.on.ca) (Ontario College of Teachers)  
[www.qeco.on.ca](http://www.qeco.on.ca) (QECCO)  
[www.edu.gov.on.ca/eng/document/currcul/elemcurric.html](http://www.edu.gov.on.ca/eng/document/currcul/elemcurric.html) (Ministry of Education)  
[www.pch.gc.ca/credo](http://www.pch.gc.ca/credo) (Canadian Heritage)  
[www.wsib.on.ca/wsib/wsibsite.nsf/public/homepage](http://www.wsib.on.ca/wsib/wsibsite.nsf/public/homepage) (Workplace Safety & Insurance)  
[www.campaign2000.ca](http://www.campaign2000.ca) (Campaign 2000 – Child Poverty)  
[www.peopleforeducation.com](http://www.peopleforeducation.com) (People for Education)  
[www.school.discovery.com](http://www.school.discovery.com) (Discovery Corner)  
[www.lessonplanspage.com](http://www.lessonplanspage.com) (Lesson plans)  
[www.albedo.net](http://www.albedo.net)  
[www.meridianschool.edu.HTML/Class/classroomsHP/andersonHP/homepage/links.html](http://www.meridianschool.edu.HTML/Class/classroomsHP/andersonHP/homepage/links.html)  
[www.exploratorium.edu/learning\\_studio/index.html](http://www.exploratorium.edu/learning_studio/index.html)  
[www.bartleby.com/100/](http://www.bartleby.com/100/)  
[www.thesaurus.com](http://www.thesaurus.com)  
[www.ualberta.ca/~bleeck/canada/](http://www.ualberta.ca/~bleeck/canada/)  
[www.aws.com/aws-2001default.asp](http://www.aws.com/aws-2001default.asp)  
[www.gsn.org](http://www.gsn.org) (Global School Net)  
[www.ed.gov/about/organizations.jsp](http://www.ed.gov/about/organizations.jsp) (US Department of Education)  
[www.dictionaries.travlag.com](http://www.dictionaries.travlag.com) (to translate from one language to another)  
[www.andromeda.rutgers.edu](http://www.andromeda.rutgers.edu)  
[www.nwrel.org/sky/](http://www.nwrel.org/sky/)

## Professionalism bibliography

Adams, M., Bell, L. A., & Griffin, P. (Eds.). (1997). *Teaching for Diversity and Social Justice: A Sourcebook*. New York: Routledge. This book addresses the need to facilitate communication and understanding between members of diverse and unequal social groups.

Andrejko, I. (1998). "The case for the teacher portfolio." *Journal of Staff Development*, 19(4): 45–48. This article explains how to develop a professional portfolio. The author also discusses the benefits and limitations of this tool.

Cawthorne, B. (1997). *Instant Success For Classroom Teachers, New and Substitute Teachers*. Scottsdale, AZ: Greenfield. This book contains rapport builders, break activities, lesson plans, spare time assignments, and discipline ideas.

ETFO. (2001). *Blurred Vision: Rethinking the Ontario Curriculum*. Toronto: ETFO. This document provides a critical analysis of the limitations of the current Ontario curriculum in the areas of critical thinking, environmental awareness, media literacy, and diversity.

ETFO. (2001). *Reference Book, 2001–2002*. Toronto: ETFO. This Federation document sets out ETFO's constitution and policies.

ETFO. (2002). *A Teacher's Professional Portfolio: A Working Guide*. Toronto: ETFO. This ETFO publication enables all teachers to track their professional development.

ETFO. (2002). *It Can Happen To You: Preventing Allegations of Assault and Professional Misconduct*. Toronto: ETFO. This documentary brings the clear and chilling message to educators that no-one escapes the possibility of being accused of an offence against children in their care.

OPSTF. *Answering the Call: A Handbook for Occasional Teachers*. Toronto: OPSTF. This is a handbook written for occasional teachers.