OISE/UT is one of the leading centres in the world for the study of education. It integrates wide ranging research, excellent teacher education and rigorous graduate programs to advance teaching and learning in the many contexts where they occur.

Founded in 1907 as part of the University of Toronto, we have the scope, size and resources to attract the best and the brightest students, staff and faculty.

Our scholarship reflects a deep understanding of the changing educational environment, exploring new approaches in long-established fields like the history and philosophy of education and supporting collaboration in interdisciplinary fields like aboriginal studies, second language learning, urban education and special education. We work with partners in schools and communities locally and around the world.

Our commitment to a collaborative, cohort-based teacher education program, taught by exemplary researchers and practitioners, prepares teacher candidates for inquiry and excellence in practice over a career in education.

Our graduate students work with leading academic thinkers within a broad curriculum. With a diversity of programs, people and perspectives to choose from, students create rich individualized programs of study.

Members of the OISE/UT community draw on their knowledge of both theory and practice in order to inspire education within our university, our city, our country and throughout the world.
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Jane Gaskell is the dean of the Ontario Institute for Studies in Education of the University of Toronto.

“Our accomplishments this past year were the result of the collaboration and commitment of many people. The people of OISE/UT are a committed and interesting group who pull together to enhance our understanding of education.” – Jane Gaskell
This past year saw continued progress on the key goals of OISE/UT: increasing the quality, impact and integration of our research, graduate programs and teacher education; enhancing the experience of all our diverse and talented students; making ever more connections across campus and with our external communities. The 2004-09 OISE/UT academic plan continues to serve us well, outlining the directions we have agreed upon.

The political and fiscal environment affects the way we move forward, if not the direction. Last year, in the wake of the Rae review, the provincial government announced an increase in funding for graduate education, providing an opportunity for OISE/UT to admit more students to our programs. The establishment of a Higher Education Quality Council and the creation of an Ontario Research Chair in Postsecondary Education Policy and Measurement at OISE/UT were also a result of the review and will increase our connection to higher education policy in the province and around the world.

Provincial government educational policy this past year has emphasized increasing literacy, keeping students in school and taking advantage of the steadily increasing diversity of our city. These directions are quite congruent with the interests and knowledge of many OISE/UT faculty and allow partnerships with various players in the province, in an increasingly collaborative environment.

Within the University there have also been significant changes. The ten-year integration agreement that brought about the merger of OISE and FEUT came to a conclusion quietly in the spring, with a final advisory board meeting and a celebration, but no changes to budget, programs or the way we operate. We are firmly and happily ensconced as one of the largest Faculties at the University of Toronto. Students, staff and faculty have access to all its intellectual, social and physical resources.

Last year, the University agreed on a new budget model that will make our revenues and expenses much more transparent and tie our future revenue more tightly to our enrolment. An agreement between the University of Toronto and UTS (the University of Toronto Schools) was also finalized, making UTS an independent entity within the University and setting up a variety of committees that will allow us to work together as partners.

Many of the year’s accomplishments are highlighted in the following pages. We enrolled 1,300 new teacher education candidates and 700 new graduate students, gradually increasing our graduate enrolment and keeping our teacher education enrolment stable. We were thrilled to have authors Chinua Achebe and Jean Little receive honorary degrees from the University of Toronto and address our graduates at their convocation ceremonies in June.
One of the year’s highlights was the approval by Governing Council of a new Concurrent Teacher Education Program (CTEP), which will allow students to graduate after five years of study with a BEd as well as a BSc, a BA, a BMus, or a BPHE. Our partners in this project are the Faculties of Music and Physical Education, the campuses at Scarborough and Mississauga, and St. Michael’s and Victoria Colleges. CTEP, as it has come to be known, provides a new, additional path for teacher education at OISE/UT. This high quality teacher education program is targeted to students who know early on that they want to become teachers, and it will spread knowledge and interest in education across campus. This initiative emerged from our academic planning process and the first students will be admitted in 2007.

We hired new faculty members from around the world to strengthen our research and teaching in key areas of interest: the arts, urban education, special education, higher education, disability studies and mathematics education. The approval of four new Canada Research Chairs and a continued increase in research funding are signs of the vitality of our research. OISE/UT has received more than $2.5 million in provincial and federal research infrastructure grants this year. One major new grant from SSHRC supports the Social Economy Centre, which facilitates connections between university researchers and organizations from the not-for-profit sector in Southern Ontario.

The Centre for Urban Schooling got underway in fine style, receiving base funding from the Academic Initiatives Fund after an initial start-up period, persuading Jeff Kugler, a well known and much admired principal from the Toronto District School Board, to become executive director, and collaborating with the Literacy Secretariat, the Toronto District School Board and the York District School Board to do research on schools in challenging circumstances.

International visitors abounded, and conferences and workshops were held on a wide variety of topics, including Muslim education, education and the law, the social economy and safe schools. Our Additional Qualifications courses, which enroll practicing teachers, were extended to a fourth quarter, and new online learning options were added. Almost 6,500 teachers took AQ courses at OISE/UT last year.

The constitution of OISE/UT’s Faculty Council was revised to create a representative body, instead of a committee of the whole, with separate standing committees for teacher education and graduate education. As the role of OISE/UT in the governance of its graduate programs is enhanced, we need the structures to engage in active scrutiny of the many changes we are making. To complement the smaller Faculty Council, town hall meetings will also be held to ensure that everyone has a chance to have their voice heard, as befits our democratic and participatory traditions.

Our accomplishments this past year were the result of the collaboration and commitment of the faculty, staff, students and friends of OISE/UT. They are a vital and engaged group who pull together to enhance our understanding of education. As we move into a year in which we will celebrate 100 years of education at the University of Toronto, I invite you to visit and learn more about our work.

Jane Gaskell
Dean, Ontario Institute for Studies in Education of the University of Toronto
STUDENT ENROLMENT

(November 2005 counts)

Graduate enrolment Academic Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>Total</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>218</td>
<td>119</td>
<td>99</td>
</tr>
<tr>
<td>PhD</td>
<td>653</td>
<td>653</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>871</td>
<td>772</td>
<td>99</td>
</tr>
</tbody>
</table>

Graduate enrolment Professional Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>Total</th>
<th>Full-time</th>
<th>Part-time</th>
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<tbody>
<tr>
<td>MEd</td>
<td>716</td>
<td>132</td>
<td>584</td>
</tr>
<tr>
<td>EdD</td>
<td>132</td>
<td>80</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>848</td>
<td>212</td>
<td>636</td>
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</table>

Graduate enrolment in Professional Master's leading to Teacher Certification

<table>
<thead>
<tr>
<th>Program</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>MT</td>
<td>61</td>
</tr>
<tr>
<td>MA(CS)</td>
<td>79</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
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</tbody>
</table>

Enrolment in BEd and Technological Studies

Diploma Programs leading to Teacher Certification

<table>
<thead>
<tr>
<th>Program</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>BEd</td>
<td>1,226</td>
</tr>
<tr>
<td>Diploma</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>1,296</td>
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</table>

Additional Qualifications

<table>
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<th>Session</th>
<th>Total</th>
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<tbody>
<tr>
<td>Summer session</td>
<td>4,010</td>
</tr>
<tr>
<td>Fall/winter session</td>
<td>2,474</td>
</tr>
<tr>
<td>Total*</td>
<td>6,484</td>
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</tbody>
</table>

* Some students enrol in both sessions

FACULTY & STAFF COMPLEMENT

Tenured/Tenure stream

<table>
<thead>
<tr>
<th>Rank</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full professors</td>
<td>57</td>
</tr>
<tr>
<td>Associate professors</td>
<td>61</td>
</tr>
<tr>
<td>Assistant professors</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
</tr>
</tbody>
</table>

Teaching stream

<table>
<thead>
<tr>
<th>Rank</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior lecturers</td>
<td>5</td>
</tr>
<tr>
<td>Lecturers</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
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</tbody>
</table>

Non-permanent faculty

<table>
<thead>
<tr>
<th>Role</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract instructors</td>
<td>53</td>
</tr>
<tr>
<td>Secondments</td>
<td>26</td>
</tr>
<tr>
<td>Sessional lecturers</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>148</td>
</tr>
</tbody>
</table>

Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Staff including Research Officers</td>
<td>132</td>
</tr>
</tbody>
</table>
### Financials

2005-06 OISE/UT Operating Budget (in millions)

<table>
<thead>
<tr>
<th>Revenue</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating grant</td>
<td>36.8</td>
</tr>
<tr>
<td>Fees</td>
<td>9.5</td>
</tr>
<tr>
<td>Other</td>
<td>2.8</td>
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</table>

**Total revenue** 49.1

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>36.9</td>
</tr>
<tr>
<td>Student assistance</td>
<td>8.3</td>
</tr>
<tr>
<td>Other</td>
<td>3.9</td>
</tr>
</tbody>
</table>

**Total expenses** 49.1

### Research Funding

| Total revenue | 8.1 |

---

**INSPRING EDUCATION FOR 100 YEARS**
OUTSTANDING THESIS OF THE YEAR AWARD
Marjolaine Michele Limbos

OISE/UT COMMENDATION
Robert James Bickford
Julie Won-Joo Park
Caroline Maria Rueckert
Jill Beverly Cummings
Anthony O. Kola-Ofusanya
Tammy George
Mireille Katia McLaughlin
Ana Laura Pauchulo
Ricky Rajin Varghese
Bonnie Lynn Slade
James Thomas Speight Berrigan

OUTSTANDING CONTRIBUTION TO THE LIFE OF THE FACULTY
Tri Dung Tiet

O.E.C.T.A. AWARD OF EXCELLENCE
Andrew Chun

PRIMARY/JUNIOR AWARD OF HONOUR
Graham Lynal Wood

JUNIOR/INTERMEDIATE AWARD OF HONOUR
Hanifa Zahra Hirjee

INTERMEDIATE/SENIOR AWARD OF HONOUR
Ralph Kenneth Robert Phillips

ARNOLD BALINS
Susan Kathleen Moore

BORTHWICK-DUCKWORTH SCHOLARSHIP
Paulina Ratajczak

M. PENELOPE CARTER AWARD
Maria Theresa Tanedo

MARK CROWE MEMORIAL AWARD
Thomas Jeffrey Jenkins

JOHN J. DEL GRANDE SCHOLARSHIP
Lousindi Rose Sabourin

JEFFREY DRDUL MEMORIAL AWARD
Erica Louise Grondin
Samira Rahmani-Azad

JEFFREY DRDUL O.S.O.T.F. AWARD IN SPECIAL EDUCATION
Lisa Christine Akagi Cunha de Freitas
Kristin Alexandra White

JAMES W. FAIR AWARD IN ELEMENTARY EDUCATION
Navroop Kaur Gill

JAMES F. JOHNSON AWARD
Heather Penelope Shaw

PROFESSOR ARTHUR LOUDEN MEMORIAL SCHOLARSHIP IN SCIENCE
Nicole Cheung-Seekit
Jennifer Julia Corner Gardiner
Zeinab Amirali Daya
Amanda Allison Martyn
Michelle Viglione

R. J. MCMASTER AWARD
Daniel Rocchi

ROBERT MORRICE CROWE AWARD
Colleen Stuart Kidd

DR. AND MRS. R.L. PETERSON MEMORIAL ENTRANCE AWARD
Timothy Frederick Bemmann
Leonard Chung
Sandra Louise Little

P. A. PETRIE HURON COUNTY SCHOLARSHIP
Peter Anthony Hurley

R. D. PHILLIPS AWARD
Robert Thomas Morley

BERTHA AND HOWARD ROBERTSON ENTRANCE AWARD
Andrea Renee Faveri
Karen Marie McKenna

ROSEANN RUNTE AWARD SCHOLARSHIP
Malgorzata Natonska

ALEXANDER PRINGLE SEGIE AWARD
Hannah Kye

ALEXANDER PRINGLE SEGIE MEMORIAL AWARD
Isa Maccari

JEAN STIRLING AWARD SCHOLARSHIP
Kathleen Julie Dilkas

UNIVERSITY OF TORONTO VARI SCHOLARSHIP
Lara Jayne Annett
Luigi Antonio Francesco Battista
Malgorzata Natonska
Caroline Maria Rueckert

DON WRIGHT SCHOLARSHIP IN MUSIC EDUCATION
David DiGiorgio

DON WRIGHT SCHOLARSHIP IN VOCAL MUSIC
Alexandra Haninec
ONTARIO GRADUATE SCHOLARSHIP

Anke Allspach  Daniel Garfinkel  Graham McDonough  Vanessa Russell
Zahra Bhanji   Suchi Garg  Marla McGregor  Jasjit Sangha
Victoria Bowman  Carly Guberman  Christine McKenzie  Riyad Shahjahan
Katherine Brasch  Margaret Hearnden  Angela Milenkovic  Hyunjung Shin
Leah Burns  Laura-Lee Kearns  Alison Norman  Jeeewon Shin
Paula Butler  Karen Kiddell  Trevor Norris  Kristin Smith
Amberley Buxton  Melanie Knight  Kayleen Oka  Catherine Stewart
Gulzar Charania  Sandra Lecce  Mary Patton  Zafar Syed
Suzanne Cherry  Suzanne Lenon  Ana Laura Pauchulo  Vannina Sztainbok
Connie Cheung  Meridith Lordan  Nathaniel Paul  Rebecca Todd
Maliha Chiishti  Helen MacDonald  Dawn Pollon  Kathryn Underwood
Todd Cunningham  Kimberly MacDonald  Shumona Ray  Julie Vinik
Shaindl Diamond  Kimberly Mackinnon  Kimberly Recoskie  Lilijana Vuletic
Stanley Doyle-Wood  Gada Mahrouse  Dominique Riviere  Delia Wallis
Pamela Elmslie  Caroline Manion  Erin Ross  Rebecca Wells-Jopling
Tanya Galway  Pamela Marshall  Cynthia Rottmann  Luxin Yang

SSHRC DOCTORAL FELLOWSHIP

Rixi Abrahamsohn  F. Ping Deters  Adele Lafrance  Laura Pinto
Kelly Akerman  Julia Dicun  Imola Marton  Shannon Robinson
Sarah Barrett  Darrell Dobson  Susan London McNab  Sherida Ryan
Patricia Behnke  Maria Fagan  Laurie Mook  Julie Savoie
Sonja Ben Jaafar  Olesya Falenchuk  Karsten Mundel  Antonie Schultz
Andrea Breen  Andrea Fatona  Carmela Murdocca  Anna Simpson
Lynn Caldwell  Nupur Gogia  Latika Nirula  Bonnie Slade
Caroline Chassels  Zahra Hazari  Lucia Padure  Lurong Wang
Ann Curry-Stevens  Xiaoqing He  Emily Paradis  Limor Zomer
Rosalina De Sa  Eric Jabal  Vanessa Peters

CANADA GRADUATE SCHOLARSHIP

Jennifer Bonnell  Kelly Gallagher-  Robyn Legge  Patricia Poulin
Robyn Bourgeois  Mackay  Kendra Massie  Laura-Lynn Stewart
Jasmine Eliav  Colin King  Gregory O’Leary  Susan Sturman

CANADIAN INSTITUTE OF HEALTH RESEARCH DOCTORAL RESEARCH AWARD

Kimberly Harris

MASTER’S CANADA GRADUATE SCHOLARSHIP

Sara Banki  Megan Haggerty  Sean Park  Angela Varma
Barbara Diane Bell  Malaika Leacock  Ilana Ross  Glenn White
Nathalie Conn  Justin Mattina  Devita Singh  Urszula Wiprzycka

NATURAL SCIENCES AND ENGINEERING RESEARCH COUNCIL OF CANADA SCHOLARSHIP

Lisa Dack

GOVERNMENT OF CANADA AWARD

Kyoko Baba
Wataru Suzuki

RESTRACOMP AWARD (HOSPITAL FOR SICK CHILDREN)

Mariko Lui
Amber Pakulak

NOVA SCOTIA HEALTH RESEARCH FOUNDATION AWARD

Janice Graham-Migel

ATLANTIC ABORIGINAL HEALTH RESEARCH AWARD

Lori Lynn McNeill

ROTARY FOUNDATION AWARD

Miwa Takeuchi

CANADIAN CANCER SOCIETY RESEARCH STUDENTSHIP

Mary Rykov
FACULTY AWARDS & HONOURS

This list includes a sampling of awards and honours held by OISE/UT faculty in 2005-06.

CANADA RESEARCH CHAIRS

Charles P. Chen – Life Career Development
James P. Cummins – Language Learning and Literacy Development in Multilingual Contexts
Kathleen M. Gallagher – Urban School Research in Pedagogy and Policy
Benjamin Levin – Leadership and Educational Change (2007)
David Livingstone – Lifelong Learning and Work
Karen E. Mundy – Global Governance and Comparative Educational Change
James D. Slotta – Education and Technology
Rosemary Tannock – Special Education and Adaptive Technology
Rinaldo Walcott – Social Justice and Cultural Studies

THE CAROLYN TUOHY IMPACT ON PUBLIC POLICY AWARD
Kenneth Leithwood

UNIVERSITY OF TORONTO PRESIDENT’S TEACHING AWARD
Carol Rolheiser

FACULTY GRANTS

This list includes a sampling of large grants held by our faculty in 2005-06 as well as the newly awarded Social Sciences and Humanities Research Council (SSHRC) standard research grants. For a complete list of the more than $8.1 million of funded research projects in 2005-06 and for an up-to-date list of newly funded projects please visit our Web site at http://www.oise.utoronto.ca/research/.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA (SSHRC)

COMMUNITY-UNIVERSITY RESEARCH ALLIANCE GRANT
James Cummins (with the University of British Columbia) – From Literacy to Multiliteracies: Designing Learning Environments for Knowledge Generation within the New Economy
Jack Quarter – A Community-University Research Alliance for Southern Ontario’s Social Economy

INITIATIVE ON THE NEW ECONOMY
Sampling of Case Studies
Peter Sawchuk – Technological Change for Worker Learning in the Public Sector
Margrit Eichler – Housework and Care Work: Sites for Lifelong Learning
Daniel Schugurensky – The Informal Learning of Volunteer Workers
Jack Quarter – A University-Union Research Alliance on Socially Responsible Investment in Pension Funds
Marlene Scardamalia – Beyond Best Practice: Research-based Innovation and Learning and Knowledge Work

MAJOR COLLABORATIVE RESEARCH INITIATIVES
Diane Gerin-Lajoie (with Université de Montréal) – L’évolution actuelle du personnel de l’enseignement préscolaire, primaire et secondaire du Canada
SSHRC STANDARD RESEARCH GRANTS

Sandra Acker – Disciplining Academics: The Tenure Process in Social Science Faculties

Clive Beck – Key Components of Learning to Teach Literacy

Karyn Cooper – Qualitative Research in Education: Perspectives and Processes in the Postmodern Era

Michael Connelly – Equity Policies, School/Community Practices and Immigrant Narratives

Alister Cumming – Adolescent Literacy in Three Urban Regions

Rose Folsom – Morality, Sexuality and National Policies

Lynne Hannay – Beyond Tinkering: The School District’s Role in Large-Scale Reconstruction of Professional Practice

Ruth Hayhoe – China’s Move to Mass Higher Education: Implications for Democratization and Global Cultural Dialogue

Guanglei Hong – Effects of Within-Class Homogeneous Ability Grouping in Early Reading Instruction

Judy Iseke-Barnes – Understanding Pedagogies in Indigenous Education

Mary Kooy – Teacher Development in Communities of Learning In and Out of School: A Follow-up Longitudinal Study

Douglas McDougall – School and District Improvement in Elementary School Mathematics

Joan Moss – From Research to Practice: A Theory Driven Approach to the Design for Instruction In Patterns and Functions and Early Algebra

Roxana Ng – Professional Immigrant Women Navigating the Canadian Labour Market: A Study in Adult Learning

Joan Peskin – Poetic Literacy: Development through Adolescence


Lana Stermac – Post-traumatic Growth and Academic Achievement Among War-zone Immigrant Students

John Wallace – Integrating Science, Mathematics and Technology in the Intermediate and Middle School Grades: Teaching and Learning Processes
FACULTY GRANTS

NATURAL SCIENCES AND ENGINEERING RESEARCH COUNCIL OF CANADA (NSERC)

DISCOVERY GRANT
Janet Astington – Social Reasoning in Young Children

CANADIAN INSTITUTES FOR HEALTH RESEARCH (CIHR)

STRATEGIC INITIATIVE GRANT
Jennifer Jenkins (with McMaster University) – Transactional Processes in the Development of Emotional-Behavioural Regulation: Individuals in Context

OTHER GRANTS

CANADIAN INTERNATIONAL DEVELOPMENT AGENCY
Karen E. Mundy – Research on Civil Society and Program-Based Approaches-Phase II

ONTARIO MINISTRY OF EDUCATION
Joan Moss – An Evaluation Study of Elementary School Math Programs in Ontario

ONTARIO MINISTRY OF EDUCATION
LITERACY AND NUMERACY SECRETARIAT GRANT
Douglas McDougall – Improving Student Achievement in Schools Facing Challenging Circumstances

ONTARIO MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES
Normand Labrie – French Language Outreach and Research Grant
Glen Jones (with Tony Chambers, Normand Labrie, Dan Lang and Jean-Paul Restoule) – Ontario Postsecondary Education-Access Research

NATIONAL INSTITUTES OF HEALTH (U.S.)
Marc Lewis (with York University) – Interpersonal and Intrapersonal Processes Underlying the Etiology and Treatment of Antisocial Adolescents: New Methods from the Behavioral and Brain Sciences

WALLACE FOUNDATION
Kenneth Leithwood and Steven Anderson – Learning from District Efforts to Strengthen Education Leadership
Glen Jones is the associate dean, academic of the Ontario Institute for Studies in Education of the University of Toronto.

“There is no denying OISE/UT’s international reputation for scholarship, but I believe that one of the distinctive characteristics of the Institute is a shared belief that learning can truly make a difference, and that, as researchers, we can make a difference by sharing what we have learned. This sharing process has come to involve a wide range of activities in addition to teaching and scholarly publication that demonstrate the importance and impact of the work that we do.” – Glen Jones
In the pages that follow, we highlight stories of some of the OISE/UT projects that have had an impact on local, national and international communities during the 2005-06 year. These stories go behind the facts and figures to reveal the people, the ideas and the partnerships that keep OISE/UT lively, interesting and one of the world's leading centres for research and teaching in education.

Our community has always valued teaching a wide variety of students and engaging in research that draws upon and contributes to the knowledge and experience of the field. Our faculty are engaged in furthering our understanding of educational issues, scholarship that frequently involves learning in partnership with the broader educational community and reaching out to share the research-informed expertise of our faculty, students and staff.

Given the breadth of our mandate, our activities have impact on the local and the international, assisting the work of individual practitioners and creating major ongoing projects involving governments and NGOs. Many of these relationships are sustained and synergistic; they are models of how to bridge the distance that sometimes develops between theory and practice, and between research and policy.

Emerging from these relationships are stories of the importance and impact of what we do that cannot be captured by traditional measures of research productivity. They are stories about how new knowledge and understanding emerging from OISE/UT has led to changes in the experience of individual students, educational practices, the work of community organizations, and the reform and structure of educational systems.
1. “The energy and enthusiasm for teacher education at our University has taken a new form and strengthened OISE/UT’s partnerships at the University of Toronto.” – Mira Gambhir
   Mira Gambhir was the assistant coordinator of the Concurrent Teacher Education Program and is now a PhD student in the Department of Curriculum, Teaching and Learning.

2. “I am proud of the program we have created, and I firmly believe that it represents a new and distinct opportunity for aspiring teachers.” – Antoinette Gagné
   Antoinette Gagné is the director of the Concurrent Teacher Education Program.
The quality and impact of the work at OISE/UT is enhanced by a wider engagement across the University in the study of education. At OISE/UT, there is a commonly held belief that education is an important and complex field with a scholarly literature that should be discussed widely by faculty and students across the University and that the University of Toronto should make education more central to its mandate … from the OISE/UT Academic Plan.

During the 2005-06 academic year, the University of Toronto’s Governing Council approved the launch of a Concurrent Teacher Education Program (CTEP) with a view to welcoming the first cohort of students in fall 2007. Designed by a team of partners from across the University of Toronto to meet the changing needs of Ontario schools, the program aims to bring a holistic perspective to candidates’ development as professionals — taking students into various education contexts early on in their programs, and integrating the study of education throughout four or five years.

The new Concurrent Teacher Education Program allows undergraduates to complete both their professional teacher qualification and a second undergraduate degree simultaneously. This program option offers a greater degree of integration between a student’s two programs than is available in consecutive programs where the undergraduate degree is complete before education studies begin.

The Concurrent Teacher Education Program extends teacher education across all three campuses of the University of Toronto. Partner units collaborating in CTEP to offer programs are:

OISE/UT
University of Toronto Scarborough
University of Toronto Mississauga
Faculty of Music
Faculty of Physical Education and Health
St. Michael’s College (pending approval)
Victoria College (pending approval)

The key CTEP goal is to ensure that teacher education is of the very highest quality. This level of excellence will be achieved through the careful integration of the best of hands-on professional experience, and the best of education theory, scholarship and research.
1. Carol Rolheiser is a winner of an inaugural University of Toronto President’s Teaching Award and OISE/UT’s associate dean, teacher education from the Department of Curriculum, Teaching and Learning.

2. Larry Swartz is a 2006 winner of a Distinguished Contributions to Teaching Award and an instructor in the Initial Teacher Education Program from the Department of Curriculum, Teaching and Learning.

3. Jennifer Jenkins is the winner of the David E. Hunt Award for Excellence in Graduate Teaching and a professor in the Department of Human Development and Applied Psychology.

4. Ero Siouga is a 2006 winner of a Distinguished Contributions to Teaching Award and an instructor in the Initial Teacher Education Program from the Department of Curriculum, Teaching and Learning.

5. Kathy Broad is the winner of the Award for Excellence in Initial Teacher Education and the director of the Elementary Initial Teacher Education Program from the Department of Curriculum, Teaching and Learning.

6. Clare Brett is a 2006 winner of a Distinguished Contributions to Teaching Award and an assistant professor in the Department of Curriculum, Teaching and Learning.
During the 2005-06 year, Carol Rolheiser was one of five University of Toronto professors to receive an inaugural University of Toronto President’s Teaching Award, recognizing career commitment to excellent and innovative teaching at the University of Toronto. The five professors honoured have become the first members of U of T’s Teaching Academy.

Carol has taught in both the one-year Bachelor of Education program and the Master of Teaching program. She also teaches in the graduate program in Curriculum, Teaching and Learning, specializing in a range of research-based instructional and assessment approaches. Her teaching is grounded in creating collaborative approaches to teacher education and school improvement.

OISE/UT has offered its own awards for teaching excellence for several years, acknowledging the importance we assign to high quality graduate and undergraduate teaching. Nominations are solicited from community members and education partners. In 2005-06, our teaching award winners included faculty, lecturers and sessional instructors, all of whom made outstanding contributions to our students.

Among the many citations put forward to commend the teaching excellence of the award winners were student testimonials that spoke directly to the impressive influence of these teachers on their students. Teaching plays a central role in the overall OISE/UT mission and modeling good teaching is central to the education of our teacher candidates.

On the opposite page, we feature those who have made outstanding contributions to teaching and learning in 2005-06.
Lynette Spence is an equity and human rights mentor in the Department of Student Services.
In the fall of 2005, Lynette Spence, a former Toronto District School Board secondary school principal, department head, teacher, consultant and board equity coordinator, was appointed OISE/UT’s first Human Rights and Equity Mentor as a means of enhancing student support. Lynette is a regular guest in OISE/UT classrooms.

Dedicated to mentoring graduate students and supporting the teaching practice of our teacher candidates, her role is dynamic and constantly evolving. Lynette is required to be both proactive, providing relevant programming such as conflict resolution training and responsive, helping individual students and guiding them to more specific support services or colleagues.

During her first year, Lynette collaborated frequently with Caroline Rueckert, a BEd student and student equity representative, to create student discussion group meetings and to develop the Teacher Candidate Equity Manual, which is now on our Web site. This collaboration led to very positive co-curricular experiences for many students.

From Caroline’s point of view “getting heavily involved in student groups gave me some amazing ways of developing what I was learning in the classroom and applying it to other situations. I’m grateful that I was able to work with so many visionaries in the field of education, both in my classrooms and beyond.”
1. “We give our teachers a great deal of freedom. Their teaching exists within a unique research culture and the result is that the teachers and students alike are comfortable taking risks, experimenting with their ideas and questioning their own learning.” – Kang Lee  Kang Lee is a professor in the Department of Human Development and Applied Psychology and the director of the Institute of Child Study.

2. ”ICS is a place where the notion of teacher-researcher comes alive. It is evident in our everyday experiences where the laboratory school teachers and faculty members model these practices. This helps me and my fellow graduate students make this philosophy an integral part of our practice as teachers. Not only do we have many opportunities to observe and participate in the classrooms at ICS, but we also engage in research conducted by the ICS faculty members.” – Danielle Brown  Danielle Brown is an MA student in the child study and education program. Seen here at left conducting mathematics learning research with Grade 2 students at The Lab School.

“As a student I had a chance to be placed in these classrooms and was very excited to be part of such a dynamic environment at that time. Now, as a teacher, there is a range of ways that I am involved in research projects here. We facilitate our students’ participation in research projects and are always part of a wider conversation about education research. It’s amazing.” – Nora L’esperance  Nora L’esperance is a Grade 2 teacher at The Lab School and a graduate of the MA program in child study and education. She has been teaching at The Lab School since 2002.
The Institute of Child Study has been one of the strongest voices for the recognition of early childhood as a distinct and important stage of human development. The Laboratory School, which is part of ICS, has approximately 200 students between the ages of three and 12 and more than 20 teaching, research, and academic staff. Based on a general philosophy of education that recognizes the holistic, active nature of children and nurtures their natural curiosity and creativity, the school serves not only as a resource for the professional education of MA students but it also provides opportunities for research by the ICS academic staff and by scholars from other departments within the University.

ICS teacher education programs are founded on an understanding that the early years are a critical period for growth and possibility. The Laboratory School invites practitioners and researchers to work together, to explore the theory and the practice of exemplary education for young children. Teachers are engaged in research that raises challenging classroom questions and contributes to the thinking that informs practice.

The ICS MA program attracts students from diverse academic and professional backgrounds, which, according to MA student Danielle Brown, “allow for real learning and teaching experiences.” Recently, Brown and fellow graduate students conducted research in Nora L’esperance’s Grade 2 Lab School classroom. Their assignment was to assess the children’s understanding of place value. To do this, the group of graduate researchers designed four math tasks for the Grade 2 students. They began an introductory task and then increased task complexity. This research experience then informed a summary report that was made to the teachers of the classes studied.
Grace Feuerverger is an associate professor in the Department of Curriculum, Teaching and Learning.

Emily Rose Antflick is an MA student in the Department of Curriculum, Teaching and Learning.
Much of OISE/UT’s national and international reputation rests on our impressive record of research in education and related areas. OISE/UT has benefited from the contributions and achievements of a remarkable group of scholars and students … from the OISE/UT Academic Plan.

In her award-winning book *Oasis of Dreams: Teaching and Learning Peace in a Jewish-Palestinian Village in Israel*, Grace Feuerverger documents her nine-year ethnographic study of an elementary school where Jewish and Arab children study together peacefully, and the School for Peace, a conflict resolution outreach program for Israeli and Palestinian adolescents and their teachers.

Emily Antflick, an MA student, said that collaborating with Grace led her to a “passionate exploration of issues surrounding the teaching and learning of Israel and the Israeli-Palestinian conflict in Canadian Jewish high schools.”

“Some central concepts and methods revealed in *Oasis of Dreams* are applicable both to my research and to global peace education. These include the value of revealing multiple narratives, the significance of storytelling and lived experience, and the problems that arise in inter-group dialogue as a result of power imbalances. At every stage of my research, Grace pushes me to be frank and candid about my prejudices, concerns, criticisms and opinions. Acknowledging that meaning-making is grounded in life history, I am examining and challenging the origins and evolution of my belief system and its effect on my research.”
Since very little is known about the healing methods, the practitioners, the kinds of treatments and the role they play in psycho-education, clients and patients could be left very vulnerable to the myriad ways in which these practices are conducted. Therefore research in this area is crucial. — Roy Moodley  

Roy Moodley is an associate professor in the Department of Adult Education and Counselling Psychology.

“Through this collaborative study of traditional healing methods in different cultures, I’ve discovered plausible ways to incorporate this treasure chest of wisdom into my counseling techniques.” – Aanchal Rai  

Aanchal Rai is an MA student in the Department of Adult Education and Counselling Psychology.

“Being involved with the South Asian component of the traditional healers’ project has provided an incredible opportunity for me to investigate an area that I have been deeply interested in for many years.” – Maya Hammer  

Maya Hammer is an MA student in the Department of Adult Education and Counselling Psychology.

“Through this collaborative study of traditional healing methods in different cultures, I’ve discovered plausible ways to incorporate this treasure chest of wisdom into my counseling techniques.” – Aanchal Rai  Aanchal Rai is an MA student in the Department of Adult Education and Counselling Psychology.

“Being involved with the South Asian component of the traditional healers’ project has provided an incredible opportunity for me to investigate an area that I have been deeply interested in for many years.” – Maya Hammer  Maya Hammer is an MA student in the Department of Adult Education and Counselling Psychology.

“The collaborative experience has been empowering — contributing to the understanding of traditional healing practices which have always been a powerful resource in maintaining identity and health, as well as a support system in the Caribbean Diaspora.” – Patsy Sutherland  

Patsy Sutherland is an MEEd student in the Department of Adult Education and Counselling Psychology.

“Since very little is known about the healing methods, the practitioners, the kinds of treatments and the role they play in psycho-education, clients and patients could be left very vulnerable to the myriad ways in which these practices are conducted. Therefore research in this area is crucial.” – Roy Moodley  

Roy Moodley is an associate professor in the Department of Adult Education and Counselling Psychology.
Our planning process has revealed interest in new program directions, including Aboriginal Studies. We intend to strengthen this area through synergies across departments, the University and within the field ...

... from the OISE/UT Academic Plan.

In 2006, a revitalization of aboriginal studies at OISE/UT in collaboration with other University partners was underway in the Department of Adult Education and Counselling Psychology. One of the key objectives is to facilitate research and scholarship on the integration and intersection of marginalized identities so that counselling and psychotherapy can be conducted through a paradigm of multiple identities irrespective of particular counselling approaches. The interdisciplinary nature of the work and the engagement of faculty collaboration promote a rich environment and a creative clinical niche within which graduate students can be nurtured.

Roy Moodley and three graduate students Maya Hammer, Aanchal Rai and Patsy Sutherland are examining the role of traditional healers in health promotion, counselling and education. There are many new immigrants from minority ethnic communities who tend to use traditional healers to alleviate illnesses and seek cures to distresses that they deem to be outside the framework of conventional Western medicine and mental health care. By focusing on African, Caribbean and South Asian communities in Southern Ontario, Moodley and these students will offer insight into the role of traditional healers, the kinds of treatments and healing methods they use and the form of their training and skills. Ultimately, the research will support the process of integrating into conventional medical knowledge and health care policies.
1. “My work with the Centre for Media Education has given me a broader perspective on media literacy and its relationship to the work I do as the producer of an Aboriginal E-Learning Web site, FourDirectionsTeachings.com” – Jennifer Wemigwans  Jennifer Wemigwans is a PhD candidate in the Department of Sociology and Equity Studies in Education.

2. “We continue to support youth and community media making, to put educators in touch with curriculum resources, and to promote media education in Faculties of education.”  – Kari Dehli  Kari Dehli is an associate professor in the Department of Sociology and Equity Studies in Education.

3. “Being part of MEWG also helps me in my role as an Instructional Leader for English/Literacy for the TDSB — it involves me in a learning community that is unique, rich, and resourceful, and thus adds to my professional growth as a media educator.”  – Ian Esquivel  Ian Esquivel is an instructional leader of English literacy in the Toronto District School Board as well as an instructional leader in the Department of Continuing Education at OISE/UT.
Many faculty members serve in an advisory capacity to the provincial government, as well as to governments outside Canada. Some work with community groups to disseminate their message. The linkages between scholarship and public debate must be continually created and nurtured … ... from the OISE/UT Academic Plan.

In 2003, OISE/UT’s Centre for Media and Culture in Education (CMCE) was approached by members of the Association for Media Literacy (AML), an organization that has been promoting media literacy in Ontario classrooms since 1978. This was the start of what has become the Media Education Working Group (MEWG), an energetic, congenial and productive relationship that brings together individuals and groups who are committed to and interested in media literacy and media education.

In 2005, the group edited an issue on media education for Orbit (OISE/UT’s magazine for schools), helped launch new Additional Qualification courses in Media Literacy through OISE/UT and worked hard to successfully increase the prominence of media literacy in the Ontario K-12 Curriculum.

The group’s main goal is to advocate for more and better media education and media literacy at all levels of education: formal, informal and community settings. It aims to move media education and media literacy from the margins to the centre of elementary and secondary schools, to address the uneven distribution of resources and support for media education, and to increase the presence and quality of media education courses in Faculties of education.
1. “The experience of working as a graduate assistant with Cecilia Morgan has given me valuable insight into the nature of assembling complex research projects. This has improved my ability to chart the important connections between individuals in history, and how they shape and orient larger arguments about the colonial world and greatly enriched my experience at OISE/UT.” – Alison Norman  

Alison Norman is a PhD candidate in the Department of Theory and Policy Studies.

2. “The opportunities afforded by OISE/UT’s graduate research assistantship program allows faculty to create meaningful intellectual networks with our students while simultaneously ensuring that they establish their own independent and creative scholarly voices.” – Cecilia Morgan  

Cecilia L. Morgan is an associate professor in the Department of Theory and Policy Studies.
Lifelong learning has become more important. The private educational sector is growing, with a wide variety of independent schools and training institutes intended to serve particular segments of the community. This complex social environment makes the scholarship and the programs at OISE/UT relevant to an ever-larger group of people who grapple with change … from the OISE/UT Academic Plan.

Cecilia Morgan teaches in the History of Education Specialization in the Department of Theory and Policy Studies. She has just completed a manuscript on English-Canadian tourists in Britain and Europe, 1870s-1930 and is working on a study of Native and Métis travellers in the transatlantic world of the nineteenth century. Her newest project, Canadian Women, Modernity, and Cultural and Social Change in the Transatlantic and Transnational World, 1890-1950, explores the lives, training and education, and public performances and activism of a selected group of Canadian women.

Connections between OISE/UT historians’ research and that of their graduate students allow junior and senior scholars to collaborate. Doctoral candidate Alison Norman spoke of her collaborative experience with Cecilia Morgan: “Her study of Native and Métis travellers in the transatlantic world of the nineteenth century overlaps with my own research insofar as we are both interested in the many ways in which Canadians interacted with the British empire at home and abroad.”

Alison’s project, titled Race, Colonialism, and the Women’s Movement in Southern Ontario, 1870s-1930, looks at the complicated relationships that existed between first wave feminists, social reformers and Native Canadian women, with a particular focus on Southern Ontario. Her research examines white women’s efforts to help Native women through various local organizations, be they social reformist, patriotic or temperance groups, and explores how Native women occasionally participated in these groups.
1. “Since its creation in the late 1970s, OISE/UT’s Centre de recherches en éducation franco-ontarienne (CREFO) has been a leader in research and graduate studies on questions relating to minority language realities worldwide, with a particular focus on Canada.”
   – Diane Farmer  *Diane Farmer is an assistant professor in the Department of Sociology and Equity Studies as well as the head of the Centre de recherches en éducation franco-ontarienne (CREFO).*

2. “We don’t just transmit knowledge, we work with students to co-construct knowledge through quality research.”  – Normand Labrie  *Normand Labrie is the associate dean, research and graduate studies of the Ontario Institute for Studies in Education of the University of Toronto.*
Research centres have been one important mechanism for providing research infrastructure and visibility for collaborating research groups at OISE/UT. These centres range in size, focus and impact. Research centres encourage research collaboration and community in strategic ways. Often interdisciplinary, they provide a profile for research, create community among researchers and students, and forge new connections across departments and fields of knowledge … from the OISE/UT Academic Plan.

The Centre for Franco-Ontarian Studies (CREFO) is an interdisciplinary research centre for the study of educational, social and linguistic practices within francophone communities in Ontario, Canada and around the world. It has a clear focus on the processes of constructing social differences and inequalities, as well as on the social mechanisms of inclusion and exclusion.

In 2005-06 the Ministry of Training, Colleges and Universities recognized OISE/UT’s commitment to serving Ontario’s and Canada’s French language minority educational communities with substantial multi-year funding (2005-06 to 2008-09) based on the Canada-Ontario Agreement on Minority-Language Education and Second Official Language Instruction, the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education in the Postsecondary Level, and Ontario’s Access and Opportunity Fund.

The agreement enables CREFO and OISE/UT to pursue and further consolidate its research and teaching activities in French, while continuing to innovate in access to higher education. It has included the active participation of more than 30 students.

CREFO and OISE/UT’s research and teaching activities have evolved closely with transformations within the francophone communities, around minority language and education, to anticipate and meet the demands of the French language educational community.
At least ten per cent of school-age children experience social and behavioural difficulties that leave them struggling to focus their attention and keep up with the learning curve in the classroom. Many of these children have neurodevelopmental problems or behavioural disorders, such as attention deficit/hyperactivity disorder (ADHD), that teachers and parents are often unequipped to recognize or address.” – Rosemary Tannock

Rosemary Tannock is a professor in the Department of Human Development and Applied Psychology. In addition to holding the Canada Research Chair in special education and adaptive technology at OISE/UT, she is also a senior scientist at the Hospital for Sick Children.

“It is no longer sufficient to prepare new teachers to be excellent science, math or literacy teachers in a vacuum — in today’s diverse classrooms teachers must know how to teach science, math and literacy skills to the students who happen to be in their classrooms, many of whom are still in the process of learning English. These teachers need to know a lot about language learning in addition to their expertise in their particular subject.” – Jim Cummins

Jim Cummins is a professor in the Department of Curriculum, Teaching and Learning and the Canada Research Chair in language and literacy development in multilingual contexts.
In April 2006, four OISE/UT faculty members were awarded new Canada Research Chairs. Rosemary Tannock and James Cummins are among six new University of Toronto faculty to be named to senior chair positions.

As the Canada Research Chair in special education and adaptive technology, Professor Rosemary Tannock of OISE/UT and the Hospital for Sick Children aims to bridge the communication gap between functional neuroscientists, mental health professionals and teachers in order to better understand and meet the needs of children with disorders such as attention deficit/hyperactivity disorder in order to enhance their chances of success in the education system. Armed with this information, Tannock will develop and evaluate professional development materials — using observational software — to help teachers initiate new teaching practices to reduce inattentiveness and enhance working memory and academic achievement.

According to Jim Cummins, OISE/UT’s Canada Research Chair in language and literacy development in multilingual contexts, Canada’s linguistic and cultural diversity presents educators with significant opportunities to prepare students for leadership roles in the global village. A starting point for much of this work is to recognize that students’ home languages are not irrelevant to their education and their lives — they represent important cognitive tools that should be utilized and nurtured in our schools. The Multiliteracies Project has begun to inquire into the skills, insights and sensitivities that school administrators and other educational leaders need to truly nurture the linguistic, intellectual and artistic talents of Canada’s next generation.

Charles Chen and Jim Slotta were named to junior chair positions. Charles pursues inquiries into career counselling and life career development issues, while Jim’s work is in educational technology and promoting the use of technology in classrooms.
1. Joe Weinberg

Chief Administrative Officer, OISE/UT
A graduate in civil engineering from the University of Toronto, Joe holds a master of business administration from York University, and is a registered civil engineer in the province of Ontario. He previously served as associate vice-president, financial planning at Simon Fraser University.

2. Catherine Marks Krpan

Senior lecturer in elementary mathematics education, Department of Curriculum, Teaching and Learning
A doctoral graduate of the University of Toronto, Cathy has an extensive background as a teacher and consultant in the school system and a number of years teaching in OISE/UT’s teacher education program.

3. Steven Katz

Senior lecturer in psychological foundations, Department of Human Development and Applied Psychology
A doctoral graduate of the University of Toronto, Steven has undertaken a broad range of applied research and program evaluation projects, and has taught in the initial teacher education program at OISE/UT for a number of years.
NEWER FACES

Our most important resource is people — the success of the institution depends on the efforts of faculty and staff along with those of our students. Our hiring practices must be open, inclusive and proactive in order to find the very best people … from the OISE/UT Academic Plan.

With clear priorities and goals for OISE/UT’s work in teacher education, graduate studies and research, the challenge is to organize our resources to ensure that we reach our goals. We need a faculty complement that includes talented and committed contract and seconded faculty from the school system and from areas of professional practice where we do not have tenure stream faculty members.

On July 1, 2006, the OISE/UT community welcomed nine new faculty members. These outstanding appointments represent OISE/UT’s commitment to the timely and proactive recruitment of faculty of the highest calibre. Grounded in diverse scholarly communities, these new colleagues will contribute to our areas of strength as well as enhance our priorities areas outlined in the 2004-09 Academic Plan.

Among the new staff hired in the 2005-06 academic year is Joe Weinberg, who joined OISE/UT as chief administrative officer in June. As chief administrative officer, Joe is responsible for OISE/UT’s financial planning and budgeting process, accounting and financial management, human resources services and building and operations services.

“I am very pleased to return to my alma mater and witness the extensive growth and change that has occurred here at the University of Toronto since I was a student. Upon my arrival, I was immediately struck by the tremendous knowledge, dedication and professionalism of the administrative staff.” – Joe Weinberg
4. Lance McCready
Assistant professor in urban education, Department of Curriculum, Teaching and Learning
His doctoral work was in Social and Cultural Studies at the University of California at Berkeley, and for the past few years he has taught in the Department of Educational Studies at Carleton College in Minnesota.

5. Rhonda Martinussen
Assistant professor in special education and adaptive instruction, Department of Human Development and Applied Psychology
With a background in teaching, she has recently completed a PhD at the Institute of Medical Science, University of Toronto with a focus on children with attention deficit/hyperactivity disorder.

6. Hazel McBride
Senior lecturer in special education and adaptive instruction, Department of Human Development and Applied Psychology
Hazel has extensive teaching and special education experience, and has taught at OISE/UT for several years. She holds a doctoral degree from the University of Toronto.

7. Garfield Gini-Newman
Lecturer in elementary social studies, Department of Curriculum, Teaching and Learning
A graduate of the Wilfrid Laurier University, Garfield has broad experience as a teacher and curriculum consultant, and has taught in OISE/UT’s initial teacher education program.
8. Creso Sá
Assistant professor in higher education, Department of Theory and Policy Studies
Creso received his doctoral degree from Pennsylvania State University. Originally from Brazil, he brings a broad international-comparative perspective to issues of interdisciplinarity and research policy.

9. Tanya Titchkosky
Assistant professor in disability studies in education, Department of Sociology and Equity Studies in Education
A graduate of the University of Toronto, she has had a faculty position at St. Francis Xavier University for the past few years.

10. Rubén Gaztambide-Fernández
Assistant professor in arts education, Department of Curriculum, Teaching and Learning
Rubén completed his doctoral work at the Harvard Graduate School of Education. He is a musician and a music teacher, whose research explores how race, class and gender shape student identities.
John E. Tucker is the president of the Ontario Institute for Studies in Education of the University of Toronto Alumni Association.
We must enhance our already strengthened efforts to connect more directly with our alumni who number more than 67,000 and to create a sense of community that encourages graduates to participate in the future of OISE/UT … from the OISE/UT Academic Plan.

With the upcoming celebration of the 100th anniversary of studies in education at the University of Toronto in 2006-07, the OISE/UT Alumni Association will support a number of activities to enhance alumni engagement and participation and to ultimately create more meaningful opportunities for OISE/UT alumni to reconnect with our community.

During the 2005-06 year, The OISE/UT Alumni Association moved forward on a number of exciting projects. Progress on the The Oral History Project, which began in 1997 as an effort to understand the perceptions of those who have served the institution, is now under the supervision of Liz Terry and Anna Maria Greene and has evolved into a substantial number of interviews that will be useful as a part of the archive for the 100-year celebration.

Among the dedicated team of alumni and friends who currently serve on the executive committee and give so generously of their time are: Pauline Blendick, Judy David-Wilson, Inez Elliston, Pierre Francois, Anna Maria Greene, Sema Kenan, Mary Kulyski, Eva Patterson, Betty Power, Lindsay Shaddy and Liz Terry.

To these volunteers, I extend my sincere thanks on behalf of all OISE/UT alumni.
Nora E. B. Spence is the principal of Huron Street Public School.
Created in 1997, Continuing Education links OISE/UT with schools, school districts, the Ministry of Education in Ontario and educational institutions in other jurisdictions to promote learning and leadership for educators and professionals in related fields. The unit has been highly successful, gaining an international reputation as an innovative quality provider of a wide range of programs and services ... from the OISE/UT Academic Plan.

Since completing her master’s degree in education at OISE in 1990, Nora Spence has been busy. For more than four years, she has been the principal at Huron Street Public School within the Toronto District School Board (TDSB) just a few short blocks from the OISE/UT building at 252 Bloor Street West where she earned her degree.

A regular continuing education student at OISE/UT, Spence uses the best and latest approaches to early childhood development to benefit the students at Huron Street Public School. This includes engaging in carefully selected partnerships with leading organizations and effective community links.

With extensive administrative, teaching and parenting experience (she is the mother of three girls), early childhood development remains her focus as she strives to build a balanced program for the children at her school.

This OISE alumna’s leadership and education have helped to advance Huron Street Junior Public School’s excellent reputation for high academic standards and exceptionally talented teachers. The result is students who thrive with exemplary academic results in a safe, friendly and stimulating environment that fosters creative and social skills and tolerance for diversity and individuality.
Charles E. Pascal is the executive director of The Atkinson Foundation and the chair of the board of the Education Quality & Accountability Office (EQAO). Charles has had a long-standing relationship with OISE/UT and continues to provide leadership to our community college initiatives.
When research is funded we know it is valued and that it has been judged by others to be of high quality. Beyond its value as a signal of research strength, increasing the dollar amount of research funding has concrete institutional benefits … from the OISE/UT Academic Plan.

In January 1996, Charles E. Pascal was appointed the first full-time executive director of the Atkinson Charitable Foundation, which promotes social and economic justice in the tradition of its founder, Joseph E. Atkinson. Pascal has a strong background in education, training, policy development, leadership and organizational development and has published extensively in the fields of education and psychology. Charles has had a long-standing relationship with OISE/UT and continues to provide leadership to our community college initiatives.

The Atkinson Foundation has been a major force in advancing both the idea and shape of a national early learning and childcare program. In 2000, as part of a commitment to early learning and childcare, The Atkinson Foundation funded the Atkinson Chair in Early Child Development and Education and welcomed a new chair, Carl Corter. In this capacity, Corter will play a leadership role in the Atkinson Centre for Society and Child Development. This network of researchers, practitioners and policymakers is engaged in leading edge research, training and testing innovative pilot projects that seek to enhance understanding and support for the early years.
THANKING OUR GENEROUS DONORS

The OISE/UT community receives a tremendous amount of support from donors and friends. Their contributions have a meaningful impact on the experiences of students who benefit in so many ways that would not otherwise be possible. On behalf of the OISE/UT community, we would like to express our gratitude to each and every one of our generous donors. We are sincerely thankful for their continued support.

Impact on Student Experience

As the OISE/UT community enhances efforts to raise funds for new initiatives, student experience remains a clear priority for our donors. The tremendous impact donations have on student experience is captured by Jeff Jenkins, a graduate of the BEd program and the 2005-06 recipient of the Mark Crowe Memorial Award, an award named for a FEUT student who sacrificed his own life in an effort to save that of another:

“This generous gift has helped me pursue educational opportunities not previously available to me. I am so grateful to have received an award that honours Mark Crowe’s heroism and bravery. I intend on telling his story to my students and hope to become as wonderful and enthusiastic a teacher as he was. It is a privilege and an honour to have held an award in his name.” – Jeff Jenkins

Annual Fund Donors

Contributions to the OISE/UT Annual Fund continued to increase during the 2005-06 academic year. This support has helped to provide funds for scholarships and bursaries for some of the brightest and best of very deserving students. On behalf of all OISE/UT students who benefited from annual gifts, we thank our generous annual fund donors for their strong sense of community and commitment and, ultimately, for their leadership in building the future of OISE/UT.

Endowed Chairs

Our most generous donors have provided the money to support senior faculty positions in key areas of scholarship and policy. In 2005-06 our endowed chairs were:

William G. Davis Chair in Community College Leadership
Held by Michael Skolnik

Atkinson Charitable Foundation Chair in Early Child Development & Education
Held by Carl Corter

The Presidents’ Chair in Education and Knowledge Technologies
Held by Marlene Scardamalia
Beginning in November 2006, OISE/UT will be hosting a year-long celebration of the 100th anniversary of studies in education at the University of Toronto. The roots of OISE/UT are in the University of Toronto’s Faculty of Education, established in 1907, but over the century a number of institutions have housed the study of education at U of T, including the University of Toronto Schools, the Institute of Child Study, the College of Education, the Ontario College of Education and the Ontario Institute for Studies in Education. These changing forms have become the OISE/UT of today — the pre-eminent faculty of education in Canada and much admired as one of the leading centres for the study of education in the world.

A rich program of events and activities has been created for the 100th anniversary celebration and includes:

The Centennial Lecture Series - begins with The Jackson Lecture
November 22, 2006. The lecture series will address key issues in education today and themes that will be embedded in 100th anniversary programming throughout the centennial year.

The Centennial Archival Collection
OISE/UT will showcase its remarkable heritage in a series of archival displays including photographs and artifacts from the past.

Inspiring Education for 100 Years
The centennial publication, a book commemorating 100 years of excellence in education, retraces the origins of OISE/UT and its antecedents through pictures and stories. The publication will be available in November 2006.

The Centennial Celebration Party
Save the date! On Saturday November 17, 2007 at the Royal Ontario Museum, OISE/UT will host an anniversary party to honour the centennial year.

For more information about the centennial celebration or the June 2007 reunion visit:

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