We are committed to creating a dynamic synergy among research, teacher education, and graduate programs in order to improve teaching and learning in the many contexts where it occurs.
Table of Contents

Message from the Dean 3
Breathing Life into the Academic Plan 7
Celebrating Great Teaching 15
Research Awards 19
Contributing to the Teaching Profession 23
We Walk the Talk 25
Our Generous Donors 34
Financial Reports 36
Making the World a Better Place 37

"Education is the KINDLING of a flame"
—Socrates

The Annual Review covers approximately the period May 2004 – May 2005. We have made exceptions mostly to accommodate databases, some of which cover slightly different time periods. The student research awards, for example, cover the period September 2004 – August 2005, while the faculty research awards cover the period April 2004 – March 2005.

—The Editors
L to R:

Jane Gaskell, Dean; Normand Labrie, Associate Dean (Research and Graduate Studies); Carol Rolheiser, Associate Dean (Teacher Education); Glen A. Jones, Associate Dean (Academic)
Message from the Dean

Jane Gaskell

“After spending last year deep in discussion of our priorities, and creating an academic plan, the primary challenge this year was to translate the words we had written into the life of OISE/UT.”

This past academic year at OISE/UT has been an exciting one. After spending last year deep in discussion of our priorities, and creating an academic plan, the primary challenge this year was to translate the words we had written into the life of OISE/UT. Other challenges arose from our environment, as new ideas and changed circumstances moved us forward in directions we might not have anticipated. But we have tried to “steer the course,” keeping a few directions clear, and making progress on the key issues outlined in our plan.

Strengthen teacher education through a mix of programs that reflects the distinctiveness of OISE/UT, through improved governance, and through greater integration across the university.

This year, our teacher education programs came up for accreditation by the Ontario College of Teachers. A huge amount of material was put together, a team of educators visited OISE/UT, and the resulting report from the College stated that we had met all their standards, with no suggestions for improvement. The experience was daunting, but it resulted in a vote of confidence, and increased awareness, both external and internal, about the excellence of our programs.

Our two-year Master of Teaching program was expanded, and moved to the sole jurisdiction of the Department of Curriculum, Teaching and Learning. A Teacher Education Council was struck to advise the BEd program, and our admissions process was changed to allow candidates more opportunity to get credit for non-classroom experiences. This has increased the diversity of our entering class in the current year.

And we have done a great deal of planning to develop a concurrent teacher education program, in an attempt to better serve students at the University of Toronto and strengthen the study of education across campus. We hope to design a teacher education program that allows a longer period of reflection on educational practice, and integrates the study of education with the study of other subjects. Along with the Faculty of Music, the Faculty of Physical Education, UT Mississauga, UT Scarborough, Victoria College, and St. Michael’s College, we are working towards a proposal that should be ready for debate in the fall. The proposal will go to our Faculty Council for approval, as well as to our partners, the College of Teachers and the Governing Council.
SOME OF OUR NEAREST FACULTY

TOP ROW L TO R:
Joseph Hessa, Sarfaraz Niyozov

BOTTOM ROW L TO R:
Maria Jose Botelho, Jean-Paul Restoule, Julie Kerekes, Eunice Jang
Strengthen graduate degrees through strategic enrolment planning, the differentiation of academic and professional graduate degrees, and improved procedures in relation to supervision and research preparation.

Our admissions process was very competitive last year, as we kept our graduate admissions down to ensure the quality of supervision and maintain our graduate student support, at a time when funding for graduate students was restricted. As a result, our overall graduate enrolment has decreased slightly, edging closer to the number of students we are currently funded to teach. Following the persuasive arguments of the Rae review, in which we actively participated to support better funding for higher education and higher education research, the provincial government has signaled an increase in support for graduate education over the next few years. This will allow more students access to advanced study in education, and ensure our departments are able to mount quality programs in areas of need. The planning process, involving recruitment, program planning, and a careful evaluation of capacity, is underway.

Our programs continue to develop and change. We introduced a “flex time” PhD for practising professionals who do not want to enroll full time, and increased the “course only” master’s degree options for students in some departments. The Ontario Council on Graduate Studies reviews took place for all our programs, and all of them were approved to continue.

Strengthen our research programs.

Four new faculty and four new lecturers joined OISE/UT in 2004/05, and we hired 10 new faculty members to begin in July 2005. They are from all parts of the globe, and in strategic areas of scholarship: educational policy, special education, teacher education, aboriginal studies, literacy, and second language education. We are waiting to see the effects on our faculty complement of the end of mandatory retirement at the University. At this time of expansion and faculty shortages, we assume we will be able to retain productive older faculty, at least part time, while continuing to hire new people.

Our research continues to flourish, with a few big collaborative research projects in every department, and smaller projects carried out by students, instructors, and faculty across the board. Our annual book celebration in May and our research day in February profiled the results of all this activity. And conferences and workshops throughout the year enticed teachers, administrators, policy makers, and an interested public to debate and explore the ideas that are being put forward. A very successful graduate research conference and two international conferences, one on teacher education and the other on life-long learning, were presented in partnership with our new media partner TV Ontario. Many more conferences grew out of workshops and research projects from research centres and departments.

Ensure attention to diversity, equity, and outreach.

While OISE/UT has always been known for, and committed to equity and diversity, a policy on equity for OISE/UT was formally adopted by Faculty Council this year, an associate dean was given formal responsibility for equity, and an equity advisor was appointed. This will allow a
more systematic approach to a variety of issues, including our admissions policy, the collection of data on equity, and curriculum issues.

Outreach and partnerships with a wider community are critical for our work here at OISE/UT. We have many, in many different shapes and sizes. We have international agreements with universities around the world, strong formal and informal relationships with school districts, and collaborative projects with educational, community, public and private sector groups. A concern about how these partnerships are recognized and approved was an important and heated part of the discussion at Faculty Council over the academic year. A subcommittee has been working to understand the University’s position and to think about how issues of responsibility and academic freedom are taken into account as our partnerships grow and expand.

Generate additional revenue for our institutional priorities, while ensuring efficiencies.

The University of Toronto’s Academic Initiative Fund supports key initiatives in our academic plan. This year, with the support of the fund, we set up the Centre for Urban Schooling to increase our connection with educators struggling with the challenges of urban schools in the Toronto area. Other initiatives funded this year support disability education, aboriginal education, policy studies, and the improvement of our sadly inadequate building at 252 Bloor Street West.

Overall, we are in better financial shape, with a balanced budget for 2005/06 due to a number of initiatives: three new Canada Research Chairs, in educational policy, educational technology, and teacher education; government funding for the Master of Teaching program; expanded revenues from development projects in the Education Commons, our Continuing Education courses, and research projects which fund graduate students. Internally, we have been squeezing administrative costs across the board. As the 10-year integration agreement with the province and the University of Toronto comes to an end next year, we will be looking towards ensuring our continued success through expanded graduate programs and continuing excellence in all our work.

It has been a pleasure to spend this year working in one of the world’s leading centres for education, and to be part of a community that is moving forward to address the key educational issues of the day, while contributing to the continuing development of our schools, our teachers, and learning throughout the society.

“As the 10-year integration agreement with the province and the University of Toronto comes to an end next year, we will be looking towards ensuring our continued success through expanded graduate programs and continuing excellence in all our work.”
Among the many exciting initiatives introduced this year to implement our five-year Academic plan (2004/09), we selected just six stories. These show the strength and currency of our academic programs, the outstanding quality of our research, and the entrepreneurism and creativity of our Education Commons. We also highlight OISE/UT's new equity agenda.
Preparing Students for the Classroom

“I learned about action research in my BEd year. By reflecting on student motivation and researching some practical strategies, I was able to witness a significant increase in student success in my classroom. This experience affirmed for me the value of classroom-based research.”

– Krista Lewicki, York Region District School Board

“This year I worked with another Master of Teaching graduate using Knowledge Forum to embed technology and co-operative learning across the curriculum. Our students have already been recognized for their achievements through this innovation.”

– Sandra Takyi, Toronto District School Board

The Ontario College of Teachers' Accreditation Panel, which visited OISE/UT this year as part of its province-wide review, was impressed by the breadth and depth of our teacher education programs. In our extensive written documentation, our exhibits room, and our web site, we presented evidence of how our research orientation helps prepare students for the challenges of the classroom.

At present we offer several programs leading to the Ontario Teachers’ Certificate of Qualification – a large (1300 student) nine-month BEd program and two smaller master’s programs (MA in Child Study and a Master of Teaching). This year we are exploring a concurrent program.

The Flex-Time PhD

“The flex-time PhD has given me the opportunity to pursue research in theory and policy studies while continuing to work full time. My research into local and international literacy policies has both theoretical and practical implications for the work in which I am engaged. I am able to structure my research so that it reflects my academic interests, yet is also relevant to my work as both teacher educator and school principal.”

– Ivor Sinfield, Toronto District School Board principal seconded to OISE/UT as an instructor in teacher education
“The flex-time PhD has made an incredible difference in my ability to pursue both my career and my academic research. Postsecondary student affairs is a well-established American scholarly field, but is relatively untapped in Canada. My daily work complements my scholarly interest, and allows me to put theory into practice, leading to a very rich educational experience.”

– Nona Robinson, Dean of Students, University College, University of Toronto

OISE/UT joined several other University of Toronto departments by introducing, in 2004, a flex-time PhD. The degree is designed for working professionals, usually those in mid-career, interested in pursuing research at a doctoral level. The program has the same requirements as the traditional PhD but there is no residency requirement and students have up to eight years to complete it. The flex-time program has already become popular, drawing candidates who hold senior positions in education, health, and other professional fields.

OISE/UT enrolls over 2,000 graduate students annually in the largest array of master's and doctoral programs in education in Canada. In addition to the PhD, EdD, MA, and MEd, two graduate programs (the Master of Teaching and MA in Child Study) prepare graduates for the Ontario Teachers’ Certificate of Qualification. Flex-time study creates another model for rigorous, intellectually challenging graduate work at OISE/UT.

Working in Partnership

“We will advocate on behalf of kids and frontline workers in inner city schools throughout the GTA.”

– Kathleen Gallagher and Jeff Kugler

In 2005, the University of Toronto approved funding for The Centre for Urban Schooling to address systemic barriers for under-served youth in Toronto schools. The Department of Curriculum, Teaching and Learning at OISE/UT proposed this new centre as a strategy to target university research on such areas as poverty and inner city development, anti-racist education and inclusive schooling, aboriginal education, and second language learning.
OISE/UT’s Equity Momentum

L to R:
Terezia Zoric, Louise Cowin, Tara Goldstein
The Centre for Urban Schooling, under the leadership of Kathleen Gallagher, has already begun to collaborate with the Toronto District School Board to help focus resources on preparing teachers for inner city classrooms, introduce anti-discriminatory frameworks, and create schooling alternatives for secondary students at risk of dropping out. Among other research projects, it will undertake a study of successful schools operating in challenging circumstances in order to determine what exactly makes them work. This study will be conducted with the Literacy and Numeracy Secretariat of the Ministry of Education.

Professor Gallagher, a former drama teacher, was awarded the Canada Research Chair in Urban School Research in Pedagogy and Policy at OISE/UT in 2005. Jeff Kugler, the Centre’s Executive Director, is the former principal of Nelson Mandela Park Public School where he worked for many years.

**Equity Momentum**

Our Faculty Council passed a new policy in 2005 to create changes in our infrastructure and our programs so that we can put our theories about social justice into practice and find ways to serve our diverse communities.

Student Services has been one hub of equity activities at the institute, creating in 2004/05 a new annual workshop series for teacher candidates who will be working with a diverse student body in multilingual, multicultural, and multiracial school settings. There are workshops on best practices for working with ESL students, workshops on anti-racist and anti-homophobia education, and a conference on safe schools.

Another hub for activities is the Anti-Racist Teacher Education Working Group which is piloting a range of initiatives for 2005/06, under the leadership of Professor Tara Goldstein, Equity Policy Advisor Terezia Zoric, and Student Services Director Louise Cowin, including professional development activities for new and returning curriculum instructors, an Equity Week where all our teacher education instructors will teach through an equity lens, and a conference on teacher activism.

Still equity is reflected not only in terms of teaching, research, and writing, but also in the actual representation of “bodies” who learn, work, and teach at OISE/UT. We are pleased that our student body is becoming more diverse and that a number of new faculty members from many parts of the world have come to teach with us this year.

Faculty, staff, and students in the Anti-Racist Teacher Education working group in 2004/05 were: Denise Armstrong, Kathy Broad, Mark Evans, Angela Fleury, Kathleen Gallagher, Tara Goldstein, Tamara Irons, Normand Labrie, Terry Louisy, Carol Rolheiser, Allan Shatzky, Njoki Wane, and Terezia Zoric.
Some members of the Academic Computing Group

TOP ROW L to R:
Brian Sutherland, Danielle Keith, Alexander Lee

TOP ROW L to R:
Seeta Nyary, Hyun Wook Jo, Brenda Cappe

BOTTOM ROW L to R:
Marian Press, Paul Steacy
Home-grown Innovations

The Academic Computing Group in OISE/UT's Education Commons is one of the most active technology production units at the University of Toronto. In 2004/05, its partnerships with other university divisions, public sector agencies, and non-profit organizations grossed over a million dollars for the institute.

An online bibliographic tool, created by our group, allows researchers to store complete bibliographies, compatible with products like Endnote and Refworks, in a web-accessible format. With development originally funded through a project related to workplace violence, the tool has been expanded to incorporate full text, and is now in use in a number of research projects.

In partnership with the Ontario Knowledge Network for Learning, the group continues to develop and test systems to support the delivery of e-learning in the province. The lessons learned through this Ministry of Education funded collaboration will have application not only in OISE/UT's teaching and knowledge dissemination practice but in other jurisdictions as well.

A curriculum vitae database, first implemented by the group in 2003 to create efficiencies in collecting data and generating reports about the academic activities of our faculty, is undergoing further development. Several other university departments have expressed interest in the system, following the lead of Sunnybrook Hospital, which implemented the prototype last summer.

The group's work on an open journal system tapped collaborative efforts of colleagues at the University of British Columbia and the University of Toronto Library. Initial development was funded through an external contract with a medical education publisher. At OISE/UT, Mia Quint and Roy Gillis, respectively, have implemented the web-accessible journals Higher Education Perspectives and Canadian Online Journal of Queer Studies in Education using the system.
Home-grown Innovations

The Academic Computing Group in OISE/UT's Education Commons is one of the most active technology production units at the University of Toronto. In 2004/05, its partnerships with other university divisions, public sector agencies, and non-profit organizations grossed over a million dollars for the institute.

An online bibliographic tool, created by our group, allows researchers to store complete bibliographies, compatible with products like Endnote and Refworks, in a web-accessible format. With development originally funded through a project related to workplace violence, the tool has been expanded to incorporate full text, and is now in use in a number of research projects.

In partnership with the Ontario Knowledge Network for Learning, the group continues to develop and test systems to support the delivery of e-learning in the province. The lessons learned through this Ministry of Education funded collaboration will have application not only in OISE/UT's teaching and knowledge dissemination practice but in other jurisdictions as well.

A curriculum vitae database, first implemented by the group in 2003 to create efficiencies in collecting data and generating reports about the academic activities of our faculty, is undergoing further development. Several other university departments have expressed interest in the system, following the lead of Sunnybrook Hospital, which implemented the prototype last summer.

The group's work on an open journal system tapped collaborative efforts of colleagues at the University of British Columbia and the University of Toronto Library. Initial development was funded through an external contract with a medical education publisher. At OISE/UT, Mia Quint and Roy Gillis, respectively, have implemented the web-accessible journals Higher Education Perspectives and Canadian Online Journal of Queer Studies in Education using the system.
Research Excellence

“Socio-emotional difficulties in children exact a large burden on families and communities. But before we can intervene to help, we need to understand how these difficulties develop.”

– Jenny Jenkins

OISE/UT clinical and developmental psychologist Jenny Jenkins published a series of articles in 2004/05 which illustrate how disturbed family relationships can increase children’s problems at school. She looks, for example, at marital conflict and “differential parenting” (where parents favour one child over another) as family stresses that when compounded with economic hardship create a precarious situation for the entire family. Jenkins’ research shows that when siblings within the same family are treated inequitably, it isn’t just the child who elicits the most negativity who is affected; all siblings in the family are worse off. Children also play a role in the family stresses that develop. Professor Jenkins has found that one child can generate more conflict between parents than another. She shows that problems in families go both ways: family relationships can make children’s behaviour worse but children can also contribute to worsening family relationships.

This past year, she and colleague Mike Boyle, a McMaster University social epidemiologist, put together an international research team to study 2400 Toronto families and untangle the factors that make particular children at higher risk for problems ranging from aggression and violence to school failure. The Canadian Institutes for Health Research awarded them $2 million to conduct this five-year study that will look at the effect of neighbourhoods, families, and childcare settings on healthy development. It is Jenkins’ hope that what they learn about healthy development will inform the national children’s agenda in Canada for many years to come.

Some recent data about OISE/UT research...

- Research output at the 2005 meeting of the American Educational Research Association (AERA) was higher than any other Canadian faculty of education and equal to top-ranked U.S. faculties of education
- Ranked by the Comparative Education Review as the only Canadian institution among the top ten universities in the world in the field of comparative education
- Increased our share of Social Sciences and Humanities Research Council (SSHRC) funding at the University of Toronto
- Monica Heller named to the Royal Society of Canada joining existing members from OISE/UT, Margrit Eichler, Keith Oatley, and David Olson
Students everywhere talk about those who made a difference to their learning. Many faculty at OISE/UT not only develop theories about what makes good teaching; they teach well. And we celebrated these outstanding teachers in May 2005 with four new awards for excellence in teaching.
The winners, Charles Chen, Linda Cameron, Susan Schwartz and Anne Cassidy, each received a “flame of knowledge” – a trophy especially designed by Canadian artist Shirley Elford to celebrate excellence in teaching at OISE/UT.

“Education is the KINDLING of a flame”
—Socrates
Charles Chen received the David E. Hunt Award for Excellence in Graduate Teaching

“A brilliant and outstanding teacher with excellent command over his subject area ... my experience with Dr. Chen is the best learning experience of my life.”

This award was created as a tribute to Professor David Hunt on the occasion of his retirement from OISE/UT in recognition of his enormous contribution to teaching. Dave passed on the flame of knowledge to Charles Chen, a professor in the Department of Adult Education and Counselling Psychology. Students talked about Charles’ willingness to devote time and energy inside and outside the classroom to support them in their learning, about how he accepted each of them unconditionally and valued their experiences, and about how, as a result, he created a true learning community in his classroom.
Linda Cameron received the Award of Excellence in Initial Teaching Education

“Linda demonstrates a dedication to her students and to the subject of teaching children that surpasses that of any other teacher I have had during 11 years of post-secondary education.”

Linda Cameron is a literacy expert and professor in the Department of Curriculum, Teaching and Learning. Students talked about her outstanding contributions to classroom teaching and the promotion of research-based practices as well as her overall support of student learning. They appreciated her vast knowledge of education and her willingness to share her expertise in and beyond the classroom.
Susan Schwartz and Anne Cassidy received the Awards for Distinguished Contributions to Teaching

Susan Schwartz
“Throughout my undergraduate and post-graduate experiences, I have yet to meet a more devoted and kind instructor.”

Anne Cassidy
“Anne’s passion is contagious: I cannot imagine a truer test of a great teacher.”

Susan Schwartz, author and brand new OISE/UT PhD, is an instructor in the two-year Master of Teaching program. Her students recognized her outstanding contributions to teaching – both in her work in schools and school systems and in OISE/UT’s initial teacher education program. They said they felt honoured to have had the opportunity to be taught by such an intelligent, dedicated, and enthusiastic individual. Her strong leadership, interpersonal skills, and passion distinctly set her apart.

Anne Cassidy, a veteran teacher at the Institute of Child Study (OISE/UT’s laboratory school), has just retired to volunteer in Gambia to help the teachers’ college there develop child-centred teacher curriculum programs. Students and faculty at ICS talked about her as a model classroom teacher and a mentor. Hundreds of students, adults and children alike, leave her class with “a sense of who they are and who they can be, not just what they know.”
Research Awards

STUDENT GRANTS 2004/05

We are pleased to list the outstanding OISE/UT students who received grants over $15,000 in 2004/05 to support their scholarship. This list represents both one-year and multi-year research grants.

ALMA ET BAXTER RICARD SCHOLARSHIP
Sylvie Lamoureux

CANADIAN COMMONWEALTH SCHOLARSHIP
Maria Helena Rykov

CANADIAN INSTITUTE OF HEALTH RESEARCH
Kimberly Harris

GOVERNMENT OF CANADA AWARD
Kyoko Baba
Watari Suzuki

INTERNATIONAL DEVELOPMENT DOCTORAL RESEARCH CENTRE AWARD
Zahra Bhanji
Terence Frater

MASTER’S CANADA GRADUATE SCHOLARSHIP
Anke Allspack
Yvonne Bienko
Lisa Cooperthwaite
Maureen Jean
Victoria Kann
Colin King
Robyn Lege
Darryl Leroux
Svetlana Lilova
Nicole McCance
Ali Shahdoozaman
Rachel Sullivan
Jennifer Theule
Marie Vander Kloet

NATURAL SCIENCES AND ENGINEERING RESEARCH COUNCIL OF CANADA
Lisa Ait

NATIONAL INSTITUTE OF HEALTH (U.S.)
Thomas Hollenstein

ONTARIO GRADUATE SCHOLARSHIP
Rishi Abrahamson
Kathleen Abelson
Elizabeth Adflaran
Monica Apostol
Sheila Batacharya
Danielle Bedard
Sandra Belfry
Barbara Bell
Zahra Bhanji
Isha De Coito
 Gianetta Delbove
Shamail Diamond
Lisa Farley
Eva Filipova
Paula Butler
Lynn Caldwell
Wendy Carter
Diane Cassie
Gideon Chemel
Matilca Chizei
Susana Correia
Melissa Crawford
Jill Cummings Anthony polino
Wendy Freeman
Tanya Galway
Douglas Goss
Sharon Grossman
Carly Guberman
Huamei Han
Melanie Hauck
Beverly Huen Moss
Marjorie Hogan
David Ishii
Gurpreet Johal
Sylvie Lamoureux
Jeffrey Landine
Malakia Leacock
Sandra Lecce
Meredith Lordan
Kimberly MacDonald
Kimberley MacKinnon
Gada Mahrouz
Pamela Marshall
Ann Matthews
Susan Jane McNab
Jesmen Mendora
Karen Mundel
Kayleen Oka
Laura Page
Mary Parson
Lynette Plett
<table>
<thead>
<tr>
<th>SSHRC CANADA GRADUATE SCHOLARSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Sturman</td>
</tr>
<tr>
<td>Jasmin Elav</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>SSHRC DOCTORAL FELLOWSHIP</td>
</tr>
<tr>
<td>Julia Diem</td>
</tr>
<tr>
<td>Jennifer Dunn</td>
</tr>
<tr>
<td>Adele Efendov</td>
</tr>
<tr>
<td>Nezibe Elk</td>
</tr>
<tr>
<td>Maria Fagan</td>
</tr>
<tr>
<td>Olesya Falenchuk</td>
</tr>
<tr>
<td>Nupur Gogia</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>RESTRACOMP HOSPITAL FOR SICK CHILDREN</td>
</tr>
<tr>
<td>Amber Pakulak</td>
</tr>
<tr>
<td>Mariko Lui</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### FACULTY GRANTS, 2004/05

This list includes a sampling of the large grants held by our faculty in 2004/05 as well as a complete list of those who hold Social Sciences and Humanities Research Council (SSHRC) standard research grants.

### CANADA RESEARCH CHAIRS

- Kathleen M. Gallagher – Urban School Research in Pedagogy and Policy
- David Livingstone – Lifelong Learning and Work
- Rinaldo Walcott – Social Justice and Cultural Studies
- Karen E. Mundy – Global Governance and Comparative Educational Change

### CANADIAN INSTITUTES FOR HEALTH RESEARCH

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

### INITIATIVE ON THE NEW ECONOMY - SSHRC

- Marlene Scardamalia – Beyond Best Practice: Research-based Innovation and Learning and Knowledge Work
- 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

### MAJOR COLLABORATIVE RESEARCH INITIATIVES-SSHRC

- Diane Germ-Lajoie – (with Université de Montréal) L'évolution actuelle du personnel de l'enseignement préscolaire, primaire et secondaire du Canada
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

NATURAL SCIENCES AND ENGINEERING RESEARCH COUNCIL OF CANADA
Janet Artington - Social Reasoning in Young Children

RESEARCH ALLIANCE GRANT - SSHRC
James Cummins - (with the University of British Columbia) From Literacy to Multiliteracies: Designing Learning Environments for Knowledge Generation within the New Economy
Jack Quater - A University-Union Research Alliance on Socially Responsible Investment in Pension Funds

WALLACE FOUNDATION
Ken Leithwood and Steven Anderson - Learning from District Efforts to Strengthen Education Leadership

SSHRC STANDARD RESEARCH GRANTS
Mary Louise Arnold - Making Commitments to Social Justice: Adolescents' and Teachers' Perspectives
Nina Bascia - Working for Educational Change: Career Histories of Union-Active Educators
Mary Beattie - Becoming a Teacher: Interacting and Enacting Narratives
Clive Beck - Teacher Education for Literacy Teaching
Nathalie Belanger - Classes à niveaux multiples: socialization et exercice du métier d’élève dans les écoles de langue française
Larry Bercau - Tripartite Emancipatory Action Research Towards More Realistic Science in School Science
Kathy Bickmore - Safe and Inclusive Schools: A Comparative Analysis of Anti-Violence Policies and Programs
Andy Biemiller - Determining the Order of Words Learned by Children: A Necessary Tool for Curriculum
Megan Bolter - Rethinking Media, Democracy and Citizenship: New Media Practices and Online Digital Dissent after September 11
Clare Brett - Investigating Research Apprenticeship in Online Graduate Education
Elizabeth Campbell - The Cultivation of Ethical Knowledge in Teaching
Charles Chen - Workplace Adjustment of Immigrant Professionals in Canada
Xi (Becky) Chen - Development of Strategies in Learning to Read Chinese Characters
Ruth Childs - Test Preparation Practices and Effects
Andra Cole - Putting Care on the Map: Portraits of Care and Caregivers across Canada
Michael Connelly - Intersecting Narratives: Cultural Harmonies and Tensions in Inner City Canadian Schools

Alistair Cumming - Goals and Activities for ESL Writing: Learning and Instruction in the Pre-university/University Interface
George Del - Accounting for School Success: The Educational and Economic Success of Individual Achievers
Lorna Earl - Performance-Based Accountability in Policy and Practice: Implementation and Influence of Secondary School
Michel Ferrari - Teaching for Wisdom
Antoinette Gagné - The Impact of Infusing ESL Issues and Teaching Strategies in Pre-service Teacher Education Programs
Kathleen Gallagher - Drama Education, Youth and Social Cohesion: Reconstructing Identities in Urban Contexts
Jane Gaskell - Urban Poverty and Canadian Schools: Towards a Framework for Action
Diane Gérin-Lajoie - Le rapport à l'identité chez les jeunes dans les écoles anglophones en Collégiale Québec
Esther Geva - Normal and Problematic Development of Language and Literacy Skills of ESL Students at the Junior Level
Roy Gillis - Personality Attributes and Mode of Presentation as Mediators of Pre-service Teachers’ Attitudes Toward Change
Tara Goldstein - Performed Ethnography for Anti-homophobic Teacher Education
Gila Hanna - Explanation, Proof and Reasoning Styles in Mathematics: Implications for Mathematics Education
Lynne Hannay - The Role of the District in School Improvement
Monica Heller - La francité transnationale: pour une sociolinguistique de la mouance
Jim Hewitt - An Analysis of New Models of Telenmentoring
Suzanne Hidi - An Investigation of the Dynamics of Student Interest and Its Influence on Learning and Writing in a Simulated Web
Jennifer Jenkins – Development Trajectories for Children in High Risk Environments
Anne Jordan – The Development of Teachers’ Epistemological Beliefs and Their Impact on Teaching Practice
Kenneth Leithwood – Patterns of Successful School and District Leadership
Marc Lewis – Emotional Effects on Cognitive Flexibility at the Adolescent Transition
Angela Miles – Relationship of the Global Feminist Movement to the Anti-globalization Movement
Kiran Mitochondrion – The Uneven Periphery: Home-based Work in Canada
Shahrzaad Mojtabi – War, Diaspora and Learning: Kurdish Women in Britain, Canada and Sweden
Karen Mundy – Global Governance and the Politics of International Cooperation in Education
Linda Muzzin – Gendered Retrenchment: Non-tenured Faculty and the Dynamics of Knowledge Production in University-based Professional Education
Roxana Ng – Changing Work, Changing Lives: Mapping the Canadian Garment Industry
Jan Pelletier – School Readiness for Diverse Families: A Kindergarten Intervention Program
Michal Peplau – Developing and Validating a New Childcare Centre Classroom Quality Measure
Shelley Peterson – Teaching Writing Using Print, Multimedia and Digital Technologies in Canadian Classrooms
Michele Peterson-Badali – Parental Involvement in the Youth Justice System
Niva Piran – Powerful Girls and Women: A Contradiction in Terms? Girls and Women Face the Challenge of Embodiment
John Portelli – The Validity of the Ontario Teacher Qualifying Test: Stakeholders Perspectives
Sherene Razack – Understanding Cultural Differences within an Antiracist Framework
John Ross – Teacher Self-Assessment and School Improvement
Jim Ryan – Principals’ Approaches to Inclusion
Daniel Schugurensky – Lifelong Citizenship Learning, Immigration and Social Cohesion: Examining “Civic Change” among Latin Americans
Katrina Scott - Can We Improve the Success of Batterer Treatment by Providing Intervention Matched to Men’s Resistance to Change
Roger Simon – The Legacy of Testament: The Problematics of Exhibiting the Warsaw Ghetto Archives
Nita Spada – Isolated and Integrated Form-focused Instruction: Effects on Second Language Learning
Keith Stanovich – Aspects of Cognitive Decontextualization in Critical Thinking
Lana Sterneck – The Effect of Traumatic Stress on Learning: Assessing the School Experiences of Adolescent War-zone Refugees
Merrill Swain – Sociocultural Perspectives on the Output Hypothesis: Three Contexts
Heather Sykes – Heterosexism, Ableism and Body Size/Shape Discrimination in Physical Education
Dennis Thiessen – Student Experiences in Toronto Classrooms: 1980-2005
Peter Trifonas – The Philosophy for All Projects: The Educational Legacy of Jacques Derrida and the GREPH
Harold Troper – Eighteen Months of Upheaval: North American Jews in the Late 1960s
Alissa Trotz – DiY stream too maddly: Globalization, Gender Mainstreaming and the Reconfiguration of Women’s Activism in the Caribbean
Njoki Wane – Black Canadian Feminist Thought
Jeanne Watson – The Relation of Emotional Expression and Reflection to Outcome and Follow-up
Judith Wiener – Self-Perceptions, Behavioural Attributions and Perceptions of Social Relationships of Adolescents with ADHD’s

The SSHRC Standard Research Grants are the most common competitive source for funding university research in education in Canada. Almost 50% of our faculty hold SSHRC grants.
Our commitment to teacher access and teacher choice has led us in the direction of online course offerings,” says Barbara Bodkin who directs the Continuing Education and AQ program at OISE/UT. “Each online course is distinctive and fully customized to the subject discipline.” Registration in the 2005 summer session, at 1200, made OISE/UT the largest provider of online learning in Canada. The numbers belie a deeper need among Ontario teachers for knowledge that is relevant, practical, and “just in time.” With curriculum reform continuing unabated, teachers appreciate the flexible learning that an online format can provide.

The Learning Consortium, a partnership of OISE/UT and the Durham, Halton, and Toronto District School Boards, is also dedicated to serving the Ontario teaching profession. The Consortium is directed by Dorothy Fowler, a former school principal. The Consortium’s annual Links to Learning conference, which headlines many OISE/UT instructors who are experts in such areas as curriculum reform, literacy, and assessment, is attended by hundreds of educators from across the province.
OISE/UT's
Academic Chairs

L to R:

Dennis Thiessen, Department of Curriculum, Teaching and Learning;
Lana Sternac, Department of Adult Education and Counselling Psychology;
Nina Basca, Department of Theory and Policy Studies in Education;
George Dei, Department of Sociology and Equity Studies in Education;
Janet Astington, Department of Human Development and Applied Psychology.
In 2004/05, the OISE/UT departments and their affiliated research centres organized close to 100 conferences, workshops, and events while our faculty published hundreds of books, articles, and reports, many of them with the intent to improve teaching, learning, and living in a wide range of contexts. Some of our faculty went just a few steps further in the effort to put ideas and research into improving practice. In the next few pages, we put the spotlight on just a few of them, taking our lead from projects that received wide exposure in the popular media this past year.
“Are we failing black youth?”

“Yes, yes, yes.”
“Are we failing black youth?”

In February 2005, George Dei was one of several panelists at a heated forum called “Making the Grade: Are We Failing our Black Youth?” The town hall-style meeting drew a standing-room-only crowd of students, parents, and community members.

“Are we failing black youth? Yes, yes, yes,” said Professor Dei. “The curriculum doesn’t reflect their lives, there are too few black teachers, and the zero-tolerance policies stigmatize them. The dropout rates don’t tell the whole story – black students are being pushed out,” he added.

Dei drew an explosion of applause from the crowd of 500 when he called for the creation of experimental black-focused schools that would have more black teachers, guidance counselors, and social workers, more Afro-centric curriculum, and more open discussion of race.

Dei was reviving an idea that has been around the province for at least 10 years, since Ontario’s Royal Commission on Learning (1993) urged school boards to set up alternative black-focused schools to address the lower marks and graduation rates among black students. Dei said that it couldn’t hurt to try it on an experimental basis. “Parents have been talking about this for too long. We have to do some radical things to get change. We can’t keep doing the same things we’ve been doing for the last 30 or 40 years...Black students tell me they graduate from high school without ever being taught by a visible-minority teacher...Some speak of the low expectations teachers have of them...Some say the schools are just not welcoming.”

Professor Dei’s statements aroused his audience. Some agreed, others disagreed. One thing is for certain. He was fulfilling the mandate of OISE/UT – to introduce provocative educational ideas, encourage debate, and pursue social justice in our schools.

GEORGE DEI is a professor and chair, Department of Sociology and Equity Studies in Education, OISE/UT.

Tackling Homophobia in Schools

Through courses, conferences, and events, OISE/UT is showing the world what anti-homophobia education looks like. “While teachers are quick to reprimand students for making racial slurs, they often turn a blind eye to homophobic remarks,” reported the U of T Bulletin last year identifying Tara Goldstein’s course “InQueeries” as the first anti-homophobia program for student teachers in Canada. The class, which uses presentations, role playing and drama as teaching tools, is intended to help students and teachers alike. “I think our work at OISE/UT is important because over the years we’ll have more graduating classes of student teachers who are prepared to show leadership in this area,” she says. “As they gain experience and become part of school cultures, they can make a difference.”

TARA GOLDSTEIN is a professor and associate chair, Department of Curriculum, Teaching and Learning.
Getting Parents Involved –
Focus on the early years
Getting Parents Involved

Involving parents in school governance doesn’t seem to be very helpful in boosting student performance, but involving them in their child’s learning, especially in the early years, holds great promise. So does the creation of “service alliances” for children, especially in multicultural urban settings. Both these strategies are at work in a series of initiatives that Janette Pelletier and Carl Corter have developed to bring parents into their children’s education.

In 2004/05, Professor Pelletier reported some initial results from her School Readiness for Diverse Families project in the Peel District School, a program that brings parents, many of them new Canadians, into the school to participate in the kindergarten program along with their children, followed by workshops designed to help parents "teach" their children. She found that children whose families had participated with them in the readiness program were significantly more “ready” than a matched group without this experience. With OISE/UT’s new media partner, TV Ontario, Pelletier has just added an educational television component to an evening Family Literacy project that includes a repertoire of promising early literacy strategies.

Professor Corter co-ordinates the research team for Toronto First Duty, a universal early learning and care program that integrates kindergarten, child care, and parenting supports in hub schools in a number of communities across the city. He reported in 2005 that experience with the integrated supports in Toronto First Duty schools helped parents feel more in charge of their children’s learning and better connected to the school.

CARL CORTER and JANETTE PELLETIER are professors in the Department of Human Development and Applied Psychology working out of OISE/UT’s laboratory school, the Institute of Child Study. Just as this report went to press, Corter was named the Atkinson Chair in Early Child Development and Education.

Involving parents in school governance doesn’t seem to be very helpful in boosting student performance, but involving them in their child’s learning, especially in the early years, holds great promise.
Finger on the Pulse – The 15th OISE/UT Survey
Public Attitudes to Education 2004

For Rhonda Kimberley-Young, the President of the Ontario Secondary School Teachers' Federation, “The survey team should be congratulated for its ongoing finger on the pulse of educational opinions.” Certainly, education reporters across Canada rely on survey results to help identify the hot education issues for the Ontario public.

Among this year’s findings:

- Two-thirds of Ontarians say they are concerned that kids from low-income families are not getting equal access to post-secondary education.
- The most important problem facing schools is student behaviour, including discipline, bullying, and vandalism.
- There’s strong support for government funding of all levels of education, greater support for apprenticeship training, and a more co-ordinated system of early learning and child care.

David Livingstone and Doug Hart, who have been conducting the survey since 1980, believe that “accurate readings of the public’s views on policy issues are an important first step for democratic decision-making.”

DAVID LIVINGSTONE is a professor in the Department of Sociology and Equity Studies in Education and Canada Research Chair in Lifelong Learning and Work. DOUG HART is OISE/UT’s institutional researcher.
Learning Citizenship and Democracy through Participatory Budgeting

Daniel Schuguresky presented his research on participatory budgeting to a crowd of 400 at an international symposium on civic engagement co-hosted this past November by OISE/UT's Transformative Learning Centre and Toronto Community Housing. He gave ten reasons why municipalities should adopt this democratic model for resource allocation, including the provision of incentives for civic participation and reviving public trust in political institutions. The symposium was moderated by Judy Rebick, author of Imagine Democracy, and Regina Pozzobon representing the Ministry of Cities, Brazil. On the panel were representatives from Porto Alegre, the Brazilian city which pioneered participatory budgeting in 1989. A massive two-day open forum for tenants followed, and after that some of the tenants and Professor Schuguresky took part in Mayor David Miller's "Listening to Toronto Budget Forum."

The Transformative Learning Centre and Toronto Community Housing partnered once again in 2005 to present their work on civic engagement and participatory democracy at the World Social Forum held in Porto Alegre. Toronto Housing sent a delegation of tenants, staff, and a member of the Board while OISE/UT sent a delegation of graduate students. As a result of this delegation, an international network on participatory budgeting in the North has been formed.

DANIEL SCHUGURENSKY is an associate professor in the Department of Adult Education and Counselling Psychology and acting director of the Centre for Urban and Community Studies at the University of Toronto.

A History for Today

Anne Frank: A History for Today attracted more than 1,000 students from Grades 4 to 12 to OISE/UT this past February. The exhibit told the story of the young Holocaust victim using excerpts from her diary, photographs, and accounts from those who remember her. The display ended with a reflection of the impact of Anne’s journal on its readers to emphasize the importance of multiculturalism, human rights, and the social responsibility of individuals.

Lesley Shore, who hosted the Exhibit, teaches a course on "Anne Frank and the Writing of the Adolescent Self." For Professor Shore, "It's important that Holocaust education become part of mainstream education, not just Jewish education.”

LESLEY SHORE is an assistant professor in the Department of Curriculum, Teaching and Learning.
Teaching for Deep Understanding

“Our motivation for developing this research partnership was the conviction that deep understanding for all students ought to be – but is not currently – the overriding goal for the Ontario school system,” begins this 2004 report published by OISE/UT and the Elementary Teachers' Federation of Ontario (ETFO). The report, including chapters by such well known authors as Carl Bereiter, David Booth, and Lorna Earl, is a rich collection of theory, research, and practical strategies on teaching for deep understanding both in specific subject areas and across the curriculum.

The partnership’s longer-term objective follows quite directly from the 2003 report The Schools We Need – namely to prompt action for continuing educational reform so that we focus on what knowledge is of the most worth for our kids and find ways to help them acquire it through their school experiences.

Ongoing: Designing, implementing, and assessing The Teaching for Deep Understanding approach

The editors of Teaching for Deep Understanding are Kenneth Leithwood (OISE/UT), Pat McAdie (ETFO), Nina Bascia (OISE/UT), and Anne Rodrigue (ETFO).

International Handbook of Educational Policy

This two-volume Handbook, published by Springer (The Netherlands) in 2005, is the gold standard for research on education policy. Large-scale change … leadership and governance … teacher quality … workplace learning … it’s all there in over 50 chapters written by leading researchers from all over the world.

The fact that the Handbook editors and over 25 percent of the authors are from are OISE/UT means that when we walk the talk we’ve done the research. We understand the context for putting our ideas into practice.

The International Handbook editors are Nina Bascia (professor and chair, Department of Theory and Policy Studies in Education), Alister Cumming (professor and head, Modern Language Centre.), Amanda Datnow (now at the University of Southern California), and David Livingstone (professor and Canada Research Chair in Lifelong Learning and Work)
our Generous Donors

SCHOLARSHIPS, FELLOWSHIPS, AND STUDENT AWARDS

Every year, OISE/UT students receive financial support from our donors. Below are some of our largest awards for students:

- Jeffrey Dedul Memorial Award in Special Education
- Mark Crowe Memorial Award (BEd/Intermediate/Senior history and/or politics)
- Louden Scholarship in Education (BEd/Intermediate/Senior science)
- Dr R.G.N. Laidlaw Centre (Institute of Child Study)
- University of Toronto Vari Scholarships (Secondary School Teaching)
- The Ethel Elizabeth (Mackenzie) Anderson Graduate Award in Adult Learning
- Keith A. McLeod Bursary (Graduate Studies programs related to culturally oriented community organizations or education and human rights, equity, or Canadian culture)
- Robert Seth Kingsley Graduate Student Fellowship
- Power Corporation Graduate Student Fellowship
- Robert Morrice Crowe Award (BEd/Intermediate/Senior music and math)
- Frank and Amelia Brierley/Ontario Graduate Scholarship

Endowed Chairs

Our most generous donors have provided the money to support senior faculty positions in key areas of scholarship and policy. In 2004/05 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 Dan Keating
- The Presidents' Chair in Education and Knowledge Technologies, held by Marlene Scardamalia

The Annual Fund

We have to thank our alumni for generous donations to The Annual Fund campaign. OISE/UT received over $70,000 in pledges from alumni in 2004/05. This is a 143% increase from the previous year!
A Very Giving Couple – George and Helen Vari

The Honourable George and Mrs. Helen Vari have endowed a scholarship program to encourage exceptional students to pursue careers in secondary school teaching. The endowment was inspired by the Vari’s belief that Canada’s future will, in large part, be determined by the quality of our classroom teachers.

The University of Toronto Vari Scholarship (Variscop) is the largest entrance scholarship offered to students coming into the teacher education program at OISE/UT and among the largest scholarships offered at The University of Toronto. Since the scholarship was launched in 1998, 34 OISE/UT students have benefited from the generosity of George and Helen Vari. With this kind of support, OISE/UT can attract the very best teacher education students. We owe a tremendous amount of gratitude to these very special donors, and we thank them for continuing to support OISE/UT and our students. The 2004/05 recipients were: Natalie Bendavid, Hang Tat Leong, Christina Papaiconomou, Laura Sinkins, and Joseph Wilson.

“As an aspiring national team athlete, it is difficult to juggle school, work, and a rigorous training schedule. Without the Vari Scholarship, I would never have had the time I needed to be successful in both education and sport, two of my deepest passions. Thank you Helen and George Vari.”

– Natalie Bendavid

“The Vari Scholarship not only allowed me to pursue worthwhile academic work at OISE/UT, but more importantly, to volunteer in the community and spend time with my family and friends without spending evenings at a job. These are the priorities I hope to encourage in my students: the importance of becoming conscientious citizens as well as knowledgeable people.”

– Joseph Wilson

We would like to thank all of our donors for their CONTINUING and GENEROUS SUPPORT of OISE/UT and our students!
# Financial Information

## OISE/UT Operating Budget

May 1, 2004 — April 30, 2005

<table>
<thead>
<tr>
<th>Revenue</th>
<th>36.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating grant/University transfer</td>
<td>10.0</td>
</tr>
<tr>
<td>Fees</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Total revenue</strong></td>
<td><strong>47.9</strong></td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
</tr>
<tr>
<td>Faculty and staff</td>
<td>36.2</td>
</tr>
<tr>
<td>Student assistance</td>
<td>9.3</td>
</tr>
<tr>
<td>Other</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td><strong>47.9</strong></td>
</tr>
</tbody>
</table>

### Research Revenue

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Federal Councils</td>
<td>4.1</td>
</tr>
<tr>
<td>Government Research Infrastructure Programs</td>
<td>2.1</td>
</tr>
<tr>
<td>Government, Other</td>
<td>0.5</td>
</tr>
<tr>
<td>Corporate</td>
<td>0.1</td>
</tr>
<tr>
<td>Not-for-profit</td>
<td>0.8</td>
</tr>
</tbody>
</table>

**Total sponsored grants:** 7.6
In 2004/05, OISE/UT began to implement a strategy to recruit international graduate students and faculty, build relationships with world organizations, and increase our research and development work abroad. The strategy calls for the internationalization of everything we do – from facilitating knowledge exchanges and foreign delegations to ensuring that our curriculum includes comparative, international perspectives.

“Education is the KINDLING of a flame”
— Socrates
OISE/UT’s international strategy focuses on recruitment

SOME OF OUR INTERNATIONAL STUDENTS

L. TO R:
Andrew Beccher, Martha Viveros, Amir H. Soheli-Mehr
International Presence

At present more than 20 faculty members are undertaking research projects in an international context, working, for example, with the Canadian International Development Agency in Barbados to assess a comprehensive program of education reform, the Aga Khan Foundation in Pakistan to introduce new programs and approaches to teacher training, and the Wallace Foundation in the United States to understand the role that school leadership plays in student success.

Our Continuing Education division has enjoyed great success in designing, implementing, and evaluating international R & D, joining Bearing Point LP and Education Consulting Services in 2005 in the $11 million CIDA project, “Supporting Jordan’s Education Reform for the Knowledge Economy Strategy.”

Linking Knowledge and Action

Perhaps no other researcher typifies quite so powerfully the international presence that OISE/UT aspires to as Ruth Hayhoe who was ranked in a 2004 study (published in the Comparative Education Review) as one of the most influential figures in the field. In her 2004 autobiography, Full Circle: A Life with Hong Kong and China, she writes about her quest not only to understand the opening-up process of China but also to contribute to that process through research, teaching, diplomacy, and administration (she was the first director of the Hong Kong Institute of Education in 1997 when the British protectorate became part of mainland China). A reviewer of Full Circle commented that Professor Hayhoe’s vision has led her to look for and build intellectual and institutional bridges extending beyond China to other cultures and civilizations including Africa, India, and the Arab countries.

In the same vein as Professor Hayhoe, Karen Mundy links knowledge and action in her research agenda. When she returned home to take up a Canada Research Chair in Global Governance and Comparative Education at OISE/UT, she commented, “I came back here because I thought I could influence Canadian policy not so much in how we deal with our own education system..."
but how we interface at an international level on educational issues." Professor Mundy helped organize in 2004/05 the Canadian Global Campaign for Education, an alliance of NGO's, teacher unions, church-based groups, and advocacy organizations, lobbying for greater commitment to education as a basic human right. The alliance held an international forum at OISE/UT in April 2005 to launch the public education campaign. Her research and advocacy will continue until all the world's children are in school – a United Nations goal that Mundy says will require rich country governments, Canada included, to get clearer about our role and responsibility in international education.

Andy Anderson's search in classrooms around the world for what makes kids healthy has led him to a holistic approach. "Health promotion is more than a course of study; it is a whole-life, school-wide, community-wide effort to build relationships that optimize opportunities for health and learning." Professor Anderson, with the support of Scotiabank, trained two cohorts of OISE/UT teacher candidates in health promotion and took them to the Caribbean in 2004 and again in 2005 for the five-week OISE/UT teacher education internship. One of his students wrote in the OISE/UT online newsletter, "When children learn about health, they learn more than how to avoid disease. They learn to treat others with respect, regardless of race, ethnicity, income, or gender. They learn that the lessons of health are transferable to other areas of life and can help break the poverty cycle by enhancing self-esteem, confidence, and life skills." Anderson is helping to create a network of health activists and health promoting schools worldwide.

**Professors Hayhoe, Mundy, and Anderson** are former classroom teachers who became involved in international education in a quest for greater understanding and in the process have helped to make the world a better place.
Published:
OISE/UT
252 Bloor Street West
Toronto, Ontario
M5S 1V6

(416) 923-6641, ext. 2900
www.oise.utoronto.ca

Editorial & Creative Direction:
Heather Berkeley and Glen A. Jones

Editorial Assistance:
Eileen Thomas and Michelle Williams

Design:
Tracy Choy, BTT Communications

Photography:
Jim Allen

With Contributions from:
Nina Bascia, Madelaine Beck, Jamie Berrigan, Barbara Bodkin, Ai-Ri Brown, Robert Cook, Jane Gaskell, Normand Labrie, John Lai, Denise Makovac-Badali, Qiang Zha, Mary Stager, Jane Stirling (University of Toronto at Mississauga), Suelan Toye (University of Toronto Bulletin), Carol Rolheiser, Cheryl Zimmerman

Special Thanks to: