Since 1907, our community of students, alumni, faculty, and staff has helped build the University of Toronto's reputation as one the leading centres in the world for the study of education. This has taken many institutional forms at the University over the past century, including a Faculty of Education, a College of Education and an Institute of Education. Today OISE is a departmentalized division of the University that offers four different routes into the profession of teaching, as well as a diverse set of graduate programs in areas such as adult education, early childhood education, educational leadership, counselling psychology, curriculum studies, equity studies and applied psychology. Through our department of Continuing Education, we offer professional development courses for experienced teachers in all phases of their careers.

OISE’s mission is to integrate wide ranging research, excellent teacher education and rigorous graduate programs to advance teaching and learning in the many contexts where they occur. We emphasize quality, social justice and collaboration. We know that learning is a lifelong activity, which takes place in a variety of environments. Partnerships are an integral part of our mandate and help ensure that field-based knowledge, scholarship and research continue to enrich one another. Our work draws upon many academic disciplines and diverse perspectives, aspiring to the highest standards of scholarly and professional excellence.

Our commitment is to continue inspiring education within our University, our city, our country and around the world. We welcome your participation and your contributions to that goal.

- Samantha Cutrara is one of the many outstanding students featured in this publication. In 2006-07, Samantha was an MEd student in the History and Philosophy of Education program in the department of Theory and Policy Studies.
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## ACKNOWLEDGMENTS
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DEAN’S REVIEW 2006-07

“As we move forward into the next 100 years, OISE will prosper and change. The constant is a lively and collaborative community vitally engaged in the educational issues of our time.” – Jane Gaskell

This has been a tremendous year at OISE. We have been celebrating 100 years of studies in education at the University of Toronto. The year was an opportunity to communicate OISE's mission and achievements to a wide audience. It was an opportunity to celebrate the ways in which OISE and its predecessors at U of T (the Faculty of Education 1906-1920; the Ontario College of Education 1920-1965; the College of Education 1965-1972; the Faculty of Education 1965-1996; and the Ontario Institute for Studies in Education 1965-1996) have inspired educators and changed the study and practice of education. To learn more about our history, take a look at “Inspiring Education,” which is being sold online at www.100years.oise.utoronto.ca, in the OISE library at 252 Bloor St. W. and at the University of Toronto Bookstore.

The opening centennial event was the Jackson lecture, delivered by Professor Ken Leithwood on the subject of educational leadership. It took place on November 17, 100 years to the day after Governing Council approved a Faculty of Education at U of T. Subsequent events have included a panel on teaching at the University, a big open house/reunion in the spring and a program called Recognizing Teachers, honouring two of the teachers who have inspired our current graduates, signaling that the teachers of today stand on the shoulders of the teachers who have preceded them.

In 2007, almost 1,300 students completed their teacher education programs at OISE and were certified by the College of Teachers. Admission to our teacher education programs is very competitive, and our student survey suggests our students were pleased with their programs. Their job prospects are more uncertain than they were for graduates a few years ago, as the school age population in Ontario continues to decline, despite a slight increase in the Toronto area. However, opportunities to teach around the world are increasingly popular and available to our graduates, and many areas of employment — from health to business to community work — reward those who can teach others. Our graduates will do well.
This year we admitted the first students who will enter our new concurrent teacher education program in the fall of 2007 and continued to work on its implementation. Many thanks to Antoinette Gagné and her team as well as our many partners across campus. The number of students enrolled in AQ courses also grew, to over 7,000.

Our graduate programs continue to prosper. Five hundred and fifty-five students graduated this past year, in programs from curriculum studies to counselling psychology to higher education. Our academic plan calls for further expansion; our graduate student funding policy has been altered to allow students in the PhD and MA programs to earn more money above the minimum that we guarantee. We have some financial challenges ahead but are very pleased to be able to serve a larger cohort of students from many walks of life.

This year new research projects have started. The list of grants from the Social Sciences and Humanities Research Council is expanding. We were pleased to meet this winter with our alumnus, Chad Gaffield, who is the new president of SSHRC. Our research celebration profiled a broad array of publications by OISE authors, including books, journals and DVDs.

New faculty who began this year will set directions for research and teaching for many years to come. We welcome a faculty member with a focus on aboriginal education: Martin Cannon; one focusing on aboriginal healing: Suzanne Stewart; one with a focus on francophone schooling: Diane Farmer; one in mathematics education: Indigo Esmonde; one in higher education: Peter Dietsche; and one in secondary education: David Montemurro.

Our outreach to national and international audiences has expanded, as the work we do engages partners and interests new audiences. The Learning Consortium with local school boards has been revitalized. An OISE team explored opportunities for connections in teacher education, continuing education and research in China in the spring.

We have renewed our processes of governance this year. I want to thank our new Dean’s Advisory Board for agreeing to engage with the issues OISE faces and provide some advice on future directions. Faculty Council now consists of elected representatives whose attendance is stable and whose contributions to discussion are insightful. Our Town Hall meeting this year debated admissions policy and student funding, two items that require continual attention and care.

On the administrative side, we are making a transition to a new budget model, as are all faculties at the University of Toronto. The details are complex and we are still exploring the implications for our work. A budget advisory committee will be in place next year to help ensure we have our academic and fiscal priorities tightly aligned.

As we move forward into the next 100 years, OISE will prosper and change. The constant is a lively and collaborative community vitally engaged in the educational issues of our time.

Jane Gaskell, Dean
Ontario Institute for Studies in Education
of the University of Toronto
2006-07

OUR CENTENNIAL YEAR

THE CENTENNIAL LECTURE SERIES

Professor Kenneth Leithwood opened the centennial year with The R.W.B. Jackson Lecture, *Seven Strong Claims about Educational Leadership*, on November 22, 2006.

*Great Teaching and Powerful Learning: the Role of the Higher Education Teacher* was held on February 7, 2007 as a discussion of the role of great teaching in higher education amongst the inaugural recipients of the University of Toronto President’s Teaching Award: Ken Bartlett, John Percy, Richard Reznick, Keren Rice and OISE’s Carol Rolheiser.

Professor Rosemary Tannock, Canada Research Chair in Special Education and Adaptive Technology, OISE and Hospital for Sick Children, will present The R.W.B. Jackson Lecture — *Special Education: Past, Present and Future Views* on November 7, 2007.

CENTENNIAL LEGACY SCHOLARSHIPS

The Centennial Legacy Scholarships were created to support students in need and continue the tradition of excellence in education for the next 100 years. Ten per cent of proceeds from the sales of the centennial book went towards the fund.

THE CENTENNIAL BOOK

The centennial book, launched January 17, 2007, was the result of a combined effort of faculty, staff and students. This retrospective of stories and pictures grants a variety of voices to the history of the institution and further illustrates how we have been inspiring education for 100 years.
THE CENTENNIAL ARCHIVAL PROJECT

The Centennial Archival Project, launched January 2007, showcased OISE’s remarkable heritage in a series of archival displays featuring photographs and artifacts from the past. Exhibits included:

- “Celebrating Our Students”
- “Celebrating Our Research”
- “Spaces, Places…and the way we learned,” depicting 371 and 252 Bloor Street West as well as our role in curriculum development
- “OISE around the world,” featuring our international impact

OPEN HOUSE & REUNION

On May 5, 2007, more than 500 alumni, students, former, current and retired faculty, staff and community members as well as prospective and newly admitted students visited 252 and 371 Bloor Street West for departmental open house activities. The reunion brought together members of all predecessors of OISE and the Faculty of Education for the first time.

Doug Ulrich and alumnus Major (Ret’d) Roy Oglesby on May 5th. Major Oglesby, founding member of U of T’s Soldiers’ Tower Committee, is a part of the Inspiring Alumni display.

The Open House & Reunion included the launch of the Inspiring Alumni exhibit, a display of exceptional alumni who have contributed to the world of education, literature, politics, the arts and our communities — our city, our province, our country and around the world. Twenty-seven alumni are recognized in this exhibit, including Kathleen Wynne, current Ontario Minister of Education, Chad Gaffield, President of the Social Sciences and Humanities Research Council and Robert Bateman, world renowned wildlife artist.
RECOGNIZING TEACHERS

OISE celebrated elementary and secondary school teachers in conjunction with convocation June 22, 2007. Award winners Rob Flosman (nominated by BEd candidate Leslie Allchin) and Vanessa Russell (nominated by BEd candidate Sheldon Hubert) were recognized for their outstanding contributions to the lives and careers of student nominators in the Initial Teacher Education Program.

OISE DESIGN, ART AND ARCHITECTURE

May 15, 2007 - November 18, 2007

An exhibition of furniture and photographs celebrating the design, art and architecture of the Ontario Institute for Studies in Education of the University of Toronto presented by OISE and Dominion Modern.

CENTENNIAL CELEBRATIONS

The centennial year will conclude with the Centennial Celebration Birthday Party to be held November 16, 2007 for all current and former faculty, staff, students, alumni and friends.
OUR PROGRAMS

Since 1907, our community of students, alumni, faculty and staff has helped build the University of Toronto’s reputation as one of the leading centres in the world for the study of education. Today OISE is a departmentalized division of the University that offers four different routes into the profession of teaching, as well as a diverse set of graduate programs in areas such as adult education, early childhood education, educational leadership, counselling psychology, curriculum studies, equity studies and applied psychology. Through our division of Continuing Education, we offer professional development courses for experienced teachers in all phases of their careers.

INITIAL TEACHER EDUCATION (ITE)
Bachelor of Education/Diploma in Technological Education
Concurrent Teacher Education Program (CTEP)
Master of Arts in Child Study and Education
Master of Teaching

CONTINUING EDUCATION
Additional Qualification
Principal Qualification
Customized Professional Development

DEPARTMENT OF ADULT EDUCATION AND COUNSELLING PSYCHOLOGY
Adult Education and Community Development (MA, MEd, PhD, EdD)
Counselling Psychology (MA, MEd, PhD, EdD)

DEPARTMENT OF CURRICULUM, TEACHING AND LEARNING
Curriculum Studies and Teacher Development (MA, MEd, PhD, EdD)
Elementary and Intermediate Education (MT)
Second Language Education (MA, MEd, PhD, EdD)

DEPARTMENT OF HUMAN DEVELOPMENT AND APPLIED PSYCHOLOGY
Child Study and Education (MA)
Developmental Psychology and Education (MA, MEd, PhD, EdD)
School and Clinical Child Psychology (MA, PhD)

DEPARTMENT OF SOCIOLOGY AND EQUITY STUDIES IN EDUCATION
Sociology in Education (MA, MEd, PhD, EdD)

DEPARTMENT OF THEORY & POLICY STUDIES
Educational Administration (MA, MEd, PhD, EdD)
Higher Education (MA, MEd, PhD, EdD)
History and Philosophy of Education (MA, MEd, PhD, EdD)

COLLABORATIVE PROGRAMS
Aboriginal Health
Addiction Studies
Aging, Palliative and Supportive Care Across the Life Course
Community Development
Comparative and International Development Education
Environmental Studies
Knowledge Media Design
Neuroscience
Women’s Studies

For more information about OISE programs, visit www.oise.utoronto.ca
FACTS & FIGURES: ENROLMENT

With almost 1,300 initial teacher education (ITE) students and over 1,650 graduate students, OISE is the largest faculty of education in Canada. ITE students can choose from a range of elementary options and secondary programs including technical options. They pursue their studies in small sections of about 30 students each. Graduate students have a choice among 12 programs in five departments. In 2006-07, most classes have fewer than 20 students; a third have fewer than 10.

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<td>Junior/Intermediate</td>
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<td>Intermediate/Senior</td>
<td>617</td>
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<tr>
<td>Technological Studies</td>
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OISE: ENROLMENT BY GRADUATE DEGREE PROGRAM 2006-07

OISE: DISTRIBUTION OF GRADUATE CLASSES BY CLASS SIZE, REGULAR SESSION 2006-07
# 2006-07

## FACTS & FIGURES: COMPLEMENT AND FUNDING

### OISE: FACULTY COMPENDENT

#### Faculty by Current Rank

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<th>Rank</th>
<th>Head Count</th>
<th>AECP</th>
<th>CTL</th>
<th>HDAP</th>
<th>SESE</th>
<th>TPS</th>
<th>Deans</th>
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<td>6</td>
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<tr>
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<td>8</td>
<td>6</td>
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<td>8</td>
<td>10</td>
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<tr>
<td>Senior Lecturer</td>
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<td>3</td>
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<td>0</td>
<td>0</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>55</strong></td>
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### BEd/Tech. Studies - Contract and Seconded Faculty

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<td>CTL</td>
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<td>HDAP</td>
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<td>30.5</td>
<td>5.1</td>
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<td>SESE</td>
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<td>18.0</td>
<td>3.0</td>
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<tr>
<td>TPS</td>
<td>18</td>
<td>33.0</td>
<td>5.5</td>
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<tr>
<td>Collaborative</td>
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<td><strong>TOTAL</strong></td>
<td><strong>85</strong></td>
<td><strong>177.2</strong></td>
<td><strong>29.5</strong></td>
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### OISE: OPERATING BUDGET

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<td>Fees</td>
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<td>Other</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td>Student Assistance</td>
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<tr>
<td>Other</td>
<td>4.9</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>51.0</strong></td>
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### OISE: RESEARCH FUNDING

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<th>Amount</th>
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<tr>
<td>Head Count</td>
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<tr>
<td>FTE</td>
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<tr>
<td>Contract</td>
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<tr>
<td>FTE</td>
<td>36.88</td>
</tr>
<tr>
<td>Seconded</td>
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<tr>
<td>FTE</td>
<td>21.29</td>
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<td><strong>TOTAL</strong></td>
<td><strong>89</strong></td>
</tr>
<tr>
<td><strong>FTE</strong></td>
<td><strong>58.17</strong></td>
</tr>
</tbody>
</table>

*Note totals are less than sums for head counts as some contract instructors teach in multiple units*
“Students like Paul bring richness, vibrancy, enthusiasm and a youthful spirit that ultimately helps us in Student Services to do a better job. We are very lucky.” – Amy Lobo

“Students at OISE have the unique opportunity to benefit from the rich communal environment we share. As a student working with the Student Services team on co-curricular support this year, I have most valued the working relationships, the team work, the friendships and the mutual respect we have for one another.” – Paul Banahene Adjei

When Paul Adjei speaks of the community at OISE, he speaks of a culture of encouragement. According to Paul, OISE students benefit from governance and democratic practices that help them to “learn outside the classroom.” In collaboration with Student Services staff, Paul helped to organize several co-curricular events this past year, including: four major conferences and more than 10 workshops for the teacher education and graduate studies programs. These activities help students broaden their understanding about the importance of equity issues in education, gain credentials to strengthen their resumés, demonstrate a commitment to professional development and improve their prospects for employment in the field of education.

When Amy Lobo reflects on her interactions with students such as Paul, she speaks of a “tremendous satisfaction.” Her goal is to make a “difference in their lives by helping them enhance their life skills and fostering their personal growth.” In her role as coordinator of the Teacher Employment Centre, Amy Lobo also interacts with school boards, educational leaders, community leaders and employers to help improve the job prospects of our teacher candidates by providing customized career and educational support.

* Amy Lobo is the coordinator of the Teacher Employment Centre and has worked in Student Services for six years.
* Paul Banahene Adjei is a doctoral student in the Department of Sociology and Equity Studies and will serve as the president of the Graduate Students’ Association in 2007-08.
Judith Snow and Allan Shatzky

OUR PLACES

“Accessibility issues have always been a priority for me. My goal has been to provide the highest level of service to all faculty and students — and, if particular accommodations are required in order to accomplish this, ensure that they are in place. This award indicates that the University values this approach and sees these activities as a priority.” — Judith Snow

“I am proud of the work we have done to sensitize faculty and staff around accessibility issues. We are beginning to make headway in understanding that disabilities arise not because of the particular condition that individual students have but as a result of the barriers the rest of us have put in the way.” — Allan Shatzky

In 2007, Judith Snow and Allan Shatzky were named recipients of an inaugural University of Toronto Accessibility Award. The award was presented by the University of Toronto Access Centre and Accessibility Services to staff members of the U of T St. George campus community who have demonstrated commitment and dedication to issues of accessibility on campus.

Judy spoke of her excitement and willingness to provide the highest quality of service to all faculty and students: “Working within the Education Commons allows me to participate in a collaborative environment that delivers excellent service in the areas of library support, technical computing support, academic computing support, media services and online/distance education support. With these services offered from one unit, one-stop shopping can be easily facilitated.”

In Allan’s unit, Student Services, extensive support is available to help students successfully complete their studies and receive referrals and coaching about the right avenues to follow in linking them with various resources. He prides himself on being able to cut through red tape and get students to meet with the right people at the right time.” In the upcoming year, Allan hopes to begin a campaign to combat the stigma around issues of mental illness.

- Judith Snow has worked at OISE since 1967 and has been in her current role as co-director of the Education Commons since 1996. - Allan Shatzky has worked at OISE for almost nine years as the personal support services coordinator in Student Services.
A MESSAGE ABOUT TEACHER EDUCATION

“In a year when we recognize teaching, I would like to acknowledge the dedication and commitment of our faculty and staff who are to be commended for the significant ways in which they enrich the lives of our teacher candidates.”

– Carol Rolheiser

The year 2007 marked 100 years of studies in education at the University of Toronto and in June the 100th graduating class of teacher education students convocated, prepared to begin making contributions to our communities. Teacher education was a focus of OISE’s centennial celebrations and throughout numerous events there was an emphasis upon recognizing the enduring impact of teaching and of teachers, building on the notion that educators “stand on the shoulders of great teachers who came before.”

As well as celebrating the richness of our past, OISE, along with partner Faculties, colleges and campuses, accepted applications for its first cohort of Concurrent Teacher Education Program (CTEP) candidates this past year. CTEP was designed specifically to allow for hands-on experience early in the program — in more contexts, over a longer period and with more opportunity to explore connections between theory and practice, than other concurrent programs in Ontario.

Partnerships continue to play a pivotal role in the Initial Teacher Education Program as we enhanced our collaborative activity with schools through practicum placements, conferences, research projects and professional learning events planned and shared with field partners. Our teacher education candidates were extremely well supported and mentored by associate teachers in our partnership schools and many participated in new learning cohorts, such as the Inner City Option, that are focusing on new and deepened relationships with schools and communities.

Carol Rolheiser is the associate dean of Teacher Education.
TEACHER EDUCATION STUDENT AWARDS & HONOURS

OISE COMMENDATION
Yasmin Aslam-Hashmi
Robert Jeremy Debicki
Kimberly Liang
Andrew J. Mancini
Laura Mostmand
Kathryn Mary Whalley

OUTSTANDING CONTRIBUTION TO THE LIFE OF THE FACULTY
Tracy Lee Adno

O.E.C.T.A. AWARD OF EXCELLENCE
Anita D’Mello

PRIMARY/JUNIOR AWARD OF HONOUR
Farhana Fatema Panju

JUNIOR/INTERMEDIATE AWARD OF HONOUR
Larissa Gocentas

INTERMEDIATE/SENIOR AWARD OF HONOUR
Jocelyn Wickett

ARNOLD BALINS AWARD
Kimberly Nancy Murphy

KATHY BICKMORE PEACEMAKING EDUCATION AWARD
Suzanne Carrie Bradley Siskind

BORTHWICK-DUCKWORTH SCHOLARSHIP
Sara Michelle Hundere

OSTF H.W. BRYAN MEMORIAL AWARD OF HONOUR
Michael Steven Mulder

M. PENOLEPE CARTER AWARD
Tanya Giovinazzo

MARK A.R.M. CROWE MEMORIAL AWARD
Rebecca Sue Steinmann

DON GALBRAITH PRESERVICE TEACHER AWARD OF EXCELLENCE
Robert Bender
Charmaine Elizabeth Condy
Jennifer Ashley Wade

JOHN J. DEL GRANDE SCHOLARSHIP
Krista Joy Ghanekar

JEFFREY DRDUL MEMORIAL AWARD
Brianna Marie Johnson
Carmen So

JEFFREY DRDUL OSOTF AWARD IN SPECIAL EDUCATION
Dugald John Duncan MacLean

ETFO FACULTY OF EDUCATION AWARD
Smita Mehra

JAMES W. FAIR AWARD IN ELEMENTARY EDUCATION
Heather Ann Hicks

JAMES F. JOHNSON MASONIC AWARD FROM UNIVERSITY LODGE 496 AWARD
Wojciech Jakub Kubicki

PROFESSOR ARTHUR LOUDEN MEMORIAL SCHOLARSHIP IN SCIENCE AWARD
David Brian Jansma
Caleb Joseph McCready
Navjeet Singh Takhar
Arthur Roy Tinson

R.J. MCMASTER AWARD
Laura Amy Pugliese

OISE/UT ROBERT MORRICE CROWE AWARD
Jolie Maria Chrisman

JEAN STIRLING AWARD SCHOLARSHIP
Deborah Kimberley Lynne Cerullo

UNIVERSITY OF TORONTO VARI SCHOLARSHIP
Atessa Izadpanah
Eva Dorothea Kater
Carla Stasko
Rebecca Sue Steinmann

DON WRIGHT SCHOLARSHIP IN MUSIC EDUCATION
Adam Platek

DON WRIGHT SCHOLARSHIP IN VOCAL MUSIC
Alicia Louise Reschny
Tracy Adno

OUTSTANDING CONTRIBUTION TO STUDENT LIFE

“My instructors in this program have challenged me to continue to learn and to continue to strive for excellence. They encourage their students to never give up learning and questioning. This is what makes teaching so unique — we never stop learning and growing.” – Tracy Adno

When Tracy Adno decided to go back to school to complete her teaching degree, she knew how much she missed daily interaction with children. Her OISE experience gave her not only practical opportunities to teach in school classrooms but the opportunity to speak to and hear from top educational professionals. Hearing their stories, beliefs and philosophies “was amazing.”

Indeed she made the most of her teacher candidate experience, serving as the Crosstown Option representative on the Student Teacher Union; a student representative on the Ontario Teacher Federation committee, which helped to organize the Professional Preparation Conference; and a student representative on the Initial Teacher Education Committee.

Clearly, the award for Outstanding Contribution to Student Life meant a great deal: “I loved what I was able to accomplish this year and the experiences I had with all the committees and people I worked with. Being recognized for doing it was an added bonus.”

• Tracy Adno was a teacher candidate in the Initial Teacher Education Program (Primary/Junior). She plans to spend a year teaching and traveling abroad.
Gary Bertao, Belinda M. Longe and Manu Sharma

INITIAL TEACHER EDUCATION: INNER CITY OPTION

“What excites me most about teaching in this option is the commitment to exploring issues of race, class, equity and social justice and the willingness to have discussions that allow for multiple perspectives to be shared amongst a group of socially conscious educators.” – Belinda M. Longe

“I chose this program because I felt that the equity/social justice focus of the Inner City Option would best give me the skills to reach out to all of my students. There was a tremendous sense of community in our program option. We learned about the importance of setting up our classrooms as equitable communities and we demonstrated it in our interactions with one another.” – Gary Bertao

“I believe my biggest learning curves came out of my practicum and internship blocks. I loved learning with my students, trying different methods and styles of teaching to adapt to their needs.” – Manu Sharma

A regular part of the practicum experience for teacher candidates in the Inner City Option is experiencing first-hand the issues their students face. When she chose this option, Manu Sharma was looking for something to make the lives of youth better according to their needs and “realized the best way to actualize such an initiative would be through education.” In reflecting on their experiences as teacher candidates in the Initial Teacher Education Program, students Manu Sharma and Gary Bertao highlighted the value they place on the practical experiences they had in school classrooms.

For Belinda M. Longe, her first year teaching in the program (where she served as coordinator of the new Inner City Option), was also a year of tremendous learning: “From my teacher candidates, I learn about creative new ways to engage students and an awareness of all the different strengths and talents that our teacher-candidates bring to the program.”

● As part of the program, Gary Bertao first was placed in a Grade 5 class at Kingsview Village Junior School in Rexdale, then in a Grade 7 class at Holy Family Catholic School in Parkdale. ● As part of the program, Manu Sharma was first placed in a Grade 1 class at Calico Public School, then in a Grade 5/6 split at Nelson Mandela Park Public School and then worked with children in kindergarten through Grade 9 classrooms at the Urings School in Antigua. ● Belinda M. Longe is an instructor in the Initial Teacher Education Program and the coordinator of the Inner City Option.
Ron Lancaster

AWARD FOR EXCELLENCE IN INITIAL TEACHER EDUCATION

“I love being surrounded by wonderful teacher candidates and outstanding colleagues who are passionate about teaching.” – Ron Lancaster

A commitment to improving students’ professional knowledge and skills is one of the distinguishing features of Ron Lancaster’s OISE classroom. For the past three years, Ron has taught Intermediate/Senior Mathematics in the Initial Teacher Education Program and was recently recognized for his teaching excellence. One of his students spoke recently of Ron’s innovative teaching style: “He always tries to connect mathematics to real life in a creative and fun way.”

Prior to becoming a lecturer in mathematics education at OISE, he taught middle and high school mathematics for more than 20 years in co-ed public schools as well as in an all-girls school. Among his many activities that demonstrate his passion for math, Ron is a national instructor for Texas Instruments, a writer for mathematical activities for the CBS hit show NUMB3RS, a frequent presenter at conferences and an educational consultant for international schools, independent schools and school districts in North America and Asia and for organizations such as Math for America.

Although Ron is widely considered an international authority on teaching mathematics, he is also known for his humble nature and regular reflection on his teaching practice. He invites his students, his teacher candidates and teachers who attend his workshops to view and study the world through a mathematical lens by taking them on mathematical walks, by reading the newspaper together and by using a camera to take photos of math. Another student described Ron as “a great role model of a mathematics teacher who has a true passion for his subject.”

*Ron Lancaster is a lecturer in the Initial Teacher Education Program.*
Bev Strachan

AWARD FOR DISTINGUISHED CONTRIBUTIONS TO TEACHING

“Each year, my students help me realize that teaching is a reciprocal process. As a teacher in the Initial Teacher Education Program, I value the opportunity to create a community of learners where my students feel free to take risks, share stories and connect on many levels, allowing everyone's voice to be heard.”

– Bev Strachan

The notion of “practice what you preach” is central to Bev Strachan’s teaching philosophy and it shows. For the past three years, she has been teaching Teacher Education Seminar and Language Arts as well as serving as a practicum supervisor in the Initial Teacher Education Program in the North, Campus and Crosstown Options. Here’s what one of her students had to say: “Through humour, energy and commitment to her students, she has transformed a group of 60 strangers into an inclusive, collaborative and supportive community. Bev makes each of us feel valued in so many ways.”

Although Bev’s students speak often about feeling “privileged to be in her classroom,” Bev says she feels “honoured to have been part of their journey.” When she reflects on receiving an award for her distinguished teaching contribution, she focuses on “why it is so important to create a caring learning environment for our students, of all ages.” Her success in this regard is clear. As another student said: “Bev effectively models what a successful classroom looks, sounds and feels like through both creative and practical instruction.”

*Bev Strachan is an instructor in the Initial Teacher Education Program in the North, Campus and Crosstown Options.*
Nick J. Scarfo

THE MASTER OF TEACHING PROGRAM

“One of the most fulfilling aspects of the program is observing the professional and academic growth of the candidates over the two years. Their understanding of the teacher role and the positive impact they have on the students under their care is very rewarding to watch.” – Nick J. Scarfo

In OISE’s unique Master of Teaching program, students have an opportunity to qualify as teachers while developing graduate level research skills and integrating education theory with their teaching practice. Over a two-year period, students complete 16 graduate level courses that comprise 14 core courses such as Reflective Teaching and Inquiry into Research in Education and Educational Professionalism, Ethics and the Law and two electives, Action Research and Professional Practice and The Holistic Curriculum. The two-year time frame allows students to have extended practice teaching opportunities with partner schools.

The Master of Teaching program has developed very strong school-university partnerships. According to Nick J. Scarfo, the director of the program, “one of the many benefits of working with our partner schools is the networking that develops among teacher candidates, contract teachers and school administrators. As well, when looking to hire new teachers, principals within our partner schools have expressed a strong interest in our graduates.”

Nick also spoke of the in-classroom support the teacher candidates receive through strong school-university partnerships: “Partner schools, like Pierre Laporte Middle School (featured on the following page), challenge our candidates to integrate their research and theory with the realities and pressures of working in a classroom. This enhances their effectiveness and, ultimately, they enter the profession as confident, creative and caring educational leaders.”

• Nick J. Scarfo is the coordinator of the Master of Teaching program and has been teaching in the program for six years.
Vince Gianvito and Pamela Tylee

SCHOOL-UNIVERSITY PARTNERSHIPS

“OISE students challenge us and our students to think outside of our own classroom and school and to look at the world outside. Since our staff is stable in terms of turnover, every teacher candidate who is a part of our staff, albeit for a relatively short period of time, gives our staff and students a new and dynamic way of looking at education that ultimately enriches the learning environment for everyone.” – Vince Gianvito

“This dynamic relationship between university programming and school realities is exciting and necessary. The future of our students, schools and boards is directly connected to effective teacher education programs and I am excited to work with individuals who will be moving us toward more effective practices to improve student achievement. This is my focus and passion.” – Pamela Tylee

For Vince Gianvito, who has been involved in the OISE/Pierre Laporte M.S. partnership for five years, fostering an environment that “encourages creativity and puts in to place the supports that a beginning teacher needs to realize their ideas” is essential. As an associate teacher to OISE teacher candidates, Vince has had the opportunity to observe them as they integrate their learning with their practice, and he values “the consistently high quality of instruction” they bring to his school. For Vince, the experience of mentoring teachers who are at the beginning of their careers “enriches and invigorates my own professional learning and instruction through collaboration and exposure to new ways of thinking,” and much emphasis is placed on giving OISE students “the freedom to find their own teaching styles and to share strategies and ideas with all Pierre Laporte M.S. staff.”

For school principal Pamela Tylee, the school-university partnership with OISE represents “what is possible in education when teachers are continuous learners, students are motivated by excellence in teaching and everyone works together toward a common goal.” Over the years, student teachers have contributed to life at Pierre Laporte M.S. by “bringing research-informed curriculum ideas” direct from their program learning. In turn, Pamela is enthusiastic about mentoring and supporting current OISE research combined with teacher candidate practice and their applications within the school: “The quality of the Master of Teaching students is very noticeable. The students in this program have an understanding that it takes time to be an excellent educator and are willing to invest in a two-year program. Their varied life experiences are also reflected in what they offer schools.”

- Vince Gianvito has been teaching in his current role for 12 years,
- Pamela Tylee is the principal at Pierre Laporte Middle School and has been working in education for 34 years.
A MESSAGE ABOUT CONTINUING EDUCATION

“As the final few months of activities commemorating the 100th anniversary of OISE approach, we salute the ongoing quest for professional learning by educators the world over!” – Barbara Bodkin

The 2006-07 year has been an active one for Continuing Education (CE) in serving the professional learning needs of educators and education officials both near and far. Our international networks are expanding. As educational institutions rapidly expand in China, there is a growing interest in programs pertinent to continually improving their quality. CE offered several programs to professors, university presidents, administrators and school leaders from Shanghai, Beijing and Jiangsu province and beyond. Our visit to China in May 2007 was successful in deepening relationships that will result in expanded programs. All our programs combine current OISE faculty research with best practice. We are grateful to faculty colleagues in Theory and Policy Studies and Adult Education and Counselling Psychology for their assistance in design and execution of our international programs.

As well this year, we welcomed a group of senior educators from Scotland and provided a program which combined an investigation of curriculum reform processes in Ontario with school visits. Senior education officials from Kenya visited for a short program recently and continued on to visit schools. CE welcomed groups from Australia, Singapore, Malaysia and Indonesia.

Additional qualification programs are expanding. New offerings include courses with emphasis on teaching in urban schools, assessment and evaluation, mentoring and instructional intelligence. Specialized courses for our recent Bachelor of Education graduates have been very popular. New partnerships are underway with the Royal Conservatory of Music, St. Michael’s College and our own Centre for Urban Schooling. Combining travel and professional learning is a theme for the future with our ‘teachers study abroad’ series.

Continuing Education, OISE, leads a team of provincial teacher action research projects. This is a three-year project, aimed at raising boys’ literacy achievement. More than 153 schools are involved and support is offered through face-to-face in-service, support booklets and video casts. Resource materials and a compendium of all projects, aimed at sustaining and expanding teacher learning, is the goal.

Barbara Bodkin is the director of Continuing Education.
Bob Barton

AWARD FOR EXCELLENCE IN CONTINUING EDUCATION

“Building a strong learning community remains my first priority when working with groups of children or adults. Such building involves teamwork, problem solving, negotiation, the ability to initiate, accept and shape ideas, empathy, a wide range of thinking skills and the ability to adapt one’s approach in order to work with a wide range of peers. It is for me a powerful way to engage with concepts, skills and knowledge.” – Bob Barton

Since OISE is known for its commitment to learning as a lifelong activity, establishing an award for teaching excellence in continuing education was a given. When Bob Barton was selected to receive the inaugural award in 2007, he was honoured to know that his work is valued. After a career in teaching and with the Ontario Ministry of Education, he became a professional storyteller. He has been a feature storyteller at festivals across North America, England and Australia. Since 1969 he has published nineteen books for both children and teachers including The Little Book of Northern Tales: The Bear Says North, and Telling Stories Your Way. He works as an artist in schools with Prologue to the Performing Arts, the Writer’s Union of Canada “Writers-in-the-schools” program and as a course instructor with the Additional Qualifications course Dramatic Arts Intermediate Basic at OISE.

His teaching philosophy grew out of these varied experiences and by participating in a small community of like-minded teachers and peer-coaching: “I wanted to encourage the adventurous spirit of young people, stir their imaginations to create their own ideas, challenge them to work to the best of their abilities and help them develop their unique talents.” As the years passed, teaching drama in the classroom setting and beyond helped to inform Bob’s practice and assess its contribution to learning across the curriculum. Bob discovered quickly that the social and co-operative nature of drama demanded the building of a strong learning community and he continues to strive to be “the best informed and innovative” he can be.

- Bob Barton is an instructor in the Additional Qualifications program at OISE.
“OISE’s centenary year inspired a strong international awareness and a wish to enhance our partnerships and the impact of our teaching and research excellence worldwide. As we confront the challenges of globalization, those of us who are optimistic see educational exchanges as opportunities not only for individual professional advancement but also for the promotion of cross-national cultural and educational understanding that is vital to creating a more peaceful world.” – Julia Pan

Among the many members of the OISE community who engage in worldwide partnerships, Julia Pan is focused primarily on those built with Asian institutions: “I am most passionate about designing programs that will demonstrate the best qualities of our education philosophy and practices in all levels of public education and that will encourage the exchange of ideas among people from different social and cultural backgrounds.” Through her international program design and delivery work in the Continuing Education unit, Julia has ensured that the many international delegates who participate in OISE programming, “experience a strong sense of academic excellence, educational leadership and cultural diversity.”

For example, discussions with Chinese university leaders on how to create a more responsive and responsible public university system in our increasingly internationalized and globally connected world are seen as incredibly valuable to both sides. In the future, international program design at OISE will have an even greater impact on Canada-Asia education exchange as Canada and Asia Pacific nations share the belief that strong research universities are better able to participate in the global knowledge economy and compete in the international marketplace of innovation.

For Julia Pan, “gathering educators from the East and West is the best way to broaden our horizons, to share common interests and to confront social problems and educational challenges with wisdom drawn from our different yet complementary traditions and contemporary experience. At the deepest level, we would see these cultural, educational and academic interactions as contributing to world peace.”

*Julia Pan is the senior coordinator of international initiatives in the Continuing Education unit.*
INTERNATIONAL PROGRAM DELIVERY

“What I observed about what our delegates most valued from the 2006-07 year was the impact our Higher Education institutes had on their understanding of the complex culture of education and, more specifically, the North American approach to pedagogy and how to better improve the educational infrastructure in their native countries.”

— Maureen Peng

“Many of the Jiangsu delegates have never been outside of their own country. They brought to the learning experience a commitment to their culture and a concern for meeting the needs of their own students.” — Jho Nazal

For Maureen Peng, rediscovering what makes our campus, community, city and country great through the eyes of delegates from around the world is just one of the benefits of international education programming at OISE. Listening to OISE faculty speak about critical issues in the Canadian higher education context through these programs is also an advantage of being on the OISE team.

For Jho Nazal, a key part of her experience this past year was observing the genuine concern international delegates have for “meeting the needs of their own students back home.” Through her interaction with delegates, she often felt as though she travelled across the globe as their presence furthered Toronto’s strong multicultural feel. Sharing the enormous amount of information about U of T and OISE’s extensive resources towards making students’ university experiences more “holistic and positive,” was highly valued and the subject of much discussion. Of particular interest were discussions about Canadian approaches to the counselling and guidance of university students.

The Jiangsu program, for example, focused on student affairs and student services management. Twenty-seven education leaders from Jiangsu province explored all three U of T campuses, engaged in extensive discussions with Canadian student affairs and transitional services colleagues in the areas of ethical issues and counselling, therapeutic and health services, career counselling, the Transitional Year Program, promoting and facilitating diversity and international student services. The shared concern for improving student experience will continue to be an important part of these global connections.

● In 2006-07, Maureen Peng was the project and finance coordinator in the Department of Continuing Education. ● Jho Nazal is a project assistant in the Department of Continuing Education.
Normand Labrie, Associate Dean - Research and Graduate Studies

A MESSAGE ABOUT OUR RESEARCH AND EXPERTISE

“As our society becomes more complex, our exploration serves to address issues that are faced both within traditional classrooms and the diverse contexts of lifelong learning. Our goal is to improve the quality of education for all. Why? Because the natural consequences of this are an improvement in the quality of society and people’s capacity to engage and participate in it.” – Normand Labrie

I am very pleased to say that it has been another excellent year for all of us at OISE, Canada’s leading faculty of education. Mindful of our priorities we have been conducting innovative and influential work in a diverse range of fields. We are contributing towards creating a sense of community and paying attention to issues of equity and diversity, while also strengthening areas of inquiry such as public policy, adult learning, special education and teacher education. We also place a high priority upon preparing the next generation of researchers, who will have the task of probing the presently unknowable social issues of the future. Of the many achievements in research during this historic year, building infrastructure was an important goal. In 2006, OISE marked the launch of the Knowledge Innovation Technology Lab, which allows researchers and students to collaborate with a global network of scholars and educational researchers to build, test and implement improvements for education, with space being created to offer researchers at OISE cutting-edge technology. Forging long-term partnerships with campus and public institutions will enable both recognition of the importance of our culture of inquiry and enable our research to have a tangible impact in improving education in real terms. Finally, we must continually seek to diversify our funding base and connect with new funding agencies and foundations. These partners will mean we have the external resources to match our own substantial financial commitments. Together, we look forward to further enriching our knowledge and continuing to support our own faculty and graduate students, upon whom our future of excellence in education depends.

● Normand Labrie is the associate dean of Research and Graduate Studies and a professor in the Department of Curriculum, Teaching and Learning.
Marlene Scardamalia, Endowed Chairholder

WHAT MORE CAN WE LEARN ABOUT THE PROCESS OF KNOWLEDGE CREATION?

“My students challenge me to develop and demonstrate the potential of technology: to make it possible for virtually all members of society to become “haves” rather than “have nots” in this knowledge age.”

– Marlene Scardamalia

Since Marlene Scardamalia introduced the concept of “knowledge building” into education in 1988, it has been referenced in more than 500,000 documents on the World Wide Web alone. Understanding knowledge as a social product is a passion that has led to international recognition, including The World Award of Education from The World Education Council and The ORION Award. This award recognized the global leadership of the Institute for Knowledge Innovation and Technology, where Marlene serves as director, for working towards making citizens part of a 21st century knowledge-creating culture.

In her work at OISE, Marlene partners with graduate students and fellow researchers to help reinvent the next generation of theories, pedagogies and technologies for education and to make it possible for virtually all members of society to become “haves” rather than “have nots” in this new knowledge age. IKIT is the first collaborative networked learning environment in Ontario.

With the launch of the Knowledge Innovation Technology Lab (KITL), new inventions are underway such as: linking schools worldwide, new forms of assessment and feedback and new models of professional development and continuing education.

● Marlene Scardamalia is a professor in the Department of Curriculum, Teaching and Learning; the director of the Institute for Knowledge Innovation and Technology (IKIT); and, holds The Presidents’ Chair in Education and Knowledge Technologies.
Ben Levin, Canada Research Chair

HOW CAN RESEARCH BE MORE RELEVANT AND POWERFUL IN SHAPING EDUCATION POLICY AND PRACTICE?

“OISE students and researchers bring diverse experience and ideas, enriching our research. The students form an important part of the research team that is essential for developing good ideas and good research.” – Ben Levin

Ben Levin arrives at OISE having just completed two and a half years as deputy minister of education for the province of Ontario. Together with several graduate students Ben will work towards bringing a stronger historical and conceptual frame to current debates on poverty, policy and practice in urban education.

Ben’s Canada Research Chair is focused on strengthening the links between education research, policy and practice. He will be working with colleagues, students and partners in Ontario, nationally and internationally, to develop better ways of connecting researchers with practitioners so that the knowledge generated at OISE is both useful to and used in the education system.

• Ben Levin is a professor in the Department of Theory and Policy Studies and the Canada Research Chair in Education Leadership and Policy.
FACULTY AWARDS & HONOURS

This list includes a sampling of Awards & Honours held by OISE faculty in 2006-07.

AMERICAN ASSOCIATION OF TEACHING AND CURRICULUM (AATC)
CAREER RESEARCH CONTRIBUTIONS
Michael Connelly

CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE
NORTH AMERICAN SOCIETY FELLOWSHIP AWARD (NASFA)
Andy Anderson

CANADIAN ASSOCIATION OF SECOND LANGUAGE TEACHERS (CASLT)
ROBERT ROY AWARD
Sharon Lapkin

CANADIAN SOCIETY FOR TRAINING AND DEVELOPMENT (CSTD)
INAUGURAL (2006) RESEARCH AWARD
Marilyn Laiken

EDUCATION AWARD OF THE WORLD TECHNOLOGY NETWORK
James Slotta

GOVERNOR GENERAL OF CANADA
MERITORIOUS SERVICE AWARD
Conchita Tan-Wilman

GOVERNMENT OF ONTARIO
EARLY RESEARCHER AWARD
Katreena Scott

NATIONAL EATING DISORDER ASSOCIATION (NEDA) AWARD FOR RESEARCH EXCELLENCE IN EATING DISORDERS PREVENTION AND AWARENESS
Niva Piran

NETWORKS OF CENTRES OF EXCELLENCE 2006 CHAIRS’ AWARD
Janette Pelletier

ONTARIO RESEARCH AND INNOVATION OPTICAL NETWORK (ORION)
IKIT (Marlene Scardamalia and Carl Bereiter)

PARLIAMENTARY ASSEMBLY OF THE FRANCOPHONIE ORDRE DE LA PLÉIADE
Normand Labrie

PLANET AFRICA RENAISSANCE AWARD
George Dei

WORLD CULTURAL COUNCIL
JOSE VASCONCELOS WORLD AWARD OF EDUCATION 2006
Marlene Scardamalia
SSHRC STANDARD RESEARCH GRANTS

This list includes a sampling of large grants held by our faculty in 2006-07 as well as the newly funded Social Sciences and Humanities Research Council (SSHRC) standard research grants. For a complete list of the more than 9.3 million of research projects in 2006-07 and for an up-to-date list of newly funded projects, please visit www.oise.utoronto.ca/Research_Expertise

Mark Evans - Educating for global citizenship in Canada

Jennifer Jenkins - Understanding shared family risks: High risk environments and child psychopathology

Kang Lee - Development of moral conceptions of lying: When East meets West

Kenneth Leithwood - Turnaround school leadership

Shahrzad Mojab - Children of War: Citizenship education and the practice of democratic principles

Cecilia Morgan - Colony and metropole: Native people and travel: British North America to Britain, 1775-1920

Sarfaroz Niyozov - Teachers’ perspectives on the education of Muslim students: Life history case studies

Erminia Pedretti - Promoting teaching for scientific literacy through University-School district collaboration

Niva Piran - The body journey of girls: Stories of disruption and resilience delineate paths for constructive change

Sherene Razack - Race and violence against First Nations

Peter Sawchuck - Understanding educational capacity for urban community unionism: Exploring the developmental foundation of a new labour relations regime in Canada

Katreena Scott - Identifying key psychotherapeutic processes in group-based intervention for men who have abused their intimate partners

OTHER FACULTY GRANTS

Joseph Flessa (with team members Kari Dehli, SESE; Diane Farmer, SESE and CREFO; Jeffrey Kugler and Dominique Riviere, Centre for Urban Schooling; Lance McCready, CTL) - Identification and critical analysis of potential performance measures for evaluating the implementation of the Ontario Parent Involvement Policy (Ontario Ministry of Education)

Nancy Jackson - Mobilizing practitioner knowledge (Human Resources Development Canada)

Kang Lee - Development of face and Chinese character processing (Natural Sciences & Engineering)

Michal Perlman - Canadian council on learning instruction in child care centres (Canadian Council on Learning)

Rosemary Tannock - Evaluating the effects of teacher professional development delivered via broadband technology on children's mental health and academic outcomes (Provincial Centre of Excellence, Child Youth Ministry)

Richard Volpe - Best practices in the prevention of severe sports injury (Ontario Neurotrauma Foundation)
Colin B. King and Katreena Scott

HOW CAN SCHOOLS AND COMMUNITIES MOST EFFECTIVELY REACH OUT TO CHILDREN WHO ARE BEING ABUSED?

“The School & Clinical Child Psychology program provides extensive experience in both applied research and clinical training. While working in close collaboration with my supervisor, we engage in critical and creative thinking and integrate new knowledge with past learning.”  – Colin B. King

“Our courses are designed to help students think critically about the types of problems that children and families experience and then to use their knowledge and skills to intervene at multiple levels — with individual children and families; in schools, neighbourhoods, and in public policy.”  – Katreena Scott

Together with Colin, Katreena Scott works to make a difference in the lives of children and families, especially those who have experienced violence and abuse. This past year, she was awarded an Early Researcher Award from the Government of Ontario. The award will allow her to work towards better identification of abuse and neglect in schools and hospitals; more effective intervention for men who have been arrested for assaulting their intimate partners; developing intervention for fathers who have abused their children; evaluating family-based treatment for children who have been traumatized; and understanding and preventing the development of abusive relationships.

Katreena’s students participate in meetings with schools and community agencies to plan research, help develop study proposals, contribute to the collection, entry and analysis of data and debate the implications of results for policy and practice. As a result of these experiences, students become ambassadors of improved practice in schools and other professional settings.

• Colin B. King is working towards his PhD in the School & Clinical Child Psychology program. Colin has held past clinical placements at an elementary school in the Toronto District School Board and at York Central Hospital’s Shaw Clinic in Vaughan.

• Katreena Scott is an associate professor in the Department of Human Development and Applied Psychology.
WHAT KIND OF EDUCATIONAL LEADERSHIP MAKES FOR GREAT LEARNING?

“Professor Leithwood has inspired me to pursue excellence, quality and integrity in my research and has taught me to be flexible and reflective in approaching my work.”

– Jingping Sun

“Jing is courageous about her learning and in identifying gaps in her own repertoire of professional knowledge and skill and systematically doing whatever it takes to fill those gaps. Her ambition is to become a university researcher and she is quickly developing all of the capacities needed to be a great one.” – Kenneth Leithwood

Jingping Sun chose the Educational Administration program because she believes “good leadership is crucial to effectively influencing people and policy.” Through collaborations with Kenneth Leithwood and other faculty, Jingping has learned to use what happens in organizations and in society to create theory and to use theory to inform practices in those same organizations and society. This past year Jingping won first place in the International Journal of Leadership in Education, Graduate Student Writers Competition 2006. The awarding agency is Routledge Taylor & Francis Group Publishers and the International Journal of Leadership in Education. The title of her winning paper is, “Ethical decision-making and ethical responding: An analysis and critique of various approaches through case study.”

In addition to his teaching, research, writing and consulting work, this past year Kenneth Leithwood gave the R.W.B. Jackson Lecture: Seven Strong Claims About Educational Leadership, which marked the launch of OISE’s centennial year on November 22, 2006.

• Jingping Sun is a PhD candidate in the Educational Administration program. • Kenneth Leithwood is a professor in the Department of Theory and Policy Studies.
GRADUATE STUDENT AWARDS & HONOURS

OUTSTANDING THESIS OF THE YEAR AWARD
Catherine Carolyn Stewart

UNIVERSITY OF TORONTO PRESIDENT'S AWARD FOR OUTSTANDING NATIVE STUDENT
Yvonne Morrison

INTERNATIONAL JOURNAL OF LEADERSHIP IN EDUCATION AWARD
Jingping Sun

ONTARIO GRADUATE SCHOLARSHIP
Kelly Akerman
Helen Anderson
Maria Antoniou
Sandra Belfry
Zahra Bhanji
Victoria Bowman
Katherine Brach
Allison Burgess
Leah Burns
Julie Byrd-Clark
Jacqueline Cahill
Kate Cairns
Ivy Chiu Loke
Dana David
Shaindl Diamond
Tammy Drain
Maria Fagan
Anthony Folino
Krista Gass
Nupur Gogia
Carly Guberman
Sarah Hofstetter
Marjorie Hogan
Victoria Kannen
Karen Kiddell
Isabelle Kim
Melanie Knight
Cornelia Lamm
Sandra Lecce
Suzanne Lenon
Christine Lenouvel
Pamela MacIsaac
Kimberley MacKinnon
Maria Martimianakis
Justin Mattina
Graham McDonough
Marla McGregor
Christine McKenzie
Lisa Minnie

Bathsbea Opini
Stephanie Pantel
Emily Paradis
Sean Park
Elyse Peasley
Stephanie Pelletier
Jessica Pereira
Laura Pinto
Ilana Ross
David Ruffolo
Sadaf Shafiwalli
Anna Tamar Simpson
Margaret So
Susan Stowe
Tracey Vieira
Erii Walsh
Rebecca Wells Jopling
Susan Winton
Urszula Wiprzych

SSHRC DOCTORAL FELLOWSHIP
Rixi Abrahamsohn
Sarah Barrett
Ingrid Braun
Andrea Breen
Guzlar Charania
F. Ping Deters
Darrell Dobson
Angela Evans
Andrea Fatona
Daniel Garfinkel
Xiaoqing He
Adele Lafrance
Caroline Manion
Imola Marton
Susan London McNab
Laiika Nirula
Lucia Padure
Almina Pardhan
Vanessa Peters
Gloria Ramirez Gomez
Erii Ross
Cynthia Rottmann
Sherida Ryan
Antonie Scholtz
Vannina Szimbok
Lurong Wang
Ann Yeong
Limor Zomer

CANADA GRADUATE SCHOLARSHIP
Ruth Beatty
Barbara Bell
Jennifer Bonnell

Robyn Bourgeois
Tanya Callaghan
Lisa Cooperghwaite
Jasmine Elav
Peter Elson
Kelly Gallagher-MacKay
Lindsay Kerr
Colin King
Robyn Legge
Kendra Massie
Gregory O’Leary
Patricia Poulin
Laura-Lynn Stewart
Susan Sturman

CANADIAN INSTITUTE OF PUBLIC HEALTH RESEARCH DOCTORAL RESEARCH AWARD
Lauren Batho
Fiona Webster

MASTER’S CANADA GRADUATE SCHOLARSHIP
Gizelle Anzures
Michelle Beimers
Nicholas Bonokoski
Iara Regina Costa
Comely de Leon
Brooke Fletcher
Suchi Garg
Amy Gullage
Heather McGregor
Catherine McLeod
James McMullan
Joanne Murray-Ormandy
Olga Oulianova
Natalie Poulson
J. Brook Thorndycraft
Cheri Lynn Wright

NATURAL SCIENCES AND ENGINEERING RESEARCH COUNCIL OF CANADA SCHOLARSHIP
Lisa Dack
Thien-Kim Nguyen
Rebecca Todd

GOVERNMENT OF CANADA AWARD
Kyoko Motobayashi
Miwa Takeuchi

ATLANTIC ABORIGINAL HEALTH RESEARCH PROGRAM AWARD
Lori McNeall

RESTRACOMP AWARD (HOSPITAL FOR SICK CHILDREN)
Mariko Lui
Amber Pakulak

NOVA SCOTIA HEALTH RESEARCH FOUNDATION AWARD
Janice Graham-Migel

ROTARY AMBASSADORIAL SCHOLARSHIP
Chic Onizawa

CHED PROVINCIAL CENTRE FOR EXCELLENCE
Kelly Nash

CONNAUGHT SCHOLARSHIP
Paloma Villegas

MEXICAN NATIONAL COUNCIL FOR SCIENCE & TECHNOLOGY SCHOLARSHIP
Mario Lopez-Gopar

DOCTORAL AUTISM SCHOLARS AWARD
Hayley Wood

GETFUND SCHOLARSHIP
Alexander Asamoah

DAVIS-PUTTER SCHOLARSHIP FUND
Tiffany King

ETHEL ELIZABETH (MACKENZIE) ANDERSON GRADUATE AWARD
Fiona C. B. Duguid

CRESSY AWARDS
Kelly Ackerman
Farahnaz Faez
Sabana Maitra
Helen Tewodros
Jennifer Venalainen

OISE COMMENDATION
Paul Banabene Adei
Mark Lewis Federman
A MESSAGE ABOUT OUR GRADUATE PROGRAMS

“Our professional programs are designed to address the needs of working educational practitioners, and they facilitate relationships and research opportunities that allow the Institute to maintain strong connections with the field.” – Glen A. Jones

OISE is proud to be one of the world’s leading centres for graduate studies in the field of education. This year we received more than 3,000 applications for admission to one of our graduate programs, an increase of 15 per cent over last year. We currently enroll over 1,800 students in a range of programs that span the spectrum of educational experience from child studies to higher education, and the diversity of educational contexts, from schools, colleges, and universities, to community and workplace learning. More than 100 students graduated from one of our PhD programs this year; almost 300 students completed an MEd degree.

With support from the Government of Ontario, OISE is now undertaking a strategic expansion of our enrolment in graduate studies. While the expansion will include all degree streams, we are particularly pleased that government support will allow us to expand enrolment in our professional masters programs. These programs are designed to address the needs of working educational practitioners, and they facilitate relationships and research opportunities that allow the Institute to maintain strong connections with the field.

Under the leadership of Associate Dean Normand Labrie, OISE has also made substantial improvements to our graduate student funding arrangements. OISE provides guaranteed funding to all full-time PhD students. In 2006 we increased the level of support to students, and the funding arrangements are now more flexible. By linking innovative teaching with research focusing on the key educational issues of our society, graduate studies is one of OISE’s great strengths.

● Glen A. Jones is the associate dean - Academic.
Catherine Stewart

OUTSTANDING THESIS OF THE YEAR

“This award recognizes my achievement but also the importance of bringing attention to a group of people who are very vulnerable and who have been profoundly marginalized but whose stories are of incredible bravery, determination and sacrifice.”

– Catherine Stewart

When Catherine Stewart set out to gain expertise in several areas, she chose the PhD program with a focus on adaptive instruction. Diversity and flexibility within the program allowed her to pursue an interdisciplinary course of study, on a topic about which she feels strongly.

Catherine was selected as the 2006 winner of the Outstanding Thesis of the Year Award. Her thesis entitled “Sexual abuse of children with intellectual disabilities: Factors that aid or impede mothers in protecting their children” was selected from a group of truly outstanding applications. The Outstanding Thesis of the Year is recognized for its significance, contribution to the field, concept, design and uniqueness.

Through the encouragement of faculty in her program, Catherine developed an approach to her research and to the subject area for which she was deservingly awarded with OISE’s Outstanding Thesis of the Year Award.

• Following the completion of her PhD, Catherine Stewart was hired as assistant professor at Wilfrid Laurier University in the Department of Criminology.
DEPARTMENT OF ADULT EDUCATION AND COUNSELLING PSYCHOLOGY

IN 2006-07, THE DEPARTMENT OF ADULT EDUCATION AND COUNSELLING PSYCHOLOGY OFFERED THE FOLLOWING PROGRAMS:

Adult Education and Community Development (MA, MEd, PhD, EdD)
Counselling Psychology (MA, MEd, PhD, EdD)

For more information about OISE programs, visit www.oise.utoronto.ca
Laurie Mook and Jack Quarter

HOW DO WE MEASURE INFORMAL LEARNING IN COMMUNITY-BASED SETTINGS?

“What excites me most about teaching in this program is its community orientation and that the students are interested in applying their ideas in a community context.” – Jack Quarter

“I participated in several conferences where I presented my research and gained valuable feedback and networking connections to move the work forward.” – Laurie Mook

As a student participant in a thesis group that meets monthly, Laurie Mook shared the experience of presenting her work-in-progress to a small, committed group of new and ongoing students while gaining support and feedback along the way. As part of the thesis process, Laurie had many opportunities to expand and disseminate her research and to connect with others in her field. Her research, which involves working with community organizations to help them account for the value they add, continues to thrive. One output of her research is the online system, VolunteersCount, which allows community organizations to measure volunteer contributions and to report these in a social accounting format.

Jack Quarter has been teaching in this program for 15 years and has been at OISE for 35 years. His students constantly challenge him and through interacting with them, he says, he develops his own thinking about non-profits, volunteering, co-operatives, social economy and community development. He and Laurie Mook work together on research projects that include the interchange between volunteers and paid labour in nonprofit organizations. They are working on a book on Canada’s social economy.

• Upon completing her doctoral program in 2007, Laurie Mook is continuing as co-director of the Social Economy Centre of the University of Toronto. • Jack Quarter is the co-director of the Social Economy Centre of the University of Toronto and a professor in the Department of Adult Education and Counselling Psychology.
“I have become passionate about creative empowerment work with marginalized communities.” – Shaindl Diamond

“Praxis is emphasized in my courses. Students who take the course Creative Empowerment Work with the Disenfranchised learn how to be strategic activists, how to conscience-raise, how to ally with the social movements of disenfranchised populations.” – Bonnie Burstow

Besides evaluating concrete actions, learning how to use the arts, and learning theory, students get direct hands-on experience in Bonnie Burstow’s popular course Creative Empowerment Work with the Disenfranchised. They create concrete educational projects generally in alliance with the marginalized groups — sometimes theatre of the oppressed pieces, sometimes art exhibits, sometimes demonstrations. In the process they become astute and creative counter-hegemonic educators/activists.

As part of the second assignment in the course, students design a project with one of these populations and carry it through to completion. According to Bonnie, this gets them out in to the field in “a very critical way.” This is truly part of the excitement for Shaindl: “I have been able to make connections between my work in the community and in academia that have been very strong and meaningful in my development as both an activist and a researcher.”

In a department where global and local issues of social justice and of changing the world are stressed, faculty and students draw upon a variety of resources such as the arts in adult education; community work with marginalized populations; environmental education; peace education; and Aboriginal perspectives pushing the boundaries of their fields and defining what they will be.

● Shaindl Diamond is a student in the Counselling Psychology program in the Department of Adult Education and Counselling Psychology. ● Bonnie Burstow has been teaching in the Department of Adult Education and Counselling Psychology at OISE for 15 years.
IN 2006-07, THE DEPARTMENT OF CURRICULUM, TEACHING AND LEARNING OFFERED THE FOLLOWING PROGRAMS:

Curriculum Studies and Teacher Development (MA, MEd, PhD, EdD)
Elementary and Intermediate Education (MT)
Second Language Education (MA, MEd, PhD, EdD)

For more information about OISE programs, visit www.oise.utoronto.ca
Seeta Nyary

HOW CAN WE INTEGRATE WEB TECHNOLOGIES WITH HOLISTIC APPROACHES TO TEACHING AND LEARNING?

“There is true wisdom in the teaching of the Holistic Curriculum that moves beyond knowledge acquisition, which involves theory, practice and personal involvement. Jack Miller’s courses fundamentally ask you to look at who you are. By working on this while understanding the foundational theories and engaging in a personal practice, most of us begin to comprehend what it means to be fully present with our students or with anyone else in our lives.” – Seeta Nyary

Once Seeta Nyary completed Jack Miller’s courses on The Holistic Curriculum, she decided to integrate this area of study into her research. As she moves into the next phase of her graduate work, she will finalize her thesis topic and research methodology. She plans to investigate the integration of Web2.0 technologies with holistic approaches for teaching and learning.

Seeta’s work is a true integration of her personal and professional goals. As a full-time staff member on the Academic Computing team in OISE’s Education Commons, her part-time studies have helped her to reflect on the deliberate attention and practice required to embody “all” of who we are by being aware and truly understanding the meaning of balance, inclusion and, above all, connection. The challenge, according to Seeta, is “not just to understand these ideas intellectually — that is easy — but to instead experience and feel what they mean in your heart, at the core of your being.”

Through the mentorship of Jack Miller, Seeta has been encouraged to strive for a pedagogy that benefits students and their learning as well as the learning of teachers: making them better equipped to be with our students more fully in the classroom and in their lives.

*Seeta Nyary is a part-time MA student in the Curriculum Studies and Teacher Development program, and a full-time employee in OISE’s Education Commons’ Academic Computing unit.*
Jack Miller

HOW CAN CONTEMPLATIVE PRACTICES HELP TEACHERS BE MORE MINDFUL AND PRESENT IN THEIR TEACHING?

“How teaching is a stressful profession. Meditation and mindfulness have been proven to be effective in dealing with stress. These practices also enhance the presence of the teacher, which is an important part of the teaching process. For example, teachers find that they are calmer and less reactive in the classroom.” – Jack Miller

Jack Miller has been teaching in the Curriculum Program for 24 years. Since introducing The Holistic Curriculum course (CTL1110) in 1985, he has mentored more than 1,500 students through their unique integrations of contemplative practices into their lives and work. The course is incredibly popular, particularly with elementary and secondary school teachers engaged in graduate studies. Many of the teachers Jack works with have in turn introduced these practices to their own students. Their experiences challenge Jack to improve on his own work and to continue to try to make the practices even more relevant, with a greater impact on students in schools.

Jack has also worked with educators in North America and Asia in developing holistic curriculum. Currently, he is working with parents and teachers in Toronto who would like a public school that focuses on educating the whole child (wholechildschool.ca).

- Jack Miller is a professor in the Department of Curriculum, Teaching and Learning.
DEPARTMENT OF HUMAN DEVELOPMENT AND APPLIED PSYCHOLOGY

IN 2006-07, THE DEPARTMENT OF HUMAN DEVELOPMENT AND APPLIED PSYCHOLOGY OFFERED THE FOLLOWING PROGRAMS:

Child Study and Education (MA)
Developmental Psychology and Education (MA, MEd, PhD, EdD)
School and Clinical Child Psychology (MA, PhD)

For more information about OISE programs, visit www.oise.utoronto.ca

HDAP: DISTRIBUTION OF GRADUATE CLASSES BY CLASS SIZE, REGULAR SESSION 2006-07

HDAP: ENROLMENT BY DEGREE PROGRAM 2006-07

*The EdD was temporarily suspended in 2006-07
WHAT CAN WE LEARN ABOUT LIVING FULFILLING LIVES FROM PEOPLE WITH AUTISM?

“What excites me most about teaching in this program is the diversity of students we have a chance to meet and work with — also, the fact that we are concerned with ‘Applied Psychology’ and therefore explore the real impact that ideas from theoretical psychology have on people's lives.”
— Michel Ferrari

“I chose this program because I am interested in how people, but people with autism in particular, can benefit from our understanding of psychological processes.” — Ljiljana Vuletic

For eight years, Michel Ferrari has been teaching in the Department of Human Development and Applied Psychology and in 2007, he was awarded an International Opportunities Fund by SSHRC to work with colleagues and students from around the world who are interested in the personal and cultural dimensions of human wisdom.

Michel's passion for how ideas about human development relate to social upbringing will span the globe through his involvement in an international study of personal wisdom as understood in Canada, U.S., Ukraine, Japan and China. In his collaboration with doctoral student Ljiljana Vuletic, the work will be developed further to consider how biological differences alter or constrain what is considered a good life, for example, in people with autism.

● Michel Ferrari is an associate professor in the Department of Human Development and Applied Psychology. ● Ljiljana Vuletic is a PhD candidate in the Applied Cognitive Science program in the Department of Human Development and Applied Psychology.
THE INSTITUTE OF CHILD STUDY

OISE’s Institute of Child Study (ICS) consists of three integrated components: a graduate teacher education program, the Dr. R.G.N. Laidlaw Research Centre and the ICS Laboratory School. From its inception in 1925, ICS has been dedicated to advancing innovative research, evidence-based practice and public policy to promote children’s well-being and development. ICS strives to:

- establish an international centre of excellence for research in child development and education;
- enhance our role as the premiere teacher training centre for new leaders in early learning and elementary education and
- strengthen the ICS Lab School as an international hub for evidence-based innovation for children’s education.

Collaborative areas of interest for the faculty, graduate students and teacher-researchers include: literacy (reading, vocabulary, family); use of technology for knowledge building; moral development; special education; numeracy and early algebra; environmental curriculum; integrated kindergarten; injury prevention; collaborative lesson study; professional development; child care models; dynamic management of Individual Education Plans (IEPs); and theory of mind and development.

2006-07 HIGHLIGHTS:

- Institute of Child Study and Department of Human Department and Applied Psychology faculty currently hold more than $2 million received in grants for research and programs from: SSHRC, NSERC, CCL, CCLRNet, Atkinson Charitable Foundation, Ontario Ministry of Education, City of Toronto, Canadian Foundation for Innovation (CFI), National Institutes of Health (US), Connaught Fund, Ontario Neurotrauma Foundation, Laidlaw Foundation and many more
- Ninety per cent employment rate for our 2007 MA Child Study & Education graduates
- ICS Prof. Janette Pelletier received 2006 Chairs’ Award (Networks of Centres of Excellence)
- MA student Jennifer Venalainen received the Gordon Cressy Award
- Teacher-researchers of the ICS Lab School - Richard Messina, Benjamin Peebles and Judith Kimel received Columbia University's Teach-Tech Awards
- ICS Capital Campaign raised over $2.5 million to date towards a renovation and expansion of the ICS facility
DEPARTMENT OF SOCIOLOGY
AND EQUITY STUDIES IN EDUCATION

IN 2006-07, THE DEPARTMENT OF SOCIOLOGY AND EQUITY STUDIES OFFERED THE FOLLOWING PROGRAMS:

Sociology in Education (MA, MEd, PhD, EdD)

For more information about OISE programs, visit www.oise.utoronto.ca
WHAT CAN WE LEARN FROM INDIGENOUS WOMEN’S KNOWLEDGE?

“I have learned so much from Professor Wane. She showed me how to handle different challenges in the academy and in life as a whole.” – Rose Ann “LiwLiwa” Torres

“My ethno-medicine project in Kenya has awakened the curiosity in me and currently I am developing a proposal to carry out a comparative research on ethno-indigenous medicine in Kenya, the Philippines and Canada.” – Njoki Nathani Wane

When Njoki Nathani Wane was hired into the Department of Sociology and Equity Studies in 1998, she began designing courses for graduate and preservice teaching that would complement her research in equity and diversity issues and, in particular, in indigenous knowledge production. Students in Njoki’s courses have the unique experience to explore in depth the knowledge about themselves, their cultural knowledge and how these relate to knowledge production both in the academy and the society as a whole. Indigenous knowledge forms the basis of education for humanity. Her project on ethno-medicine is just one aspect of health education. It also provides principles for holistic education, which is important for any educator interested in making sure students’ needs are taken care of — holistically.

For Rose Ann “LiwLiwa” Torres, the opportunity to work on Njoki’s research projects, such as this one in the past year, was important as Rose moves forward on her own related work on Excavating Filipino Indigenous Knowledge on Ethno-medicine in Cagayan Valley, the Philippines. Rose and Njoki also participated in several conferences to help support their research goals, including: 2007 Congress of the Social Sciences and Humanities; Feminist Research Group International Conference; Inter-Actions Emerging Voices, Transforming Visions of Feminisms; and Spirit Matters and Spirituality at OISE.

- Rose Ann “LiwLiwa” Torres is pursuing courses from throughout the Institute towards the completion of a two-year MEd program. - Njoki Nathani Wane is an associate professor in the Department of Sociology and Equity Studies who teaches in both the preservice and graduate programs and is working towards preservice curriculum development in anti-racism education.
Conely de Leon, D. Alissa Trotz and Paloma Villegas

WHAT MAKES COLLABORATION BETWEEN FACULTY AND STUDENTS AWARD WINNING?

“My students challenge me to be accountable in the classroom, to the texts we read, to the debates we engage in, to the terms we love to use but think we never have to explain, to the conversations we generate. Critical scholarship is accountable scholarship. And we have fun doing it too!” – D. Alissa Trotz

Since 2000, D. Alissa Trotz has been part of the thriving intellectual community in the Department of Sociology and Equity Studies. As an associate professor, Alissa has been striving to make a meaningful contribution to the program and indeed she has. In 2007, Alissa was one of three OISE faculty members to receive the Award for Distinguished Contributions to Teaching.

Two of Alissa’s students are also award winning. For her hard work, doctoral student Paloma Villegas was awarded a Connaught Scholarship. She described her collaboration with Alissa as one that challenged her to “think critically when reading and writing and to be self-reflexive about the implications” of her work. Fellow student Conely de Leon was the recipient of a Master’s Canada Graduate Scholarship this past year.

- Conely de Leon recently completed her first year in the MA program in Sociology in Education. 
- D. Alissa Trotz is an associate professor in the Department of Sociology and Equity Studies. She is also associate editor of Wadabagei: A Journal of the Caribbean and its Diaspora. 
- Paloma Villegas recently completed her first year in the PhD program in the Department of Sociology and Equity Studies.
DEPARTMENT OF THEORY AND POLICY STUDIES

IN 2006-07, THE DEPARTMENT OF THEORY AND POLICY STUDIES OFFERED THE FOLLOWING PROGRAMS:

Educational Administration (MA, MEd, PhD, EdD)
Higher Education (MA, MEd, PhD, EdD)
History and Philosophy of Education (MA, MEd, PhD, EdD)

For more information about OISE programs, visit www.oise.utoronto.ca
Bryan Gopaul and Tony Chambers

HOW CAN WE ENHANCE THE QUALITY OF THE STUDENT EXPERIENCE IN POST-SECONDARY EDUCATION?

“As a student in this program, I most value the commitment to collaboration, collegiality and community. From students to staff, reading to research and classes to professors, the opportunities for learning within this program have been instrumental in shaping not only my academic focus but they extend into my personal life by enabling me to reflect on my position, perspective and politics.” – Byran Gopaul

“My student colleagues challenge me to reframe traditional theories and concepts of student development that were based primarily on a US population that was much different than the student population of today. I’ve had to rethink ways in which theory apply within current contexts.” – Tony Chambers

In OISE’s Higher Education program, students and faculty learn within and about post-secondary institutions. Master’s student Bryan Gopaul is passionate about student support, student needs and increasing student access to resources and forums for expression. In addition to his studies, he participated in the Theory and Policy Studies Graduate Students Association (TPSGSA) and the TPS Mentoring Program in support of proactive, progressive change. Some of the things that he says can be a “testimony to the power of post-secondary education.”

The complexity of students’ lives and their post-secondary experience is the particular focus of OISE’s MEd program, which explores Student Affairs and Student Development. Together with students like Bryan, Tony explores questions of how students in post-secondary education learn and develop in significant ways; for example, how do students in post-secondary education (particularly within a Canadian context) think about the social and personal value of a higher education degree? And, what are the experiences of under-represented populations of students in post-secondary education?

- Bryan Gopaul is an MEd student in the Higher Education program in the Department of Theory and Policy Studies.
- Tony Chambers is the associate vice-provost, students, University of Toronto; the director of the Centre for The Study of Students in Post-Secondary Education and an assistant professor in the Department of Theory and Policy Studies.
Antoinette Gagné

DISTINGUISHED CONTRIBUTIONS TO TEACHING AWARD

“Working with internationally educated teachers in both our graduate and undergraduate programs has helped me to grow as an educator to find new ways to meet their varied needs in preparing for and adapting to a teaching career in Canada.”

– Antoinette Gagné

In the 2006-07 year, Antoinette Gagné marked her third year as academic adviser for OISE’s Academic and Cultural Support Centre, her second year as director of the Concurrent Teacher Education Program and almost 18 years of teaching at OISE.

Her courses: Second Language Teacher Education and Language and Culture in the Classroom earned her one of three Distinguished Contributions to Teaching awards. Through the many nominations students put forward, she was commended for her “great effort in designing a course that aimed to help international and new Canadian preservice teacher candidates become familiar with the professional conventions prevalent in Canadian teaching contexts, and more importantly to facilitate them to critically reflect on issues pertaining to their own cross-cultural adjustment.”

Antoinette described this honour as one that recognized “the importance of internationally educated teachers in our OISE programs and the acknowledgment of the effectiveness of the programming connected to the Academic and Cultural Support Centre.”

• Antoinette Gagné is the director of the Concurrent Teacher Education Program and an associate professor in the Department of Curriculum, Teaching and Learning.
David E. Hunt and James Ryan

DAVID E. HUNT AWARD FOR EXCELLENCE IN GRADUATE TEACHING

“Receiving this award four years ago was such an incredible honour that it took me some time to realize what it meant. I would like to imagine that it represents my fundamental belief that teaching is learning and learning is teaching. When I accept that my students are like me — experienced professionals who possess valuable personal knowledge — we learn together.” – David E. Hunt

“My teaching philosophy revolves around a number of related assumptions, values and practices. First, and perhaps most central, is that my teaching practice proceeds under the assumption that students are complex, vulnerable and competent human beings. They are not machines or vessels that require tuning or filling up but mature men and women who bring with them diverse interests, competencies, knowledge, struggles and needs to the teaching/learning context.” – James Ryan

When David E. Hunt’s colleagues created an award for excellence in graduate teaching in his name four years ago, it was an “incredible honour.” At that time, David had been teaching at OISE for many years and was beloved by many graduate students for his caring and genuine approach to graduate teaching. In 2007, David had the opportunity to present James Ryan with this special honour and did so with great pride: “It is clear from Jim’s students’ comments that his classes make a difference. He creates a welcoming climate through his humanity and humour, which invites students to increase their understanding through his offering both challenge and support.”

James Ryan’s teaching philosophy, like David’s, is grounded in a devotion to student experience. During his 16 years at OISE, he has focused on the need to provide “learning contexts that are conducive to the free exchange of ideas, develop environments that are comfortable but not too comforting, provide space for student voices and ensure the opportunity for learners to critically reflect on the aspects of their school institutions and communities that are taken for granted.”

• David E. Hunt is a professor emeritus in the Department of Adult Education and Counselling Psychology. • James Ryan is a professor in the Department of Theory and Policy Studies and taught: Field Research in Educational Administration; Educational Leadership and Diversity; and Educational Leadership and School Improvement in 2006-07.
NEW FACULTY

From left to right:

DIANE FARMER has been appointed as assistant professor in Sociology of Francophone Education and will be a member of the Department of Sociology and Equity Studies in Education.

PETER H. J. DIETSCHÉ will join the Department of Theory and Policy Studies in Education in the position in Community College Leadership and will assume the William G. Davis Endowed Chair.

INDIGO ESMONDE will be coming to OISE as assistant professor in Mathematics Education and will be a member of the Department of Curriculum, Teaching and Learning.

DAVID MONTEMURRO will join the Department of Curriculum, Teaching and Learning as a lecturer in Leadership in Secondary Education.

SUZANNE L. STEWART has been appointed as assistant professor in Aboriginal Healing. She will be a member of the Department of Adult Education and Counselling Psychology.

MARTIN CANNON has been appointed as assistant professor in Aboriginal and Indigenous Studies in Education. He will be a member of the Department of Sociology and Equity Studies in Education at OISE.
“By the time I was looking for a graduate program, I had been working in university administration at the University of Toronto for over ten years. I wanted a program that was relevant to my work and that would enable me to conduct research in areas of direct interest to me. Since my undergraduate background was in sciences, Higher Education was a natural choice. It gave me the analytical and statistical background I needed. But the great advantage of the Higher Education Program was being able to conduct research that was more oriented to economics, and to obtain feedback on research directly related to my administrative work at the University.” – Karel Swift

OISE is known internationally for research and leadership in all areas of education. As one of the University of Toronto’s largest Faculties and home to Canada’s largest teacher education program (OISE graduates about one quarter of Ontario’s teachers), the impact of OISE alumni continues to grow both locally and nationally. Our reputation is due in part to the important work of our alumni - 66,000 worldwide. Many OISE alumni are accomplished leaders actively engaged in advancing our understanding of the important issues in education through contributions to literature, politics, the arts and communities around the world.

*Karel Swift is the university registrar for the University of Toronto.*
"I chose my program because OISE is the leader in second language acquisition research: the excellent faculty, its resources and facilities, and a willingness to accommodate students from different cultures, nations and regions. I was impressed by this international culture. The most memorable part of my student experience was the academic freedom I enjoyed. I would recommend this program to anyone who wants to learn more about second language research, language in education and curriculum issues, and to anyone who wants a good theoretical foundation for second language studies.” – Liming Yu

"OISE’s Second Language Education Program is one of the best in the world. As a student, I really valued the experience of participating in my supervisor, Alister Cumming’s research project. This taught me how to do research and write for publication. Anyone who wants to learn more about second language education should choose this program.” – Luxin Yang

- Liming Yu is a professor and director of Canadian Studies of Shanghai Jiao Tong University in the People’s Republic of China and a graduate of the doctoral program in Curriculum Studies at OISE. - Luxin Yang is an associate professor of The National Research Center for Foreign Language Education of Beijing Foreign Studies University and a graduate of the doctoral program in Curriculum Studies at OISE.
THANKING OUR DEDICATED VOLUNTEERS

Joseph Mulongo

“Recognizing the important work of volunteers is to appreciate their efforts, however small. By creating opportunities to reflect on the contributions made, we also motivate others to do more.” – Joseph Mulongo

For alumnus and doctoral student Joseph Mulongo, connecting with the many students, faculty and staff and alumni who were dedicated to enhancing the lives of OISE graduate students this past year was “wonderful.” As the president of the Graduate Students’ Association (GSA) in 2006-07, Joseph dedicated countless volunteer hours to centennial celebration events and activities. For his extraordinary efforts during OISE’s centennial year, Joseph was a winner of a University of Toronto Arbor Award. The Arbor Awards were created by the University of Toronto in 1989 to recognize volunteers for their outstanding personal service to the University.

Dean’s Advisory Board

We welcome and thank the members of OISE’s new Dean’s Advisory Board. In 2006-07, they were:

- Ruth Bauman, Ontario Teachers Federation
- Gerry Connelly, Toronto District School Board
- Philip M. Dewan, Counsel Public Affairs Inc.
- Rosemary Evans, Branksome Hall
- Avis Glaze, Literacy and Numeracy Secretariat
- Paul Gooch, Victoria University
- Penny Milton, Canadian Education Association
- Eric Roher, Borden Ladner Gervais
- Anne Sado, George Brown College
- Haroon Siddiqui, The Toronto Star
- Charles Ungerleider, Canadian Council on Learning

*Joseph Mulongo is an alumnus of the MEd program in Educational Administration and is now an EdD candidate in the same program in the Department of Theory and Policy Studies.*
David L. E. Bates and Krista-Joy Ghanekar

THANK YOU FOR YOUR SUPPORT

“The Samuel Beatty fund can help deliver quality teaching in mathematics to Ontario’s elementary and secondary school students with the expectation of motivating more of them to study mathematics at the post-secondary level and to enter one of the many many careers requiring the skills obtained through mathematics education. The fund’s trustees consider their support to be a win-win solution.” – David Bates

“Receiving this award was exactly the vote of confidence that I needed to embark on a completely new path in my life after being out of school for many, many years. As a result, I have had the unique opportunity to pursue the noblest profession in the world: teaching.” – Krista-Joy Ghanekar

After 12 years in the computer industry, Krista-Joy found herself in a very well-paying and challenging profession that was, for exactly those reasons, difficult to leave: “I spent all of those years in that industry, however, knowing full well that my passion lay elsewhere and after the birth of my second child, I knew I had to make a change.” When she left her job and applied to OISE, she was finally able to clarify and pursue a dream: “Mathematics is the most fascinating and enriching subject to learn and even more wondrous to teach.” The funding she received as a result of The John J. Del Grande scholarship, made possible by The Samuel Beatty Fund, helped to make this dream a reality. As Krista-Joy says, “Any student is appreciative of financial support of any kind and I am no exception.”

For David Bates, part of the excitement of supporting OISE students like Krista-Joy Ghanekar is to be able to promote mathematics in Ontario by supporting the training of the province’s next generation of mathematics teachers. The Samuel Beatty Fund, which provides scholarships like The John J. Del Grande award, also helps to attract and encourage more mathematics specialists to enter the teaching profession in Ontario.

David L. E. Bates is Chair of The Samuel Beatty Fund. Following her graduation from the Initial Teacher Education program, Krista-Joy Ghanekar will teach mathematics at Meadowvale Secondary School in Mississauga, Ontario.
THANKING ALL OUR GENEROUS DONORS

OISE alumni responded generously to our annual fund appeal in support of the Centennial Legacy Scholarships. Donations now total $100,000. These funds were then matched on a one-to-one basis by The Graduate Student Endowment Fund (GSEF). This new endowed fund now totals $200,000 and will support graduate students in financial need for generations to come. Thank you. If you would like more information on the Centennial Legacy Scholarship Fund go to www.100years.oise.utoronto.ca.

OISE is also grateful to the individuals who chose to create a gift through their will in 2006. Their generosity will have a meaningful impact on the experience of future students at OISE. For more information on creating a bequest or other ways to give go to www.giving.utoronto.ca/plangiving/index.asp.

For the financial support of three endowed Chairs that fund senior faculty positions in key areas of scholarship and policy, members of the OISE community are extremely appreciative. In 2006-07 the endowed chairs were: Michael Skolnik (William G. Davis Chair in Community College Leadership); Carl Corter (Atkinson Charitable Foundation Chair in Early Child Development and Education) and Marlene Scardamalia (The Presidents’ Chair in Education and Knowledge Technologies).

Of the many opportunities for giving at OISE in 2006-07, among the most rewarding are certainly those that support the student experience. When University of Toronto Professor Gerald Harvey Anderson established the Ethel Elizabeth (MacKenzie) Anderson Graduate Award in Adult Learning to honour the memory of his wife, OISE was a natural choice.

Throughout her career, as a distinguished teacher and educator, Ethel Anderson was an advocate for the development of programs for disadvantaged learners and for the promotion of their achievement. Professor Anderson shares his late wife’s passion for student success: “I feel very strongly about supporting graduate students. The time it takes for them to complete their degrees is often lengthened. Lack of finances may mean that some students will not finish at all. We need to provide adequate support so that they complete their PhDs in a timely manner and can get on with their careers.” As Fiona Duguid approached the sixth and final year of her PhD, she had the personal determination to finish her dissertation but wondered if it could actually happen. Receiving the Ethel Elizabeth (MacKenzie) Anderson Graduate Award removed the financial pressures associated with her studies and allowed her to focus on and complete her doctoral thesis: Part of the solution: Developing sustainable energy through co-operatives and learning.

- Gerald Harvey Anderson established The Ethel Elizabeth (MacKenzie) Anderson Graduate Award in Adult Learning in 1997 in memory of his wife Ethel Elizabeth Anderson.
- Fiona Duguid was a PhD student in the Adult Education and Community Development program.