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Inserts:

- October 28/09 Flyer
- Book Club May 1 Flyer
- Chalkwalk

A HUGE THANK YOU
to Pauline Quan and Kristin
Hopper, our Co-Chairs for
this year's walk.



JOIN THE 2010
CHALKWALK COMMITTEE

The first meeting, which will be
chaired by Pauline and
Kristen, is Saturday, October
24, at 10:30. For more
information, email
pauline.shou@gmail.com or
cjmoras@rogers.com or
k_s_hopper123@hotmail.com
See p.3 for more committee
members.

Membership Connections

Forward Thinking

Kappan Consultation
#1



L: to R: Marilyn Hahn, Jordanna Wright, Rebecca
Ullman, Moveta Nanton, Bev Freedman. Photo by
Sue Seidman.

The first of three Consultation Meetings
was graciously hosted by Bev Freedman
at her lovely home in Vaughan.

Bev's generous hospitality of supper and
wine put the group in a mellow yet
productive mood.

Moveta led the brainstorming based on
the members' survey which was sent
with the last Newsletter. Conversation
was expanded and many new and
thoughtful ideas were suggested.
Among many of these ideas was a
significant one of promoting
connections with our chapter members,
particularly mid-career educators. This
was a PDK gathering that was
stimulating and relevant. The full
report will be available at a later date.

By Marilyn Hahn

You can help strengthen our chapter!
Members' input is welcomed at all times
so the chapter can best serve the needs
of our membership.

The second Consultation Meeting was
facilitated by past President, Walt
Winchell, at the Mandarin restaurant in
Brampton.

Kappan Consultation
#2



Ed and Jocelyn Badovinac



Moveta Nanton, Reneta Racheva, Susanna
Tang

Kappan Consultation #3

Irene Manahan hosted the third Consultation
Meeting. Cameras were ready; the conversation
was so engrossing no photos were taken.

Collation Kappan Dr. Barnabus
Emenogu will analyze the data
from the returned surveys and
notes from the 3 Consultations.



Research Series

Session 1: October 28, 2009 with Mary Gordon, Founder & President of Roots of Empathy
Learning to Care: One Child at a Time FLYER ENCLOSED

Session 2: November 26, 2009 -Elizabeth Artwell Sinclair, Continuing & Adult Education, Peel DSB

Session 3: April 7, 2010 -Kari Peters and Don Burns, TDSB

Bev's Findings



I am thinking ahead to parent conferencing and interim reports. Right now you are likely gathering assessment data for learning to inform your practice and to target students' strengths and needs. This got me thinking of some ideas as fall unfolds. I have included recommended readings at the end.

Students are settling in, whether they are school-aged or adult learners. Already some of them are struggling with issues of comprehension, clarity, retention, etc. For some, the issue may be a yet unidentified special need. Of all of the exceptionalities, the largest is learning disabilities.

Often parents and students will ask for assistance. Here are 2 excellent sites to check out.

LDAO –the Learning Disabilities Association of Ontario. The web site is www.ldao.ca. "The Learning Disabilities Association of Ontario is a charitable non-profit organization dedicated to improving the lives of children, youth and adults with learning disabilities. Our mission is to provide leadership in learning disabilities advocacy, research, education and services and to advance the full participation of children, youth and adults with learning disabilities in today's society". Tons of information from the simple "what is a learning disability" to the complex in terms of strategies and outreach are available.

The American National Center for Learning Disabilities has revamped its web site **LD.org** in the hopes of making it a one-stop shop for parents seeking a variety of information. It offers several new sections with lots of user-friendly resources. The "LD Basics" section discusses various types of learning disabilities and helps to make sense of the latest research. "In the Home" is a section that offers tips that would help parents with the daily challenges and expectations of having children with learning disabilities. "At School" includes information that would assist parents with advocating for their children in the school system. For parents of older children, the "College and Work" section offers strategies and tools for helping children transitioning from high school to work or college environments.

When we think about students and achievement, *gender* is another issue that can influence learning. The differences between all girls and the differences between all boys are greater than the differences between girls and boys. Given that caveat, The Ministry of Education has released a report called [The Road Ahead: Boys' Literacy Teacher Inquiry Project 2005-2008](#). My friends Barb Bodkin and Clay Lafleur (both Kappans) and their OISE team worked with the Ministry on this initiative. The resource document can be found at <http://www.edu.gov.on.ca/eng/curriculum/RoadAhead2009.pdf> - it's about 90 pages in length and full of useful resources and strategies.

The individual team reports from schools are also posted. That resource is over 200 pages long and has schools listed in alpha order. There were 103 teams from 145 schools. Their journey using reflective inquiry (action research) and their individual school results can be viewed in a Supplement, which is posted at http://www.edu.gov.on.ca/eng/curriculum/RoadAhead2009_Supplement.pdf

Still on learning:

Research has shown that you have to see a new word five to 16 times (and in different contexts) to really learn it. Studies differ on the number of times we need to review a new piece of information before it's ours—but it's more than a few. Review is one good use of those extra minutes. Teachers use this strategy in many ways. Some use quizzes, or cross words, or have students develop plays, blogs, and raps, create sentences that show context, use vocabulary songs, and develop games such as Jeopardy. Some use technology including whiteboards, SMART boards or cell phones like clickers to record totals.

Rick Wormeli has written an excellent book called [Summarization In Any Subject: 50 Techniques to Improve Student Learning](#), which provides a wealth of research (with plenty of practical suggestions) that demonstrates the importance of having students summarize what they've been studying. Here are a few questions he suggests teachers pose in a form of a learning log.

- What are three things you learned?
 - What is the most interesting thing you've learned?
 - Imagine a simile or a metaphor about what we learned today.
- http://www.ascd.org/publications/books/104014/chapters/Summarization_Techniques.aspx

Interesting Reading

[Harvard Education Letter July/August 2009](#) – Read about the issue of re-grouping after "the summer slide" and closing the achievement gap by creating extended learning time.

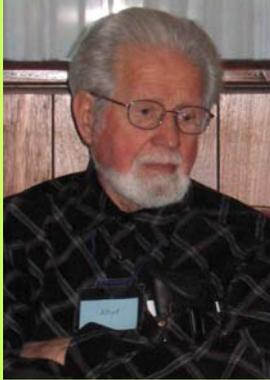
[September 27, 2009 New York Times magazine](#). There are two excellent articles on education. One is on gay students coming out in Middle School and thoughtful comments on sexuality and adolescence. Another article deals with engagement and learning in pre-school and kindergarten. The idea uses focussed imaginative play to teach students self-regulating behaviours. This, the authors argue, is more telling than academic achievement for future success.

[Realization: The Change Imperative For Deepening District-wide Reform](#)

is the latest book by Michael Fullan in conjunction with Lyn Sharratt, the former superintendent of curriculum for York Region DSB and his colleague at OISE/UToronto. The current emphasis is on developing precision, coherency and alignment among classrooms in a given school, across the family of schools and between school districts. The book is grounded along the 13 parameters, which were based on research where initiatives regarding York Region DSB are featured. The book provides a road map for moving forward. If you are thinking about school improvement, it is an excellent read. It is also a nice companion to [Ben Levin's How to Change 5000 Schools](#) released last spring. Both could be used effectively by professional learning teams.

Dr. Beverley Freedman

**In Memoriam - Lloyd Augustus
May 6, 1919-Aug. 31, 2009**



Like many of us old-timers, Lloyd began his teaching in a one-room rural school, spent some military service time during WW II, and then secured employment with a Board of Education. Unlike most of us, he began his military career with an officer status. Judged on his army record and later recognition as a leader in the education field, the advanced level was more than justified. "We learn by doing", they say, and Lloyd did and learned a lot. Undoubtedly his doing and learning occurred simultaneously as evidenced by his progress and proficiency in such activities as singing, church work, athletics, crafts, dancing, travel, games, hobbies, marital and family fun. He found time to make a mark in the work field too. His "doings" obviously contributed to his full enjoyment of life, and he seemed to be on hand whenever there were events of importance. This was borne out in his bond with Phi Delta Kappa both in his role as a leader and follower. He was a guy who was easy to like, appreciate and respect. He will be sorely and sadly missed by family, friends and colleagues.

By John Pipher (Lloyd was president of U of T chapter in 1979-80 and John Pipher was secretary along with Jim Youngson)

Service/Volunteer Opportunities

A PDK tenet is Service. As a service activity to help students gain literacy and social skills, our chapter organizes two regional spelling bees. Funds from ChalkWalk are used for trophies. We welcome Kappans, friends, students to join us. For more information, contact ss eidman@sympatico.ca
416 656-6929

PKD Book Club Report

On September 12th, Sheila Smith-Bennett, joined by her father, Vivian Smith, entertained the PDK Book Club members at Sheila's home, after lively dinner conversation at Kelseys' in Ajax. Sheila, Vivian, Susan Seidman, Peter Ross, and I had a terrific evening responding to the ideas presented in Margaret Atwood's book, *Payback*. The book is tremendously clever, occasionally humorous, and ultimately very serious!

The topics we discussed ranged from our Faustian bargain with technology, to issues pertaining to debt, as well as Credit/Debt relationships. We talked about the limits to growth and the fact that sooner, or later, our debts to nature will have to be repaid, because nature does collect. We reflected on fairness, justice, and balance and how a desire for these seems to be inherent in most people and, surprisingly, in some animals as well.

As she is developing the conclusion of *Payback*, Atwood uses the model of Dicken's *A Christmas Carol* to present the major moral, financial, and environmental challenges of our time and states that, "Maybe we need to calculate the real costs of how we have been living, and of the natural resources we've been taking out of the biosphere. Is this likely to happen? ... my best offer is Maybe."

This was an engaging and provocative consideration of some of our pressing problems and the harm that they are causing to not only our physical environment, but our fellow human beings as well.

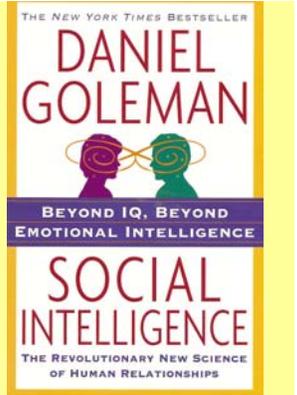
By Mary El Milosh

**Mary El Milosh
PDK Book Club
Coordinator**



Our next book club meeting will be on Saturday, May 1, 2010. The book we have chosen is Social Intelligence by Daniel Goleman.

This book complements our research series in dealing with the importance of the social/emotional domain.



Chalkwalk Committee Members: L to R: Sandra Poczubot, Julie Georgopolous and Angela McDowell

Our Chapter's Executive Team
Get a full listing and connect via our website www.pdk-ut.ca
President's Message



CHAPTER PRESIDENT
 Moveta Nanton

The October Kappan Journal has several articles that focus on the next generation of teachers. One article that interests me talks about the importance of bridging the generation gap between beginning and experienced teachers. The article "The Next Generation of Learning Teams", offers much insights of both groups.

It strikes me that much of the activities that we do in our chapter have continually identified and supported these ends of our current generations. We have been working with new teachers as they graduate from teachers' college, providing supports such as developing resumes, understanding the interview process, and providing meaningful discussions through workshops and other activities that build their experience base.

Our chapter's demographics indicate that we have many experienced professionals and we have continued to capitalize on their excellent knowledge, talents and skills in a variety of ways. Some find enjoyment in working with the children in the spelling bees while others give support through consultation such as our recent Kappan Consultation Discussion and annual ChalkWalk.

As a chapter, we are gaining valuable experience through these activities in

- 1) understanding the diversity of our membership - age, culture, etc
- 2) knowledge of how to work with the various groups
- 3) expertise in using a variety of collaborative techniques.

We continue to provide programs that are interesting, stimulating and timely. For example, this year's Research Series theme is "Promoting Academic Achievement through Personal and Social Responsibility". Please mark these dates on your calendar

Session 1: October 28, 2009 with Mary Gordon, Founder & President of Roots of Empathy - Learning to Care: One Child at a Time

Session 2: November 26, 2009 with Elizabeth Artwell Sinclair, Continuing & Adult Education, Peel DSB

Session 3: April 7, 2010 with Kari Peters and Don Burns, Toronto District School Board

I thank all of you for your support.



Programme Co-Chairs
 John Myers and Susanna Tang



Newsletter Editor
 Shak Ahad



Membership Chair
 Lis Horley-McLeod

PROGRAMME FOR FALL 2009 (FOR FULL LISTING OF 2009-10 PROGRAMME /AWARD DATES, VISIT WWW.PDK-UT.CA) NOTE: OUR RESEARCH SERIES THIS YEAR WILL FOCUS ON SOCIAL AND EMOTIONAL ASPECTS OF LEARNING IN SCHOOLS. EACH CAN STAND ALONE; ATTENDEES OF ALL THREE RECEIVE A CERTIFICATE. QUESTIONS: Susanna Tang, pdk.register@gmail.com 416-219-2883 OR JOHN MYERS jmyers@oise.utoronto.ca 416-978-0197

Niagara Falls Get Together	Sat., Oct. 24	Niagara Falls - Contact Elizabeth Manker, 905-358-3825, SIDECAR09@aol.com ; Concert: Pavlo	5:00 PM Dinner 8:00 PM Concert
Promoting Academic Achievement through Personal and Social Responsibility: Session #1, Speaker: Mary Gordon	Wed., Oct. 28	OISE: 251 Bloor St. W., Rm 5-250 (fifth floor)	7:00 pm – 9:30 pm
Niagara Falls Get Together	Sat., Nov. 14	Niagara Falls - Contact Elizabeth Manker, 905-358-3825, SIDECAR09@aol.com Concert: Bubl� to Bocelli	5:00 PM Dinner 8:00 PM Concert
Promoting Academic Achievement through Personal and Social Responsibility: Session #2, Speaker: Elizabeth Artwell Sinclair	Thurs., Nov. 26	Location: TBA	7:00 pm – 9:00 pm
Niagara Falls Get Together	Fri., Dec. 4	Niagara Falls - Contact Elizabeth Manker, 905-358-3825, SIDECAR09@aol.com Concert: The Toronto All-Star Big Band	5:00 PM Dinner 8:00 PM Concert
Prospective Educator Scholarship/ Excellence in Student Teaching Award Application Due	Fri., Jan. 29	www.pdk-ut.ca ; Contact for Sec. School students: Kari Peters kari@divbyzero.com , Contact for Faculty of Ed students: Pauline Quan pauline.quan@gmail.com	Application Deadline
Promoting Academic Achievement through Personal and Social Responsibility: Session #3, Speakers: Kari Peters and Don Burns	Wed., April 7	Sir Robert L. Borden Business and Technical Institute, 200 Poplar Road. Toronto ON M1E 1Z7.	7:00 pm – 9:00 pm
Annual General Meeting, Outstanding Educator Presentation and Dinner and Initiation	Thurs. April 22	Faculty Club, University of Toronto 41 Willcocks Street (east of Spadina, north of College, south of Bloor).	6:00 PM Social 7:00 PM Dinner



Shawn Lepp
 Sales Representative

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