

2011 Annual General Meeting & Initiation Dinner

David Booth

2011 recipient of University of Toronto Chapter PDK Outstanding Educator Award



David Booth was introduced as “awesome” and he was. He reminded us that all students are different and special. **David reminded us that teachers enable students to swim alongside them in the deep end.** We have to be open to new opportunities and prepared to validate when we get asked, “Is a wrestling magazine reading?” Having benefitted from David’s writings, research, and presentations, two of which have been for our PDK research series, we are delighted that he was our 2011 Outstanding Educator.

David has been daring professors, scholars, administrators, in-service teachers, pre-service teachers and students of all ages to be inspired in literacy for many years. It has been his life's work. He is internationally renowned as a scholar and advocate for literacy. He has championed the cause of literacy in classrooms, lecture halls, auditoriums and theatres throughout the world. He is a prolific writer and publisher of texts relating to various aspects of literacy; his most recent publication is a series of graphic novels for junior/intermediate students. He is Professor Emeritus at OISE/UT and is the first to serve as the Elizabeth Thorn endowed Chair for Literacy at Nipissing University. He holds an honorary doctorate from Nipissing University.

By Bev Freedman

2011 Initiates and Initiation Team



L to R: Team- Bill Velos, Jocelyn Badovinac. Initiates: David Booth, Josef Astorga, Andrew Chittka, Kelly Kim, Amanda Denman, Nathan Thirunathan, Linda Ristevski, Fred Georgopoulos, Louise Wolske. Team-Pauline Quan, Susan Seidman, Joulie Georgopoulos, Ed Badovinac

At the AGM we welcome new members and recognize members of long standing, acknowledging their years of membership.



L to R: Joulie Georgopoulos, recognized as a 5 yr. member and Fred Georgopoulos, Initiate, created a proud moment for Mrs. Georgopoulos Sr. at the AGM.

Are you a multigenerational family of educators? Considered being PDK multitis?



Raf Di Cecco chatting with Past Presidents Clay Lafleur (1993-94) and Robert Hookey (2000-02). Mary Hookey (not pictured) is to be congratulated on 25 years of PDK membership.



Maxine Bone celebrated 25 years of PDK membership.

Ed Badovinac, top right, celebrated 20 years of PDK membership.

2011 ANNUAL GENERAL MEETING & INITIATION DINNER

2011-12 PDK, U of T Chapter Executive

Susan Seidman, PDK Area Director for Eastern Canada led the swearing in of the 2011-12 Executive at the AGM.



L to R: Nathan Thirunathan, Nancy Nightingale, Amanda Denman, Zenobia Omarali, Kari Peters, Bev Freedman, Linda Massey, Moveta Nanton, Pauline Quan, Patty Pappas, Fred Georgopoulos, Reneta Racheva, Carolyn Moras, Robert Hookey, Louise Wolske, Joulie Georgopoulos, Susan Seidman



Ron Benson, Linda Goldspink, Jocelyn Badovinac

Ron introduced David Booth.

Linda is a Past President (1995-96).

Jocelyn coordinated the Initiation Ceremony.



Tim Eadie, Linda Ristevski and Jo-Anne LaForty

Tim Eadie researches in bio-physics.

Linda, an award winner and initiate, is upholding the Service tenet by joining the ChalkWalk Committee.

Jo-Anne is an OISE Instructor.

Report from Susan Seidman, PDK Area Director for Eastern Canada

PDK held its conference in Atlanta in February, co-ordinated with both a meeting of the International Board and the Future Educators Association Conference. Among the highlights were the keynote speech by Yong Zhao, presentation of the Emerging Leaders to the conference, and a full roster of sessions, some of which have been posted on PDK Connect.

Of interest to all Kappans was the Candidates' Forum. All Chapter members can vote for one of three candidates for President Elect: Patricia Williams, John Sikula, and Frank Nappi. In their statements, key differences surround their view of the role of Chapters. Currently there are many inactive chapters in PDK. Frank Nappi spoke of the centrality of Chapters to PDK; Patricia Williams agreed that Chapters are important; John Sikula felt that the way chapters operate must change.

The President will be presiding over a changed PDK. It has gone from a stand-alone organization to one of three equal-sized organizations, which span the professional age range. FEA, Future Educators Association, is a vibrant organization for secondary school students intending to go into education. I attended their final Breakfast, and was impressed not only with the energy and enthusiasm, but also the competitions in which they participated, and the quality of the submissions. PLT, Pi Lambda Theta, is the American honour society of educators.

There will be a Task Force struck which will examine the role of Chapters especially in the new organization, and report back to the Board in December. There will also be bylaws drafted which are inclusive in language to reflect the new partners and perhaps others.

Look for the candidates' statements in the mail, view the video statements at <http://www.pdkintl.org/about/videos> - and vote! If PDK is to reflect your voice, concerns and interests, Canadian votes must be strong.

Social and Emotional Development and its Connections to Academic Achievement Session #3



L: to R: John Myers, Cindy Cline, Tim Rudan and Paul Vermette

On Thursday, Feb. 17 Cindy Cline, John Myers, and Paul Vermette passionately linked their work from previous sessions on Social and Emotional Development and its connections to academic achievement. After a brief review Cindy and Paul took participants through a number of activities which both made explicit the work they had been doing in schools for a number of years.

Cindy shared some of the features of Strong Kids <http://strongkids.uoregon.edu/strongkids.html>, a programme that teaches social and emotional skills, promoting resilience, strengthening assets, and increasing coping skills of children and early adolescents. Further activities showed how we can infuse social and emotional development with existing curriculum through what Cindy and Paul call their "dual objectives" approach. One set of objectives match Ontario curriculum expectations while a second set match well with the "learning skills" in the provincial report card as well as sound habits of mind that promote attainment of the expectations. They used work on the Underground Railroad based on Bryan Walls' book on the Underground Railroad, [The Road That Led to Somewhere](#) to illustrate the dual objectives in action.

John took us through his journey with his teacher candidates in which they

- identified the need for work in social and emotional development based on their experiences in the first practicum,
- shared experiences and explored curriculum examples of social and emotional learning in action,
- on the basis of the above and spurred by the stories of a teacher who worked with them on a particular teaching strategy she used in a struggling urban school in Oshawa, they developed a list of practices that they thought would promote social and emotional learning and link to academic achievement.

Share your ideas! johnmyers.myers@utoronto.ca

The list is a model of what we want to produce as a result of this series. So we invite readers and series participants to send in items for a TIPs sheet on classroom practices that promote social and emotional development.

6 Tips to Foster Social and Emotional Development for Academic Achievement

1. Create a safe environment through setting class rules, learning student names, as well as outside interests. Let them know they are more than names on a class list. We can celebrate student birthdays, cultural events and tie these to course content to add value and meaning to the curriculum.
2. Use agendas, checklists, feedback, and class rules posted on a wall to help students learn self-regulation.
3. Cooperative group work, for talking through issues and learning how to deal with conflict in part by respecting others' views promotes social development and empathy.
4. Reflection and self-assessment can help in emotional development by teaching learners to honestly see both strengths and weaknesses in their work. This ASSESSMENT AS LEARNING is a goal of the assessment policy in Ontario.
5. Find examples in content that promote understanding of the content itself through tasks that get students to examine their own feelings and speculate on the feelings of the people they are studying, These tasks can also require students to see events and ideas through different perspectives as well as apply self-knowledge to articulate their own view on how they would react in certain situations: for example in a study of environmental disasters in the news such as the earthquake and tsunami in Japan.
6. We also need to hold ourselves to the class standard and model appropriate behaviors such as listening and being respectful. (from participants in the series)

Social and Emotional Development Connecting to Academic Achievement In Action with Kappan Volunteers

Service is an important tenet of PDK. As a service activity, the U of T Chapter organizes two regional Spelling Bees for Spelling Bee of Canada (SBOC). Kappans Lisa Hill, Kristin Hopper, Carolyn Moras and Susan Seidman are co-presidents of the Toronto East and Oshawa Whitby Bees. **Beyond word knowledge and vocabulary building, coaches include: study skills, learning styles, public speaking presentation and poise as well as how to handle stress. All of this in a warm, fun atmosphere!** Other Kappans involved in the Spelling include Bill Velos, Irene Manahan, Marilyn Hahn, Lis Horley-McLeod and three of our 2011 initiates: Andrew Chittka, Amanda Denman, and Louise Wolske. All were at the AGM as well as other Faculty of Education student teacher/graduate coaches pictured below.



Susan Seidman and Carolyn Moras present a certificate to Sherif Mohammed for his contribution to student learning. Sherif, a student at Scarborough Academy for Technological, Environmental and Computer Education (SATEC) developed a Coaching Spelling DVD for spellers and their families to use.



Kappan Zenobia Omarali is a strong support. In Guidance at SATEC, she mentored Sherif. Zenobia encouraged SATEC students to coach spelling for community service. They did and 3 of their spellers won trophies! She also hosts our spelling debriefing/reflection sessions.



Andrew Chittka



Louise Wolske



Amanda Denman



Lindsay Tait



Jackson & Michelle San Luis