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Why Come to ChalkWalk?



IT'S TIME TO PUT YOUR WALKING SHOES ON AGAIN!

Sat. Sept. 17, 2011

9:00AM Sign In-OISE, Rm 212

Please walk and/or donate. For more info, visit our website at

www.pdk-ut.ca

or Co-Chairs:

Michelle Bailey

bailey4michelle@yahoo.com

Joulie Georgopoulos

jgeorgopoulos@yahoo.ca

Funds raised support our Awards Programme and two regional Spelling Bees our chapter organizes as a service activity.



If you read this too late to come to the Walk, donations are still welcomed.

PDK's research series in partnership with GLACIE (flyer enclosed)

- Cooperative Learning For the 21st Century -Session conducted by **John Myers, OISE**
Session 1 **Wednesday, Oct. 5, 7:00 - 9:15 p.m at York University (Keele Campus) TEL3072**

What is Co-operative Learning, Really?

In this highly interactive **overview** of the field, participants will explore

- **how co-operative learning** is more than mere **group work**
- **why it is increasingly** seen as a key strategy for student **outcomes**
- **how teachers can use it in classrooms**

To register, email pdkut.register@gmail.com

Please note: Construction on Keele means you should take public transit or come from the **north**

HONOURING OUR MEMBERS is a new feature to highlight the achievements of our membership.

Kappans are contributors-to PDK, to education, to society. While recognition and appreciation have been a chapter tradition, highlighting achievements is a role Past President Marilyn Hahn is assuming. Marilyn would love to hear from you. mhahn1@rogers.com 416 783-9079

Become better acquainted as Kappans and therefore, able to support each other as well as have professional conversations when we meet.

We have started this feature highlighting Susan Seidman. Sadly, Susan has resigned from The PDK Area Director for Eastern Canada position due to ill health. PDK International has issued a proclamation to honour Susan's contributions; it is on page 6. The facing page illustrates some of her interests that impact positively on PDK.

When getting your own classroom eludes you -Kappan's get creative!

Read how 3 young Kappans, Kristen Hopper, Kelly Kim, and Simone Scantlebury, are handling the challenging job market for teachers.

Be inspired to use the stories to encourage other young graduates.

THE HENRY JACKMAN AWARD

Each year, the University of the Toronto Chapter of *Phi Delta Kappa International*, sponsors the **Henry Jackman Award** in honour of the chapter's first president.

The award (\$500.00) is presented to an educator currently attending a Faculty of Education, including graduate programs, in the Greater Toronto Area of Ontario. A year's membership in the University of Toronto Chapter PDK is also awarded.

This Year's Topic: In *The Fourth Way: the Inspiring Future for Educational Change* (2009), Hargreaves and Shirley state, "Teachers are the ultimate arbiters of educational change. The classroom door is the open portal to innovation or the raised drawbridge that holds innovation at bay (p. 88)." As a prospective teacher, classroom teacher, school leader or system leader, comment on your role in keeping the classroom door an "open portal to innovation."

2011 Jackman Award Winner – Ken McNeily

Gain fresh insights on collaboration by reading his essay on page 7.

Ken McNeily, a teacher since 1991 is currently teaching part-time for the Toronto District School Board while concurrently pursuing full-time doctoral studies at OISE (Developmental Psychology & Education). Ken began his teaching career with the Hastings and Prince Edward District School Board. After six years in the Belleville area, he felt compelled to teach overseas and he spent a decade at international schools - two years in Belgium and eight in South Korea. He returned to Canada in 2007, one year prior to commencing his graduate studies. He is certified in multiple areas (mathematics, dramatic arts, physical education, and French) and he holds principal's qualifications. As well as being a teacher and a student, Ken is an avid athlete and stays fit as a triathlete, marathoner, and rower. Ken holds several degrees and diplomas including M.S. (Psychology, Walden University), B.Ed. (Education, University of Ottawa), B.A. (Psychology, Queen's University), and A.R.C.T. (Piano Performance, Royal Conservatory of Music). He anticipates completion of his Ph.D. in the spring of 2012.



BEV'S FINDINGS

Colleagues:

Another school year is beginning. It has been a glorious summer. I have been travelling and learning. Late April and early May filled with school reviews and then a 2 ½ week Danube Cruise including London just before, which is one of my favourite cities. I can now add Prague and Budapest to the list. In June, I attended a knowledge mobilization conference at OISE. In mid-July, I spent a week volunteering in the Dominican Republic to train principals in instructional leadership as part of my not-for-profit work for Teacher Mentors Abroad (<http://www.teachermentors.ca/home.htm>). If you know of any good leadership resources in Spanish please let me know.

Preparing for the international principals congress, and reflecting on my work abroad, I have been looking at how Canada and Ontario fares internationally. A really good web site with info on PISA, reports from countries on student learning and video clips on Canada's and Ontario's performance and why it is worth noting.

http://www.pearsonfoundation.org/oced/canada.html?utm_source=Bulletin+subscribers&utm_campaign=bbad873508-May+2011+Bulletin5+25+2011&utm_medium=email

More schools and districts around the country are using data at the school level to inform instructional decisions and support student learning. That's a promising trend. The American Department of Education has released a study on Macroergonomics – study of how work systems operate. They aligned it with issues dealing with improving student achievement.

http://www.wcer.wisc.edu/news/coverStories/2011/new_approaches_to_pm.php

We hear and read about academic dips that occur during the long summer breaks. From the Wallace Foundation, we learn ways to plan for summer and strategies to boost learning for low socio-economic children. This is a good resource regarding how to create programs that are value-added for the summer. It is never too early to be thinking about this.

<http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreaofFocus/Out-Of-SchoolLearning/Documents/Making-Summer-Count-Summer-Programs-Boost-Childrens-Learning.pdf>

For my high school-focused colleagues, I recommend a good article from the National Association of Secondary School Principals. It deals with strategies to hook/engage students in learning. The Elmore research and Marzano research is that engaged students learn.

http://www.nassp.org/tabid/3788/default.aspx?topic=Putting_a_Little_Mystery_in_Teaching

The last is a YouTube clip from Korea and although you won't understand a word (there are sub titles in English) it's powerful to remind us of the talent in all students,

<http://www.youtube.com/watch?v=BewknNW2b8Y>

I was researching the EQAO website as part of some planning I have been doing and thought that these web sites are worth sharing:

<http://www.eqao.com/eMagazine/index.aspx?Lang=E>

http://www.eqao.com/Research/pdf/E/FINAL_ENGLISH_Gender_Gap_Report_As_of_May_11_2010.pdf

http://www.eqao.com/Research/pdf/E/Crbr_36e_0310_web.pdf

http://www.eqao.com/Research/pdf/E/Keeping_An_Eye_on_Literacy_English_Research_Paper.pdf

For my elementary colleagues who are involved with the Early Learning projects: The Globe series on Kindergarten has been excellent. The web site contains video clips and in-depth articles as we try and understand how students in primary learn and what it is that shapes their learning.

<http://www.theglobeandmail.com/news/national/toronto/kindergarten/>

Also I have included a report from the CEA and OISE on Ontario's Primary Class Size reduction initiative

<http://www.cea-ace.ca/sites/default/files/cea-2010-class-size-on.pdf>

Check out the Wallace Foundation's new web site – lots of materials worth sharing including two resources on research-informed leadership practices, in which Ken Leithwood has been involved in

<http://www.wallacefoundation.org/Pages/default.aspx>

<http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/education-leadership-an-agenda-for-school-improvement.pdf>

<http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/Focused-Leadership-and-Support-in-Urban-Systems.aspx>

<http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/Focused-Leadership-and-Support-in-Urban-Systems.aspx>

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<http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/Focused-Leadership-and-Support-in-Urban-Systems.aspx>

You know my passion for Special Education. Found a site with 'apps' for Smart Phones for students with special needs to assist them in their learning:

<http://www.snapps4kids.com/>

I will have a dual role this year for PDK-UT. One is my continued function as research liaison. Research is one of the three tenets of PDK. The other is as president. Moveta has left me really large shoes to fill. She is an exemplary leader. I have committed to tweeting on a regular basis in my new role and you can follow me if you like at 'look2leaders' on Twitter. Hope one of these articles and/or sites helps inform your learning. They have certainly shaped mine.

Dr. Beverly Freedman

Write for PDK!

How do you remain aware and respectful of various cultural norms/behaviors in your classroom? Do you have practical advice that you can offer to other educators? PDK editors invite you to submit a manuscript for the December issue of *Classroom Tips* on this topic. The article should be 500–600 words, applicable to K-12 classrooms, and written in a conversational tone. (Please do not send a list of tips; the editors are looking for full articles.) The deadline is Sept. 26. For more information, visit www.pdkintl.org/publications/tips.htm

COOPERATIVE INNOVATION: ADDRESSING OUR NEED FOR COLLABORATION IN EDUCATION

Kenneth McNeilly

John Godfrey Saxe (1816-1887), in his rendering of a traditional tale, articulated the experience of six blind men who came upon an elephant and each attempted to identify it. Individually, they incorrectly concluded it to be a wall, a spear, a snake, a tree, a fan, and a rope. The men "disputed loud and long, each in his own opinion, exceeding stiff and strong – though each was partly in the right and all were in the wrong!"

Educators, too, are "in the wrong" when we act in isolation and stubbornly refuse the benefits of collaboration. We fall short when we fail to consider the interests and talents of other stakeholders such as our students and colleagues. We also miss the mark when we blindly accept innovations not yet triangulated against other points of view. If we want to open our classroom doors to fresh, innovative educational practices, we also need to wisely acknowledge the need for meaningful collaboration, recognition of our students' interests, and incorporation of teaching methods that have stood the test of time. Teachers are indeed the "ultimate arbiters of educational change" (Hargreaves & Shirley, 2009, p. 88), and thus our role in selecting the most powerful innovations is crucial.

Hargreaves and his colleagues (Hargreaves et al., 2010) contend that collaborating is what leads teachers to the selection of innovative approaches that translate into student success. "Robust and transparent cooperation – not market competition or top-down intervention by central office – is the best way forward," they conclude (p. 18). In 2004, the Seoul chapter of Phi Delta Kappa named me "Innovative Teacher of the Year" while I was teaching at an international school in Korea, one of three countries where I have been privileged to teach. The award was not because of any cutting edge methodology; any success I had as an educator was largely because I had surrounded myself with a team of colleagues willing to pool resources and avail one another of our collective talents. Also key was my team's capacity to tap into the pre-existing passions our students had. Martinez (2011) argues that educators need to strike a balance between using inventive strategies and allowing students' interests to drive the learning. A shift toward student-driven learning requires teachers to relinquish some of what might have been controlled in traditional classrooms, and this could be intimidating if we acted in isolation from peers.

My colleagues and I also experienced success by refusing to believe that "new" was necessarily synonymous with "good." In his article, "When Pedagogic Fads Trump Priorities," Mike Schmoker (2010) aptly highlights why educators must be ready to embrace change without allowing unsubstantiated fads to displace proven methods or to overshadow students' needs. In my initial "philosophy of education" paper as an undergraduate (McNeilly, 1991), I stated my intention to "find fresh ways to motivate students without jumping on educational bandwagons." Examining new ideas in relation to others, while at the same time drawing on student interests and collaborators' strengths, allows us to be grounded as we open the portals to innovative educational practices.

Opening the portals to progress, while at the same time acting as agents of quality control, is a balance that wise and innovative educators must seek. It is imperative that we act as arbiters of change, judiciously evaluating methods before implementing them. In my own experience, a willingness to teach a range of subject areas and the courage to work with students from kindergarten to grade twelve have yielded great rewards. Working alongside talented colleagues who are equally committed to fostering students' interests has enabled me to enjoy two decades of teaching in a way that allows every year to be fresh. Instead of impeding innovation, I have been able to evaluate new ideas and embrace those with the best potential to ignite student learning. Individually, our understanding of education is only "partly in the right". Only when we acknowledge our own blindness will a true understanding of this powerful being begin to emerge.

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PRESIDENT'S MESSAGE



CHAPTER PRESIDENT
Bev Freedman

You know the adage, if you want something done; give it to a busy person. That is how I became president of our chapter for the year. Moveta has done an outstanding job and the legacy of former PDK-UT Presidents is enormous. I am grateful that Ed & Jocelyn Badovinac have agreed to lend me their wise counsel this year. The 2011-2012 executive has some new faces and we have regrettably had some members who needed to move on to other positions. They will be missed.

To assist me this year, I am ably supported by all of the executive but in particular Moveta, Susan, Carolyn and Linda. Without their confidence and willingness to fill in when I will be elsewhere, consulting, I could not begin to attempt this role. Leadership matters. That is the message we hear from Elmore, Fullan, Leithwood, Levin and Mascall among others. It was the message that Scott Lowrey and I delivered at the International Confederation of Principals 2011 conference. It was the message that Dr. Nina Bascia, my thesis advisor and friend drilled into me. Leadership matters – not the role but the commitment, vision, skills and knowledge and passion. It's what PDK-UT members have in abundance. PDK-UT is a leader too. The international organization's tenets of leadership, service and research resonate with us all. Kappan is a cutting edge journal; however, the chapter and international organization are only as powerful as the sum of its members. I hope to count on your support for chapter events and your continued membership in the organizations. Send me queries to my twitter account – look2leaders.com. See you at the Chalk Walk on September 17, 2011 at OISE and at our first research series on October 5 at York U. A happy, productive and healthy year for us all.

For a full Listing of our Chapter's Executive Team, visit our website. www.pdk-ut.ca

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Call Bev at 905 879-0220 or e-mail bevfreedman@rogers.com



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PROGRAMME AND DUE DATES FOR AWARDS FOR FALL 2011 VISIT WWW.PDK-UT.CA FOR MORE DETAILS. NOTE: OUR RESEARCH SERIES FOCUS ON "COOPERATIVE LEARNING FOR THE 21ST CENTURY ". EACH SESSION CAN STAND ALONE; ATTENDEES OF ALL THREE RECEIVE A QUESTIONS: JOHN MYERS johnjmyers.myers@utoronto.ca 416-978-0197 OR PATTY PAPPAS pattypappas@yahoo.ca 416-622-5841

ChalkWalk	Sat. Sept. 17	Contact Co-Chairs: Joulie Georgopoulos or Michelle Bailey jogeorgopoulos@yahoo.ca bailey4michelle@yahoo.com	9:00 AM-12:00 PM
Research Series #1	Wed., Oct. 5	York University, Room TBA COOPERATIVE LEARNING FOR THE 21ST CENTURY What is Co-operative Learning: REALLY?	7:00 pm – 9:00 pm
PDK, U of T Chapter Book Club	Sat., Oct. 15	Catching Up or Leading the Way by Yong Zhao Contact: Mary El Milosh 416-229-0496 maryelmilosh@hotmail.com	5:00 Dinner 7:00 Discussion
Doctoral Dissertation Dinner	Thurs., Nov. 10	AGM, Faculty Club, 41 Willcocks St.	
Research Series #2	Tues., Dec 5	OISE, Room TBA Link between COOPERATIVE LEARNING & BRAIN RESEARCH	7:00 pm – 9:00 pm
Niagara Falls Get Togethers	Sat., Oct. 15 Sat., Nov. 12 Fri., Dec. 16 Sat., Apr. 21 Sat., May 12	Niagara Falls - Contact Elizabeth Manker 905-358-3825, SIDEAR09@aol.com Concert Details : www.niagaraconcerts.ca	5:00 PM Dinner 8:00 PM Concert

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