



# **Working Together – Collaborating in Educational Research**

**AERO Spring Conference 2012**

June 1st, 2012  
Chateau Le Jardin, Woodbridge

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9:00-9:15	<i>(Victorian Ballroom)</i> <b>Welcome</b> - Terry Spencer, AERO President <b>Overview</b> - Sumbal Malik, Spring PLC member
<b>Breakout Session 1</b> 9:20-10:30	<b>Choose Two Breakout Sessions</b> <b>Option A - Student Success</b> <i>(Victorian Lobby Area)</i> 1. <i>Enhanced EQAO Reporting for Principals: The Power of Good Information</i> Sue McKearnen & Pat Panetta Reinhardt 2. <i>The Student Work Study Initiative</i> David Cameron
<b>BREAK</b> 10:30-10:45 <i>(Victorian Ballroom)</i>	<b>Option B - Early Years</b> <i>(Venetian Lobby Area)</i> 1. <i>Full-Day Kindergarten Research: Using applied research collaboratively as a means to new understanding and action</i> Janette Pelletier, Julaine Brent & Nathalie Rothschild 2. <i>Collaboration and the EDI</i> Chris Borst
<b>Breakout Session 2</b> 10:45-11:55	<b>Option C - Bridging Gaps</b> <i>(Victorian Ballroom)</i> 1. <i>Evaluating Evidence about Educational Programs for Children with Special Education Needs (EEEP)</i> Ruth Childs and the EEEP team 2. <i>Aboriginal Education at the Toronto DSB</i> Catherine Pawis
11:55-12:55	<b>LUNCH</b> <i>(Victorian Ballroom)</i>
<b>Keynote Address</b> 1:00-2:00	<i>(Victorian Ballroom)</i> <b>Building the Conditions for Collaboration</b> <i>Don Buchanan - Hamilton Wentworth DSB</i>
<b>Circulating Workshops</b> 2:00-2:50	<i>(Victorian Ballroom)</i> Conference participants engage in facilitated table sessions.
2:50-3:00	<b>Ontario Education Research Exchange (OERE)</b> <b>Final Wrap-up</b> - Terry Spencer and Cheryl Backlund

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## **BREAKOUT SESSIONS – CHOOSE 2 SESSIONS**

### **STUDENT SUCCESS**

*(Victorian Lobby Area)*

#### **Enhanced EQAO Reporting for Principals: The Power of Good Information**

*Sue McKearnen & Pat Panetta Reinhardt*

This workshop provides an opportunity for participants to become familiar with the EQAO updated reporting application for elementary principals and its connection to school improvement planning.

#### **The Student Work Study Initiative: Using applied research collaboratively as a means to new understanding and action**

*David Cameron*

This presentation describes the Student Work Study Teacher (SWST) Initiative and key findings in regards to its potential as a catalyst for deep learning for teachers and students. It will discuss the kinds of institutional or structural characteristics that support the collaborative work between SWST and classroom teachers before having a general conversation around the possibilities in using this kind of applied research collaboratively within schools as a means to school and student learning and achievement. The SWST initiative is structured around a collaborative study between an experienced practitioner working in a temporary research role and hosting classroom teachers.

### **EARLY YEARS**

*(Venetian Lobby Area)*

#### **Full-Day Kindergarten Research: A collaboration among two school boards, a regional government and a university research team**

*Janette Pelletier, Julaine Brent & Nathalie Rothschild*

This presentation highlights the collaboration among the Region of Peel Municipality, the Dufferin-Peel Catholic DSB, the Peel DSB and our research team from the Dr. Eric Jackman Institute of Child Study at OISE/UT. Since 2008, we have been carrying out research on the implementation and impact of full-day early learning in Peel's Best Start program at five Best Start and five half-day kindergarten control schools. In 2010 we added seven FDK schools and are following all children from JK/SK to Grade 3. The AERO presentation will feature

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the Year 1 results of the FDK research: impact on staff, on parents and on kindergarten children.

## **Collaboration and the EDI: Implementation, Data Linking and Analysis, Dissemination and Use**

*Chris Borst*

The Early Development Instrument (EDI) depends on collaboration for its implementation, analysis, and use. Hamilton is the birthplace of the EDI and has had four full and a number of partial implementations. This presentation will provide an overview of the collaboration necessary to producing EDI results and the collaborations that follow to put those results to use. Special attention will be paid to current efforts to link EDI data with administrative data sources, one of the most challenging, but potentially most fruitful, areas for collaboration.

## **BRIDGING GAPS**

*(Victorian Ballroom)*

### **Evaluating Evidence about Educational Programs for Children with Special Education Needs (EEEP)**

*Ruth Childs and the EEEP team*

The EEEP project is a collaboration between researchers from the Ontario Institute for Studies in Education (OISE) and the Association of Educational Researchers of Ontario (AERO). With funding from the Knowledge Network for Applied Education Research (KNAER), they have worked together over the past year to develop a framework for evaluating evidence about educational programs. The project team has collaborated to increase the capacity of Ontario school boards to use evidence to inform their decision-making, especially about educational programs for students with special education needs.

## **Aboriginal Education at the Toronto DSB**

*Catherine Pawis*

In alignment with the Toronto DSB's Vision of Hope, the Aboriginal Education Centre offers a variety of services with the goal of closing the opportunity gap for Aboriginal students. This mandate is approached by infusing Aboriginal perspectives across the curriculum for all students as well as by providing direct wrap-around supports to enhance the overall achievement of First Nation, Métis and Inuit students throughout the Toronto DSB.

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The Toronto DSB was recently involved in the Urban Aboriginal Education Project, a 3+ year pilot project for the Ontario Ministry of Education. The final research report “**Decolonizing Our Schools – Aboriginal Education in the Toronto District School Board**” highlights promising practices in urban Aboriginal education as well as systemic issues in Aboriginal Education that many school boards may encounter as part of the ongoing implementation of the *Ontario First Nation, Métis and Inuit Education Policy Framework*.

## PRESENTERS

### STUDENT SUCCESS

**Pat Panetta Reinhardt** is a member of the School Support and Outreach Team at the Education Quality and Accountability Office. She has taught in the primary, junior and intermediate divisions and also in various capacities as a Special Education Resource teacher and Curriculum Leader. Pat was an elementary school Principal with the Toronto District School Board.

**Sue McKearnen** is a member of the School Support and Outreach Team at EQAO. Prior to joining EQAO, Sue was an elementary principal with the Waterloo Catholic District School Board. A primary specialist, Sue also taught in the junior and intermediate divisions and was an elementary program consultant in the areas of language and mathematics.

**David Hagen Cameron** currently works as an education policy sociologist within the Research, Evaluation and Data Management team for the Literacy and Numeracy Secretariat. Before coming to Canada, David worked within the Secondary National Strategies in London, England where he did his doctorate at the Institute of Education, University of London.

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## PRESENTERS

### EARLY YEARS

**Dr. Janette Pelletier** is a professor of Human Development and Applied Psychology at OISE, University of Toronto. She is Director of the Dr. Eric Jackman Institute of Child Study, an interdisciplinary centre of applied research that includes the Laidlaw Research Centre, a Masters of Arts in Child Study teacher education program and an on-site Laboratory School for children from Nursery School to Grade 6. Janette's research has included Toronto First Duty, early French Immersion, early literacy and family literacy programs for diverse populations. She is currently Principal Investigator on a collaborative longitudinal study of full-day early learning/kindergarten with the Peel District and Dufferin-Peel Catholic District School Boards and the Regional Municipality of Peel.

**Dr. Julaine Brent** is a Research Officer at the Dr. Eric Jackman Institute of Child Study, OISE, University of Toronto. She has worked closely with Dr. Pelletier for several years and is currently the field manager for the Best Start/Full Day Early Learning Kindergarten study and is also the Research Coordinator for a study investigating the lasting effects of family literacy programs conducted in partnership with the PDSB, the DPCDSB and with TVO. Her research interests include: parent involvement in school, parent-child/teacher-child relationships and the transition to school.

**Nathalie Rothschild** is a doctoral student in the Department of Human Development and Applied Psychology at OISE/University of Toronto. Nathalie has been working on the collaborative Peel Best Start/Full-Day Early Learning Kindergarten Study for three years as the lab manager. For her doctoral thesis study Nathalie plans to extend this research to investigate the impact of full-day French immersion kindergarten on children's academic and social development. Nathalie completed a Masters degree in Child Study and Education; prior to beginning her doctoral studies she was a French immersion teacher in the Toronto District School Board.

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## PRESENTERS

**Chris Borst** is a Program Analyst with the Early Years Research Team at the City of Hamilton. He serves as Hamilton's Data Analysis Coordinator (DAC), a program funded by the Ministry of Children and Youth Services. Chris joined the Early Years Research Team when it first formed in 2006, became responsible for analysis of the Early Development Instrument in 2008, and became the DAC in 2010. Prior to joining the City, Chris studied philosophy, economics and methodology at universities in Canada and the Netherlands.

### BRIDGING GAPS

**Dr. Ruth Childs & the EEEP Team.** The project team includes, from OISE, Christie Fraser and Jayme Herman, doctoral students, Professor Ruth Childs, and Susan Elgie, and, from AERO, Kim Bennett, Stephanie Pagan, Susan Palijan, and Greg Rousell. Other AERO members have also contributed, most notably through a SIG meeting in late October 2011.

**Catherine Pawis** is a member of Shawanaga First Nation, located northwest of Parry Sound. Catherine has worked for the Toronto District School Board for 25 years as a classroom teacher, special education consultant, instructional leader (Native Studies/ Native Languages), vice-principal and principal. During this time Catherine was seconded to the Aboriginal Education Office at the Ministry of Education and has subsequently returned to her current role as Central Coordinating Principal – Aboriginal Education within the TDSB.

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# KEYNOTE PRESENTATION

## BUILDING THE CONDITIONS FOR COLLABORATION DON BUCHANAN

Building on past strengths and present education research in Ontario, this keynote discusses futures thinking and prospects for the work of education researchers. The presentation will examine trends provincially to consider potential scenarios for collaboration in education research in Ontario. A key element of futures thinking is the capacity for strategic thinking, use of evidence and deliberate action to shape future knowledge and practice. This involves examining within Ontario, including who are the researchers and what is our work in knowledge mobilization. Emerging priorities for research, practice and policy will also be considered.

### NOTES:

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## KEYNOTE PRESENTER: DON BUCHANAN

**Don Buchanan** is the Knowledge Mobilization Officer, Evidence-Based Education and Services Team (E-BEST), Hamilton-Wentworth District School Board, and an Associate Member, Offord Centre for Child Studies, McMaster University.

Before becoming the first-ever Knowledge Mobilization Officer at the Hamilton-Wentworth District School Board, he spent 30+ years at McMaster Children's Hospital in a variety of roles, mostly in child and youth mental health.

He led the development of several innovative services, including the Family Resource Centre, the Community Education Service, and the Child and Youth Health Partnership.

Don has also worked as a knowledge exchange consultant to the McMaster Child Health Research Institute, the Ontario Centre of Excellence for Child and Youth Mental Health and the Mental Health Commission of Canada.

### NOTES:

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*The Association of Educational Researchers of Ontario*  
*L'association ontarienne des chercheurs/chercheuses en éducation*

*“The objectives of this Association shall be to promote planning, development, research, and evaluation pertaining to education in the Ontario school system.”*

AERO, 1987

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*AERO EXECUTIVE 2011-2012*

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**AERO**  *celebrating 40 years*

**AOCE**  *fête ses 40 ans*

THE ASSOCIATION OF EDUCATIONAL RESEARCHERS OF ONTARIO | L'ASSOCIATION ONTARIENNE DES CHERCHEURS ET CHERCHEUSES EN ÉDUCATION

Visit the AERO website to see the  
post-conference blog and to keep up-to-date  
on what's happening in AERO.

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