

Faculty of Education Annual Report

2012 - 2013

Faculty of Education
University of Ottawa

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FACULTY MANAGEMENT TEAM



Nick Gazzola, Barbara Graves, Raymond Leblanc Michel Laurier



A word from the dean

After one year as dean of the Faculty of Education, I cannot help but look back at the past 12 months and compare my experience with the expectations I had when I first assumed the deanship. What I see is very positive.

I was attracted to the University of Ottawa by the Faculty of Education's reputation for excellence and the vibrancy of this institution. I must say I have not been disappointed. I discovered programs designed to meet the needs of the education community administered and delivered by very committed individuals with the goal of ensuring the best possible experience for our students. I also found a wide variety of innovative research being done by high calibre researchers committed to helping us develop a greater understanding of teaching and learning. Finally, I have met citizens aware of the importance of education in individuals' ability to grow and in shaping a society where all persons are treated fairly.

In the coming years, I hope to continue fostering developments at the Faculty. This won't be without its challenges, however. An example is the ability to create new teacher training programs in a timely way given the increasingly complex practice of teaching and the constraints resulting from changes to the funding of these programs. We must continue to expand on our fields of study by leveraging the skills and knowledge of our faculty members. We must ensure we create a supportive and stimulating environment for our students in order to succeed in providing a more enriching experience for them, in keeping with one of the goals of Destination 2020.

Our Faculty has many strengths, and I am convinced it can respond to all the challenges ahead and remain one of this country's finest faculties in the field of education.

Michel Laurier, Dean

A word from the vice-dean (Research)

With barely six months behind me as vice-dean (October 2012 to May 2013), I have learned that together we will develop a reputation for the quality of our research and our expertise in the area of professional development.

One of the first elements confirming our work as a leader is the commitment shown at our nine research units, which offer workshops and seminars as well as gather prominent researchers together. For instance, the Measurement, Evaluation and Assessment (MEA) research unit presented a series of three lectures between January and April 2013—Dany Laveault talked on auto-evaluation and evaluation to support learning and in particular, the role of emotions; David Trumpower gave a lecture entitled Assessment for learning using an online concept mapping tool and Marielle Simon and Éric Dionne discussed writing good multiple choice questions. These activities foster collaboration between colleagues both inside and outside the Faculty and with our graduate students.

The second area we are greatly committed to for the Centre for Research on Educational and Community Services (CRECS), directed by our colleague Brad Cousins. In partnership with the Faculty of Social Sciences, a number of our researchers are involved in various large-scale community projects. One such project I would like to draw your attention to is our Open House event, at which the Centre's renovated spaces were inaugurated in May 2003, and the 24th Edward F. Kelly evaluation conference in April 2013, organized by graduate students affiliated with CRECS. Following the keynote address by Rodney K. Hopson—past president of the American Evaluation Association, 18 students presented their work on evaluation.

Another example of the vitality of our research units is the annual J. Paul Dionne Symposium, held for the 26th in March 2013. A forum for discussion where the work of our graduate students is presented, this event is held in tandem with the Education Research Fair, which allows our professors and research units to share their research projects and recent discoveries.

Finally, between October 2012 and May 2013, Faculty professors presented their scholarly works at eight national conferences and 28 international conferences, in locations such as Istanbul, Nicosia, San Francisco, Geneva, San Juan, Munich, Taipei, Rome, Lugano, Stirling Washington and Mauritius.

In closing, I would like to leave you with a quote by a Danish research that sums up the work of researchers very well.

Researchers process information about selected aspects of reality; they communicate among themselves about findings and insights; and they present the implications to larger communities – in government, business, civil society, and the public at large – who may make the conclusions real in their consequences. (Jensen, 2010, *Media Convergence*, p. 126).



Raymond Leblanc

A word from the Faculty's vice-dean and secretary

The Faculty of Education is proud to offer a variety of quality undergraduate, graduate and professional development programs. Whether in our research-based degree programs or in the professional diploma programs, we strive to make our students' experiences rewarding by not only preparing them for research or the teaching profession but also giving them the opportunity to engage in and contribute to several learning communities. We are a major contributor to teacher training and developing researchers and practitioners through our research-intensive programs and innovative professional programs.

Over the last two years, the Faculty of Education has worked to help our graduate students develop the skills they need to complete fellowships and grant applications. We have developed a mentoring program where we not only communicate important information about graduate scholarships but we also work closely with students as they prepare their grant applications in proposal-writing workshops and individual mentoring sessions. We have initiated a process that matches graduate students who have been successful in obtaining prestigious fellowships, through SSHRC and the Vanier Canada Graduate Scholarship program for example, mentor students who are applying for graduate scholarships. In the last academic year, over 100 students attended our scholarships workshops and our student ambassadors held 85 individual sessions. The result? Competitive, well-crafted proposals that not only improve our students' chances of obtaining external funding but also provide them with valuable and transferable skills as they develop their thesis. We are confident that these efforts contribute to a positive, research-intensive experience for our students. The Faculty of Education is also extremely proud to have the University of Ottawa's sole nominee for the prestigious SSHRC Talent Award!

I look forward to another exciting year ahead at the Faculty of Education. It is a privilege to work with so many talented and dedicated students and colleagues, and I wish you all an enjoyable and productive year.



Nick Gazzola

A word from the vice-dean of programs

As a faculty of education in a bilingual institution, we offer academic programs that provide quality education in both English and French to future teachers, counsellors, researchers and education professionals. This year, both our undergraduate and graduate programs underwent external evaluations. Our teacher education undergraduate programs were successfully accredited by the Ontario College of Teachers. Our graduate programs—which include a diploma, a master's in education (MEd), a master of arts in education (MA) and a doctor of philosophy in education (PhD), received a very positive evaluation under the Institutional Quality Assurance Process. The external evaluators described our graduate programs as being “nourished by a dynamic research culture that sees the collaboration and integration of graduate students into educational research units.” The reviewers highlighted that our graduate programs are “distinguished by the development of distance education and mixed modes of course delivery (in-class and distance), especially within the francophone sector, which allow the programs to reach students in the region, throughout Ontario and internationally.” These successes are the result of the expertise and commitment of our faculty members and colleagues, the excellent leadership of our program directors and the high quality and engagement of our student body.



Barbara Graves

PROGRAM DIRECTORS



Carole Fleuret, Graduate programs director, francophone sector, Richard Barwell, Graduate programs director, anglophone sector, Christine Suurtamm, Teacher education program director, Emmanuel Dupl  a, formation    l'enseignement program director.

Programs

The Faculty offers the following programs in 2012-2013 :

UNDERGRADUATE PROGRAMS IN FRENCH

- Programme de formation à l'enseignement (B.Éd.)
- Programme de formation à l'enseignement en mode alternatif (B.Éd. à temps partiel)
- Programme d'éducation technologique (certificat ou B.Éd.)
- Lettres françaises et éducation (B.A./B.Éd.)
- Sciences et éducation (B.Sc./B.Éd.)

UNDERGRADUATE PROGRAMS IN ENGLISH

- Teacher Education (BEd)
- Aboriginal Teacher Education (certificate or BEd)

GRADUATE PROGRAMS

Master in Education (MEd), Master of Arts in Education (MA [Ed]) and Doctor of Philosophy in Education (PhD[Ed])

- Organizational Studies
- Educational Counselling
- Second Language Education
- Teaching, Learning and Evaluation
- Society, Culture and Literacies

**Maîtrise en éducation en ligne
(in French only) — concentrations:**

- Administration éducationnelle
- Enseignement, apprentissage et évaluation

Interdisciplinary programs

- MA(Ed) in Women's Studies
- PhD (Ed) in Canadian Studies

Graduate certificates

- Health Professions Education
- Enseignement postsecondaire (in French only)
- Program Evaluation

PROFESSIONAL DEVELOPMENT PROGRAMS

- Additional Qualifications (AQ)
- Additional Basic Qualifications (ABQ)
- Honour Specialist (HS)

History of the Faculty of Education

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| <p>1875 <i>Ottawa Normal School</i></p> <p>1953 <i>Ottawa Normal School becomes Ottawa Teachers' College</i></p> <p>1923 <i>École de pédagogie</i></p> <p>1927 <i>École de pédagogie becomes École normale de l'Université d'Ottawa</i></p> <p>1942 Institute of Psychology (Faculty of Arts)</p> <p>1965 Institute of Psychology becomes Institute of Psychology and Education, for graduate studies only</p> <p>1967 Faculty of Education becomes separate entity</p> <p>1969 <i>École normale</i> becomes part of Faculty of Education</p> <p>1974 Ottawa Teachers' College becomes part of Faculty of Education.</p> <p>1978 Faculty of Education moves to its current location in Lamoureux Hall</p> <p>1996 Ontario College of Teachers created</p> | <p>1999 Accreditation of first BEd programs, <i>Formation à l'enseignement</i> and Teacher Education, by Ontario College of Teachers</p> <p>2000 Graduate studies programs (MEd, MA[Ed], PhD) brought together under single administrative unit</p> <p>Creation of an administrative unit for professional development and other training programs</p> <p>2004 First Faculty research chair: University Research Chair in the Sociology of Education, Joel Westheimer—Educating the "Good Citizen"</p> <p>2005 Research Chair in Canadian Francophonie, Nathalie Bélanger—Inclusion and the French-Language School</p> <p>2007 Canada Research Chair in Children's Mental Health and Violence Prevention, Tracy Vaillanc</p> <p>2012 University Research Chair in Mental Health (partnership with Montfort Hospital), Diana Koszycki</p> |
|--|--|

Holiday season at the Faculty of Education

In preparation for the holiday season, the Faculty of Education invites the children of its support staff, professors and graduate students to submit a drawing of something that represents the holidays for them. Last year, a collage was created from all the drawings, which was displayed at the annual celebration and on the Faculty's website.



Children even had a chance to handle reptiles at the children's party organized by the Faculty.

Success stories

CATHERINE DESJARDINS, A FRANCOPHONE FORCE

For Catherine Desjardins, the words “give up” are not in her vocabulary. This BEd student started off studying applied mathematics but then switched to French literature.

Her decision to study at the University of Ottawa was influenced by the University’s reputation for excellent teaching staff. Never one to back away from things, despite suffering from a number of health problem and being dyslexic, Catherine became the student association president for the francophone sector. Her mandate was to ensure that French-speaking students in the BEd programs are given a voice and help create a vibrant social life for students in the programs.

An extrovert who, of course, loves being around people, this young leader decided to choose a career in teaching, one seemingly tailor-made for her. She is drawn to this profession by the ability to actively participate in society and make a meaningful contribution. With the help of her professors and from other students, Catherine was able to overcome a number of challenges during her studies and complete her degree. She also managed her time very well, attending classes, doing her placements, getting involved in student politics and, of course, having a social life. She says the Faculty of Education is like one big family where the needs of each person are taken into consideration, you feel like your voice is heard and where concrete results are achieved very quickly. Catherine says her experience has made her realize that you can’t ever give up no matter what obstacles may appear in your path. She sees herself one day, a few years from now, opening alternative school with a schedule to suit the needs of children suffering from chronic illnesses.



Catherine Desjardins

This new graduate truly understands the meaning of the expression, “Pay it forward!”

Success stories

JEELA JONES, PERSEVERANCE AND EXCELLENCE

Jeela Jones has somehow managed to do it all. She has two children, works at the University of Ottawa in the COOP Office, is a cancer survivor and graduated with a PhD in education on June 11, 2013.

Originally from Halifax, Nova Scotia, Jeela began her studies in the bachelor of fine arts, in visual arts, at York University before indirectly arriving in the field of education through her work as a career counsellor in the technology sector. She developed her passion for experiential learning while working for an IT company helping people get jobs. "Coaching spoke to me," she explains, and it became a passion that took her all the way through to earning a PhD.

One of the biggest challenges she overcame in her studies was managing her time. She explains that while employees of the University are encouraged to further their studies and continue their research, having such busy schedules and



Jeela Jones

pressing responsibilities makes it tough. "I just wanted it so bad," she admits, so she worked on completing her thesis during every moment of her spare time over the past six years—mostly while riding the bus and during her lunch break, working in the library.

Working in the COOP Office while completing her PhD lent practicality to Jeela's work and added a sense

of purpose. "I'm able to have an immediate impact on the students," she explains. "They're telling me about their experiences, and I have the power and the opportunity to change some of that."

Jeela Jones is currently assistant director of the Co-operative Education Program at the University of Ottawa.

ANNETTE GUEMNI KAMGA, A YOUNG LEADER LEAVES HER MARK ON THE WINDSOR CAMPUS

"Contribute to the future of our youth by sharing my knowledge and helping them along their path in life," answers Annette Guemni Kamga when asked her reasons for doing a bachelor of education degree at the University of Ottawa.

Originally from Cameroon, Annette has a degree in human resource management and a technician certificate (BTS) from École normale supérieure de l'enseignement technique de Douala-Cameroun. A disciplined young woman and fan of a job well done, she came to the University of Ottawa to broaden her horizons. She registered at the Windsor campus, where she soon discovered a second family. Being in a program with a very low student-professor ratio, she easily felt a sense of belonging reminiscent of the feeling in

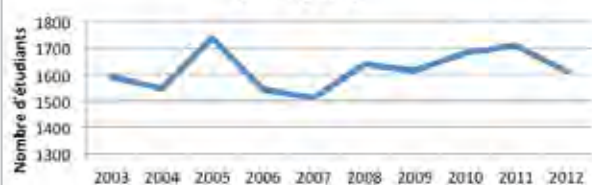
her own African culture. With the help of a coordinator that Annette describes as "exceptional," this young woman was able to really add to her university experience by getting involved in student life as secretary-treasurer on the student council.

The lectures and conferences she attended are some of the highlights of her time at the Faculty of Education. Another memorable experience was the time she spent at the Francophonie Village during a pedagogy leadership internship. And leadership skills—Annette has a few! Describing herself as hardworking, honest and ambitious, she isn't afraid to take on new challenges and imagines herself being the principle of an elementary school within 10 years or so.

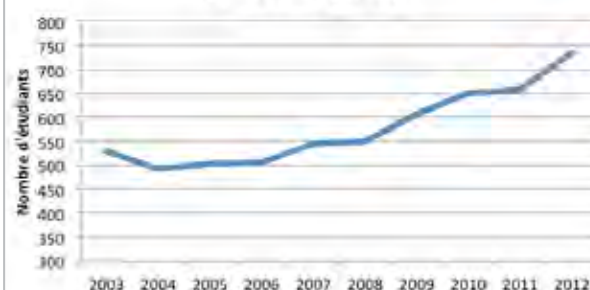
Constant growth in student numbers

For the past 10 years, the number of students registered at the Faculty of Education has grown at a constant pace. At the undergraduate level, the number of students accepted each year is set by the Ontario Ministry of Education—for both the English and French teacher education programs. In the graduate programs, there has been, and continues to be, a more dramatic growth in student numbers.

**Evolution of the registration
at the Faculty of Education
(Undergraduate)**



**Evolution of the registration
at the Faculty of Education
(Grad Studies)**



FRANCO CONFERENCE – APRIL 26, 2013

In April, a group of graduate students took on the challenge of hosting the third conference for graduate students in the field of education.

The conference brought together about 40 French-speaking graduate students, appreciative of this networking opportunity and excited to talk about the research they're doing in the field of education. A wide variety of topics were presented throughout the day, including an analysis of the personal experiences of students who took part in reading circles, the psychosocial adjustment of cancer survivors and principles of formative evaluation and study guides.



Involved and active students

JEAN-PAUL DIONNE AND EDUCATION RESEARCH FAIR: A SPRINGBOARD FOR OUR STUDENTS

The Jean-Paul Dionne Symposium and Education Research Fair both took place on March 6, 2013, in Lamoureux Hall. These annual events provide an opportunity for our students and researchers to share information on their current projects and recent discoveries in the field of education with the local university community.

First held in 1985, the Jean-Paul Dionne Symposium is an annual event organized by and for graduate students of the Faculty of Education. For the second year in a row, students from other universities and those in the Undergraduate Research Opportunity Program (UROP) had an opportunity to present their work as well. The topic of the 2013 symposium, held March 6, 2013, was *Remixing knowledge: A new perspective on knowledge(s)*

The event brought together about 80 students, 30 or so professors and a number of alumni—featured poster presentations, round tables, a panel discussion with four Faculty of Education alumni, a cocktail reception and a talk by Professor Awad Ibrahim on this year's theme. The five doctoral students on the organizing committee—Maria Bastien, Megan Cotnam, Brenna Quigley, Lilia Simões Forte and Noah Spector—took other students under their wing to not only continue the tradition but also give them an opportunity to gain conference-type experience. Organizing and participating in a symposium are activities that contribute greatly to enhancing the student experience.

Encadré sur Jean-Paul Dionne : Jean-Paul Dionne was a professor at the University of Ottawa from 1970 until his retirement in 1996. Recipient of the Award for Excellence



Maurice Taylor and Naveed Murtaza



Marie-Pier Rocque and Stéphane Lévesque

in Teaching in 1995, Dionne was extremely supportive of his students and was renowned for his expertise in statistics and intellectual. Jean-Paul Dionne was the founder of this annual event named in his honour to acknowledge his exceptional contribution to the students of the Faculty of Education.

Our research—innovative and wide-ranging

RESEARCH CHAIRS, RESEARCH LABORATORIES AND EDUCATIONAL RESEARCH UNITS LIST

4 RESEARCH CHAIRS

- **Canada Research Chair**
Children's Mental Health and Violence Prevention.
Professor Tracy Vaillancourt
- **University Research Chair**
Educating the "Good Citizen"
Professor Joel Westheimer
- **Research Chair in Canadian Francophonie**
Écoles de langue française et inclusion
Professor Nathalie Bélanger
- **University Research Chair in partnership with the Institut de Recherche de l'Hôpital Montfort (IRHM)**
Research Chair in Mental Health
Professor Diana Koszycki

6 RESEARCH LABORATORIES

- Virtual History Lab: Learning History On-line, professor Stéphane Lévesque
- Learning in Cyberspace: Distance and On-line Learning Lab, professor Colla Jean MacDonald
- Pi Lab: Mathematics Teaching and Learning, professor Christine Suurtamm

- Supervision Training and Multimedia Research Centre, professor Anne Thériault
- Ordin@teurium Lab, professor Georges Touma
- The Brain and Behaviour Lab, professor Tracy Vaillancourt

9 EDUCATIONAL RESEARCH UNITS

- Measurement, Evaluation and Assessment Research Unit
- Multiplicities and Transdisciplinary Experimentations
- The Changing Face of Adult and Workplace Learning
- Educational Research Unit in Mathematics
- Making History : Narratives and Collective Memory in Education
- Educational Research Unit: Science ECO 21
- Interdisciplinary Research on Comprehensive School Health
- A School For All
- Le@D: Languages, Environments, and Learning Development

1 CENTRE FOR TRAINING AND RESEARCH

- Community Counselling Service

Events for all interests

Les unités de recherche éducationnelle enrichissent la vie universitaire en organisant régulièrement des ateliers, conférences ou autres événements liés à leur recherche.

MEASUREMENT, EVALUATION AND ASSESSMENT (MEA)

Educational Research Unit members and Faculty professors Eric Dionne, Dany Laveault, David Trumpower, and Marielle Simon gave three one-hour talks as part of the first MEA conference series 2012-13. The three talks were titled Self-assessment and Assessment for Learning: The Role of Emotions (given in French), Assessment for Learning Using an Online Concept Mapping Tool and Writing Good Multiple Choice Questions (given in French). Videos of the talks are available at the web site www.MEAuOttawa.ca. Professor David Trumpower and student Sait Atas also gave a joint seminar with members of the Adult & Workplace Learning



Faculty MEA members : Dany Laveault, David Trumpower, Eric Dionne, Marielle Simon

Research Unit titled Tips on How to Develop Measurement Tools and Collect Data.

THE FIRST NATIONAL CAPITAL HISTORY SYMPOSIUM

The first National Capital History Symposium was held at the Faculty of Education, 28 February 2013.

The event was coordinated by the Educational Research Unit, *Faire l'histoire: Récits et Mémoire Collective en Éducation/ Making History: Narratives and Collective Memory in Education* funded by THEN/HiER and the Faculty of Education. It brought together faculty members, graduate students, teacher education candidates, museum educators, secondary and elementary teachers and visitors from the Department of Canadian Heritage, Canadian Studies Program and the Historical Thinking Project. The Symposium was organized around six historical concepts (historical significance, evidence, continuity and change, cause and consequence, historical perspectives, and the ethical dimension), and offered bilingual presentations on integrating these concepts into historical research and teaching. Given the enthusiastic response of the 130 people who attended the symposium



ERU members: Lorna McLean (coordinator), Stéphane Levesque, Ruby Heap, Nicholas Ng-A-Fook, Sharon Cook and Tim Stanley.

throughout the day, we look forward to planning a follow-up conference next year. The public presentations for our Speaker Series which were held throughout the year are available for viewing on our website : www.makinghistory-fairehistoire.ca

Events for all interests

TEA-TIME SEMINARS

Tea-time seminars at the Multiplicities & Transdisciplinary Experimentations (MTE) Research Unit

This activity allows members of the unit and invited presenters to exchange ideas on and share their work related to multiple literacies, including, for example, acquisition of written language skills by multilingual children in minority settings and the role of multiple literacies (Diana Masny, October 3, 2012), navigating

multiple languages and the study of multilingual students' use of their language repertoire within a French-Canadian minority education context (Shannon Sweeney, master's student at the Faculty Of Education, University of Ottawa) as well as a work entitled *Nomadic writing in Swedish early childhood educations: Emergence of writers, writings, and educational writing processes* (Carina Hermansson, faculties of arts and education, Karlstad University, Sweden).

AFTERNOON SEMINARS

Afternoon seminars for MRE graduate students, professors and community partners: Adult and workplace learning.

The writing journey: A roadmap to a research proposal or interim report. Presentations by Maurice Taylor and Claire Duchesne. In collaboration with the Graduate Student Association.

Tips on how to develop measurement tools and collect data. Presentations by Maurice Taylor and Ivana Pavic. In collaboration with the ERU Measurement and Evaluation.

Le contexte entourant la gestion des établissements...une réalité pouvant mener à l'épuisement professionnel! (TR: Managing establishments in the current context and its connection to occupational burnout). Presentation by France Gravelle.



Stephanie Chitpin, Claire Duchesne, Maurice Taylor, Angus McMurtry, Judy King

Events for all interests

TALK BY AWAD IBRAHIM

Critical Hip-Hop Ill-Literacies: Re-mixing Culture, Language and the Politics of Boundaries in Education

Guest speaker at the Jean-Paul Dionne Symposium, Professor Awad Ibrahim gave a well-received lecture entitled Critical Hip-Hop Ill-Literacies: Re-mixing Culture, Language and the Politics of Culture and Language and the Politics of Boundaries in Education.

It is high time we re-thought our notion of literacy! At a time when education is becoming highly standardized and test-oriented, and language is becoming normative and prescriptively grammatical, argue that the hip hop generation is “grammaticalizing” both language and culture. They are



Awad Ibrahim

flipping the script and standardizing their own language, where ill and sick become “sensational” and “skillful” and where “Damn, that cat is ill!” means “That poet is incredibly skilled.” I argue that if a language teacher does not know this, he or she needs to become literate—not the other way around. Using DJ-ing as a metaphor and re-mixing as an analytic vehicle, I attempt to rethink the concept of literacy through “ill-literacy” and the boundaries of education through hip hop culture and language. Welcome to the poetics of critical hip hop ill-literacies!

DLS PROGRAM TURNS 20

More than 100 professors, alumni, current students, friends and partners of the University of Ottawa gathered at Café Écolo in Lamoureux Hall this winter to celebrate a very special anniversary.

The Second Language Teaching (DLS) program was created 20 years ago, in 1992, by the Faculty of Education and the Faculty of Arts’ Official Languages and Bilingualism Institute (OLBI). It’s a bidisciplinary program that provides students interested in a career in second language teaching with a solid knowledge base and specialized training.

On February 4, 2013, a panel made up of Francis Bangou—current coordinator of the program, Pierre Calvé—the program’s first coordinator (1992-1993) and former dean of the Faculty of Education as well as Jérémie Séror—one of the first students to graduate from the program and now

a professor at OLBI, shared their perspectives on second language teaching and some of the issues related to this field.

Professor Calvé talked about the history of the program and what led to its creation, while Jérémie Séror recalled some of the memories he has of his student days during those first years of the program. Those in attendance heard Francis Bangou talk about recent changes that have taken place, related mainly to arrival of new technologies. If you missed this event, you can hear what the panel members had to say by watching the broadcast online.

Over the 20 years it has existed, the Second Language Teaching program has produced close to 700 graduates. As it’s been from day one, the program continues to attract students eager to share their love of a language to new learners. Long live the Second Language Teaching program!

Events for all interests

JOURNÉE INTERNATIONALE DE LA FRANCOPHONIE: THE MAHÉ CASE, 20 YEARS LATER

To highlight the *Journée internationale de la francophonie*, Professor Nathalie Bélanger, together with the *Collège des chaires de recherche sur la francophonie canadienne*, organized a talk entitled *L'affaire Mahé: une réécriture de l'Histoire*. Guest speaker Paul Dubé described this key battle to establish French-language schools and ensure they were managed by francophone communities from Whitehorse to Moncton.



President Allan Rock and Dean Michel Laurier on either side of members of the Collège des chaires de recherche sur la francophonie canadienne and Paul Dubé.

Award for Excellence

The 10th annual presentation of the Awards of Excellence from the Faculty of Education was held on May 3, 2013, at Café Écolo in Lamoureux Hall.

Created in 2003, these awards recognize the outstanding contribution and dedication of faculty members. This annual gathering is also an opportunity to celebrate excellence at the Faculty of Education.

NEW RESEARCHER AWARD

Nicholas Ng-A-Fook

Nicholas Ng-A-Fook is deeply committed toward integrating various community service learning social action curriculum projects within the courses he teaches at the Faculty of Education. He is the current acting director of A Canadian Curriculum Theory Project and Developing a Global Perspective for Educators, and also an associate member of the Making History/Faire Histoire Educational Research Unit. Nicholas continues to work toward building educational partnerships on various social action curriculum development projects with international and local indigenous communities like the United Houma Nation and the Kitigan Zibi. As a curriculum theorist he has published several articles and book chapters on the various social action curriculum projects that both he and students have developed and engaged either here in Canada or abroad. In recognition of such work he received the University of Ottawa's Community Service Learning Outstanding Achievement and the Faculty of Education New Researcher Awards.

See more at : <http://education.uottawa.ca/thefaculty/awards/new-researcher/nicholas-ng-a-fook-2012?lang=en#sthash.H1RrO6rH.dpuf>



Nicholas Ng-A-Fook receives his Award for Excellence from Michel Laurier

SUPPORT STAFF AWARD FOR EXCELLENCE



Anik Larose

Anik Larose

Anik Larose has been working at the Faculty of Education since she first started at the University of Ottawa over 25 years ago. Having experienced first-hand the changes that have taken place at the University over the years, Anik has become the living memory of our institution and the go-to person for anything related in even the slightest way to academic regulations.

Anik may have held a number of different positions over the years, but her focus has always been on customer service excellence. From her first day here, Anik has helped students succeed through her advice and guidance. Attentive to the needs of others, generous with her time, professional and always smiling, Anik is without question an invaluable asset to her team and an outstanding employee of the Faculty of Education

See more at : <http://education.uottawa.ca/thefaculty/awards/staff/anick-larose-2012?lang=en#sthash.87NTgf4M.dpuf>

Award for Excellence

AWARD FOR EXCELLENCE IN RESEARCH

Dany Laveault

Dany Laveault began as a full-time professor at the University of Ottawa in 1991, and in his two decades at the University has made significant contributions to the field of academics. He served as vice-dean of research at the Faculty of Education from 1998 to 2002, and since 2004 has acted as an expert consultant for the Educational Quality and Accountability in Ontario (EQAO). His bilingual writings have been published in over fifty scholarly journals and books, and have garnered him international recognition as an expert in educational measurement and evaluation. Dany Laveault's lasting impact on education can be seen in his impact on the future generation of academics in this country. Many of his former students have gone on to make substantial contributions of their own regarding educational measurement and evaluation.

See more at: <http://education.uottawa.ca/thefaculty/awards/research/dany-laveault-2012?lang=en#sthash.nUjeCuRG.dpuf>



Dany Laveault receives his Award for Excellence from Michel Laurier

AWARDS RECEIVED IN 2012-2013

UNIVERSITY OF OTTAWA EXCELLENCE IN EDUCATION PRIZES

2011 - 2012 / Jonathan Bolduc

2011-2012 / Awad Ibrahim

2012- 2013 / Christine Suurtamm

LANGUAGE AND LITERACIES RESEARCHES OF CANADA

Master's Thesis Award

2013 / Nisha Toomey

EXCELLENCE AWARD FOR TEACHING ASSISTANTS /UNIVERSITY OF OTTAWA

2013 / Rebecca Hogue

AWARDS AND DISTINCTIONS 2012-2013

2012 / Bernie Andrews

Canadian Music Association: Pat Shand Canadian Essay Prize

2012 / Brad Cousins

AERA Research on Evaluation SIG Distinguished Scholar Award

2012 / Sharon Cook

Canadian History of Education Association (CHEA) - Distinguished Service to the History of Education Award

2012 / Timothy Stanley

Canadian Historical Association Clio Prize for British Columbia (UBC Press, 2011)

2012 / Timothy Stanley

Canadian History of Education Association (CHEA) - Founder's Prize

WELCOME TO OUR NEW MEMBERS

- Alexandre Ouellette
- Rachel Scherzer
- Stéphanie Bergès Lalonde
- Aurélien Barbe
- Lorraine St-Pierre
- Ginette Mongeon
- Caroline Lupien
- Alina Orlea

Award for Excellence

PART-TIME PROFESSOR AWARD FOR EXCELLENCE

Brigitte Cyr

A graduate of the Faculty of Education at the University of Ottawa (BEd and MEd), Brigitte Cyr has been a part-time professor since 2008, teaching mathematics education and language education. Brigitte spent 15 years working in elementary schools and many years developing teaching resources for the Centre franco-ontarien de ressources pédagogiques (CFORP). As a result, she has acquired a wealth of relevant knowledge and skills, which she enthusiastically shares with her university students. She thinks of her classroom as a laboratory, where her students can learn not only by studying theory but also (and especially) by practising and applying various teaching and learning strategies. Brigitte is also director of program evaluation at the Centre canadien de leadership en évaluation (CLÉ), a partner organization of the Ontario Ministry of Education.



Brigitte Cyr receives his Award for Excellence from Michel Laurier

See more at: <http://education.uottawa.ca/thefaculty/awards/part-time/brigitte-cyr-2012?lang=en#sthash.KkEz7hiZ.dpuf>

PROFESSOR MUTIMBUTIMBU WAS NAMED RECIPIENT OF THE GOVERNOR GENERAL'S CARING CANADIAN AWARD

Dovat Batotele Mutimbutimbu, a sessional lecturer at the Faculty of Education since the beginning of the 2012 academic year, has been named the recipient of the Governor General's Caring Canadian Award.

This volunteerism award recognizes individuals who volunteer to work behind the scenes without compensation to make a significant, valuable contribution to a community.

Mr. Mutimbutimbu's passion for international development and his desire to convey this concern to students make him a professor who is engaged in his community and who is aware of the challenges of the future.



His Excellency the Right Honourable David Johnston, Governor General of Canada, left, with Professeur Dovat Batotele Mutimbutimbu and Ottawa Mayor Jim Watson.

Professors' blogs

TEENS ARE “WIRED” TO BELONG—SOCIAL MEDIA AND BULLYING

Not that long ago, the main social activity in a teen's life involved face-to-face communication (yes, I can appreciate how old I sound as I write this).

For today's teen, the primary mode of communication is texting—in fact, close to 20% of teens exchange more than 6,000 texts a month (the other 5% are probably grounded). As a developmental psychologist, I'm not surprised by this hyper-texting and on-line behaviour given the need to belong is a fundamental human motivator. Indeed, humans are biologically “wired” to engage in socially affiliative behaviour. Communicating with friends via text or social media is developmentally appropriate.

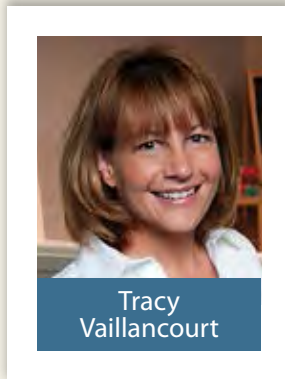
The problem, however, is that online behaviour is not always kind. Most teens using social media report having witnessed other people acting in a mean or cruel way towards others. In addition, far too many teens get bullied online. Being the victim of cyberbullying has a devastating effect on most teens. In fact, I would argue that this type of bullying may be even more harmful than other forms of bullying because the abuse is so very public, many bullied teens don't know who is abusing them (see example) and abusive posts can last in perpetuity—thus never sparing the victimized teen from cruelty.

The recent tragedy involving Amanda Todd highlights these three points. Amanda, a clinically depressed 15-year-old girl from Port Coquitlam, BC, recently took her life because of cyberbullying. Her public humiliation

on the Web was, as we know, available for to many see, as was her plea for help that was left unanswered by so many. Those responsible have not yet been identified, and hateful attacks like these remain accessible online... forever.

And so what can be done to avoid losing more teens to cyberbullying? The most important thing parents and guardians can do to reduce cyberbullying is to monitor their teens' online behaviour (including texting behaviour). Teens need to be aware that along with the privilege of technology comes the responsibility of being a good citizen. We cannot expect all teens to get this—we must be there to guide them. And by being there, I mean being actively involved in their online behaviour (warning: you'll probably need to become more tech savvy). Admittedly, monitoring teens' text messages is far more difficult than monitoring their Facebook account. However, research on other types of peer abuse indicates that supervision substantially reduces bullying. Supervising technology use not only protects your teen from being bullied but also helps protect other teens from any occasions when your teen's “angle” may be less than appropriate. For those of you who believe your teen would never bully another person online, keep in mind that the anonymous nature of the Internet makes it more likely and, unfortunately, more socially acceptable for teens to bully others, even teens who would never do so face-to-face.

<http://www.gazette.uottawa.ca/en/2012/11/teens-are-wired-to-belongsocial-media-and-bullying/>



Tracy
Vaillancourt

Professors' blogs

ARE FRANCO-ONTARIAN EDUCATORS MORE LIKELY TO FEEL STRESSED THAN THEIR ANGLO-ONTARIAN COUNTERPARTS?

Stress in the workplace has become a new buzzword—whether occurring in the public service, private sector or in the classroom. I have been looking at negative forms of psychological stress in education ever since I began my doctoral thesis in 1998.

I initially looked at the relationship between the stress level of future teachers and their social problem-solving skills. In fact, I found a relationship between these two concepts in 458 future teachers (also known as student teachers) at Université Laval—the more the student is stressed, the less the person was able to solve social problems. This led me to investigate further and look at the link between the three core concepts of stress, coping and burnout.

My first step was to examine the literature and do a meta-analysis on future teacher and teacher stress, the results of which were published in the Canadian Journal of Education in 2005. I then conducted a questionnaire pertaining to the three core concepts (stress, coping, burnout). I wanted to focus my research on francophone minority populations in Ontario because they are a linguistic minority and may have the added stress of trying to preserve their language and culture. With this in mind, I administered the questionnaire to francophone future teachers at the University of Ottawa and Laurentian University (in Sudbury). I did the same for francophone university professors at these two institutions. The results of the study show that there is an inextricable link between

stress, coping and burnout in both francophone student teachers and francophone university professors. NOTE: Pls replace study link with English URL or insert (in French) right after the link.

My present research project explores whether this is also true among adolescents in the classroom, using the same

criteria—stress, coping and sociolinguistic vitality. This last concept, sociolinguistic vitality, refers to how “Anglophone” or “francophone” a person feels. In fact, this time I am interested in confirming the hypothesis that Ontarian francophones are more psychologically stressed than anglophone Ontarians by comparing the two groups.

Following this research project, my plan is to look at teaching style, stress, coping and burnout on an international scale. This

relationship is intriguing to me because of the recent shifts towards modern teaching methods. My own personal observations as well as those of two authors of a recently published book on stress in education (Janot-Beregugat and Rasclé, 2008) indicate educators still cling to traditional approaches, thereby generating more psychological stress compared with teachers trying to use the more modern student-centred discovery-based teaching methods, sometimes named explicit teaching. Stay tuned!

<http://www.gazette.uottawa.ca/en/2012/11/are-franco-ontarian-educators-more-likely-to-feel-stressed-than-their-anglo-ontarian-counterparts/>



Cameron
Montgomery



Training the teachers of tomorrow to become cultural transmitters

Mariette Th  berge

Monday morning, 8:30 a.m. Students in the teacher education program taught by Mariette Th  berge, associate professor at the Faculty of Education, are about to participate in a dance workshop with the Tara Luz Danse contemporary dance company. But these students will not only learn about dance: these future teachers will also reflect on their roles as cultural transmitters.¹

For several years now, Professor Th  berge has worked to build close ties between the artistic, cultural and educational communities. Given that Francophone schools in minority-language communities play a fundamental role in reinforcing their students' cultural identity and in preserving their language and culture, it is critical that tomorrow's teachers be equipped to meet this requirement, particularly by understanding and becoming cultural transmitters.

"Whether they teach mathematics, history or art, teachers must transmit culture to their students" says Professor Th  berge, "they must help their students create their own cultural identity and reinforce their sense of belonging to the community. Cultural transmitters act as initiators, guides, intermediaries and role models. At the Faculty of Education, we train future teachers and it is critical that they all become aware of this role, which involves artistic appreciation, expression, and promotion."

By inviting the dance company into her classroom, Mariette Th  berge encouraged her students to explore three approaches to cultural transmission:

1. appreciation: the company presented a sample of one of their artistic creations;
2. expression: the dancers worked directly with the students by proposing various dance exercises;
3. promotion: through this experience with a dance company, students learned about and experienced an activity that they could bring into their classrooms when they become teachers.

"If we, as professors at the Faculty of Education, act as cultural transmitters and provide students with significant experiences that create links with artists in our community, students then find it much easier to understand how important this is when they, in turn, become teachers."

Mariette Th  berge's courses emphasize teaching practices that promote cultural and artistic activities and that incorporate them into the classroom and group.

"It is vital that we foster ties and bridge the gap between education and the cultural and artistic community. Artists are active members of our community and providing students with an opportunity to come into contact with local artists improves their motivation to study and their sense of belonging to the community" concludes Mariette Th  berge.

¹ A cultural transmitter ... "guides the person, student, child or adult in building a cultural identity by creating significant experiences to discover and express Francophone culture, while still remaining open to other cultures." [Translation of FCCF document dated 2009].



Marlene Hoff

FIND OUT HOW TO MAKE A DIFFERENCE IN THE LIFE OF OUR STUDENTS

It takes a campus to fulfill a dream : Testimonial
Find out why colleague Marlene Hoff decided she wanted to make a difference in the life of students and how she's doing it.

Marlene Hoff joined the University of Ottawa in January 2007 on contract as a research coordinator at the Institute of Population Health. Shortly afterwards, she was hired in a permanent position at the Faculty of Education as a research facilitator, a position she still holds six years later.

From day one, Marlene began donating to the student aid fund after hearing about it from a colleague. Since then, she has been making annual donations through payroll deductions to support various initiatives at the University of Ottawa and at the Faculty of Education that are close to her heart. "It's such an easy thing to do!" she says. "You don't even notice the difference each pay. It's a small amount, but it has a huge impact on the lives of the students who receive assistance."

It's important that we all understand just how much of an impact our individual efforts can have, regardless of the size of our donation. If we all give a little bit regularly, we can really make a difference in the life of a student. The assistance can help them pay for textbooks or tuition...or maybe even rent or food. University can be really tough financially on students. And a donation can make all the difference in the world for them, it could even mean the difference between graduating or not.

Helping out students starts with our contributions and our actions. As we say here at the University, "It starts here!"

Marlene Hoff remembers her own years as a student and how difficult things were at times. "I paid my own way through university. And even though I was good with money, I remember having hungry days." Marlene knows from her time as a student that it can be tough to concentrate on schoolwork when you're having financial difficulties. "Education is critical, it provides opportunities for learning, sharing, exchanges and growth that can't be had anywhere else," she says. By contributing to bursary funds and the student aid fund, she hopes she can make a difference for students so they can focus on their studies and get the most out their student experience.

Great things can happen when people who share the same values come together to get involved. Their actions encourage greater civic and community responsibility in others and can motivate them to follow suit. For any Faculty of Education colleagues who are looking for a way to make a difference, Marlene suggests they first look into initiatives of particular importance to them. And here at uOttawa, we have lots of opportunities to join forces and make a difference through our contributions. Campus Campaign is a great example of one of these opportunities, allowing us to help right here in our community and make a genuine difference in the lives of our students.

Highlighting our alumni

HELPING OTHERS IS WHAT MAKES UOTTAWA ALUMNA MYRTHA LAPIERRE HAPPY

The four line poem next to Myrtha Lapierre's 1959 nursing graduation photo reads *"De Haïti au Canada/ Elle est venue notre Myrtha/Son courage et son sourire/ Ont su nous conquérir."* As the 75-year-old woman reads the prophetic words out loud, she reflects on a lifetime of smiles, courage and obstacles overcome.

"You know, I wasn't just the first black woman to graduate from the University of Ottawa," she says. "I was also the first girl to attend the lycée [secondary school] in my hometown of Jérémie in Haiti" and "the first [Haitian] to establish a University of Ottawa bursary."

This early tendency to blaze trails eventually resulted in her earning a certificate in nursing and two degrees—a bachelor's in nursing education and a master's in psychopedagogy from the University of Ottawa. Not to mention acquiring 45 years of teaching, at the college level and in most of Ottawa's hospitals, as well as in hospitals in Kingston and Toronto—a far cry from the life her mother had imagined for her...returning to Jérémie to become the area's first professional midwife.

"My mother wanted me to become a sage-femme, but I decided to become a femme sage [wise woman] instead," says Lapierre with a wry smile.

Life in Canada appealed to Lapierre, despite some of the initial challenges it presented; when she first arrived, she struggled to understand not only the English spoken here, but also the joul sprinkled throughout the French spoken by the Québécois students.



Myrtha Lapierre

"After one month, I said to the other students, 'I don't understand anything you're saying!' And they said the same thing to me because I spoke so quickly," laughs Lapierre. "So I slowed down, and different classmates helped me understand both English and joul."

See more at : <http://www.gazette.uottawa.ca/en/2012/02/helping-others-is-what-makes-uottawa-alumna-myrtha-lapierre-happy/>

Highlighting our alumni

LIVING THE DREAM—EVERY DAY

Carole Myre always dreamed of a career in the arts, but serendipity led her into teaching.

A career in the arts was all Carole Myre dreamed about as a teenager. But later, while she was a third-year student in the theatre program at uOttawa, she received an unexpected offer to teach: she was chosen to lead improv workshops for students in Grade 7 and 8. During those classes, her natural leadership style came through and her ability to rally the class worked wonders. She realized that teaching was her calling, so she decided to transfer to the Faculty of Education.

As a young teacher, she quickly realized that playing the role of “language police” in the hallways was no way to win the hearts and minds of her students. Instead, she chose to involve them in exciting extracurricular activities, like leadership camps, and to expose them to the many dimensions of Franco-Ontarian culture.

Over the years, Carole Myre has also led several major artistic, cultural and leadership projects, both in schools and in the community. Most notably, she directed *L'écho d'un peuple*, the Franco-Ontarian mega-show. Myre joined the teaching staff at De La Salle public high school in 2002. The following year, she was named coordinator of the school's Centre d'excellence artistique (CEA), an artistic program that celebrated its 30th year on May 4, 2013. It offers advanced pre-professional training to high

school students wishing to pursue a career in the arts or who are simply looking for an intensive arts experience.

The CEA, which is unique in Ontario, is expertly led by artist-educators who invest time and effort, day in and day out, to help their students pursue their dreams. “Ever since I was a child, dance, music, literature, the visual arts and theatre have stimulated my creativity and motivated me to get involved at school. As CEA coordinator, I want to give our students the opportunity to reach for the stars. I want to provide them with the tools they need to find their way, to fully explore their talents and to achieve their dreams.”

In February 2013, Carole Myre received the *prix Laurier pour l'intervenante en éducation de l'année*, an annual prize that celebrates the contributions of a remarkable educator, at the Bernard Grandmaitre Awards sponsored by the Association des communautés francophones de l'Ontario (ACFO), an association of Franco-Ontarian community organizations. This award honoured her exceptional leadership and her ability to rally and motivate both students and staff. Carole Myre enjoys a career that combines three passions: the francophonie, the arts and the youth of her community. Her greatest reward? To hear and see her students blossom into successful Francophones who make their mark in Ontario, in Canada and in the world.

See more at : <http://tabaret.uottawa.ca/en/2013-06/living-dream-every-day>



Carole Myre

It runs in the family

Pauline Valade began her career as a teacher in eastern Ontario, at a time when some rural schools still didn't have any electricity. There was a wood stove in the middle of the classroom, water had to be pumped up from a well and, rain or shine, students had to go outside to use the washroom.



Pauline Valade with her daughters Paulette and Sylvie.

From 1947 to 1950, her classes had up to 43 students at several levels, from grades one to eight. "Unlike today, when teachers have lots of resources, we had very few teaching books back then," says Pauline, who is now 84 years old.

In her family, Pauline is the first of three generations of teachers educated at the University of Ottawa. She did her studies at the University's École normale in 1946. It was the only place in Ontario where teacher training was offered in French. "I met Francophones from all over the province," says the retired teacher. "The reason three of my four children decided to follow in my footsteps is that they saw how happy I always was as a teacher."

Paulette Gallerneault, Michelle Vander Byl and Sylvie Valade Claude agree that their mother had a big influence on their career choice. "She would often tell us about her early years as a teacher, and share all sorts of stories of day-to-day life in the classroom," says Paulette, who obtained her bachelor's degree in education from

the Faculty of Education of the University of Ottawa in 1979. "I wanted a job that would let me make a difference in people's lives. In addition to teaching, I've also been a guidance counsellor throughout my entire career."

Paulette's spouse, Justin Gallerneault, worked as an accountant at a financial institution and then as a cabinetmaker before embracing teaching. "I needed a career change, and Paulette fully supported my choice." Justin taught English in Francophone schools in eastern Ontario for several years before pursuing studies in the Faculty of Education. "By then I was older than the average student. During my first day of class, I found myself in a room full of younger students who mistook me for their professor. They stopped talking and quickly took their seats," says Justin, who taught for ten years, from 2000 to 2010.

Paulette and Justin's daughter, Élyse Gallerneault, graduated from the lettres françaises program and then decided to continue her studies in the Faculty of Education. "As part of the lettres françaises CO-OP program, I did a work term at Knowledge Circle, a private school which offers French courses to public servants. Several of the participants thanked me for helping them pass their French exams, which would allow them to move up in their careers in the public service. Their feedback gave me the confidence I needed to go into teacher training," says Élyse, who now teaches art in grades three to six at Pavillon La Croisécine Embrun. "I've always taught older children, but this year, I've had to adjust to classes with younger students. They can't sit still for more than five minutes, they expect me to settle their arguments, and they don't always get my jokes!"

When she was six years old, Sylvie Valade Claude used to play teacher in the basement of her family home. She already knew she was going to be a teacher when she grew up. "I learned a lot at the Faculty of Education, and the practicums were especially useful," she says.

<http://tabaret.uottawa.ca/en/2013-06/it-runs-family>

Fifty years of memories

MEMBERS OF THE “LOST GATINEAU GANG” FIND EACH OTHER AGAIN AT THE FACULTY OF EDUCATION ALUMNI REUNION

Alumni Week, an annual celebration put on by the University of Ottawa, is a chance for alumni to relive memories of times spent with former classmates.

At a breakfast organized by the Faculty of Education for the 50th anniversary of the 1963 *École normale* graduating class, everyone was talking about one event in particular from their university days—a trip to Gatineau Park in the fall of 1962 by some 300 *École normale* students as they began university.

The students had headed out in the morning for a hike and were divided up into small groups so they could enjoy the park's sights. However, when it came to head back to Ottawa, most of the students didn't show up at the departure location—they had lost their way in the park!

As Louise Maurice (nee Tarte), a graduate of the class of '63, recalls, “We were all pretty worried. Night was falling and we wanted to get back to the campus as quickly as possible.” She also remembers that one student was able to make it to a payphone at the edge of the road. Unfortunately, though, he didn't have 10 cents to make a phone call so he had to wait until a car went by to get help. He was finally able to let someone at the school secretariat know what was happening. This student hadn't been in the Ottawa area very long, though, so he had a hard time describing the exact location of the group! Everyone finally made it safely back to the city later that evening, but not without a few scary moments along the way.

Maurice says that *École normale* worked together with the RCMP and local media to reassure the public about this situation quite out of the ordinary. The Canadian Military Headquarters also offered its help to search for the missing students.

As part of the reunion, members of the class of 1963 were treated to a guided tour of the campus that included Hagen Hall



Louise Maurice
(nee Tarte)
École normale
class of 1963.

(previously home to *École normale*) by Michel Prévost, the University's chief archivist. As enthusiastic as ever, their tour guide pointed out the many changes the University campus has undergone over the years, to the great delight of his guests—many of whom had not been back on campus in 50 years. They all understood very well that these changes were important for the survival of an institution like the University of Ottawa.

Fifty years after that day in Gatineau Park, members of the “lost Gatineau gang” had a great time finding one another again and sharing so many great memories.

<http://tabaret.uottawa.ca/en/2013-09/fifty-years-memories>



Fifty years later, members of the 1963 graduating class pose in front of *École normale*, now Hagan Hall.

Highlighting our alumni

INSPIRING ALUMNUS BREAKS HIGH SCHOOL VICE-PRINCIPAL STEREOTYPES

Sitting and nervously waiting to meet with your high school vice-principal can be a very stressful experience for any young student. Many of us may recall our vice-principal as a disciplinarian, someone who would drill you with questions on your unacceptable behaviour and bestow upon you the appropriate punishment. However, Notre Dame High School vice-principal Philip Capobianco is dispelling that stereotype.

"We have to change the mindset of pop culture around school administration," says Capobianco. "If we want students to succeed in life and become responsible adults, we have to ensure they feel comfortable in the main office. That's really the challenge."

Capobianco always wanted to be a teacher. In 1996, he finished the teacher education program at the top of his class before moving on to complete a master's in education, both from the University of Ottawa. He pursued his dream, teaching everything from English to religious studies at various Catholic high schools in Ottawa. "I've always considered teaching and school administration a vocation," explains Capobianco. "I went into teaching because of a desire to help kids, especially at-risk kids. You really have to be resilient and creative in the way you reach them. But, when you do, it is such a wonderful feeling of success and transformation."

Successful has certainly been the way many parents, fellow teachers and students characterize Capobianco. This past November, he was selected among several nominees as the first recipient of the Inspiring Public Confidence Award from the Ontario College of Teachers.

"As the first person to receive this award, I am flattered and humbled," says Capobianco. "It is humbling, because what I consider my vocation is being recognized as this great



Philip Capobianco with Michael Salvatori, registrar and chief executive officer, Ontario College of Teachers

achievement." Parents who nominated Capobianco describe him as a man who is always ready to support their kids. Teachers see him as an activist leader, ready to step away from his desk and be on the floor with the students—always within reach.

In today's fast paced and high-tech society, Capobianco explains, kids are desperate for healthy human relationships. "You need to be an active listener. I find it can be a challenge for adults to grasp what the kids are telling them. Sometimes, you just have to be able to read between the lines. A student might come to address an academic issue but in fact, there is really some sort of social or family issue. Being an active listener is the key to student success and transformational school leadership," says Capobianco.

<http://www.gazette.uottawa.ca/en/2013/02/inspiring-alumnus-breaks-high-school-vice-principal-stereotypes/>

A Page of History

A PAGE IN TIME: CRITICAL STAGES OF GROWTH FOR THE FACULTY OF EDUCATION

In 1969, the École normale de l'Université d'Ottawa, which had trained thousands of French-Ontario teachers since 1927, joined our Faculty of Education.

Next up to join the Faculty, on August 19, 1974, was the Ottawa Teachers' College, which had prepared generations of English-language teachers. The College officially joined the Faculty on September 1 of the same year so as to ease into the start of a new school term.

The École normale was located on Séraphin-Marion in what is today Hagen Hall. The Ottawa Teachers' College was downtown on the corner of Laurier Avenue and Elgin Street. It was housed in a magnificent limestone building that was constructed in the neo-Gothic style between 1875 and 1892.

This jewel of our heritage is now part of Ottawa's City Hall and is recognized as a National Historic Site of Canada by the Historic Sites and Monuments Board of Canada.

Since 1978, the Faculty of Education's teacher education programs in French and English have been carried out in Lamoureux Hall, which was named in honour of the founder of the École normale de l'Université d'Ottawa, Father René Lamoureux.

You can learn more about the history of the Faculty of Education by contacting the University of Ottawa Archives. For more information, visit www.archives.uOttawa.ca.

<http://www.gazette.uottawa.ca/en/2012/08/a-page-in-time-critical-stages-of-growth-for-the-faculty-of-education/>



The magnificent Ottawa Teacher's College building with a plaque from the Historic Sites and Monuments Board of Canada

For more information

For more information about the Teacher Education program or other Faculty of Education programs, visit :

www.education.uOttawa.ca

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