

CODE CHRONICLES LES CHRONIQUES DU CODE

ISSUE NO. 2
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WELCOME TO ISSUE TWO! BIENVENUE À LA DEUXIÈME ÉDITION!
Read on and enjoy the contributions of our many writers from school districts across Ontario. Prenez connaissance des contributions de vos collègues de par tous les conseils scolaires de l'Ontario. Bonne Lecture!

CONTRIBUTORS

Thanks to the following boards for participating in this issue

Lakehead District School Board
Sudbury Catholic District School Board
Niagara Catholic District School Board
Halton Catholic District School Board
CSDC des Aurores boréales
CSDEC Sud-Ouest

New media for new learning is all about you!

HOW DO you learn best? This creative web based showcase is an inquiry and thinking tool that allows you to make multiple connections to Differentiated Instruction. It is a non linear, multi modal, self directed tool that includes an on-line quiz, videos, pictures and information that incorporates all aspects of Operation Differentiation, the Lambton Kent District School Boards' CODE Special Education Project. By simply accessing the tool as teacher, student or parent, you will find that the options to learn all about Differentiated Instruction are endless.

This web site is located on the Internet at www.pdtogo.com/di and went live on November 15th, 2008.

For more information, please contact: Jim Costello, Superintendent of Education-Special Education, Lambton Kent District School Board at costelji@lkdsb.net

Let Us Know How We're Doing

CODE Chronicles is waiting to hear from you.

IF YOU have a response to any of the articles in this or any issue of the CODE Chronicles/ Les chroniques du CODE please use the email link found at the end of each article, or if you have a general suggestion for this publication please drop us a line.

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Letter from the Editors

Nancy Tully-Peever, Brian Finnigan

WE ARE pleased to release this second edition of CODE Chronicles. We want to thank our contributing boards for excellent articles spanning a variety of topics of interest to readers from both the elementary and secondary panels.

At our November Summit we learned about the importance not only of presenting our knowledge, but of mobilizing our learnings through active sharing and meaningful dialogue. We want to give a special thank you to Peter Levesque for offering his insightful 'guest editor' piece in this edition where he expands upon the concepts of Knowledge Mobilization.

The articles contained in this edition have considerable value as 'stand alone' pieces but they hold the potential to have much more impact if they are seen as an 'opportunity' for reflective response and as a springboard to continue the dialogue. We would encourage you to respond to the authors concerning your thoughts about individual articles. You can do this by simply clicking on the highlighted blue links at the end of each article. The real power we have as educators in supporting positive, constructive change in Education in Ontario is by

being engaged, active participants in the process! We hope you enjoy this edition of CODE Chronicles, and as always, welcome any feedback. If you wish to post any information concerning professional development opportunities, or shared resources in our publication that you think might be of interest to other school districts please do not hesitate in contacting us.

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Letter To the Editors:

Peter Levesque
Director, Knowledge Mobilization Works

LET ME start with a little history lesson. The Social Sciences and Humanities Research Council of Canada introduced the term Knowledge Mobilization to Canada in 2001-2002 under the leadership of Dr. Marc Renaud. It was my privilege at the time to hold the position of Deputy-Director of Knowledge Products and Mobilization from 2002 to 2006.

The concept of mobilization was taken from the French - mobilisation - making ready for service or action. It was felt at the time (rather than strongly supported by evidence) that the ability to use much of what was produced in the social sciences and humanities, which includes education, was hindered by both conceptual and physical inaccessibility of much of the production of this sector.

Sets of initiatives were launched with the explicit intention of improving the conditions for uptake and utilization of the

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