



Curriculum Services Canada Annual Report 2008–2009

**The Future Of Learning:
It's At Your Fingertips**



About Our Theme

New technology has always been emerging but never quite at the rate we see today. Whether it is the “read/write web” where users co-create content, or new digital devices, the development and use of new technologies are occurring quickly. This technology explosion has given rise to innovations and opportunities to support teaching and learning in a variety of new ways.

This year’s theme, ***The Future Of Learning: It’s At Your Fingertips***, is about both technology and its users. At Curriculum Services Canada, we believe that enabling learners to interact with the content, their facilitator(s), and their peers through the use of technology enhances not only the overall experience but also their learning.

This report describes how CSC’s service areas support learning at your fingertips:

1. Evaluation Services is CSC’s longest-standing business area. We evaluate not only hard-copy resources but also online courses, websites, and videos to determine their eligibility for CSC’s Seal of Quality.
2. Curriculum Resource Services supports the development of new resources and learning opportunities to ensure that they meet quality standards. These may include online courses, videos, and other technology-enhanced learning modalities.
3. Professional Learning Services (PLS) provides a variety of options for adult learners. Leveraging a variety of technologies, PLS supports the development of web conferencing, online courses, learning networks, and videos to provide relevant and meaningful learning opportunities.
4. The Curriculum Foundation supports educators across Canada and internationally through the awarding of grants and subsequent development of resources. These resources are available online and increasingly include multimedia components.

Even our red Seal of Quality supports this year’s theme! We evaluate learning resources based on a number of criteria, including the methodology used to deliver educational content. Any high-quality educational resource must be delivered using a modality that fits both the curriculum and the learner. Both today and in the future, learners expect technology to support them and to be used effectively in instruction.



About CSC

Curriculum Services Canada (CSC) is the Pan-Canadian standards agency for quality assurance in learning products and programs. We are not-for-profit and provide standards-based services including the development, implementation, evaluation, and accreditation of teaching and learning resources across Canada and internationally.

CSC's Vision for the Future

- To be firmly established as a world-recognized leader in Pan-Canadian educational quality assurance.
- To provide a broad base of reliable and accessible educational services that respond to the needs and diversity of educators, learners, stakeholders, and the public.
- To communicate effectively with all of our clients and stakeholders.
- To demonstrate our high standards through exemplary management practices.

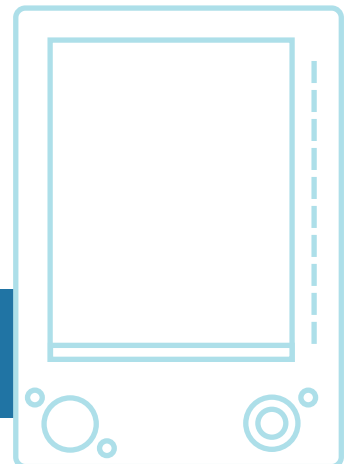
Get this Annual Report
at your fingertips. Please go to
www.curriculum.org/csc/report2009.shtml
to see the interactive version of this report.

Table of Contents	Message from the Chair	3
	Message from the Executive Director ...	4
	Evaluation Services	5
	Curriculum Resource Services	6
	Professional Learning Services	7
	The Curriculum Foundation	8
	Financials	9

CSC's Mission for Today

- To build national recognition by parents, teachers, students, school administrators, education stakeholders, and the general public of the Seal of Quality as the symbol of quality assurance in Canadian learning products and programs.
- To deliver quality educational services related to the evaluation, development, implementation, and accreditation of learning products and programs in a responsible, trustworthy, and equitable manner.
- To collaborate in valued and meaningful partnerships to promote and advance quality standards in learning products and programs.
- To respond to the ever-changing needs of learners.
- To foster a supportive and collaborative working environment.

Speed is normal. Innovation is part of life.
- Don Tapscott, "Grown Up Digital"



Message from the Chair

It is my great pleasure once again to present my report for the fiscal year ending March 31, 2009. The CSC Board of Directors is both pleased and proud to continue to govern CSC as it supports the education community in meeting the needs of 21st-century learners.

This year, the Board and senior management team at CSC collaborated to develop the 2009–2014 Strategic Plan for the organization. This Plan very much aligns with the theme of this year's Annual Report, focusing on supporting the education community in using technology effectively to connect and learn. The Board understands the importance of leveraging and leading technological innovations to ensure equitable, time-efficient, and meaningful access to learning opportunities while maintaining our longstanding commitment to excellence and high standards.

As another year passes, I regret to announce our retiring Board members but am pleased to announce those who will replace them.

- Angelo Di Ianni, CODE representative, is replaced by Heli Vail.
- Heli Vail, OPSOA representative, is replaced by Ardeth Staz.
- Lou Rocha, CPCO representative, is replaced by Dan Tighe.

I am also pleased to announce our new technology representative on the Board, Bob Jones. Bob is an Interactive Learning Consultant with the Sheridan Institute of Technology.

The Board wishes to thank all retiring members for their outstanding contributions. I would also like to acknowledge all members of the Board for their ongoing dedication to CSC's mission, and the staff team at CSC, who work diligently to ensure the organization's success. In particular, I would like to thank Kathryn McFarlane, who retired from her position as Executive Director this year. Kathryn served CSC with passion and commitment for 12 years, and the Board is grateful for her efforts to ensure the growth and sustainability of the organization.



President and Chair,
Kevin O'Connor

I would like to welcome Amy Coupal as the new Executive Director of CSC. The Board is thrilled that Amy has taken on this new role as she possesses the skills and knowledge to lead the organization forward and bring our new Strategic Plan to life. Finally, the Board would like to thank our Honorary Patrons for their ongoing endorsement of this organization and their personal commitment to the education community across Canada.

It has been a pleasure to once again serve as President and Chair this year.



Board Members
Back: William Mugford, Corporate; Dan Tighe, CPCO; Nelly Kelders, alternate for Dan Tighe, CPCO; Bob Jones, Technology; Frank McAuley, Corporate; Heli Vail, CODE; Kevin P. O'Connor, OCSOA; Michel Rodrigue, Francophone Community; Helmut Tinnes, OPC
Front: Beth Cooper, OPSBA; Ardeth Staz, OPSOA; Walter Gowing, Volunteer Community; Nancy Kirby, OCSTA; Ningwakwe, Aboriginal Community

[Students today] think differently, they act differently, they interact with technology. - *George Siemens*

Message from the Executive Director

It is my distinct pleasure to bring greetings for the first time as Executive Director of Curriculum Services Canada. Having taken over for former Executive Director Kathryn McFarlane in January, 2009, many of the successes you will read about in this report occurred under her leadership and she is to be commended for her substantial contributions to the organization over the course of her tenure at CSC.

The theme for this year's Annual Report, *The Future Of Learning: It's At Your Fingertips*, has been an increasing focus for the organization. We recognize that as the ways we access information, communicate, and learn continue to expand, the effective use of technology is a critical facet of our work. Whether the focus is on the development, implementation, evaluation, or accreditation of teaching and learning resources, we use technology at virtually every stage of every project.

We understand that the diverse members of the education community seek learning opportunities at their fingertips. They turn to us for just-in-time resources and opportunities to help them continue along their learning path. Increasingly, resources are provided in a variety of formats to ensure that they are accessible and usable for a growing number of learners, all of whom will use a resource in their own unique way.

This year, we have collaborated with our various clients and partners to provide user-friendly, cost-effective access to meaningful resources. In this report, you will see a number of these projects described in more detail and will note the diversity of

the clients and communities we serve. From our various projects with the Ontario Ministry of Education to a diverse group of education stakeholders including The Childhood Cancer Foundation and Career Edge Organization, we are supporting learners at a wide range of ages and stages of life.

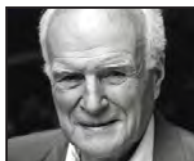


Executive Director,
Amy Coupal

Thanks to technology, the clients we work with and the projects we complete are ever expanding. We are no longer limited by barriers such as geography and time. Now, the capacity to connect, communicate, and collaborate is at our fingertips as well.

For each project, our goal is the same: to maintain high standards and ensure that the outcomes will have practical value for learners. To ensure that we bring our motto, "Excellence Is Our Standard," to life, we as a team have maintained our own commitment to learning by continuously improving our skills and knowledge in all facets of the work we do.

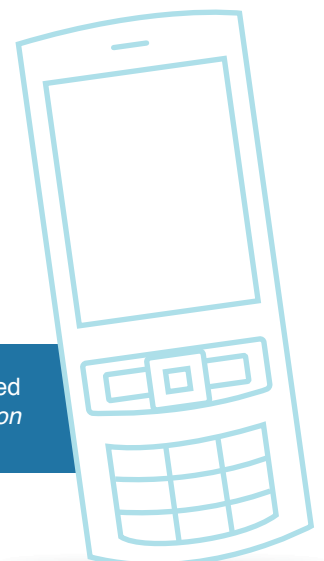
As we reflect upon the past year, there is much to celebrate. However, we know that things will change quickly and we can't be complacent. Looking forward, I am excited and optimistic about the possibilities, knowing that the future of learning, and our success, is at our fingertips!



Honorary Patrons

Top: Dr. Michael Fullan, Dr. Avis Glaze, O.Ont., Rick Hansen, C.C., O.B.C., Roberta Jamieson, L.L.B., L.L.D., C.M.

Bottom: The Honourable Rose-Marie Losier-Cool, Senator, Dr. J. Fraser Mustard, C.C., O.Ont.



51% of youth wireless users would be interested in having school announcements communicated to them via their cell phones. - *Canadian Wireless Telecommunications Association*

Evaluation Services (ES)

Evaluation Services (ES) reinforced CSC's raison d'être as a standards agency once again this year, providing standards-based evaluations of both textbooks and supplementary resources. We view all resources through the same discerning lens, assessing their appropriateness in a number of evaluation categories related to the subject matter, curriculum area, and grade level. The evaluation standards we use also guide the work of Curriculum Resource Services and Professional Learning Services, ensuring that high standards are met not only in our resource evaluation but also in the development and implementation of learning products and services.

ES evaluates not only textbooks and hard-copy resources, but also a variety of electronic resources. From websites to online modules, ES has evaluation criteria developed specifically for these modalities. ES understands that technology will be at the forefront of the future of learning and we are committed to maintaining high standards regardless of the format of the resource.

This year, Evaluation Services undertook the following projects:

Ontario Trillium List of Approved Textbooks

ES is responsible for evaluating textbooks for English-language schools for the Ontario Ministry of Education's (EDU's) Trillium List, as well as for recruiting and training the evaluators who engage in this process. Evaluations include new textbooks not yet in the education marketplace, and textbooks that require re-evaluation against revised curriculum policies. ES also manages the maintenance of and revisions to the Trillium List website, and works in conjunction with EDU to ensure the alignment of policies and procedures with our francophone sister agency, le CLÉ (le Centre canadien de leadership en évaluation).

CultureSource.ca

ES maintained the English and French websites which provide quality-assured links to Canadian History, Arts, and Literature resources for teachers and administrators across Canada. This project was supported primarily through funding from the Department of Canadian Heritage.

The Curriculum Foundation

ES led the process for selecting three learning resource projects from submissions from teachers across Canada. Please see page 8 for details.

Premier's Awards for Teaching Excellence

This year, ES once again managed the selection process for the Premier's Awards for Teaching Excellence for the Government of Ontario. In consultation with a government team, we revised our evaluation grids and recruited and trained teams of educators and others in the field of education to develop a short list of applicants from more than 1,600 applications. We also supported the selection panel appointed by the provincial government to make the final selection of award recipients.

Supplementary Resource Evaluation and Posting

ES evaluates Pan-Canadian resources each year to assess their eligibility for the CSC seal and subsequent posting on the CSC website. There are now 165 such resources displayed on this website, which are accessed by educators across Canada and around the world. Last year, supplementary resources were downloaded more than 45,000 times!

Check out the interactive Annual Report at www.curriculum.org/csc/report2009.shtml to learn more about CSC's accomplishments in 2008–2009!



Technology is a means to an end, not an end in itself.
- Chris Dede, Harvard University

Curriculum Resource Services (CRS)

Curriculum Resource Services (CRS) provides an array of expertise, from curriculum correlation to needs analysis, mentoring, and resource development. These services are customized for each project and range from hourly consultations to ongoing feedback at identified stages throughout the project. For each project, CRS establishes mutually agreed-upon standards with the client.

Increasingly, CRS is supporting projects with a blended and/or e-learning focus. Projects such as An Educator's Guide to Childhood Cancer for the Childhood Cancer Foundation (CCF) and online learning modules for Renewed Computer Technology (described below) reflect CRS's efforts to support the development of learning resources that are available at learners' fingertips. CRS is embracing the future of learning and is working within diverse communities to adapt existing resources to online formats or develop resources specifically for electronic outputs.

Some of CRS's diverse projects this year are:

Aboriginal Perspectives – Closing the Gap

CRS revised 60 strategies focusing on how to include the Aboriginal perspective in implementing curriculum across a number of disciplines in Grades 1–12 for the Ontario Ministry of Education (EDU).

Assessment Videos and Guides

CRS worked with the EDU assessment team to produce two videos with accompanying guides that demonstrated good assessment practices.

Black Canadians – Heritage, Culture, and Contributions

CRS developed a website of resources about the contributions of African-Canadians for use by teachers and students in elementary and secondary schools, for the Ontario Ministry of Citizenship and Immigration.

French As a Second Language and International Languages

CRS compared Ontario elementary and secondary curriculum with curriculum in other provinces and other countries to inform EDU's revisions of curriculum policy in these disciplines.

Growing, Accessible, Interactive Network Supports (GAINS)

CRS worked with EDU mathematics and literacy teams to develop print, video, and other electronic resources to support teaching and learning in mathematics and literacy.

Massage Therapy Curriculum Evaluations

As a third-party agency identified by the Ontario Ministry of Training, Colleges and Universities, Private Institutions Branch, CRS evaluated proposed curriculum for massage therapy programs submitted by organizations seeking licenses.

Prior Learning Assessment and Recognition (PLAR) Equivalency Credits

CRS conducted a curriculum comparison with other Canadian provinces in Math, Science, English, and International Languages and produced summaries to inform principals in granting equivalency credits to mature students, for EDU.

Renewed Computer Technology (RCT)

CRS acted as project developers in creating and producing online learning modules for four life skills areas: Leadership, Entrepreneurship, Decision Making, and Problem Solving.

Supporting English Language Learners (ELL) Grades 1–8

CRS supported EDU in producing this resource document that complements other resources for teachers about ELL teaching and learning.

An Educator's Guide to Childhood Cancer

CRS collaborated with the Childhood Cancer Foundation in providing information and resources to assist educators in supporting children living with cancer in their schools. CSC designed a website to make these resources easily accessible to educators.

Youth Employment Services (YES) – *Good Work!*

CRS developed a guide to assist teachers and counsellors in implementing a self-help book, *Good Work!*, with young people as they plan their careers and job searches.

The Curriculum Foundation

CRS mentored the development of and assisted in producing resources written by teachers awarded grants through our Grants for Teachers Program.

I'm a great believer that any tool that enhances communication has profound effects in terms of how people learn from each other, and how they can achieve the kinds of freedoms they are interested in. - Bill Gates



Professional Learning Services (PLS)

CSC's multimedia professional learning opportunities and resources facilitate professional dialogue and the sharing of effective practices while overcoming the challenges of distance, time, and cost. Content can be adapted from a previous modality (e.g., taking a face-to-face course online) or developed specifically for a new project. Each project upholds CSC's standards for resource development and may also include project-specific, mutually agreed-upon standards with the client.

This service area embodies the spirit of learning at your fingertips. Learning opportunities are designed with busy professionals in mind, recognizing that they want relevant, meaningful learning opportunities in manageable portions. Regardless of the approach, the goal is to maintain high standards for each resource or learning opportunity, ensuring that the focus is on the learning goals with the appropriate technology enabled to engage the learner.

Some of the project highlights this year in Professional Learning Services are:

Capacity-Building Web Conferences: PLS supported the Literacy and Numeracy Secretariat (LNS) in delivering capacity-building web conferences to educators across Ontario.

Coach and Intern Guides: PLS worked in collaboration with Career Edge Organization to develop orientation guides for coaches and interns in the Career Edge internship program.

CODE Parent Engagement and Special Education Initiatives: PLS worked with a team from the Council of Ontario Directors of Education (CODE) to develop a variety of resources for educators in print and online formats, including capacity-building webinars.

Curriculum Web Conference Series: PLS developed web conferences for school board stakeholders in collaboration with the Ontario Ministry of Education (EDU), to support the release of several new curriculum documents.

Establishing and Maintaining a Positive Classroom Environment: PLS developed a video resource for educators new to Ontario, with a focus on classroom

management strategies, for the Ontario College of Teachers' 'Teach in Ontario' program.

Leading Learning to 18: PLS developed a series of web conferences on the principal's role in student success in collaboration with a joint team from the Ontario Principals' Council (OPC) and the Catholic Principals' Council of Ontario (CPCO).

Leading Student Achievement: PLS collaborated with OPC, CPCO, l'Association des directions et directions adjointes des écoles franco-ontariennes, and the LNS on this initiative, which includes a variety of multimedia learning resources and web conferences.

Literacy and Numeracy Secretariat Webcasts and Guides: PLS worked in collaboration with the LNS to develop 13 webcasts for educators on a variety of topics related to teaching and learning. The webcasts are accompanied by additional resources, including viewer's guides.

Managing Information for Student Achievement (MISA) Barrie: PLS worked in collaboration with the MISA: Barrie Professional Network Centre to develop online resources for stakeholders within the centre.

Privacy and Information Management Toolkit: PLS collaborated with the Privacy and Information Management Taskforce to develop a resource toolkit, video resources, and website.

Student Success/Learning to 18 Video Modules: PLS produced a series of video modules in collaboration with EDU, focusing on the strategies and programs designed to support students staying in school. Topics ranged from differentiated instruction to the Specialist High Skills Majors.

The City Financial Life Skills Self-Directed Modules and Web Conferences: PLS hosted a series of web conferences on a CSC-evaluated financial literacy resource called The City, for educators across Canada for the Financial Consumer Agency of Canada. Related self-directed learning modules were also developed.

Toronto District School Board Data Literacy Online Modules: PLS developed data literacy online modules in collaboration with the Toronto District School Board. These modules are designed to support groups of educators in using data effectively to guide their planning and instruction.



Teachers need to prepare students to become lifelong learners, risk takers, problem-solvers, global-minded, action-oriented thinkers. - *Student Achievement Officer, Literacy and Numeracy Secretariat*

The Curriculum Foundation (TCF)

The Curriculum Foundation (TCF) is the learning resource charity of CSC. Through the generous donations of foundations, corporations, and private individuals, TCF provides \$2,000 grants and one-on-one mentoring to support teachers as they develop classroom-ready resources. Every resource selected receives the CSC Seal of Quality, signifying that the materials have met CSC's standards. The completed projects are posted on the CSC website (www.curriculum.org) for educators to download free of charge. Projects include both text-based and multimedia resources. An increasing number of applications, and hence, new projects, reflect the theme of learning at your fingertips as they incorporate the use of technology in their design and delivery.

Each year, an independent panel of educators and stakeholders selects applicants to receive grants for their innovative proposals. This year's grant recipients are:

Janice Thomson Memorial Grant



Rebecca Penner, formerly of the Mamawmatawa Holistic Education Centre in Calstock, Ontario, for *The Seven Sacred Teachings*, a resource that uses sacred teachings fundamental to Aboriginal cultures as the basis for creating puppets and producing scripts for plays. Learners will develop collaboration, cooperation, and decision-making skills. Rebecca has been interested in puppetry and script writing for many years and wanted to use them to help students learn about the culture of First Nations people.

General Grants



Justina So of Unionville Meadows Public School and Sandra Wu of Walter Scott Public School in the York Region District School Board, for *Character Really Matters*, a resource that will demonstrate how to use student-created music to develop 10 major character traits. Justina and Sandra

wanted to develop a resource that could simultaneously engage students, develop their literacy skills, and access their creativity while vocalizing the importance of music.



Nancy Adams of Roméo Dallaire Public School in the Durham District School Board, for Equity and Critical Media Literacy, a resource focusing on developing critical thinking skills in young learners as they explore equity-related concepts as presented through characters in the media. The resource

will support teachers in addressing diversity and will help their students to effect change and move toward taking social action. Nancy wants to teach students to think critically about the characters and celebrities they see in the media and to question who is being included, excluded, and represented.

This year's selection panel included:

Janice Crawford, Ontario Ministry of Education
Shannon Hogan, Ontario Elementary Catholic Teachers' Association
Deirdre Smith, Ontario College of Teachers
Marc Robillard, Ontario Secondary School Teachers' Federation
Calvin Fraser, Canadian Teachers' Federation
Joann Alho, Ontario Principals' Council
Diego Noronha, Ontario Student Trustees' Association
Colleen Schenk, Canadian School Boards Association

Donors:

Gold Apple Donation (over \$3,000)

RBC Foundation

Silver Apple Donation (\$500-\$3,000)

Blake, Cassels & Graydon LLP
S.W. Dermer
Edu Can International Inc.
Keel Cottrelle LLP
Eric Lee
Frank McAuley
MSCM LLP
William Mugford
Ontario English Catholic
Teachers' Association (OECTA)
John and Violet Simkins
The George Lunan Foundation
Gary Thomson
Anonymous Donors

Bronze Apple Donation (under \$500)

Shirley and Robin Conway
Elizabeth Cooper
Amy Coupal
Juanita Gledhill
Walter Gowing
Lynne Hyne
Kathryn McFarlane
Kevin P. O'Connor
Dale Rose
Lise Routhier Boudreau
Anita Sherwin-Hamer
Ardeth Staz
Pauline Weber
Anonymous Donors



It's all about teaching people how to learn, rather than teaching them what they should learn. - Bill Muirhead, UOIT

Financials

CSC is pleased to report revenues of \$3,528,503 during the 2008–9 fiscal year. Our organization is increasingly demonstrating capacity to provide a wide range of services for both large and small projects, allowing us to remain financially viable despite tough economic times.

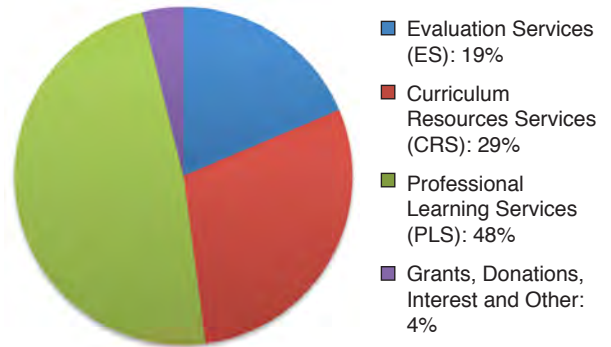
It is notable that Professional Learning Services demonstrated significant growth during this fiscal period, increasing from 29% of CSC’s revenue in the previous fiscal year to 48% this year. As the demand for online learning opportunities increases and our capacity to support them grows, it is hoped that the services offered by this and all of CSC’s service areas will expand.

As with many not-for-profits, CSC faces the challenge of ensuring adequate staffing to meet project demands while ensuring sufficient revenues to support the associated costs. Many projects are supported by both full-time staff and skilled freelance contractors who bring their expertise to specific projects. CSC’s staffing needs are regularly assessed and cost-effective decisions are made to ensure that we can offer the skills and capacity our clients require.

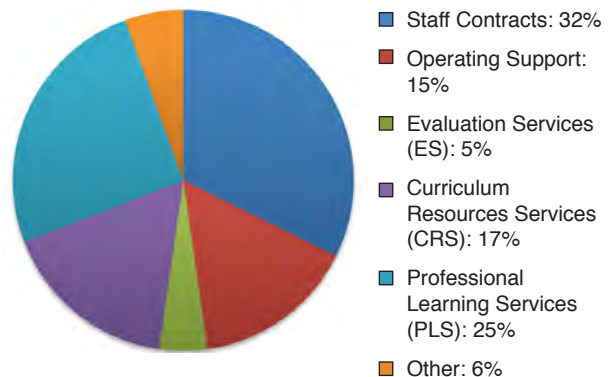
Because CSC receives no core funding, our revenues are dependent on project income. Cost-effective business development and long-term projects remain a vital focus for our organization in order to ensure sustainability and financial viability.

The Curriculum Foundation (TCF), CSC’s affiliated charity, distributed three \$2,000 grants once again this year. TCF received \$18,893 in donations this year, allowing this valuable program to continue and thrive. We sincerely thank all donors for their continued support (please see page 8 for a list of this year’s donors).

2009 Revenue Analysis



2009 Expenditure Analysis



The simplified charts on this page show Revenue and Expenditure Analyses for 2008–9. The financial statements of CSC have been fully audited by MSCM LLP, Chartered Accountants, and are available from CSC upon request. Charts may be read clockwise.

The CSC Team



Clockwise from *

- Yannick Constant, Project Coordinator
- Shaan Singha, Office Production Assistant
- Stephen Kunc, Project Coordinator
- Gina Melvin, Director, Operations
- Amanda Doggart, Administrative Assistant, Corporate Services
- Lewanne Salmon, Project Coordinator
- Anita Sherwin-Hamer, Director, Evaluation Services
- Jenny Waithe, Coordinator, Evaluation Services
- Danijel Margetic, Manager, Video Production Services
- Amy Coupal, Executive Director beginning January, 2009
- Jennifer Coens, Project Leader
- Byron Patchett, Director, Video Production Services
- Jackie Lively, Intern, Public Relations
- Elizabeth Gould, Intern, Public Relations
- Linda Schmidt, Coordinator (Acting), Evaluation Services
- Pauline Beggs, Director, Curriculum Resource Services
- Gergana Bogdanova, General Accountant
- Carrie McLaren, Project Leader
- Deanna Bowlby, Project Leader
- Kathryn McFarlane, Executive Director to December, 2008

Technology and Learning: Expanding the Possibilities of Education

By Elizabeth Gould and Jackie Lively

“Although the buildings have not changed much since my day, enlightened 21st-century teachers are using technology as constructivists in those same buildings today,” says Kent Manning, an Education Technology Consultant from Belleville, Ontario. With each passing year, technology and education become increasingly intertwined, and students and teachers alike are using technological tools as a pathway for learning.

Wikis, blogs, webcasts, and social networking websites are just a few of the ways “students can create, collaborate, remix and retell all kinds of interesting curriculum-related projects and stories,” says Manning, who started his career as an educational assistant in 1981.

Nicole, a Grade 10 student at an arts-oriented high school, uses computers to digitally edit her work in various art classes. She explains that she easily adjusted to the new software and is excited about the added step that allows her to explore her creativity. “Now I can use computers to make my artwork even better, and it adds another step that lets me explore my creativity.”

In today’s digital age, students are growing up surrounded by technology. James Dykstra, a teacher from Winnipeg, thinks that integrating technology into the classroom makes learning more engaging for students. He believes that technology used in the classroom “gets students to take greater ownership of what they’ve done.” He believes that using tools such as wikis, online primary sources, comic strip creators, and Twitter allows “learning [to be] more student focused...and expects the student to discover more rather than being told just how it is.”

Dykstra emphasizes that the increase in the availability of information through technology now allows students to find information within minutes. Rachel, a Grade 7 student, is very familiar with the newer, more efficient method of doing research. She says it would be more difficult to do her homework without technology, namely, using the Internet. “The Internet has a lot of information, and we don’t always have time to go to the library to look for books.” By using the Internet, students like Rachel are developing their research skills and critical thinking skills to select reliable sources.

Bill Beaucage, a principal from the Superior North Catholic District School Board, explains that webcasts and web conferencing are being used “as the catalyst for instructional leaders to maximize opportunities and assist staff to grow and work together.” Beaucage, who has experience participating in and facilitating professional development workshops online, enthusiastically recommends web conferences, explaining that their focus on meaningful dialogue helps to overcome problems of time and distance. He says that webcasts are a convenient tool for professional development because they can be archived and accessed at any time; they are literally at a learner’s fingertips.

As Kent Manning exclaims, “We are in exciting times. There is no better time for our teachers and students to explore using technology to create amazing digital artifacts and then share them with the world!”

Every summer, Curriculum Services Canada participates in student internship programs. We recruit university students who gain experience through their co-operative education program while participating in the workplace and areas of interest that complement their discipline. Elizabeth and Jackie chose to learn about public relations at CSC. They developed the concept and theme for this Annual Report and worked with a writer and designer to complete this document. They also planned the theme, content, and program for CSC’s Annual General Meeting.

Visit our interactive report on the CSC website at www.curriculum.org/csc/report2009.shtml for links, photos, videos, and more.



“The number one benefit of information technology is that it empowers people to do what they want to do. It lets people be creative. It lets people be productive. It lets people learn things they didn’t think they could learn before, and so in a sense it is all about potential.”

Steve Ballmer



ISO 9001



Curriculum
Services
Canada

Service des
programmes
d'études Canada

439 University Ave., Suite 1450
Toronto, Ontario, Canada M5G 1Y8

439 avenue University, bureau 1450
Toronto (Ontario) M5G 1Y8 Canada

