

WINTER 2008

Reach Every Student

Energizing Ontario Education



Introduction

Each school day, two million students attend Ontario’s publicly funded schools. They gather together to learn, with one another and from one another; to acquire the skills needed to succeed in school and in life; and to become confident, well-rounded, critical thinkers.

This is a tall order, and yet we expect even more from our schools.

Each student is unique. Our classrooms are filled with students from every country and every circumstance. All parents hope our schools will bring out the very best in their children and encourage them to reach their full potential. Everyone who works in education, teachers and support workers, and everyone in our government, shares that same firm hope for Ontario’s students.

Our commitment is to every student. This means both “raising the bar,” to encourage the absolute highest achievement from our students, and “closing the gap,” to ensure that we develop strategies to help every student learn, no matter their personal circumstances.

Our collective hope for our students is the driving force behind everything we do in education. A strong, publicly funded education system is at the very heart of this government’s mandate and is the foundation of our province’s future prosperity. The work that goes on in our schools every day is critically important –

to our students, yes, and also to the very future of our province. Ultimately, our schools are called to partner with Ontario’s parents to help students become the best they can be individually. But the schools’ role is also to help students develop into highly skilled, knowledgeable, caring citizens who contribute to our strong economy and a cohesive society. That purpose highlights both the unique promise and the amazing possibility inherent in our publicly funded system.

The first object of a wise government should be the education of the people.

EGERTON RYERSON

If we had to pick a single word to epitomize our aspirations, it would be an education system that “energizes” everyone in it or who comes into contact with it. One measure of success at the end of the next four years, therefore, will be the excitement and pride that Ontarians feel about the province’s publicly funded schools.

This paper presents the government’s plan to continue working with our partners to build and energize Ontario’s schools. Together, we will reach every student and create an education system that is second to none.

Responding to the Challenge

In 2003, the newly elected government inherited an education system that was in turmoil. It responded by making education its first priority, setting bold targets, and investing in the improvement of schools in partnership with local educators and communities. Today, we are seeing success – student achievement is up, more students are graduating, teacher morale has improved, and overall we believe people are satisfied with the direction of Ontario’s education reform.

But there is more work to be done. As the government begins a second mandate, there are two kinds of challenges. One, that we merely continue down the path of incremental improvements. Or two, that we enlarge the agenda so much that it becomes unwieldy and diffuse. Instead, we have chosen to strike a middle ground that substantially extends our initial strategies and builds on successes to date.

It is also common for second-term governments to lose the fresh momentum they had created in their first term. Britain obtained substantial improvements in literacy and numeracy during Prime Minister Tony Blair’s first term, which ran from 1997-2001. Then, performance plateaued as the government lost focus in its second term (2002-2006), even though it had received a decisive majority from the electorate.

Recently, Sir Michael Barber, the chief architect of the Blair government’s literacy and numeracy strategy, was asked what he wished they had done differently in their second term. He indicated that he wished the government had kept the sharp focus on literacy and numeracy, sustained the core implementation methodology for another four years, and showed how they were strongly supportive of a broad curriculum with literacy and numeracy deeply and widely integrated with the education of the whole child.

With these lessons in mind, over the next four years we will continue to work in partnership with the public and the education sector to substantially improve Ontario’s publicly funded education system. In this paper, we outline the core priorities and supporting conditions that will get us there.



Core Priorities

We know that education and schooling are key to our future prosperity and to strengthening our society. It will take a great deal of commitment, skill and collective energy to achieve the ambitious agenda that we have set out.

We commit to prioritizing and integrating our efforts, as well as establishing the conditions needed to unleash the potential of all students. We hope this will energize all levels of the system and our partners.



Our efforts will be sharply focused on three core priorities:

1 *High levels of student achievement*

- Going deeper and wider on literacy and numeracy, including reaching the targets of 75 per cent of students achieving at the provincial standard in Grade 6
- Continuing innovation in secondary schools in reaching the 85 per cent graduation rate.

2 *Reduced gaps in student achievement*

- Reducing the gap in achievement for those groups of students who, for whatever reason, need extra help.

3 *Increased public confidence in publicly funded education*

- Fostering greater two-way engagement with the public to inform the implementation of the mandate and to foster public confidence
- Strengthening the role of schools as the heart of communities
- Recognizing the pivotal role of schools in developing the workforce and citizens of tomorrow.

Core Priority I

High Levels of Student Achievement

Strong literacy and numeracy skills are the critical foundation for all other academic achievement and for a lifetime of success. Their importance cannot be overstated. That is why we will continue to focus on ensuring that our youngest students start to build this foundation. And, we will support students throughout their years in school so they have the highest possible achievement in both literacy and numeracy.

Wherever illiteracy is a problem, it's as fundamental a problem as getting enough to eat or a place to sleep. The native language takes precedence over every other subject of study: nothing else can compare with it in usefulness.

NORTHROP FRYE

Deepen and Widen Literacy and Numeracy Efforts

We will expand and deepen the implementation of high-quality literacy and numeracy practices and achievement in all school boards and schools.

Our goal is to have 75 per cent of 12-year-old students achieving a high standard of proficiency in reading, writing, and mathematics.

Results for all Grade 3 and 6 assessment areas have improved since the government came to office in 2003. The majority of test results have improved by at least 10 percentage points over the past four years.

The previous government created the Education Quality and Accountability Office (EQAO) in 1996. Ontario's provincial standard, which the government established with the EQAO, is the equivalent of a 70 per cent or "B" grade. If we accept a simple "passing grade" of 50 per cent or better as the benchmark, as some jurisdictions do, over 90 per cent of our Grade 3 and 6 students can read, write, and do basic arithmetic. However, Ontario's commitment to excellence and "raising the bar" means we are aiming higher.

We know that merely passing is not good enough for students heading into the global economy and complex society of 2008 and beyond. Literacy in both language and mathematics is constantly evolving and today requires highly sophisticated understanding and skills.

To succeed in a knowledge economy, students must develop knowledge and skills that will enable them to analyze complex problems. Our broadly defined concept of literacy is reflected in the Ontario curriculum, which is designed to develop students' reading, writing, and mathematical skills, abilities, and knowledge at both basic and higher levels.

Indeed, our goal in literacy and numeracy, as well as in other areas of the curriculum,

Advanced Literacy and Numeracy Skills	
Literacy in the 21st Century	Numeracy in the 21st Century
<p>Literacy is defined as the ability to use language and images in rich and varied forms to read, write, listen, view, represent, and think critically about ideas. It involves the capacity to access, manage, and evaluate information; to think imaginatively and analytically; and to communicate thoughts and ideas effectively. Literacy includes critical thinking and reasoning to solve problems and make decisions related to issues of fairness, equity, and social justice. Literacy connects individuals and communities and is an essential tool for personal growth and active participation in a cohesive, democratic society.</p>	<p>The study of mathematics equips students with knowledge, skills, and habits of mind that are essential for successful and rewarding participation in society. Mathematic structures, operations, processes, and language provide students with a framework and tools for reasoning, justifying conclusions, and expressing quantitative and qualitative ideas clearly. Through mathematical activities that are practical and relevant to their lives, students develop mathematic understanding, problem-solving skills, and related technological skills they can apply in their daily lives and in the future workplace.</p>

is to foster creative expression to prepare students for the challenges they will encounter in an ever more complex global society.

Our objectives from the beginning have been to deepen and to widen students’ literacy and numeracy: deepen by helping students fully develop the abilities outlined in the definitions above; and widen by emphasizing how literacy and numeracy interact with learning in all subjects to contribute to the development of the whole student. The “supporting conditions” for achieving these objectives are described later in this paper.

Advanced literacy and numeracy knowledge and skills are the keys to successful lives for students and for a prosperous society. As research clearly shows, growth in a country’s economic and educational competitiveness is directly linked to a strong emphasis on literacy in the early years of school.

Reading achievement is the foundation for success throughout the school years. Children who successfully learn to read in the early

primary years are well prepared to read for learning and for pleasure in the years to come. We also know that those who struggle with reading in Grades 1 to 3 are at a serious disadvantage, academically and in other ways. They increasingly fall behind in other subjects, are more likely to suffer from low self-esteem, and, in their teen years, are more likely to drop out of school.

Similar findings related to numeracy show that positive attitudes towards mathematics, the ability to understand key concepts, and solid mathematical skills are key indicators of success in school and later in life.

While continuing our efforts in the early elementary years, we will also be paying additional attention to improvements in literacy and numeracy for students in Grades 4 through 8. With all the developmental and social changes facing children in these years, it is crucial that we keep students engaged in meaningful learning through new instructional strategies, hands-on learning, the use of technology, and adequate class sizes.



Continue Innovation in Secondary Schools

Much has been achieved over a short period of time to boost student achievement and make progress towards our target of having 85 per cent of students graduate within five years of starting secondary school. Reaching this target would put Ontario's graduation rate among the highest in Canada.

There are two interrelated aspects to our Student Success Strategy. The first is innovative programs and instruction with a strong focus on literacy and numeracy. We will also continue expanding course choices, program innovation, and options, including: cooperative education, dual credits, specialist high skills majors, credits for external credentials, and the Ontario Youth Apprenticeship Program.

We will continue to implement the Student Success Strategy in a differentiated way in the French-language sector with "Destination réussite," leveraging the new joint organizational capacity created by the sharing of resources between the Ministry of Education and the Ministry of Training, Colleges and Universities.

We will also enhance modes of delivery by:

- expanding e-learning opportunities;
- creating more resources for students and parents;
- increasing opportunities for experiential learning with community partners; and
- supporting specialized schools in business, technology, science, the arts, and sports.

In all of these endeavours, we will stay focused on improving instruction by helping secondary school teachers more fully address the needs of each student.

The second aspect is more personalized help and support for students, beginning with

strategies to mitigate the adverse effects experienced by some students in the transition from Grade 8 to Grade 9. We will also address the potential negative impact of other transitions – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.

We know that a caring adult in the school who takes an interest in a student can make all the difference for those on the verge of dropping out. For this reason, we have provided funds for Student Success Teams. Every secondary school student now has access to a dedicated team that includes a principal, teachers, a guidance counsellor, and support workers. These teams provide extra attention and support for individual students and lead transition planning for the move from elementary to secondary school, with a particular focus on helping struggling students.

Innovation at the secondary school level is also critical to encouraging adults – whether in their early twenties or well into their working life – to come back and continue their education. Education and training for adults are critical for the economic prosperity and social well-being of individuals and communities in Ontario. We will continue to work with our partners in the Ministry of Training, Colleges and Universities and the Ministry of Citizenship and Immigration, and with various stakeholders, to ensure that programs are better coordinated and widely accessible.

Our Student Success Strategy will maintain high standards for our students. The strategy is not about making our secondary schools easier but about making them more engaging and relevant, as well as supporting students so they can achieve high levels of skill and understanding across a broad curriculum.

Core Priority 2

Reducing Gaps in Student Achievement

Equity and excellence go hand in hand. And a quality education for all in publicly funded schools is a key feature of fostering social cohesion – an inclusive society where diversity is the hallmark, and where all cultures are embraced within a common set of values.

Our goal is to foster social cohesion through a publicly funded education system that respects diversity and brings all students together to learn through a shared set of experiences.

Our goal is to reach every student, regardless of his or her personal circumstances. Our commitment to both higher achievement and reduced gaps in performance is increasingly being recognized internationally as a unique strength of Ontario's approach to education.

This is why, for example, the implementation of our new Aboriginal education strategy is so important. As indicated in the Throne Speech, the government is committed to working with all partners, with respect and in collaboration, to improve the quality of life and expand economic opportunities for Aboriginal peoples in our province.

Recent immigrants, children from low-income families, French-language students, boys and students with special needs are just some of the other groups who may be at risk of lower academic achievement.

If you give kids hands-on attention and introduce them to the world of imagination through books, you give them something that can overcome poverty and despair.

JAMES BARTLEMAN

One of the most consistent findings in the educational literature is the strong link between socio-economic status and educational achievement. Poverty matters in education. But fortunately, Ontario educators are proving that poverty is not destiny. Direct interventions, such as our Ontario Focused Intervention Partnership (OFIP), are already helping to narrow the achievement gap between poor children and their wealthier counterparts.

In a truly equitable system, factors such as race, gender and socio-economic status do not prevent students from achieving ambitious outcomes. Our experience shows that barriers can be removed when all education partners create the conditions needed for success.

In spite of the progress realized to date, there are still gaps in achievement among various groups of Ontario students. We fully recognize that equity and excellence, far from being polar opposites, are two sides of the same coin. We cannot achieve one without the other. That is why we have several strategies underway that are making a difference. These include:

- the First Nation, Métis and Inuit Education Policy Framework;
- the Ontario Focused Intervention Partnership;
- targeted resources and training to help teachers improve boys' literacy;
- Destination réussite, volet 2 (targeted strategies for Grade 7 to 12 students in French-language secondary schools);
- an ongoing cycle of curriculum review to ensure that the curriculum reflects the reality and diversity of students' lives;
- summer programs to ensure that youth, particularly in priority neighbourhoods, have access to programs and support when regular classes end for the year.

Even with all that is being done, we recognize that more effort is needed to reach students who are struggling. We will improve the integration of services on which our young people and their families rely. And by expanding successful tutoring initiatives and giving students more access to help with homework, online and after school, we will better meet these students' needs.

In this paper, we recommit to educating all children to the highest possible level. Working with our education partners, we are confident we can address the urgent need to close the achievement gap for students across the province.

Core Priority 3

Increased Public Confidence in Our Publicly Funded Schools

Public confidence is key to creating communities that value learning and support the investment and social commitment needed to maintain our publicly funded schools. Our schools are not just buildings where learning occurs. At their best, they are also the heart of our communities. A full 95 per cent of Ontario's students attend our publicly funded schools. They are the workforce and citizens of tomorrow. They represent our future prosperity.

High levels of satisfaction and confidence in our schools are central to establishing strong community-school partnerships and keeping the focus and energy of the education sector on improving support for student learning. So a key goal of our work will be to build a growing confidence – among parents and non-parents – in the publicly funded education system so Ontarians are enthusiastically supportive of our schools.

Two recent international reports, based on 2006 data, are cause for growing pride and confirm our own strong achievement results.

In the Grade 4 reading results of the Progress in International Reading Literacy Study (PIRLS), only Hong Kong and the Russian Federation performed statistically higher than Ontario among 45 countries and provinces. The Programme for International Student Assessment (PISA) report, which assessed the achievement of 15-year-old students in 57 participating countries, produced similar impressive results. Ontario has demonstrated significant gains in science and continuing high performance in reading and mathematics since

2000. In science, the major focus of PISA 2006, only students in Finland and Hong Kong-China had better overall science achievement.

Despite our students' very strong showing on international assessments, we cannot be complacent. All countries are pushing forward, and to stand still is to move backwards in global terms.

The broader Ontario public appears to believe that we have an adequate or good education system. Building confidence in our schools will require maintaining high standards and making ongoing improvements in student achievement. Maintaining our school buildings and grounds in good physical condition and ensuring that our schools are safe, healthy places for students to learn are also very important in upholding public confidence.

We must build awareness of the good news in education, so that Ontarians are justifiably proud of the quality of our system and our internationally competitive standing. To achieve this, we will enhance opportunities for two-way communication with the broader public and with community and business leaders.

For French-language schools, this initiative includes a renewed emphasis on the implementation of the government's Aménagement linguistique policy, with a view to sustain the development of Franco-Ontarian communities, where assimilation remains a constant challenge

Our goal is to make publicly funded schools the schools of choice for all parents.

Supporting Conditions

As we remain sharply focused on our three core priorities, we must also ensure that a variety of supporting conditions are in place. With these supporting conditions, our strategy will address the education of the whole student and provide the conditions necessary for students to thrive.

Early Childhood Learning

A major new commitment has been made to provide full-day learning for all four- and five-year-olds. To this end, \$200 million will be allocated for 2010 and \$300 million for 2011. The success of this program will depend on strong cooperation with the community and with schools. The issues of implementation are considerable, and the government has appointed Dr. Charles Pascal as Special Advisor to the Premier to assist with this initiative. He will work with the government and with education and community partners to ensure that the program meets the needs of our youngest students. This commitment is crucial to our students' growing success at the elementary level and will enhance the lifelong success of students who participate.

Arts Education

Arts programs can connect with students in ways that other studies don't. For some students, the opportunity for this form of creative expression keeps them coming back to school. Arts education also fosters important skills, such as creativity and innovation. There is evidence to demonstrate a link between mathematical reasoning and expression, and music. Expression through

Supporting Conditions

- Early Childhood Learning
- Arts Education
- Character Development
- Student Engagement
- Safe and Healthy Schools
- Parent Engagement
- Peace and Progress
- School Buildings
- Small Class Sizes
- Professional Learning
- Leadership

drama is enhanced by strong literacy skills and vice versa. An appreciation of the arts for their own sake is a fulfilling and socially vital activity.

We have been and will continue to be strong supporters of the arts in both elementary and secondary schools. A focus on the arts is critical to engage a broader range of students by stimulating different learning styles and ways of thinking. Creative expression is an emphasis in all of our curriculum priorities. This focus will build upon the almost 2,000 new specialist teachers funded in elementary schools in the government's first term.

We are not ignoring the other specific areas of the curriculum, such as science, technology, or history. These subjects are taught in their own right as schools go about implementing the provincial curriculum. All subjects improve when literacy across the curriculum is a priority.



Character Development

The government will continue its focus on this key initiative, which directly relates to the Premier's commitment to support schools as agents of social cohesion that nurture students' academic, personal, and social development. The government has already made a strong start by working collaboratively with school boards across the province.

We need more than ever to look at the public education system as the primary tool we have to ensure that children are able to grow up to become citizens.

JOHN RALSTON SAUL

The best work on character development integrates respect for diversity, citizenship development, personal and emotional intelligence, ethical behaviour, and academic achievement. Personal and social development and academic achievement go hand in hand.

School staff have much to offer our students in this area. Parents, government, and community partners also have distinct roles. As well, Ontario's students themselves can help to shape school culture. Our shared vision is to ensure that schools are safe, caring, and inclusive places where students and staff treat one another with respect and where students thrive.

Student Engagement

When students are engaged in their learning and social environment, they are better able to develop the skills and knowledge and grasp the opportunities that can help them reach their full potential, pursue lifelong learning, and contribute to a prosperous, cohesive society. As we move forward with our education agenda, we will bring new energy to our efforts to foster student engagement, both academic and social.

Safe and Healthy Schools

Every student has a right to feel safe and to be safe in school and on school grounds. Our government will do its part. The education and safety of our students are a shared responsibility that we take very seriously. We will continue to work in close partnership with Ontario's school boards and with staff, students, parents, community partners, and others to make our schools safe for all students, staff, and visitors. That means continuing and building on our work to reduce bullying, expanding programs and staff supports for at-risk students, and providing programs for suspended and expelled students.

We have also launched the next steps in our Healthy Schools strategy, designed to promote a lifetime of smart food choices and active living. This strategy includes taking action to drop trans fat from school cafeteria menus and vending machines.

Ensuring that our schools are safe and healthy is essential to students' well-being. Delivering health and safety measures in an integrated fashion creates a positive spiral – with success in one area providing a springboard for success in another.

Parent Engagement

Explicit initiatives to enhance parent engagement will be an integral part of our strategy to strengthen schools and build public confidence. The Parent Engagement Office will help identify and promote specific parent involvement practices that are known to be effective in supporting student achievement. We will encourage regular surveys of parents to gauge their satisfaction with the quality of education and track it over time. The newly created Provincial Parent Board will also enhance the system's responsiveness to parents.

Peace and Progress

Four years ago, the new government faced the fact that a staggering 26 million learning days had been lost in our schools in the previous eight years due to strikes, lockouts, and work stoppages. We committed, instead, to respect all education staff and to work in partnership with them. The government's first-term "peace and stability" priority was highly successful in establishing four years of a positive climate where not a single learning day was lost to strikes by full-time teachers.

Most collective agreements in Ontario's schools expire in August 2008. We are committed to facilitating an ongoing period of peace and stability that will benefit everyone. Together, we must establish a new set of agreements so that no time or energy is lost as we work together to improve student achievement and build confidence in our schools.

Four years ago, we created conditions for peaceful labour relations to prevent instability. This time, we seek peace and progress. We will work towards a partnership with teachers and support workers that enhances student achievement.

It is not just labour peace that matters. Positive relationships with, and commitment from, everyone involved in our schools all add up to make a daily difference in the lives of students. A key outcome will be teachers, school staff, and administrators who are skilled, enthused and engaged – who are excited about and fulfilled by their profession and see it as one of the highest callings.

School Buildings

Visibly better and upgraded facilities are needed in many areas. Buildings that are in poor repair undermine parents' confidence as they contemplate sending their children to school. These conditions also undermine the motivation of school staff and students. That is why we have made substantial investments to improve school buildings in the last four years.

Much progress has been made, but the job isn't done. We will continue to invest in capital improvements to schools around the province. This will require the cooperation of each school board, as well as cooperation between neighbouring boards, municipalities, and other service providers. For parents, students, and all of our education partners in neighbourhoods around the province, school buildings that are in good shape and have up-to-date facilities can be tangible reminders of a high-quality education system of which Ontarians can be proud.

Small Class Sizes

Small class sizes will continue to be a priority. Almost 90 per cent of primary (JK through Grade 3) classrooms now have 20 students or fewer, and we will fulfil our commitment to reaching 90 per cent. In addition, we have committed \$150 million to initiatives for Grades 4 to 8, some of which will be used to reduce class sizes. We have always addressed class size in conjunction with improving



classroom instruction. Because learning doesn't improve just as a result of reducing the number of students in the class, we have directly focused on improvements in instruction.

Professional Learning

Teacher education and the continuous professional learning of all education staff are key features of our strategy.

We are firmly committed to the professional development of support staff so they are equipped with the latest knowledge and skills. Everyone who works in our school system has an important role to play in creating a high-quality education system that is among the best in the world.

No bubble is so iridescent or floats longer than that blown by the successful teacher.

SIR WILLIAM OSLER

A recent report that examined the “top performing” school systems in the world (including Ontario) found that “selecting, getting and supporting the right people into teaching” was one of the most important qualities of high-performing systems. Getting the “right people” meant selecting individuals with “a high overall level of literacy and numeracy, strong interpersonal and communications skills, a willingness to learn and the motivation to teach.” These prospective teachers should come from all our communities – reflecting the diversity of our students and the rich tapestry of Ontario’s communities.

We need to continue to attract graduates with strong skills and commitment to the teaching

profession, give them strong integrated theory and practice experiences, and support them in the critical first years of teaching. We will place special emphasis on enhancing our successful teacher induction program.

The Ontario College of Teachers (OCT) has often stated how critical the overall climate and specific practices can be to teachers’ motivation and commitment. In the 1990s, when teacher morale was low, OCT stated that for any given three-year cohort of new teachers, approximately 30 per cent dropped out by the end of their third year. The most recent statistics indicate that this number has now fallen to less than 10 per cent.

Leadership

Research shows that school leadership, especially by the principal, is the second most important factor (next to the teacher) when it comes to impact on student learning. School principals have a special responsibility to focus on what it takes to implement the core priorities identified earlier in this paper. We will support principals’ development in this regard with a more comprehensive leadership strategy.

School board leadership (trustees, directors and supervisory officers) also needs ongoing development to improve the ability of board leaders to act together within the district to implement the core priorities and provide the supporting conditions required. In this respect, further efforts are needed to improve school board governance and the relationship between trustees and directors. Ten years after substantial changes to school board governance, it is time to clarify and modernize the role of trustees to ensure that they have the supports they need to make sound decisions essential to student success.

Moving Forward

A strong publicly funded education system is the foundation of the competitive economy and cohesive society that Ontarians have called upon this government to help create. Now is the time to redouble our efforts and to be inspired by the shared commitment and shared hope for further substantial improvements.

The Premier has once again made education his top priority. He leads a government that believes publicly funded education is the cornerstone of democracy and the key to our future economic success.

The government's second mandate is a new call to action for parent, student, sector and community engagement to energize us all to create better schools and a stronger Ontario. We should all have a sense of impatience about getting on with the agenda outlined in this paper.

Moving forward means not only expanding our strategies to support student achievement, but also fostering the right supporting conditions and providing the necessary underpinnings.

We will continue to deliver appropriate and strategic funding so that our schools have the resources they need. We will also work with our partners to ensure that our schools have the capacity to achieve our goals. And we will continue using data and results to assess our work, monitor progress, and address situations where additional guidance may be necessary.

Through it all, extensive two-way communication with our partners and the public will be key.

We are committed fully to this energizing agenda, which builds on the progress to date and deepens our strategies and efforts going forward.

During the next four years, each of us is called upon to recognize our mutual responsibility for improving the educational outcomes of all students and promoting their meaningful participation in Ontario society.

Whether at the school, community, or international level, there is much good news in education. We must all commit to trumpeting our students' successes publicly whenever we can. Ontario has a great story to tell, and we should tell it proudly.

Together we will reach every student.

Without knowledge the world is bereft of culture. And so we must be educators and students both.

ROBERTA BONDAR

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