

Ontario Reciprocal Program 2014

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This summary (dated April 2010) is designed to help managers and staff make informed decisions on the administration and management of the provisions of the Federal-Provincial Reciprocal Taxation Agreements concluded with the provinces and territories.

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Ontario is also investing more than \$21 million in Indigenous education programs for the next school year as part of the new Priorities and Partnerships Fund. These programs will support student performance and well-being, both inside and outside the classroom.

~~Ontario Newsroom | Salle de presse de l'Ontario~~

Epub 2014 Apr 22. A reciprocal interplay between psychosocial job stressors and worker well-being? A systematic review of the "reversed" effect. Tang K(1). Author information: (1)Mobility Program Clinical Research Unit, Li Ka Shing Institute of St. Michael's Hospital, 30 Bond Street, Toronto, Ontario, Canada. ken.tang@mail.utoronto.ca.

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RECIPROCAL AGREEMENT BETWEEN THE PROVINCE OF ONTARIO AND QUÉ BEC CONCERNING DRIVERS ' LICENCES AND TRAFFIC OFFENCES
WHEREAS the Province of Ontario and Qu é bec wish to: 1. Promote compliance with traffic laws and improve highway safety within their own borders;

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With a collection of more than 90000 works of art, the Art Gallery of Ontario is among the most distinguished art museums in North America.

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This book explores the unique experiences of a sister school network in Canada and China contextualized through the lens of the Reciprocal Learning Project, which supports the relationship between a school network and teacher education exchange program of two countries. Huang uses theoretical viewpoints from teacher learning and comparative education research to analyse and interpret what has happened in the emerging cross-cultural school network. The book juxtaposes teacher learning and comparative education research from Shanghai and Ontario as teachers in the two places interact and provides detailed descriptions of teacher collaboration to show how these collaborations were initiated, developed, and sustained, as well as the impact brought about from these collaborations. The book offers a unique opportunity to examine how Canadian and Chinese teachers receive and react to opportunities of cross-cultural collaboration and learning.

These proceedings represent the work of researchers participating in the 11th International Conference on Intellectual Capital, Knowledge Management & Organisational Learning - ICICKM 2014, which this year is being held at The University of Sydney Business School, The University of Sydney, Australia. The Conference Co-Chairs are Dr John Dumay from Macquarie University, Sydney, Australia and Dr Gary Oliver from the University of Sydney, Australia. The

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conference will be opened with a keynote by Goran Roos, Advanced Manufacturing Council, Adelaide, Australia who will address the topic of "Intellectual capital in Australia: Economic development in a high cost economy." The second day will be opened with a from James Guthrie, University of Sydney, Australia on the topic of "Intellectual Capital and the Public Sector Research: Past, Present, and Future."

This edited volume explores how Chinese school-based educators learn from others and attain awareness in dialogue with the world in an era of increasing globalization and information exchange. Minzhu Primary School in Shanghai, China, and Bay Street School in Toronto, Canada, have been connected as sister schools of cross-cultural exchange since 2008. Together, they have explored ways to reciprocally learn in a cross-cultural partnership while remaining grounded in their home culture and language. In this book, chapter authors examine how Chinese school-based educators view themselves, understand others, and grow and develop as a consequence of a decade of cross-cultural reciprocal learning as sister schools. Further, the authors discuss prospects for future educational interactions between Canada and China.

This edited volume examines new ways of teaching mathematics through a cross-cultural reciprocal learning project between sister schools in Canada and China. Situating teacher learning in the intersection of the two different school systems,

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curriculums, and cultures of mathematics learning and teaching in both nations, this volume offers teachers a unique and much-needed perspective on how practices between countries become more and more likely shaped by each other in the emerging global society. Born out of a comparative study project sponsored by the SSHRC, this volume compiles five years' worth of findings from reciprocal partnerships between researchers, teachers, school administrators, and students from both nations. Through the process of reciprocal learning and narrative inquiry, the research described in these chapters illuminates the unknown and shares newly-created mathematics education knowledge.

There is increasing interest in the use of learning outcomes in postsecondary education, and deliberations have surfaced with regard to their potential to serve as a tool for advancing credit transfer. *Learning Outcomes, Academic Credit, and Student Mobility* assesses the conceptual foundations, assumptions, and implications of using learning outcomes for the purposes of postsecondary credit transfer and student mobility. Through a critical review of current approaches to the use of learning outcomes across national and international jurisdictions, scholars and practitioners in postsecondary education provide a multivalent examination of their potential impacts in the unique context of Ontario and recommend future directions for the system. The collected works are the culmination of a multi-year study entitled *Learning Outcomes for Transfer*, funded by the Ontario Council on Articulation and Transfer. Contributions are authored by prominent international scholars across countries with

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significant outcomes-based experience and education reforms (South Africa, the United States, Australia, Europe, and the United Kingdom) and an Ontario research consortium comprising college and university experts working to advance student pathways.

No government jurisdiction in Canada has so radically transformed its public policies over the past decades as Ontario, and yet the province has also maintained a striking degree of political stability in its party system. Since the 1990s, neoliberalism has been the point of reference in constructing policy agendas for all of Ontario's political parties. It has guided the strategy for governance of the dominant Liberal Party since 2003, even as it divides the province between workers and employers, north and south, rural and urban, and racialized minorities and the majority population. With a focus on the governments of Mike Harris, Dalton McGuinty, and Kathleen Wynne, *Divided Province* brings together leading researchers to dissect the province's public policies since the 1990s. Presenting original, state-of-the-art research, the book demonstrates that, although the Conservative government of Mike Harris implemented the sharpest and most profound shift towards the establishment of a neoliberal regime in the province, the subsequent Liberal governments consolidated that neoliberal turn. The essays in this volume explore the consequences of this ideological turn across a spectrum of policies, including health, education, poverty, energy, employment, manufacturing, and how it has impacted workers, women, First Nations, and other distinct communities. The first book to offer a comprehensive

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critical account of neoliberalism in Ontario, *Divided Province* overturns conventional readings of the province's politics and suggests that building a more democratic and egalitarian alternative to the current orthodoxy requires nothing less than a radical rupture from existing policies and political alliances. Without such a decisive break, political space may well open up again for the populist right.

In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. *Communities in Action: Pathways to Health Equity* seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

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Learning/volunteer abroad programmes provide opportunities for cross-cultural understanding, partnership-building, and cooperative development, but there are also significant structural challenges and inequality of opportunity issues that result from these partnerships between host organizations in the Global South and learning/volunteer abroad for development (LVA4D) participants from the Global North. Learning and Volunteering Abroad for Development aims to unpack the complex benefits and disadvantages of learning/volunteer abroad programmes, using insights from the volunteers who travel abroad and the communities who host them. Based on empirical research within both volunteer and host communities, this book provides students and scholars with an alternative framework for a more careful and nuanced analysis of international volunteering programmes, highlighting ways to improve critical reflection, development outcomes, and intercultural competence. Supported by a website with additional learning resources, this book is an integral resource for senior undergraduate and graduate students interested in going abroad, as well as for scholars or development professionals who are leading or researching such programmes.

A Guide to Ontario School Law is a comprehensive, non-partisan, fair-reading of provincial educational statutes, regulations, and relevant policies that will be a first-aid and reference to the lay reader. Our goal is to provide an up-to-date, accessible, and user-friendly guide to various legal parameters for teachers, aspiring teachers,

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trustees, school administrators, central office administration, parents and interested community members. In particular, the resources and insights in this guide are aimed at helping teacher candidates to develop literacy in educational law and policy and, ultimately, to successfully transition from teacher education programs into teaching careers.

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