

**2014 ATTRACTIONS ONTARIO RECIPROCAL ADMISSIONS PROGRAM
JUNE 1, 2014 - MAY 31, 2015**

The 2014 - 2015 Reciprocal Program is valid for all participating members from June 1, 2014 - May 31, 2015.

VALID ID is required from all participants. (Review Offer listed carefully by the attraction. Unless otherwise specified, "guest" means 1 Guest only.)

The Attractions Ontario Reciprocal Admissions Program is open to Attractions/Ontario reciprocating members as well as non-reciprocating partners. Attractions Ontario staff and volunteers, the staff of the Ontario Tourism 1-800-ONTARIO call centre, the staff of the 18 official Ontario Travel Information Centres, the staff of Ontario Tourism Marketing Partnership (OTMP), the Tourism Ministers' office staff, the staff of Tourism Industry Association of Ontario, the staff of Georgian Triangle Tourist Association, Tourism Simcoe (City of Simcoe)-Destination Marketing Organization, Tourism Burlington, Tourism Hamilton-Visitor Services, Tourism South Sim. Municipality and Town of Whessing Beach.

(Please note some attractions' names differ from their common names, refer to name in parentheses as this may appear on their ID- Le Lac ON Tower (Canada Lands Company). Please

check the list carefully.

Proper forms of Identification include:

Valid employee ID card with or without photo may need to provide a secondary proof such as a Driver's License, Security Card, Current 2014-2015 Pay Stub, Business Card, Name Tag (specifically for Toronto Harbour Tour) or Letter from employer properly dated for the 2014-2015 season (or company letterhead including name of employee and signature).

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Reciprocal Program 2014 Ontario

**Shijing Xu, Luxin Yang, Yuhan
Deng, Shuai Fu**



Reciprocal Program 2014 Ontario:

Narrative Inquiry into Reciprocal Learning Between Canada-China Sister Schools Yuhua Bu, 2021-01-29 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

Reciprocal Learning between Canada and China in Language and Culture Education Shijing Xu, Luxin Yang, Yuhua Deng, Shuai Fu, 2024-11-07 This book engages Canadian and Chinese language educators graduate students pre service teachers school principals and teachers in an enhanced reciprocal learning process by collaboratively reflecting on and writing up the school based language curriculum projects and school based language teachers professional development activities in Canada China sister schools The objective is to develop a knowledge base for generating positive reciprocal practitioner knowledge and methods to improve language teaching effectiveness in either context In this way it contributes to a public discussion of the reciprocal educational impacts on the knowledge based society in Canada and China

West-East Reciprocal Learning in Teacher Education Shijing Xu, Yibing Liu, Zuochen Zhang, Michael Connelly, Chenkai Chi, 2024-10-21 During this uncertain time teacher education has never been more needed for West East dialogues and Reciprocal Learning Xu and Connelly's concept of reciprocal learning aims to harmonize the West East dichotomy and foster appreciation in education and understanding of each other's culture and history This book focuses on the field work done by the Teacher Education Research Team with chapter contributors from Canadian and Chinese professors graduate students and pre service teachers who have been deeply engaged in the RLP Following Xu and Connelly's conceptual framework of Reciprocal Learning as Collaborative Partnership the book begins with knowing the Teacher Education RLP followed by doing the West East reciprocal learning through the program It concludes with a discussion of the envisioned future of the RLP and commentaries from distinguished scholars in teacher education one from the West and the other from the East

Reciprocal Learning for Cross-Cultural Mathematics Education Sijia Cynthia Zhu, Shu Xie, Yunpeng Ma, Douglas McDougall, 2020-12-15 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 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

Teacher Education in Professional Learning Communities Xuefeng Huang, 2018-06-20 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

ICICKM2014-Proceedings of the 11th International Conference on Intellectual Capital, Knowledge Management and Organisational Learning Jim Rooney, 2014-10-17 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 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

Canadian Almanac & Directory, 2015 Tannys Williams, 2014-10 The Canadian Almanac Directory is the most complete source of Canadian information available cultural professional and financial institutions legislative governmental judicial and educational organizations Canada s authoritative sourcebook for al

Recipes and Reciprocity Hannah Tait Neufeld, Elizabeth Finnis, 2022-08-19 *Recipes and Reciprocity* considers the ways that food and research intersect for both researchers participants and communities demonstrating how everyday acts around food preparation consumption and sharing can enable unexpected approaches to reciprocal research and fuel relationships across cultures generations spaces and places Drawing from research contexts within Canada Cuba India Malawi Nepal Paraguay and Japan contributors use the sharing of food knowledge and food processes such as drying steaming mixing grinding and churning to examine topics like identity community based research ethics food sovereignty and nutrition Each chapter highlights practical and experiential elements of fieldwork incorporating storytelling recipes and

methodological practices to offer insight into how food facilitates relationship building and knowledge sharing across geographical and cultural borders Contributors to this volume bring a range of disciplinary backgrounds including anthropology public health social work history and rural studies to the exploration of global and Indigenous foodways perceptions around ethical eating and authenticity language and food preparation perspectives on healthy eating and what it means to develop research relationships through food Challenging colonial heteropatriarchal and methodological divisions between academic and less formal ways of knowing Recipes and Reciprocity draws critical attention to the ways food can bridge disciplinary and lived experiences propelling meaningful research and reciprocal relationships

Learning Outcomes, Academic Credit and Student Mobility Christine Arnold, Mary Wilson, Jean Bridge, Mary Catherine Lennon, 2020-10-30 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 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

Reciprocity in Population Biobanks Ma'n H. Zawati, 2021-09-22 Reciprocity in Population Biobanks Relational Autonomy and the Duty to Inform in the Genomic Era begins by discussing how current judicial interpretation keeps standard of disclosure at the core of genomic research The book then outlines multiple limitations individualistic autonomy faces in the context of gene and population biobanks including an analysis of the complexities of benefit considerations in the research setting Second the book explores how individualistic autonomy fails to acknowledge the multilateral relationships implicated in genomic research including those that affect the broader research community research participants families and the general public In carrying out this analysis this book pays special attention to alternative approaches and ways researchers public health officials and judicial bodies might interact in years to come In other words implementing an understanding of relational autonomy that acknowledges and sustains the multilateral relationships found in genomic research without compromising the rights of participants In short this book proposes a reconceived duty to inform for researchers and a new standard of disclosure that is more meaningful and impactful for research participants and researchers Examines the limitations individualistic autonomy faces in the context of gene and

population biobanks Proposes a reconceived duty to inform for researchers and a new standard of disclosure more meaningful to genomic research participants Suggests ways researchers public health officials and judicial bodies might interact to drive genomic research while still protecting research participants **International Service Learning**

Marianne Larsen,2015-12-14 International service learning ISL programs are growing more popular with students looking to advance their skills and knowledge to become global citizens While the benefits of these programs among students are well documented little is known about the implications they have on host communities themselves This volume explores the impact of ISL programs on members of host communities e g host families and local partner NGOs who are increasingly influenced by the presence of international students in their lives Drawing upon post colonial feminist and other critical and decolonizing theories it examines the complicated power relations between North American ISL students and host communities in East and West Africa the Caribbean and Central America It stresses the importance of developing trusting relations between ISL students faculty and individuals in the host communities to create mutually engaging learning experiences **Challenging the Intersection of Policy with Pedagogy**

Leanne Gibbs,Michael Gasper,2019-03-14 Asking key questions about how policies and systems impact on children s early years and rethinking the ways in which young children s learning and development becomes integral to policy this insightful text challenges the common misconception that policy development and pedagogical implementation are separate endeavours Challenging the Intersection of Policy with Pedagogy explores symbiotic dynamics between policy and practice in the early years to consider the implications of policies relating to documentation professional well being mentoring the role of the family language development and diversity Written to provoke group discussion and extend thinking opportunities for international comparison points for reflection and editorial provocations will help students educators integrated service providers and policy makers engage critically with a variety of understandings of how policy and practice interact Considering the role of learning environment the practitioner the wider community and policy chapters are divided into four key sections which reflect major influences on practice and pedagogy Being alongside children Those who educate Embedding families and communities Working with systems Considering diverse settings and contexts perspectives policies and systems this text will enhance understanding support self directed learning and provoke and transform thinking at both graduate and postgraduate levels particularly in the field of early childhood education and care **Educational Reciprocity and Adaptivity**

Abe Ata,Ly Tran,Indika Liyanage,2017-12-22 Educational Reciprocity and Adaptability challenges the common belief that adapting to new educational settings is the responsibility of international students alone The book argues that reciprocal responses are required by students and stakeholders alike for an efficient and equitable accommodation of international students in educational settings Considering how international students negotiate academic challenges and social tensions it presents both theoretical frameworks and practical tools to work around the tension regarding ethical academic practices Crucially

exploring these issues across a range of geographical and institutional contexts and therefore offering critical insights into significant developments in international education across the world the much needed research in this edited collection explores institutional educational policies regarding international students and stakeholders institutional practices and how they are received educational adaptability and responses from different stakeholders the experiences of international students and institutions in negotiating academic and social tensions This important contribution to research on the experiences of international students in different geographical and educational contexts is of great interest to academics researchers and postgraduate students in the fields of international education comparative education sociology of education youth studies intercultural studies migration studies and TESOL

Educating for Citizenship in a Canada-China Sister School Reciprocal Learning Partnership Yishin Khoo, 2022-12-13 This book enriches the discourse around Global Citizenship Education in teacher education through the example of a teacher's experience in a Canada China Sister School reciprocal learning landscape Instead of positioning global citizenship teaching and learning as a set of fixed goals to be attained by teachers alone this book approaches global citizenship teaching and learning as unfinished lifework in progress and as situated curriculum problems to be inquired together by university researchers school teachers and students under the spirit of reciprocity and community This reimagination of narratives theory and action start from collaborative and reciprocal learning partnerships among Chinese and Canadian researchers and teachers in the practicality of re searching and re enacting the purpose and meanings of twenty first century education in a Canada China Sister School setting

Autism Spectrum Disorder in the Canadian Context Kimberly Maich, Sharon C. Penney, Kelly Alves, Carmen Hall, 2020-10-08 With a unique focus on Canada wide practices and research this text offers a comprehensive introduction to autism spectrum disorder ASD Covering the clinical educational and community perspectives of ASD the authors highlight how educators direct support professionals and communities at large can support people with ASD across their lifespan from early years to school years to adulthood Additionally the authors emphasize the emerging nature of the field and the importance of evidence based interventions The resource is divided into four thematic sections Section one gives an overview of ASD including prominent researchers in the field and changes in its diagnostic criteria Section two looks at evidence based interventions and the newer sensory theories and frameworks The third section examines ASD across the lifespan as well as the experiences of parents and families The final section looks at additional critical issues including media sexuality peer relationships and immigration Beyond being a vital asset for ASD programs and resource centres across the country **Autism Spectrum Disorder in the Canadian Context** has broad applications suitable for courses on ASD in behavioural science education and health studies programs

FEATURES Each chapter features figures definitions examples and questions designed to deepen understanding and elicit reflection Includes feature boxes with interesting perspectives provided by varied members of Canada's ASD community Unlike other textbooks on ASD this text focuses on ASD across the lifespan

covering infancy early childhood and school years as well as adulthood in the Canadian context

Divided Province Greg Albo, Bryan M. Evans, 2019-02-28 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 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

Education and Theatres Michael Finneran, Michael Anderson, 2019-09-25 This volume is the first book to map a broad range of practices and critically examine the impact of education and outreach programmes in theatres and theatre companies around the globe This innovative volume looks specifically at the manner in which theatres and theatre companies engage in educational outreach and community work An array of global case studies examines a wide range of existing and innovative practices and scrutinises how this work achieves successful results and delivers impact and outcome on investment The editors set the scene briefly in terms of the history of education in theatre organisations and then move on to chart some of the difficulties and challenges associated with this work as well as looking into the conceptual issues that need to be interrogated so that we may understand the impact of outreach and education work on the communities and audiences it aims to reach A range of theatre practitioners and academics describe their work its background and what the authors understand to be successful outcomes for both the participants and the theatres Finally the book offers suggestions for both practitioners and researchers regarding further development in this work

[Handbook of Research on Leadership Experience for Academic Direction \(LEAD\) Programs for Student Success](#) Salinitri, Geri, 2020-02-28 *Leadership Experience for Academic Directions LEAD* is a program that was developed as a service learning program for teacher candidates in preparation for the teaching career As youth populations continue to diversify and as the issues impacting youth continue to

surface it is the responsibility of educators administrators and the governments to provide all the opportunities for youth to succeed academically socially and personally Teachers especially are instrumental in making this happen therefore it is imperative that teachers come into the profession with the cognitive and non cognitive skills to motivate youth to succeed The Handbook of Research on Leadership Experience for Academic Direction LEAD Programs for Student Success s a critical scholarly book that explores the many facets of the teaching profession as they relate to working with at risk youth and helping them reach their full potential This book provides the groundwork for programs that will succeed at the K 12 education level and at the teacher education level Featuring a range of topics such as human capital mental health and social learning theory this book is essential for academicians teaching professionals administrators professional development educators policymakers researchers and students

Sensory Arts and Design Ian Heywood,2020-05-27 Artists designers and researchers are increasingly seeking new ways to understand and explore the creative and practical significance of the senses This ground breaking book brings art and design into the field of sensory studies providing a clear introduction to the field and outlining important developments and new directions A compelling exploration of both theory and practice Sensory Arts and Design brings together a wide variety of examples from contemporary art and design which share a sensory dimension in their development or user experience Divided into three parts the book examines the design applications of new technology with sensing capacities the role of the senses in creating new imaginative environments and the significance of the senses within different cultural practices The thirteen chapters cover a highly diverse range of issues from the urban environment architecture and soundscapes to gustatory art multisensory perception in painting music and drawing and the relationship between vision and smell Initiated by Insight a research group at Lancaster Institute for the Contemporary Arts widely recognised as a center of research excellence the project brings together a team of experts from Britain Europe and North America This timely book is destined to make a significant contribution to the scholarly development of this emerging field An important read for students and scholars in sensory studies design art and visual culture

Research Handbook on the Law and Politics of Migration Catherine Dauvergne,2021-04-30 As the law and politics of migration become increasingly intertwined this thought provoking Research Handbook addresses the challenge of analysing their growing relationship Discussing the evolving theoretical approaches to migration it explores the growing attention given to the legal frameworks for migration and the expansion of regulation as migration moves to the centre of the political global agenda The Research Handbook demonstrates that the overlap between law and politics puts the rule of law at risk in matters of migration

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