

Einstein reportedly said that he discovered the theory of relativity by simply ignoring a few basic axioms. Dick Fosbury had the same approach when developing his Olympic gold-medal winning high jump technique, the "Fosbury flop". As I begin the 2015-16 school year as the new Principal of the Dr. Eric Jackman Institute of Child Study Laboratory School, I pledge to the

It has been a year of change. At the end of the 2014/15 school year, we said goodbye to several key long-time staff members
– Dean Julia O’Sullivan, Director Joan Peskin, Principal

As a student in the MA program at the Dr. Eric Jackman Institute of Child Study, a career goal of mine was to someday work within the walls of their Laboratory School. I was inspired by their philosophy of Inquiry teaching and incredible respect for learning and for students. I wished that I too had the fortune to attend a school with teachers that gently guided discovery, and paid attention to the emotional social life of the classroom with the same loving and watchful eye as their curriculum and learning goals.

It has now been more than 7 years since I was a Masters student, and this institution still inspires and leads the way in innovative, enriched, and researched-based practice. JICS has been called "One of the most progressive and successful schools in the world" by the Vanier Institute, earning this reputation for many reasons. One of these is the pioneering, creative and passionate way in which its teachers deliver the curriculum. As inscribed in the teacher handbook, the curriculum at JICS must be: challenging and coherent, creative and responsive, as well as integrated and holistic. All teachers at JICS accomplish these goals in many incredible ways, but a distinct aspect of the Grade 5/6 classroom's programming that embodies this approach is the "News" program.

At JICS, the study of current events is very unique. Every day, four or five students bring in an article that they believe is important in the context of the



Alfred Adler (1870-1937), psychiatrist, psychotherapist and founder of the school of individual psychology spoke these words when describing the development of empathy, relationships and connection.

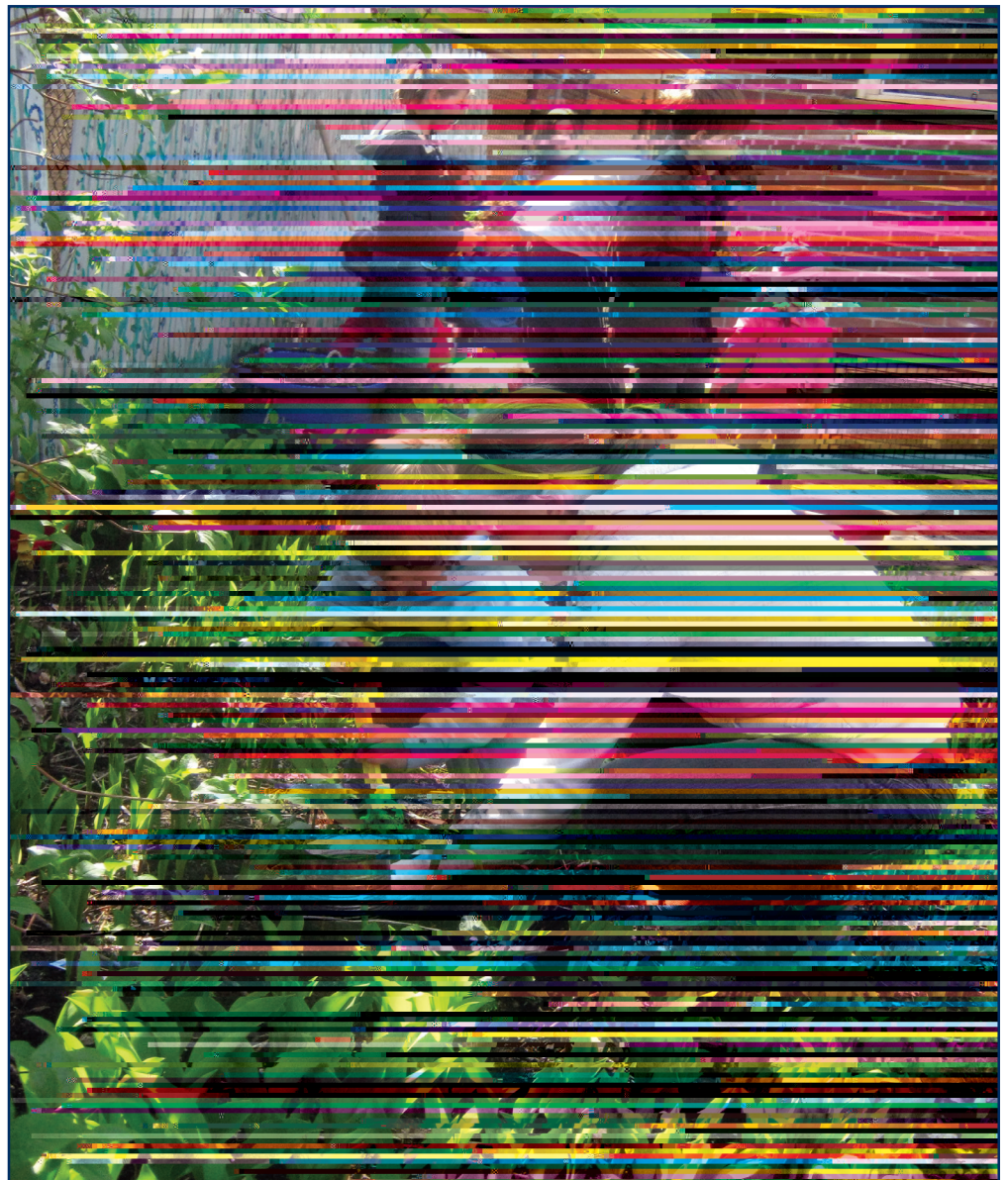
At the beginning of the school year, Special Friends meet for the first time. In some cases, each child is given a puzzle piece that he/she must match with another student; the puzzle is connected and a special friendship is born. This first activity takes courage, and forms the connection of friendship. Throughout the year, Special Friends come together weekly to share an activity, a conversation, a task or book. And, on special occasions such as the Terry Fox Run, Lunar New Year celebrations, or the Halloween parade, Special Friends offer reassurance and a familiar face; they can be found side-by-side, at times hand-in-hand, experiencing school events and celebrations.

Giving the older children responsibility for this special relationship sends them an encouraging message about their capabilities as leaders and friends. As Anne recalls: "I taught a young boy in Grade 5/6 who was going through

a tough time. This boy developed a lovely relationship with his Special Friend. I had an opportunity to watch him evolve and change his way of being when he became a mentor to his Special Friend. He saw himself in a different light."

The Special 6JJETnhaimseJ (m,61 31(6ma1 (eek)of b("))JJETEMC /S

*"My Special Friend read stories to me...it was something to look forward to on Fridays."
– Tate, SK*



20

Simon Sutcliffe is on a Platonic quest for a higher truth. That's why, in the fall of

perspective-taking and theory of mind (2008). Julie's classrooms were always rich in fabulous books and stories, and for her thesis she considered how one could track and assess a child's trajectory of growing developmental sophistication through their comprehension of story and their own storytelling –