



**CATE**  
**ACFE**

**CANADIAN ASSOCIATION FOR TEACHER  
EDUCATION**  
**L'ASSOCIATION CANADIENNE POUR LA  
FORMATION DES ENSEIGNANTS**

## **CATE Winter 2026 Newsletter (CSSE)**

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### **Leadership Team Message**

Dear CATE/ACFE Members,

Spring is arriving, there's more daylight, and with the change of season comes important work. We are looking forward to the CSSE annual conference which CSSE is hosting on its own for the first time as Congress could not find and commit to a site in time. We are deeply grateful to CSSE staff, faculty and staff at the University of Winnipeg, and the CSSE Board for coming together and investing time and care in crafting this year's conference. It's been an impressive and intimidating amount of work for all involved.

We look forward to learning with and from you at the CATE annual convening within CSSE. Coming together in person re-energizes our work and souls. Read on in the newsletter to learn about the Conference's signature events from community-based pre-conference to a panel with journal editors. This year our annual invited panel is offered in partnership with the Canadian Association for Social Justice Education (CASJE). Thank you to Mandeep Gabhi and Julia Rheame for representing CATE on the cross-association planning team.

There are some other dates and opportunities to keep in mind. Applications for the CATE Award for Contributions to Research in Teacher Education are due at the end of March. Consider nominating a leader in our field to celebrate their contributions to teacher education. Criteria include: evidence of research excellence and meaningful contributions to teacher education research over time and evidence of impact on the field of teacher education in Canada and internationally. Also remember to nominate recent graduates for a CATE Recognition Award for Theses and Dissertations on Teacher Education. Submissions are due Monday, April 1, 2026. You can find more information later in the newsletter.

If you are interested in serving on the CATE Executive please contact Leyton Schnellert ([leyton.schnellert@ubc.ca](mailto:leyton.schnellert@ubc.ca)) to add your name to the slate. This year two-year terms will be elected at the CATE AGM for Vice-President/Program Chair, Secretary/Treasurer, Communications, Member-at-Large, and a Student Representative.

We look forward to seeing you in Winnipeg!

Julia, Philippa, and Leyton, your CATE Leadership Team

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## Message from VP / Conference chairs:

### CATE at CSSE 2026: Keynote, AGM, and Networking Event

CATE members are warmly invited to join us on **Tuesday, June 2nd** for a full day of events as part of the CSSE conference. We look forward to connecting with colleagues from across the country and continuing important conversations about teacher education.

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### Keynote Address

#### Thomas Falkenberg

*Flourishing through the Art of Living: Education for the 21st Century*

This year's CATE keynote address will be delivered by **Dr. Thomas Falkenberg**, whose work in moral and citizenship education has shaped discussions of teacher education in Canada and internationally.

Teacher education, whether pre-service or in-service, is most effective when it is guided by a clear vision of what teaching and schooling are meant to achieve. In this keynote, Falkenberg develops and justifies the idea that education should support children in building and using the capabilities needed to live flourishing lives as children and future adults. He explores how teaching can help students develop and engage in an "art of living" suited to the social realities that shape their lives in the twenty-first century.

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### CATE Annual General Meeting (AGM)

Following the keynote, members are encouraged to attend the **CATE Annual General Meeting**, held as part of the annual conference of the Canadian Society for the Study of Education / Société canadienne pour l'étude de l'éducation.

**Date:** Tuesday, June 2, 2026

**Time:** 4:30–5:45 CDT

**Location:** Online via Zoom

Join Zoom Meeting:

<https://ubc.zoom.us/j/68514475350?pwd=nebN9h2adqJJZIMxViKJVoEF6r27IG.1>

The AGM provides updates on association activities and ongoing initiatives. During the meeting, we will also recognize this year's **CATE Graduate Student Award recipients**. Members will be asked to vote on several important matters affecting the association, including the election of new members to the CATE Executive and representatives to committees of the Canadian Society for the Study of Education.

Each year, approximately half of the Executive positions become available for election for a two-year term. CATE values the contributions of members across all phases of their careers, including graduate students, and encourages nominations from members of equity-deserving communities. Self-nominations are welcome.

**Vacant positions to be filled at the AGM:**

- Vice-President / Program Chair
- Secretary / Treasurer
- Communications Co-Director
- Member-at-Large
- Student Representative

Job descriptions for Executive positions can be found here:

<https://cate-acfe.ca/constitution/>

If you are interested in having your name added to the election slate or would like more information, please contact **Leyton Schnellert** at:

leyton.schnellert@ubc.ca


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## **CATE and CASJE 2026 Panel: Fostering Equitable Access to Teacher Education and Early Childhood Programs: Addressing the needs of vulnerable populations**

The *Canadian Association for Social Justice Education (CASJE)* and the *Canadian Association for Teacher Education (CATE)* are committed to promoting equitable access to post-secondary teacher education and early childhood education programs for applicants from vulnerable groups.

As part of the Equity, Diversity, Inclusion, and Decolonization (EDID) initiative received in 2025, CASJE and CATE will host a joint community panel featuring Indigenous and racialized teacher candidates (TCs) and early childhood educators (ECEs).

 **Date:** May 31, 2026

 **Time:** 10:45 a.m.

 **Location:** Room AM72

This community panel will be preceded by two webinars with the teacher candidate and early childhood educator panelists on May 12, 2026 and May 20, 2026, respectively. Registration details for the webinars are available in the poster below.

These webinars and the community panel aim to create an inclusive environment by prioritizing the voices and experiences of racialized and Indigenous teacher candidates and early childhood educators. In the webinars, the panelists will present individually about the barriers vulnerable populations encounter in admission policies and programs for teacher education and early childhood programs.

During the Canadian Society for the Study of Education (CSSE) conference, the teacher candidates and early childhood educators will come together for the first time in a community panel discussion, sharing their insights and experiences with the broader CSSE delegation.

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## **CATE Networking Event**

This year we are trying a **new approach to the traditional CATE dinner**. Instead of a formal dinner, we will host an informal **CATE networking event immediately following the keynote and AGM** on Tuesday evening.

This gathering will offer members an opportunity to reconnect, meet new colleagues, and continue conversations sparked during the day.

**All events will take place on Tuesday, June 2nd.**

More details about the networking event will be shared soon. Stay tuned.

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## **Bilingual presentations at CATE**

Dear presenters,

Offering access to scientific knowledge in a variety of languages is essential to promoting the development of funds of knowledge beyond English academia. Welcoming multiple languages in our academic exchanges can help ensure meaning doesn't get lost in translation and stays rooted in the language(s) that the work occurred in.

As a reminder, bilingual presentations can take many forms. We encourage you to use a format you are comfortable with:

- Slides are in French, but you speak English (or vice versa).
- Slides are in both languages and you speak the language of your choice.

- Have some slides in French and some slides in English and speak the language of your choice.
- Parts of the presentation are offered bilingually (for ex, the opening slides, the Q&A period).
- An accompanying handout/link is offered in French and/or English.

CSSE offers free Bilingual Support services to help you translate your slides and/or offer bilingual Q&A support. Please email [communications@csse-scee.ca](mailto:communications@csse-scee.ca) by March 15, 2026.

At the moment, we are focusing on French-English bilingualism, but if you would like to present bilingually in another language, please contact the conference organizer Philippa Parks ([Philippa.Parks@USherbrooke.ca](mailto:Philippa.Parks@USherbrooke.ca)).

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## **CATE Award for Contributions to Research in Teacher Education**

This award was established to recognize significant contributions to research in teacher education in Canada. The award is intended to honor a body of research conducted over the course of a person's career, rather than a single study or publication. Nominees must be proposed by a member of CATE, but the nominee does not need to be a CATE member. The nomination must include two additional letters of recommendation, one of which must come from a referee affiliated with at least one other institution. However, it is not necessary for either referee to be a CATE member. The award criteria include: (1) Evidence of research excellence and meaningful contributions to teacher education research over time through publications, presentations, or other outcomes; and (2) Evidence of overall influence and impact on the field of teacher education research in Canada and internationally.

### **Eligibility**

- The nominator(s) must be a member of CATE.

### **Submission Requirements**

The nominators, who must be members of CATE, must submit:

1. An initial letter of recommendation from a CATE member outlining the nominee's contributions and providing (1) evidence of excellence and sustained contributions to research over time, and (2) evidence of influence and impact on the field of teacher education in Canada and abroad (maximum two pages).
2. The nominee's curriculum vitae, including relevant publications, presentations, and other outcomes throughout the nominee's career—not limited to the past five years—as well as evidence of influence and impact.
3. Two letters of support from individuals able to attest to the nominee's outstanding contributions and impact. These individuals do not need to be members of CATE.

All nomination documents must be sent to CATE Co-President, Dr. Leyton Schnellert, [leyton.schnellert@ubc.ca](mailto:leyton.schnellert@ubc.ca)

**Submission Deadline:** March 31, 2026

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## **CATE Fall 2026 Working Conference – Vancouver, BC**

### **Situated and Relational Teacher Education: Canadian Research that Explores Place, and Land-Based Learning in Teacher Education**

CATE Working Conference eBook Update

The 13<sup>th</sup> annual CATE working conference took place on the UBC Vancouver campus in October. During the conference, 47 authors of 30 chapters discussed their work, received feedback, and listened to a variety of keynote speakers who shared unique insights on this year's theme: *Situated and Relational Teacher Education: Canadian Research that Explores Place, and Land-Based Learning in Teacher Education*. Since then, author teams have submitted an initial draft of their chapter which is currently being peer reviewed. Final chapters are due by July 1<sup>st</sup> and the ebook will be published toward the end of this year.

The contributions of all participants in this supportive publication process is greatly appreciated.

Julia Rheame and Leyton Schnellert, Co-Editors

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## **2026 CATE Recognition Awards for Theses and Dissertations on Teacher Education**

### **Attention graduate student supervisors:**

Do you have a graduate student conducting research on a topic relevant to teacher education who plans to defend their thesis or dissertation between June 1, 2025, and May 31, 2026? If so, please encourage your student to review the criteria and apply for the **CATE Recognition Awards for Theses and Dissertations on Teacher Education**. As supervisor, you will also be asked to submit a letter of recommendation to accompany the student's application. Supervisors of successful applicants will be invited to briefly discuss the significance of the work and offer congratulations as part of the awards presentation, if you are able to attend.

### **Attention graduate students:**

If you are planning to defend your thesis or dissertation between June 1, 2025, and May

31, 2026, and your research is relevant to teacher education, we encourage you to apply for the **CATE Recognition Awards for Theses and Dissertations on Teacher Education**. Although you may submit your application yourself, you must include a letter of recommendation from your thesis supervisor as part of the submission.

**Deadline:** Submissions are due **Monday, April 1, 2026**.

**Inquiries and submissions:** Please send to CATE Past-President **Leyton Schnellert** @ [leyton.schnellert@ubc.ca](mailto:leyton.schnellert@ubc.ca)

[Click here](#) for more information about the Awards for Theses and Dissertations on Teacher Education.

[Click here](#) for more information about the Submission form.

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## **CATE Pre-conference 2026 / ACFE Préconférence 2026**

Please join us for the CATE pre-conference event at CSSE 2026! Details below. Register at <https://shorturl.at/izSuG>.

– **Adam Kaszuba & Joanie Crandall (Members-at-large)**

# CATE PRE-CONFERENCE 2026



## WALKING TOUR & POINTILLISM WORKSHOP / VISITE GUIDÉE À PIED & ATELIER DE POINTILLISME

**What?** A historical walking tour and a pointillism workshop

**When?** 1-3pm, Saturday, May 30<sup>th</sup>, 2026

**Where?** Musée de Saint Boniface

**Cost?** \$10



*Free coffee/tea at nearby café to follow!*



**Quoi?** Une visite historique à pied et un atelier de pointillisme

**Quand?** 13 h – samedi 30 mai 2026

**Où?** Musée de Saint-Boniface

**Coût?** 10 \$

*Une pause café/thé (gratuite) suivra.*

### REGISTRATION

### inscription



**Sign up at link or QR Code / inscrivez-vous au lien ou au code QR**

<https://shorturl.at/izSuG>



# CATE AND CASJE PANEL 2026

Canadian Association for Teacher Education & Canadian  
Association for Social Justice Education  
present:

## Fostering Equitable Access to Teacher Education and Early Childhood Programs: Addressing the needs of vulnerable populations



**Karen Villagran**  
ECE Graduate



**Christina Chenery**  
ECE Graduate

**Webinar 1: BEd Graduates**

**Date: May 12, 2026**

**Time: 7pm EST, Online**

**Webinar 2: ECE Graduates**

**Date: May 20, 2026**

**Time: 7pm EST, Online**

Register here  
to attend the  
webinars



**JOIN US AT CSSE 2026 Conference**

**Date: May 31, 2026**

**Time: 10:45 a.m. - 12:15 p.m.**

**Venue: University of Winnipeg**



**Nana Adu-Poku**  
BEd Graduate



**Carly Lawton**  
BEd Graduate

## Graduate Student Updates



# PUBLISHING IN TEACHER EDUCATION

EDITORS' INSIGHTS FOR  
AUTHORS & REVIEWERS

*CSSE  
Winnipeg*  
**2026**

Join us for an informative session and enjoy coffee and snacks at 9:15 until 10:30 a.m.  
**Wednesday, June 3, 2026**

Location  
**Winnipeg, MB  
CSSE 2026**

Details  
**No registration required**  
Co-organizers: Dima Zaid-Kilani & Bonnie Mitchell  
Contact: [dzaidkil@uottawa.ca](mailto:dzaidkil@uottawa.ca), [bonnie.mitchell@usherbrooke.ca](mailto:bonnie.mitchell@usherbrooke.ca)

### Editor-panellists



Your paragraph text  
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Co-Editor (Anglophone), CJE  
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\*\*\* Editors from TESL Canada, McGill Journal of Education, to be confirmed shortly\*\*\*

### About the session

*An interactive roundtable where journal editors share practical guidance on publishing in teacher education.*

*Topics: standout submissions; peer review & revisions; pitching special issues/reviews; EDI & inclusive citation; open access & timelines; emerging trends (transparency, data sharing, ethical AI).*

– Bonnie Mitchell & Dima Zaid-Kilani



<https://www.facebook.com/share/g/17DisdNotp/>

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## **New CATE SIG: Environmental & Sustainability Teacher Education (ESTE)**

**A Special Interest Group (SIG) within the Canadian Association for Teacher Education (CATE) / Association canadienne pour la formation des enseignants (ACFE)**

The inaugural AGM of the new Special Interest Group of CATE—Environmental and Sustainability Teacher Education (ESTE)—will take place during this year’s CSSE conference, Winnipeg, Manitoba. Members and new members curious about environmental and sustainability teacher education are welcome to attend. Nominations and voting for positions of President and Conference Program Chair will take place. If you’re interested in getting involved (faculty or graduate students) at the ground level of this new SIG, please consider putting your name forward for one of the following positions (details for nominations to follow).

Acting President: Dr. Robert Van Wynsberghe (UBC)

Acting Conference Program Chair: Dr. Douglas D. Karrow (Brock University)

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## **Recent Publications / Publications récentes**

Note: References are listed in the language in which they were published / Remarque : Les références sont fournies dans la langue dans laquelle elles ont été publiées

1. Eizadirad, A., & Trifonas, P. (2025). [\*International Handbook of Anti-discriminatory Education\*](#) (56 chapters). Springer.
2. Abawi, Z., Eizadirad, A., Tuters, S., & Campbell, A. (2025). [\*Activist Leadership for Inclusive Schools: Canadian Insights\*](#). Canadian Scholars Press.
3. Eizadirad, A., & Parker-Shandal, C. (2025). Restorative justice in preservice teacher education in Canada: A tool to facilitate healing and actively help mitigate violence. *Teaching in Higher Education: Critical Perspectives*. <https://doi.org/10.1080/13562517.2025.2598751>

This article explores strengths and challenges of integrating restorative justice pedagogies into preservice teacher education programs at two universities in southern Ontario, Canada. Teaching for peace and conflict transformation offers a transformative approach to education that centres relationship building, shared accountability, and holistic understanding. Restorative justice in education also addresses issues of scholasticide, by advocating for trauma-informed, contextually relevant, and bottom-up community engagement and peacebuilding. Such pedagogies can transform educational environments and curate conditions for overcoming conflict and facilitating peace in local schools and communities. Using a duoethnographic methodology and critical race theory, the study examines experiences of two professors of color who taught restorative justice courses and how their students navigated the course material and built relationships with peers, while sometimes misinterpreting or resisting restorative justice's underlying ideologies. Implications for international contexts are discussed, with an emphasis on the potential for restorative practices to facilitate healing from traumatic events.

4. Eizadirad, A., & Walton, G. (2025). The future of equity, diversity, and inclusion (EDI) in education: Keep, reform, or dismantle? *Critical Education*. 16(4), 29-43. <https://doi.org/10.14288/ce.v16i4.187054>

Equity, Diversity, and Inclusion, also known as EDI, is one of several acronyms that refer to policies and practices of organizations, such as K to 12 school boards and post-secondary institutions, to promote inclusive and equitable environments. While EDI has become a ubiquitous discourse in educational administration, its impact extends into classroom pedagogies, hiring practices, curriculum development, and institutional culture. In this article, we critically examine the extent to which EDI committees and initiatives fulfil their promise of fostering inclusive environments to support equity-denied groups. We address the following research questions: (1) How have EDI frameworks evolved in education? (2) What gaps exist between EDI policies and their implementation for transformative impact? (3) What alternative approaches can create sustainable and impactful change? Overall, the article casts a critical eye on EDI initiatives, exploring opportunities, challenges, and potential futurities considering the polarizing discourse of political correctness and anti-wokeness.

5. Eizadirad, A., & Reece, R. (2025). Decolonizing community re-entry: Effective case studies of community-led programs and services to support formerly incarcerated individuals in Canada. *The Interdisciplinary Journal of Student Success*, 4, 67-92. [https://cdspress.ca/wp-content/uploads/2025/10/Eizadirad\\_Reece\\_Proofs\\_Final.pdf](https://cdspress.ca/wp-content/uploads/2025/10/Eizadirad_Reece_Proofs_Final.pdf)

Decolonizing re-entry programs require rethinking traditional approaches in

supporting formerly incarcerated individuals and challenging colonial and deficit frameworks embedded in the criminal legal system, which often has an exclusive focus on punishment. This article names the risk factors and systemic barriers faced by equity-denied individuals during reintegration with a focus on the Canadian context. Two community-led programs in Ontario are highlighted as innovative case studies for effectively supporting reintegration of individuals exiting carceral institutions. Key characteristics of these programs which are offered by the Youth Association for Academics, Athletics, and Character Education (YAAACE) and Walls to Bridges (W2B) are outlined. Implications are discussed for enhancing effective community re-entry with a focus on amplifying the transformative impact of peer-led, trauma-informed programs that capitalize on the lived and living experiences of criminalized individuals. A series of recommendations are outlined regarding the importance of integrating Indigenous and Africentric knowledge systems and offering more programs and services rooted in trauma-informed approaches. These strategies would mitigate the unique challenges faced by Indigenous, Black, and other equity-denied identities who are disproportionately incarcerated.

6. "Technology and Teacher Education" SIG (TATE) published a special issue with the Journal of Digital Life and Learning. Co-edited by Dr. Mohammed Estaiteyeh (Brock University), Dr. Helen DeWaard (Lakehead University), and Matteo DiMuro (Brandon University), this special issue brings together research from Canadian scholars who examine how digital innovations are shaping the preparation of future teachers:

<https://ojs.scholarsportal.info/ontariotechu/index.php/dll/issue/view/43>

7. Abegglen, S., Brown, B., Hanlon, P., Morrow, L., Neuhaus, F., Sabbaghan, S., Poppendorf, A., Zanzanian, M., & Crabbe, B. (Eds.) (2025). *AI in higher education innovation exchange*. Pressbooks.

<https://pressbooks.openeducationalberta.ca/aiexchange/>

***AI in Higher Education Innovation Exchange*** is a new edited volume bringing together a rich collection of case studies from educators experimenting with AI in higher education. Edited by a cross-institution educator-student team, the book emerged from a transdisciplinary innovation exchange at the University of Calgary. It highlights real-world practices, critical reflections, and bold experiments that explore how AI is reshaping teaching and learning. The collection offers inspiration for ethical, responsible, and creative uses of AI, while inviting readers to reflect, remix ideas, and join a growing community reimagining higher education.

8. Abegglen, S., Burns, T., Heller, R. F., Madhok, R., Neuhaus, F., Sandars, J., Sinfield, S., & Singh U. G. (Eds.) (2025). *Stories of hope: Reimagining education*. Open Book Press. <https://www.openbookpublishers.com/books/10.11647/obp.0462>

***Stories of Hope: Reimagining Education*** responds to the widely felt sense that higher education is in crisis—not by rehearsing problems, but by foregrounding possibility. This book brings together educators and practitioners from around the world who share practical, hopeful interventions that challenge the status quo and reimagine what education could be. Through stories of innovation in curriculum design, collaboration, systems thinking, and the thoughtful use of technology, the collection highlights small but meaningful changes that are already making a difference. Grounded in practice and rooted in radical hope, *Stories of Hope* offers inspiration and insight for anyone engaged in education research and practice—and an invitation to imagine, and create, more humane learning futures.

*Stories of Hope* LinkedIn group: <https://www.linkedin.com/groups/16296030/>

9. Abegglen, S., Aparicio-Ting, F. E., Arsh, S., Awan, L., Burns, T., Clitheroe, H., Danyluk, P., Din, C., Duhaney, P., Gordon, M., Guglietti, V., Jenney, A., James-Thomas, S., Khan, S., King, R., Rozanski, C., Sinfield, S., Trout, L., Walsh, C. A., & Wessel, S. (2025). *Building community through collaborative learning* (P. Dyjur and A. Tézli, Eds.). University of Calgary, Taylor Institute for Teaching and Learning Guide Series.  
<https://taylorinstitute.ucalgary.ca/resources/community-through-collaborative-learning>

The ***Building Community Through Collaborative Learning*** 2025 Teaching Guide, produced by the Teaching Academy at the University of Calgary, centres on building community through collaborative learning. Bringing together contributors from disciplines including architecture, medicine, kinesiology, social work, education, and the social sciences, the guide offers diverse perspectives on collaboration in teaching. Across nine chapters, it explores how educators can foster cohesive student learning communities, collaborate with colleagues to support community-building, and work together to design powerful learning experiences for students and fellow educators.