



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

Fall 2025 CSSE Newsletter

Infolettre de l'ACFE – Automne 2025 (SCÉÉ)CATE

Leadership Team Message

Way' CATE members,

October is here (again)! September was another whirlwind start to the new academic year. We want to recognize the remarkable work that CATE members undertake each year to create welcoming, meaningful, and cogent programming for students.

While our incredible CATE President, Sheryl MacMath, is on leave, we are using a Leadership Team model. Leyton (Past-President), Philippa (Vice President/Program Chair), and Julia (Secretary/Treasurer) are working together as a team to fulfill the CATE President's duties. We want to recognize Sheryl's past and continuing contributions as President and look forward to her return. Leyton and Philippa have been appointed as acting co-presidents in Sheryl's absence. Julia has stepped in to co-chair the upcoming bi-annual CATE Working Conference with Leyton. We are delighted that Mandeep Kaur Gabhi has returned to the CATE Executive as Co-Program Chair with Philippa.

The CATE Executive is excited for the year ahead and plans are well underway for our annual conference. In the absence of an in-person Congress meeting this academic year, the CSSE Board, with input from all Associations decided to host its own conference at the University of Winnipeg, May 30 - June 2, 2026. It is quite an undertaking to host this event and we are grateful to CSSE staff and the Association's Program Chairs for their commitment to bring Canadian researchers together in person. We hope that you will find time to join us in Winnipeg to share your scholarship and connect with CATE members socially. The deadline for proposals is October 8th. CATE welcomes diverse epistemological, methodological, and ontological research in teacher education. The annual conference is an opportunity for researchers in the field of teacher education in Canada to forge new professional links.

For several years, we have been working with CATE members, who are mainly English-speaking, to offer bilingual presentations to make their work more accessible. For this purpose, we offer linguistic support to those who wish to thrive in different cultural and linguistic spaces. We hope you will consider taking on this challenge this year.

We also look forward to the CATE biannual working conference at the University of British Columbia in Vancouver this month. 33 proposals were submitted and 46 authors will attend the working conference. The theme for the 2025 working conference is: Situated and Relational Teacher Education: Canadian Research that Explores Place and Land-Based Learning in Teacher Education. At the working conference accepted authors share and discuss their research and offer feedback to one another in small groups. As with previous CATE working conferences, authors will be invited to transform their working conference papers and submit them for peer review as a chapter in an edited collection.

As the seasons change we recognize our responsibility to learn with and from the land and local Elders and Knowledge Holders. What local knowledge and language can you take up in your contexts to enact the Truth and Reconciliation Commission's Calls to Action? We commit to learning and unlearning and welcoming local Indigenous ways of knowing into our teacher education practice and incite you to do the same,

Limlimpt,

Philippa Parks, Julia Rheame, and Leyton Schnellert

CATE Leadership Team

Message from VP / Conference chairs:

Mark your calendars! CATE Proposals for CSSE 2025 are due Oct. 8, 2025

We're very excited to gather once again with our CATE community at the annual conference in Winnipeg, May 31–June 2, 2026. This is a wonderful chance to reconnect, share ideas, and spark new collaborations with friends and colleagues from across Canada. Whether attending in person or online, the conference is designed to inspire, support, and celebrate our collective work in teacher education.

Key Information:

- **Dates:** Preconference May 30; main conference May 31– June 2, 2026 (University of Winnipeg, MB); online session May 19.
- **Languages:** Proposals accepted in English or French; bilingual presentations highly encouraged.
- **Formats:** Multipaper sessions, panels, roundtables, posters, arts-based sessions, themed discussions.
- **Who's Welcome:** Teachers, researchers, students, and community members, including equity-deserving groups.

- **Submission Deadline:** **October 8, 2025 (23:59 Eastern)**.
- **How to Submit:** Visit <https://www.csse-scee.ca/conference-2026> for instructions and submission portal.
- **Membership:** Presenters must be CSSE members in good standing; registration opens January 2026.
- **Financial Supports:** Reduced rates for students, K–12 educators, retirees, plus travel bursaries for graduate students.
- **Peer Review:** Proposals include a commitment to participate as a peer reviewer.

Contact: For help, email conference-congres@csse-scee.ca.

Looking forward to vibrant conversations, new projects, and inspiring moments together in Winnipeg!

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 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).

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 the CATE: Dr. Leyton Schnellert,
leyton.schnellert@ubc.ca

Submission Deadline: February 28, 2026

CATE Fall 2025 Working Conference – Vancouver, BC

Situated and Relational Teacher Education

The Canadian Association for Teacher Education (CATE) is pleased to host the upcoming 13th Working Conference on Research in Teacher Education, to be held October 23–25, 2025, at the University of British Columbia in Vancouver.

The theme of this year's Working Conference, *Situated and Relational Teacher Education*, highlights how teacher education is shaped by place, relationships, and land-based learning. Authors are coming together to share and discuss their research, contribute their experience, expertise, and insights to dynamic discussions about place and land-based learning in teacher education, and build connections and collaborations to expand collective Canadian scholarship in teacher education. A variety of research methodologies and approaches are represented.

Authors are coming together in Vancouver to engage in critical conversations and give and receive feedback on ideas and writing through a collaborative peer-review process. This working format is designed to strengthen participants' scholarship, deepen connections across the CATE community, and support the development of chapters for publication.

Following the conference, authors will continue the process of revising, peer reviewing, and preparing their chapters for publication in the next CATE eBook, *Situated and Relational Teacher Education: Canadian Research that Explores Place and Land-Based Learning in Teacher Education*, edited by Dr. Leyton Schnellert (University of British Columbia) and Dr. Julia Rheame (Red Deer Polytechnic), to be published in late 2026 or early 2027.

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

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

[Click here](#) to view the 2026 Application & Criteria.

Graduate Student Section/Updates

Dear Graduate Student Members,

As we continue our academic journey this fall, we want to ensure you have all the resources and opportunities you need to thrive in your professional development.

Upcoming Peer Review Session:

Thursday, October 30th from 4:30-6:30 pm EST(2:30-4:30pm MST) we will be hosting an online peer review session. This is a wonderful opportunity to learn how to give and receive constructive feedback on your work and the work of your peers. Participation in these sessions is invaluable for refining your research and building your network. Led by Dr. Philippa Parks, our Co-President, this session will also prepare you to be a peer reviewer for the conference. Don't miss out!

Call for Reviewers for CATE and CSSE 2026: If you're interested in gaining more experience with academic peer reviews, we are calling for reviewers for both the Canadian Association for Teacher Education (CATE) and the Canadian Society for the Study of Education (CSSE). This is an excellent opportunity to engage with current research, enhance your critical thinking skills, and contribute to our academic community.

Interested in Joining? If you would like to participate as a reviewer, please reach out to us! This is a great way to get involved, expand your network, and contribute to the field.

Save the Date – CSSE 2026 Conference: Mark your calendars! The CSSE 2026 Conference will be held from May 30th to June 3rd in Winnipeg. This is one of the most important conferences for Canadian educators and researchers, providing a platform to present your research, attend panels, and network with colleagues. We encourage you to plan ahead and make the most of this opportunity!

Stay connected with us via our **social media channel** for more updates. We look forward to seeing you at our events and the upcoming CSSE 2026 conference!

— Bonnie Mitchell & Dima Zaid-Kilani
Graduate Student Representatives



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

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. *Handbook of Anti-Discriminatory Education (56 chapters with Foreword from Dr. Zeus Leonardo):*

<https://link.springer.com/referencework/10.1007/978-3-031-76485-1?page=1#toc>

This comprehensive handbook addresses issues related to anti-discriminatory education as it relates to children, youth, young adults, families, and practitioners across a series of age groups, sectors, communities, and countries. It seeks to map a holistic interdisciplinary overview of the field examining how policies, practices, and initiatives within unique social, political, and cultural contexts have been enacted to advance anti-discriminatory education for improved equity, diversity, and inclusion outcomes leading to thriving school-community ecosystems. The work draws on a range of theoretical frameworks, hybrid perspectives, and research projects to provide multiple examples about the challenges, complexities, and nuances involved in theorizing and doing the work of anti-discriminatory education in local communities and on a macro institutional level. With intentionality, authors from various backgrounds, identities, fields, and positionalities describe and discuss various social justice and equity issues and how they strategize, mobilize, and navigate unique micro and macro dynamics affiliated with power and privilege for the purpose of advancing the field of anti-discriminatory education. Overall, the chapters cover a range of topics and issues from various practitioners and community perspectives around the intersectionality and divergence of navigating micro lived experiences and macro institutional policies and practices to bridge the gap between theory and action with respect to anti-discriminatory education. The book is divided into 4 sub-sections: Early Childhood Education (Early years up to approx. 10 years old), Elementary and Middle School Years (approx. 11 to 14 years old), Secondary Schools (approx. 15 to 19 years old), and Higher Education (Post-Secondary).

Eizadirad, A., & Trifonas, P. P. (2025). *Handbook of Anti-Discriminatory Education*.

2. New publication with Tina-Nadia Chambers and Joyce Chua called "Racialized Lived Experiences of No Knock Raids in Canadian Policing: Supporting the Dissenting

Opinion in the Legal Case of R v Cornell" (PDF attached):

<https://journals.library.brocku.ca/index.php/SSJ/article/view/4888>

A no-knock police raid is a law enforcement tactic where officers enter a private dwelling without prior notice. In Canada, there is a significant lack of comprehensive data, on the frequency and outcomes of no-knock police raids and their unintended damages and consequences. While quantitative studies on police violence have been informative, there is a significant gap in documenting racialized lived experiences with no-knock police raids in Canada. This research addresses the gap by focusing on the lived experiences of four Black and one South Asian individual subjected to no-knock police raids. Qualitative interviews were conducted in 2022 followed with thematic analysis. This exploratory study, though small in sample size, sheds light on the overlooked experiences of individuals subjected to no-knock police raids. It provides data to support the dissenting opinion in the legal case R v Cornell which advocates for the regulation of Special Weapons and Tactics (SWAT) teams including controls on no knock tactics in Canada. The findings contribute to understanding the emotional and psychological toll no-knock police raids have on racialized individuals and communities. Findings contribute to the broader literature and discussions on how to improve policing tactics to mitigate harm by preventing unintended collateral harm and better protect privacy rights.

Eizadirad, A., Chua, J., & Chambers, T. N. (2025). Racialized Lived Experiences of No-knock Raids in Canadian Policing: Supporting the Dissenting Opinion in the Legal Case of R v Cornell. *Studies in Social Justice*, 19(2), 300–320.

<https://doi.org/10.26522/ssj.v19i2.4888>

3. New publication with Dr. Sabreena Ghaffar-Siddiqui titled "Clash of Equity, Diversity, Inclusion (EDI) and anti-Woke-ism: Reclaiming and Re-Storying EDI for Thriving Communities" (PDF attached):

<https://onlinelibrary.wiley.com/doi/epdf/10.1002/dvr2.70032>

This commentary examines the evolution of Equity, Diversity, and Inclusion (EDI) discourses, critiquing its shift from grassroots activism to a performative tool co-opted by institutions and weaponized by politicians. It addresses concerns from the anti-woke backlash and advocates for reframing EDI as a community-driven framework for thriving communities, fostering belonging and engagement, through data-driven decision-making that facilitates transformative systemic change.

4. Article in *The Conversation*: Eizadirad, A., (August 2025). [Accessible, high-quality summer programs and Black joy support Black children's return to school](#). *The Conversation*
5. Estaiteyeh, M., Heenan, J., & Sovegarto, B. (2025). Listening to teacher candidates and teacher educators: Revising educational technology courses in a Canadian teacher education program. *Education Sciences*, 15(6), 730. <https://doi.org/10.3390/educsci15060730>

6. DeCoito, I., Estaiteyeh, M., & Takkouch, M. (2025). Impacting STEM teacher candidates' views and attitudes toward online teaching: A comparative analysis of two cohorts during the COVID-19 pandemic. *International Journal of Science, Math, and Technology Learning*, 33(1), 1-26. <https://doi.org/10.18848/2327-7971/CGP/v33i01/1-26>