

CATE Events 2017

Special Edition

2017 CATE/ACFE Pre-Conference

Reconciliation and Teacher Education: Sharing and Extending our Practice

Saturday May 27th 2017, 12-4 pm Room: SHE - Sally Horsfall 549 - Ron Joyce ECE

****Une version française suit ci-dessous!****

This pre-conference provides an opportunity for participants to share and explore how their Teacher Education Programs are taking up the Truth and Reconciliation Commission's Calls to Action

[http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls to Action English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls%20to%20Action%20English2.pdf)

We frame this as a beginning conversation about truth and reconciliation education which is of the utmost importance in Canadian schools and teacher education programs. Participants will first have opportunities to hear four Canadian colleagues share their experiences about how they are taking up TRC recommendations in their work, their programs, and in K-12 education more generally. Secondly, participants will engage in dialogue to share and discuss their own responses to the TRC recommendations, through research, teaching, or program change, to address reconciliation in teacher education. The following two questions will provide the framework for the Pre-Conference:

- What are the impacts of the TRC recommendations on your institution, your teacher education program, and your own work?
- What are your responses (individually and collectively) in your work and institution to calls for reconciliation in education?

Our CATE pre-conference panelists:

- [Kiera Brant](#) (graduate student, University of Ottawa)
- [Dr. Michael Cappello](#) (University of Regina)
- [Dr. Dwayne Donald](#) (University of Alberta)
- [Dr. Emily Root](#) (Cape Breton University)

Please RSVP by email to one of the CATE/ACFE Members-at-Large ([Manu Sharma](#), [Leyton Schnellert](#) or [Nathalie Pender](#)). We are excited to delve into deep conversation with you soon!

CATE/ACFE Pré-Conférence 2017
Réconciliation et formation des enseignants :
partage et expansion de nos pratiques professionnelles
Samedi 27 mai 2017, 12 à 16 heures locaux : SHE - Sally Horsfall 549 - Ron Joyce ECE

Cette pré-conférence offre l'opportunité aux participants de partager et d'explorer comment leurs programmes de formation des enseignants réagissent à l'appel à l'action de la commission Vérité et Réconciliation.

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_French2.pdf

Nous voyons cela comme le début d'une conversation sur l'éducation autour de la vérité et de la réconciliation qui est de la plus haute importance pour les écoles et les programmes de formation des enseignants au Canada.

Pour commencer, les participants auront l'opportunité d'entendre quatre de leurs collègues canadiens partager leurs expériences avec les recommandations de la CVR dans leur travail, leur programme et dans le système scolaire en général. Ensuite, les participants auront l'opportunité de partager leurs propres réponses aux recommandations de la CVR à travers leur recherche, leur enseignement, ou les changements apportés à leur programme. Les deux questions suivantes fournissent les bases de la conversation dans le cadre de la pré-conférence.

- Quel est l'impact des recommandations de la CVR sur votre institution, votre programme de formation des enseignants, et votre propre travail.
- Quelles sont vos réponses (individuelles ou collectives) dans votre travail et votre institution pour avancer la réconciliation en éducation.

Les participants du panel de la pré-conference ACFE sont:

- [Kiera Brant \(étudiant de cycle supérieur, Université d'Ottawa\)](#)
- [Dr. Michael Cappello \(Université de Regina\)](#)
- [Dr. Dwayne Donald \(Université d'Alberta\)](#)
- [Dr. Emily Root \(Université du Cape Breton\)](#)

Veuillez exprimer votre intérêt par email à l'un des membres organisateurs ([Manu Sharma](#), [Leyton Schnellert](#) ou [Nathalie Pender](#)). Nous sommes excités de plonger dans cette conversation de fond avec vous !

CATE Panel

**Addressing Neoliberalism through Diversity in Teacher Education:
Considering teacher identity and student diversity**

Teacher education has a fundamental and pivotal role in our public school system and thus shapes the direction and vision of current and future schooling. Last year, the CATE panel shared insights related to the negative implications of neoliberalism for postsecondary education. Two of the common implications were that neoliberal practices are not inclusive and reinforce the status quo. This year's panel picks up on last year's dialogue by focusing on how teacher education programs can interrupt, interject and disrupt long standing neoliberal agendas and practices in public schools and in higher education spaces. The panelists will draw on their research and lived experience to share their perspectives regarding diversity and social justice-oriented practices and how these relate to teacher identity and its impact in classroom spaces, as well as the impact of student diversity in public schools. This panel hopes to spark discussion and to inspire spaces for change in teacher education to meet the needs of our diverse society by using a collective and inclusive approach.

We are excited to share this year's CATE panelists:

[Dr. Kirk Anderson \(MUN\)](#)

[Dr. Sunny Lau \(Bishops\)](#)

[Dr. Lisa Loutzenheiser \(UBC\)](#)

[Dr. Karen Ragoonaden \(UBC Okanagan\)](#)

Details:

Date- Monday, May 29, 2017

Time- 3pm-4:15pm

Location- KHE - Kerr East 121

We look forward to having an insightful panel discussion that addresses and challenges neoliberal practices in teacher education programs.

Warm Regards from CATE Members-at-large,
Manu Sharma, Leyton Schnellert, and Nathalie Pender

**Discuter le néolibéralisme à travers la diversité dans la formation des enseignants :
Prendre en considération l'identité des enseignants et la diversité des étudiants**

L'éducation des enseignants a un rôle fondamentale et clé dans notre système scolaire public, et donc, définit la direction et la vision de l'école actuelle et future. L'année dernière, le groupe d'experts de

l'ACFE à partager un aperçu des implications négatives du néolibéralisme sur l'éducation postsecondaire. Deux des implications les plus communes étaient que l'application du néolibéralisme est non inclusive et qu'elle renforce le statut quo. Cette année notre groupe d'experts poursuit le dialogue entamé en ciblant comment les programmes d'éducation des enseignants peuvent interrompre, perturber et déranger l'agenda néolibérale de longue date ainsi que son application dans les écoles publiques et dans l'espace de l'éducation supérieure. Les panélistes, se basant sur leurs recherches et leurs expériences, partageront leurs perspectives concernant la diversité et l'application de la justice sociale en milieu scolaire et comment cela est lié à l'identité des enseignants et son impact sur la salle de classe ainsi que son impact sur la diversité des élèves dans les écoles publiques. Ce groupe d'experts espèrent générer une discussion et inspirer des espaces de changement dans la formation des enseignants pour répondre aux besoins de notre société diverse en utilisant une approche collective et inclusive.

Nous avons le plaisir de partager la liste de nos experts pour cette année :

[Dr. Kirk Anderson \(MUN\)](#)

[Dr. Sunny Lau \(Bishops\)](#)

[Dr. Lisa Loutzenheiser \(UBC\)](#)

[Dr. Karen Ragoonaden \(UBC Okanagan\)](#)

Details:

Date- Lundi 29 mai 2017

heure- 3pm-4:15pm

Location-Kerr East 121

Nous sommes impatients de participer à cette discussion qui exposera et défiera les pratiques néolibérales dans les programmes de formation des enseignants.

CATE Annual General Meeting

Date- Monday, May 29, 2017

Time- 4:30-5:45 pm

Location KHE - Kerr East 121

Please join us for the CATE Annual General Meeting when we report on the activities of CATE, elect new members to the executive, present the Contributions to Research in Teacher Education Award, and present grad student awards recognizing those students who have recently defended a dissertation or thesis in the field of teacher education.

Annual Dinner for the Canadian Association for Teacher Education

The 2017 CATE dinner will be held at 6:30 PM on Monday, May 29, 2017 at the SCADDABUSH Italian Kitchen & Bar, located at 382 Yonge St, Unit 7, Toronto, ON, M5B 1S8 (website: <http://www.scaddabush.com/about-us/>). Scaddabush is about 10 minutes walking distance from Ryerson University. The fixed price menu is \$50/person (incl. tax and gratuities; beverages extra) and includes garlic bread, salad, choice of main courses, and Tartufo for dessert. CATE will be hosting the first glass of red or white wine.

We have a FULL HOUSE, so at this time we are unable to accept any more reservations. If your plans have changed, and you are no longer able to come, please let me know asap - as we do have a short waiting list.

Contact Michele Jacobsen, dmjacobs@ucalgary.ca

CATE Keynote 2017

Lynn Thomas

**Developing a professional teaching identity
in an era of ultra-nationalism and changing classroom roles**

Université de Sherbrooke

With a growing interest in the professionalization of teaching since the 1960's, we in teacher education have been preoccupied with how we support the development of a professional teaching identity among novice teachers through our programs, in particular through field experiences. This presentation is based on personal reflections on previous research on professional identity development in light of current ultranationalist sentiments and changing perceptions about the role of teachers in classrooms, and includes an exploration of implications for teacher education.

Tuesday, May 30, 2017, 3:00. Location KHE - Kerr East 221.

CATE Graduate Student Panel
Academic Peer Reviewing for Graduate Students:
Tips and Techniques for Improved Practice

Wednesday, May 31, 2017

11:15 AM – 12:15 PM

Location KHE - Kerr East 321B - Ryerson University

Confirmed Panellists:

Dr. Tanya Sterling
VP, Efficacy
Pearson Canada

Dr. Gloria Ramirez
Associate Professor
Language and Literacy Specialist
Thompson Rivers University

Dr. John Wallace
Professor
Department of Curriculum, Teaching, and Learning
University of Toronto

Often, graduate students are invited to serve their academic communities as peer reviewers for conferences and journals. As a critical component of quality control, effective peer reviewing is a relevant skill for all scholars, and it makes sense to expect graduate students to become involved in the review process. Many graduate students, however, feel unprepared for such a task and have little guidance regarding how to develop reviewing skills. In this professional development session, the panellists will discuss what is expected from peer reviewers and how graduate students can learn to conduct productive peer reviews. The goal of this session is to provide graduate students with the knowledge to develop their professional reviewing skills, as well, to answer questions and concerns related to becoming an effective peer reviewer.

Organized by the CATE/ACFE Graduate Student Representatives
Nan Stevens and Diana Royea

CATE EVENTS

Day and Time		Title	Room
Sunday May 28	8:15	Developing Computational Thinking across the Curriculum: Teachers Learning and Leading	KHE - Kerr East 118
	8:15	National and Longitudinal Research on Teacher Inquiry and Learning	KHE - Kerr East 125
	8:15	Program Evaluation and Renewal in Faculties of Education	KHE - Kerr East 119
	9:45	Bridging Theory and Practice in School-University Engagements	KHE - Kerr East 118
	9:45	Culturally and Contextually Responsive Teacher Education	KHE - Kerr East 321B
	9:45	Mathematics Education and Authentic Assessment	KHE - Kerr East 119
	9:45	Streaming, Neoliberalism, and Teacher Resistance	SHE - Sally Horsfall 660
	9:45	Taking Action on Truth and Reconciliation in Teacher Education	KHE - Kerr East 125
	11:15	Diverse Approaches to Student Teacher Practicum	KHE - Kerr East 118
	11:15	Exploring Relationships and Changes in Teacher Learning	KHE - Kerr East 125
	11:15	National and Global Contexts for Canadian Teacher Education	KHE - Kerr East 321B
	11:15	Travelling Social Science Pathways in Curriculum and Culture	KHE - Kerr East 119
	1:30 pm	Equipping Teachers to Meet the Needs of Exceptional Learners	KHE - Kerr East 125
	1:30 pm	Good Teaching, Teacher Efficacy and Theory Informed Planning	KHE - Kerr East 119
	3:00 pm	Enacting Inquiry for Initial and Ongoing Teacher Education	KHE - Kerr East 119
	3:00 pm	Interdisciplinary Literacy Pedagogies and Practices	KHE - Kerr East 321B
	3:00 pm	Mental health literacy and practice in teacher education	KHE - Kerr East 125
	4:30 pm	Mentorship and Mentoring Relationships	KHE - Kerr East 125
Monday May 28	8:15	Interdisciplinary Excursions in Digital Citizenship and E-Portfolios	KHE - Kerr East 118
	8:15	Research Active and Research Informed Pedagogical Inquiry	KHE - Kerr East 121
	8:15	Transformations for Inclusion, Diversity and Restorative Justice	KHE - Kerr East 125

	11:15	Cases and Studies in Ontario Teacher Education	KHE - Kerr East 125
	11:15	Exploring Policy, Practicum and Admissions in Teacher Education	KHE - Kerr East 118
	11:15	Science Education Writ Large and Student Engagement in STEM	KHE - Kerr East 121
	1:30 pm	Case Studies of the Emotional World of Learning	KHE - Kerr East 221
	1:30 pm	Cultivating Preservice Teachers' Understanding of Inclusion and Difference	KHE - Kerr East 119
	1:30 pm	Initial Teacher Education in Ontario	KHE - Kerr East 121
	3:00 pm	CATE-ACFE Panel	KHE - Kerr East 121
	4:30 pm	CATE-ACFE AGM & Awards	KHE - Kerr East 121
	6:30 pm	CATE-ACFE Dinner	
Tuesday May 30	8:15	Case Studies of Teaching Cultures and Contexts	KHE - Kerr East 121
	8:15	Social Justice and Resistance in Teacher Education	KHE - Kerr East 119
	8:15	Trends in International Teacher Education	KHE - Kerr East 125
	9:45	CSSE-SCÉÉ Posters/Présentations visuelles	KHW - Kerr West 271/273 - Combined Gym
	9:45	CSSE-SCÉÉ Roundtables/Tables rondes	KHW - Kerr West 271/273 - Combined Gym
	9:45	Language Learning and Teaching	KHE - Kerr East 121
	9:45	Pedagogical knowledge and Multilingual Teaching Practices	KHE - Kerr East 119
	11:15	Creativity in Re-Imagining Environmental Education and Teacher Identity	KHE - Kerr East 118
	11:15	Partnerships for Professional Development and Educational Improvement	KHE - Kerr East 118
	11:15	Revising the ACDE Accord on Initial Teacher Education: Town Hall Session	ENG - Engineering LG 02
	11:15	Teacher Education in the Canada-China Reciprocal Learning Partnership Project	KHE - Kerr East 216
	1:30 pm	CATE-ACFE Symposium-Panel/Colloque-Panel	KHE - Kerr East 121

	1:30 pm	Contemplative Inquiry in a Graduate Education Program	KHE - Kerr East 119
	3:00 pm	CATE-ACFE Keynote Lynn Thomas, Developing a professional teaching identity in an era of ultra-nationalism and changing classroom roles	KHE - Kerr East 221
Wednesday May 31	8:15	Developing Culturally Relevant Curriculum and Connections (african dance, home school)	KHE - Kerr East 118
	9:45	Explorations in Criticality and Positionality in Teacher Education	KHE - Kerr East 118
	9:45	Problem Solving Across the Grades for Mathematical Understanding	KHE - Kerr East 321B
	11:15	CATE-ACFE Graduate Student Panel	KHE - Kerr East 321B
	11:15	Professional Learning Communities and Transnational Teacher Development	KHE - Kerr East 118
	1:30 pm	CATE-ACFE Town Hall	KHE - Kerr East 119
	3:00 pm	Narrative Inquiry in International Teacher Education	KHE - Kerr East 118

CATE Working Conference 2017

CATE/ACFE is pleased to once again offer an incredibly collaborative writing opportunity to our members. Our 2017 Working Conference will be held at **Mount Saint Vincent University, Halifax, from Thursday, November 2 - Saturday, November 4, 2017**. A call for proposals will go out this summer but mark your calendars now and plan to take part in this weekend of discussion, debate and creation resulting in the compilation of research in the form of our CATE Working Conference publication. This year's theme will examine the **diversity of teacher education** from pre-service education, through hiring practices, to international experience.

**The Second Pan-Canadian Conference on
Universal Design for Learning**
May 31 – June 2, 2017
University of Prince Edward Island Charlottetown, PEI

The intention of the conference is to create an opportunity for practitioners from different sectors, from across the country, to come together, exchange on UDL practices, and to share their vision for the future. The conference also hopes to encourage an interdisciplinary dialogue and to offer participants a multi-faceted overview of current Canadian initiatives. To this end, the conference will offer, not just K- 12 and post-secondary streams, but also a stream for Student Services and Student Affairs professionals, a stream specifically for Instructional Designers, and a stream showcasing the learner voice. The conference organizers also hope to attract UDL practitioners from overseas in order to allow for an emerging International dialogue on UDL implementation and research. The theme of the conference also seeks to create a bridge between the UDL discourse and the User Experience (UX) literature, and welcomes participants from the community at large . For more information please visit: <http://www.udlconference.ca/>

Dr. Angela Nardozi now offers a free monthly e-newsletter for educators about Indigenous education entitled "Listen and Learn". The purpose of Listen & Learn is to inspire teachers to incorporate Indigenous content in their curriculum, share resources and ideas, and create a space for different stories and voices.

Signup form: <http://eepurl.com/cxsiRH>

View past issues:

Issue #1 <http://eepurl.com/cxsss5>

Issue #2 <http://eepurl.com/cCy00b>

Dr. Angela Nardozi is a guest on Turtle Island who is Italian-Canadian. She has spent almost a decade working alongside Indigenous communities and with non-Indigenous educators. She is a certified teacher and received her Ph.D. in Education from OISE/UT. She is now a consultant and coach.
