

**CATE Executive Positions – 2020 Election – as of June 1, 2020**

- Vice-President, 2020 - 2022 (1 position, 3 candidates)
- Secretary-Treasurer, 2020 - 2022 (1 position, 1 candidate)
- Communications Director, 2020 - 2022 (2 positions, 2 candidates)
- Member-at-Large, 2020 - 2022 (1 position, 2 candidates)
- Student Member, 2020 - 2022 (1 position, 1 candidate)
- CATE rep on CSSE New Scholar Committee, 2020 - 2022 (1 position, 1 candidate)
- CATE Award for Contributions to Research in Teacher Education, 2020 - 2022 (1 position, 1 candidate)

Position Name Bio

Executive Position	Candidate Biographies	Statement of Role
<p><b>Vice-President, 2020 - 2022 (1 position)</b></p>	<p><b>Dr. Sheryl MacMath, Professor, Sheryl.MacMath@ufv.ca</b>  <b>Institution: University of the Fraser Valley, BC</b></p> <p>Sheryl MacMath is a Professor at the University of the Fraser Valley (UFV) in the Teacher Education Department. She has been teaching courses in planning, assessment, evaluation, and reporting; elementary math methods; elementary social studies methods; and classroom management for over a decade. As part of her role at UFV, Sheryl is also responsible for observing, mentoring, and evaluating teacher candidates in the field on practicum. This has enabled a strong connection with the field leading to regular workshops for K – 12 teachers working throughout the Fraser Valley. Working in and with the field is a passion for Sheryl. She believes that, to meet the needs of the unique students in our schools, we need teachers who are not only knowledgeable and effective, but also empowered and inspired. This means making visible the theory and research that support best practice so that teachers are able to make their own informed, reflective decisions regarding their classrooms and students. Sheryl’s research interests, beyond her teaching scholarship, include peer refereed conferences and journal publications in teacher education programming; intake and admission procedures; project-based learning, design thinking, and curriculum integration; and the Indigenization of curriculum and the decolonizing journey of self. Prior to her work at UFV, Sheryl was a sessional instructor for UVic’s Faculty of Education in both the departments of Educational Psychology and Leadership Studies, and Curriculum and Instruction. Her PhD was completed at the Ontario Institute for Studies in Education at the University of Toronto with her dissertation focusing on the use of curriculum integration to support at-risk students in schools.</p>	<p>I have been involved with CATE as a member, presenter, and reviewer over the past decade. In recent years I began to explore moving beyond participation to providing support for the association itself. A number of my current research interests have emerged out of presentations and resources provided by CATE over the years and I have been seeking ways to give back to the association that has supported my own growth as a teacher educator and researcher. In recent years I have been the CATE representative on the Awards Committee for Contributions to Teacher Education Research, the CSSE New Scholar Committee, and the Canadian Journal of Education Board of Consulting Editors. My involvement as a contributing author to the latest CATE polygraph series has inspired me to move beyond representing CATE to providing more substantive support my fellow teacher educators. As such, I am putting name forward for the role of vice-president. I understand that this is a six-year commitment and am excited at the prospect of working closely with my colleagues as we support current and future teacher educators and researchers. Thank you for considering my nomination.</p>

	<p><b>Dr. Leyton Schnellert, PhD, leyton.schnellert@ubc.ca</b>  <b>Institution: University of British Columbia</b></p> <p>Dr. Leyton Schnellert is an Associate Professor in UBC’s Department of Curriculum &amp; Pedagogy and Eleanor Rix Professor in Rural Teacher Education. His scholarship sends to how teachers and teaching and learners and learning can mindfully embrace student diversity and inclusive education. Dr. Schnellert is the Pedagogy and Participation research cluster lead in the UBC Institute for Community Engaged Research and co-chair of BC’s Rural Education Advisory. His community-based collaborative work contributes a counterargument to top-down approaches that operate from deficit models, instead drawing from communities’ funds of knowledge to build participatory, place-conscious, and culturally responsive practices. Dr. Schnellert has been a middle and secondary school classroom teacher and a learning resource teacher K-12. His books, films, and research articles are widely referenced in local, national, and international contexts.</p>	<p>I would be delighted to serve in the capacity of Vice-President for CATE. My affiliation with CATE dates back to 2005 when I was a PhD student and faculty associate in SFU’s Field Programs. CATE offered me a space to share my research as a teacher educator and develop relationships with established scholars. My experience with CATE as a PhD student, emerging scholar, and now mid-career scholar have helped me to build and deepen my research program. Returning to the CATE Executive in this this role would be an opportunity to both give back and foster opportunities for teacher education colleagues at any phase in their career.</p>
	<p><b>Dr. Jun Li, PhD, jun.li@uwo.ca</b>  <b>Institution: Western University</b></p> <p>Dr. Jun Li serves as Chair of the Academic and Research Cluster of Critical Policy, Equity and Leadership Studies and Acting Director of the Global Centre for Education Partnership at Western University. With two PhDs - one in Educational History (ECNU, 1992) and another in International Education Policy (UMCP, 2006), he has wide professional experiences accumulated in a global context (Shanghai, Tokyo, Maryland, Toronto, Hong Kong, etc.). Having led the HKERA and the CESHK in the past, Dr. Li currently serves on the Advisory Programming Committee of the Congress of the Humanities and Social Sciences of Canada (2019-20), as a founding editor of the <i>CIES Book Series Education in Global Perspective</i> (SUNY, US) and a regional editor of <i>Bloomsbury Education and Childhood Studies</i> (Bloomsbury, UK), in addition to his advisory role or editorship in various international journals/book series, such as <i>Comparative Education Review</i> (Chicago, US). Prof. Li advocates the improvement of policy and leadership in comparative teacher education. He has extensively published, with many academic books and over a hundred of journal/newspaper articles or book chapters, including his authored book <i>Quest for World-Class Teacher Education? A Multiperspectival Study on the Chinese Model of Policy Implementation</i> (Springer, 2016) and “The Chinese Model of Teacher Education: Retrospect over a Century and Prospects in the Future”. <i>Frontiers in Education of China</i>, 2012). He is often invited for keynote speeches around the globe, as well as interviewed</p>	<p>I have kept my interest in comparative teacher education over decades. As a new member of CATE after I returned to work in Canada in 2018, and am seeking to serve the CATE community as its vice-president. Together with other executive members, I would be honored to expand CATE’s strengths and traditin, while enlarging its vision for for and engagement with the wider, radically changing world, by bringing in my leadership experiences as Past Chairperson of the Hong Kong Educational Research Association (HKERA, 2014-17) and Past President of the Comparative Education Society of Hong Kong (CESHK, 2012-14).</p>

	<p>on education and/or China by <i>The New York Times</i>, <i>The International Herald Tribune</i>, <i>The Global Times</i>, etc.</p>	
<p><b>Secretary-Treasurer, 2020 - 2022 (1 position)</b></p>	<p><b>Dr. Julia Rheume, <a href="mailto:julia.rheume@rdc.ab.ca">julia.rheume@rdc.ab.ca</a></b>  <b>Institution: Red Deer College</b></p> <p>Dr. Julia Rheume is the Associate Dean of the School of Education at Red Deer College. She earned her doctorate through the University of Calgary in 2018 and her dissertation was entitled: “Middle School Administrators’ Perspectives on Effective Middle Level Education in Central Alberta.” This investigation into teaching quality and preservice teacher education informed the development of a new Bachelor of Education degree for the central Alberta region. She obtained both her B.Ed and M.Ed degrees through the University of Alberta in her second language, French. Julia taught middle school French Immersion math and science for 15 years before becoming a teacher educator in the Middle Years Bachelor of Education program offered at Red Deer College. Her experiences as a teacher, curriculum leader, high school vice-principal, teacher educator, and post-secondary administrator have inspired her interests in teacher education, curriculum development, assessment, student engagement, middle level education, and educational policy.</p>	<p>Although I am a relatively new member to CATE and attended my first CSSE conference in 2019, I am eager to learn more about this Association by becoming involved with the Executive Committee. I am passionate about teacher education and am fully supportive of the research and initiatives of CATE. I would like to contribute to the great work on this Association and would enjoy planning events such as the Invited Panel, Pre-Conference and the dinner to be held during CSSE. I have excellent communication and organizational skills, am fluent in both French and English, and enjoy working collaboratively.</p>
<p><b>Communications Director, 2020 - 2022 (2 positions)</b></p>	<p><b>Dr. Alexandre Mesquita, <a href="mailto:Alexandre.Alves.Mesquita@usherbrooke.ca">Alexandre.Alves.Mesquita@usherbrooke.ca</a></b>  <b>Institution: Université de Sherbrooke</b></p> <p>Originally from Brazil, Dr. Alexandre Mesquita’s research focused on the evolution of pre-service ESL teachers’ beliefs and practices related to formative assessment and the impacts of these beliefs and practices on their learning to teach process. His study highlights the importance of helping pre-service teachers identify their prior beliefs and unlearn previous assessment practices to learn new ones and improving the partnership (links) between teacher educators and supervisors with associate teachers (and school). In terms of his professional experience, he is currently a sessional lecturer and practicum responsible at the Université de Sherbrooke and sessional lecturer at the Cégep de Thetford Mines. As a sessional lecturer, he has taught and supervised pre-service ESL teachers at both primary and secondary levels through different courses for the last year 8 years.</p>	<p>Since July 2016, Dr. Mesquita has served as the director of communications of CATE (Canadian Association for Teacher Education), and he has led the successful transition to a bilingual website.</p> <p>Dr. Mesquita was awarded the 2019 CATE Dissertation Award.</p>

	<p><b>Dr. Sandra Becker, email</b>  <b>Institution: University of Calgary</b></p> <p>Sandra Becker is postdoctoral scholar at the Werklund School of Education, University of Calgary. She has over 30 years teaching experience as an elementary classroom teacher and teacher librarian. Her design-based doctoral research involved a year-long study with one grade six teacher and her class where she examined teacher and student learning in makerspace environments. Currently, she is working with Dr. Doug Clark on three separate research projects: (a) a citizen science project with undergraduate students; (b) a project exploring design processes with pre-service teachers, and; (c) a project studying student learning of mathematical transformations within the context of games (both paper and video) and computational thinking environments. During her teaching career, Sandra served for many years on the local and provincial executives of the International Reading Association (now called the International Literacy Association). She has broad experience in working with local, provincial, and western Canadian leaders while serving in a volunteer capacity.</p>	<p>Communication is a key role in any organization and takes on many angles, from individual person-to-person dialogue, to presenting the work of the organization, to promotion of the goals, ideas, events, and celebrations that are key to the organization's overall aims and intent. Therefore, it is critical that the organization's communications are timely, clear, and multi-faceted. This means that communications must be thoughtful, ongoing, responsive, and expeditious. The communications director must keep these expectations in mind at all times when considering the role. Sandra has been a member of CATE since early on in her doctoral studies in 2015. She was a participant in the 2019 CATE Working Conference which included submission of a paper related to her thesis, as well as acting as a peer reviewer to other participants. As one of two Communications Directors of CATE, Sandra commits to working collaboratively with the executive of CATE, to ensure that the communications and promotions are professional, timely, and advance the goals of the CATE, to further dialogue on teacher education and research in Canada.</p>
<p><b>Member-at-Large, 2020 - 2022 (1 position)</b></p>	<p><b>Dr. Heather McLeod, hmcleod@mun.ca</b>  <b>Institution: Memorial University</b></p> <p>Heather McLeod (Ph.D. UVic) is a professor (arts education) in the Faculty of Education at Memorial University in St. John's, Newfoundland, where she has served as associate dean. In 2020 she is Memorial University's single nomination for a regional/international teaching award, the North Eastern Association of Graduate Schools Graduate Faculty Teaching Award (master's level). She has previously won university-wide and faculty awards for excellence in teaching both undergraduate and graduate students. She also won a national award for curriculum development (2013 Excellence and Innovation in the K-12 Classroom, from the Canadian Network for Innovation in Education, for authoring an on-line graduate course focused on creativity in the classroom). From 2016-2019 she served as the Editor-in-Chief of the <i>Canadian Review of Art Education</i>, a peer-</p>	<p>If elected as a member-at-large I will support CATE in its contributions to teacher education in Canada to facilitate teachers coping and thriving during demanding times (for example the challenges of remote instruction during a pandemic). Dilemmas and their solutions may involve identifying promising educational practices and highlighting communities of practice and support. The writings and lifelong practices of Maxine Greene as an educational philosopher, activist and teacher afford me understandings that the arts are central to shaping</p>

	<p>reviewed, electronic, bi-lingual journal. She pursues a critical research agenda and works with arts-based research methods (narrative, autoethnography, poetic inquiry). Her funded research initiatives (SSHRC, corporate, university, and faculty funding) include an Art Hive project, a poetry project, an examination of the process of becoming a researcher, and an initiative to understand student experiential learning in an art museum. Previously she taught in a rural community school and in the public-school system in BC, and served as a teacher/principal in Nunavut. As well, she has worked in communications, training and policy development for a provincial teachers' organization and for government. She believes that with, through and in the arts we are able to in the words of Maxine Greene, "see things as if they could be otherwise".</p>	<p>democratic futures. Innovation, imagination, and creativity (not only through the arts) may lead to consideration of alternative education models.</p>
	<p><b>Dr. Julia Rheume, <a href="mailto:julia.rheume@rdc.ab.ca">julia.rheume@rdc.ab.ca</a></b>  <b>Institution: Red Deer College</b></p> <p>Dr. Julia Rheume is the Associate Dean of the School of Education at Red Deer College. She earned her doctorate through the University of Calgary in 2018 and her dissertation was entitled: "Middle School Administrators' Perspectives on Effective Middle Level Education in Central Alberta." This investigation into teaching quality and preservice teacher education informed the development of a new Bachelor of Education degree for the central Alberta region. She obtained both her B.Ed and M.Ed degrees through the University of Alberta in her second language, French. Julia taught middle school French Immersion math and science for 15 years before becoming a teacher educator in the Middle Years Bachelor of Education program offered at Red Deer College. Her experiences as a teacher, curriculum leader, high school vice-principal, teacher educator, and post-secondary administrator have inspired her interests in teacher education, curriculum development, assessment, student engagement, middle level education, and educational policy.</p>	<p>Although I am a relatively new member to CATE and attended my first CSSE conference in 2019, I am eager to learn more about this Association by becoming involved with the Executive Committee. I am passionate about teacher education and am fully supportive of the research and initiatives of CATE. I would like to contribute to the great work on this Association and would enjoy planning events such as the Invited Panel, Pre-Conference and the dinner to be held during CSSE. I have excellent communication and organizational skills, am fluent in both French and English, and enjoy working collaboratively.</p>
<p><b>Student Member, 2020 - 2022 (1 position)</b></p>	<p><b>Aide Chen, <a href="mailto:aidechen94@gmail.com">aidechen94@gmail.com</a></b>  <b>Institutional: Western University</b></p> <p>I am currently a first-year PhD student in the faculty of education at Western University. Prior to this program, I studied two Master's degrees in the faculty of education at Western. This allows me to know what types of promotion activities might work to engage domestic and international graduate students.</p>	<p>I have extensive conference facilitation experiences. I am the Committee Chair for the 2020 Robert Macmillan Symposium in Education (RMSE) at Western University. I also helped organize the 2019 TESL London Spring Conference. As a result, I gained deep insights into how to run scholarly events in an</p>

		<p>organized manner. I have recognized abilities to organize big and small non-academic activities as well. One example was that I was one of the organizers for the 2020 Panda Party in London ON, a music &amp; dance festival in which hundreds of audiences purchased tickets and showed up. As for smaller activities, I co-organized workshops on improving application documents to university students at Western. Audience feedback from these was amazing.</p>
<p><b>CATE rep on CSSE New Scholar Committee, 2020 - 2022 (1 position)</b></p>	<p>Jodi Nickel, <a href="mailto:jnickel@mtroyal.ca">jnickel@mtroyal.ca</a>  <b>Institution: Mount Royal University</b></p>	<p>Dr. Nickel has served the CATE Association in various roles over the past 9 years, from Communications Director, to Vice President, President, and Past President. Dr. Nickel would bring extensive experience, expertise and in-depth knowledge of CATE and CSSE to this role.</p>
<p><b>CATE Award for Contributions to Research in Teacher Education, 2020 - 2022 (1 position)</b></p>	<p>Jodi Nickel, <a href="mailto:jnickel@mtroyal.ca">jnickel@mtroyal.ca</a>  <b>Institution: Mount Royal University</b></p>	