
WINTER, 2021



Canadian Association
for Teacher Education
L'Association canadienne pour
la formation des enseignants

CATE NEWSLETTER
Winter 2021

Executive
Announcements

Hello CATE members!

Your executive has been hard at work preparing for our spring conference. Thanks especially to Vice-President Leyton Schnellert and Francophone Member-at-Large Mimi Masson, Program Co-Chairs who have invested many hours facilitating the review process and creating the CATE conference program. By now everyone who submitted a proposal should have received the program committee decision regarding your submission. If you have not received your notification please check your junk mail to ensure it has not gone there before contacting one of the co-chairs.

This has been a challenging year for many people as we adapt and pivot our research, teaching and service into online spaces. Our CATE community has been a great source of support and connection during these times. Please plan to attend our CATE conference special events many of which are described in this newsletter, including our CATE Pre-Conference, CATE Keynote, CATE Panel presentation, CATE eBook Session, CATE Award Winner Poster Session and CATE AGM. Come out to the AGM to help discuss important decisions for our association, congratulate our award winners and connect with your CATE colleagues. There will sadly be no CATE dinner this year due to the online conference, so we will need to make conscious efforts to connect with each other in different ways.

Until we meet each other virtually in May, take care and stay connected.

Cathryn

Executive Announcements

Dear CATE members,

Spring is on its way, and so is the 2021 CATE/ ACFE conference! We know that participating in this year's conference will offer us all revitalizing energy generated through connecting with colleagues from across Canada (and beyond). Conference registration is open and the early bird deadline is March 31st. Come join the conversation and develop your scholarship as part of our annual teacher education research conference. Sessions are scheduled on **May 30 to June 3, 2021 from 9 am – 4 pm MST**.

The draft program will be released this month. We had an outstanding number of proposals on par with past years. Take some time to peruse the program and find sessions to attend that connect to your own work and offer new topics and perspectives. We have many sessions related to equity, diversity and social justice, teacher education during COVID, curriculum and pedagogy, pre-service and in-service professional learning, and more!

It's our first experience with a virtual conference and we look forward to connecting with you through a virtual platform. Please note that you do need to register and physically login to the conference landing page to access sessions. Poster, round table, and multi-paper sessions will be equipped with breakout rooms and a chat feature. There will also be a networking lounge where session presenters and attendees can gather before and after sessions. Our CATE hallway chats – often some of the best conversations at the conference – can happen here!

Presenters, please consider making aspects of your presentation accessible in both English and French. See our suggestions and information about support to do this later in the newsletter.

Read on to learn more about the CATE featured panel (Teacher Education in Tumultuous Times), keynote speaker (Dr. Lee Airton), and preconference (Understanding Self in Self-Study: Exploring Problems of Practice in Teacher Education). We look forward to gathering online in May and June!

Sincerely,

Marie-Emilie (Mimi) Masson & Leyton Schnellert,
CATE Program Co-Chairs 2021

Executive Announcements

CATE AWARD FOR CONTRIBUTIONS TO RESEARCH IN TEACHER EDUCATION

Do you have an exceptional colleague who has made an outstanding contribution to the field of teacher education? I invite you to submit a nomination for the CATE Award for Contributions to Research in Teacher Education. This award is designed to recognize a body of research as opposed to a particular publication. Nominators must be CATE members, but those nominated do not have to belong to CATE. Aside from the nominator's letter, two additional letters of recommendation must be received from people associated with at least one other institution. Criteria for the award include evidence of excellence in research in teacher education through publications, presentations or other contributions, as well as overall influence on the field of teacher education research in Canada and internationally. To nominate someone consult the requirements for nomination located [here](#).

The deadline for nomination packages is March 31, 2021.

All nomination materials should be sent to CATE/ACFE President, Dr. Cathryn Smith (smithc@brandonu.ca)

CATE AGM – SAVE the DATE

Our AGM for this year will be online during the conference, on May 31 from 3:45-5:15. We will be asking people to pre-register to ensure secure access to the zoom room which will be scheduled of the conference program. Stay posted for an email message inviting AGM registration.

Upcoming Executive Vacancies

There are 3 upcoming vacancies on the CATE Executive in the following positions:

- Member-at-Large – 2 positions (1 English, 1 Francophone)
- Graduate Student Rep – 1 position

In addition, we will have a vacancy for the

- CATE rep to Canadian Journal of Education – 1 position
- CATE Award for Contributions to Research in Education Committee members - 2 positions

If you are interested in any of the above roles, email Michele Jacobsen (dmjacobs@ucalgary.ca) a brief bio, photo and note about which position(s) interest you. Nominations will also be accepted during the AGM.

Executive Announcements

CATE's latest eBook: Preparing Teachers as Curriculum Designers **Edited by Jodi Nickel and Michele Jacobsen**

Researchers and educators in teacher education are tasked with creating the contemporary conditions and contexts for learning that engage learners in actively constructing relevant understandings, competencies, and diverse literacies required to navigate a complex and changing world. Design thinking as a constructivist learning design in education generates much interest in emergent curriculum, but also some uncertainty. A design thinking approach to curriculum acknowledges multiple representations, various forms of engagement and expression, as well as the possibility of diverse solutions and outcomes, which can lead to tension within standardized programs of study in K-12 and pre-set pathways in post-secondary education. Core to teacher education is the preparation of new teachers as designers of learning who work collaboratively to create meaningful, relevant, and challenging learning opportunities for their students. Ongoing professional development for practicing teachers to become designers of learning is also core to teacher education. Graduate education and design-based research on teacher designs to sponsor and study change and innovation in K-12 schools is also core to teacher education. The editors were curious about the ways in which researchers in teacher education across Canada were addressing the important challenge of preparing teachers as curriculum designers. We were fascinated and encouraged by the range of research contributed by the chapter authors whose scholarship delves into many different questions and issues related to design processes, design thinking, and teachers as curriculum designers in the diverse and multifaceted field of teacher education in the twelve chapters of this book.

Citation:

Nickel, J. & Jacobsen, M. (Eds.). (2021). *Preparing teachers as curriculum designers [eBook]*. Canadian Association for Teacher Education/Canadian Society for Studies in Education. https://cate-acfe.ca/wp-content/uploads/2021/01/Preparing-Teachers-as-Curriculum-Designers_ebook_FINAL.pdf

Executive Announcements

**CATE Panel
(CSSE 2021)**

Teacher Education in Tumultuous Times

**Monday, May 31 st, 2021
14:30-15:30 MST (Edmonton)
Right before CATE AGM**

Panelists:

Dr. Douglas Karrow (Brock)

Dr. Ann Lopez (OISE)

Dr. Alysha Farrell (Brandon)

Dr. Nicholas Ng-A-Fook (Ottawa)

Description:

Speakers from several fields consider how teacher educators might respond to systemic and emerging challenges in this CATE panel session. Within the context of a climate crisis, a global pandemic, political unrest, and education systems shaped by social inequities, the panelists will draw on their research and lived experience to share their perspectives about how teacher education should respond to the issues we face. What does it mean to disrupt anthropocentrism, settler colonialism, systemic racism, and social inequities within teacher education programs and education systems more broadly? What are the impacts of living and teaching in tumultuous times? Through the discussion of such questions, this panel will look at possible future directions for teacher education, ones that imagine a better future for us all.

Executive Announcements

**CATE Pre-conference
(In partnership with S-STEP)
Understanding Self in Self Study:**

**Exploring Problems of Practice in Teacher Education
CSSE 2021, Online - All times Edmonton time (MST)**

Saturday, May 29th, 2021

1:00 – 4:00 pm

Cost: Free of Charge

Organizers: Candy Skyhar & Heather McLeod

No registration required. Access through the CSSE portal/app

1:00 - 1:15 Greetings and Introductions

Dr. Candy Skyhar/Dr. Heather McLeod

Greetings from S-STEP Program Chair

Dr. Kevin O'Connor

1:15 - 2:00 Introduction to 3 areas of self-study:

1. Dialogue as a Method

Dr. Linda May Fitzgerald

2. The Journey to and through Self-Study Research

Dr. Awneet Sivia

3. Getting your Self-Study Published

Dr. Julian Kitchen

Breakout Discussions: During this time, three breakout rooms will be created. The presenters will lead half hour discussions and rotate between the 3 rooms.

2:00 - 2:30 Breakout - Round 1

2:30 - 3:00 Breakout - Round 2

3:00 - 3:30 Breakout - Round 3

Return to Whole Group:

3:30 - 3:45 Final thoughts

Dr. Kevin O'Connor

Executive Announcements

Presenter information:

Dr. Kevin O'Connor is an Associate Professor and Chair for the Department of Education, at Mount Royal University. He has taught in K-12 schools and was an educational administrator for 15 years. Much of his current research and publications are based on the synthesis of multi-sensory pedagogy and interdisciplinary curriculum through the integration of experiential and place-based learning, science field studies and Indigenous education.

Dr. Linda May Fitzgerald is an emerita professor of Early Childhood Education at the University of Northern Iowa in the United States. She taught self-study methods such as those in proceedings and books she has co-edited and to which she has contributed, such as Research Methods for the Self-Study of Practice, Learning Communities in Practice, and the Self-Study and Diversity series, for which a third volume is now in progress.

Dr. Awneet Sivia is an Associate Professor at UFV and Chair of the MEd in Educational Leadership and Mentorship program. She teaches courses on identity, policy and context in educational leadership, social justice education and science methods. As a self-study researcher, Awneet explores the synergies between identity, reflection, experience, and action to inform and transform her practices as a teacher educator. She launched a BC S-STEP Scholars Network in 2019 to build connections and deepen her knowledge and practice in S-STEP.

Dr. Julian Kitchen is a Professor of Education at Brock University. He is co-editor of Studying Teacher Education journal and lead editor of the International Handbook of Self-Study of Teaching and Teacher Education Practices (Second Edition).

Executive Announcements

ATTENTION ALL BOOK AUTHORS

If you have published a book this year we would be thrilled if you donated a copy (or a few) to be awarded as prizes to winners of the CATE Recognition Award for Theses and Dissertations on Teacher Education. With our digital conference, we are encouraging certificates from the publisher that can be redeemed by our winners. If you are interested in making a donation, please contact Cathryn Smith (smithc@brandonu.ca) to make arrangements.

Executive Announcements

2021 CATE Keynote

The (re-)emergence of gender diversity and the challenge for teacher education

(Le texte en français suit dessous)

DESCRIPTION

Five years ago, when Dr. Lee Airton asked a large class of pre-service teachers whether they had heard the term 'cisgender' (i.e., not transgender), only about one quarter raised a hand. This past September, however, only a scant few did not. This recent surge in gender diversity knowledge and exposure among the general Canadian public has unfolded in lockstep with the beginning of Dr. Airton's academic career as one of the first openly transgender professors in a Canadian faculty of education. In the 2020 CATE keynote address, Dr. Airton looks back across a decade of participation in CATE and the Canadian teacher education community, and envisions a teacher education that materially welcomes all of the ways people live gender, including the ones we may think are already here in abundance.

BIO

Dr. Lee Airton is an Assistant Professor of Gender and Sexuality Studies in Education at Queen's University in Kingston, Ontario, and the Co-President of the Queer Studies in Education and Culture SIG of CASWE in CSSE. Their public scholarship includes the blog They Is My Pronoun, the No Big Deal social media initiative, and the book Gender – Your Guide: A Gender-Friendly Primer on What to Know, What to Say and What to Do in the New Gender Culture (Adams Media - An Imprint of Simon & Schuster). Dr. Airton's scholarly articles appear in the journals Gender and Education, Sex Education, Curriculum Inquiry, Teachers College Record, The Canadian Journal of Education, and the Journal of Education Policy. Their current SSHRC-funded research project explores how Ontario K-12 schools are responding to the inclusion of gender identity and gender expression protections in human rights legislation, including implications for teacher education.

www.leeairton.com



Executive Announcements

2021 ACFE Conférencier Principal

La (ré)émergence de la diversité des genres et le défi pour la formation des enseignants

DESCRIPTION

Il y a cinq ans, lorsque le Dr Lee Airton a demandé à une grande classe d'enseignants en formation initiale s'ils avaient entendu le terme "cisgenre" (c'est-à-dire pas transgenre), seul un quart environ ont levé la main. En septembre dernier, cependant, seuls quelques-uns ne l'ont pas levé. Cette récente augmentation des connaissances et de la sensibilisation du grand public canadien à la diversité des genres s'est produite au même moment que le début de la carrière universitaire du Dr Airton, l'un des premiers professeurs ouvertement transgenres dans une faculté d'éducation canadienne. Dans son discours d'ouverture de 2020, le Dr Airton revient sur une décennie de participation à l'ACFE et à la communauté de formation des enseignants canadiens, et envisage une formation des enseignants qui accueille matériellement toutes les façons dont les gens vivent le genre, y compris celles que nous pensons être déjà présentes en abondance.

BIOGRAPHIE

Le Dr Lee Airton est professeur adjoint d'études sur le genre et la sexualité dans l'éducation à l'université Queen's de Kingston, en Ontario, et coprésident du GIS des études Queer en éducation et en culture de l'ACÉFÉ à la SCÉÉ. Leur bourse publique comprend le blog They Is My Pronoun, l'initiative de médias sociaux No Big Deal, et le livre Gender - Your Guide : A Gender-Friendly Primer on What to Know, What to Say and What to Do in the New Gender Culture (Adams Media - An Imprint of Simon & Schuster). Les articles scientifiques du Dr Airton sont publiés dans les revues Gender and Education, Sex Education, Curriculum Inquiry, Teachers College Record, La revue canadienne de l'éducation et le Journal of Education Policy. Leur projet de recherche actuel, financé par le CRSH, explore la façon dont les écoles de la maternelle à la 12e année en Ontario réagissent à l'inclusion des protections de l'identité et de l'expression sexuelles dans la législation sur les droits de la personne, y compris les implications pour la formation des enseignants.

www.leeairton.com



Executive Announcements



CATE GRADUATE STUDENT COMMITTEE / L'ASSOCIATION ÉTUDIANTE ACFE
&
ASSOCIATION OF CANADIAN DEANS OF EDUCATION PRESENTS / ASSOCIATION CANADIENNE DES DOYENS ET
DOYENNES D'ÉDUCATION PRÉSENTE

**FUTURE TRENDS IN TEACHER EDUCATION: SETTLING INTO A NEW
NORMAL**

**TENDANCES FUTURES DANS LES FACULTÉS D'ÉDUCATION : S'ADAPTER A
LA NOUVELLE NORMALITÉ**

GET READY FOR A DISCUSSION WITH DEANS OF EDUCATION FROM UNIVERSITIES ACROSS
CANADA ON HOW TO NAVIGATE YOUR ACADEMIC JOURNEY GOING FORWARD!

PRÉPAREZ-VOUS À UNE DISCUSSION AVEC LES DOYENS DES UNIVERSITÉS CANADIENNES ET
APPRENDRE NAVIGUER VOTRE CARRIÈRE DANS L'ÉDUCATION !

JEROME CRANSTON,
DEAN OF EDUCATION, UNIVERSITY OF REGINA

KATHY HIBBERT,
ASSOCIATE DEAN, WESTERN UNIVERSITY

STEPHEN PRICE,
DEAN OF HEALTH, COMMUNITY AND EDUCATION, MOUNT ROYAL
UNIVERSITY

HEATHER DUNCAN,
DEAN, FACULTY OF EDUCATION, BRANDON UNIVERSITY

MARIANNE MCTAVISH,
ASSOCIATE DEAN, TEACHER EDUCATION, UNIVERSITY OF BRITISH COLUMBIA

FERNAND GERVAIS,
DOYEN/DEAN, FACULTÉ DES SCIENCES DE L'ÉDUCATION / FACULTY OF
EDUCATIONAL SCIENCES UNIVERSITÉ DE LAVAL

1er Juin / June 1, 2021

9:15-10:15 MST (Edmonton) Online (Zoom)

**S'INSCRIRE À L'ADRESSE SUIVANTE / REGISTER AT
[HTTPS://FORMS.GLE/FNRG9TE7WYFYB9LE8](https://forms.gle/FNRG9TE7WYFYB9LE8)**



Future Trends in Teacher Education: Settling Into a New Normal

In CATE's annual graduate student sessions, a panel of Canadian Deans of Education will present advice for new scholars navigating the job search process, applying for grants, and establishing a research program. Graduate students in Faculties of Education will have the opportunity to submit questions to the panel related to research, knowledge mobilization practices, research in the times of COVID, and employment in Faculties of Education. This CATE Graduate Student Session will also provide an opportunity for student-researchers to discuss their research ideas as well as ways to mobilize their work. The session would benefit new graduate student entrants as well by provide a platform to senior graduate students to share and engage with their colleagues doing research in different universities and receive feedback.

Date/Time: Tuesday June 1, 2021 Online (Zoom) 8:15 am – 9:15 am PST (Pacific Standard Time)

Executive Announcements

Online Learning and Teaching from Kindergarten to Graduate School

11th Working Conference on Canadian Research in Teacher Education

Online, from October 14 – 16, 2021

Mount Royal University, Calgary, AB

The Canadian Association for Teacher Education (CATE) is pleased to invite you to begin preparing your proposal to participate in the 11th Online Working Conference on Teacher Education this October 14-16, 2021. This year's CATE Working Conference will be offered online in collaboration with Mount Royal University, Calgary, AB. The working conference theme is: **Online Learning and Teaching from Kindergarten to Graduate School**. Papers must be research-informed and research-active, demonstrating formal information/data gathering, analysis, integration and reporting of results.

Proposals are due July 15, 2021. Researchers are encouraged to prepare proposals on individual or collaborative scholarship engaged in prior to, in response to and during the pandemic on online learning and teaching practices, cultures and contexts in Kindergarten to Grade Twelve, Pre-Service Teacher Education, In-Service Professional Learning and Graduate Education. Accepted authors will come together at the Working Conference to share and discuss their research, to contribute their experience, expertise and insights to timely discussions about online learning and teaching in teacher education, and to build connections and collaborations to expand our collective Canadian scholarship in teacher education.

- What lessons can we draw upon from our rich history and experience with online education as we navigate our way forward in K-12? In pre-service education? In teacher professional learning? In graduate education?
- What innovations and new possibilities open up in curriculum, pedagogies, learning designs, and assessments with the global shift to online education?
- What are the many ways in which we create the conditions for meaningful, authentic and respectful learning and teaching relationships and engagements when we connect, collaborate and communicate online?

As with previous CATE Working Conferences, authors will be invited to transform their working conference papers and submit these for peer review as a complete chapter by Winter 2022 for the next CATE eBook, *Online Learning and Teaching from Kindergarten to Graduate School*, edited by Dr. Michele Jacobsen, dmjacobs@ucalgary.ca, Werklund School of Education, and Dr. Cathryn Smith, SmithC@BrandonU.CA, Brandon University, to be published in Fall 2022.

#CATE_WC21 Timeline:

- July 15, 2021: Proposals due (1000 words)
- August 2021: Decisions to Authors
- October 14-16, 2021: Online CATE Working Conference
- February 2022: Completed chapters due (5000 – 6500 words, excluding refs)
- Feb – March 2022: Peer Review
- July 2022: Final chapters due
- Fall 2022: CATE WC eBook publication

Executive Announcements

CSSE-SCEE BLOG SERIES

SHARE YOUR EXPERTISE

CSSE is looking for short blog posts about **teaching, working, and learning during the COVID-19 pandemic** for the 2021 blog series.

Contact communications@csse-scee.ca for more info!



Executive Announcements

Want to reach a wider audience? Increase accessibility to your research?

Connect with French-English researchers across Canada by offering a bilingual session at CATE 2021!

What does a bilingual session look like?

There are several ways to host a bilingual session:

- 1) Present orally in the language of your choice (i.e., English) and have your slides written in the other language (i.e. French).
- 2) Have English and French information available on all your slides and speak the language of your choice.
- 3) Have some of your slides in English and some of your slides in French and speak the language of your choice.

Remember: Many people can understand at least some French and/or English. You do not require complete mastery of both languages. To provide opportunities for your audience to interact with your research in the language of their choice, make sure you have information available either in written form or orally for your audience.

If you have any other questions about CATE bilingual sessions, please reach out to Mimi Masson (mmasson@uottawa.ca).

How do I host a bilingual session?

Members who are interested in Bilingual support can reach out to the CSSE Communications Manager (communications@csse-scee.ca) by March 15, 2021 to request support in one or both of the following formats:

1. Bilingual slide translation

CSSE will ask the presenters to share their finalized PPT slide with us by March 15, 2021. Working with hired graduate students, CSSE will have the slides translated either English-French, vice versa, or with both languages on each slide, depending on what layouts are feasible and the individual presenter's needs.

2. Bilingual Q&A support

CSSE will arrange for a bilingual volunteer to support Q&A discussions so that even if the presentation itself is in one language, audience members can ask (and receive answers) in whichever language they are most comfortable using. Like the Slide translation we will ask members to submit these requests by March 15, 2021 so that we can arrange the necessary volunteers (often local graduate students/faculty/community members) Start thinking about your presentation as a bilingual contribution! Let us know if you need any support. We will email out reminders for the translation and bilingual Q&A services in February!

Executive Announcements

Vous souhaitez élargir votre public ? Accroître l'accessibilité à vos recherches ? Entrez en contact avec des chercheurs francophones et anglophones de tout le Canada en offrant une session bilingue à l'ACFE 2021 !

A quoi ressemble une session bilingue ?

Il existe plusieurs façons d'organiser une session bilingue :

- 1) Présenter oralement dans la langue de votre choix (c'est-à-dire l'anglais) et faire rédiger vos diapositives dans l'autre langue (c'est-à-dire le français).
- 2) Avoir des informations en anglais et en français sur toutes vos diapositives et parler la langue de votre choix. Avoir une partie de vos diapositives en anglais et une partie de vos diapositives en français et parler la langue de votre choix.

Ne pas oublier : De nombreuses personnes peuvent comprendre au moins un peu de français et/ou d'anglais. Vous n'avez pas besoin de maîtriser complètement les deux langues. Afin de permettre à votre public d'interagir avec votre recherche dans la langue de son choix, assurez-vous que vous disposez d'informations écrites ou orales pour votre public. Si vous avez d'autres questions concernant les sessions bilingues de l'ACFE, veuillez contacter Mimi Masson.

[\(mmasson@uottawa.ca\)](mailto:mmasson@uottawa.ca).

Comment organiser une session bilingue ?

Les membres qui sont intéressés par un soutien bilingue peuvent contacter le responsable des communications de la SCÉÉ (communications@csse-scee.ca) avant le 15 mars 2021 pour demander un soutien dans l'un des formats suivants ou dans les deux :

1. Traduction bilingue des diapositives

La SCÉÉ demandera aux présentateurs de partager avec nous leur diapositive PPT finalisée avant le 15 mars 2021. En collaboration avec les étudiants diplômés engagés, la SCÉÉ fera traduire les diapositives soit en anglais-français, soit dans les deux langues, en fonction de la faisabilité de la mise en page et des besoins de chaque présentateur.

2. Support bilingue pour la période de questions

La CSSE fera appel à un bénévole bilingue pour soutenir les discussions sous forme de questions-réponses, de sorte que même si la présentation elle-même est en une seule langue, les membres de l'auditoire puissent poser des questions (et recevoir des réponses) dans la langue qu'ils sont le plus à l'aise d'utiliser. Comme pour la traduction des diapositives, nous demanderons aux membres de soumettre ces demandes d'ici le 15 mars 2021 afin que nous puissions trouver les bénévoles nécessaires (souvent des étudiants diplômés, des professeurs ou des membres de la communauté).

Commencez à penser à votre présentation comme une contribution bilingue ! Faites-nous savoir si vous avez besoin de soutien. Nous vous enverrons des rappels par courriel pour la traduction et les services de questions-réponses bilingues en février !

Member Announcements

Walking with A/r/tography

**Canadian Association for Action Research in Education Keynote
presents**

Dr. Rita L. Irwin

**Sunday May 30, 2021 @ 11:55-12:50 (MST) (Session #3)
University of Alberta, Edmonton, Alberta (Online)**

Abstract: In this talk, Dr. Rita Irwin offers an introduction to a form of arts-based research called a/r/tography. A research approach and methodology that emphasizes the practices of making, teaching and learning through living inquiry, Dr. Irwin will lay out some of its early premises and how action research figured prominently in its early iterations before elaborating on how it has developed over time by presenting prominent conceptual features across time. Throughout, there is an emphasis on a/r/tography's ontological positioning unfolded through an artistic impulse and an invitation to pedagogy. The presentation ends with four brief propositional examples of recent graduate work in a/r/tography.

Biography:

Dr. Rita L. Irwin is a Distinguished University Scholar and Professor of Art Education and Curriculum Studies at the University of British Columbia, Vancouver, Canada. Her research interests include preservice and inservice arts teacher education, artist-in-schools programs, as well as the intersections between arts education, curriculum studies and socio-cultural issues. Her research involves action research, case study, image-based research, and many forms of arts-based educational inquiry including a/r/tography. She is also committed to leadership in arts education, curriculum studies and education organizations, and is a past President of the Canadian Society for the Study of Education.



CAARE
ACRAÉ

**Canadian Association of
Action Research in Education**

**L'Association canadienne de
recherche-action en éducation**

Member Announcements

Call for Chapter Proposals:

Enacting Anti-Racism and Activist Pedagogies in Teacher Education: Canadian Perspectives

Editors: Dr. Ardavan Eizadirad, Dr. Zuhra Abawi, and Dr. Andrew B. Campbell

Deadline for Abstract Submission: April 15th, 2021 (maximum 500 words)

Contact Email: zabawi@niagara.edu

We wish to invite chapters that address and reflect on the following questions:

- What does it mean to be an antiracist/activist in 2021 and beyond?
- What does it mean to be an antiracist/activist in an era of new technologies?
- What does it mean to be an antiracist/activist in a remote teaching and learning context?
- What are activist pedagogies? How do they play out in different contexts?
- Who can be an activist and in what ways in teacher education?
- In what ways can you centre activism in teacher education?
- What are some examples/case studies that demonstrate disruption, subversion, and/or resistance as tools for enacting activist pedagogies?
- What role does activist pedagogies play in challenging institutional policies and practices through community organization and from within institutions?
- What role does self-care and self-loving play in maintaining activist pedagogies?
- What are the shortcomings of current policies and practices currently enacted within teacher education programs rooted in tokenism, colour-blind neutral policies, and performance politics?
- How do we diversify the field of teacher education locally, provincially, and nationally?
- What are some of the systemic barriers to diversifying the field of teacher education?
- What changes are needed within teacher education courses and curriculum to make it more equitable and systematically antiracist?

Dear Professor LNAME,

With this volume, we seek to provide a diverse collection of the complexities, challenges, nuances, multiple stances and perspectives, alternative approaches and pedagogies, and new possibilities for how educators, practitioners, and community activists are engaging with intentionality in advancing equity work in teacher education, schools, school boards, and within their communities.

Our conception of antiracism is based on Dei's (1996) definition as "an action-oriented educational practice to address the interstices of difference in the education system" (p. 240). By challenging the pedagogical, curricular, structural, and institutional underpinnings of teacher education framed by whiteness (Ahmed, 2007), this book seeks to disrupt white normalcy by unpacking, dismantling the hierarchies, intersectionalities, positionalities and knowledge production processes through transformative antiracist and activist pedagogies.

Member Announcements

Call for Chapter Proposals:

Enacting Anti-Racism and Activist Pedagogies in Teacher Education: Canadian Perspectives

The text underscores education as a contested space, a space of oppression and violence whereby racialized epistemologies, ontologies, and dispositions are marginalized by whiteness.

We desire to seek out ways to rethink teacher education and community living from an antiracist paradigm through resistance and activism in order to prepare teacher candidates as practitioners, for antiracist work with increasingly racialized students, families and communities.

Submission Details:

Please submit abstracts to Dr. Zuhra Abawi at zabawi@niagara.edu with the title: "Book Chapter Submission for Anti-Racism and Activism Pedagogies in Teacher Education."

Key Dates:

- **Abstracts:** April 15th, 2021 (maximum 500 words)
- **Communication of acceptance/rejection:** May 15th, 2021
- **Full chapters submission:** August 15th, 2021 (maximum 5000 words including references, APA 7th Edition)

We look forward to your contributions for this timely and urgent book.

Dr. Ardavan Eizadirad, Wilfrid Laurier University

Dr. Zuhra Abawi, Niagara University

Dr. Andrew B. Campbell,
OISE/University of Toronto

Sent on behalf of the Editors by: Colin Owen
Acquisitions Editor Canadian Scholars | Women's Press 425
Adelaide Street West, Suite 200 Toronto, ON M5V 3C1

Member Announcements

Book Series

I am pleased to announce a **new book series, Ethics and Integrity in Educational Contexts** by Springer.

About this series

The aim of this series is to provide an authoritative series of books on topics relating to ethics and integrity in educational contexts. Its scope includes ethics and integrity, defined in broad and inclusive terms, in educational contexts. It focuses on higher education, but also welcomes contributions that address ethics and integrity in primary and secondary education, non-formal educational contexts, professional education, etc. We welcome books that address traditional academic integrity topics such as plagiarism, exam cheating, and collusion. In addition, we are particularly interested in topics that extend beyond questions of student conduct, such as

- Quality assurance in education;
- Research ethics and integrity;
- Admissions fraud;
- Fake and fraudulent credentials;
- Publication ethics;
- Educational technology ethics (e.g., surveillance tech, machine learning, and artificial intelligence, as they are used in education);
- Biomedical ethics in educational contexts;
- Ethics in varsity and school sports.

This series extends beyond traditional and narrow concepts of academic integrity to broader interpretations of applied ethics in education, including corruption and ethical questions relating to instruction, assessment, and educational leadership. It also seeks to promote social justice, diversity, equity, and inclusion.

The series provides a forum to address emerging, urgent, and even provocative topics related to ethics and integrity at all levels of education, from a variety of disciplinary and geographical perspectives.

Editorial Board

I am delighted to work with an international group scholars and experts as members of the Editorial Board:

Tomáš Foltýnek, Department of Informatics, Faculty of Business and Economics, Mendel University, Brno, Czechia

Irene Glendinning, Coventry University, Coventry, UK

Zeenath Reza Khan, University of Wollongong, Dubai, United Arab Emirates

Rebecca Moore Howard, Syracuse University, New York, USA

Mark Israel, Murdoch University, Perth, Australia

Ceceilia Parnther, St. Johns' University, New York, USA

Brenda M. Stoesz, The Center for Advancement of Teaching and Learning, University of Manitoba, Winnipeg, Manitoba, Canada

Member Announcements

Book Series

Forthcoming and New Books

The first book to launch the series will be *Academic Integrity in Canada* (Eaton & Christensen Hughes, eds., forthcoming). I will share more details about this first book when we are closer to publication, which should be in mid to late 2021.

Proposals for a number of other books to join the series are underway, with authors and editors from a variety of countries. If you have an idea for a book to be included as part of this series, please contact me.

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Ph.D.

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Editor-in-Chief, [International Journal for Educational Integrity](#)
Book series editor, [Ethics and Integrity in Educational Contexts](#)

Centering Multilingual Learners in Canadian Teacher Education

On January 26, 2021, over 140 scholars and practitioners of teacher education gathered for an online conversation about centering multilingual learners in Canadian teacher education.

The event, co-sponsored by CATE/ACFE and the Canadian Association for Applied Linguistics/l'Association canadienne de linguistique appliquée, was moderated by Dr. Jeff Bale (Toronto) and Dr. Meike Wernicke (UBC), and included pre-recorded videos and a panel conversation with Dr. Candace Kaleimamoowahinekap Galla (UBC), Dr. Andrea Sterzuk (Regina), Dr. Burcu Yaman Ntelioglou (Brandon), Dr. Gail Prasad (York), Dr. Stephanie Arnott (Ottawa), Dr. Caroline Riches (McGill), and Dr. Paula Kristmanson (UNB). The event grew from previous conversations at ACLA/CAAL conferences, as well as CATE/ACFE's 2019 publication [Globalization and Diversity: What Does It Mean For Canada?](#) To view the panelists' pre-recorded videos on the topic, as well as the recording of the whole-group portion of the Zoom event, please [visit this page on the ACLA/CAAL website](#). In addition, we invited participants to stay connected on this important topic and to give us a sense of the kind of ongoing activities people would be interested in. If you'd like to add your name to that list, please use this [Google form](#).

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Jeff Bale

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