

Spring 2017

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President's Message / Message de bienvenue de la présidente Jodi Nickel (Mount Royal)

Welcome to CATE/ACFE's newsletter showcased on our new website! Thanks to Alexandre Alves Mesquita, CATE Communicators Director, for his tireless efforts to launch this site.

We're looking forward to seeing you at Ryerson University for the annual CSSE conference. It's a great time to:

- Reignite your excitement for teacher education
- Present your research
- Learn from other scholars
- Mentor and support graduate students and new scholars
- Join Congress wide events
- Reconnect with colleagues from across the country

In this newsletter, you'll find more information on a variety of CATE/ACFE events including:

- CATE Pre-conference on reconciliation
- CATE Panel continuing on last year's popular neo-liberalism theme
- CATE Annual General Meeting
- CATE Award for Contributions to Research in Teacher Education and CATE Thesis and Dissertation Awards
- CATE Dinner
- CATE Keynote by Lynn Thomas
- CATE Graduate Student Panel

I urge you to join these and many CATE paper presentations. Thanks to our executive for their efforts to plan these special events. Particular thanks to Michele Jacobsen for the tremendous time invested in facilitating the peer review process and the creation of the program.

CATE Executive: Please consider contributing your talents and interests to the association through service on the executive. This year we are seeking the following positions:

- Member-at-large
- Membre francophone de l'exécutif
- Graduate Student representative

You can read more about these roles at <http://cate-acfe.ca/about-us/#executive-members>

If you are interested in nominating a colleague or offering your own name, please email Jodi Nickel jnickel@mtroyal.ca. The election of new executive members will take place during the Annual General Meeting. I look forward to seeing you there!

Jodi Nickel
CATE/ACFE President 2016-2018

**Call for nominations for the
Recognition Awards for Theses and
Dissertations on Teacher Education**

Canadian Association for Teacher Education (CATE)

**Appel de candidatures pour les
Prix de reconnaissance de mémoires et
de thèses
sur la formation des enseignants**

**Association canadienne pour la formation des
enseignants (ACFE)**

Deadline for submission: March 31st 2017

Date limite pour présenter une demande :

31 mars 2017

Eligibility: thesis or dissertation completed or defended between June 1st, 2016 and May 31st, 2017.

Admissibilité : avoir terminé ou défendu le mémoire ou la thèse entre le 1^{er} juin 2016 et le 31 mai 2017.

The Canadian Association for Teacher Education is pleased to inform the academic community that, as part of its mandate to promote research on pre-service and in-service teacher education as well as staff development, it will once again recognize dissertations and theses in the field of teacher education.

Details available in the following pages (pp. 5-7)

L'Association canadienne pour la formation des enseignants est heureuse d'informer la communauté académique que dans le cadre de son mandat de promotion de la recherche sur la formation initiale et continue des enseignants et sur le développement professionnel du personnel enseignant, elle décernera, cette année encore, des prix de reconnaissance pour la réalisation de mémoires ou de thèses sur la formation des enseignants.

Détails dans les pages qui suivent (2-4).

**L'Association canadienne pour la
formation des enseignants (ACFE)
Prix de reconnaissance de
mémoires et de thèses
sur la formation des enseignants**

**Date limite de soumission: vendredi, 31
mars 2017**

Il faut avoir complété ou défendu le mémoire ou la thèse entre le 1^{er} juin 2016 et le 31 mai 2017

Les buts

- Mettre en valeur des mémoires et des thèses en provenance de partout au Canada qui traitent de la formation des enseignants, de la pratique des formateurs d'enseignants et du développement professionnel des enseignants.
- Promouvoir des discussions éclairées sur les enjeux de la formation et du développement professionnel des enseignants au Canada.
- Permettre une meilleure connaissance de la diversité de la recherche sur la formation des enseignants au Canada.
- Faire progresser le mandat de l'ACFE qui est de promouvoir le dialogue sur la formation des enseignants, la recherche et la collaboration dans ce champ d'activités.

**Canadian Association for Teacher Education
(CATE)**

**Recognition Awards for Theses and
Dissertations on Teacher Education**

**Deadline for submission: Friday, March 31st
2017**

To be considered for a CATE award your thesis/dissertation must be completed or defended between June 1st 2016 and May 31st 2017.

Purposes:

- To showcase dissertations and theses from across Canada which inquire into teacher education, teacher educators' practice and teacher professional development.
- To promote informed discussion of issues facing teacher education in Canada.
- To encourage greater awareness of the diversity of Canadian teacher education research.
- To advance the mandate of CATE to promote dialogue on teacher education, research and collaboration in the field.

Les paramètres de l'ACFE en lien avec la formation des enseignants¹

Les prix ont pour but de promouvoir et de faire connaître la recherche sur la formation initiale et continue des enseignants et sur le développement professionnel du personnel enseignant. Pour que la thèse ou le mémoire soit retenu pour un prix de reconnaissance, la recherche doit porter directement sur la formation des enseignants ou le développement professionnel des enseignants et y faire référence non seulement dans les conclusions, mais tout au long de la recherche. Ces thématiques peuvent être étudiées sous trois aspects : (1) la formation des enseignants et les enjeux sociaux, (2) les pratiques de formation à l'enseignement et (3) les défis et les possibilités pour la formation des enseignants.

(1) La formation des enseignants et les enjeux sociaux

En ce qui a trait à ce premier aspect, les recherches peuvent porter sur :

- a) les nouveaux standards et référentiels en formation des enseignants
- b) l'évaluation des effets de la formation des enseignants
- c) la préparation des enseignants pour répondre aux besoins de populations diverses
- d) la formation des enseignants dans une société mondialisée
- e) la recherche comme fondement de la formation des enseignants

¹ Les critères qui définissent la formation des enseignants ont été adaptés en se référant aux revues suivantes et à leur représentation du domaine de la formation des enseignants: *Journal of Teacher Education*, *European Journal of Teacher Education*, *Studying Teacher Education* et *Journal of Education for Teaching and Teaching Education*.

CATE parameters on teacher education²

The awards serve to promote teacher education research and scholarship in pre-service education, in-service education, and professional development, showing evidence of connecting and contributing to the body of literature in any one or combinations of these areas.

For a thesis or dissertation to be considered for a Recognition award, the study must directly address the field of teacher education not only in the conclusion, but throughout the research. The study must also connect to one or more of the following topics: (1) Teacher education and societal issues, (2) The study of teacher education practice, and (3) Challenges and possibilities for teacher education.

- f) la collaboration avec les facultés des lettres et des sciences

1) Teacher education and societal issues

Under this heading, the research may address issues related to practice or policy in teacher education:

- a) new teacher education standards
- b) assessing the outcomes of teacher education
- c) preparing teachers to meet the needs of diverse populations
- d) teacher education in a global society
- e) the research base for teacher education
- f) collaborating with arts and sciences faculties

² Criteria for defining teacher education has been adapted with reference to the following journals and their framing of teacher education field: *Journal of Teacher Education*, *European Journal of Teacher Education*, *Studying Teacher Education*, and *Journal of Education for Teaching and Teaching Education*.

- | | |
|--|--|
| <ul style="list-style-type: none"> g) la diversité dans le recrutement du personnel enseignant et des formateurs d'enseignants h) la formation des enseignants en milieu scolaire et le partenariat avec le milieu scolaire i) les approches alternatives en formation des enseignants j) les tests à grands enjeux et leur impact sur la préparation des enseignants k) le leadership dans les institutions de formation à l'enseignement au 21^e siècle l) la formation continue des enseignants | <ul style="list-style-type: none"> g) recruiting a more diverse teaching force and teacher education faculty h) school-based and partnership-based teacher education i) alternative approaches to teacher education j) high stakes testing and impact on preparation of teachers k) leadership in 21st century schools of education l) education of teachers at in-service levels |
|--|--|

(2) Les pratiques de formation à l'enseignement

En ce qui a trait à ce deuxième aspect, les recherches peuvent porter sur :

- a) l'auto-analyse (self-study) des pratiques de formation à l'enseignement
- b) la base de connaissances de l'enseignement et de la formation à l'enseignement
- c) la compréhension du processus d'apprentissage de l'enseignement
- d) la nature de la formation des enseignants
- e) le développement professionnel des enseignants et des formateurs d'enseignants
- f) les approches critiques en formation des enseignants

2) The study of teacher education practice

Under this heading, the research may examine teacher education practices through a wide variety of settings:

- a) self-study of teacher education research, design and practice
- b) the knowledge base of teaching and teaching about teaching
- c) the process of learning to teach
- d) the nature of teacher education
- e) the professional development of teachers and teacher educators
- f) critical approaches in teacher education

(3) Défis et possibilités pour la formation des enseignants

Sous ce troisième aspect, les recherches peuvent inclure une analyse des effets qu'ont les rapides changements sociaux et culturels sur la formation des enseignants. Cet aspect ouvre aussi la porte à des recherches qui contribuent à documenter la transformation de l'éducation par le biais de la formation des enseignants :

- a) l'impact des nouvelles cultures et de la mondialisation sur les programmes et les approches pédagogiques en formation des enseignants
- b) les nouvelles formes de partenariat et de collaboration entre les universités et les écoles
- c) le rôle des écoles et des autres agences de services sociaux en rapport avec la formation des enseignants
- d) les conséquences des nouvelles configurations communautaires et familiales sur le travail des enseignants
- e) le changement générationnel et culturel dans les écoles et dans les institutions de formation des enseignants
- f) les technologies nouvelles et la formation des enseignants
- g) l'impact des politiques de l'enseignement supérieur et de son financement sur la formation des enseignants.

Procédure

Pour que la thèse ou le mémoire soit retenu en vue d'un prix, il faut remplir le formulaire ci-joint et fournir une lettre de recommandation de la directrice ou du directeur de recherche. Voir les directives décrites ci-après.

Les participants doivent aussi indiquer s'ils ont présenté leur mémoire ou leur thèse pour un prix de reconnaissance dans le cadre d'un autre concours de la SCEE.

Veuillez soumettre votre demande sous forme électronique (Word ou PDF) le ou avant **le 31**

3) Challenges and possibilities for teacher education

Under this heading, the research may consider the effects of rapid social and cultural change on teacher education. This area also includes research that can inform the transformation of education through teacher education. These challenges and possibilities include:

- a) the impact of new cultures and globalization on teacher education curriculum and pedagogy
- b) new collaborations and partnerships between universities and schools
- c) schools and other social service agencies' roles in regards to teacher education
- d) the consequences of community and family new configurations for teachers' work
- e) generational and cultural change in schools and teacher education institutions
- f) new technologies and teacher education
- g) the impact of higher education policy and funding on teacher education.

Procedure

To have your thesis or dissertation considered for an award complete the attached form (see guidelines below) and send a letter of recommendation from faculty supervisor.

All applicants must indicate if they have submitted their thesis or dissertation to other CSSE associations to be considered for an award.

Please submit your application by **Friday, March 31st 2017** in an electronic form (Word or PDF) to:

mars 2017 à :

Dr. Julie Mueller

Professeur Agrégé

Faculté d'éducation

Wilfrid Laurier Université

jmueller@wlu.ca

Dr. Julie Mueller

Associate Professor,

Faculty of Education

Wilfrid Laurier University

jmueller@wlu.ca

**Formulaire de présentation d'une
candidature
en vue de l'obtention d'un Prix de
reconnaissance**

**Submission form
Canadian Association for Teacher
Education (CATE)
Recognition Awards for Theses and
Dissertations on Teacher Education**

Remplir le formulaire suivant en vous référant
au mandat de l'ACFE et aux paramètres décrits
à la page précédente :

Applicant and research study details

1. **Nom du candidat ou de la candidate**
2. **Maîtrise, Doctorat ou Ed.D.?**
3. **Titre du mémoire ou de la thèse**
4. **Institution**
5. **Date de dépôt ou de défense du
mémoire ou de la thèse**
6. **Nom de la directrice ou du directeur de
recherche**
7. **Indiquer si la recherche a été soumise
pour un autre prix de reconnaissance
de la SCEE. Indiquez quelle
association?**

1. **Name**
2. **Masters Degree, Ph.D. or Ed.D.**
3. **Title of the thesis or dissertation**
4. **Institution**
5. **Completion date of the
dissertation/thesis**
6. **Name of faculty supervisor**
7. **If the study has been submitted to
another association in CSSE please
indicate which association.**

8. Résumé du mémoire ou de la thèse (maximum 3000 mots, excluant les références bibliographiques)

- a) Une description de la problématique
- b) Les questions de la recherche
- c) Le cadre théorique
- d) La méthodologie
- e) Les résultats et les principales conclusions

9. Expliquez la pertinence et l'importance de la recherche quant au mandat de l'ACFE en utilisant les catégories et les sous-titres ci-dessus dans le but de situer votre recherche par rapport à la formation des enseignants (maximum 200 mots).

Joindre une lettre de recommandation du directeur de recherche.

La remise des prix

Les travaux retenus seront présentés et commentés par les membres du jury, lors d'une cérémonie qui se tiendra suite à l'assemblée générale des membres de l'ACFE, en mai 2017. Les récipiendaires devront indiquer s'ils seront en mesure de faire une présentation par affiche de leur mémoire ou de leur thèse lors de cet événement (dans le cadre du congrès SCÉÉ - Société canadienne pour les études en éducation- qui se tiendra à Ryerson Université, Toronto, Ontario, le 27 mai - mai 31, 2017). Les directions de recherche seront invitées à présenter la recherche des récipiendaires de prix. Les candidats retenus recevront un certificat et une inscription à l'ACFE pour l'année suivante, mais les frais de voyage et d'inscription pour le congrès sont à la charge des candidats.

8. Summary of thesis/dissertation (no more than 3000 words excluding references) that includes

- a) Description of the research problem within a context
- b) Research questions
- c) Theoretical framework
- d) Methodology
- e) Outcomes and Key findings

9. Explain the relevance and the significance of the research study to the CATE mandate using the categories and sub-headings above to position your research in the teacher education field (max 200 words).

Please include a letter of recommendation from your faculty supervisor.

Awards Event

Successful applicants work will be honoured with responses from the review panel at the CATE post-AGM celebration of Teacher Education in Canada. Applicants must indicate that they will be able to present their thesis/dissertation in poster type format at the CSSE conference (Ryerson University, Toronto, Ontario, May 27– May 31, 2017). The faculty supervisors will be invited to make a short presentation on the award winners and their studies. Successful applicants will receive a certificate of recognition and free membership to CATE in the subsequent year, however, all costs related to travel and conference registration are to be covered by the candidates.

2. CATE Executive Announcements / Annonces du comité exécutif de l'ACFE

2017 CATE/ACFE Pre-Conference Reconciliation and Teacher Education: Sharing and Extending our Practice Saturday May 27th 2017, 12-4 pm Room TBA

****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

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](#)) by May 1, 2017 as space will be limited. 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

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 \(Université du Cape Breton\)](#)

Veillez exprimer votre intérêt par email à l'un des membres organisateurs ([Manu Sharma](#), [Leyton Schnellert](#) ou [Nathalie Pender](#)) avant le premier mai 2017 car les places sont limitées. 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

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. There are currently seats at the table for the first 60 CATE Members to sign up: <https://docs.google.com/forms/d/e/1FAIpQLSfv4FX8Sapfx0h0J93iGzvWi2Y44bZXMyGRpKcO3Y6dtf71cA/viewform#responses> Questions? Contact Michele Jacobsen, dmjacobs@ucalgary.ca

CATE Keynote 2017

Lynn Thomas
Université de Sherbrooke

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

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 TBA.

CATE Annual General Meeting

Date- Monday, May 29, 2017

Time- 4:30-5:45 pm

Location TBA

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.

If you know of a grad student who may be eligible for this award, there is still time to nominate that student. See <http://cate-acfe.ca/cate-thesis-dissertation-awards-recognition/> for more information. Grad students are also able to select a free book from a collection of donated books. If you have a book you'd be willing to donate, please contact Jodi Nickel jnickel@mtroyal.ca. We hope to see you at the AGM!

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 TBA -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

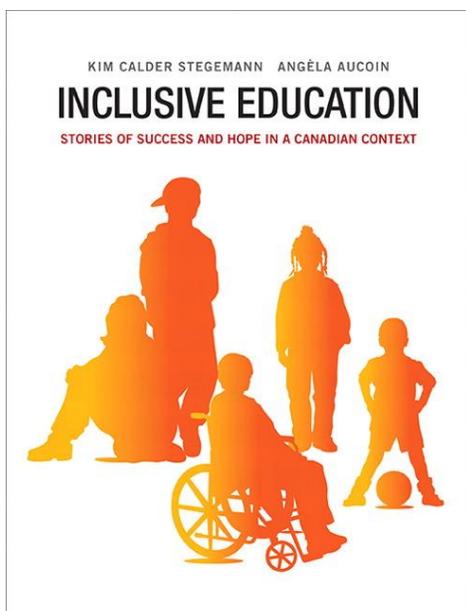
Often, graduate students are invited to serve their academic communities as peer reviewers for conferences and journals. As a critical component of quality control, effective peer reviewing is a relevant skill for all scholars, and it makes sense to expect graduate students to become involved in the 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 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.

3. Member Announcements / Annonces des membres



We are happy to announce that the text, *Inclusive education: Stories of success and hope in a Canadian context* by Kim Calder Stegemann (Thompson Rivers University) and Angèle AuCoin (Université de Moncton) with case study contributions and commentaries by Canadian leaders in inclusive education.

Calder Stegemann, K., & AuCoin, A. (Eds.). (2018). *Inclusive education: Stories of success and hope in a Canadian context*. Don Mills, Ont: Pearson Canada Inc.

KEY FEATURES:

- Nine original Canadian case studies highlight how educational team members collaborate in creating an effective inclusive experience for students with special learning needs
- Case studies feature various members of the educational team, including students, parents, special education teachers, educational assistances, principals, counsellors, therapists and physicians
- Case studies use the principles of Universal Design for Learning (UDL) and Response to Intervention (RTI)
- Foundational chapters covering history, theoretical background, case study review and future direction in inclusiveness education

You will find the Pearson link at:

<http://catalogue.pearsoned.ca/educator/product/Inclusive-Education-Stories-of-Success-and-Hope-in-a-Canadian-Context/9780134184135.page>



LEADING EDUCATIONAL CHANGE

IDEAS CONFERENCE 2017

MAY 4 & 5, 2017

MacEwan Conference & Event Centre
University of Calgary

Join us as we challenge ideas and ignite closer collaborations among academic researchers and leading edge practitioners in the field!

The Werklund School of Education and Galileo Educational Network invite you to participate in the **IDEAS 2017: Leading Educational Change** conference. Research and practice will be shared through **55 concurrent sessions** under the following conference streams:

- Design Thinking
- Higher Education Teaching and Learning
- Indigenous Education
- Literacies for Today's Learners
- Mathematics & Numeracy
- Leadership
- STEM

KEYNOTE PRESENTATIONS BY:

John Mason: *Effective Use of Examples and Case-Studies in Teaching and Learning*

Catherine Burwell & Kim Lenters: *Word on the Street: Using Place-Based Pedagogies in the Language Arts Classroom*

Dwayne Donald: *Curriculum, Citizenship, and Sacred Ecology: A Call for "Real People"*

FOR MORE INFORMATION OR TO REGISTER,
GO TO:

werklund.ucalgary.ca/ideas

Interested in a post-conference workshop? Choose one of two optional workshops:

Creating Place-Based Literacy Projects with Catherine Burwell & Kim Lenters (onsite)

Engaging Conversations on the Land: a Field Trip to Blackfoot Crossing with Indigenous Education Scholar Dwayne Donald and respected Kainai elder and ceremonialist Alvine Mountain Horse (offsite)

Conference Delegate Fee = \$310

Presenter Fee = \$230

Choice of 2 Optional Workshops:

Onsite = \$40 Offsite = \$80

Early bird pricing available until March 1!!

**Graduate and Undergraduate Students
will receive 25% off with discount code:
IDEASstudent**



**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/cCyo0b>

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.

**McGill Journal of Education (MJE) Special Issue:
Taking up the Calls to Action of the TRC in Teacher Education**

In making public the calls to action of the Truth and Reconciliation Commission of Canada (TRC) Senator Murray Sinclair noted that "Reconciliation is not an aboriginal problem, it is a Canadian

problem. It involves all of us” (Sinclair, as cited in Off & Douglas, 2015). More than a year since the publication of the TRC’s final report (2015), we wonder how its Calls to Action are being taken up by all of us within teacher education.

In this wondering we conceive of teacher education broadly. It is what occurs:

- in faculty of education graduate and undergraduate education programs;
- in college programs focused on education;
- during professional development programs at the national, provincial/territorial, and very local levels;
- when educators—pre-service, in-service, administrators, post-secondary—meet and have conversations.

Our own conversations—with each other, with colleagues, with the students we teach—point to the complexity of the TRC’s calls, as well as what they do and do not explicitly address. We wonder how it is we might teach so that future generations “can live together in dignity, peace, and prosperity on these lands we now share” (TRC, 2015, p. 13). For this special issue of *MJE* we wish to open up these conversations, so that we can get a better sense of the complexity and range of processes set in motion by the calls to action in the context of teacher education.

We invite submissions that:

- engage with and recognize the complexity of the process of implementation with an interest in what has worked well and what has not gone as planned
- foster deeper learning about the history of residential schools in Canada and their ongoing effects on relations between Indigenous and non-Indigenous peoples;
- identify obstacles and barriers that are in the process of being addressed (and how they are being addressed), as well as obstacles and barriers that remain unaddressed;
- consider short term solutions as well as longer term sustainable approaches to truth and reconciliation;
- assess the calls for healing in terms of taking up the calls to action and/or taking up the calls to action as a form of healing;
- bring a critical lens to the TRC and its calls to action, recognizing that like all processes and documents it is incomplete, a partial story/partial truth that necessitates difficult work and complex conversations;
- consider the two-way process laid out in the TRC and how this comes with responsibilities/obligations that go beyond checking off a curricular requirement towards responsible and collaborative ways to action within academia, communities, and schools;
- apply a decolonizing lens to the process of taking up the calls to action in teacher education;
- draw on and/or point to the role of Indigenous wisdom/languages/ways of knowing, being, and doing in this process;
- reflect on movements such as Idle No More and #NoDAPL and what they tell us or imply about taking up the calls to action of the TRC, truth and reconciliation, and, justice for

- Indigenous peoples in Canada;
- recognize that truth and reconciliation involves not just changing relationships between people, peoples, and communities but also with the land (TRC, 2015).

In keeping with the *MJE*'s section policies, we are seeking scholarly articles, notes from the field, and contributions to the *MJE* Forum that address the theme of the special issue. Contributions in English and French are encouraged and welcome. We welcome multimodal formats such as embedded video, image, or sound. We encourage submissions by K-12 educators, school administrators, Elders, researchers, teacher educators etc. For more information about the different types of submissions and please see <http://mje.mcgill.ca/about/submissions#authorGuidelines>.

This special issue of *MJE* is being organized by an editorial collective including:

Lyn Daniels, Kawacatoose First Nation, Burnaby School District
 Sandra Deer, Kanien'keha:ka, McGill University
 Dwayne Donald, Papaschase Cree, University of Alberta
 Bronwen Low, McGill University
 Dawn Wiseman, McGill University

Submissions are due June 15, 2017.

Please submit your manuscript online (<http://mje.mcgill.ca/about/submissions#onlineSubmissions>), indicating that this is for the TRC special issue in the comments to the editor.

For all questions, please contact Sylvie Wald, Managing Editor, at mje.education@mcgill.ca.

References

- Off, C., & Douglas, J. (2015, June 2). "Reconciliation is not an aboriginal problem, it is a Canadian problem. It involves all of us." *As It Happens*, CBC Radio. Retrieved from <http://www.cbc.ca/radio/asithappens/as-it-happens-tuesday-edition-1.3096950/reconciliation-is-not-an-aboriginal-problem-it-is-a-canadian-problem-it-involves-all-of-us-1.3097253>
- TRC. (2015). *Canada's residential schools: Reconciliation, Volume 6*. Montreal, QC: McGill University Press. Retrieved from http://www.myrobust.com/websites/trcinstitution/File/Reports/Volume_6_Reconciliation_on_English_Web.pdf
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**Call for Chapters:
Pedagogy Development for
Teaching Online Music**

Co-Editors:
Carol Johnson (University of Calgary)
and
Virginia Christy Lamothe (Belmont University)

Call for Chapters

Proposals Submission Deadline: April 15, 2017 (Second call)

Full Chapters Due: July 15, 2017

Submission Date: October 15, 2017

Introduction

The connection of practical teaching scenarios to research---informed pedagogy is an important recurring dialogue to take place as online music education continues its exponential expansion in higher education. The overarching theme of this work is the design and development of teaching and learning post---secondary music online. Therefore, this collection of work seeks to share both the research---based evidence of the current landscape of teaching and learning post--- secondary music in the online environment as well as explore the development of an online music pedagogy.

Objective

The purpose of this of work is to gather a collection of research and current teaching practices in post-secondary online music environments to explore the creation of an online music pedagogy. With the recent emergence of online music education from the traditional music classroom in the past 10 years, there are many challenges and opportunities that have yet to be documented and explored to the broader academic community. This book seeks to become a primary resource to help clarify the practices and understand the nature of teaching and learning music in the online environment at the post-secondary level.

Target Audience

Research and practitioners teaching music theory, music history, music appreciation and world music at the post-secondary level in the online environment are the targeted audience for this book.

Recommended Topics

We invite researchers, practitioners and scholars to submit chapter proposals that centers on the pedagogy involved in online music education at the post-secondary level. Possible topics could address:

- Development of an online music pedagogy,
- Use of social-constructivist learning in online music courses,

- Design for online music courses,
- Common misconceptions or pitfalls in online music courses,
- Digital literacies for online music students,
- Reshaping courses mid-semester based on formative reviews,
- Designing for student voice in the online context,
- Development, practice and feedback in online discussions,
- Managing cognitive load in an online music course
- Effective online learning tasks,
- Implementing re-design based on student course evaluations,
- Use of Virtual Reality (VR) and AI for music learning,
- Assessment in online music learning,
- Nature of collaboration for online music learning,
- Inclusion of informal online music learning spaces,
- Challenges and future implications for online music education

This is not an exhaustive list. Submissions that address any of these or related topics will be considered. Research studies (i.e., qualitative and quantitative methodologies), current practices (e.g., action research) and theoretical writings are welcome.

Submission Procedure

We invite researchers and practitioners to submit a chapter proposal (1,000 to 2,000 words) by **April 15, 2017**. Clearly identify the following items in your chapter with the following headers: Abstract, Keywords (5-8 keywords), Background, Purpose of Chapter, and Implications/Recommendations to the Field. Submissions are to be uploaded to IGI website as outlined at <http://www.igi-global.com/publish/call-for-papers/>. A double-blind peer review editorial process will then be completed and authors will be notified by May 30, 2017 about the status of their proposals, along with chapter writing guidelines. Full chapters are expected to be submitted by **July 15, 2017**. You can find more information about the manuscript guidelines at <http://www.igi-global.com/publish/contributor-resources/before-you-write/> prior to submission. Contributors may also be requested to serve as reviewers for this project. Note: There are no submission or acceptance fees for manuscripts submitted to this book publication, **Pedagogy Development for Teaching Online Music**. All manuscripts are accepted based on a double-blind editorial review process. <http://www.igi-global.com/publish/contributor-resources/before-you-write/> All proposals should be submitted through the E-Editorial Discovery™ online submission manager. The anticipated publication date is 2018.

Publisher

This book is scheduled to be published by IGI Global (formerly Idea Group Inc.), publisher of the "Information Science Reference" (formerly Idea Group Reference), "Medical Information Science Reference," "Business Science Reference," and "Engineering Science Reference"

imprints. For additional information regarding the publisher, please visit www.igi-global.com. This publication is anticipated to be released in 2018.

Important Dates

Call for Chapter Proposal Submissions: February 1, 2017 – April 15, 2017

Notification of Acceptance: May 30, 2017

Full chapter submissions: July 15, 2017

Reviews results returned: September 15, 2017

Final acceptance notification: September 30, 2017

Final chapter submission: October 15, 2017

Inquiries

Should you have any questions, please contact Dr. Carol Johnson, University of Calgary (c.a.johnson@ucalgary.ca) or Dr. Virginia Christy Lamothe, Belmont University (virginia.lamothe@belmont.edu)

Is the tenure-track for you?

By Tim Sibbald

Schulich School of Education, Nipissing University

When I completed my graduate studies, I was a teacher. This is not uncommon in education where a master's degree is a common requirement of administrative positions such as principals. I had, in fact, continued on and completed a doctorate. However, the position I had as an active teacher was established and effectively tenured. So the lure of higher education was a choice and not a clear choice. Effectively, my spouse and I could stay in the comfort zone created by my high school classroom role or have an upheaval with lots of novelty value and financial risk so that I could pursue a role preparing the next generation of teachers. It was not simple or easy.

I vacillated about whether to pursue a role in higher education. Did I want to give up my school tenure for a tenure-track position in an unknown place with an unknown role? Regularly I vetted the postings at many institutions and considered the implications for my family. It was like a murky daydream, and I wondered what the reality might be. It was evident that for all the graduate studies I had done, I was not really aware of what professors do. I knew about the teaching role, research was not entirely unknown to me either, service might resemble that of a high school teacher — but what did the position look like when all the pieces were rolled together?

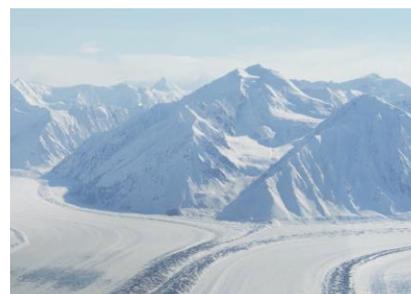
After taking the plunge to higher education I looked back on this period and recognized an opportunity. Along with a colleague, who was tenure-track across the country, we drafted a proposal for a book to explore the lived experiences of professors during the years in the tenure-track. Based on a national sample of education professors, we found a remarkable set of experiences. The narratives are organized into sections based on the duration of time each author had been in the tenure-track, along with a section with group authorship. This organization allows the reader to consider the narrative, but also to consider the way the construction of narratives changes with experience.

The book, *The Academic Gateway: Understanding the Journey to Tenure*, is well suited to graduate students who wish to make an informed decision about entering higher education. It will also remind graduate instructors of the transition zone that, in part, they should be preparing students for. It is also a book that can remind administrators and established faculty members about the struggles that new faculty experience.

Sibbald, T.M., & Handford, V. (2017). *The academic gateway: Understanding the journey to tenure*. Ottawa, ON: University of Ottawa Press.

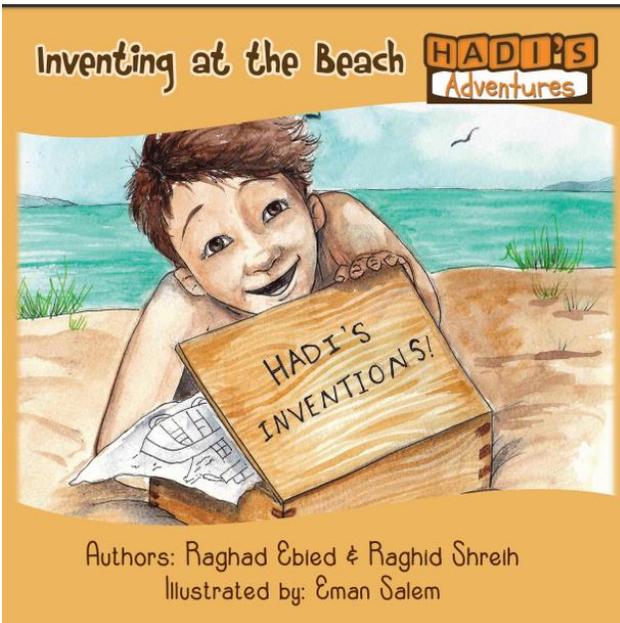
The Academic Gateway

Understanding the Journey to Tenure



Edited by Timothy Sibbald and Victoria Handford
University of Ottawa Press

New Children's Book!



Destination Excellence Publishing Company is pleased to announce its upcoming publication of the first book, *Inventing at the Beach*, in a children's book series called *Hadi's Adventures* which aims to:

- Encourage children to develop critical thinking and creativity skills and therefore become more innovative
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- Promote positive morals and universal values
- Positively represent children of diverse backgrounds in children's literature
- Promote coexistence between different members of society and encourage an appreciation for diversity
- Achieve these goals through interesting story telling

This series will be available in English only as well as in a bilingual English/Arabic format. For more information, please visit DestinationExcellence.ca or email raghad.ebied@gmail.com.

Raghad Ebied, MSc., B.Ed., B.A

Transformational Speaker, Writer; Education and Training Consultant

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