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SUMMER, 2019



Canadian Association  
for Teacher Education

L'Association canadienne pour  
la formation des enseignants

## CATE NEWSLETTER SUMMER 2019

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### Executive Announcements

**Mark your calendars! CATE Proposals for CSSE 2020 are due  
Oct. 1**

Dear CATE members,

I hope everyone had both a restful and productive summer. It is that time of year again when I write to remind all CATE members to prepare your conference proposals. The upcoming proposal submission deadline is October 1, 2019. Please mark your calendars for that important date. The CATE executive is anticipating a wonderful range of teacher education sessions at CSSE 2020. We would love to receive a proposal from you and have your voice and insights join the research conversation. The conference will be in London, ON from May 30 to June 4, 2020.

You can access the call for proposals at: <https://csse-scee.ca/conference-2020/>

When submitting your proposal online please,

- Remember to renew your CSSE and CATE memberships.
- Select CATE as the destination for your proposals.
- Indicate the type of session you have in mind for your proposal.
- Update your profile information with current affiliation and email address.
- Take time to check off the box indicating you are willing to be a reviewer.

The on-line submission system allows you to choose from 4 types of sessions:

- multiple
- single paper session
- symposium/panel session
- small roundtable or
- poster.

We will attempt to accommodate your preferred type of session, depending upon submission numbers and session availability. You may only submit one proposal to CATE as a First Author. You may be part of other submissions as long as you are not first author.

We will be sending out a call for proposal reviewers in the coming weeks. All CATE Members are invited to volunteer as proposal reviewers to make this important contribution to the success of our meetings. As an organization, CATE expects all authors who submit proposals to volunteer as reviewers. Being a reviewer is a great opportunity for graduate students to contribute and experience the peer review process from the inside, so please encourage graduate students to volunteer.

We would appreciate you sharing this invitation widely with faculty, staff and graduate students in your networks, and look forward to your participation in this key event for education researchers and practitioners: The 2020 CSSE Annual Conference.

Please note once again that the deadline for submissions is **October 1, 2019**.

I am looking forward to reading your proposals and meeting you in person in London, ON in 2020!

Sincerely,

Cathryn Smith, PhD

CATE Program Chair 2020

Vice President of Canadian Association for Teacher Education (CATE)

# Marquez vos calendriers! Les propositions ACFE pour la SCÉE 2020 sont dues 1er octobre

Chers membres de l'ACFE,

C'est un rappel amical pour marquer vos calendriers pour la date limite de soumission de la proposition du 1er octobre 2019. L'exécutif de ACFE anticipe une merveilleuse variété de sujets liés à la formation des enseignants pour SCÉE en 2020 et nous aimerions recevoir votre soumission afin d'ajouter votre voix et votre perspective à notre conversation. La conférence se tiendra à Université de Londres, Ontario, du 30 mai à 4 juin, 2020.

Vous pouvez accéder à l'appel de soumissions à l'adresse suivante:

<https://csse-scee.ca/conference-2020/>

Lors de la soumission de votre proposition, n'oubliez pas de renouveler vos abonnements à la SCEE et à l'ACFE, et de sélectionner l'ACFE comme destination pour votre soumission. Deuxièmement, assurez-vous de mettre à jour vos informations de profil avec l'affiliation et l'adresse courriel actuelles.

Le système de soumission vous permet de choisir parmi 4 types de session : « travaux individuels multiples », « symposium/ panel de discussion », « table ronde » ou « affiche ». S'il est possible, nous tenterons d'accommoder le type de session choisi en fonction du nombre de soumissions et de la disponibilité des sessions. Je vous rappelle aussi que vous ne pouvez soumettre qu'une seule proposition à l'ACFE en tant qu'auteur principale afin d'éviter les problèmes d'horaire.

Un appel pour les examinateurs de propositions sera envoyé dans les semaines à venir. Nous vous prions de bien vouloir considérer votre implication dans ce processus afin de contribuer de façon importante au succès de notre rencontre. Tous les auteurs qui soumettent des propositions sont censés se porter volontaires en qualité d'examineurs.

Nous vous serions reconnaissants de partager cette invitation avec le corps professoral, le personnel et les étudiants diplômés de vos réseaux et nous réjouissons de votre participation à cet événement clé pour les chercheurs et les praticiens de l'éducation: le congrès annuel 2020 de la SCÉE.

Veillez noter, encore une fois, que la date limite pour les propositions est le **1 octobre 2019**.

J'attends avec impatience de lire vos propositions et d'avoir le plaisir de vous rencontrer à Londres en 2020!

Bien à vous,

Cathryn Smith, PhD

Président du programme CATE 2020

Vice-président de l'Association canadienne pour la formation des enseignants (ACFE)

## 2019 CATE Working Conference

The CATE Working Conference will be held at Wilfrid Laurier University October 24-26, 2019.

We are excited to collaborate with the authors preparing papers on the theme *Preparing Teachers as Curriculum Designers*.

<https://cate-acfe.ca/fall-workingconference>

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### **International Research Conference: Developing Educators for Leadership in Schools**

**Co-Sponsored by CATE, Kappa Delta Pi, World Federation of Associations  
of Teacher Education (WFATE), and Mount Royal University**

**Calgary, AB July 18-20**

**Participant's report by Cathryn Smith**

I feel very privileged to have attended the Developing Educators for Leadership in Schools Conference held July 18-20 in Calgary at Mount Royal University. CATE Past President Jodi Nickel was able to represent both Mount Royal University and CATE on the organizing committee. It was a small intimate conference intentionally designed to provide lots of time for delegates to interact. Attendees hailed from New Zealand, Australia, South Africa, Romania, Mexico, the U.S. and Canada. Over the three days there were four keynote speakers, one identified by each of the sponsoring organizations.

Our CATE member and keynote speaker, Dr. Sharon Friesen, from University of Calgary, opened the conference with a powerful multi-media presentation titled "Teachers (or Leaders) as Designers." Sharon outlined the development of the teacher as designer framework and shared many visual and video examples of Alberta teachers and their experiences teaching design-based units. Friesen stressed the key to design-based instruction and her work with the Galileo Network is to have students and teachers engage in both problem posing and problem identification. She challenged those in attendance to determine how to teach our undergraduate teacher candidates to radically collaborate with colleagues and students. Engagement was high throughout her presentation and the ideas generated a lot of discussion amongst delegates. Thank you to Sharon for representing CATE so admirably. The keynote was followed by a wine and cheese reception during which we were challenged to introduce ourselves to at least two new people. During the reception we also had an opportunity to converse with the two researchers who had posters on display, one of which was by a recent B. Ed. graduate from Mount Royal University, Stacy Crosby, titled "Exploring the impact of complex instructional strategies on student engagement, achievement and new teacher self-efficacy".

Friday's morning keynote speaker, invited by Mount Royal University, was a 2015 MRU graduate and now teacher Sara Tkachuk, who addressed the topic "Learning to Lead". Sara gave an insightful description of how she had been mentored by three powerful colleagues and through their guidance had assumed multiple leadership roles in her school and division. Her presentation was very dynamic and included multiple opportunities for delegates to reflect on their personal experiences and share them with a colleague using the Pair and Share strategy. Sara's presentation followed nicely on the heels of the first session as Sara was a teacher in the school where Sharon built the foundation for the Galileo Network over 20 years ago. Sara noticed effective leadership right from her job interview when her first school principal asked her "When have you felt valued?" and then collaborated with her all year as they co-taught Math. Her other two school-based mentors supported her as she gained confidence in the classroom, experienced loss, gradually expanded her own leadership into school clubs and eventually into revamping the school house system to become one that was value-driven rather than competitive. Sara's conclusion was that her principal, her colleagues and her mentors all served as catalysts helping her move confidently into leadership roles. The rest of the morning was dedicated to breakout sessions on a range of teacher leadership topics and opportunities to meet with other delegates to discuss an issue of shared interest.

Kappa Delta Pi introduced their afternoon keynote speaker, Dr. Gerald Farthing, former Deputy Minister of Education in Manitoba, whose presentation was titled "Why Education for Sustainable Development?" Farthing described his introduction to the principles of sustainable living and his involvement with provincial and international efforts to further sustainable education. He had the opportunity to chair the United Nations Economic Commission for Europe's Education for Sustainable Development Strategy Committee, which allowed him to learn from and with leaders from many European countries. He felt these experiences benefited Manitoba Education as the vision created at the international level aligned exactly with the vision for action articulated for the province. His adopted guiding phrase was "enough for all, forever". Following Farthing, there were more breakout sessions and more time for international networking. These networking opportunities were really a strength of the conference, as they facilitated finding international partners with shared interests.

Saturday morning included more breakout sessions and a final keynote presentation by Dr. James Alouf, representing WFATE, whose presentation was titled "Preparing Future Leaders as Advocates." Advocacy and social justice are strong themes in the work of WFATE so his presentation was a good fit for the organization and the conference. Alouf reflected on his 47 years as an educator and his interest in getting teachers and students to be advocates for social justice. Some of his published research focuses on inclusive pedagogy and teacher agency (2016); his belief is that teacher leaders can advocate for social justice by using differentiated instruction as their vehicle. Alouf identified a number of competencies social justice advocates require, including a sense of purpose, competence in inclusive pedagogy, autonomy, reflexivity and shared responsibility. He described the current climate in the U.S. as one that requires leaders who are prepared to be advocates for students and who are prepared to speak truth to power. The rest of Saturday afternoon was dedicated to international research partnership working groups.

The conference was relaxed yet at the same time intensely stimulating. Mount Royal University were wonderful hosts and the atmosphere was comfortable and inviting. The opportunity to hear about research in different parts of the world reinforced the importance of sharing our Canadian research with the international research community. We will share our Conference Call with our partners in WFATE and KDP in the hopes we can attract them to join CATE and present in London next spring. If you interested in upcoming conferences with Kappa Delta Pi or WFATE, their upcoming conferences are described below.

Kappa Delta Pi 53rd Annual Convention  
October 24-26, 2019 Norfolk, Virginia  
Title: The Power of  
You (<https://www.kdp.org/convo2019/>)

WFATE 2020 Biennial Conference  
November 13-15, 2020 Houston, Texas  
Call for proposals June 1, 2020, Deadline September 15, 2020  
Title: Social Justice  
in Education: Celebrating Diversity, Inclusion, and Interculturalism in our  
Global Society (<https://www.worldfate.org/conferences.php>)

# Executive Announcements



## EduLang 2019 September 26th – 28th, 2019

The University of Ottawa's Faculty of Education research unit focused on language education, EduLang, is excited for its upcoming conference. This year, EduLang is thrilled to partner with the Canadian Association of Second Language Teachers (CASLT) and the Ontario Modern Language Teachers' Association (OMLTA) - the premier associations representing second language teachers in Canada and Ontario, respectively.

We invite teacher educators and researchers to attend AND participate in EduLang 2019 this September!

EduLang aligns with our Second Language Education cohort (cL2c) philosophy that "Every teacher is a language teacher", we know that you all have meaningful insights and experiences to share – whether it be findings from an action research project, or innovative practices you designed and/or observed during your teaching and researching experiences to date.

Participate in EduLang 2019's plenary sessions and networking events, paper presentations, symposia, workshops on current language education research and practice. Proposals have been selected to broaden the scope of inquiry of EduLang's five research strands or align more broadly with our goal of establishing a space for productive dialogue, collaboration and innovation that addresses inequity in language education.

**Early-bird Registration Deadline: September 9th, 2019**

**For more information, visit**

**<https://www.educlang.ca/en/conference/educlang-2019/>**



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TEACHERS' ASSOCIATION  
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Canadian Association of  
Second Language Teachers



Association canadienne des  
professeurs de langues secondes



COHORTE  
Éducation et langues secondes  
Second Language Education  
COHORT

# Executive Announcements



## EduLang 2019 Du 26 au 28 Septembre, 2019

Le groupe de recherche de la Faculté d'éducation de l'Université d'Ottawa, Educlang, spécialisée en enseignement des langues, est enthousiaste à l'idée de son prochain colloque. Cette année, EduLang est ravi de collaborer avec l'Association canadienne des professeurs de langues secondes (ACPLS) et avec l'Association ontarienne des professeurs de langues vivantes (AOPLV) - les principales associations représentant respectivement les enseignants de langues secondes au Canada et en Ontario.

Nous invitons les formateurs, les enseignants et les chercheurs à assister ET à participer au Colloque EduLang 2019 ce septembre!

EduLang s'aligne sur la philosophie de notre cohorte d'éducation de la langue seconde (cL2c) selon laquelle "chaque enseignant est un enseignant de langue", nous savons que vous avez tous des idées et des expériences significatives à partager - qu'il s'agisse des résultats d'un projet de recherche-action ou des pratiques innovantes que vous avez conçues et / ou observées au cours de vos expériences d'enseignement et de recherche à ce jour.

Participez aux sessions plénières d'EduLang 2019 et aux événements de réseautage, aux communications, aux symposiums et aux ateliers sur la recherche et la pratique actuelles en enseignement des langues.

Des propositions ont été sélectionnées pour élargir la portée de l'étude des cinq axes de recherche d'EduLang ou pour s'aligner plus largement sur notre objectif de créer un espace de dialogue productif, de collaboration et d'innovation qui traite des inégalités dans l'enseignement des langues.

**Date limite d'inscription hâtive: le 9 septembre 2019**

**Pour plus d'information, visiter :**

**<https://www.educlang.ca/fr/colloque/educlang-2019/>**



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# Member Announcements

## CALL FOR CHAPTERS

### **The Manifestation of Microaggressions and Lateral Violence in Education: A Global Perspective [working title]**

You are invited to submit a contribution to our edited monograph that explores the multiple ways in which prevailing ideologies of microaggression (Sue, et al. 2007), lateral aggression/violence (Stanley, Martin, Michel, Welton, & Nemeth, 2007) and incivility (Andersson & Pearson, 1999) permeate and serve to dismantle professional practices within the field of education.

This book is a contemporary examination of the state of microaggression and lateral violence within the field of education. As Sue et al. explain, microaggressions are “brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of colour” Sue et al. (2007, p. 273). We extend this definition to include gender, ability, sexual orientation, nationality, religious affiliations, and include collegial aggression (lateral aggression and incivility) in the forms of non-verbal innuendo, verbal affront, undermining activities, withholding information, sabotage, infighting, scapegoating, backstabbing, failure to respect privacy and broken confidence (Stanley et al. 2007). The term “lateral violence” is also taken up in the literature pertaining to Aboriginal communities and residential schools. Bombay (2014) explains,

residential schools have been suggested as the primary cause of a cluster of behaviours known as lateral violence thought to be prevalent within Aboriginal communities. Lateral violence can occur within oppressed societies and include bullying, gossiping, feuding, shaming, and blaming other members of one’s own social group as well as having a lack of trust toward other group members. (p.2)

The overall absence of critical interrogation of lateral and microaggression gives rise to an uncritical acceptance of time-worn practices, traditions, approaches and concepts, ultimately limiting transformative and communicative possibilities in the teaching profession, schools, and teacher education programs. As such, this book will offer a global dialogue, critically scrutinizing academic and practical approaches to address the universal challenges associated with microaggression within various educational systems. Authors from a variety of nations, including, but not limited to, Egypt, Mexico, United Kingdom, Italy, Canada, and the United States will illustrate that microaggressions and lateral violence are world-wide phenomena focusing on ways to dismantle institutional structures and practices that enable them.

Within our call for chapters, we invite contributions that explore the following themes:

#### **Topic 1: Approaches to overcoming the microaggression within the education system**

- Description of innovative and creative approaches to dismantle microaggression and lateral violence in educational settings;
- Rebuilding a cohesive work/learning environment after microaggression incidents;
- Lessons learned from the challenges and successes of combating microaggression and lateral violence

## **Topic 2: Social inequity**

- An examination of the inequity, marginalization and dissonance that exists in education;
- Microaggression as a manifestation of social inequities within classrooms, schools, and administration

## **Topic 3: Pre-service education**

- Learning and teaching as an arena to discuss microaggression as an emerging or evolving discourse
- How should microaggression and lateral violence be addressed within teacher education programs?
- In what ways is microaggression and lateral violence present within teacher education programs?

## **Topic 4: Defining microaggression and lateral violence**

- Exploring the cyclical nature of microaggression;
- The costs (psychological, physical, financial, etc.) to quality education when microaggressions are rampant;
- Has microaggression and lateral violence permeated all aspects of education?

The editors are interested in a range of submissions and encourage proposals from a variety of practitioners within the field of education including, academics, educators, administrators, and graduate students. Submissions should include theoretical stances and practical applications.

### **Audience:**

The book will be useful in both academic and professional circles. The intended audience for this book includes school administrators, educators, and advocates of social change and reform, all of whom may find this book to be a useful teaching resource. In addition, the book can be used in a variety of courses graduate and undergraduate courses, including, but not limited to: educational psychology, curriculum development, current issues in education, methods and pedagogy, international education, diversity and inclusion, and education law.

### **Proposals:**

Prospective contributors should submit a one-two page overview (1000-1500 words excluding abstract) of their proposed chapter, including:

- Title
- Abstract – 300 words
- Contact information including name(s), institutional affiliation(s); email and phone
- a description of the chapter's central argument that includes how their chapter addresses one of the central themes of the book
- 3-5 key words/phrases

All submissions must be written in English

Please submit using MS Word and save your file as .doc file for compatibility.

Font: Times New Roman size 12 font, double-spaced.

Please adhere to APA, 6th edition formatting standards.

Contributors will be sent chapter format and guidelines upon acceptance. Full manuscripts will be sent out for blind peer review.

**Papers:**

Final papers should be approximately 4500-7000 words, not including references.

**Review Process:**

Each author will be asked to review one chapter from the book and provide feedback to the author(s) and editors.

**Milestone**

**Date**

Submission of title, abstract, and author(s) to editors	August 31, 2019
Notification of acceptance to authors	October 31, 2019
Submission of full manuscript to editors	January 1, 2020
Feedback from editors to authors	March 1, 2020
Submission of revised manuscripts to editors	May 30, 2020

Please send your submissions to:

[JAC@nipissingu.ca](mailto:JAC@nipissingu.ca)

Please feel free to contact the editors directly with any questions/queries:

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Dr. Julie K. Corkett [juliec@nipissingu.ca](mailto:juliec@nipissingu.ca)

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## CALL FOR SUBMISSIONS

SFU Educational Review Journal is an open access, graduate student run, online journal from Simon Fraser University. The journal supports diverse academic research and scholarship from emerging scholars in the field of Education. Graduate students and Faculty are invited to submit their work for our Winter 2020 issue. We encourage submissions of diverse types of research including traditional manuscripts, poetry, artistic impressions, performances, stories, reflections (artwork, audio, performances, videography), and other forms of inquiries. The deadline to submit is February 10th at 4:30pm PST.

Submissions must present the author's original work and cannot be submitted for publication elsewhere.

Please visit <http://www.sfuedreview.org/submission-guidelines/>, for detailed submissions guidelines or contact [sfuedr@sfu.ca](mailto:sfuedr@sfu.ca) for additional submission questions.