

CATE Executive Elections – 2021

Graduate Student Representative

2021-2022 (1 position); 2021-2023 (1 position)

Member-at-Large,


2021 - 2022 (1 position); 2021 - 2023 (1 position); 2021 - 2023 Francophone (1 position)

CATE rep on Canadian Journal of Education

2021-2023 (1 position)


CATE Award for Contributions to Research in Teacher Education

2021- 2023 (2 positions)

Position	Name, Email, Brief Biography	Photo
<p>Graduate Student Representative 2021-2023 (1 position)</p>	<p>Michael Holden, PhD student, Queens University, michael.holden@queensu.ca</p> <p>Michael Holden is a first year PhD Student in the Faculty of Education at Queen’s University. His SSHRC-funded research examines principles of classroom assessment for emergent learning, and particularly working with teachers in exemplary contexts as they work to produce, support, and showcase emergent learning that stems from effective engagement with global competency-based curricula. Michael first became involved with CATE and CSSE during his Master’s, where he served as the Local Arrangements Coordinator (LAC) for CSSE 2014. In 2015, he received a CATE Recognition Award for his Master’s Thesis, <i>Associate-candidate relationships: A study of teacher education field experiences</i>. He now serves as the Conference Manager for the broader CSSE conference, working alongside the Program Chairs for each association to prepare for the conference each year. Michael has presented his research in multiple CATE sessions, and participated in both the 2017 and 2019 CATE Working Conferences. He is particularly interested in the opportunities CATE can offer to graduate students and continuing to strengthen the collaborations between researchers and teacher educators across Canada.</p>	
<p>2021-2022 (1 position)</p>		
<p>Member-at-Large (English) 2021-2023 (1 position)</p>	<p>Dr. Sheryl MacMath, Professor, Sheryl.MacMath@ufv.ca Institution: University of the Fraser Valley, BC</p> <p>Sheryl MacMath is a Professor at the University of the Fraser Valley (UFV) in the Teacher Education Department. She has been teaching courses in planning, assessment,</p>	<p>I have been involved with CATE as a member, presenter, and reviewer over the past decade. In recent years I began to explore moving beyond participation to providing support for the association</p>

	<p>evaluation, and reporting; elementary math methods; elementary social studies methods; and classroom management for over a decade. As part of her role at UFV, Sheryl is also responsible for observing, mentoring, and evaluating teacher candidates in the field on practicum. This has enabled a strong connection with the field leading to regular workshops for K – 12 teachers working throughout the Fraser Valley. Working in and with the field is a passion for Sheryl. She believes that, to meet the needs of the unique students in our schools, we need teachers who are not only knowledgeable and effective, but also empowered and inspired. This means making visible the theory and research that support best practice so that teachers are able to make their own informed, reflective decisions regarding their classrooms and students. Sheryl’s research interests, beyond her teaching scholarship, include peer refereed conferences and journal publications in teacher education programming; intake and admission procedures; project-based learning, design thinking, and curriculum integration; and the Indigenization of curriculum and the decolonizing journey of self. Prior to her work at UFV, Sheryl was a sessional instructor for UVic’s Faculty of Education in both the departments of Educational Psychology and Leadership Studies, and Curriculum and Instruction. Her PhD was completed at the Ontario Institute for Studies in Education at the University of Toronto with her dissertation focusing on the use of curriculum integration to support at-risk students in schools.</p>	<p>itself. A number of my current research interests have emerged out of presentations and resources provided by CATE over the years and I have been seeking ways to give back to the association that has supported my own growth as a teacher educator and researcher. In recent years I have been the CATE representative on the Awards Committee for Contributions to Teacher Education Research, the CSSE New Scholar Committee, and the Canadian Journal of Education Board of Consulting Editors. My involvement as a contributing author to the latest CATE polygraph series has inspired me to move beyond representing CATE to providing more substantive support my fellow teacher educators. As such, I am putting name forward for the role of Member-at-Large. Thank you for considering my nomination.</p>
<p>2021-2022 (1 position)</p>	<p>Philippa Parks</p> <p>Philippa Parks is a teacher educator in the TESL programs at McGill and UQAM universities in Montreal. She recently completed her Ph.D at the Department of Integrated Studies in Education at McGill University. Her research looks at how language teachers form their professional identity during teacher education, particularly how they build self-efficacy and resilience.</p> <p>Philippa is actively involved in several professional and pedagogical associations including the Société pour le Promotion de l’enseignement d’anglais au Quebec (SPEAQ), the Canadian Association for the Study of Women in Education (CASWE), the Canadian Association of Second Language Teachers (CASLT) and has been a graduate student representative for CATE for the past three years.</p>	

<p>Member-at-Large (Francophone) 2021-2023 (1 position)</p>	<p>Mimi Masson (she/her/elle)</p> <p>Mimi Masson is a part-time professor at the Faculty of Education, University of Ottawa, where she is presently the cohort lead of the Second Language Education Cohort (cL2c) in the Teacher Education program. She has worked as second language teacher and teacher educator for over 10 years in Canada and Japan specializing in French and English as a second language pedagogy. Her research draws on arts-based methodologies to explore teacher identity and professional learning in such areas as antiracist and inclusive education practices.</p> <p>Mimi Masson est professeure à temps partiel à la Faculté d'éducation de l'Université d'Ottawa, où elle est actuellement responsable de la cohorte d'enseignement des langues secondes (cL2c) du programme de formation des enseignants. Elle a travaillé comme enseignante de langue seconde et formatrice d'enseignants pendant plus de 10 ans au Canada et au Japon, se spécialisant en didactique du français et de l'anglais langue seconde. Ses recherches s'appuient sur des méthodologies basées sur les arts pour explorer l'identité et l'apprentissage professionnel des enseignants dans des domaines tels que les pratiques éducatives antiracistes et inclusives.</p>	
<p>CATE rep to Canadian Journal of Education 2021-2023 (1 position)</p>	<p>Sheryl MacMath Professor, Sheryl.MacMath@ufv.ca Institution: University of the Fraser Valley, BC</p> <p>Sheryl MacMath is a Professor at the University of the Fraser Valley (UFV) in the Teacher Education Department. She has been teaching courses in planning, assessment, evaluation, and reporting; elementary math methods; elementary social studies methods; and classroom management for over a decade. As part of her role at UFV, Sheryl is also responsible for observing, mentoring, and evaluating teacher candidates in the field on practicum. This has enabled a strong connection with the field leading to regular workshops for K – 12 teachers working throughout the Fraser Valley. Working in and with the field is a passion for Sheryl. She believes that, to meet the needs of the unique students in our schools, we need teachers who are not only knowledgeable and effective, but also empowered and inspired. This means making visible the theory and research that support best practice so that teachers are able to make their own informed, reflective decisions regarding their classrooms and students. Sheryl's research interests, beyond her teaching scholarship, include peer refereed conferences and journal publications in teacher education programming; intake and admission procedures; project-based learning, design thinking, and curriculum integration; and the</p>	

	<p>Indigenization of curriculum and the decolonizing journey of self. Prior to her work at UFV, Sheryl was a sessional instructor for UVic's Faculty of Education in both the departments of Educational Psychology and Leadership Studies, and Curriculum and Instruction. Her PhD was completed at the Ontario Institute for Studies in Education at the University of Toronto with her dissertation focusing on the use of curriculum integration to support at-risk students in schools.</p>	
<p>CATE Award for Contributions to Research in Education Committee members 2021-2023 (2 positions)</p>	<p>Dr. Jennifer Godfrey-Anderson Jennifer Godfrey Anderson, PhD, is a teacher and researcher in the area of educational assessment, mathematics education, and place-based teaching and learning. She began her teaching career as an elementary school generalist, and has since taught in a rural intermediate school in New Zealand, high schools in Vancouver and London, and a middle school in Calgary. In addition to researching and teaching, she has worked as a consultant with provincial, international (PISA), and national (PCAP) mathematics assessment programs, as well as international evaluation initiatives in Asia and the Caribbean. She is currently involved in the Nunavut Teacher Education program with the Nunavut Arctic College. Jennifer's research focuses on experiential learning, assessment practices, and educational change.</p>	
2021-2023	Dr. Caroline Riches	
2021-2022 (1 position)	This position no longer needs to be filled. Dr. Lynn Thomas will continue in this role.	