
FALL, 2021



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

CATE NEWSLETTER FALL 2021

Executive Announcements

Dear CATE Members,

I hope you are having a productive fall and savouring opportunities to get outside and be rejuvenated by nature. The fall is a busy time on campus and we need to remember to take care of ourselves, as well as all the others in our professional and personal lives. Your CATE Executive has been hard at work. Mimi and Leyton are busy recruiting reviewers for proposals for our spring conference. If you have not done so already, please volunteer to be a reviewer for your CATE colleagues. Michele and I were pleased that the CATE Working Conference was a great success. We had a large group in attendance and lots of energy generated from animated discussion about proposed chapters for the e-book. Sheryl and Philippa have been busy putting plans in place for the Pre-Conference and CATE Panel and are excited to share their plans with CATE members. Mike and Mandeep are envisioning an exciting session for Graduate Students. Julia has been keeping track of our meetings and finances, while Alex and Sandra have been keeping our membership informed, including on social media and via this newsletter. We are still working on our Keynote speaker for the spring and will be in touch once plans are in place.

Cathryn Smith
CATE President

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 on the CATE website.

Deadline for nomination packages is March 14, 2022.

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

2022 CATE Recognition Awards for Theses and Dissertations on Teacher Education

Attention graduate student supervisors: Do you have a graduate student conducting research on a topic relevant to teacher education who will have defended their thesis or dissertation between June 1, 2021 and May 31, 2022? If so, please encourage that student to review the linked criteria and APPLY for the CATE Recognition Awards for Theses and Dissertations on Teacher Education. As supervisor, you will be required to submit a letter of recommendation to accompany the student's application. The supervisors of successful applicants are also invited to briefly discuss the significance of the work and offer congratulations as part of the awards presentation if you are able to attend.

Submissions are due March 14, 2022. Inquiries to CATE Past-President, Michele Jacobsen, dmjacobs@ucalgary.ca

[Click here](#) for more information about the Awards for Theses and Dissertations on Teacher Education.

[Click here](#) for more information about the Submission form.

Executive Announcements

2021 CATE Working Conference

Academic writing and peer review can be a challenge for both experienced and novice researchers. The CATE Working Conference provides structured opportunities for peer support and formative feedback, cultivates interdisciplinary conversations about educational research and writing, and engages teacher education researchers in a year of writing, knowledge building, peer review and publishing.

The CATE Working Conference topic was: Online Learning and Teaching from Kindergarten to Graduate School. There is a pressing need for research in teacher education on innovations and promising practices in online learning and teaching from kindergarten to graduate school given the rapid shift to remote emergency teaching (RET) followed by more developed and considered approaches to online learning in primary, secondary and post-secondary contexts. The areas of focus include our rich history and experience with online education as we navigate our way forward in learning, the innovations and new possibilities in curriculum, pedagogies, learning designs, and assessments with the global shift to online education, and creating conditions for meaningful, authentic and respectful learning and teaching relationships and engagements when connecting, collaborating and communicating online.

We were delighted to welcome 40 teacher education researchers from across Canada – BC, AB, SK, MB, ON, QC, NB and NS – who chose to include their research on online learning and teaching in the 2021 working conference. There are 55 authors who are co-authoring the 25 chapters currently being written for the eBook. The research ranges from classroom based research with students, teachers, school leaders, school psychologists and parents in K-12, to research in Faculties of Education with student teachers in coursework and/or practicum, faculty members in teaching and field supervision roles, partner teacher mentors, graduate students in courses / programs, and graduate supervisors. Many researchers are examining the design and implementation of new pedagogical and technological approaches for connecting, collaborating and communicating online. Some are doing comparative research design (before and during pandemic), some are sharply focused on equity-oriented pedagogies, diversity and inclusion online, cultivating relational trust and an ethic of care, and others on online faculty development.

Executive Announcements

The 2021 CATE Working Conference, October 14-16, was an online experience due to the restrictions of the ongoing pandemic. On opening night, in addition to a welcome from Dr. Steve Price from Mt. Royal University, attendees were inspired by guest speaker Dr. George Veletsianos (<https://www.veletsianos.com>), from Royal Roads University who holds the Canada Research Chair in Innovative Learning and Technology and the Commonwealth of Learning Chair in Flexible Learning. Friday was a busy day of focused conversations in six Working Groups where author teams provided feedback and suggestions for each other's proposed chapters, balanced with sharing sessions with the large group to discuss emerging insights through critical dialogue about online learning and teaching. On Saturday, we were transported to northern India by guest speaker Deepak Ramora, who shared several of his innovative and inspiring international projects ([Project FUEL](#)). On this final morning, each author team within the different working groups also shared the focus of their research, what they had learned from the conference and their next steps in developing and revising their chapters. This provided the first opportunity for attendees to gain a sense of the breadth of research being discussed in the other working groups and to make further connections to their own work.

The working conference was well supported with a D2L platform at University of Calgary developed by Doctoral Student Sonja Johnson and conference co-chair Michele Jacobsen. The site organizes all the zoom links required for the conference and hosts the video recordings of large group discussions and presentations for further consideration by conference participants and author teams. Each Working Group has a space for authors to share their proposals, provide each other with feedback and access collaborative jamboard sites. The D2L site will remain open throughout the writing and revision stages, providing a virtual platform for community building and connection throughout the academic writing & peer review process. Another way in which participants will stay connected is through two optional check-in sessions in December and January. Chapters will be submitted February 1 to be followed by peer review, an April check-in and final submissions by July 1.

The conference co-chairs thank the CATE Executive, the University of Calgary, Mount Royal University, our guest speakers, Sonja Johnson and, of course, the working conference participants without whom there would have been no event.

Working Conference Co-Chairs Michele Jacobsen and Cathryn Smith

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CATE CSSE 2022 Pre-Conference and Panel Presentations

The CATE executive is excited to share plans for the upcoming CSSE 2022 Pre-conference and panel presentations with you. As you may have heard, CSSE 2022 will be taking place online again this year from May 14th - 20th. Along with the many amazing proposals for papers and posters received by CATE, we will be hosting both a pre-conference and a panel for all CATE and CSSE members.

CATE Pre-Conference: May 14th, 12 - 5pm (EST), 9 - 2pm (PST)

Remaking Teacher Education in light of the EDID Report

This year's pre-conference is in response to the Equity, Diversity, Inclusion, and Decolonization (EDID) Report that was presented at CSSE last year (<https://www.mystfx.ca/sites/academic-vp/files/igniting-change-final-report-and-recommendations-en.pdf>). This report, titled "Igniting Change," put forth recommendations for congress, associations, and academics to address ongoing issues in relation to EDID. The pre-conference is dedicated to responding to these calls to action: How can we 'remake' teach education in light of the EDID report?

We are fortunate to have visionaries in key areas highlighted by the report to lead us in a series of activities throughout the preconference.

- Dr. Jan Hare, Associate Dean of Indigenous Education at UBC (<https://lled.educ.ubc.ca/profiles/jan-hare/>)
- Dr. Ann Lopez, Professor specializing in anti-racist, decolonizing, and culturally responsive teaching at OISE (https://www.oise.utoronto.ca/lhae/Faculty/17641/Ann_Lopez.html)
- Dr. Michele Jacobsen, Professor specializing in learning sciences and technology integration at the Werklund School of Education, University of Calgary (http://werklund.ucalgary.ca/educ_info/profiles/163-130790)
- Dr. Nikki Yee, Assistant Professor specializing in super diversity and inclusion at the University of the Fraser Valley (<https://www.ufv.ca/teacher-education/faculty-and-staff/yee-nikki.htm>)
- Dr. Genevieve Brisson, professeure specializing in multi-literacies from Université de Sherbrooke (<https://www.uqar.ca/universite/a-propos-de-l-uqar/departements/departement-societes-territoires-et-developpement/brisson-genevieve>)

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The pre-conference will include presentations by our visionaries, as well as break-out rooms for more in-depth conversations with each. Registration for this event will be made available soon.

CATE Panel: Providing guidance to faculties responding to the Equity, Diversity, Inclusion and Decolonization (EDID) Report

The CATE Panel this year will build on the work of the pre-conference by moving beyond teacher education programs to looking at what faculties and faculty members can do to respond to the EDID report. We have expert panelists providing recommendations to faculty in relation to how the EDID report calls to action can guide our future teaching, research, scholarship, and service both within and beyond the university setting. We are excited to have the following expert panelists:

- Dr. Marie Battiste, Professor Emeritus at the University of Saskatchewan and one of the members of the EDID advisory committee responsible for the report (<https://education.usask.ca/profiles/battiste.php>)
- Dr. Florence Glanfield, Vice Provost of Indigenous programming and research at the University of Alberta and another member of the EDID advisory committee responsible for the report (<https://apps.ualberta.ca/directory/person/glanfiel>)
- Dr. Sunny Man Chu Lau, Associate Professor specializing in multiliteracy at Bishop's University (<https://www.ubishops.ca/academic-programs/school-of-education/faculty/name/sunny-lau/>)
- Dr. Patty Douglas, Associate Professor specializing in critical disability studies at Brandon University (<https://people.brandonu.ca/douglasp/>)
- Dr. Jerome Cranston, Dean of the Faculty of Education at the University of Regina specializing in human rights education, <http://www.jeromecranston.ca/>

After all panelists have presented, we will have an opportunity for a brief Q and A. We look forward to seeing you there!

Sheryl MacMath and Philippa Parks
CATE Members-at-Large

Member Announcements

Publications

- The special issue of Diaspora, Indigenous, and Minority Education (DIME) Journal on "Visibilizing Systemic Wounds of Oppression in Education via Pedagogy of Engaging with Pain and Suffering" coedited by Drs. Ardavan Eizadirad & Steve Sider (Wilfrid Laurier University) has launched. You can access the special issue and all the articles open-access via the link below: <https://www.tandfonline.com/toc/hdim20/current>
- New book published in May 2021 titled "Equity as Praxis in Early Childhood Education and Care".

Abawi, Z., Eizadirad, A. & Berman, R. (2021). Equity as praxis in early childhood education and care. Canadian Scholars Press. ISBN: 9781773382616. (215 pages).

Equity as Praxis in Early Childhood Education and Care aims to map, deconstruct, and engage with different models of equity as they pertain to the early childhood education landscape in Ontario. Drawing on marginalized narratives of gender, race, Indigeneity, dis/ability and inclusion, and migration, immigration, and displacement, the authors discuss how to advance the field and make it more equitable for children, families, early childhood educators, and all other practitioners. This edited collection outlines the current political climate of early childhood education and care in Ontario through a critical analysis of policies and dominant discourses of equity and inclusion. By prompting readers to reflect on and critique their understandings of children, families, communities, and practices in the field, the authors seek to provide counternarratives to Eurocentric developmentalist hegemonies and an alternative strength-based approach to critical and transformative praxis. This vital text encourages rethinking how narratives of equity and inclusion are constructed and what this means for young children and their families in Ontario, as well as throughout Canada. This is an essential resource for students in early childhood education and care, early childhood studies, and education programs.

See publisher website for details and how to purchase a copy:

<https://www.canadianscholars.ca/books/equity-as-praxis-in-early-childhood-education-and-care>

Member Announcements

Call for Chapters

Proposed Title: Student Assessment for the Online Learning Platform: A Canadian Perspective

We are putting together an edited volume on student assessment in the online learning platform and are writing to invite you to be a contributor to this edited collection.

Background

We are aware of the shifts in student assessment practices, but moving to an online learning platform has necessitated an urgent consideration of how we conduct meaningful and purposeful assessment of student learning in both K-12 education and post-secondary teacher education programs. Drawing on different research methodologies and approaches, we hope to contribute to the research literature on effective assessment practices and strategies as a result of the shift to online learning. This edited volume will examine and inform about the effectiveness of current understandings and applicability of student assessment knowledge and practices in both the K-12 and the post-secondary teacher education online learning environment.

The topic is particularly salient in this time of COVID 19 with its demonstrated impact on student engagement and learning in virtual environments. We are interested in theoretical, conceptual/procedural, and empirical contributions that critically examine the notion of student assessment and its impact on teaching and learning. Additionally, contributors will be encouraged to draw on a range of research methodologies and relevant theoretical frameworks, concepts, and notions to frame their chapters. It is our hope that this edited volume will offer new and useful insights for scholars and teachers that will enrich the field's understanding of student assessment practices for the online platform.

Submission Details

Please see the timeline below for dates related to the submission.

Call for Chapters - October 8, 2021

Confirmation of Interest - October 29, 2021

Abstract and Bio Submitted – November 19, 2021

Acceptance of Abstract Notification – December 3, 2021

First Draft of Chapter Due - April 15, 2022

Blind Peer Review Process – April 15 to June 1, 2022

Peer Review Results Returned - June 7, 2022

Final Copy-Edited Chapter Submitted by – July 31, 2022

Tentative Book Release Date – November, 2022

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We are keen to include as many aspects of the topic as possible and therefore will restrict each chapter to 6000 words, inclusive of references, tables, figures, and any data extracts. Submissions in both French and English are welcomed. Chapters should follow APA 7th edition guidelines.

Target Audience

This book will provide a timely look at the assessment strategies and approaches deemed meaningful and worthwhile for the online learning environment, especially those that resulted from and grew out of pedagogical practices during the pandemic. This book is intended for teacher educators, K-12 teachers, and preservice teachers.

Step 1: Forward confirmation of your interest in this collection by October 29th, 2021

Step 2: Submit a 250-300 word abstract by November 19, 2021. The abstract should be clearly written and should provide the following information:

- title,
- summary of the proposed chapter,
- outline of theoretical framework,
- information about the research project (including methods, participant information, findings, etc.), and
- relevance/importance of the chapter

Step 3: Abstracts will be reviewed by December 3 and authors contacted and invited to submit a complete draft version of their manuscript by April 15, 2022. All manuscripts will then undergo a peer review process by one of the co-editors and by a blind peer review of one of the other contributors.

*Email confirmation of interest (October 29, 2021) and abstracts (November 19, 2021) should be sent to: Laurie.hill@stmu.ca

A summary of the review from one of the editors as well as one other blind peer review will be shared with the author(s). The peer-reviewed chapters will be sent back to the authors so that any suggested edits can be completed. Once the changes have been made to the manuscript, the authors will arrange to have their chapter professionally copyedited for the final submission to be made on July 31, 2022. The cost of translation of abstracts translated into French will be looked after by the editors.

Possible Topics for Chapter Contributions

- Formative assessment strategies in online learning
- Challenges for assessing in online learning environments
- Adapting classroom assessment strategies to an online learning environment
- Sharing meaningful assessment feedback in a virtual classroom
- Assessment pedagogies
- Building relationships online that support meaningful assessment
- How assessment strategies have changed as a result of COVID-19 pandemic

Member Announcements

We hope you will join us in what looks to be an interesting and worthwhile project and look forward to hearing from you soon.

With thanks and best wishes,

Editors: Dr. Paolina Seitz & Dr. S. Laurie Hill, St. Mary's University, Calgary, AB

CALL FOR CHAPTER PROPOSALS

Handbook of Research on Activating Middle Executives' Agency to Lead and Manage During Times of Crisis, A book edited by:

Ann-Marie Wilmot (The University of the West Indies, Mona);
Canute Thompson (The University of the West Indies, Mona)

Submission Procedure Researchers and practitioners are invited to submit on or before November 3, 2021, a chapter proposal of 1,000 to 2,000 words clearly explaining the mission and concerns of his or her proposed chapter. Authors will be notified by November 17, 2021 about the status of their proposals and sent chapter guidelines. Full chapters are expected to be submitted by March 3, 2022, and all interested authors must consult the guidelines for manuscript submissions at <https://www.igi-global.com/publish/contributor-resources/before-you-write/> prior to submission. All submitted chapters will be reviewed on a double-blind review basis. Contributors will 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, Handbook of Research on Activating Middle Executives' Agency to Lead and Manage During Times of Crisis. All manuscripts are accepted based on a double-blind peer review editorial process. All proposals should be submitted through the eEditorial Discovery® online submission manager.

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PROPOSE A CHAPTER: <https://www.igi-global.com/publish/call-for-papers/submit/5569>

Introduction

The role of lead executives of educational institutions and the wider business industry is demanding under normal circumstances, but more so during times of institutional crisis. Covid-19, for example, has disrupted the traditional modes of leading, crisis management, and resolution. Previous crises such as the global recession in 2007/8, forced changes in the practices of higher education, national economies, and some businesses, for good. There will be other crises to which countries, businesses and educational institutions will have to respond.

The existence of ongoing internal organizational crises plus crises triggered by external events and shocks, require that leaders and managers be equipped with the tools to manage during such crises. However, very often, organizational decision-making in times of crisis is controlled by top management. Consequently, middle and lower-level managers must wait on decisions from "higher up" and often, not only struggle to continue serving their publics, clients, customers, and students effectively, but they themselves feel lost, uncertain, insecure, afraid, helpless, anxious, and forsaken in their roles.

Lead administrators/executives are also placed under intense pressure to ensure that the management and leadership processes of their institutions, during these times, maintain the highest quality standards to accomplish their goals efficiently and effectively, despite their struggles to serve their respective audiences and address their own feelings, frailties and insecurities. Applying the principles of shared leadership can aid in maximizing the achievement of institutional goals and reduce pressure at both levels when mid-tier executives are empowered to function in these capacities. Of interest if the issue that though they are positioned to play a crucial role, they are not always optimized to effect them. Therefore, the need exists for a handbook of original research that provides some of the requisite theoretical knowledge, application, and supervisory training framework of innovative strategies which show how some organizations have empowered their middle managers to cope in times of crisis as well as to train middle executives to become more agentic to lead and manage during a crisis.

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Objective of the book

The purpose of this cross-sectorial edited volume is to utilize empirical research in the area of leadership in times of crisis to:

(1) Provide leaders with the theoretical underpinning and practical applications tools and skills to equip middle leaders to meaningfully participate in crisis management and resolution in institutions for improved outcomes.

(2) Give leaders access to a multi-pronged framework for building middle leaders' crisis response efficacies, from a wide range of researchers, practitioners, and theoreticians.

(3) Invite top-tier educational and industry practitioners to reflect on how they have led during times of crises and provide scaffolding to re-shape or revolutionize their current practices or adopt new ones, pulling from the cases, theories, and application frames.

The volume will contribute fresh insights to the educational and business literature, appealing to leaders who need to strengthen their proficiencies and the efficacy of those they are preparing to empower as they lead. It will also add to the literature targeting mid-level executives who take a self-directed approach to professional development.

Target audience

This book targets multi-sectoral interests in educational leadership, management, educational researchers, and the wider business community. Therefore, school principals, vice-principals, schools' board chairs, college and university presidents, other executive members, department chairs, team leaders, industry leaders, human resource development personnel, educators in leadership and management, and students of leadership and management will find this handbook appealing.

Recommended topics include, but are not limited to, the following

This book is envisioned to be a manual in the area. Therefore, we invite each contributor to pull inspiration from the broad thematic strands, listed below, to write chapters that will also include a theoretically grounded workplace application segment with practical implementation guides.

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Performance Management

- Functions/Roles and Responsibilities of mid-tier Executives
- Pivoting Low Performing faculties/departments/teams through Crisis Management
- Productivity in times of crisis – The Role of Heads of Department
- Executive Committees, School/college board's Role, and Crisis Management
- Leveraging the positions of deans to inspire excellent leadership in times of crisis:
Reflections on the COVID-19 Pandemic

Professional Development

- Learning Communities- Professional Development, and the mid-tier Executive
- Coaching and Mentoring for Crisis resolution and management
- Professional Learning Communities and Crisis Management in Schools and Industries:
Fresh Perspectives
- Building bonds and enriching team spirit in the COVID-19 Pandemic: Lessons on New Approaches to Holistic Professional Development
- Building Professional Efficacies for Crisis Management

Organizational Policy

- Organizational Crisis Management Policy: Exploring New Approaches
- Planning for student learning in higher educational institutions, during periods of crisis:
Lessons from the COVID-19 Pandemic
- Data-informed Policy Making: Philosophies, Cases and Applications
- The Often-Forgotten People in Policymaking: Expectations and Coping Mechanisms of Support Staff During Times of Crisis

Sustainable Development

- Sustainable Development Approaches/practices/strategies to Crisis Management
- Persistent Crisis Cycles: Dismantling Toxic Work Cultures with sustainable leadership
- Mid-tier Leaders' Self-care and Coping Strategies in Times of Crisis: Their Experiences
- Partnerships and other Collaborative approaches for Sustainable Development in Learning Lessons from Crises

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Strategic Communication & Crisis Management

- Communication, Crisis Management, and Leadership
- Onboarding New /Faculty/Industries Hires during times of Crises

Publisher

This book is scheduled to be published by IGI Global (formerly Idea Group Inc.), an international academic publisher of the "Information Science Reference" (formerly Idea Group Reference), "Medical Information Science Reference," "Business Science Reference," and "Engineering Science Reference" imprints. IGI Global specializes in publishing reference books, scholarly journals, and electronic databases featuring academic research on a variety of innovative topic areas including, but not limited to, education, social science, medicine and healthcare, business and management, information science and technology, engineering, public administration, library and information science, media and communication studies, and environmental science. For additional information regarding the publisher, please visit <https://www.igi-global.com>. This publication is anticipated to be released in 2022.

Important Dates

November 3, 2021: Proposal Submission Deadline

November 17, 2021: Notification of Acceptance

March 3, 2022: Full Chapter Submission

May 1, 2022: Review Results Returned

June 12, 2022: Final Acceptance Notification

June 26, 2022: Final Chapter Submission

Ann-Marie Wilmot, EdD & Canute S. Thompson, PhD
Faculty of Humanities and Education School of Education
The University of the West Indies, Mona
Telephone: 867-368-0577 or 876-393-9254

Emails:

anamariawilmot@yahoo.com

annmarie.wilmot@uwimona.edu.jm

canutethompson1@gmail.com

canutethompson02@uwimona.edu.jm