
WINTER, 2022



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

CATE NEWSLETTER Winter 2022

Executive Announcements

Hello CATE members!

I hope you are reading this winter newsletter with a few moments of peace in your busy days, as there is a lot of information to digest. Your CATE Executive has been hard at work on your behalf taking action in multiple areas. In this newsletter you will find information about our activities. Our Program Co-Chairs, Leyton Schnellert and Mimi Masson, have been hard at work assembling an exciting program of sessions full of dynamic and timely research. Our Association events at CSSE are focusing this year on equity, diversity, inclusion and decolonization (EDID) priorities, as well as personal wellness. In this newsletter you will find conference information including CATE's Keynote Speaker, Pre-Conference, Panel, Graduate Student Session, Graduate Student awards, and of course, our Annual General Meeting (AGM). In addition to the Conference, members of your Executive have been updating CATE's publication strategy to include metadata and indexing. We have published one polygraph and a second will be published in the very near future. Chapters for the Working Conference book are currently under peer review and CATE will be hosting the World Federation of Associations of Teacher Education (WFATE) Conference in the summer of 2023. I wish to extend a huge thank you to members of the Executive who are tireless in their efforts and commitment to CATE.

Cathryn

Executive Announcements

CATE ANNUAL GENERAL MEETING

Tuesday May 17 5:45-7:15 EST

Our Annual General Meeting will be held immediately after the CATE Panel (3:45 EST) and Graduate Student Awards (5:00 EST), we encourage members to attend all three events if possible. Would you like to get more involved in CATE? The positions listed below will become vacant, so we will be electing new members of the Executive and CATE representatives on various CSSE committees. We invite CATE members to consider nominating a colleague or volunteering themselves to run for one of the positions. Job descriptions for Executive positions can be found [here](#). Those interested in running for any of the positions should submit a brief biography, photo, and statement about what they would bring to the position to smithc@brandonu.ca. If you have any questions about any of the responsibilities, or have questions, feel free to contact Cathryn Smith (smithc@brandonu.ca) or any member of the Executive. Nominations and volunteers will also be accepted from members in attendance at the AGM. Voting will take place during the AGM with results distributed the following day through our list-serve.

Vacant Positions to be filled at AGM

- Vice-President (2 year term, followed by 2 years as President, 2 years as Past President)
- Secretary-Treasurer (2 year term)
- Communications Co-Director (2 year term)
- Member at Large (2 year term)
- Graduate Student Representative (2 year term)

Non-Executive Positions to be filled at AGM

- CATE Rep on New Scholars Committee (2 year term)
 - CATE Award for Research in Teacher Education (2 year term)
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WORLD FEDERATION OF ASSOCIATIONS OF TEACHER EDUCATION (WFATE)

CATE is a member of WFATE and will be hosting the 2023 WFATE international conference in the summer of 2023. Organizing committee co-chairs, Philippa Parks (Philippa.Parks@Usherbrooke.ca) and Mandeep Kaur Gabhi (m.gabhi@queensu.ca), are coordinating a committee comprised of CATE members who have volunteered, including current executive members. If you would like to get involved, please email Philippa or Mandeep with your contact information.

Executive Announcements

CATE AWARD FOR CONTRIBUTIONS TO RESEARCH IN TEACHER EDUCATION

CATE members are invited to nominate an exceptional colleague who has made an outstanding contribution to the field of education, to receive the CATE Award for Contributions to Research in Teacher Education. The 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, please consult the requirements for nomination located on the CATE website. [Click here](#) for more information .

CATE/ACFE Conference 2022

Dear CATE/ACFE members,

We hope that the first signs of Spring greet you along with this newsletter. It's been another year of pandemic-spurred pedagogies and learning, where research, service and teaching continue to require creativity and patience. We hope the 2022 CATE/ACFE conference provides you a chance to exhale and recognize all that you have contributed to teacher education this year. Making and sustaining connections at the annual conference keeps our CATE community thriving.

The authors of all conference session/paper/symposium proposals have been notified. If you have not received your notification, be sure to check your junk email and other email addresses. Conference registration is open and the early bird deadline is March 31st. Please note that you must be registered for the conference to attend sessions.

The pre-conference will be held on Saturday, May 14th from 1:00-4:30 pm Eastern. Special thanks to CATE members-at-large Philippa Parks and Sheryl MacMath for pulling together an excellent program with a focus on equity, diversity, inclusion, and decolonization. Conference sessions are scheduled on Sunday, May 15th to Thursday, May 19th from 11 am – 6:45 pm EST. The draft program will be released this month. We had an outstanding collection of proposals on par with past years. Take some time to peruse the program and find sessions to attend that connect to your own work and offer new topics and perspectives. We have many sessions related to equity, diversity and social justice, teacher education and K-12 education during COVID, curriculum and assessment, pre-service and in-service professional learning, and more!

Executive Announcements

It's our second experience with an online conference and we look forward to connecting with you through the virtual platform. We are using the same conference system as last year; you will need to register and physically login to the conference landing page to access sessions. Poster, round table, and multi-paper sessions will be equipped with breakout rooms and a chat feature.

Presenters, please consider making aspects of your presentation accessible in both English and French. See our suggestions and information about support to do this later in the newsletter. Read on to learn more about the CATE featured panel, keynote speaker (Dr. Karen Ragoonaden), preconference, and graduate student session. There will also be a symposium featuring papers from CATE's 2021 Working Conference, Online Learning and Teaching from Kindergarten to Graduate School, and a poster session with CATE student award winners chaired by CATE past president Michele Jacobsen.

We look forward to gathering online in May!

Sincerely,
Marie-Emilie (Mimi) Masson & Leyton Schnellert,
CATE Program Co-Chairs 2022

Conférence ACFE/CATE 2022

Chers membres du ACFE,

Nous espérons que les premiers signes du printemps vous saluent en même temps que ce bulletin. Ce fut une autre année de pédagogie pandémique ; la recherche, le service et l'enseignement continuent à exiger créativité et patience. Nous espérons que la conférence CATE/ACFE 2022 vous donnera l'occasion de souffler et de reconnaître tout ce que vous avez apporté à la formation des enseignants cette année. L'établissement et le maintien de liens lors de la conférence annuelle contribuent à la prospérité de notre communauté CATE.

Les auteurs de toutes les propositions de sessions, d'articles et de symposiums ont été informés. Si vous n'avez pas reçu votre notification, assurez-vous de vérifier vos courriels indésirables et autres adresses électroniques. L'inscription à la conférence est ouverte et la date limite pour les inscriptions anticipées est le 31 mars. Veuillez noter que vous devez être inscrit à la conférence pour assister aux sessions.

Executive Announcements

La pré-conférence aura lieu le samedi 14 mai, de 13 h à 16 h 30, heure de l'Est. Nous remercions tout particulièrement Philippa Parks et Sheryl MacMath, membres à part entière de la CATE, qui ont mis sur pied un excellent programme axé sur l'équité, la diversité, l'inclusion et la décolonisation. Les sessions de la conférence sont prévues du dimanche 15 mai au jeudi 19 mai 2022, de 11 h à 18 h 45 HNE. Le projet de programme sera publié ce mois-ci. Nous avons reçu une collection exceptionnelle de propositions, à égalité avec les années précédentes. Prenez le temps de parcourir le programme et de trouver des sessions auxquelles vous pourrez participer et qui seront en lien avec votre propre travail, tout en offrant de nouveaux sujets et de nouvelles perspectives. Nous avons de nombreuses sessions liées à l'équité, à la diversité et à la justice sociale, à la formation des enseignants et à l'éducation K-12 pendant le COVID, au curriculum et à l'évaluation, à l'apprentissage professionnel préalable et en cours d'emploi, et plus encore!

C'est notre deuxième expérience avec une conférence en ligne et nous sommes impatients de nous connecter avec vous par le biais de la plate-forme virtuelle. Nous utilisons le même système de conférence que l'année dernière ; vous devrez vous inscrire et vous connecter physiquement à la page d'accueil de la conférence pour accéder aux sessions. Les sessions de posters, de tables rondes et de présentations multiples seront équipées de salles de discussion et d'une fonction de chat.

Les présentateurs sont priés d'envisager de rendre certains aspects de leur présentation accessibles en anglais et en français. Consultez nos suggestions et nos informations sur le soutien à apporter à cet égard plus loin dans le bulletin.

Poursuivez votre lecture pour en savoir plus sur le groupe d'experts de CATE, la conférencière principale (Dr Karen Ragoonaden), la préconférence et la session des étudiants diplômés. Il y aura également un symposium présentant les articles de la conférence de travail 2021 du CATE, Online Learning and Teaching from Kindergarten to Graduate School.

Nous avons hâte de nous réunir en ligne en mai !

Cordialement,
Marie-Emilie (Mimi) Masson et Leyton Schnellert,
Co-présidents du programme ACFE 2022

Executive Announcements

CSSE 2022 - CATE Pre-conference: Reimagining teacher education

CATE is very excited to announce our preconference for our 2022 conference.

On Saturday, May 14th we will be exploring and sharing ideas with our guest speakers on how to remake teacher education in response to the Equity, Diversity, Inclusion and Decolonization (EDID) Report.

Guest speakers and topics include:

Dr. Jan Hare University of British Columbia – Indigenization

Dr. Ann Lopez, University of Toronto – Anti-racism

Dr. Michele Jacobsen, University of Calgary – Technology

Dr. Nicki Yee, University of Fraser Valley – Inclusion

Dr. Genevieve Brisson, Université de Sherbrooke – Plurilingualism, Language education and literacy

This half-day workshop will begin at 10:00 PST / 13:00 EST and will include panel presentations from our guests, opportunities to engage in deeper conversations with guests and others in break-out sessions and will conclude in concrete action researchers and teacher educators can bring to their practice in order to help us all remake teacher education (in response to the EDID report).

CSSE 2022 - Session pré-conférence du ACÉFE : Réimager la formation des enseignants

L'ACEFE est fière d'annoncer notre session pré-conférence pour notre conférence de 2022.

Le samedi 14 mai, nous explorerons et partagerons des idées avec nos conférenciers invités sur la façon de remodeler la formation des enseignants en réponse au Rapport sur l'équité, la diversité, l'inclusion et la décolonisation (EDID).

Les conférencières invitées et les sujets abordés sont les suivants :

Dr Jan Hare, Université de la Colombie-Britannique – Indigénisation

Dr. Ann Lopez, Université de Toronto - Anti-racisme

Dr Michele Jacobsen, Université de Calgary - Technologie

Dr. Nicki Yee, Université de Fraser Valley - Inclusion

Dr Geneviève Brisson, Université de Sherbrooke - Plurilinguisme, éducation linguistique et alphabétisation

Cet atelier d'une demi-journée débutera à 10h00 PST / 13h00 EST et comprendra des présentations en panel de nos invités, des opportunités d'engager des conversations plus approfondies avec les invités et d'autres personnes dans des sessions en petits groupes et se conclura par des actions concrètes que les chercheurs et les formateurs d'enseignants peuvent apporter à leur pratique afin de nous aider tous à refaire la formation des enseignants (en réponse au rapport EDID).

Executive Announcements

CATE 2022 Special Event: Panel

In our efforts to provide guidance for responding to the Equity, Diversity, Inclusion and Decolonization (EDID) Report, CATE is very pleased to announce our 2022 Special Event: A Panel discussion on Inclusion and Diversity.

Each of our four panelists will address a critical area of concern and provide thoughts and suggestions for how researchers and teacher educators can rethink their practice to address issues of inclusion and diversity.

Our panelists include:

Marie Battiste, University of Saskatchewan: (Indigenization)

Florence Glanfield, University of Alberta: (Indigenization)

Sunny Lau, Bishop's University (Multiliteracy)

Patty Douglas, Brandon University, (Critical Disability Studies)

We hope to see you there in large numbers!

Événement spécial CATE 2022 : Panel

Dans le cadre de nos efforts visant à fournir des conseils pour répondre au rapport sur l'équité, la diversité, l'inclusion et la décolonisation (EDID), CATE est très heureux d'annoncer notre événement spécial 2022 : Un panel de discussion sur l'inclusion et la diversité.

Chacun de nos quatre panélistes abordera un domaine critique de préoccupation et fournira des réflexions et des suggestions sur la façon dont les chercheurs et les formateurs d'enseignants peuvent repenser leur pratique pour aborder les questions d'inclusion et de diversité.

Nos panélistes sont :

Marie Battiste, Université de Saskatchewan : (Indigénisation)

Florence Glanfield, Université de l'Alberta : (Indigénisation)

Sunny Lau, Université Bishop's : (Multilitératie)

Patty Douglas, Brandon University, (Études critiques sur le handicap)

Nous espérons vous y voir en grand nombre !

Executive Announcements

2022 CATE KEYNOTE SPEAKER

Dr. Karen Ragoonaden's Biography

Dr. Karen Ragoonaden is the Dean of the Faculty of Education, University of Manitoba. She is a distinguished academic and an award-winning educator. As the recipient of numerous Tri-Council grants in Social Sciences and Humanities, her research and publications focus on culturally sustainable pedagogy and well-being in relation to equity, diversity and inclusion. She is committed to anti-racism, anti-oppression, and decolonizing practices in research, teaching and learning within the academic and local and place-based communities.

Brief overview of Dr. Ragoonaden's Wellness in the Age of Uncertainty keynote presentation in English

This talk discusses how wellness practices are critical orientations in contemporary education. Recognizing the tumult of the last two years, commitments to sustain respectful relationships, engage in the complicated conversations of curriculum and re-thinking teaching and learning paradigms can contribute to pathways immersed in responsive and responsible dialogues where unlearning and re-learning can occur. Developing an open and calm receptivity along with a realistic attitude about self and society supports a culture where wellness of our communities is at the heart of pedagogical values and practice.

Brief overview of Dr. Ragoonaden's Wellness in the Age of Uncertainty keynote presentation in French

Les pratiques de bien-être sont des orientations essentielles dans l'éducation contemporaine. Reconnaissant le chaos des deux dernières années, l'importance de maintenir des relations respectueuses, de s'engager dans les conversations compliquées et de reconceptualiser l'enseignement et l'apprentissage contribuent à la création des environnements axés sur le succès. Développer une réceptivité ouverte et calme, ainsi qu'une attitude réaliste vis-à-vis de soi et de la société, soutient une culture où le bien-être est au cœur des valeurs et des pratiques pédagogiques.



Executive Announcements

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

HOST A BILINGUAL SESSION

Reach a wider audience. Increase accessibility to your research.
Connect with French-English researchers across Canada.

WHAT DOES A BILINGUAL SESSION LOOK LIKE?

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

HOW DO I HOST A BILINGUAL SESSION?

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

- bilingual slide translation
- bilingual Q & A support

REMEMBER!

Many people can understand at least some French and/or English! You do not require complete mastery of both languages.

Provide opportunities for your audience to interact with your research in the language of their choice by having information available either in written or spoken form.

GET IN TOUCH

Start thinking about your presentation as a bilingual contribution! Let us know if you need any support.

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

LEARN MORE AT [HTTPS://CATE-ACFE.CA/](https://cate-acfe.ca/)

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

ORGANISEZ UNE SESSION BILINGUE

Touchez un public plus large. Augmentez l'accessibilité de votre recherche. Entrez en contact avec des chercheurs français-anglais dans tout le Canada.

À QUOI RESSEMBLE UNE SESSION BILINGUE ?

1. Présentez oralement dans la langue de votre choix (c-à-d l'anglais) et faites rédiger vos diapos dans l'autre langue (c-à-d le français).
2. Disposez d'informations en anglais et en français sur toutes vos diapos et parlez la langue de votre choix.
3. Disposez une partie de vos diapos en anglais et l'autre partie de vos diapos en français et parlez la langue de votre choix.

COMMENT ORGANISER UNE SESSION BILINGUE ?

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

- traduction bilingue des diapositives
- support bilingue de questions et réponses

RAPPEL !

Nombreux sont ceux qui peuvent comprendre au moins un peu de français et/ou d'anglais ! Il n'est pas nécessaire de maîtriser complètement les deux langues.

Offrez à votre public la possibilité d'interagir avec votre recherche dans la langue de son choix en mettant à sa disposition des informations sous forme écrite ou orale.

CONTACTEZ-NOUS

Commencez à penser à votre présentation comme une contribution bilingue ! Faites-nous savoir si vous avez besoin de soutien.

Si vous avez d'autres questions concernant les sessions bilingues, veuillez contacter Mimi Masson (mmasson@uottawa.ca).

PLUS D'INFORMATION AU [HTTPS://CATE-ACFE.CA/](https://cate-acfe.ca/)

Executive Announcements



Canadian Society for the Study of Education
Société canadienne pour l'étude de l'éducation
50th CSSE Conference | 50e congrès de la SCÉE



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

GRADUATE STUDENT PANEL

Paradigm shifts in Equity, Diversity, Inclusion, Indigeneity (EDI) and teacher education research

Date: Monday, May 16, 2022 (Timeslot 10)

Time: 5:30–6:45pm Eastern (2:30–3:45pm Pacific)

Location: Virtual, as part of the CSSE 2022 Conference

Dr. Jennifer Markides, University of Calgary

Dr. Julian Kitchen, Brock University

Dr. Mimi Masson, University of Ottawa

Shyam Patel, University of Ottawa

Teacher education is experiencing an array of paradigm shifts: as researchers, teachers, and students, we are called on to think differently about how we engage in education together both locally and globally. The purpose of this multi-expert panel is to consider: how can graduate students and early career scholars situate their research in the evolving momentum of Equity, Diversity, Inclusion, and Indigeneity-driven research?

Graduate students, and early career scholars will discuss their experiences embracing, resisting, and incorporating EDII principles in their research.

For more information contact

Mandeep Gabhi (m.gabhi@queensu.ca)

Michael Holden (michael.holden@queensu.ca)

Executive Announcements



Canadian Society for the Study of Education
Société canadienne pour l'étude de l'éducation
50th CSSE Conference | 50e congrès de la SCÉE



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

ACFE COLLOQUE DES ÉTUDIANTS DIPLOMÉS

Changements de paradigme dans la recherche sur l'équité, la diversité, l'inclusion, l'indigénéité (EDII) et la formation des enseignants

Date : le lundi 16 mai, 2022 (Période 10)

Heure : 17 h 30 à 18 h 45 Est (14 h 30 à 15 h 45 Pacifique)

Lieu de rencontre : Via Zoom

Dre. Jennifer Markides, University of Calgary

Dr. Julian Kitchen, Brock University

Dre. Mimi Masson, l'Université d'Ottawa

Shyam Patel l'Université d'Ottawa

La formation des enseignants connaît une série de changements de paradigme : en tant que chercheurs, enseignants et étudiants, nous sommes appelés à penser différemment la manière dont nous nous engageons ensemble dans l'éducation, tant au niveau local que mondial. L'objectif de ce panel d'experts est de réfléchir à la manière dont les étudiants diplômés et les chercheurs en début de carrière peuvent situer leur recherche dans l'élan de la recherche axée sur l'équité, la diversité, l'inclusion et l'indigénéité.

Les membres de l'ACFE, les étudiants diplômés et les chercheurs en début de carrière discuteront de leurs expériences en matière d'adoption, de résistance et d'intégration des principes EDII dans leurs recherches.

Pour plus d'informations, veuillez contacter

Mandeep Gabhi (m.gabhi@queensu.ca)

Michael Holden (michael.holden@queensu.ca)

Executive Announcements

UPDATED CATE PUBLICATIONS STRATEGY - METADATA AND INDEXING

Announcement

CATE is delighted to announce our updated knowledge engagement strategy for all past and future CATE publications from the Working Conferences and Polygraph Series. In 2021, CATE updated the publications process and transitioned from posting PDFs on the Association's website to the use of Open Access (OA) publishing using PRISM, a digital repository.

CATE's publication of CATE Working Conference eBooks and CATE Polygraph series now uses enhanced indexing and metadata, Creative Commons licensing 4.0, and a DOI (direct object identifier), in addition to the ISBN (International standard book number) already in use.

Publishing the CATE Working Conference eBooks and CATE Polygraph series as Open Education Resources (OERs) in PRISM, an open access repository at the University of Calgary, serves to better position all CATE publications for increased access and indexing in Google Scholar and other well-used search tools. CATE's goals with this change are to increase accessibility and to drive more readers to the exceptional scholarship in CATE's growing collection of eBooks and Polygraphs.

Benefits to Authors

Two primary benefits of open access publishing to authors: 1) CATE Publications are all assigned a DOI, and 2) PRISM tracks statistics for each publication.

A DOI is a permanent and unique code that is assigned to an object, usually digital. Many journal articles and electronic books are assigned DOIs. Why use DOI? Since a DOI is permanent and unique, the location of an object (e.g. its URL) may change, yet the object can still be identified by its DOI. This makes the object easy to find. DOIs are also used to gather altmetrics, an alternative to traditional publishing metrics that are calculated using social media activity.

PRISM tracks statistics for each published item, including visits per month, file downloads, views by country and city. PRISM also incorporates an altmetrics badge to see how each item is referenced in social media and news articles. PRISM Downloads and Views: To find an item's downloads and view statistics, go to the item and select "Show statistical information". Altmetrics: Use your DOI or handle URL when referencing your item in social media and news articles. Then you can track who else is accessing the item in real time.

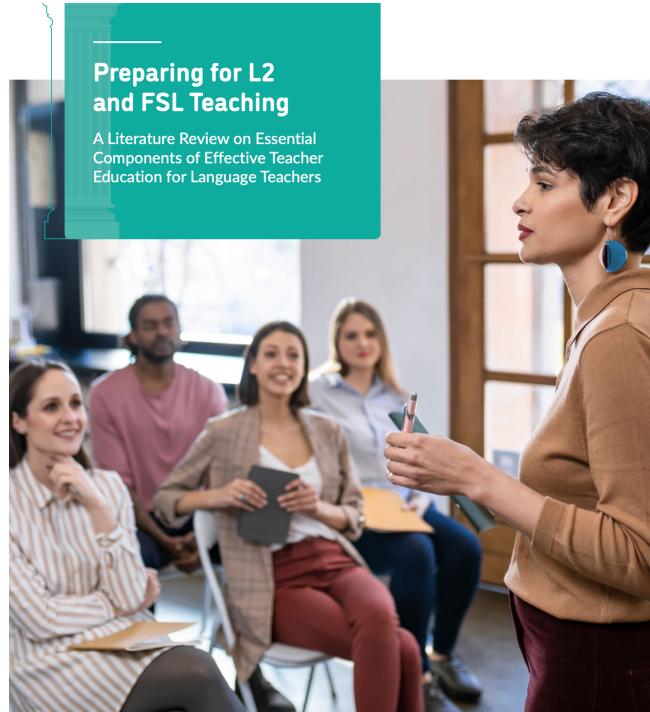
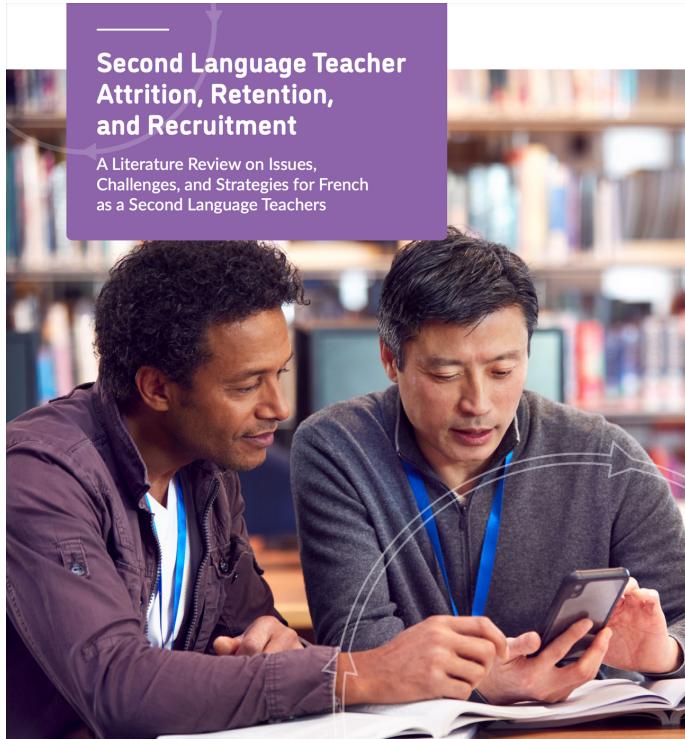
The latest information and links are available on the CATE Website:

<https://cate-acfe.ca/publications/>

Sincerely, Michele Jacobsen, Sandra Becker and Alexandre Mesquita
On Behalf of the 2021 – 2022 CATE Executive

Members Announcements

New publications



Canadian Association of Second Language Teachers
Association canadienne des professeurs de langues secondes



Canadian Association of Second Language Teachers
Association canadienne des professeurs de langues secondes

New publications! CATE members at the University of Ottawa have published two literature reviews on language teacher education with the Canadian Association of Second Language Teachers (CASLT). Executive summaries of both reports

- "Preparing for L2 and FSL teaching: A Literature review on essential components of effective teacher education for language teachers", and
- "Second language teacher attrition, retention, and recruitment: A literature review on issues, challenges, and strategies for French as a second language teachers"

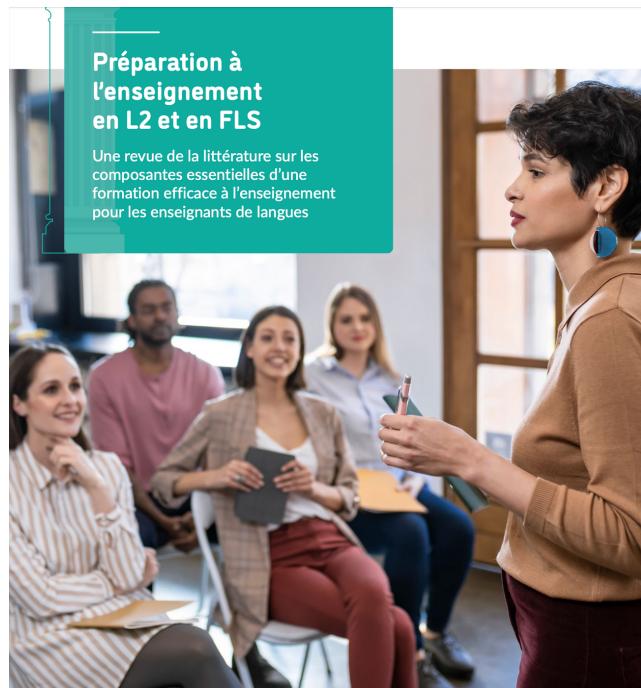
can be accessed through [CASLT's boutique](#).

Members Announcements

Nouvelles publications



Canadian Association of Second Language Teachers
Association canadienne des professeurs de langues secondes



Canadian Association of Second Language Teachers
Association canadienne des professeurs de langues secondes

Nouvelles publications ! Les membres de l'ACFAS à l'Université d'Ottawa ont publié deux revues de littérature sur la formation des enseignant.e.s de langues avec l'Association canadienne des professeurs de langues secondes (ACPLS).

Les résumés de recherche de ces deux rapports :

- “Préparation à l'enseignement en L2 et en FLS : Une revue de la littérature sur les composantes essentielles d'une formation efficace à l'enseignement pour les enseignants de langues”, et
- “Attrition, rétention et recrutement des enseignants de langues secondes : Une revue de la littérature sur les enjeux, les défis et les stratégies pour les enseignants de français langue seconde”

peuvent être accédés sur la [boutique de l'ACPLS](#)

Member Announcements

Rebecca Stroud Stasel's dissertation and publication

- In October, I defended my dissertation, entitled *Educator Acculturation while Living and Working Overseas: Stories from Seventeen Sojourning Teachers and School Leaders at International Schools*, <https://qspace.library.queensu.ca/handle/1974/29823>
 - In December, a journal published an article that I wrote, entitled Towards an acculturation framework for K -12 educators who live and work abroad: The role of teacher training institutions. <https://johepal.com/article-1-151-en.pdf>
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The Beauty of Education for Every Heart- My humble work which you may use in some way (and it can help all)

Dear Colleagues,

Hope you are doing well. Best wishes for your health and safety.

Some of our challenges related to education, research and practice -so- How to find some workable pathways!!

My humble work in various fields with some new research/ creative ideas/ workable approaches is given on this website:

<https://cognitivenet.wordpress.com/>

Please have a look and inform others too (The Beauty of Education for Every Heart). Please have a look & your journey of education may find some new pathways.

An important way to meet various challenges can be found by providing information to the hearts where it can make a true impact.

I am presenting my research and creative pathways just to help humanity (no personal gain intended).

I will be happy to join your efforts in some way. Please keep posted.

Thanks

Kind regards



Altaf

Altaf Qadeer (Ph.D.) (FRSA)

dr.altafqadeer@gmail.com

My cell: 1 647 296 7025

Member Announcements

Holistic Teacher Education: In Search of a Curriculum for Troubled Times

Hi

In late 2021, I edited a book I conceptualised called Holistic Teacher Education: In Search of a Curriculum for Troubled Times.

I have assembled this, perhaps eclectic, mix of authors and chapters in order to show the commonalities across countries, fields, traditions, and cultures that can all be influential in thinking about holistic education, curriculum development, and teacher education in troubled times. I hope each reader will find something that connects to their own story, context and experiences. However, I also hope that each reader will find something to inspire them to do something to shift society for the better.

This collection brings together approaches to the teacher education and preparation curriculum that may be described as holistic. It also discusses teacher education curricula that are reconstructionist and reconceptualist in nature, seeking to shift the trajectory of society through teacher education.

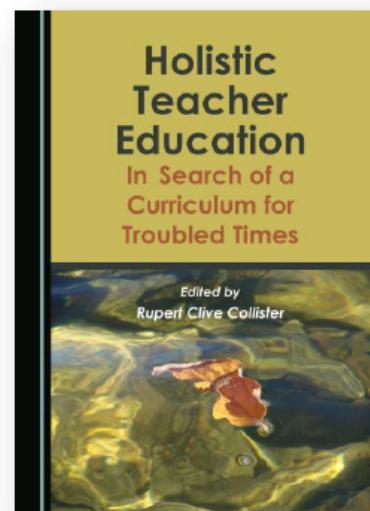
The book serves as an introductory text for the field of holistic curriculum studies, and will open it up to a wider audience.

To view the table of contents, and to learn more about the contributors to the volume, please [click here](#).

Thanks

Rupert Collister, PhD

Holistic Teacher Education In Search of a Curriculum for Troubled Times Edited by Rupert Clive Collister



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Member Announcements

Book Description

This collection brings together approaches to the teacher education and preparation curriculum that may be described as holistic. It also discusses teacher education curricula that are reconstructionist and reconceptualist in nature, seeking to shift the trajectory of society through teacher education.

The book serves as an introductory text for the field of holistic curriculum studies, and will open it up to a wider audience.

To view the table of contents, and to learn more about the contributors to the volume, please [click here](#).

A Word from the Editor

I have assembled this, perhaps eclectic, mix of authors and chapters in order to show the commonalities across countries, fields, traditions, and cultures that can all be influential in thinking about holistic education, curriculum development, and teacher education in troubled times. I hope each reader will find something that connects to their own story, context and experiences. However, I also hope that each reader will find something to inspire them to do something to shift society for the better.

About the Editor

Dr Rupert Clive Collister has worked in the post-compulsory education sector for over 22 years, and his experience reflects the diversity of the sector in its broadest sense. He received his PhD from the University of New England, Australia, where he explored the interconnections between holistic and transformative learning, Indigenous ways of knowing, and Eastern philosophy.

Holistic Teacher Education: In Search of a Curriculum for Troubled Times is available now in Hardback from the Cambridge Scholars [website](#), where you can also access a [free 30-page sample](#).

Closing the Opportunity Gap for Racialized and Under-Resourced Communities through the Community School Initiative

1) Please see the link below containing an infographic that is based on the discussion webinar from a December 2021 session with Community-Based Research Canada. The webinar and the discussion sessions are titled "Closing the Opportunity Gap for Racialized and Under-Resourced Communities through the Community School Initiative". This was part of a SSHRC funded project led by Dr. Ardavan Eizadirad along with graduate students Sally Abudiab and Brice Baartman.

The recording of the event, a copy of the PPT slide deck, and the infographic are available at:
<https://www.communityresearchcanada.ca/webinars-2021>

2) An article written by Drs. Ardavan Eizadirad, Jennifer Holm and Steve Sider (Wilfrid Laurier University) about experiences of Laurier teacher candidates writing the pilot Math Proficiency Test has been published in the Journal of High Education Policy and Leadership Studies! I have attached a PDF to this email. It can also be accessed via the journal website with journal website:
<https://johpal.com/article-1-154-en.html>

Member Announcements

Thanks! With love, respect, and gratitude.

Dr. Ardavan Eizadirad (he/him)

Assistant Professor, Faculty of Education, Wilfrid Laurier University

<https://edication.org/resources>

@DrEizadirad

Academic Publications: https://www.researchgate.net/profile/Ardavan_Eizadirad

Co-Editor of Equity as Praxis in Early Childhood Education and Care (2021)

Author of Decolonizing Educational Assessment: Ontario Elementary Students and the EQAO (2019)

Crisis and opportunity: How Canadian Bachelor of Education programs responded to the pandemic

Danyluk, P., Burns, A., Hill, L. S., & Crawford, K. (Eds.). (2022). Crisis and opportunity: How Canadian Bachelor of Education programs responded to the pandemic. In Canadian research in teacher education: A polygraph series (Vol. 11) [eBook]. Canadian Association for Teacher Education/Canadian Society for the Study of Education. <http://dx.doi.org/10.11575/PRISM/39534>