

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. Reconnaisant 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.

2021 CATE KEYNOTE



The (re-)emergence of gender diversity and the challenge for teacher education

Dr. Lee Airton (Queen's)

Description

Five years ago, when Dr. Lee Airton asked a large class of pre-service teachers whether they had heard the term 'cisgender' (i.e., not transgender), only about one quarter raised a hand. This past September, however, only a scant few did not. This recent surge in gender diversity knowledge and exposure among the general Canadian public has unfolded in lockstep with the beginning of Dr. Airton's academic career as one of the first openly transgender professors in a Canadian faculty of education. In the 2021 CATE keynote address, Dr. Airton looks back across a decade of participation in CATE and the Canadian teacher education community, and envisions a teacher education that materially welcomes all of the ways people live gender, including the ones we may think are already here in abundance.

Biography

Dr. Lee Airton is an Assistant Professor of Gender and Sexuality Studies in Education at Queen's University in Kingston, Ontario, and the Co-President of the Queer Studies in Education and Culture SIG of CASWE in CSSE. Their public scholarship includes the blog They Is My Pronoun, the No Big Deal social media initiative, and the book *Gender – Your Guide: A Gender-Friendly Primer on What to Know, What to Say and What to Do in the New Gender Culture* (Adams Media – An Imprint of Simon & Schuster). Dr. Airton's scholarly articles appear in the journals *Gender and Education*, *Sex Education*, *Curriculum Inquiry*, *Teachers College Record*, *The Canadian Journal of Education*, and the *Journal of Education Policy*. Their current SSHRC-funded research project explores how Ontario K-12 schools are responding to the inclusion of gender identity and gender expression protections in human rights legislation, including implications for teacher education.

www.leeairton.com

2020 CATE KEYNOTE



Dr. Jan Hare's CATE Keynote Presentation: Trickster Comes to Teacher Education

The trickster or shape shifter is an important cultural being within Indigenous learning traditions. This figure uses strategies of creation, humour, dialogic pedagogy, and experience to upset dominant paradigms of our world, including education. Through

the metaphor of the trickster, who acts with critical purpose, this presentation (re)imagines the much needed transformation of teacher education to empower Indigenous teacher candidates in advancing their own journeys of decolonization and reclamation and consider programmatic opportunities that can enrich and be enriched by Indigenous communities.

Dr. Jan Hare is an Anishinaabe scholar and educator from the M'Chigeeng First Nation in northern Ontario. She is the Associate Dean for Indigenous Education and Director of NITEP – Indigenous Teacher Education Program in the Faculty of Education at the University of British Columbia. She has led the development of required Indigenous education course instruction in teacher education at UBC, as well as establishing new pathways to teacher education for Indigenous students through NITEP. Her research and teaching is concerned with centering Indigenous knowledge systems from early childhood, K to 12 education, and post-secondary settings. She has developed the Massive Open Online Course, Reconciliation Through Indigenous Education, which has seen over 35,000 participants from around the world in its course offerings.

2018 CATE KEYNOTE



The Nature of Continuous Professional Learning: Authenticity, Connectedness, and Context

Dr. Karen Goodnough, Professor, Memorial University
Tue, May 29, from 3:00 – 4:15 P.M., in Education Building – ED 191
The Nature of Continuous Professional Learning: Authenticity, Connectedness, and Context

In this 2018 CATE Keynote, Dr. Karen Goodnough will examine the nature of continuous professional learning (CPL) by sharing the outcomes of her collaborative inquiry and research with teachers over the last two decades. She will argue that professional learning in both K-12 and higher education should be premised on a view of learning that considers authenticity, connectedness, and context. She will examine how these concepts can inform the design of effective CPL and how teacher educators can play a role in fostering professional learning that aligns with these concepts.

2017 CATE KEYNOTE



Lynn Thomas

Université de Sherbrooke

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

[Article](#)

[Presentation](#)

2016 CATE KEYNOTE

Sharon Friesen
Galileo Educational Network
Werklund School of Education
“To Grasp A Moving Form”

[Article](#)

[Presentation](#)

2015 CATE KEYNOTE



Thomas Falkenberg
University of Manitoba

“Inner Wisdom: A Foundation for Being a Teacher”