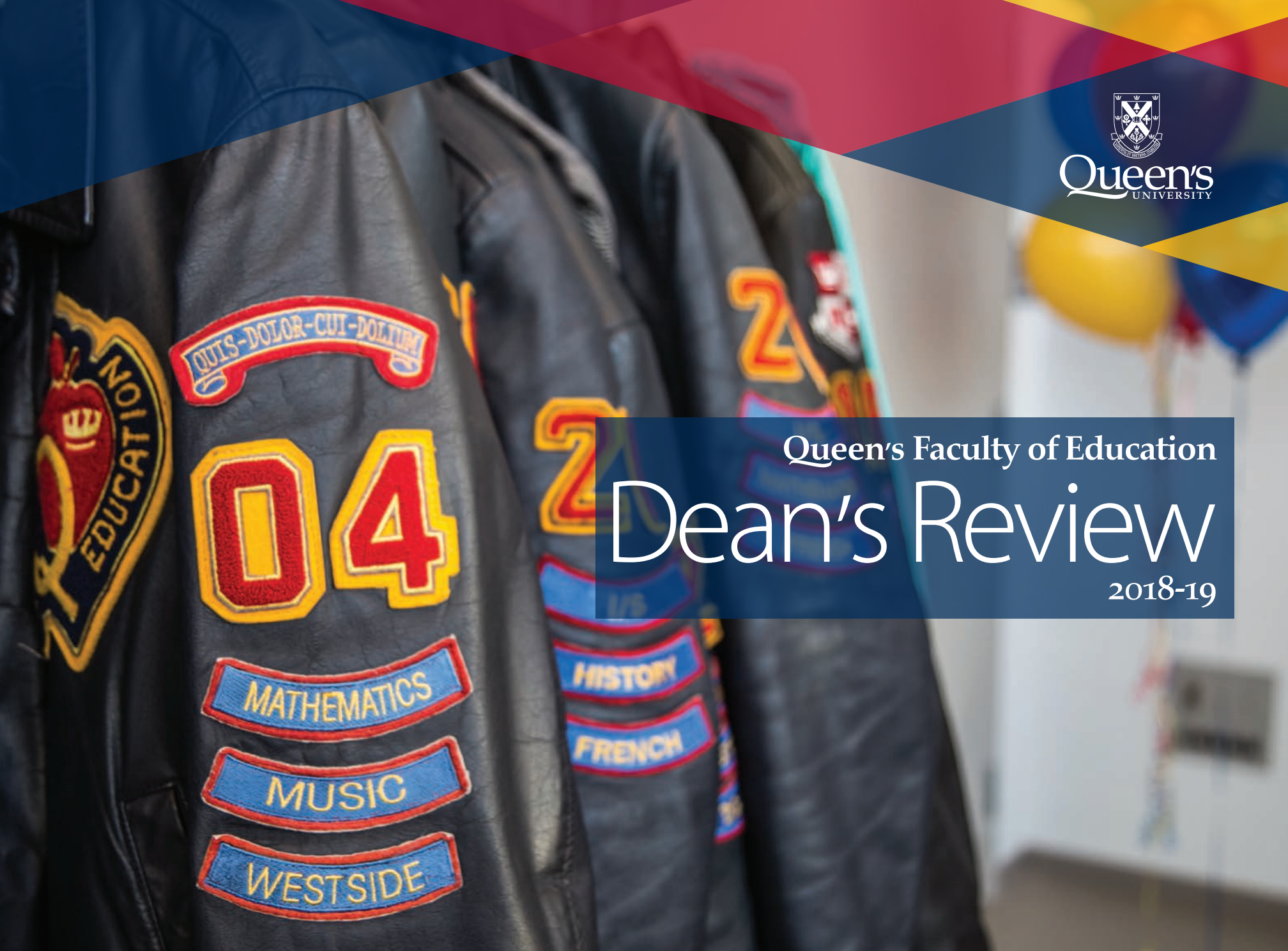




Queen's
UNIVERSITY

Queen's Faculty of Education
Dean's Review
2018-19



Contents

- | | | | |
|----|---|----|---|
| 4 | Academic Plan 2019-2022 | 15 | Indigenous Education and Reconciliation |
| 5 | Inclusion, Equity, and Diversity | 16 | Community |
| 7 | 50 Influential Alumni in 50 Years | 17 | Homecoming 2019 |
| 9 | Research | 18 | Advancement |
| 13 | Science Rendezvous | 19 | Updates from CTE and Professional Studies |
| 14 | Notes from the <u>Queen's</u> School of English | | |



Students and faculty at Convocation

Message from Dean Rebecca Luce-Kapler

Social responsibility is our centre of gravity at the Faculty of Education. In recent years, we have articulated a desire to emphasize the role of education in promoting and developing Indigenous education and knowledge, and equity, diversity, and inclusion in our teaching and research. This is illustrated through all our activities—programs, hiring, research, and partnerships.

This year's Dean's Review paints a picture of the tremendous passion and energy at our Faculty and celebrates the incredible work of our students, teachers, researchers, and staff during the 2018-2019 academic year.

Garrett Elliott Photography



Academic Plan 2019-2022

With over 2,000 students, more than 120 faculty and instructors, and over 33,000 alumni across the world, our Faculty is positioned to bring our progressive, ethical approach to research and education to classrooms, students, and communities everywhere. In the coming years we plan to enhance our existing strengths and build our partnerships with schools, universities, and communities.

Our Academic Plan 2019-2025 guides us as we continue our work within seven main themes:

- Foster Excellence
- Support Sustainability
- Embrace Internationalization
- Enhance Inclusion, Equity, and Diversity
- Champion Indigenous and Decolonizing Education
- Build Community
- Enrich Well-Being

The initial consultation for the *Academic Plan* took place during the annual Faculty retreat where the Faculty community reflected on our objectives for teaching, research, student support, and administration. From this collaboration the *Academic Plan* was created. After internal reviews, a broader consultation invited feedback from students, teachers, alumni, community partners. In the spring of 2019, the *Academic Plan 2019-2025* was approved by our Faculty Board.

We will track the progress of our work to meet the objectives set out in the *Academic Plan* and report annually. You can access the full plan and read about progress on our website: educ.queensu.ca.



Inclusion, Equity, and Diversity

Social responsibility informs our research, our community partnerships, and our teaching. To this end, we created a comprehensive and measurable plan for the **Enhance Inclusion, Equity, and Diversity** theme from our *Academic Plan*.

Over the summer of 2019, Dr. Anita Jack-Davies (Ed'07, PhD'11), President of Mosaic Cross-Cultural Solutions, led the Faculty in the development of an equity, diversity, and inclusivity (EDI) vision and mission statement, and developed recommendations to enhance EDI for our students, faculty, and staff. To guide this work, Faculty established the Equity, Diversity and Inclusivity (EDI) committee.

The purpose of the committee is to cultivate an inclusive community; create welcoming classrooms and social spaces for all students, faculty, and staff; ensure equitable and inclusive policies, processes, curriculum, and events; and support marketing, recruitment, and retention initiatives that enhance diverse teaching and learning at the Faculty.

The EDI committee is a central point of contact for equity and diversity concerns, and supports and advocates for systemic change for students, faculty, and staff.

The committee's milestone objectives in 2019-2020 include:

- Develop, implement, and communicate policies and procedures to report racism, discrimination, and other equity issues at the Faculty
- Enhance equity training available for students, faculty, and staff on EDI issues
- Establish a permanent, visible equity and diversity space in Duncan McArthur Hall
- Create a virtual space where EDI resources can be uploaded, accessed and shared by faculty, staff, students, and community



EDI working group summer 2019

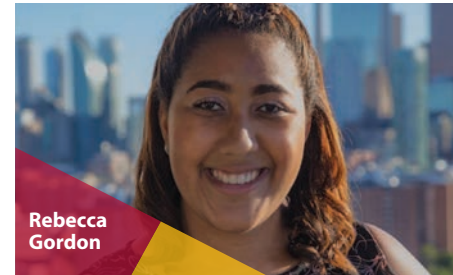
Our faculty, staff, and students had already begun this important work well before the EDI vision and committee was established. 2019 brought recognition of much of this critical work including the establishment of the Teacher Candidates of Colour (TCC)!

On March 19, 2019, Dr. Alana Butler was given the **Queen's Human Rights Initiative Award** which recognizes initiatives that make outstanding contributions to the advancement of equality and human rights at Queen's. Dr. Butler was instrumental in helping to establish the TCC – providing a welcoming and supportive community for current and future teacher candidates and enabling students to bring their knowledge and experience to our community.

B.Ed. teacher candidate and alumna, Rebecca Gordon (Ed'19) received the 2019 **Equity, Diversity and Inclusivity Award**. Rebecca founded the TCC. Under her leadership TCC organized campus-wide events, including an "Ask Me Anything" Diversity and Inclusivity Roundtable for teacher candidates. The initiative brought together TCC and allies to consider how to create safe and inclusive spaces for racial minorities in the Faculty and community. TCC also worked with the Limestone District School Board on Black History Month activities and is planning more community engagement projects as they enter their second year.



Dr. Alana Butler



Rebecca
Gordon



Con-ed students take part in the Queen's tradition of coverall painting

50 Influential Alumni in 50 Years

To celebrate the 50th anniversary of the Faculty of Education, we reached out to our community for nominations of notable alumni that have gone on to have impressive and impactful careers. The resulting list, Top 50 Influential Alumni in 50 Years, highlights the wide-reaching and fascinating careers of our graduates across the globe: from politics to humanitarian work, technology to the classroom and everywhere in between, these individuals prove that a degree in education can lead a graduate down many different paths.

Many of the Top 50 alumni have forged careers in Equity, Diversity and Inclusion. This includes: Dr. Anita Jack-Davis (Ed'07, PhD'15) a renowned diversity expert and keynote at the 2019 Faculty Retreat; Stephanie Simpson (Ed'97, MEd'10), the current Associate Vice-Principal (Human Rights, Equity and Inclusion) at Queen's; and Michael Kehler (Ed'85), professor of Masculinities Studies with the School of Education at the University of Calgary.

The Top 50 features the work of just a few of the remarkable individuals who have graduated from our Faculty and gone on to have a profound impact on educational research, policy, and the lives of countless students. Visit our website for more information on each of our honourees: educ.queensu.ca/top-50-50.



Top 50 Influential Alumni in 50 Years

Roth and Ramberg Photography Inc.



Michael Duncan Kehler



Hannah Ramsay



Stephanie Simpson

Esther Bettney Ed'05, MEd'15

Kimberly Susan Betts (Lockhart) MEd'15

Cheryl Boughton nee MacDonald Con.Ed.'93, PME'18

Peter Bowers Ed'92, MEd'06, PhD'12

Kristin Bridges Ed'19

Michael Callan Ed'91

Barbara Jane Canton nee Edwards Ed'77, MEd'95

Tammy Chen Ed'08

Murray Dee Ed'95

Paul Dewar Ed'94

Greg Dick Ed'93

Jody DiRocco Ed'84, MEd'05

Christine Doe PhD'13

Gabrielle Iakotennikonhrare Doreen Ed'13

Mary Anne (Edgeworth) Drinkwater Ed'78

Michael Duncan Kehler Ed'85

Winona Elliott-Schep Ed'88

Sue Fostaty Young MEd, PhD'12

Barbara Fraser-Stiff MEd'86

Jim Friars Ed'87

Scott Garbe Ed'92

Laurie Gashinski Ed'07

Don Goodridge Ed'70, MEd'82

Rosalie Griffith Ed'99

Jovan Groen Ed'06, MEd'09

Sheri Henderson Ed'89

Janette Hughes Ed'88

Marcea Ingersoll Ed'08, MEd'10, PhD'15

Anita Jack-Davies Ed'07, PhD'11

Robert Keith Ed'89

Chi Yan Lam MEd'12, PhD'16

Grant Linney Ed'78

Dave McMaster Ed'89

Robert (Jeff) McMillan Ed'77

James McNutt Ed'13, MEd'16

Eleanor Newman Ed'77, MEd'81

Robert (Bob) Petrick MEd'05

Leta Potter Ed'86

Virginia Puddicombe Ed'85, MEd'05

James Raffan Ed'78, MEd'83

Hannah Ramsay Con.Ed.'17

Stephanie Roy Ed'98

Gurjit Sandhu PhD'06

John Senisi Ed'01

Stephanie Simpson Ed'97, MEd'10

Stephen Sliwa MEd'03

Deb St. Amant Ed'82

Madeliene Tarasick Ed'75, MEd'80

Mona Walrond Ed'78

Research

We are thrilled to welcome three new faculty members and look forward to their contributions to our community in the coming years.

Dr. Thashika Pillay is an Assistant Professor in Educational Policy. She completed her PhD in Social Justice and International Education in the Department of Educational Policy Studies at the University of Alberta. Thashika has extensive research and teaching experience in K-12 and higher education in Canada, Australia, and Ethiopia. Her research explores questions of social, cultural, economic, political, and epistemic justice and the possibilities for anticolonial educational policy in formal and informal contexts.

Dr. Heather McGregor is an Assistant Professor of Curriculum Theory. Her research and scholarly activities focus on Arctic and Indigenous education, historical thinking and historical consciousness in history education, and the history of Canadian education. Heather was born in Yellowknife, raised in Iqaluit and continues to pursue research in the Canadian Arctic. Whatever her focus, Heather maintains a commitment to, and curiosity about, decolonizing approaches to teaching, learning, and research.



Dr. Saad Chahine is an Assistant Professor of Measurement and Assessment. He specializes in measurement and assessment and has extensive research and evaluation experience in K-12 and health profession education. Drawing on validity theory, his research is intended to improve educational policy and practice through in-depth examination of big data. Saad is also interested in supporting international development. He has worked with governments and not-for-profit organizations in Myanmar, Belize, Trinidad and Tobago, and Pakistan to support and study educational change initiatives.

Dr. Thashika Pillay
Dr. Heather McGregor
Dr. Saad Chahine

Bringing Scholars Together



Dr. Ben Bolden at the Winnipeg Symposium

Our faculty members contributed to and led numerous conference and symposia – too many to name here! Some highlights include:

Positive Leadership for Flourishing Schools Forum

Drs. Benjamin Kutsyruba, Sabre Cherkowski, and Keith Walker hosted the Positive Leadership for Flourishing Schools Forum in September 2019. The aim of the forum was to bring together researchers, policymakers, and practitioners across a variety of educational contexts to share knowledge and practices on positive leadership, well-being, and building school cultures where everyone can flourish.

***They, Hirsself, Em, And You!:* Nonbinary Pronouns in Research and Practice**

Led by Drs. Lee Airton, Bronwyn Bjorkman, and Lex Konnelly, *They, Hirsself, Em, and You* brought together linguists and other researchers and practitioners working on topics relating to nonbinary pronouns. The goal was to raise the profile of this research within linguistics and other disciplines and to build resources that can be used by educators, policy makers, community advocates, and researchers.

Winnipeg Symposium 2019: Towards a Sustainable Vision for the Future of Arts Education

The Winnipeg Symposium 2019: Towards a Sustainable Vision for the Future of Arts Education brought together participants from around the globe to discuss the future of arts education. Led by Dr. Ben Bolden, UNESCO Chair in Arts and Learning, and former Chair Dr. Larry O'Farrell, the participants considered the future of arts education. An upcoming position paper, The Winnipeg Declaration, will make use of the questions, ideas, and research from the symposium to suggest policy recommendations to inform arts education institutions and organizations around the world.

Empowerment through Revitalization

In 2019, Dr. Lindsay Morcom was awarded the Canada Research Chair (CRC) Tier 2 in Language Revitalization and Decolonizing Education.

As Indigenous communities around the world work to ensure the survival of their languages, it is becoming clear that the best language planning approaches involve learning opportunities for families and individuals of all ages.

Building on current on-reserve and urban research on language revitalization, Lindsay will continue her work in CRC partnership with Indigenous communities

to identify goals and best practices for education and language planning. Her research interests include the role native language plays in building self-esteem and improving graduation outcomes for Indigenous children, as well as grassroots approaches to language revitalization in on-reserve and urban contexts. Lindsay is also part of a collaborative research group made up of Indigenous and non-Indigenous female researchers at Canadian universities researching decolonizing and reconciliatory behavior at various academic institutions, and holds a collaborative SSHRC New Frontiers in Research grant that examines the use of virtual reality technology for building reconciliation between Indigenous and non-Indigenous communities.

The Faculty Celebrates New Royal Society Fellows

In 2018, Dr. Rena Upitis was inducted as a fellow to the Royal Society of Canada. Rena was recognized for her academic contributions as a dynamic arts education scholar of international stature. Taking a holistic approach to human development, she has cultivated many spheres of expertise: arts education, digital literacy, mathematics education, curriculum development, sustainability studies, and architectural design.

The Faculty was excited to celebrate as Dr. Rosa Bruno-Jofré received this distinguished honour the following year. Rosa is internationally acclaimed for her research into the history of education and has made significant contributions to the history of women religious, history of education, and educational theory from a historical perspective.

We are overflowing with pride in the accomplishment of these illustrious scholars!



Dr. Rena Upitis

Dr. Rosa Bruno-Jofré



Illustration: Ogimaakwenos by (Chief Lady Bird) for the Research at Queen's website: queensu.ca/research

Research in Focus

Beating the Odds: An intergenerational examination of non-financial barriers to post-secondary education for low-income Ontario youth

Drs. Alana Butler and Liying Cheng

Approximately 4.8 million Canadians live in low-income households. Up to now, there have been few qualitative studies of intergenerational non-financial barriers to post-secondary education among low-income Canadian youth and their parents or guardians. Even less is known about how these barriers may influence post-secondary decision-making. In order to increase post-secondary access among low-income students, non-financial barriers need to be better understood.

This SSHRC funded study will conduct an intergenerational examination of non-financial barriers to post-secondary participation among low-income youth. It will examine how these factors affect post-secondary decision-making and develop policy recommendations and knowledge mobilization strategies for key stakeholders to increase post-secondary participation among low-income student populations.

Leading the Way in International Research

Dr. Christopher DeLuca

Dr. DeLuca is one of many faculty members taking part in international research collaboration. His current international research aims to rethink assessment across educational systems to better support student learning. With collaborating researchers in Australia, Chris was awarded two competitive Australian Research Council grants in 2019.

Chris is also engaged in a multi-national SSHRC Partnership Development Grant study on *Preparing Teachers for the Age of Accountability* with institutional partners and collaborators in

the United Kingdom, New Zealand, Canada, and Australia. Combined, these and his other research projects in the United States, China, Germany, and Switzerland explore the complexities of educational assessment across contexts while generating internationally-relevant findings that support teachers and student learning.

Supporting Transgender and Gender Non-Conforming Teacher Candidates: Shifting from a Reactive to Proactive Stance

Drs. Lee Airton and Michelle Searle

This action research project takes place at a time when more and more transgender and/or gender non-conforming people are coming out and being out in public life. The project aims for teachers to enter the profession with the expectation and experience of being fully affirmed in their gender identity and/or gender expression, because they have been so affirmed from day one in our program.

The project began with an exploration of the services and processes teacher candidates access and made systemic changes accordingly. The long-term ambition is to encourage changes to support transgender and/or gender non-conforming students in all Canadian pre-service teacher programs.

So far, the impact of this project on our Faculty includes: the inclusion of preferred pronouns and revision of gendered language on the website; a plan for inclusion of images that depict a range of transgender and nonconforming individuals; close attention to increased inclusion in program materials; and a FAQ for teacher candidates. While each of these examples is significant on their own, one of the greatest successes of the project is the continuing support from staff, students, and faculty.

SCIENCE RENDEZVOUS

2019 was another amazing year
for Science Rendezvous Kingston!



Notes from Queen's School of English

Queen's School of English (QSoE) is an integral part of the Faculty's international strategic plan. For over 76 years, QSoE has welcomed students from around the world. Each year over 600 students arrive from more than 20 countries to dedicate themselves to studying English in order to reach their academic, personal, and professional goals. More than half of QSoE students continue to Queen's for undergraduate or graduate degree programs.

Community and inclusion are fundamental components of QSoE. The student life program offers a wide variety of activities that help students form international friendships while exploring everything that Kingston has to offer. QSoE's partnership with Canada Homestay Network brings internationalization to the Kingston community.

QSoE is particularly proud of the growing impact of the Volunteer Club which began in 2017 and offers students the opportunity to give back to the Kingston community. The Volunteer Club prepares and serves meals at the local non-profit charity Martha's Table; collects food, supplies and clothing for local charities such as the Kingston Humane Society, Kingston Youth Shelter, and the Kingston Children's Aid Society; and grows vegetables on campus for Loving Spoonful. The Volunteer Club also fundraises for local charities by hosting events such as silent auctions, bake sales, fun runs and a fun fair, generating over \$5,000 in donations to date.



Indigenous Education and Reconciliation

With Dr. Morcom's new CRC (page 11), the addition of Dr. McGregor to the Faculty, the Master's program in World Indigenous Studies in Education, an expanding community-based ATEP, support for the National Centre for Truth and Reconciliation, and the incredible work of our ATEP and graduate students, Indigenous education and research is thriving at the Faculty.

We are lucky to have Deb St. Amant (Bezhig Waabshke Ma'iingan Gewetigaabo) as Elder-in-Residence and as the Coordinator of Aboriginal Teacher Education Program. During her time here she has made incredible contributions to the Indigenous community, sharing her knowledge and passion of Indigenous education with students, faculty, staff and the Queen's community. This year Deb received the Canadian Teachers' Federation Indigenous Elder Recognition Award for her work. Chi-Miigwech Deb!

The MacClement lecture series brought journalist Tanya Talaga to the Faculty. Talaga, the first Ojibway woman to deliver the CBC Massey Lectures, shared her hope for a more inclusive and equitable future with students, faculty and community at her lecture in September 2019.

The Faculty of Education is excited to be supporting Ontario students, teachers, schools, and boards with the **2nd Annual Ontario Imagine a Canada Exhibition** in The Studio here at Duncan McArthur Hall. Imagine a Canada features work from students across the province who have produced pieces of art inspired by imagining Canada through the lens of Reconciliation. The exhibition features many different types of art including beadwork, paint, poetry, mixed media, video, and craft.

Olivia Rondeau (Ed'19) was one of five Queen's students to receive the 2019 Agnes Benidickson Tricolour Award for her work on Indigenous education and reconciliation. The award and induction in the Tricolour Society is the highest tribute that can be paid to a student for valuable and distinguished service to the university in non-athletic, extra-curricular activities.

"Truth and Reconciliation in YOUR Classroom" won a Gold Award!

The article, written by Dr. Kate Freeman, Shawn McDonald, and Dr. Lindsay Morcom, was submitted to the Trade Association and Business Publications International (TABPI) Awards in the "How-To Article" category. This is the first time Education Canada Magazine has won Gold.



Community

Community Cupboard confronts food insecurity at Duncan McArthur Hall



In 2018, Daniel Troisi (Ed'18), a teacher candidate in technological education, led a group of fellow students to create a community cupboard to address food insecurity at the Faculty. The "Queen's Community Cupboard" is an accessible space near Jean Royce Hall where students can find non-perishable food and school supplies donated by the community. A year after graduating, Daniel returned to Duncan McArthur Hall with his own students.

Mr. Troisi now teaches in the Specialist High Skills Major (SHSM) Program at St. Peter's Secondary School in Peterborough, Ontario. SHSM meets every morning for a semester, earning the students a credit in religion, hospitality and tourism, and

a college credit with Fleming College. On Friday, October 18, the entire SHSM class traveled to Kingston and stopped by the Faculty of Education to see the community cupboard and make a donation. Mr. Troisi spoke to the students about creating the community cupboard when he was a student – emphasizing its purpose-driven design and the importance of giving back to the community – before the students made their donations.

The Community Cupboard continues to be an important service in the Faculty to support students in need and demonstrates the impact experiential learning projects can have on students, alumni, and the wider community, even after graduation.



Youth Forum 2019

Youth Forum: Youth as Agents of Social Change

The Youth Forum brings together leaders and activists from local high schools to support young people working to make a difference in their community. Students and teachers from 10 local high schools participated in a day-long workshop here at the Faculty with guest speakers from organizations such as the United Way Youth Council and Youth 2 Kingston. Superintendents, faculty members, and graduate students were also on hand to lend their support.

The goal of the day was to help each school team identify an issue to address in their school or community this year. At the forum, students brainstormed ideas around issues such as equity, mental health, climate change, and human rights. The next step is for each school to submit a project proposal and budget, and we will provide up to \$1,000 of seed funding to help each project get started. The group will come together again in May 2020 to share their experiences.

Homecoming 2019

1 Million Teachers

1 Million Teachers (1MT) is a smart phone app-based technology developed by Hakeem Subair when he was a Master's student at the Smith School of Business. The Faculty of Education has been supporting the development of curriculum for the app and annually sends a group of Queen's teacher candidates to sub-Saharan Africa to provide workshops and meet the teachers who are using the app.



Sistema Kingston

Now in its fifth year, Sistema Kingston is housed at Molly Brant Elementary School and serves 35 students in grades 2-6 from October to May. Students learn music fundamentals (rhythm, pitch, note reading, listening) singing, playing string instruments, yoga and movement, and receive nutritious snacks. Each school year culminates in a final concert at the

Isabel Bader Centre for the Performing Arts. In four short years, these final concerts have brought together families, students, donors, and community members from all over the greater Kingston area.



Queen's Reading Club—A Collaboration with St. Francis of Assisi Catholic School

Teacher candidates enrolled in the Literacy Concentration started a reading club at St. Francis of Assisi. At several weekly sessions, the TCs meet one-on-one with grade 2-6 students where they are implementing a range of games and activities to improve students' literacy skills. The individualized nature of the program allows the TCs to assess and use the instructional strategies they are learning in class.

The Faculty celebrated Homecoming 2019 with the annual wine and cheese in partnership with CESA!

Thanks to all our Alumni that joined us!



Advancement

Donations to the Faculty of Education support students struggling with tuition and the cost of living, reward graduates for their academic excellence, and fund inclusivity training, Indigenous education workshops, and community projects such as Sistema Kingston and the Youth Forum.

Teaching Excellence Fund – This year the Teaching Excellence Fund supported TRIBES training for teacher candidates. TRIBES focuses on the “healthy development of every child so that each one has the knowledge, skills and resiliency to be successful in a rapidly changing world”. This additional training is in high-demand and because of its high-cost would not be accessible to many teacher candidates without support from the Teaching Excellence Fund.

I have heard about TRIBES training for years and always wanted to participate but cost was a barrier. I was fortunate to attend a TRIBES workshop thanks to funding that made this weekend of training free. This experience was invaluable to my future teaching because it provided me with useful tools and strategies to create community in the classroom and beyond. I feel that after this workshop, I am better prepared to cultivate strong classroom community and proactively tackle classroom management. This research-based process maximizes learning and fosters respect among peers. —Teacher candidate, Emily MacDonald

Community Initiatives Fund – The Community Initiatives Fund supported local students and schools through events such as the Youth Forum and Sistema Kingston – making a direct impact in our community.

Indigenous Initiatives Fund – This fund made it possible to celebrate student work from across Ontario at the Imagine a Canada exhibition. It also supports training for students, faculty and staff on Indigenous education, culture, and knowledge.



To support our students and community please consider a donation to one of these important funds.

www.givetoqueens.ca/education

Updates from CTE and Professional Studies

Continuing Teacher Education (CTE) continues to expand program offerings internationally. CTE is forming partnerships with international universities, ministries of education, and other educational institutions to offer specialized programming for educators. In September 2019, CTE and the Queen's School of English began the first eight-month on-site teacher training program plus English language instruction for a group of certified Korean teachers.

In 2019, Professional Studies identified a new audience: learners with an undergraduate degree who aspire to complete the TESL Ontario Certification for English language teachers. Teaching English as a Second Language Parts 1 and 2 are currently in development, and these certification courses will soon be offered in an accelerated online course format.

Professional Studies has connected with the local community through its Ever Scholar program. Ever Scholar is an open-enrollment course series for anyone in the Kingston area. Designed as a lifelong-learning workshop-style program for all ages, Ever Scholar provides opportunities to explore topics in art, science, and the humanities. The contributions of the local Indigenous communities was essential to the first offering of Ever Scholar, which brought Indigenous knowledge, language, cultures, and history to retirees in Kingston.



Ever Scholar students in class



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