

rbjse

The Rosa Bruno-Jofré
Symposium in Education



Communities in Motion: Collaborative Approaches to Social Change

March 7th, 2026

Acknowledgement of Gratitude

The Rosa Bruno-Jofré Symposium in Education (RJBSE) is a graduate student conference hosted by graduate students at Queen's University's Faculty of Education. We hope together today to be able to share our knowledge with each other, promote research and ideas, and engage with one another through respectful and supportive dialogue. On behalf of the Rosa Bruno-Jofré Symposium in Education planning team, we would like to recognize that this event is being hosted on the ancestral territory of the Anishinaabe (Ah-nish-in-ah-bay) and Haudenosaunee (Ho-deno-show-nee) and the Unceded territory of Omàmiwininiwag (Algonquin) Nations. The lands we are on today are recognized in the Two-Row Wampum, Dish with One Spoon Treaty, and the Crawford Purchase. We acknowledge and welcome the presence of all Indigenous Peoples, including the Métis (Maytee), Inuit (Ee-Nu-eet soft t), and First Nations from across Turtle Island.

We want to express our gratitude for the vast scope of Indigenous land we have used, continue to use, and will use in the future to promote our research, engagement, and connections. Together, we hope to collaborate with each other as we aim to foster, build, and fortify stronger relationships with various communities. As researchers and students, we aim to respectfully acknowledge our positions and responsibilities in our work and studies. As we continue to actively learn and engage with Indigenous histories and the critical importance of Indigenous languages and cultures, we are committed to moving forward in creating relationships that are built on respect, acknowledgement, and gratitude.

The planning committee has made efforts to try to make this space as accessible as possible for all folks in attendance, but we understand that accessibility means different things for different people. We encourage all attendees to participate in a way that makes them comfortable, so please move around, take a break, stim, whatever makes you feel comfortable and yourself. If you are attending in person, there are gender-neutral accessible bathrooms on the first floor in a few areas - please refer to the map on page 6. An elevator is also accessible near the registration and main area, and can be found on the map on page 6.

Table of Contents

Acknowledgement of Gratitude.....	Page 2
Table of Contents.....	Page 3
Conference Details.....	Page 4
Conference Schedule.....	Page 5
Building Map.....	Page 6
Library Map.....	Page 7
Welcome Page.....	Page 8
Student Team.....	Page 9
Faculty Support and Advisory.....	Page 10
Conference Opening.....	Page 11
Session A.....	Page 12
Session B.....	Page 13
Posters.....	Page 14
Posters (continued).....	Page 15
Panel Session.....	Page 16
Getting Involved.....	Page 17
Getting Involved (continued).....	Page 18

Conference Details

Welcome to the 2026 Rosa Bruno-Jofré Symposium in Education (RBJSE). The RBJSE is an annual gathering organized for and by graduate students in the Faculty of Education at Queen's University. It features educators and graduate student presenters from Queen's University, and from universities across Canada and the world.

This year's program features a number of lectures, roundtables, alternative presentations, discussion panels, and a keynote address. A conference schedule overview is provided on page 5, and a map of both Duncan McArthur Hall and the Education Library can be found on pages 6 and 7. Beginning on page 12, the program outlines the titles, presenters and location for each session.

Participants attending should arrive for refreshments and registration in the Duncan McArthur Hall between 9:00 am and 9:30 am. Our conference will begin at 9:30 am with opening remarks, and the RBJSE volunteers will be available to assist you if you have any questions. The conference is being catered, and we have arranged to provide our participants with a light breakfast and lunch, which also address participants' dietary needs.

We wish you an enjoyable and productive RBJSE 2026.

Conference Schedule

9:00-9:30 AM	Breakfast and Registration- A341/42	
9:30-9:45 AM	Opening Remarks- A341/42	
9:45- 10:05 AM	Keynote- A341/42	
10:10-11:50 AM	Session A:	
	Roundtable	Roundtable
	Group Room B118D	Library Atrium
10:10-11:50 AM	Session B:	
	Lecture	
	Multi-Media Room Library	
11:50-12:20 PM	Lunch- A341/42	
12:30-1:30 PM	Poster Presentations- Library Atrium	
1:30- 2:30 PM	Panel Session- Library Atrium	
2:30- 3:00 PM	Closing Remarks- Library Atrium	

Conference Schedule

RBJSE 2026- Room Assignments- Session A and B

Round Tables

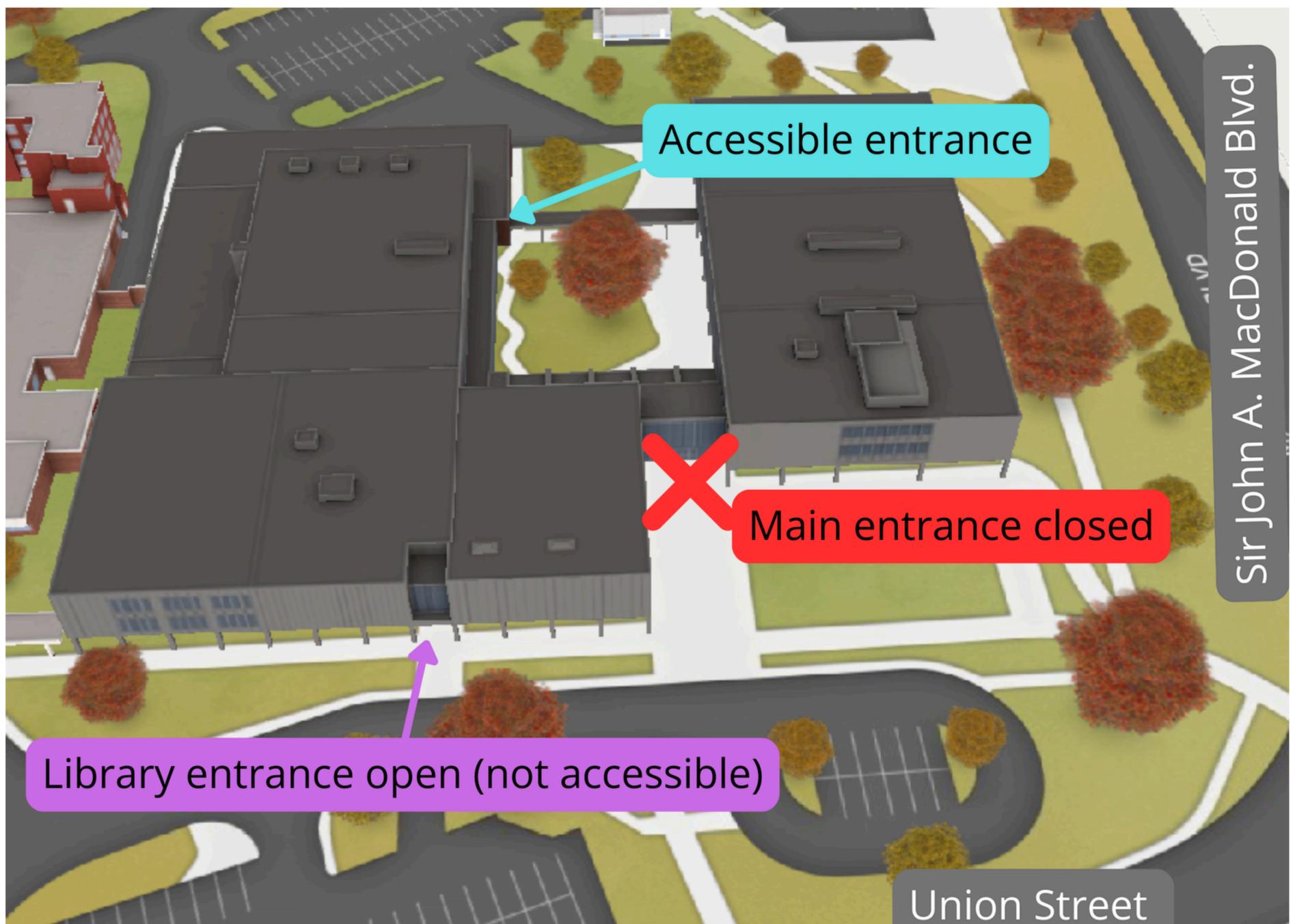
Library Atrium	Group Room B118D
Tara Thomas	Jaymie Métivier
Methila Sarker	Emily Luo
Ce Cil Kim	Kavya Harshitha Jidugu
Erica Lewick & Nathalie Soini	Katrina Carbone
Shina Khan	Alexis Galvao
Luisa de Oliveira Werneck Rodrigues	Naziba Hoque, Natalia Miranda Calderon, Caelan Carriere

Lectures

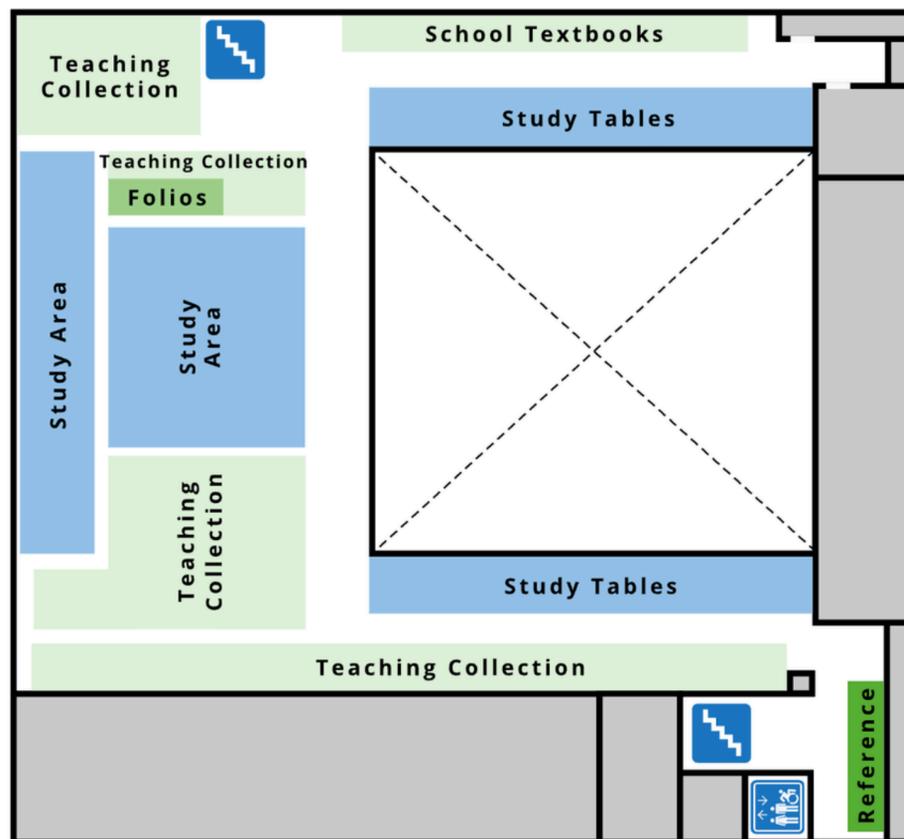
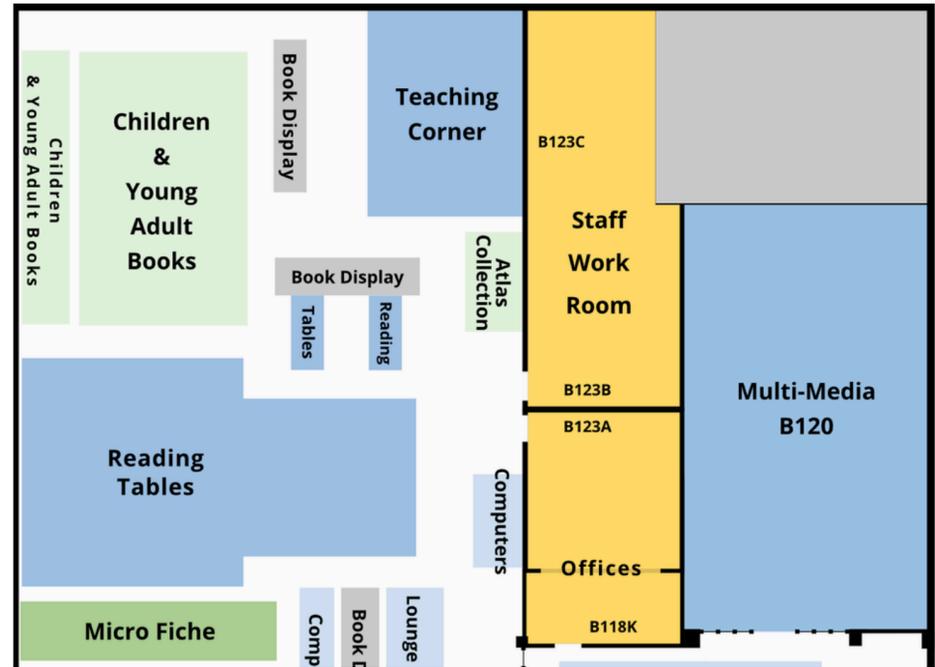
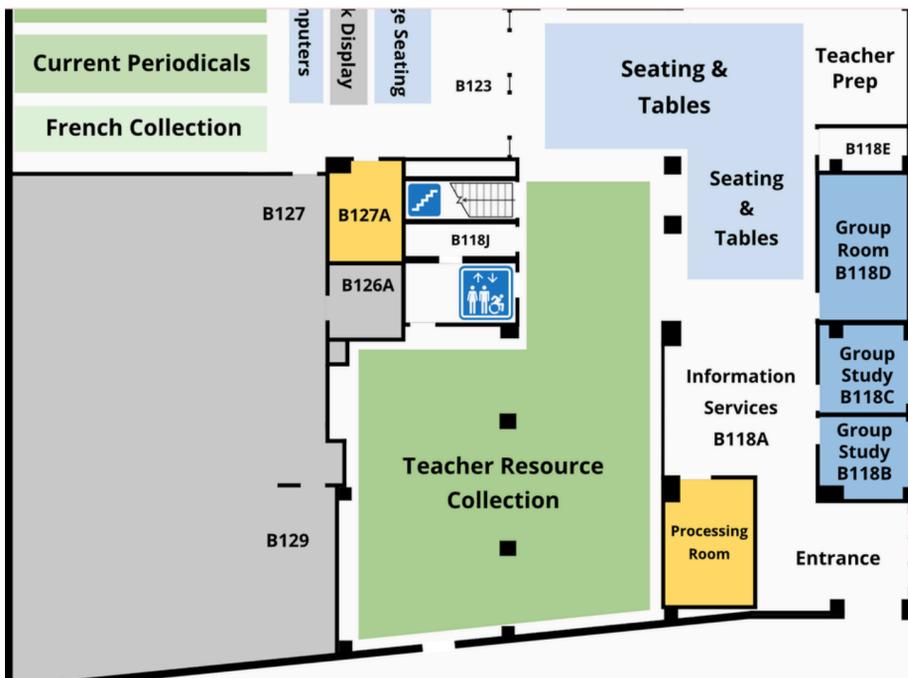
Multi Media Room- Library

Haley Clark
Sara Wilson
Azam Dashti Khavidaki
Cui Yu (Jade) Chen

Building Map



Library Map



- | | | | |
|----------------------|----------------------|------------------|-----------------|
| Information Services | Accessible Washrooms | Public Phone | Public Elevator |
| Public Stairs | Drinking Fountain | Emergency Phone | |
| Emergency Exit | Print, Scan, Copy | Assistance Phone | |

Welcome to the 26th Annual RBJSE Conference!

Welcome to this graduate student conference in the Faculty of Education, grounded in the theme of collaboration and community. We are pleased to gather today in a space created for shared learning, connection, and scholarly exchange.

Education is inherently collaborative. Knowledge is shaped through dialogue, relationships, and the collective work of questioning, listening, and learning together. As graduate students, you are part of vibrant scholarly and professional communities, each bringing distinct perspectives, experiences, and commitments. When these are shared, they strengthen not only individual research projects, but the broader field of education.

This conference is an opportunity to engage with one another in meaningful ways—to exchange ideas, explore emerging questions, and build connections that extend beyond disciplinary and program boundaries. It is also a reminder that graduate study, while challenging, does not happen in isolation. Community is built through participation, generosity, and a willingness to learn with and from one another.

We encourage you to approach today as a conversation rather than a performance. Share your work openly, listen thoughtfully, and take time to connect with others. The relationships and collaborations formed here may shape future research, practice, and professional paths.

Thank you to the organizers, volunteers, and faculty supporters whose collaborative efforts made this gathering possible. Most importantly, thank you for being here and for contributing to this shared academic community.

Welcome, and we hope you find today engaging, supportive, and inspiring.

Student Team

Co-Chairs

Kylie Rafter

Eden Beaudin

Review Committee

Hussain Ahmad
Sumaiya Chowdhury
Ashley Garlick
Ce Cil Kim
Jennifer Thompson

Elisabeth Bomford
Kristen Fontaine
Poonyawee Jirarattanawan
Korina Thomas-Reynolds
Cheryl Lee-Yow
Emily Luo

Thank you to everyone who has contributed to the organization of this year's RBJSE. In addition to the names listed here and elsewhere in the program, we extend our thanks to the students, faculty, and staff who have made this year's gathering possible. We especially thank those of you who completed peer reviews for this year's submission. Your service is an essential part of RBJSE 2026.

Faculty Support & Advisory

Dr. Kristy Timmons

Dr. Kristy Timmons is the Associate Dean, Graduate Studies and an Associate Professor and Graduate Faculty Member in Early Childhood Education at the Faculty of Education, Queen's University. Dr. Timmons completed her MA in Child Study and Education at the Dr. Eric Jackman Institute of Child Study, University of Toronto and her PhD in Developmental Psychology and Education at the Ontario Institute for Studies in Education (UofT). Dr. Timmons' teaching experience spans the early years, elementary, undergraduate and graduate levels. Her research program examines early childhood education from the perspective of social determinants of health and learning. Dr. Timmons examines the processes that influence young children's learning and self-regulation as a means of optimizing health and learning outcomes of children 0-5 with a particular focus on children who are historically and continuously marginalized. The overarching goal of Dr. Timmons research is to advance equity in early childhood education through enhancing policies and programs that promote improved learning outcomes in the early years and beyond. Within this focus, she has carried out research with children, families, and pre- and in- service educators. Dr. Timmons is also an Associate Faculty Member of the Assessment and Evaluation Group (AEG) at Queen's University.



Dr. Patty Douglas

Patty Douglas is an Associate Professor, the Inaugural Chair of Student Success and Wellness and the Director of the Centre for Community Engagement and Social Change in the Faculty of Education at Queen's University. Her work focuses on cultivating access and disability justice in research, practice, and policy through critical arts-based, disability studies, decolonial, storytelling and other critical and creative approaches. Douglas founded and leads the Re•Storying Autism project, an international multimedia storytelling project focused on rethinking disability, research and practice in education by affirming difference. She has published widely in her field in flagship journals such as International Journal of Inclusive Education and Critical Education Studies and is a well-known international speaker and collaborator in critical autism studies and storytelling. Douglas witnessed the injustice of systems as a former special education teacher, a neurodivergent person, and the mother of two neurodivergent sons, one of whom attracted the label of autistic. Her recent book, *Unmothering Autism: Ethical Disruptions and Affirming Care* is available from UBC Press.



The RBJSE Advisory Committee was established in 2021 to support the Organizing Committee and subcommittees in advancing graduate students' capacity to present on academic topics, engage in respectful yet critical discussions, and build connections with other scholars and education stakeholders. The Advisory Committee continues to guide ways in which the RBJSE can foster scholarly development in the long term, before, during, and after the annual symposium. We are sincerely grateful for the support of the 2026 Advisory Committee members, Dr. Patty Douglas and Dr. Kristy Timmons.

Conference Opening

Dr. Rosa Bruno-Jofré Opening Remarks:

Dr. Rosa Bruno-Jofré is Professor Emerita and former Dean (2000–2010) of the Faculty of Education, cross-appointed to the Department of History, Faculty of Arts and Science, at Queen's University. She is an Elected Fellow of the Royal Society of Canada in the Social Sciences and Humanities Division. Her research has been and is funded by the Social Sciences and Humanities Research Council of Canada. Her recent books are *Ivan Illich Fifty Years Later: Situating Deschooling Society in His Intellectual and Personal Journey*, co-authored with Jon Igelmo (University of Toronto Press, 2022); *Our Lady of the Missions: From Ultramontane Origins to a New Cosmology* (University of Toronto Press, History Series, 2020); *Teacher Education at the Crossroads of Multiple Modernities and Internationalities (XIX-XX Centuries)*, co-edited with Diana Goncalves Vidal (Open Portal, University of Sao Paulo, Brazil, 2025), and *Rethinking Freire and Illich: Historical, Philosophical and Theological Perspectives*, co-edited with Michael Attridge and Jon Igelmo (University of Toronto Press, 2023). *Rethinking Freire and Illich: Historical, Philosophical and Theological Perspectives* was awarded the Canadian Foundations for Education Edited Book Prize in June 2025.



Dr. Bruno-Jofré's recently authored and co-authored articles have appeared in *Educational Theory*, *Hispania Sacra*, *Journal of the History of Ideas*, *American Catholic Review*, *Historical Studies*, *Journal of Ecclesiastical History* (Cambridge), *Oxford Education Research Encyclopedia*, *Bora* (Sociedad Española de Pedagogía), *Historical Reflections/Reflexions Historiques*, and *Enfoques Educativos*, among others. She has authored and edited books published by University of Toronto Press, McGill-Queen's University Press, Routledge, Open Portal, University of Sao Paulo, Brazil, and Wilfrid Laurier University Press.

She received the Lamp of Learning Award from the Ontario Secondary School Teachers' Federation in 2004; the International Award 2010, Santander Group: Distinguished Visiting Professor, Universidad Complutense de Madrid; the 2018 George Edward Clerk Award from the Canadian Catholic Historical Association, the 2017 TD Bank Award as one of the Top Ten Most Influential Hispanic Canadians, and the 2022 Distinguished Historian Award from the Triennial on the History of Women Religious at the University of Notre Dame's CUSHWA Center.

Conference Opening

Keynote Address: Meghan Saundercook

Meghan Saundercook is the Director of Programs at Jays Care Foundation, the charitable arm of the Toronto Blue Jays. In this role, she oversees national school and community-based programming that reaches more than 70,000 youth facing barriers to sport participation. A proud Queen's ArtSci and Concurrent Education alumni, Meghan majored in English, minored in Drama, and focused her studies on exceptional students. That focus led her to an alternative practicum placement with Jays Care in 2018 and became a defining step in her career.



An Ontario-certified educator with over 15 years of experience supporting youth who have been historically underrepresented, Meghan is committed to using sport and play as tools for equity, inclusion, and empowerment. Over her years at Jays Care, she has helped design, scale, and evaluate inclusive programs that build belonging, nurture leadership, and expand opportunities for children across the country.

Meghan believes that when young people are welcomed into safe, supportive environments, they gain the confidence, resilience, and skills to thrive both on and off the field. She is passionate about helping future educators recognize their unique position to create these spaces to help every child unlock their potential.

Session A: Round Tables

Format: 10 Minutes Presentation and 5 Minutes Discussion

Jaymie Métivier: Seize the Means of (Re)production: Trans Inclusion as Gender Emancipation in Schools

Shina Khan: Computational Thinking as Community-Engaged Pedagogy: Supporting Teachers to Integrate CT Across the Curriculum

Ce Cil Kim: Uncolonizing Early Childhood Education and Care: Advancing Reconciliation in Ontario

Alexis Galvao: Living Stories: How Social Discourse Creates Space for Math Reasoning

Erica Lewick & Nathalie Soini: Reading for Wellbeing: A Community-Library Partnership Supporting Neurodivergent Youth and Caregivers

Luisa de Oliveira Werneck Rodrigues: Students' Experiences of Written Feedback in Destreamed Grade 9 Mathematics Classrooms

Naziba Hoque, Natalia Miranda Calderon, Caelan Carriere: An Intersectional Educational Experience: Balancing Graduate Studies, Mothering, and International Racialized Identities in a Canadian University

Praise Emma-Egoro: Beyond Accommodations: Rethinking Inclusive Practice for Neurodivergent Students in Higher Education

Tara Thomas: Decolonizing Culinary Knowledge: Equity, Cultural Recognition, and Power in Ontario's Baking and Pastry Education

Kavya Harshitha Jidugu: Rethinking Community-Engaged Research Through an Anti-Caste, Decolonial Lens

Methila Sarker: A Self-Study of Environmental Stewardship Learning Through a Rural Science Club in Coastal Bangladesh

Emily Luo: Mathematical Perceptions: The Relationship Between Productive Disposition and Math Performance

Session B: Lectures

Format: 15 Minutes Presentation and 5 Minutes Discussion

Azam Dashti Khavidaki: “Making Invisible Harms Visible: Teaching about Dark Patterns and Nonmaterial Harms in Digital Education”

Haley Clark: ADHD, self-determination, and well-being: What does stigma have to do with it?

Sara Wilson: Assumed Comprehension in Crisis: Indigenous Languages and Emergency Communication Under Pressure

Katrina Carbone: Beyond Grades: Authentic Assessment for Social Change in Higher Education

Pecha Kucha

Format: 20 slides with 1 min/slide

Cui Yu (Jade) Chen: Playing for Change: Transforming Early Mathematics Through Guided Play

Posters

Kylie Rafter: Comparing High- and Low-Tech Augmentative and Alternative Communication in Primary Classrooms: Impacts on Literacy and Language Participation and Teacher Support

Ashley Garlick: Lens on Lunches: Exploring how a shared division of responsibility influences feeding practices in Ontario's full-day kindergarten

Mackenzie Crawford: "I'm Just a Girl": Gendered Experiences with Assessment and Mathematics

Natalia Miranda-Calderon: Barriers to the Implementation of Trans-Affirmative Policies in Public Education: A Comparative Study of Canada and Chile

Caelan Carriere: Engaging Neurodiverse Teacher Candidates as Agents of Change for Inclusive Education

Julia Hale: Universal accommodations in practice: examining teacher experiences with UDL principles in the classroom

Korina Thomas-Reynolds: The Epistemicide of Black Ontarians in Secondary Schools

Posters Continued

Eden Beaudin: Growing Reconciliation: How Land-Based Ecological Professional Development Shapes Reconciliation Teaching in Elementary Schools

Elisabeth Bomford: Blossoming beyond barriers: Curriculum support needs for increased garden integration

Erica Lewick: Future-Focused Teaching and Learning: Developing Innovative Behaviours Through Alternative Practicums

Raine Yuan: Empowering STEM Implementation Through Inquiry-Based Instruction in Early Childhood Education

Panel Session

Moderated by Kylie Rafter
Featuring our panellists:

KRISTY TIMMONS

Associate Dean, Graduate Studies and
Associate Professor of Early
Childhood Education



ALANA BUTLER

Associate Professor of At-Risk
Learners & Student Success



PATTY DOUGLAS

Chair in Student Success and Wellness
Associate Professor of Disability Studies
Exceptionalities



Getting Involved & Supporting Students

Centre for Community Engagement and Social Change

Are you a community member, researcher, or student who wants to get involved with the Centre? Do you have an identified research need we can help with? Do you want to get involved with one of our collaborative, community-centered research groups (CERCs)? We will have lots of opportunities as we continue to grow. Please email to get in touch and learn more about how to be involved as a community partner or research collaborator. Launched in 2024, the Centre supports research collaborations and projects in arts for transformative education, equity, assessment and evaluation, decolonizing education, digital storytelling, refugee-led literacy initiatives, decolonization, disability and autism, technology, climate change, and food security.

Email: communityandsocialchange@queensu.ca

Website: <https://educ.queensu.ca/research/CCESC>



Centre for Community
Engagement and Social Change

Getting Involved & Supporting Students

Queen's Faculty of Education

At the Faculty of Education, Queen's University, our undergraduate and graduate students explore and examine teaching and learning from a variety of perspectives across diverse contexts. Our inclusive community, along with our international connections, provides students with exciting cross-cultural learning opportunities. Our graduates are ready to integrate theoretical, practical, and experiential knowledge in the understanding and resolution of professional issues. We see the beginning teacher as an active agent in the development of a socially inclusive pedagogy aimed at social justice. In our vision, the critically reflective teacher asks questions that go beyond immediate pressures of daily practice, and has a disposition to work in collaboration with other members of the profession and with all those involved in the education and development of learners.

Email: educstudentservices@queensu.ca

Website: <https://educ.queensu.ca/>

**Communities in Motion:
Collaborative Approaches to
Social Change**

March 7th, 2026



@queenseduc
@QueensEGSS