

CURRICULUM VITAE – FOCUS ON 1996-2020

NAME: Antoinette Gagné TENURED: Tenured
 RANK: Associate Professor PROBATIONARY: _____
 FULL-TIME: Yes SHORT-TERM CONTRACT: _____

DEGREE	UNIVERSITY	DEPARTMENT	YEAR
Ph.D.	Ontario Institute for Studies in Education, University of Toronto	Curriculum	1994
M.Ed.	McGill University	Education	1982
B.Ed.	McGill University	Education	1977

ACADEMIC AND PROFESSIONAL APPOINTMENTS INCLUDING ACADEMIC ADMINISTRATION BEGINNING WITH PRESENT POSITION

Date	Rank and Position	Department	Institution
2016+	Associate Chair, Student Experience	Curriculum, Teaching and Learning	OISE
1999-present	Associate Professor	Curriculum, Teaching and Learning	OISE
2006 - 2012	Director of Concurrent Teacher Education	Curriculum Teaching and Learning	University of Toronto
1996-1999	Assistant Professor	Curriculum, Teaching and Learning	OISE
1989-1996	Assistant Professor	Faculty of Education	University of Toronto
1986-1988	Lecturer	ESL Additional Qualifications courses	York University
1985	ESL Teacher	Continuing Studies	University of Toronto
1981-1985	University Lecturer, Full-Time	Education in Second Languages	McGill University
1983-1985	ESL Teacher	Continuing Education	McGill University
1984	Lecturer	Education	University of Quebec in Chicoutimi

1983-1984	Lecturer	Cree School Board	Quebec
1981	Lecturer	Amerindianization	University of Quebec
1981	Lecturer	Education in Second Languages	McGill University
1981	Practice Teaching Supervisor	Education in Second Languages	McGill University
1980-1981	Lecturer	Part-Time Studies Dept., Faculty of Education	McGill University
1979-1981	ESL teacher	Continuing Education	CEGEP Rosemont
1977-1979	Elementary School Teacher		Sherbrooke Catholic School Board
1976-1977	EWP Teacher	Continuing Education	CEGEP Bois-de-Boulogne
1976	Occasional Teacher		Montreal Catholic School Board

HONORS: ACADEMIC, SCHOLARLY AND PROFESSIONAL (e.g. F.R.S., F.R.S.C., Governor General's Award, Honorary Degrees)

2016	Canadian Committee of Graduate Students in Education (CCGSE) Mentorship Award
2007	OISE / University of Toronto Distinguished Contribution to Teaching Award
1987-1989	Social Sciences and Humanities Council of Canada Doctoral Fellowship
1987-1989	Ontario Graduate Scholarship
1986-1987	Graduate Assistantship, Ontario Institute for Studies in Education
1980-1981	Teaching Assistantship, Department of Education in Second Languages, McGill University
1979-1981	Bourses de l'enseignement supérieur, Quebec Ministry of Education
1976-1977	Coordinator's Prize in the Art of Teaching, McGill University
1975-1976	McGill University Scholarship

SCHOLARLY AND PROFESSIONAL ACTIVITIES

2020-21	Collaboration with Dr. Yasemin Karakaşoğlu (Project Director) and Dr. Dita Vogel (PI) of the Transnational Mobility in Schools Project, Bremen University, Germany.
2019	Consultation on Whole Systems Thinking for the Transition to English Medium Instruction in the Arts and Humanities in Public Universities for the Accelerating Higher Education Expansion and Development (AHEAD) Operation, World Bank, Sri Lanka.
2019	External Review of Dr. Avery Carhill-Poza's Tenure File, University of Massachusetts
2019	External Reviewer of the University of Ottawa French BEd Program
2018-19	Member of an Advisory Committee on teacher education programming at the Université de l'Ontario français
2018 +	Branksome Hall Research Advisory Committee
2018	External Reviewer of the Postgraduate Diploma in TESL, the Master of TESL, the Master of Arts in TESL at the Postgraduate Institute of English of the Open University of Sri Lanka.

2018 Reviewed the Applied Linguistics and Discourse Studies Graduate and Undergraduate Programs at Carleton University

2018 Co-coordinated a symposium on Multilingualism and Migration: Classroom Initiatives to Promote Equity of Access in Belgium and Canada with Dr. Jim Cummins

2017 Represented OISE at a two-day workshop to explore partnership opportunities between French and Canadian Universities

2017 Represented OISE at Zhejiang University in Hangzhou China to explore partnership possibilities

2016 Book reviewer for Cambridge Scholars Press

2014-16 Reviewer for Fonds de recherche sur la société et la culture du Québec - Education Grant

2015 Reviewer of the ESL Open Learning Centre at York University

2014-15 University partner member of the York Region District School Board Critical Thinking and Critical Literacy Network of Schools

2014-17 SSHRC Insight Grant Proposal Reviewer

2014 Program Co-Chair and member of the Organizing Committee for the *Celebrating Linguistic Diversity Conference Honouring the Contributions of Jim Cummins*

2014 Member of the Organizing Committee of the *Joint IAIE/AESA – International Association of Intercultural Education / American Educational Studies Association Conference –* Responsible for the Pre-conference Workshops and School Visits

2014-15 Guest co-editor with Clea Schmidt, University of Manitoba of a special issue of the *Australian Review of Applied Linguistics* entitled: *Teachers' Plurilingual Identities in Transnational Contexts*

2014-15 Guest co-editor with Clea Schmidt, University of Manitoba of a special issue of *Intercultural Education* dedicated to Jim Cummins' contributions to the field

2014 Member of the Advisory Group for the renewal and expansion of the TESL Program at Sheridan College

2013+ Consultation on creating a research culture through action research in higher education at Playa Ancha University, Valparaiso and San Felipe, Chile

2004-12 Academic Advisor for the *Academic and Cultural Support Centre* recently renamed *The OISE Student Success Centre with a staff of 15 graduate students*

2008-12 Academic Advisor for the French and International Language Proficiency Development and Assessment of Concurrent Teacher Candidates

2010-11 Member of the Working Group that produced a report entitled *Towards a Foundation for Teacher Preparation in Literacy Education in Ontario* for the Ontario Association of Deans of Education

2010-11 Consultation on the role of language proficiency in the credentials assessment of internationally educated teachers. This involved preparing an “expert” opinion document and being prepared to testify on behalf of the Ontario College of Teachers

2010-12 Consultation on 1) curriculum renewal in higher education, 2) the improvement of the student experience, 3) the development, management and implementation of field experiences and field partnerships in the initial preparation of university students in professional programs at Playa Ancha University, Valparaiso and San Felipe, Chile

2010-11 OISE representative at Advisory Committee meetings related to a TESL Ontario Association research and development initiative to ascertain the needs of ESL teachers of adults and develop a new model for the professional development of its members

2010 Member of the Advisory Board for the development of a new resource to support teachers who are preparing immigrants for the Canadian Citizenship test

2008 Consultant on matters related to Internationally Educated Teachers, The Ontario College of Teachers

2007 Consultant / reviewer for the new two-year Masters in Teaching Program at the University of Melbourne, Australia

2007 External evaluator, Second Language Institute, University of Ottawa with Joanna White from Concordia University

2007 Member of Advisory Board and curriculum consultant for the Program for Internationally Educated Teachers at the Waterloo Region District School Board

2004-2010 Member of Advisory Board for the *Teach in Ontario Bridging Program*

1995-present Reviewer for SSHRC grant proposals

2004 Reviewer for Metropolis/CERIS/SSHRC grant applications

2002-2010	Reviewed articles for the <i>Canadian Modern Language Journal</i> , <i>TESL Canada Journal</i> and <i>The Teacher Educator</i>
2002	Member of the Editor's selection committee for the <i>Canadian Modern Language Review</i>
2002	Reviewer of a manuscript entitled <i>Teaching French as a Second Language - Translating theory into practice</i> for the Pearson Education Publishing Company
March 2001	Reviewer of the proposed curriculum for a new 4-year pre-service program for Estonian immersion teachers, Narva College
March 2001	Invited Lecture: <i>ESL across the curriculum in schools and faculties of education: Why and How?</i> SLALS, Carleton University, Ottawa
January 2001	Reviewer of the International Languages Course Profiles that are part of the new secondary curriculum in Ontario, Ontario Ministry of Education
2000-2001	Consultant for a Toronto based company in the process of developing 2 websites <i>ESL Direct</i> and <i>ESL Master</i> for ESL teachers and learners combining MP3-Cap and video technology.
1997-2001	Reviewer for <i>Curriculum Inquiry</i>
2000	Member of the Editor's selection committee for the <i>Canadian Modern Language Review</i>
1996-2000	Chair of the Doctoral Dissertation Award Committee, Canadian Association for Curriculum Studies
1997-99	Second Vice-President of the Canadian Association for Curriculum Studies
1998	Reviewer for the Ontario secondary school International Languages Curriculum policy document
1998	Consultant to the University of Toronto Schools Modern Language Department proposal entitled <i>A Modern Language Centre for the New Millennium</i>
1997-98	Member of the <i>Canadian Modern Language Review</i> Restructuring Committee
October 1997	Invited presentation: <i>Elementary Secondary School Connections and the Future of International Language Programs in Ontario</i> . International Language Education Coordinators in Ontario.
1997	Member of the Peel Literacy Project which involves a partnership between the Peel Board of Education, York University and the University of Toronto.
1996-97	Member of the Planning Committee for the Annual French Immersion Institute co-sponsored by the Canadian French Immersion Association and York University
1995-97	First Vice-President for the Canadian Association for Curriculum Studies
1996	Invited moderator: <i>Teacher Training on the Eve of the 21st Century</i> . Symposium on the Canadian Experience in the Teaching of Official Languages, Ottawa.
1996	Consultancy with the Holland School in Quebec City focussing on the professional development of the teachers all of whom are teachers of English in a minority language situation.
1996	Reviewer for Citizenship Education material produced by Citizenship and Immigration Canada
1996	Member of the teaching team for the Annual French Immersion Institute co-sponsored by the Canadian French Immersion Association and York University
1996	Member of a TVO Advisory Committee on the <i>Connecting Series</i> on teaching Core French in Canada
1996	Participation as an "expert" in the <i>Connecting Series</i> on the teaching of Core French in Canada

SIGNIFICANT UNIVERSITY ADMINISTRATIVE DUTIES

2020+	Member of the Advisory Group for the development of the MyOISE Portal funded through the International Student Experience Fund
2020	Member of Sandra Styre's Tenure Committee
2020	Member of the Search Committee for a new professor for the LLE program in CTL and CREFO
2018	Wrote the teaching report for the promotion of a CTL faculty member
2017-18	Co-coordinator of the Language and Literacies Education Program
2016+	Course Lead for CTL7019 Supporting English Language Learners, one of the core courses in the MT program offered 13 to 15 times a year
2017 & 18	Member of the Search Committee for a new professor for the LLE program in CTL
2016 +	Associate Chair, Student Experience, Department of Curriculum, Teaching and Learning
2016+	Chair of the CTL Programs and Admissions Committee
2016-17	Member of Jeff Bale's Tenure Committee
2016+	Member of the Hiring Committee for MT program sessional lecturers
2016+	Member of the Hiring Committee for CSTD and LLE programs sessional lecturers
2016	Member of the Search Committee for a new professor for the LLE program in CTL
2014-16	Faculty sponsor of the Teacher InCIDE Special Interest Group

2014+ Member of the Graduate Professional Skills - GPS Advisory Group which meets about 4 times a year

2014 Member of the Search Committee for a new professor for the LLE program in CTL

2014 Member of the CTL Awards Committee

2013 Member of Enrica Piccardo's Research Dossier Evaluation Team for promotion with Jim Cummins

2006-12 Director of the Concurrent Teacher Education Program

2012 Member of Diane Falmer's Tenure Committee

2005-2012 Member of the Hiring Committee for ACSC / OSSC teaching assistants

2011 Member of the Hiring Committee for the OISE Concurrent B.Ed. Lecturer position

2011 Member of the Hiring Committee for the Concurrent B.Ed. Seconded Faculty position

2011 Member of the Hiring Committee for the Concurrent B.Ed. Administrative Program Assistant.

2011 Member of the Hiring Committee for the U of Toronto Concurrent Teacher Education Program and Planning Officer

2011 Member of the Hiring Committee for 6 sections of the Concurrent B.Ed. Year 3 course *Principles of Teaching*

2011 Member of the Hiring Committee for 6 sections of the Concurrent B.Ed. Year 3 course *Inclusive Education*

2011 Member of the Hiring Committee for 6 sections of the Concurrent B.Ed. Year 4 course *Social Foundations of Teaching*

2011 Member of the Hiring Committee for 6 sections of the Concurrent B.Ed. Year 4 course *Psychological Foundations of Learning*

2011 Member of the Hiring Committee for 6 sections of the Concurrent B.Ed. Year 4 course *Mentored Inquiry in Teaching*

2011 Member of the Hiring Committee for 7 sections the Concurrent B.Ed. Year 4 course *Curriculum, Instruction and Assessment* course

2009-12 Member of the Initial Teacher Education Directors Group

2006-2012 Member of the Initial Teacher Education B.Ed. Admissions Committee

2010 Observation of teaching and preparation of a report on Teaching for Julie Kerekes with Barrie Bennett from the Department of Curriculum Teaching and Learning

2010-11 Participation in two OISE "visioning" sessions and an all-day synthesizing event as well as membership on the Enhance Collaboration Task Force

2007-12 Member of the H.H. Stern Award Committee

2007-12 Member of the CTL PTR Committee

2008-2012 Member of the Executive Committee of OISE Council

2008-2010 Member of OISE Council

2008-2012 Member of the OISE Initial Teacher Education Committee

2009 Reviewer of the Promotion Dossier of Dr. Corinne Beauquis from Humanities (French) at the University of Toronto Scarborough

2009 Reviewer of the Promotion Dossier of Dr. Manuel Ramirez from the Spanish and Portuguese Department at the University of Toronto St George Campus

2009 Member of Clare Kosnik's Teaching Dossier Evaluation Team for promotion with Diane Gérin-Lajoie.

2009 Member of the OISE Decanal Search Committee

2009 Member of the CTL Chair Search Committee

2009 Member, Hiring Committee for two CTEP Partnership and OISE Co-Coordinators

2009 Member, Hiring Committee for 6 instructors for the CTEP Principles of Teaching course and 6 instructors for the CTEP Inclusive Education course

2009 Member, Hiring Committee for 2 CTEP ePortfolio Teacher Education Program Assistants

2009 Member, Hiring Committee for 6 Academic and Cultural Support Centre Teaching Assistants

2009 Member of the Hiring Committee for the consecutive B.Ed. Related Studies course ESL Across the Curriculum

2009 Member, Examining Committee for Veronica St-Pierre from the Department of Curriculum Teaching and Learning

2009 Member, Examining Committee for Kim McDonald from the Department of Curriculum Teaching and Learning

2006 to 2008 Member of the University of Toronto Student Experience Committee

2005 to 2012 Chair, CTEP Registrars Group
 2005 to 2012 Chair, CTEP Finance Group
 2006 to 2012 Chair, Council of CTEP Deans
 2007 to 2012 Chair, CTEP Coordinators Council
 2008 and 2009 Member, Hiring Committee for the new tenure position in French Pedagogy in the Department of Curriculum, Teaching and Learning at OISE. The first year of the search was not successful. As a result, the committee was reconvened
 2008 Member of Dr. Katherine Rehner's Three Year Review Committee at UTM
 2008 Member of Dr. Leslie Stewart Rose's Promotion Committee at OISE
 2007 and 2008 Member, Hiring Committee for Seconded Faculty in French and International Languages
 2008 Member of Dr. Pirvulescu's Tenure and Promotions Committee at UTM
 2008 Member, Hiring Committee for UTSC CTEP Coordinator
 2007 Member of Dr. Kathryn Broad's Promotion Committee at OISE
 2007 Chair, Oral Examination for Xinghua Liang from the Department of Management
 2007 Chair, Hiring Committee for the CTEP Tri-Campus Community, School, University Partnership Coordinator
 2004-2006 Chair, CTEP Planning Council
 2006 and 2007 Member, Hiring Committee for the CTEP Program Planning Officer
 2006 and 2007 Member, Hiring Committee for UTM CTEP Coordinator
 2006-2008 Member, U of T President's Teaching Awards Committee
 2006 Chair, Oral Examination for Shumana Ray from the Department of SESE
 2005-2010 Chair, ACSC Advisors Group
 2005-2010 Member, Hiring Committee for ACSC TEPAs
 2006-2007 Member, Teacher Education Advisory Committee
 2006-2007 Member, Initial Teacher Education Committee
 2006-2007 Member, B.Ed. Admissions Committee
 2006-2007 Member, SLE Committee reviewing the experience of SLE doctoral candidates
 2002-2008 Member, H.H. Stern Award Committee
 2006 Member of Karyn Cooper's Teaching Dossier Evaluation Team for tenure and promotion with Doug McDougall
 2005 Member of Diane Gérin-Lajoie's Teaching Dossier Evaluation Team for promotion with Nina Spada.
 2006 Member, Examining Committee for Christian Elia from the Department of Curriculum Teaching and Learning
 2005-2006 Member, Search Committee for Secondary Leadership Position
 2005 Member of Research Dossier Evaluation Team for tenure and promotion with Tara Goldstein
 2001-2007 Coordinator, ESL Infusion Initiative across pre-service programs at OISE/UT
 2005-2007 Member of CTITE - the preservice leadership team
 2005 Chair, Oral Examination, Seokjin Kim
 2005 Member of Nicola Townsend Promotion and Tenure Committee at UTS.
 2004-2007 Member, Advisory Board of Teach in Ontario (supporting the transition of internationally trained teachers into Ontario schools)
 2004 Chair, Oral Examination, Camille Rutherford, Department of TPS
 2004-2006 Member, CTL Awards Committee to rank SSHRC and OGS applications
 2004-2006 Coordinator, Concurrent Teacher Education Program
 2003-2004 Member of Teacher Education Working Group
 2003 Chair and secretary of the Advisory Committee on cultural and linguistic support for NNES teacher candidates
 2003 Chair and secretary of the Advisory Committee on research in OISE/UT teacher preparation programs
 2001-2006 Coordinator of the ESL Infusion Initiative across pre-service programs at OISE/UT
 1999-2003 Member of the Secondary Program 2 Focussing on FSL and International Language Education Steering Committee
 2003 Chair, Oral Examination, Leeba Sword, Department of AEC
 2002 Chair, Oral Examination, Susana Pearl, Department of AEC
 2002 Member of Brigitte Amiot's Promotion and Tenure Committee at UTS.

2003	Member of Jim Hewitt's Teaching Dossier Evaluation Team for tenure and promotion with Barrie Bennett.
2001-2006	Member of Second Language Education Program Admissions Committee
2001-2002	Member of the Advisory Committee on innovative language education and teacher preparation at UTM.
2001-2002	Member of the Advisory Committee for the Early Teacher Project at the Scarborough Campus of U of T.
2001-2004	Chair and secretary of the International Languages Advisory Committee
2001-2003	Chair and secretary of the ESL Infusion Advisory Committee
2001-2005	Member of the Secondary Coordinator's Group
2001-2004	Member of CTL Council
2002	Member of Clare Kosnik's Teaching Dossier Evaluation Team for tenure and promotion with Suzie Stiegelbauer.
2002	Member of a hiring committee for 2 full-time seconded positions with a focus on International Language Education, as well as TES and Foundations
2001	Member of a hiring committee for a full-time seconded position with a focus on ESL and Foundations for the B.Ed. program
1998-2003	Member of the CTL Awards Committee
1989-2002	Member of the Secondary Level Group
2000-2001	Member of the Pre-Service Language Teacher Education Committee
2000	Evaluation of Mary Kooy's teaching dossier for tenure along with Tara Goldstein
1999	Preparation of a peer-review of Judy Isaac-Barnes' teaching for her tenure dossier
1999-2002	Member of the OISE/UT Pre-service Working Group
1999-2002	Member of the Professional Practice Committee
1999-2003	Member of the Language Proficiency Testing Committee
1998-99	Member of the Multimedia Language Centre Committee at the University of Toronto Schools
1998-99	Member of the Curriculum, Teaching and Learning Department Workload Committee
1997-99	Member of the OISE/UT Appeals Committee
1997-98	Member of the Divisional Appeals Committee
1995-2006	Member of the Modern Language Centre
1995-2006	Modern Language Centre Advisory Committee
1989-2002	B.Ed. Applicant Profile evaluation
1998	Member of the B.Ed. Redesign Committee
1998	Member of the Pre-service Administrative team
1997-98	Member of the PTR/Merit Committee
1997-98	Member of the Search Committee for the new FSL tenure track position in CTL
1996-99	Curriculum Teaching and Learning Department Awards Committee
1997	Member of the CTL Showcase '97 Committee
1997	Member of two UTS hiring committees for French teachers.
1996-97	I have worked with the UTS Modern Language Department regularly during the past year to help them develop the official UTS language policy which will be a part of the new UTS mission statement.
1995-98	Member of the Joint Advisory Board for the Early Teacher Project in French at the Scarborough Campus of the University of Toronto

DURING CAREER, HAS BEEN PRINCIPAL SUPERVISOR OF THE FOLLOWING NUMBER OF:

	<u>Successfully Completed</u>	<u>In Progress</u>
A. DOCTORAL THESES	34	14
B. MASTER'S THESES	28	1
C. MRPs and MTRPs	40+	

C. POST-DOCTORAL FELLOWS	1	1
D. TOTAL NUMBER OF Ph.D. COMMITTEES SERVED ON		50+

TITLES OF ALL GRADUATE THESES CURRENTLY SUPERVISING

Yecid Ortega, PhD. *Pedagogies of Be[Ing], Be[Longing] And Be[Coming]: Social Justice and Peacebuilding in the English Curriculum of a Marginalized Colombian Public High School*. Antoinette Gagné (supervisor), Kathy Bickmore and Jeff Bale (committee members)

Jade Kim, PhD. *Oral Academic Discourse in Graduate School Seminars: International Students Speaking English as an Additional Language*. Antoinette Gagné (supervisor), Normand Labrie, Katherine Rehner (committee members)

Verne Ross, PhD. *The Voices and Stories of Two-Spirit People*. Antoinette Gagné, (supervisors), Sandra Styres, Tara Goldstein (committee members)

Thelma Akyea, PhD. *Learning Normal: Black Canadian Women in Physics Higher Education*. Antoinette Gagné and Carol Ann Burke (co-supervisors), Njoki Wane and Erminia Pedretti (committee members)

Zehra Palta, PhD. *(Re)conceptualizing Integration: A Photovoice Study of Kurdish-Turkish Asylum Claimants' Post-migration Experiences in Canada*. Antoinette Gagné (supervisor), Emmanuelle Le Pichon-Vortsman and Marie-Paule Lory (committee members)

Kate Jackson, PhD. *21st Century Literacies: Understanding News Media and Information Literacy Among Older Adults*. Antoinette Gagné and Todorova (co-supervisors)

Claudio Jaramillo, PhD. *Unpacking suburban high school EFL hidden curricula amidst socio-political landscapes of unrest and transition in Chile*. Antoinette Gagné (supervisor), Rob Simon and Arlo Kempf (committee members)

Mary Ann Fowler, PhD. *International Student Perspectives on English Academic Writing in a Course-based Master's Degree and Affordances for Writing*. Antoinette Gagné (supervisor), Julie Kerekes and Eunice Jang (committee members)

Katy Eldridge, PhD. *Teacher/Student Informal Mentoring Relationships: Characteristics and Benefits for Students Considered at Risk in Secondary School*. Antoinette Gagné and Kathy Broad (co-supervisors) Elizabeth Campbell (committee member)

Rotem Raz, Ph.D. *Language and Culture Revitalization Through an Anishinaabe Theoretical Lens: Perceptions of a Hebrew Collaborator*. Antoinette Gagné, Clea Schmidt (co-supervisors) Jennifer Wemigwans (committee member)

Ghazala Shahid, MA. *An Exploratory Study of Female International Students' Perceptions and Experiences of EAP/ESL Collaborative Projects in Canadian College Classrooms*. Antoinette Gagné (supervisor), Hesh Troper

CURRENT PHD & MA THESIS COMMITTEE MEMBERSHIP

Justine Jun. PhD. *Migrant Women English Instructors' Workplace Learning Experiences in Post-secondary English Language Programs in Ontario, Canada*. Jeff Bale (supervisor) Emmanuelle Le Pichon Vorstman and Antoinette Gagné (committee members)

Izza Tahir. PhD. *Reading Instruction Beliefs and Practices of Pakistani Teachers: Implications for Reform*. Sarfaroz Nyoov (supervisor), Jim Ryan and Antoinette Gagné (committee members)

Wales Wong. PhD. *Translanguaging Pedagogies in Continuing Education: Obstacles, Strategies, and Development*. Emmanuelle Le Pichon-Vortsman, Normand Labrie and Antoinette Gagné (committee members)

Yingjia Zhang. PhD. *The language learning experiences, identity formation and educational trajectories of Chinese heritage language learners whose families' home language is not Mandarin*. Jeff Bale (supervisor) Antoinette Gagné (committee member)

Red Bear Bernard Robinson PhD. *Storytelling Method: A New, Very Old Method of Teaching and Learning Ojibway*. Enrica Piccardo (supervisor), Jack Miller, Antoinette Gagné (committee members)

Mona El Samaty. PhD. *Using Language to Navigate Belonging: The Case of Second Generation Arab Youth in Montreal*. Normand Labrie (Supervisor), Marie-Odile Magnan (U of Montreal), Antoinette Gagné (committee member)

Anne Popovich. PhD. *FSL Methodology Courses: Closing the Gap Between Theory and Practice*. Jeff Bale (supervisor), Antoinette Gagné, Emmanuelle Le Pichon Vorstman (committee members)

Katy Brubacher. PhD. *Exploring the Boundaries of Emotion and Language: Elementary School Newcomers with Emerging Print Literacy as Co-researchers*. Jeff Bale (supervisor), Antoinette Gagné, Jim Cummins (committee members)

Fatemeh Alhosseini. PhD. *Newcomer Students: Positive Adaptation Through Challenges and Recourses* Michel Ferrari, (Supervisor), Antoinette Gagné and Richard Volpe (committee members)

Newton Ranaweera. PhD. *Poetry: A Cultural Artifact in Mediating Second Language Writing Development*. Shelley Stagg Peterson (supervisor), Guy Allen, Antoinette Gagné (committee members)

Tiffany Ng. PhD. *The Possibilities and Limits of Reciprocal Learning: A Telecollaborative Study Between Canadian and Chinese Students*. Jim Cummins (Supervisor), Rob Simon, Jim Hewitt, Antoinette Gagné (committee members)

Angelica Radjenovic. PhD. Kathy Bickmore (Supervisor), Antoinette Gagné (committee member)

Brigid Kelso. PhD. Julie Kerekes (Supervisor), Antoinette Gagné (committee member)

Christina Jaimungal. PhD. George Dei (Supervisor), Antoinette Gagné (committee member)

Serena Quintal. MA. *Elementary Core French Teachers' Perspectives on Teaching Students During the COVID-19 Pandemic*, Emmanuelle Le Pichon (supervisor), Antoinette Gagné (committee member)

INTERNAL EXAMINER FOR THE FOLLOWING PHD THESES COMPLETED FROM 2017 TO 2020

Faith Marcel (2020). *Mobile Mixed Reality Technologies for Language Teaching and Learning*.

Elizabeth Bolton (2020). *The Poetics of Postpartum: Dwelling in Poetic Space to Parent the Self*.

Nazira Mawji (2018). *Raced and Gendered Subjectivities in the Diasporas: Exploring the Role of Generationally Transferred Local 'Subjugated' Knowledges in the Education of Canadian Women of Asian East African Heritage*.

Jacqueline Ng (2018). *Multiliteracies in the Context of a Sister-class Project: Pursuing New Possibilities in Second Language Education*.

Patricia de Guadalupe Carbajal (2018). *Building Democratic Convivencia (Peaceful Coexistence) In Classrooms: Case Studies of Teaching in Mexican Public Schools Surrounded by Violence*.

Antum Panjwani (2017). *Representations of Muslim Cultures and Societies in Children's Literature as a Curriculum Resource for Ontario Classrooms: Promises and Prospect*.

Catherine Coulthard (2017). *Finding the Voice of the Early Author: The Impact of a Self- Authoring Program Among First Nations, Métis, and Inuit Preschool Children and Families*.

Martha Trahey (2016). *Form-focused instruction in the mainstream classroom: Effects on the grammatical development of adolescent English language learners*.

Sardar M. Anwaruddin. (2016). *Teachers' Responses to Educational Research: A Hermeneutic Inquiry*.

EXTERNAL EXAMINER FOR THE FOLLOWING PHD THESES 2016 +

Christina Doré. (2021). *Stories Teachers Tell: A Narrative Exploration of American Sign Language Teachers' Professional Lives*. Carleton University.

Nwara Abdulhamid (2018). *What Is the Relationship Between Alignment and Washback? A Mixed-Methods Study of the Libyan EFL Context*. Carleton University.

Adolfo Arrieta (2018). *Teacher and Student Positioning and Learning Opportunities: A Case Study of a First-Year University English Course for Future Teachers of English*. Universidad Del Atlántico, Rude, Colombia.

Karen Densky (2017). *A Multiple Case Study of Points of Tension during TESOL Teaching Practica*. Simon Fraser University.

Xiaohui Zhu (2016). *Realities and Anxieties to Live With: An In-Depth Inquiry of the Experience of Internationally Educated Professionals in the Bridging Programs at Universities in Ontario*. York University.

Mithila Vidwans (2016). *Exploring Science Teachers' Self-Efficacy Perceptions to Teach in Ontario's Diverse Classrooms: A Mixed-Methods Investigation*, University of Western Ontario.

TITLES OF DOCTORAL THESES SUPERVISED AND COMPLETED

Margaret E. Adam (2021). *Finding the Self That Teaches: A Co-Active Coaching Approach to Mindful Practice and Wellbeing in Education*. Antoinette Gagné (supervisor), Jack Miller and Kathy Broad (committee members)

Patricia C. Robinson Giff (2021). *In-Between Places: A Narrative, Arts-Informed Exploration of the Knowledge, Values, and Beliefs of English Language Instructors*. Antoinette Gagné (supervisor), Clare Brett and Kathy Broad (committee members)

Danielle Freitas (2020). *"It's Kind of Made Me Think: Is This the Real Me? Is This Really Who I Am?" A Mixed Methods Investigation of Teacher Learning and Teacher Development in CELTA Courses*. Antoinette Gagné (supervisor), Jim Cummins and Enrica Piccardo (committee members)

Erin Sperling (2020). *ScienCivic Literacy: An Ethnographic Case Study of Food Justice Education Through an Ecojustice Lens*. Antoinette Gagné (supervisor) Carol Ann Burke, Mark Evans (committee members)

Alison Altidor Brooks (2019). *Standard Language Ideology and World Englishes: A Multiple Narrative Case Study of Immigrant Educators' Experiences in Canada*. Antoinette Gagné (supervisor), Julie Kerekes and Jeff Bale (committee members).

Elana Shapiro (2019). *Promising Practices for Motivating and Engaging Kindergarten Writers Through Play-Based Pedagogy: An Ethnographic Case Study*. Antoinette Gagné (supervisor), Clare Kosnik and Clare Brett (committee members)

Andrew Hanna (2019). *"Projects for Change": Collaboration and Engagement in a*

Mandatory College Writing Course. Antoinette Gagné (supervisor), Rob Simon and Mary Kooy (committee members)

Amir Soheili-Mehr (2018). *Immigrant Non-Native English Speaking Teachers in TESOL: The Negotiation of Professional Identities*. Antoinette Gagné (supervisor), Jim Cummins and Normand Labrie (committee members)

Leah Burns (2018). *Equity and Community Art Education in the University: The Challenges, Possibilities, & Implications of Learning in A Littoral Zone - A Critical Arts-Informed Case Study*. Antoinette Gagné (supervisor), Jean-Paul Restoule, Rob Simon (committee members)

Marlon Valencia (2017). *The Construction of Teacher Candidates' Imaginaries and Identities in Canada, Colombia, and Chile: An International Comparative Multiple Narrative Case Study*. Antoinette Gagné (supervisor), Jim Cummins and Normand Labrie (committee members)

June Starkey (2017). *Pre-service Teachers, Feedback and French Proficiency Development: Running the Race or Crossing the Finish Line? To Win You Must Run...* Antoinette Gagné (supervisor), Jim Cummins and Katherine Rehner (committee members)

Tammy Fajardo (2017). *Creation and Evolution of a Community of Practice Focused on Critical Action Research in an Ecuadorian University*. Antoinette Gagné (supervisor), Katherine Rehner (co-supervisor) and Jeff Bale (committee members)

Dianne Tyers, (2017). *The Experiences of Women Entrepreneurs in the English Language Education Sector: Understanding Cross-Cultural and Cross-Linguistic Implications through a Multiple Narrative Case Study*. Antoinette Gagné (supervisor), Jeff Bale and Katherine Rehner (committee members)

Reed Thomas (2017). *Diverse Pathways, Common Themes: A Complexity-Informed, Human-Oriented Comparative Case Study of Teacher Candidates' Experiences of French Language Proficiency Development in Concurrent Teacher Preparation in Ontario*. Antoinette Gagné (supervisor), Enrica Piccardo, Katherine Rehner (committee members)

Diane Dekker (2016). *Mother Tongue-based Multilingual Education: Listening to Teacher Voices in the Midst of Language Policy Shift in the Philippine*. Antoinette Gagné (supervisor), Jim Cummins and Normand Labrie (committee members)

Megan McIntosh (2016). *(Re)Writing or (Re)Inscribing: Writing Centres, Multilingualism and 'New' Literacies in Anglophone Academies*. Antoinette Gagné (supervisor), Julie Kerekes, Jim Cummins (committee members)

Ariel Quinio (2015). *Sociolinguistic Factors and Employment Trajectory of Internationally Educated Professionals*. Antoinette Gagné (supervisor), Julie Kerekes, Jim Cummins (committee members)

James Corcoran (2015). *English as the International Language of Science: A Comparative Case Study of Mexican Scientists' Experiences in Writing for Publication*. Antoinette Gagné (Supervisor), Jim Cummins and Katherine Rehner (Committee Members)

Sreemali Herath (2015). *Teachers as Transformative Intellectuals in Post-Conflict Reconciliation: A Study of Sri Lankan Language Teachers' Identities, Experiences and Perceptions*. Unpublished Ph.D. thesis. OISE, University of Toronto, Toronto. Antoinette Gagné (supervisor), Jim Cummins and Mark Evans (committee members)

Maggie Heeney (2015). *Cognitive Modelling: A Case Study of Reading-to-Write Strategy Instruction and the Development of Second Language Writing Expertise in a University English for Academic Purposes Writing Course*. Unpublished Ph.D. thesis. OISE, University of Toronto, Toronto. Antoinette Gagné (supervisor), Alister Cumming and Carol Fraser (York University) (committee members)

Victorina Baxan (2015). *Uncovering Roots of Diversity Conceptions in Teacher Candidates in a Concurrent Teacher Education Program: A Case Study of Teaching and Learning about Diversity*. Unpublished Ph.D. thesis.

OISE, University of Toronto, Toronto. Antoinette Gagné (supervisor) Mark Evans, Kathy Broad, Jean-Paul Restoule (committee members)

Yamin Qian (2012). *The Integration Experiences of Chinese Immigrant Teens in Toronto*. Unpublished Ph.D. thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Jim Cummins, Diane Gerin-Lajoie (committee members)

Joy Kangxian Zhao (2012). *Internationally Educated Teachers in Canada: Transition, Integration, Stress and Coping Strategies*. Unpublished Ph.D. thesis. OISE, University of Toronto, Toronto. Antoinette Gagné (supervisor), Taryn Tang and John Wallace (committee members)

Stephanie Arnott (2012). *Why AIM? Educator Perspectives and Implementation of an Instructional Method for Teaching Core French as a Second Language in Ontario*. Unpublished Ph.D. thesis. OISE, University of Toronto, Toronto. Antoinette Gagné (supervisor), Sharon Lapkin, Enrica Piccardo and Katherine Rehner (committee members)

Merlin Charles (2012). *The Heart and Soul of Language Teaching: Making Inter-Connections Between Holistic and Second Language Education in The Post-Secondary Context*, Unpublished Ph.D. thesis. OISE, University of Toronto, Toronto. Antoinette Gagné (supervisor), Jack Miller, Enrica Piccardo (committee members)

Hana A. El-Fiki (2011). *Teaching English as a Foreign Language and Using English as a Medium of Instruction in Egypt: Teachers' perceptions of Teaching Approaches and Sources of Change*. Unpublished Ph.D. thesis. OISE, University of Toronto, Toronto. Antoinette Gagné (supervisor), Jim Cummins, Eunice Jang and Sarfaroz Niyozov (committee members)

Ranya Khan (2011). *Meeting the needs of English language learners with interruptions in their formal schooling: a comparative case study of two teachers' classrooms*, Unpublished Ph.D. thesis. OISE, University of Toronto, Toronto. Antoinette Gagné (supervisor), Sarfaroz Niyozov, and Tara Goldstein (committee members)

Stephanie Soto Gordon (2010). *A Case Study of Multi-level Language Ability Groupings in an ESL Secondary School Classroom: Are We Making the Right Choices?* Unpublished Ph.D. thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Jim Cummins, Tara Goldstein (committee members)

Geoff Lawrence (2010). *Learning About Otherness: The Treatment and Impact of Culture Learning in International Language Teacher Preparation*. Unpublished Ph.D. thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Jim Cummins, Eunice Jung (committee members)

Michael Salvatori (2007). *Learning, discerning and yearning: The development of language proficiency of non-native speaker French as a second language teachers in Ontario*. Unpublished Ph.D. thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Sharon Lapkin and Diane Gerin-Lajoie (committee members)

Farahnaz Faez (2007). *Preparing diverse teachers for diverse students: Perceptions of linguistic identity, experiences and teaching responsibilities in a Canadian teacher education program*. Unpublished Ph.D. thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Merrill Swain, Dennis Thiessen and Nina Bascia (committee members)

Jan Edwards Dormer (2006). *A perfect blend? A study of coworker relationships between native English speaking and nonnative English speaking teachers in two school sites in Brazil and Indonesia*. Unpublished Ed.D. thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Rena Helms-Park, Linda Cameron and Jim Cummins (committee members)

Clea Schmidt (2004). *A case study of the impact of the ESL Infusion initiative on teacher educators across preservice programs*. Unpublished Ph.D. thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Tara Goldstein, Clare Kosnik (committee members)

Marilyn Steinbach (2004). *Equity for new Canadians: Considering cultural worldviews in adult education*. Unpublished Ph.D. thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Jo-Anne Dillabough, Mary Maguire (McGill University) (committee members)

TITLE OF COMPLETED PHD THESES FOR WHICH I WAS A COMMITTEE MEMBER 2016+

Eveline Houtman. PhD. *What shapes academic librarians' teaching practices? A holistic study of individual librarians, their contexts, and their professional learning activities*. Rob Simon (Supervisor), Antoinette Gagné and Mary Kooy (committee members)

Mino Ardeshiri (2019). *Technology-Based Intervention in L2 Reading Comprehension: Toward Digital Scaffolding*. Jim Cummins (Supervisor), Antoinette Gagné, Clare Brett (committee members)

Bapujee Biwabandan (2019). *Multilingual education in classrooms with multiple mother tongues; A case study of pedagogical possibilities*. Jim Cummins (Supervisor), Antoinette Gagné and Diane Gérin-Lajoie (committee members)

Shakina Rajendram (2019). *The Affordances of Translanguaging as an Agentive, Collaborative and Socioculturally Responsive Pedagogy for Multilingual Learners*. Shelley Stagg Peterson (Supervisor), Antoinette Gagné and Jeff Bale (committee members)

Michael Wallner (2019). *Eventualizing Berlin Anti-Homophobia Policy in the Racialized and Sexualized "Social Curriculum of Germanness"* Heather Sykes (Supervisor), Antoinette Gagné and Jeff Bale (committee members)

Soon Young Jang (2018) *Bilingualism of Korean-Canadian Children: A Multigenerational Ethnic Church in The Greater Toronto Area*. Shelley Stagg Peterson (Supervisor), Antoinette Gagné and Jeff Bale (committee members)

Belinda Longe (2017). *An Exploration of Six Literacy Teacher Educators and the Influences on their Literacy Teaching Practices*. Clare Kosnik (supervisor), Clive Beck and Antoinette Gagné (committee members)

Heejin Song (2016). *Languages, Cultures and Identities of Newcomer Adolescent Learners: Deconstructing Multicultural Education in Korea*. Jim Cummins (supervisor), Antoinette Gagné and Diane Gérin-Lajoie. (committee members)

Justine Bruyère (2016). *Writing at the Kindergarten Level: Drama, a Springboard for Learning to Write*. Shelley Stagg Peterson (supervisor), Antoinette Gagné and David Booth. (committee members)

Pooja Dharamshi (2016). *Exploring the Backgrounds, Visions, and Practices of Six Literacy Teacher Educators with a Critical Stance*. Clare Kosnik (supervisor), Clive Beck and Antoinette Gagné (committee members)

Stefanie Muhling (2016). *Teaching to Learn and Reciprocal Learning Among Associate Teachers in French as a Second Language Teaching Environments: A Multiple Case Study*. Enrica Piccardo (supervisor), Antoinette Gagné and Katherine Rehner (committee members)

TITLES OF MA THESES SUPERVISED AND COMPLETED

Colleen Nathan (2021). *An Autoethnographic Perspective on Restorative English Education in Marginalized Communities*. Antoinette Gagné (supervisor), Rob Simon (committee member)

Megan Ramsay (2019). *A Narrative Exploration of Building Capacity*. Antoinette Gagné (supervisor), Arlo Kempf

Sabeen Abbas (2019). *"We're sisters now": Reciprocal Learning in a Canadian/Chinese Cross-Cultural Educational Collaboration*. Antoinette Gagné (supervisor), Jim Cummins

- Andrés Fernando Valencia Mafla (2018). *Auto(decolonizing)ethnography of My Academic Selves and Practices*. Antoinette Gagné (supervisor), Rubén Gastambide Fernández
- Rebecca Martyn (2018). *Identity Investment: Harnessing Social Media as a Platform for an Identity Text Project*. Antoinette Gagné (supervisor), Jeff Bale
- Anna Bartosik (2017). *International Students' Perceptions of Factors Affecting Academic Success in Post-Secondary Studies*, Antoinette Gagné (supervisor), Jeff Bale
- Monica Shank (2016). *Parental Voice in Early Primary Swahili-Medium and English-Medium Literacy Instruction in Monduli, Tanzania*. Antoinette Gagné (supervisor), Christine Connelly
- Tasneem Ahmed (2016). *Language Choices of Pakistani Canadians in the Peel Region*. Antoinette Gagné & Christine Connelly (co-supervisor), Julie Kerekes
- Rochelle Gour (2015). *Engagement or Despondence? Ontario Middle-School Core French Teachers' Perceptions of and Experiences with the 2013 Ontario French as a Second Language Curriculum*. Committee: Antoinette Gagné (supervisor), Katherine Rehner
- Karlene Stewart-Reid (2013). *Silent Voices: The Experiences and Perceptions of Caribbean Immigrant Parents and Children Regarding the Use of the Caribbean Variety of English when Interacting with Teachers in Toronto*, Committee: Antoinette Gagné (supervisor), Linda Cameron
- Danielle Freitas (2013). *Does the Background of Teacher Candidates Matter? A Multiple Case Study of Teacher Learning in an Intensive TESL Program*, Committee: Antoinette Gagné (supervisor), Jim Cummins
- Cuije (Zoe) Chen (2010). *The Socialization of L2 Graduate Students Through Classroom Discussions*. Committee: Antoinette Gagné (supervisor), Katherine Rehner
- Kathy Wing Yee Lee (2009). *Pathways to Collaboration: A case Study of Local and Foreign Teacher Relationships in a South-Eastern Chinese University*. Committee: Antoinette Gagné (supervisor), Tara Goldstein
- Mei Lan Ma (2009). *An Exploratory Case Study of the Participation and Interaction Among Elementary School English Language Learners and Native Speakers in Online Discussions*. Committee: Antoinette Gagné (supervisor), Julie Kerekes
- Reed Thomas (2009). *Maps and journeys: Content-based teaching in English- and French-second language classrooms*. Unpublished master's thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Jim Cummins
- Jolanta Garus (2006). *The missing link: The impact of low biliteracy skills on bilingual linguistic identity*. Unpublished master's thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Jim Cummins
- Jennifer Shields (2006). *The Language Experience and Achievement Program: Case Study of an educational change initiative in Northern Pakistan*. Unpublished master's thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Jim Cummins
- Fengjuan Zhang (2005). *Charting their course: Nonnative English-speaking teachers working in adult ESL programs in Canada*. Unpublished master's thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Jim Cummins
- Stefanie Muhling (2004). *Re-envisioning staff development for K-D French immersion teachers: A case study of a professional learning community*. Unpublished master's thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Sharon Lapkin

Mira Gambhir (2004). *Non-native speakers of English in a Canadian teacher education program: Needs, experiences and policies*. Unpublished master's thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), David Wilson

Michelle O'Brien (2004). *Personal images in second language teacher development: Exploration of a reflective teaching tool*. Unpublished master's thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Patrick Diamond

Sameena Eidoo (2003). *Vivre le français: an examination of a "French-only" policy as an educational experience*. Unpublished master's thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Jim Cummins

Louise Paoli Di Prisco (2002). *The implementation and integration of online computer technology in a technology-rich secondary school: A case study*. Unpublished master's thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Miles Turnbull

Ranya Khan (2002). *Language and content: A case study of how science is taught in a community-run private English-medium school in Karachi, Pakistan*, Unpublished master's thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Derek Hodson

Jennifer Davos (2002). *Beyond the textbook: films and film scripts use in the university language classroom*. Unpublished master's thesis. OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Miles Turnbull

Elyse Lulkin (2001). *Literature circles in the multicultural classroom: who's learning what?* OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Mary Kooy

Suzie Robertson (2000). *E-mail and learning to write in French: The influence of e-mail on the attitudes and writing development of Grade 2/3 early French immersion students* OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Miles Turnbull

Michael Salvatori (2002). *A case study of the collaborative development of the new guidelines for additional qualifications in FSL in Ontario*, Unpublished QRP, OISE, University of Toronto, Toronto. Committee: Antoinette Gagné (supervisor), Sharon Lapkin

TITLE OF COMPLETED MA THESES FOR WHICH I WAS A COMMITTEE MEMBER 2018+

Shayla Ahmad. (2020). *Teacher Assessment Beliefs: A Narrative Inquiry of Internationally Educated Teachers' Assessment of Speaking Skills in Canadian ESL/EAP Classrooms*. Normand Labrie (Supervisor), Antoinette Gagné (committee member)

Christina Tjandra (2019). *Reading the Linguistic Landscape: Fostering Newcomer Students' Language Awareness and Identity Positioning*. Normand Labrie (supervisor), Antoinette Gagné (committee members)

Jon Lambert (2018). *An Analysis of How the Ontario Social Studies Curriculum Addresses Issues of Social Justice*. Committee: Jim Cummins (supervisor), Antoinette Gagné

TITLES OF MRPs AND MTRPs SUPERVISED AND COMPLETED SINCE 2014

Sumaya Bakbak, Ghada Chahrour, and Dania Wattar (2018). *Supporting the Academic and Social Integration of Syrian Refugees in Ontario Schools*. Antoinette Gagné (supervisor)

Michelle Little and Morgan Lowen (2018). *The Integration of Syrian Refugees in Ontario and British Columbia Comparison of Resources and Teachers Perspectives*. Antoinette Gagné (supervisor)

Nadeen Al-Hashimi and Anoop Sidhu (2018). *Trauma Sensitive Pedagogy: A Closer Look at Educators' Perspectives on the Social and Academic Integration of Syrian Refugees and how the Ontario Ministry Policies and Teacher Resources Inform Pedagogical Practices*. Antoinette Gagné (supervisor)

Lael Kronick, (2016). *Pedagogies of Hope in the Education of Indigenous Children*. Antoinette Gagné (supervisor)

Rita Reis, (2015). *Peace Studies in Elementary Classrooms: When, Where and How for Teachers and Students* Antoinette Gagné (supervisor)

Syeda Rufeeda Bukhari, (2014), *Are We Realizing the Promise of Diversity? A Multiple Case Study of the Integration Experiences of Immigrant Teachers in Toronto Area Schools*, Antoinette Gagné (supervisor)

Curtis Dillon, (2014). *Factors Putting Late French Immersion Students "At Risk" and What We Can Do As Teachers*, Antoinette Gagné (supervisor)

Kristen H. Lisowski, (2014). *From Exclusion to Inclusion: Meeting the Needs of Struggling Learners in the Primary Level French Immersion Classroom*, Antoinette Gagné (supervisor)

Sarah Boucher (2014). *The Accelerative Integrated Method in Grades 7 and 8: Teachers' Perspectives and Experiences*, Antoinette Gagné (supervisor)

Jia-Yun Karen Cao, (2014). *An Exploration of Teacher Identity and Graduate Unemployment in Ontario*, Antoinette Gagné (supervisor)

COURSES TAUGHT IN LAST 15 YEARS (GRADUATE COURSES)

- CTL 5310 The Education of Students of Refugee Background in Canada and Beyond
- CTL 3008 Critical Pedagogy, Linguistic and Cultural Diversity
- CTL 7019 Supporting English Language Learners
- CTL 3001 Research Colloquium in Language and Literacies Education
- CTL 3999 The Proseminar in Language and Literacies Education
- CTL 3999 Action Research
- CTL 7006 Reflective Teaching and Inquiry into Research in Education
- CTL 3999 Special Topics in Second Language Education: Practicum in College and University Teaching
- CTL 3002 The Methodology and Organization of Second Language Teaching
- CTL 3012 Communicative Competence
- CTL 3024 Language Teacher Education
- CTL 3799 Special Topics in Second Language Education: Second Language Teacher Education (Master's Level)
- CTL 3998 Individual Reading and Research in Second Language Education: Master's and Doctoral Levels
- CTL 3997 Practicum in Second Language Education Master's and Doctoral Levels

COURSES TAUGHT IN LAST 15 YEARS (PRESERVICE COURSES)

- EDU5588 Language and Culture in the Classroom
- B.Ed. Pre-field Experience Program for Internationally Educated Teachers
- B.Ed. ESL Infusion Internship
- B.Ed. Language and Culture Internship
- EDU 5524 ESL Across the Curriculum

EXTERNALLY-AWARDED GRANTS, CONTRACTS AND AWARDS

Year	Individual or Group	Grantor	Purpose (e.g. research, travel, contract)	Amount
2020	Group	SSHRC Insight Grant	Research	\$199,870
2018	Group	SSHRC Insight Grant	Research	\$82,622
2017	Individual	SSHRC SIG	Research	\$3,485
2017	Group	SSHRC Insight Grant	Research	\$154,973
2011	Group	Nordforsk Foundation	Travel for Research Network Meetings In UK, Iceland, Norway, Denmark and Finland	\$10,000
2010	Group	UK Economic and Social Research Council	Travel to Seminar Series in UK Travel-EU Conferences	\$5,000
2009	Individual	SSHRC		\$800
2008	Individual	SSHRC International Opportunities Fund	Research	\$25,000
2004	Individual	Canadian Heritage	Research	\$75,000
2003	Group	TESOL International Research Foundations	Research	\$30,000
2003	Individual	SSHRC	Travel-TESOL2003	\$600
2002	Individual	SSHRC	Research	\$111,607
2000	Individual	SSHRC	Travel-AERA	\$200
2000	Group	Peel District Board of Education	Research	\$4,500
1999	Group	SSHRC	Research	\$2,400
1999	Individual	SSHRC	Travel-AILA	\$600
1998	Group	SSHRC	Research	\$92,100
1997	Group	SSHRC	Research	\$2,500
1997	Group	Peel District Board of Education	Research	\$18,000
1997	Individual	Ontario Ministry of Education and Training	Contract	\$3,000
1996	Individual	SSHRC	Travel – CSSE	\$330
1996	Group	SSHRC	Research	\$3,725
1996	Group	Institute for Educational Development, Aga Khan University, Pakistan	Travel-Aga Khan University, Pakistan	\$56,000

INTERNALLY-AWARDED GRANTS, CONTRACTS AND AWARDS

Year	Individual or Group	Grantor	Purpose (e.g. research, travel, contract)	Amount
2012	Individual	OISE Inquiry into Practice Grant	Research	\$6,000
2009	Individual	OISE Inquiry into Practice Grant	Research	\$8,500
2007	Individual	OISE/UT School University Partnership Fund	Research	\$2,000
2005	Individual	OISE/UT School University Partnership Fund	Research	\$3,000
2004	Individual	OISE/UT School University Partnership Fund	Research	\$3,000
2003	Individual	OISE/UT School University Partnership Fund	Research	\$2,000
2002	Individual	OISE/UT IT Infusion Mini-Grant	Research	\$500
2002	Individual	OISE/UT IT Infusion Mini-Grant	Website development	\$500
2002	Individual	OISE/UT Education Commons Project Initiatives Grant	Website design and development	\$4,000

PUBLICATIONS – BOOKS

Gagné, A., Herath, S. & Kalan, A. (Eds.) (In press). *Critical Action Research Challenging the Neoliberal Constrictions of Language and Literacies Education Globally*. Peter Lang Publishing.

Gagné, A., Kjørven, O., and Ringen, B-J. (Eds) (2009). *Teacher Diversity in Diverse Schools – Challenges and Opportunities for Teacher Education*. Oslo, Norway: Oplandske Bokforlag.

Gagné, A. (Editor) (2008). *Growing New Roots: The Voices and Reflections of Immigrant Teens – Resource Book for Educators, English Language Learners and Immigrant Teens*. Toronto, ON: OISE.

Gagné, A. (Editor). (2007). *Growing New Roots: The Voices of Immigrant Families and the Teachers of Their Children. Resource Book for Educators and Immigrant Families*. Toronto, ON: OISE/UT.

Gagné, A. (Ed.) (2003). *Voices of English as a second language learners and their teachers: The primary school level handbook*. Toronto: OISE/UT.

Gagné, A. (Ed.) (2003). *ESL infusion video series. Voices of English as a second language learners and their teachers: The middle school level handbook*. Toronto: OISE/UT.

Gagné, A. (Ed.) (2003). *ESL infusion video series. Voices of English as a second language learners and their teachers: The secondary school level handbook*. Toronto: OISE/UT.

Gagné, A. (Ed.) (2003). *ESL infusion video series. Voices of English as a second language learners and their teachers: The compilation handbook*. Toronto: OISE/UT.

Gagné, A. and Robertson, M. (1995). *Contact School: Landscapes of Possibilities in the Inner School -- An Alternative High School in the Toronto Board of Education*. Toronto: Canadian Education Association, 175 pages.

The Wow! series consists of 24 children's books and songs as well as an activity book, audiocassettes and a guidebook for teachers and parents. These materials were designed for use mainly with second language learners. I was series editor as well as co-author.

Gagné, A. and Magahay, W. (1997). *Wow! Thirty-one days in July*. Montreal: Didier Inc. 32 pages.

Gagné, A. and Magahay, W. (1997). *Wow! The Great Space Exchange*. Montreal: Didier Inc. 32 pages.

Gagné, A. and Magahay, W. (1996). *Wow! Trouble on Trip 25*. Montreal: Didier Inc. 32 pages.

Gagné, A. and Magahay, W. (1996). *Wow! The Rebel Telepath*. Montreal: Didier Inc. 32 pages.

Magahay, W. and Gagné, A. (1997). *Wow! Neighbourhood Watch*. Montreal: Didier Inc. 32 pages.

Magahay, W. and Gagné, A. (1997). *Wow! Miranda and the Whale*. Montreal: Didier Inc. 32 pages.

Magahay, W. and Gagné, A. (1996). *Wow! Hannah*. Montreal: Didier Inc. 32 pages.

Magahay, W. and Gagné, A. (1996). *Wow! The Face in the Mirror*. Montreal: Didier Inc. 32 pages.

PUBLICATIONS - ARTICLES, BOOK CHAPTERS AND REVIEWS

Gagné, A. & Wattar, D. (In press). A Duoethnographic Perspective on Supporting Muslim Children, Youth and Their Families in Canadian Schools. In *Equity and Justice Perspectives on Education in Canada* edited Ali A. Abdi. Canadian Scholars Press.

Gagné, A., Rajendram, S. & Wattar, D. (In press). Working Toward Equity and Engagement in an Online Course for Future K-12 Teachers. In *Teaching in the Post COVID-19 Era: World Education Dilemmas, Teaching Innovations and Solutions in the Age of Crisis* edited by I. Fayed, I., & J. Cummings, J. Springer Publishing. New York.

Gagné, A., Jaramillo, C., Ortega, Y. (In press). NCARE - A Network of Critical Action Researchers in Education: Processes & Realizations. In *Critical Action Research Challenging the Neoliberal Constrictions of Language and Literacies Education Globally* edited by Antoinette Gagné, Sreemali Herath and Amir Kalan. Peter Lang Publishing.

Gagné, A., Herath, S. & Kalan, A. (In press). Pathways to Challenge the Neoliberal Constriction of Education: An Introductory Multi-ethnography. In *Critical Action Research Challenging the Neoliberal Constrictions of Language and Literacies Education Globally* edited by Antoinette Gagné, Sreemali Herath and Amir Kalan. Peter Lang Publishing.

Gagné, A., Herath, S. & Kalan, A. (In press). Widening the Path to Challenge the Neoliberal Constriction of Education: Our Concluding Multi-ethnography. In *Critical Action Research Challenging the Neoliberal Constrictions of Language and Literacies Education Globally* edited by Antoinette Gagné, Sreemali Herath and Amir Kalan. Peter Lang Publishing.

Gagné, A. (2021). Teacher Education for Diversity Through an Autoethnographic Lens. In *Superdiversity and Teacher Education: Supporting Teachers in Working with Culturally, Linguistically, and Racially Diverse Students, Families, and Communities* edited by Guofang Li, Jim Anderson, Jan Hare, and Marianne McTavish. Routledge Publishers.

Valencia, M., Herath, S. & Gagné, A. (2020). Unpacking Professional Identity: The Use of Multimodal Identity Texts and Duoethnographies in Language Teacher Education. In *Language Teacher Identity in TESOL: Teacher Education and Practice as Identity Work* edited by Bedrettin Yazan and Kristen Lindahl, Routledge.

Bale, J., Gagné, A. & Kerekes, J. (2019). Meeting the needs of plurilingual English learners in public schools: Let's start with teacher education. In J. Mueller & J. Nickel (Eds.), *Globalization and diversity in education: What does it mean for Canadian teacher education?* Ottawa, ON: Canadian Association for Teacher Education.

Gagné, A. *Bakbak, S., *Chahrour, G., & *Wattar, D. (2018). Re/Discovering our Teacher Identities Through Digital Storytelling with Syrian Children and Youth: A Multi-ethnography of Four Diverse Educators. *Master of Teaching Research Journal*. 1(1).

Gagné, A., *Al-Hashimi, N., *Little, M., *Lowen, M., & *Sidhu, A. (2018). Educator perspectives on the social and academic integration of Syrian refugees in Canada. *Journal of Family Diversity in Education*.

Gagné, A., Herath, S. & Valencia, M. (2018). Exploring privilege and marginalization in ELT: A trioethnography of three diverse educators. In *Criticality, Teacher Identity, and (In)equity in English Language Teaching: Issues and Implications* edited by Bedrettin Yazan & Nathanael Rudolph. Dordrecht, The Netherlands: Springer, 237-256.

Corcoran, J., Gagné, A., & McIntosh, M. (2017). A Conversation about "Editing" Plurilingual Scholars' Thesis Writing. *Canadian Journal for Studies in Discourse and Writing/Rédactologie*. 28, 1-25.

Gagné, A., Herath, S. & Valencia, M. (2017). Autobiographical creation: A powerful professional development strategy for teachers. *Creative Dimensions of Teaching and Learning in the 21st Century* edited by Jill B. Cummings and Mary L. Blatherwick. Rotterdam, The Netherlands: Sense Publishers. 117-130.

Gagné, A., Herath, S. & Valencia, M. (2017). Strategies to engage and transform teacher learners in an online course. *Creative Dimensions of Teaching and Learning in the 21st Century* edited by Jill B. Cummings and Mary L. Blatherwick. Rotterdam, The Netherlands: Sense Publishers. 331-344.

Gagné, A., Schmidt, C. and Markus, P. (2017). Teaching about Refugees: Developing Culturally Responsive Educators in Contexts of Politicized Transnationalism. Special issue of *Intercultural Education on Teaching About Refugees*. 28(5), 429-446.

Gagné, A., Schmidt, C. (2016). EN(gauging) Criticality in Teacher Education: Assignments with a Critical Edge. In *What Should Canada's Teachers Know? Teacher Capacities: Knowledge, Beliefs and Skills* edited by Mark Hirschorn. Canadian Association of Teacher Education.

Gagné, A. and Inbar-Lourie, O. (2016). Multiple perspectives on language proficiency development of non-native English-speaking teacher candidates in Canada and Israel in *Research on English Language Teacher Education and Professional Development* edited by Jodi Crandall and MaryAnn Christison. Routledge/Taylor & Francis.

Schmidt, C. and Gagné, A. (Guest Eds.) (2015). Teachers' plurilingual identities in transnational contexts. *Australian Review of Applied Linguistics*, 38(3).

Gagné, A. Chassels, C. and McIntosh, M. (2015). Plurilingual teachers and their experiences navigating the academy: Lessons and strategies for equity, *Australian Review of Applied Linguistics*. 38(3), 106-122.

Gagné, A. (2015). Honouring the contributions of Jim Cummins to language and intercultural education internationally, *Intercultural Education*. 26(6), 451-454.

Gagné, A. and Soto Gordon, S. (2015). Leadership education for English language learners as transformative pedagogy. *Intercultural Education*. 26(6), 530-546.

Gagné, A. and Schmidt, C. (2015). Internationally educated teacher candidates in Canadian faculties of education: When diversity ≠ equity in the *Handbook of Canadian Research in Initial Teacher Education* edited by Thomas Falkenberg, 295-311.

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Interview with Chosun Daily Korean Paper on multicultural education and preparing teachers for diversity February 13, 2020.

Interview with Sharon Newmaster from the Council of Ontario Directors of Education ESL Resource Group of Ontario on preparing teachers to support English learners in elementary and secondary school, February 12, 2020

Nine interviews on the CBC Cross Country Interviews with local stations across Canada on *Immigrant Youth and Friendships*, July 29, 2019

Interview on TVO’s The Agenda with Steve Paikin to discuss the new Canadian Citizenship Guide, November 2009.

Interview on TFO’s Panorama on French Immersion Programming in Ontario and the Controversy Around Access, 2009.

Interview on Radio Canada regarding the Grade 10 Literacy Test in Ontario French Language Schools, May 2008.

Interview for Ottawa Citizen on ESL Students and Plagiarism, 2008.

Interview for Ottawa Citizen on Children’s Right to Protest Parental Decisions, 2008.

Interview on Panorama, a current affairs show on TFO (Télévision Française en Ontario) related to my research on the communication between immigrant families/parents and educators, March 2007.

Interview on Radio Canada regarding International Educated Teachers November 2006

Interview on TVO Current Affairs regarding programming for English Language Learners in Ontario June 2006

Interview on CTV News on the opening of the Harvey Milk High School for lesbian, gay, bisexual, transgender, or questioning (LGBTQ) students located in the East Village of New York City, 2002

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- *Scavenger hunts* – Susan Schwartz and Antoinette Gagné

- *e-Portfolios for HS athletes* – Mercede Rogers, a Physical and Health Education teacher at Bishop Stachan High School
- *e-Portfolio Facilitator interviews* -- Carrie Chassels, Yiola Cleovoulou and Mercede Rogers
- *My experience at the e-Portfolio Celebration of Learning* -- Mariya Boyko, a first-year Math major
- *Sharing e-Portfolio entries* – Two Year 1 CTEP students
- *Professionalism Discussion Parts 1 and 2*-- Jackie Eldridge and Michael DeAngelis
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- *Cover Letter and Resume Appointments* -- The first few minutes of a 25-minute resume/cover letter session with an advisor setting the parameters of a session with a client – A roleplay with Antoinette Gagné and Colette Peters
- *Online Appointments* - Antoinette Gagné and Bonnie Slade
- *Student in Distress* - Sunny Lau Man Chu and Maggie Heeney
- *Pronunciation Problems* -- Sunny Lau Man Chu and Maggie Heeney
- *Student who is late* - Antoinette Gagné and Bonnie Slade

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CONFERENCE PRESENTATIONS AND INVITED PRESENTATIONS SINCE 2004

Gagné, A., Kerekes, J. and Bale, J. (2021). *Learning to Support English Learners in Ontario: A Comparative Analysis of Teacher-Education Programs* in the Multilingual education or how to learn to teach multilingual learning Symposium. AILA.

Gagné, A., (2021). *Digital 'Me Mapping' with Newcomer Youth and Their Future Teachers* in the New dynamics for new cultural, linguistic and digital realities: Adapting mainstream learning environments to and for migrant learners Symposium. AILA.

Bale, J., Gagné, A., Kerekes, J., Rajendram, S., Brubacher, K., Burton, J., Larson, J., Nii Owoo, M.A, Wong, W., Zhang, Y. (2021). *Mainstream Teacher Education and Linguistically Responsive Teaching: Critical Perspectives on Teacher-Candidate Learning about Supporting English Learners*, CSSE.

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Gagné, A. & Wattar, D. (2021). *Community Partnerships to Support the Integration of Newcomer Children and Youth*. Migration and Education: Inclusion and Support of Immigrant and Refugee Students, Migration Working Group Event. Ryerson University.

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Gagné, A. (2021). *Supporting K-12 English Learners through Digital 'Me Mapping' in Canada*. Public Lecture sponsored by the Canadian Studies and Education Programs. Bridgetown University, Massachusetts.

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Gagné, A. (2021). *Teacher education at the Ontario Institute for the Studies in Education/University of Toronto – 'me maps' as an innovative tool to teach how to approach the needs of diverse students*, Schools and Teacher Education in Societies Shaped by Migration Seminar. University of Bremen, Germany.

Rajendram, S. & Gagné, A. (2020). *Preparing Teacher Candidates to Support K-12 English Learners through Digital 'Me Mapping'*. EDULang Seminar Series, University of Ottawa.

Gagné, A., Kerekes, J. and Bale, J. (2020). *Learning to Support English Learners in Ontario: A Comparative Analysis of Teacher-Education Programs* in the Multilingual education or how to learn to teach multilingual learning Symposium. AILA, Groningen, The Netherlands. (Conference cancelled).

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Gagné, A., Fowler, M., Kim, J. & Baxan, V. (2020). *New Insights from Education Faculty on Providing Academic Writing Support to Graduate Students*, CASDW, London, ON. (Conference cancelled)

Le Pichon-Vorstman, E. & Gagné, A., (2020). *Promising Pathways and Practices for the Social and Academic Integration of Refugee Background Students*, AERA, San Francisco, CA. (Conference cancelled)

Gagné, A. Wattar, D. & Abu Qaddam, W. (2019). *Domestic Violence Learning Resource for LINC Classrooms*. TESL Ontario, Toronto.

Gagné, A., Fowler, M.A., Kim, J. (2019). *Faculty Perspectives on the Academic Writing Skills of Graduate Students & Supports for Writing*. Second Language Writing Symposium, Tempe, Arizona.

Le Pichon, E. & Gagné, A. (2019). *Creating Me Mapping Activities to Foster the Inclusion of Multilingual Students*. International Association for Intercultural Education, Amsterdam, The Netherlands.

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- Gagné, A., Kerekes, J., Brubacher, K., Nii Owoo, M., Rajendram, S., Wong, W., LePichon-Vorstman, E., Palta, Z. (2019). *Creating Linguistic and Cultural Portraits with Diverse English Learners*. CSSE, Vancouver.
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- Gagné, A., Le Pichon Vorstman, E. (2019). *Me Mapping: Identity-focussed Workshops for Children and Youth with Refugee Backgrounds in the Transnational/transitional linguistic ecologies: Teaching and learning with children + youth from refugee backgrounds Invited Symposium* organized by Saskia Van Viegen. CAAL/ACLA, Vancouver.
- Gagné, A. (2019). *Teaching about Meeting the Needs of Immigrants and Refugees: Developing Culturally Responsive Educators in Contexts of Politicized Transnationalism* in the Supporting Teachers to Work With Racially, Culturally and Linguistically Diverse Students, Families, and Communities 2-day Symposium. University of British Columbia, Vancouver.
- Bale, J., Gagné, A., Kerekes, J., Brubacher, K. & Wong, W. (2019). *Learning to Support ELLs: Taking up the Quest*. Celebrating Linguistic Diversity Conference, Toronto.
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- Gagné, A., Markus, P., Kovinthan Levi, T., Shields, J., Pinto, S. (2019). *Fostering Hope in a Time of Turbulent Sociopolitical Change: Creating Positive Contexts of Reception for Immigrant Students and Families in Public Schools in Toronto*. Invited Division K Symposium. AERA, Toronto.
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- Le Pichon Vorstman, E. & Gagné, A. (2018). *Hypermobility and the Education of Migrant Refugee Students: A Changing Landscape in Canada and Europe*. CIDE Seminar Series, OISE, University of Toronto
- Corcoran, J., Gagné, A., & McIntosh, M. (2018). *A Conversation about "Editing" Plurilingual Scholars' Thesis Writing*. SLWS - Second Language Writing Symposium. Vancouver.
- Gagné, A., (2018). *Syrian Youth Perspectives on their Social and Academic Integration*. In the *Refugees & Education: Perspectives on Integration and Politics of Teacher Education Symposium* organized by Michelle Lam. CSSE. Regina.
- Corcoran, J., Gagné, A., & McIntosh, M. (2018). *Conversations about "Editing" Plurilingual Scholars' Thesis Writing*. Canadian Association for the Study of Discourse and Writing – CASDW Conference, Regina.
- Gagné, A., Bakbak, S., Beauregard, M., Chahrour, G., Wattar, D., Lowen, M. (2018). *Digital "Me Maps" of Syrian Children & Youth as Guides for Educators*. Celebrating Linguistic Diversity Conference, Toronto.
- Gagné, A., Bale, J., & Kerekes, J. (2018). *What do all teachers really need to know about supporting ELLs?* Celebrating Linguistic Diversity Conference, Toronto.

Bale, J., Gagné, A., Kerekes, J., Brubacher, K. & Wong, W. (2018). *More Than “Just Good Teaching”: Preparing All Teacher Candidates for Linguistically Diverse Classrooms in Ontario, Canada*. AERA, New York City.

Gagné, A., Al-Hashimi, N., Beauregard, M., Little, M., Lowen, M., Nofal, M., & Sidhu, A. (2018). *Educator Perspectives on the Social and Academic Integration of Syrian Children and Youth*. Metropolis Conference, Calgary.

Gagné, A. Bakbak, S., Chahrour, G., & Wattar, D. (2018). *Digital “Me Maps” of Syrian Children & Youth as Guides for Educators*. Metropolis Conference, Calgary.

Gagné, A. (2017). *Intersectionality as a Catalyst for Critical Action Research*. Zhejiang University, Hangzhou, China.

Gagné, A. (2017). Duoethnography in Teacher Education – A Pathway to the Development of a Critical Perspective. In the *Intersectionality in Pre-Service and Graduate Teacher Education: Fostering Critical Lenses in Transnational Contexts Symposium* organized by C. Schmidt. WERA - World Education Research Association Conference, Hong Kong.

Bale, J., Gagné, A. & Kerekes, J. (2017). *Meeting the Needs of Plurilingual English Learners in Public Schools: Let's Start with Teacher Education*. CATE Working Conference, Halifax.

Gagné, A. Schmidt, C. (2017). *Engaging Criticality in Language Teacher Education: Assignments with a Critical Edge*, AILA, Rio de Janeiro, Brazil.

Gagné, A. Schmidt, C. (2017). *Integrating Syrian Refugees in Canadian Schools: Recommendations from the Vanguard in the Language and literacy education for refugee English as an Additional Language learners: A critical perspective Symposium* organized by Hyunjung Shin. Canadian Association of Applied Linguistics Annual Conference, Toronto.

Gagné, A. Schmidt, C. (2017). *En(gauging) Criticality in Teacher Education: Assignments with a Critical Edge*. CSSE, Toronto.

Gagné, A. Schmidt, C., Freitas, D., Beauregard, M., Palta, Z. and Palander, L. (2017). *The Social and Academic Integration of Syrian Refugees in Canadian Schools*. Celebrating Linguistic Conference, Toronto.

Gagné, A. (discussant) (2017). *Inspired to Go Beyond: AR and Exploration of Points of Intersection and Subjectivity Within the Quest for Social Good and Change*. AERA, San Antonio, Texas.

Gagné, A. (discussant) (2017). *Constructing Equitable Education that is Critical and Culturally Relevant*. AERA, San Antonio, Texas.

Gagné, A. (2017). *Intersectionality as a Lens for Researching the Social and Academic Integration of Refugees*. QED – Al-Qazzaz Foundation for Education and Development Webinar from Toronto.

Gagné, A. (discussant) (2017). *Exploring and Transforming Teacher Preparation Practices in International Settings*. AERA, San Antonio, Texas.

Gagné, A. Schmidt, C. (2017). *Intersectionality as a Lens for Researching the Social and Academic Integration of Refugees*. National Metropolis Conference, Montreal.

Gagné, A. (2016). *Exploring your multiple identities as critical professional development in ELT*. IATEFL & TESOL Joint Online Conference.

Gagné, A. Stiles, J., Schmidt, C., Ortega, Y, Guarnizo, L. (2016). *Action Research Panel*. Canadian Association of Action Research in Education, CSSE, Calgary.

Gagné, A. (organizer), Schmidt, C., Valencia, M. & Baxan, V. (2016). *Creating Inclusive Imagined, Local, and Virtual Communities in Teacher Education*. CSSE, Calgary.

Baxan, V. & Gagné, A. (2016). *Pedagogical practices in a teacher education program with commitments to diversity, equity and social justice*. CSSE, Calgary.

Gagné, A. (2016). *Supporting the Success of Refugee and War-Affected Children and Youth*. Celebrating Linguistic Conference, Toronto.

Gagné, A. (organizer) Herath, S., Valencia, M. & Baxan, V. (2016). *ESL Teachers' Imagined, Local, and Virtual Communities in Teacher Education*. TESOL Convention, Baltimore.

Gagné, A. (2016). *A Critical Action Research Network in My Landscape of Practice*. TESOL Convention, Baltimore.

Gagné, A. Schmidt, C. (2016). *Critical Teacher Education for Equity and Inclusion in K-12 schools*. National Metropolis Conference, Toronto.

Gagné, A. (Organizer), Salvatori, M., Chanicka, J. Baxan, V. and Schmidt, C. (2016). *Enacting Social Justice for Immigrant and Refugee Students and Teachers*. National Metropolis Conference, Toronto.

Gagné, A., Soto Gordon, S. (2016). *Leadership Education for English Language Learners as Transformative Pedagogy*. National Metropolis Conference, Toronto.

Gagné, A. (2016). *Investigación acción & Investigación acción crítica – Una Introducción*. Valparaiso, Chile.

Gagné, A. (2015). *Moving Toward Critical Action Research in Teacher Education Hacia la Investigación-Acción Crítica en la Formación de Educadores*. Simposio Internacional de Formación de Educadores. Bogota, Colombia. (keynote address)

Gagné, A. (2015). *Innovación curricular, interculturalidad, internacionalización de la educación superior*. Universidad de Santo Tomás. Bogota, Colombia.

Gagné, A. (2015). *Intersectionality as a Catalyst for Critical Action Research*. Universidad Antonio Nariño, Bogota, Colombia.

Gagné, A. (2015). *Critical Action Research and English Teaching*. Universidad de los Andes, Bogota, Colombia.

Gagné, A. and Valencia, M. (2015). *La diversidad y posibilidades para la transformación*. Fundación Chile @ La Universidad de Toronto.

Gagné, A., Herath, S., and Valencia, M. (2015). *Autobiographical Creation Online: A Powerful Professional Development Strategy for Teachers*. CSSE, Ottawa.

Baxan, V. and Gagné, A. (2015). *A Study of Teacher Candidates' Evolving Conceptions of Diversity Through a Conceptual Change Lens*. CSSE, Ottawa.

Gagné, A. (2015). *Rich, Authentic & Integrated Learning Activities*. YRDSB Critical Thinking & Critical Literacy Network B. York Region District School Board, York Region, Ontario.

Gagné, A. (2015). *Engaging Online PD for ESL Teachers*. TESOL Convention, Toronto.

Gagné, A. (2015). *Critical Action Research for Teacher Educators in Chile in the Critical Language Teacher Education: Possibilities and Challenges* organized by Marlon Valencia, TESOL Convention, Toronto.

Gagné, A. and Valencia, M. (2015). *Teaching and Learning an L2 Online: Action Research and PD for Teacher Educators* in the Exploring Technology-Mediated Language Teaching and Learning: From Research to Practice Symposium, TESOL Convention, Toronto.

Gagné, A. Herath, S., and Valencia, M. (2015). *Engaging Strategies for Online Teacher Education*, in the Exploring Technology-Mediated Language Teaching and Learning: From Research to Practice Symposium, TESOL Convention, Toronto.

Gagné, A. (organizer), Herath, S., Lawrence, G., Lee, L. and Valencia, M. (2015). *Exploring Technology-Mediated Language Teaching and Learning: From Research to Practice*, TESOL Convention, Toronto.

Gagné, A. and Herath, S. (2015). *Critical Action Research in Language Teacher Education in Chile* in The Critical Language Teacher Education: Diverse Perspectives from Research and Practice Symposium organized by Marlon Valencia, AAAL, Toronto.

Gagné, A. (2015). *The ARC Initiative @ UPLA Action research in higher education: Is it "real" research or just PD?* Guest presentation in the LLE Colloquium, OISE, University of Toronto.

Gagné, A. (2015). *Intersectionality as a conceptual lens for education researchers*. Teachers InCIDE, OISE, University of Toronto.

Gagné, A., Herath, S., and Valencia, M. (2015). *Transformative Pedagogies in Online PD for Language Teachers*. 4th International Conference on Second Language Pedagogies.

Gagné, A. (2014). *At the Intersection of Diverse Canadian Teens, School Clubs and Social Justice in the Systemic Issues in Educating Immigrants and Refugees: How are intersections of diversity addressed?* Symposium organized by Clea Schmidt. Metropolis, Milan, Italy.

Smyth, G., Dewilde, J., Schmidt, C., Sime, D. and Gagné, A. (Discussant). (2014). *Intersectionality, Methodologies, and Knowledge Mobilization in Research for Social Justice in Education*, WERA Focal Meeting/SERA Annual Conference, Edinburgh, Scotland.

Gagné, A. and Schmidt, C. (2014). *Culturally responsive teacher education through the personal stories of diverse teachers and learners: Researcher-developed web and video resources from Canada*. Diverse Teachers for Diverse Learners Conference, University of Strathclyde, Glasgow, Scotland.

Gagné, A. and Schmidt, C. (2014). *Diverse Teachers in the Canadian Context – A Focus on Ontario and Manitoba*. Diverse Teachers for Diverse Learners Conference, University of Strathclyde, Glasgow, Scotland.

Gagné, A. (2014). *DTDL Conference Closing Comments*. Diverse Teachers for Diverse Learners Conference, University of Strathclyde, Glasgow, Scotland.

Gagné, A. (2014). *Teaching and Learning Spanish Online: Action Research and Professional Development for Six Teacher Educators*, AILA, Brisbane, Australia.

Baxan, V. and Gagné, A. (2014). *From the BEd Applicant Profile to Graduation: Evolving Conceptions of Diversity*, CSSE Annual Conference, St. Catharines, Ontario.

Thomas, R. Starkey, J. Baxan, V., Valencia, M. and Gagné, A. (discussant) (2014). *Diverse Perspectives, Common Themes: Research on Future Teachers' Learning of Language, Culture and Communities*, CSSE Annual Conference, St-Catharines, Ontario.

Gagné, A., Herath, S. and Valencia, M. (2014). *Creating Capacity for Teaching Teachers Online* in the CSSE/CATE Symposium Exploring Teacher Capacity in Technology-Mediated Teaching organized by Geoff Lawrence. CSSE Annual Conference, St-Catharines, Ontario.

Gagné, A. and Valencia, M. (2014). *Teaching and Learning Spanish Online: Action Research and Professional Development for Five Teacher Educators* in the CSSE/CATE Symposium Exploring Teacher Capacity in Technology-Mediated Teaching organized by Geoff Lawrence. CSSE Annual Conference, St-Catharines, Ontario.

Gagné, A. (2014). *Learning about Self and the World Beyond: Canadian Teens in School-Based Cultural, Religious, and Social Justice Clubs*. Celebrating Linguistic Diversity Conference, Toronto.

Gagné, A. (2014). *Fireside Chat with Dr. Jim Cummins & Dr. Antoinette Gagné*, Celebrating Linguistic Diversity Conference, Toronto.

Gagné, A. (Symposium Organizer and Presenter), Bashiruddin, A. El-Fiki, H., Herath, S. Qian, Y., Valencia, M. (2014). *English Teaching, Language Teacher Education & Education for All: Insights from China, Chile, Colombia, Pakistan and Sri Lanka*. Comparative International Education (CIES) Society Conference, Toronto.

Gagné, A., and Valencia, M. (2014). *Language Teacher Education in Chile and Colombia: Future Teachers' Identity Development and Critical Perspectives*, Comparative International Education Society (CIES) Conference, Toronto.

Dekker, D., Arzadon, M., Burton, L., Dayag, D., Gagné, A. (Discussant). (2014). *The Move to Mother Tongue-Based Multilingual Education: Lessons Learned from the Philippines*, Comparative International Education Society (CIES) Conference, Toronto.

Gagné, A. (2014). *Revisiting the Language Teacher Knowledge Base*. In the Researching English language teacher education in Chile: Multiple Perspectives Symposium organized by Marlon Valencia. TESOL Convention, Portland, Oregon.

Gagné, A. and Valencia, M. (2014). *Enseñanza y Aprendizaje de Español a Través de la Internet: Investigación Acción y Desarrollo Profesional para Cinco Formadores de Docentes*. Second Language Pedagogies Conference, University of Toronto, Mississauga.

Gagné, A., and Schmidt, C., (2014). *Critical Participatory Action Research in Culturally and Linguistically Diverse Contexts*, Trinity College Research Seminar, Dublin, Ireland.

Gagné, A. (2014). *Reflection & Action - Higher Order Thinking, Critical Thinking & Critical Literacy*. YRDSB Critical Thinking & Critical Literacy Network B. York Region District School Board, York Region, Ontario.

Gagné, A. and Valencia, M. (2014). *Deconstructing and Reconstructing Diversity in Chile: a Transformative Multiliteracies Approach for Chilean Schools*, Invited Seminar for Fundación Chile Educators, University of Toronto.

Gagné, A., Schmidt, C. (2014). *Critical Participatory Action Research in Culturally and Linguistically Diverse Contexts*, University of Strathclyde Research Seminar, Glasgow, Scotland.

Gagné, A., Freitas, D., Herath, S., and Valencia, M. (2014). *Transformative Pedagogies in online PD for Teachers*. IAIE / AESA Pre-Conference Workshop. Toronto.

Gagné, A. (2014). *Culturally Responsive Teacher Education*. Research Seminars in TESOL and Language Studies - The TESOL Research Network, University of Sydney, Australia.

Gagné, A. (2014). *Language Teaching Issues in Canadian ITE Programs and Schools*. Invited Seminar. University of Sydney, Australia.

Gagné, A. (2014). *Action Research in Higher Education in Chile*. CIDEF Seminar, OISE, University of Toronto.

Gagné, A. (2013). *Gay straight Alliance Groups in TDSB High schools*. Guest presentation in EDU 5576 Sexualities and Schooling: Approaches to Anti-Homophobia Education, OISE, University of Toronto.

Gagné, A., (2013). *Learning about self and the world beyond: Diverse teens in cultural, religious, and social justice clubs in Canadian secondary schools*, National Association of Multicultural Education (NAME) Conference, Oakland.

Gagné, A. (2013). *Learning to be intercultural citizens: Diverse teens in cultural, religious, and social justice clubs in Canadian secondary schools*. Intercultural vs. Multicultural Education: The End of Rivalries?, Helsinki.

Gagné, A. (2013). *Fostering intercultural competence in teacher education through the personal stories of diverse teachers and learners: Researcher-developed web and video resources from Canada*. International Association for Intercultural Education (IAIE) Conference, Zagreb, Croatia.

Gagné, A., (Symposium Organizer and Presenter), Schmidt, C., Salvatori, M., Serebrin, W., Ciuffetelli Parker, D., Baxan, V., Dekker, D., Bukhari, S., Hamid, S. (2013). *At the Intersection of Diverse Teachers and Diverse Learners*, CSSE, Victoria.

Gagné, A., Bashiruddin, A., Bukhari, R., Freitas, D., Herath, S., Lawrence, G., Valencia, M. (2013). *The intercultural and linguistic competence of teachers: Challenges for the teacher preparation and development*. Symposium at the AAAL Conference, Dallas.

Gagné, A., Valencia, M. (2013). *French Language Competence Among Teacher Candidates in Canada*. AAAL Conference, Dallas.

Schmidt, C. Gagné, A., (2013). *Sustaining School Partnerships for Immigrant Teachers in Challenging Sociopolitical Climates* in the Partnerships in Support of Integrating Immigrant Professionals: Multi-Disciplinary Perspectives Symposium. National Metropolis Conference, Ottawa.

Gagné, A., Valencia, M. and Cummins, J. (2013). *Opening Doors with English and Inclusive Leadership*. Education Leadership Internship for Chilean Education Leaders, OISE, University of Toronto. Toronto.

Schmidt, C. Gagné, A., (2012). *Diversity in Teaching in Canada: Ways Forward*. ERSC DTDL Seminar. Oxford.

Gagné, A., and Cummins, J. (2012). *Critical perspectives on teacher education and “disadvantage”: A view from Ontario*. IALEI Conference, Melbourne, Australia.

Gagné, A., (2012). *Internationally Educated Teachers in Canada*. Diverse Teachers for Diverse Learners Nordforsk Research Network Meeting. Reykavik, Iceland.

Gagné, A., (2012). *Making the most of the thesis Journey: Learn to enjoy the scenery and embrace the road blocks!* Doc Talk, OISE, University of Toronto, Toronto.

Gagné, A., (2012). *Social justice for English language learners in elementary and secondary schools*. Workshop for Paul Olson’s School and Society course. OISE, University of Toronto, Toronto.

Gagné, A. (Symposium coordinator), Soto Gordon, S., Khan, R. Lau, S., Qian, Y. Steinbach, M. (2012). *At the margins but longing to belong: Immigrant and refugee youth in Canadian schools*, Metropolis National Conference, Toronto.

Gagné, A. and Soto Gordon, S. (2012). *At the margins but longing to belong: Coming Together - New Immigrant and Canadian Teenagers*, Metropolis National Conference, Toronto.

Gagné, A. Ragnarsdottir, H., Smyth, G., Lauritsen, K. (2012). *Case Studies in Diverse School Settings in Four Countries*, NERA, Copenhagen, Denmark.

Gagné, A. (2012). *Social Justice for English Language Learners at William Lyon Mackenzie Collegiate Institute in Toronto*, NERA, Copenhagen, Denmark.

Gagné, A., & Thomas, R. (2011). *Beyond the proficiency test: Working together to support language proficiency development for future FSL teachers*. Presentation given at the Ministry of Education/Faculties of Education Forum 2011, "Working together to support assessment for, as and of learning." OISE, University of Toronto, Toronto, Ontario, Canada.

Gagné, A., Chassels, C. and Burns, L. (2011). *Gaining an Insider's View of The Academy: Working In An Academic Skills Centre*, Navigating Your Path Conference, Toronto.

Schmidt, C., Sneider, J., Gagné, A., Melo, S. (2011). *Interethnic Collaboration and Addressing Discrimination in Immigrant-Receiving Schools*. Metropolis International Conference, The Azores, Portugal.

Gagné, A. (2011). *Coming Together - New Immigrant and Canadian Teenagers*. Metropolis International Conference, The Azores, Portugal.

Gagné, A. and Schmidt, C. (2011). *Diverse Teachers for Diverse Learners - An Overview of Research in Canada*, DTDL Nordforsk Network Conference, Reykjavik, Iceland.

Gagné, A. (2011). *Revisioning Field Experiences and Partnerships at UPLA*. University of Playa Ancha, Valparaiso, Chile.

Gagné, A. (2011). *Growing New Roots: Coming Together - New Immigrant and Canadian Teenagers*. CERLL Colloquium.

Gagné, A. (2011). *The Diversification of Teachers in Ontario: Multiple Pathways with Different Detours and Destinations*. Economic and Social Research Council Seminar Series, Glasgow, Scotland.

Gagné, A. (2011). *The Latest in the Growing New Roots Video Series: Coming Together – New Immigrant and Canadian Teenagers*. Celebrating Linguistic Diversity Conference, Toronto.

Gagné, A. (2011). *Learning From Each Other*. Opening Ceremony Presentation for the Chinese Language and Culture Immersion Program, Nankai University, Tianjin, China.

Gagné, A. (2010). *The Education of Teacher Educators at the University of Toronto*. CSSE. Montreal

Gagné, A. (2010). *«Réussir» avec tous les élèves : stratégies d'enseignement différencié*. Distinguished Lecturer Series, McGill University.

Gagné, A. (2010). *In Pursuit of Social Justice in the Recertification of Internationally Educated Teachers at the University of Toronto and in Ontario*. Metropolis International Conference, La Hague.

Gagné, A. (2010). *Field-based research in second language education: Linking research and Practice*. Presentation to Professors in the English Teacher Education Program, University of Playa Ancha, Valparaiso, Chile.

Gagné, A. (2010). *Good Language Learners and What They Do*. Presentation to the Education Community, University of Playa Ancha, Valparaiso, Chile.

Gagné, A. (2010). *ICT in the language classroom*. Presentation to Education students, University of Playa Ancha, San Felipe, Chile.

Gagné, A. (2010). *Teaching in/Managing Multi-level Classrooms*. Presentation to the Education Professors, Playa Ancha University, San Felipe, Chile.

Gagné, A. (2010). *Field Experiences and Reflective Practice in Teacher Education*. Presentation to Education Professors and Field Supervisors. University of Playa Ancha, Valparaiso, Chile.

Gagné, A. (2010). *Field Experiences in the Preparation of English Teachers. Presentation to Professors in the English Teacher Education Program*, University of Playa Ancha, Valparaiso, Chile.

- Gagné, A. (2010). *Creating Community Through Program Innovation*. Presentation to the Curriculum Innovation Project Group, University of Playa Ancha, Valparaiso, Chile.
- Gagné, A. (2010). *Scaffolding CBI for University Teachers*. Presentation to Professors in the English Teacher Education Program, University of Playa Ancha, Valparaiso, Chile.
- Gagné, A. (2009). *Pursuing Equity in Initial Teacher Education Admissions and Programming*. 14th International Metropolis Conference, Copenhagen, Denmark.
- Gagné, A., Schmidt, C Smyth, G., Herzog-Punzenberger, B., Lau, M.C. (2009). *International Responses to Cultural and Linguistic Diversity in Education Systems*. 14th International Metropolis Conference, Copenhagen, Denmark.
- Gagné, A. (2009 Keynote). *Exploring the Possibilities for Institution-wide EAL PD*. TEAL Conference, Winnipeg, Manitoba.
- Gagné, A. (2009). *Working Together to Support English Language Learners*. TEAL Conference, Winnipeg, Manitoba.
- Gagné, A, and Thomas, R. (2009). *The Language Portfolio*. Workshop presented at the University of Toronto within the Framework of the Concurrent Teacher Education Program.
- Gagné, A. (2009). *Expanding the Community of Practice in Teacher Education at the University of Toronto*. AERA, San Diego.
- Gagné, A. (2009). *Language Teacher Assessment Practices in Ontario: From Teacher Preparation to Induction*. International Meeting on Training, Quality and Certification in Foreign Language Teaching – Comparing Methods of Assessing Language Teachers in Europe and Canada, Siena University for Foreigners, Siena, Italy.
- Gagné, A., Diadori, P. and Rossner, P. (2009). *Comparing methods and criteria of assessment and the development of relevant competence descriptors – Toward a common policy*. International Meeting on Training, Quality and Certification in Foreign Language Teaching – Comparing Methods of Assessing Language Teachers in Europe and Canada, Siena University for Foreigners, Siena, Italy.
- Gagné, A. (2009). *Preparing diverse teachers for diverse learners*. Presentation for doctoral candidates and professors, Siena University for Foreigners, Siena, Italy.
- Gagné, A. (2009). *Scaffolding CLIL for University Teachers*. CLIL (Content and Language Integrated Learning) Methodology in University Instruction: Online and in the Classroom Conference, University of Urbino, Urbino, Italy.
- Gagné, A. (session chair and respondent) (2009). *CLIL Teaching or Content Teaching in a Foreign Language?* CLIL (Content and Language Integrated Learning) Methodology in University Instruction: Online and in the Classroom Conference, University of Urbino, Urbino, Italy.
- Gagné, A., Childs, R. and Broad, K. (2009). *Pursuing Equity in Initial Teacher Education Admissions and Programming*. Faces of Access, OTF/OADE Conference. Toronto.
- Gagné, A. (2009). *Policies, Strategies and Resources to Support English Language Learners in elementary and secondary schools*. Workshop in Susan Schwartz's MT course. OISE, Toronto.
- Gagné, A. (2008). *Insights on Teacher Education Reform and Research*. Part of a Panel Keynote Address with Shijing Xu, Michael Connelley and Michael DeAngelis. Teacher Education Reform Conference, East China Normal University, Shanghai, China.

- Gagné, A. (2008). *Strategies and Resources to Support the English Language Learners in your Classroom*. TDSB Conference on Equity and Diversity Issues. Toronto.
- Gagné, A. Peters, C. and Lau Man Chu. S. (2008) *Expanding the Borders of the Writing Centre*. Part of the *Decentering the Writing Centre: Responding to the Needs of Local, National and International Learners Symposium* at the SSHRC Research Congress organized by Marion McKeown, ACCUTE, Congress 2008, Vancouver, B.C.
- Gagné, A. (symposium organizer and presenter) (2008). *Integrating immigrant teachers in Canadian schools: Who is responsible and how can induction be facilitated?* CSSE Conference, Vancouver, B.C.
- Gagné, A. and Lau Man Chu. S. (2008). *Looking below the surface at two initiatives facilitating the integration of immigrant teachers in Ontario schools*. CSSE, Vancouver, B.C.
- Gagné, A. (Symposium Organizer), Schmidt, C., Faez, F., Beijer, J., Deters, P. (2008). *Teachers and Border Crossings: Issues, Experiences and New Directions*. Metropolis International Conference. Bonn, Germany.
- Gagné, A. (2008). *Factors Impacting the Experiences of Immigrant Teachers and New Directions to Consider*. Metropolis International Conference, Bonn, Germany.
- Gagné, A. (2008) *Preparing Teachers for Diverse Learners: Issues, Experiences and New Directions*. Keynote Speech for the Diverse Teachers for a Diverse School – Challenges and Opportunities for Teacher Education Conference, Hedmark University, Hamar, Norway.
- Gagné, A. and Man Chu Lau, S. (2008) *The Education of Immigrant and Refugee Children and Youth*. Workshop in Paul Olson's School and Society course. OISE, Toronto.
- Gagné, A. (2008) *Concurrent Teacher Education - A distinct opportunity for aspiring teachers*. Presentation to CTL Council. CTL, OISE.
- Gagné, A. with Rolheiser, C and Broad, K. (2008) *Connecting our Communities in Initial Teacher Education - An OISE colloquium on developing coherence in the concurrent, consecutive, and graduate teacher education programs*. OISE, Toronto.
- Gagné, A. and Broad, K. (2008). *Initial Teacher Education Pathways in CTL*. CTL Retreat. OISE, Toronto.
- Gagné, A. (January 2008). *Systemic Support of Internationally Educated Teacher Candidates at the University of Toronto*. Ontario Association of Deans of Education.
- Gagné, A. (2008). *Strategies for the writing stage of the thesis journey*. ACSC Workshop for Graduate Students. Academic and Cultural Support Centre, OISE.
- Gagné, A. (May 2008). *Conference presentations: Moving from proposal submission to delivery*, Doc Talks, Department of Curriculum Teaching and Learning, OISE, University of Toronto
- Gagné, A, Schmidt, C., Sorenson, P. and Pedrina, P. (March 2008). *Integrating immigrant teachers in K-12 schools: Who is responsible and how can induction be facilitated?* AERA, New York.
- Gagné, A, Mall, S., Anker, D., Morrow, M. and Schwartz, S. (May 2008). *Podcasting at the University of Toronto – A Pilot*. RCAT Conference, University of Toronto.
- Gagné, A. (February 2007). *The Growing New Roots Series: Learning to respond to diversity in K-12 schools and teacher education programs*. 9th National Metropolis Conference. Toronto, ON.
- Gagné, A. (2007). *The Growing New Roots Series: A PD tool for ESL teachers*. ERGO. Toronto, ON.
- Gagné, A., Gauthier, M., Tibbs, S. (March 2007). *Field-based research in second language education: Linking research and Practice*, OMLTA Annual Conference, Toronto, ON.

- Gagné, A., and Lawrence, G. (June, 2007). *Fostering Intercultural Communicative Competence among Language Teachers: Challenges & Strategies*, Language Teacher Education Conference, Minneapolis, Minnesota.
- Gagné, A. (July 2007). *Curriculum Leadership*. Curriculum Leadership Institute. University of Manitoba, Winnipeg.
- Gagné, A. (September 2007). *The Impact of Policy and Practice on Internationally Educated and Trained Teachers and Teacher Candidates in Ontario*, British Educational Research Association, London, England.
- Gagné, A. (Symposium Organizer and presenter), (October 2007). *Policies and practices affecting teacher mobility across national boundaries*. Metropolis International Conference, Melbourne, Australia.
- Gagné, A. (May 2007). *What new teachers need to know about working with ELL students in elementary and secondary schools*. ELL Professional Development Day for ITE Instructors.
- Gagné, A. (November 2007). *Immigrant Parents and Educators Working Together for Equitable Family-School Relations*. Modern Language Centre Colloquium.
- Gagné, A. (October 2007). *Concurrent Teacher Education at the University of Toronto*. SUPO Advisory Board.
- Gagné, A., Khan, R., Manji, S., Gershater, L.A., Eidoo, S. and Lopez-Gopar, M. (2007). *Growing New Roots: The Voices of Immigrant Parents and the Teachers of their Children*. Celebrating Linguistic Diversity Conference, Toronto, ON.
- Gagné, A., Faez, F. and Lawrence, G. (2007). *Language and culture support for immigrant teachers*, TESOL , Seattle.
- Gagné, A. (2007). *Why bother with PD?* Keynote at the Annual TCDSB Conference for TESL Professionals. Toronto, ON.
- Gagné, A. (2007). *The Growing New Roots Series: A PD tool for ESL teachers*. ERGO. Toronto, ON.
- Gagné, A., Faez, F. and Lawrence, G. (2006). *Language and culture support for internationally educated teachers at OISE/UT*, TESL Ontario, Toronto, ON.
- Gagné, A. (2006). *The Growing New Roots DVD Series: Learning to respond to diversity in K-12 schools and teacher education programs*, Teacher Education in a Changing World, Calgary, AB.
- Gagné, A., Ali, M. and Khan, R. (2006). *Newcomer parents and their children's teachers: Why can't they talk to each other?* CERIS, Ontario, ON
- Gagné, A., Schmidt, C., Faez, F., Gambhir, M. and Soheili-Mehr, A. (2006). *Programming and policies for non-native English speaking teachers*. TESL Canada, Winnipeg.
- Gagné, A. (2006). *From Conceptualization to Implementation: The OISE/UT Academic and Cultural Support Centre*, Canadian Society for Studies in Education, Toronto, ON.
- Gagné, A. (2006). *Building equitable relationships between immigrant parents and teachers*. Celebrating Linguistic Diversity Conference, Toronto, ON.
- Gagné, A., Eidoo, S. and Garus, J. (2006). *Immigrant parents and educators working together for equitable family-school relations*. AERA, San Francisco.
- Gagné, A. and Inbar, O. (2006). *Proficiency and identity formation of NNEST candidates in teacher preparation programs*. TESOL, Tampa.

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