

CURRICULUM VITAE
 ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
 UNIVERSITY OF TORONTO

A. STATUS

Name: Sandra D. Styres

Rank: Canada Research Chair and Assistant Professor

School of Graduate Studies: Full Status

Academic Unit: Department of Curriculum, Teaching and Learning

Director of Centre: Centre for Indigenous Resurgence and Research Excellence

Affiliations: Comparative, International and Development Education Collaborative Program, OISE

B. DEGREES:

Designation: Ph.D.

Institution: York University, Faculty of Education

Unit: Education – Language, Culture and Teaching

Year: 2013

Title: “Land As First Teacher”: An Indigenous Philosophy of Education?

Designation: M.Ed. (Thesis option)

Institution: Brock University, Faculty of Education

Department: Graduate and Undergraduate Studies in Education

Year: 2008

Title: Language shifting among the Hodenosaunee of Southern Ontario

Designation: B.Ed. Undergraduate Degree in Aboriginal Adult Education, With Distinction

Institution: Brock University, Faculty of Education

Department: Graduate and Undergraduate Studies in Education

Year: 2005

C. EMPLOYMENT AND PROFESSIONAL APPOINTMENT HISTORY:

Date: April 2019 – present

Rank: Canada Research Chair Canada Research Chair in Iethi’nihsténha
 Ohwentsia’kékha (Land), Resurgence, Reconciliation and the Politics of
 Education

Department: Curriculum, Teaching and Learning

Institution: OISE

- Date:* January 2014 – present
Rank: Assistant Professor
Department: Curriculum, Teaching and Learning
Institution: OISE
- Date:* January 2013 – January 2018
Rank: Adjunct Professor
Department: Child and Youth Studies
Institution: Brock University
- Date:* January 2013 – December 2013
Rank: Post-Doctoral Research Fellow
Department: Te Pūtahi a Toi: School of Māori Art, Knowledge and Education
Institution: Massey University, Palmerston North, New Zealand
- Date:* January 2013 – April 2013
Rank: Lecturer
Department: Child and Youth Studies
Institution: Brock University
- Date:* January 2012 – April 2012
Rank: Stipend Instructor
Department: Child and Youth Studies
Institution: Brock University
- Date:* September 2010 – April 2012
Rank: Stipend Instructor
Department: Child and Youth Studies
Institution: Brock University
- Date:* May 2010 (3-week intensive block)
Rank: Stipend Instructor
Department: Teacher Education
Institution: Brock University
- Date:* May 2009 (3-week intensive block)
Rank: Stipend Instructor
Department: Teacher Education
Institution: Brock University
- Date:* April 2009 – June 2009
Rank: Stipend Instructor
Department: Graduate and Undergraduate Studies in Education
Institution: Brock University
- Date:* January 2006 – April 2006
Rank: Stipend Instructor
Department: Graduate and Undergraduate Studies in Education
Institution: Brock University

Date: October 2005 – March 2009
Position: Program Recruiter
Centre: Tecumseh Centre for Aboriginal Research and Education
Institution: Brock University

Date: 2004 –2005
Position: Instructor, Coordinator of the Community Service Workers Program,
 Native Liaison Officer, and Chair of the Community Services Advisory Board
Institution: Brant College, Brantford Ontario

Date: 2003
Position: Instructor
Unit: Native Community Care Program
Institution: Mohawk College, Hamilton Ontario

D. HONOURS:

Traditional Honours

2009 Eagle Feather, presented by Brock University's Tecumseh Centre for
 Aboriginal Research and Education

Awards and Bursaries

2012 – 2014 SSHRC Post-Doctoral Fellowship
 2009 – 2012 Joseph-Armand Bombardier Canada Graduate Scholarship – Doctoral
 2009 – 2012 SSHRC Doctoral Scholarship – declined due to Joseph-Armand Bombardier
 CGS Award
 2009 – 2010 Ontario Graduate Scholarship – declined due to SSHRC award
 2007 – 2008 Ontario Graduate Scholarship
 2008 – 2009 Faculty of Education Doctoral Entrance Scholarship – York University
 2008 – 2009 Casino Rama Award for Student Excellence
 2006 – 2007 Casino Rama Award for Student Excellence
 2007, 2008 Aboriginal Education Council Research Fund – Brock University
 2007, 2008 Tecumseh Centre for Aboriginal Research and Education Research Fund
 – Brock University
 2007 Dean of Graduate Studies Research Award – Brock University
 2007 Dean of Graduate Studies In-Course Scholarship – Brock University
 2007 Faculty of Education Graduate Bursary – Brock University
 2007 President's Enhancement Fund – Brock University

E. PUBLICATIONS

Published

<i>Summary Count</i>	
Books authored (monographs/co-authored)	1
Books edited	1
Chapters in books	5
Journal issues edited (refereed)	1

Articles in journals (refereed)	15
Papers in conference proceedings (refereed)	2
Invited Articles (non-refereed)	7
Commssioned Reports (non-refereed)	5

Books Authored/Edited (Refereed)

Jahnke, H., Styres, S., Lilley, S. & Zinga, D. (2019), *Indigenous Education: New Directions in Theory and Practice*. Edmonton, AB: University of Alberta Press. (Edited)

Styres, S. (2017). *Pathways for Remembering and Recognizing Indigenous Thought in Education: Philosophies of Iethi'nihsténha Ohwentsia'kékha (Land)*. Toronto, ON: University of Toronto Press (pp. 234). (Monograph)

Chapters in Books (Refereed)

* Purton, F., Styres, S. & Kempf, A. (2020). Speaking Back to the Institution: Teacher Education Programs as Sites of Possibility. In S. Cote-Meek & T. Moeke-Pickering (Eds) *Decolonizing and Indigenizing The Canadian Academy: Critical Reflections*. Toronto, ON: Canadian Scholars' Press. (SSHRC funded)

Styres, S. (2019). Pathways for Remembering and (Re)cognizing Indigenous Thought in Education. In Jahnke, H., Styres, S., Lilley, S. & Zinga, D. (Eds.), *Indigenous Education: New Directions in Theory and Practice*. Edmonton, AB: University of Alberta Press.

Styres, S., Zinga, D., Lilley, S. & Jahnke, H. (2019). Opening Contested Spaces. In Jahnke, H., Styres, S., Lilley, S. & Zinga, D. (Eds.), *Indigenous Education: New Directions in Theory and Practice*.. Edmonton, AB: University of Alberta Press.

Lilley, S., Jahnke, H., Styres, S. & Zinga, D. (2019). Closing: Drawing the Threads of Contested Spaces. In Jahnke, H., Styres, S., Lilley, S. & Zinga, D. (Eds.), *Indigenous Education: New Directions in Theory and Practice*. Edmonton, AB: University of Alberta Press.

Styres, S. (2018). Literacies of Land: Decolonizing Narratives, Storying & Literature. In L. Smith, E. Tuck & K.W. Yang (Eds.) *Indigenous and Decolonizing Studies in Education: Mapping the Long View* (pp. 24-37). New York, NY: Routledge.

Journal Issues Edited (Refereed)

Zinga, D. & Styres, S. (2013) Guest Co-Editor for the Canadian Journal of Education and Co-Editor for the Special Theme Issue: *Indigenous Education: Pathways to (Re)membering*, 36(2).

Articles in Journals (Refereed)

Styres, S. (2020). *Reconciliation: Reconciling Contestation in the Academy*. Power and Education, 0(0), 1-6. DOI: 10.1177/1757743820916845 (SSHRC Funded)

- Zinga, D. & **Styres, S.** (2018). Decolonizing Curriculum: Student Resistances to Anti-Oppressive Pedagogy. *Power and Education*, 0(0) 1-21.
<https://doi.org/10.1177/1757743818810565> (SSHRC funded)
- *Peterson, S.S., Jang, S.Y., San Miguel, J., **Styres, S.**, & Madsen, A. (2018). Infusing Indigenous Knowledge and Epistemologies: Learning from Teachers in Northern Aboriginal Head Start Classrooms. *McGill Journal of Education*, 53(1), 1-20.
<http://mje.mcgill.ca/article/view/9506/7326> (SSHRC Funded)
- Styres, S.** (2017). Review of Spiritual discourse in the academy: A globalized Indigenous perspective, by Njoki Nathani Wane, Francis Akena Adyanga and Ahmed Ali Ilmi (Eds.). *In Teachers College Record* <http://www.tcrecord.org> ID Number: 22065.
- Styres, S.** & Zinga, D. (2013). The Community-first Land-centred Research Method: Bringing a ‘Good Mind’ to Indigenous Education Research. *Canadian Journal of Education*, 36(2), 284-313. <http://journals.sfu.ca/cje/index.php/cje-rce/article/view/1315>
- Styres, S.**, Haig-Brown, C., & Blimkie, M. (2013). Toward a Pedagogy of Land: The Urban Context. *Canadian Journal of Education*, 36(2), 188-221.
<http://journals.sfu.ca/cje/index.php/cje-rce/article/view/1293>
- Styres, S.** & Zinga, D. (2013). Opening the Circle: Welcoming Brother Sun. *Canadian Journal of Education*, 36(2), 284-313.
<http://journals.sfu.ca/cje/index.php/cje-rce/issue/view/97>
- Zinga, D. & **Styres, S.** (2013). Coming Full Circle: Welcoming Grandmother Moon. *Canadian Journal of Education*, 36(2), 313-317.
<http://journals.sfu.ca/cje/index.php/cje-rce/issue/view/97>
- Styres, S.** & Zinga, D. (2011). Pedagogy of the Land: Tensions, Challenges, and Contradictions. *First Nations Perspectives*, 4, 59-83.
http://mfnerc.org/wp-content/uploads/2012/11/5_ZingaStyres.pdf
- Zinga, D. & **Styres, S.** (2011). Pedagogy of the Land: Tensions, Challenges, and Contradictions. *First Nations Perspectives*, 4, 59-83. (This is listed twice due to authorship [but only counted once] – see discussion in article)
- Styres, S.** (2011). Land as First Teacher: A Philosophical Journeying. *Reflective Practice*, 12(6), 717-731.
- Styres, S.**, Zinga, D., Bennett, S. & Bomberry, M. (2010). Walking in Two Worlds: Engaging the Space Between Indigenous Community and Academia. *Canadian Journal of Education*, 33(3), 617-648. https://journals-scholarsportal-info.myaccess.library.utoronto.ca/pdf/14623943/v12i0006/717_laftapj.xml
- Zinga, D. **Styres, S.**, Bennett, S. & Bomberry, M. (2009). Student Success Research Consortium: Two Worlds Community-first Research. *Canadian Journal of Native Education*, 32(1), 19-37.

<http://search.proquest.com.myaccess.library.utoronto.ca/docview/755262411/fulltextPDF/807A2EC5C04B4AB1PQ/5?accountid=14771>

Styres, S. (2008). The Silent Monologue: The Voice Within the Space. *AlterNative Journal: An International Journal of Indigenous Peoples*, 4(2), 89-101.
<http://www.alternative.ac.nz/content/silent-monologue-voice-within-space>

Styres, S. (2008). Relationships: An Indigenous Transnational Research Paradigm. *Canadian Journal of Native Education*, 31(1), 293-310.
<http://search.proquest.com.myaccess.library.utoronto.ca/docview/230304082/fulltextPDF/66C144C7CA47483BPQ/27?accountid=14771>

Papers in Conference Proceedings (Refereed)

Styres, S. (2017) Extended Abstract. Literacies of Land: Decolonizing Narratives, Storying and Literature. Conference Proceedings for the April 2017 Ireland International Conference on Education's biannual conference held in Dublin, Ireland.

Styres, S. (2009). Royal Commission on Aboriginal Peoples and the United Nations Declaration on the Rights of Indigenous Peoples: A Bridge Too Far? Conference Proceedings entitled The Law in Education: A Tower or a Bridge. 20th Annual Canadian Association for the Practical Study of Law in Education Conference. Toronto, ON.
<https://capsle.ca/publications/publications/the-law-in-education-a-tower-or-bridge/>

Invited Articles (Non-refereed)

Styres, S. & Tomlins-Jahnke, H. (2019). An Image of Violence and Survivance.
<https://sites.library.ualberta.ca/ualbertapressblog/2019/07/17/an-image-of-violence-and-survivance/>

Pidgeon, M., Zinga, D. & Styres, S. (2016, November). The relationship between policy and Indigenous education in Canada. Crewe Cheshire, UK: Adjacent Digital Politics Ltd.

Zinga, D. & Styres, S. (2016, September) Introduction. In *First Nations Students' Lived Experiences in Ontario Secondary Schools*. Crewe Cheshire, UK: Adjacent Digital Politics Ltd.

Styres, S. (2016, September) First Nations Urban Youth. In *First Nations Students' Lived Experiences in Ontario Secondary Schools*. Crewe Cheshire, UK: Adjacent Digital Politics Ltd.

Styres, S. & Zinga, D. (2016, September) Conclusion. In *First Nations Students' Lived Experiences in Ontario Secondary Schools*. Crewe Cheshire, UK: Adjacent Digital Politics Ltd.

Styres, S. & Zinga, D. (2016, August). Residential Schools, Truth and Reconciliation Commission Report and Implications for Education. Crewe Cheshire, UK: Adjacent Digital Politics Ltd.

Zinga, D. & **Styres, S.** (2016, June). The Road to Reconciliation: How will Canada Address Its Responsibilities to Indigenous Students. Crewe Cheshire, UK: Adjacent Digital Politics Ltd.

Commissioned Reports (Non-refereed)

Purton, F., **Styres, S.** & Kempf, A. (April 2019). Year 1: Summary Report for CTL7073 Indigenous Experiences of Racism and Settler Colonialism in Canada: An Introduction. Toronto, ON.

Styres, S. (2013, September). Te Aho Tātaiarangi: Kaupapa Māori Immersion Pedagogies in Virtual Spaces - Issues, Tensions and Challenges. Research Report prepared for Te Pūtahi a Toi: School of Māori Art, Knowledge and Education at Massey University. Palmerston North, NZ.

Styres, S. (2011, September). A^geho:nō^g: The people. A Demographic Research Report prepared for the Niagara Peninsula Aboriginal Area Management Board. Ohsweken, ON.

Styres, S. (2010, September). E^hse:gwé:ni^g (You Will Succeed): Words of Wisdom From Urban Aboriginal Youth. Research report prepared for the Niagara Peninsula Aboriginal Area Management Board. Ohsweken, ON.

Zinga, D., Bomberry, M., Bennett, S., & **The Student Success Consortium.** (2010). Final Report – Student Success: A Community Initiative to Support the Success of Aboriginal Students In Education. Six Nations of the Grand River Archive.

Styres, S. (2007, March). The Three R's in Language and Education: Role, Relationship, and Responsibility. In the Ministry of Education Teacher Resource Manual. Tomorrow is Mine: Guiding Ontario Educators through Aboriginal Voices.

Under Review

<i>Summary Count</i>	
Books authored	0
Books edited	1
Chapters in books	2
Journal issues edited (refereed)	0
Articles in journals (refereed)	1
Papers in conference proceedings (refereed)	0
Commissioned Reports (non-refereed)	0

Books Edited (Refereed)

Styres, S. & Kempf, A. (Under Review). Troubling Truth & Reconciliation in Canadian Education: Critical Perspectives. Edmonton, AB: University of Alberta Press.

Chapters in Books (Refereed)

Styres, S. & Kempf, A. (Under Review). Indigenous Settler Reconciliation and Relational Ethics. In S. Styres & A. Kempf (Eds), *Troubling Truth & Reconciliation in Canadian Education: Critical Perspectives*. Edmonton, AB: University of Alberta Press.

Kempf, A., **Styres, S.**, Brechbill, L. & El-Sherif, L. (Under Review). Opening: A troubling place to start: The concurrency of Canadian genocide & reconciliation. In S. Styres & A. Kempf (Eds), *Troubling Truth & Reconciliation in Canadian Education: Critical Perspectives*. Edmonton, AB: University of Alberta Press.

Articles in Journals (Refereed)

***Styres, S.**, Zinga, D., Douglas, V. & Purton, P. (Under Review). Contested Places: Addressing the TRC in Higher Education. *Research in Education*. (SSHRC Funded)

In Progress

<i>Summary Count</i>	
Books authored	1
Books edited	0
Chapters in books	0
Journal issues edited (refereed)	0
Articles in journals (refereed)	0
Papers in conference proceedings (refereed)	0
Research reports (non-refereed)	1 – writing nearly complete

Books Co-Authored (Refereed)

Styres, S. & Zinga, D. (In Progress). *Reconciliation....Really?* University of Alberta Press. (SSHRC Funded)

Research Reports (Non-refereed)

Styres, S. & Zinga, D. (In Progress). Student Centered E-Learning: Implications for Recruitment and Retention. Report prepared for OISE and Brock University as part of a SSHRC funded research project.

F. CONFERENCE PRESENTATION S/INVITED ADDRESSES

Poster/Papers presented at conferences (refereed)	58
Invited addresses and papers (non-referred)	29

Poster/Papers at Conferences (Refereed)

Styres, S., Neepin, R. & Rostampour, S. (2020). The Deepening Knowledge Project: Indigenous Knowledge, Resurgence and Education. Paper presented at the 2020

Native American and Indigenous Studies Association Annual Conference in Toronto, Ontario. (Accepted but conference cancelled due to CoVid 19).

Zinga, D. & **Styres, S.** (2020). The Impact of Purposeful Ignorance on Reconciliation in Higher Education Contexts. Paper presented at the 2020 Canadian Society for Studies in Education in London, Ontario. (Accepted but conference cancelled due to CoVid 19).

Styres, S. & Zinga, D. (2020). Contested Bodies - Indigenous Food Sovereignty in the Academy. Paper presented at the 2020 Canadian Society for Studies in Education in London, Ontario. (Accepted but conference cancelled due to CoVid 19)

Zinga, D. & **Styres, S.** (2020). Purposeful Ignorance: A Stumbling Block on the Path to Reconciliation. Paper presented at the 2020 American Educational Research Association Annual General Meeting in San Francisco, California. Accepted but conference cancelled due to CoVid 19)

Zinga, D. & **Styres, S.** (2019). Decolonizing Relationships in Higher Education: Moving Reconciliation Forward. Paper presented at the 2019 Hawaii International Conference on Education in Honolulu, Hawaii.

Styres, S. & Zinga, D. (2019). Reconciliation and Colonial Violence in the Academy. Paper presented at the 2019 American Educational Research Association Annual General Meeting in Toronto, Ontario.

* Douglas, V., Purton, F., Zinga, D. & **Styres, S.** (2019). "People should see themselves reflected": Recognizing Contestation Around Representations of Indigeneity in Artwork on University Campuses. Paper presented at the 2019 American Educational Research Association Annual General Meeting in Toronto, Ontario.

Styres, S. & Zinga, D. (2018). Teaching as Reconciliation: Lessons Learned from Land. Paper presented at the 2018 CIARS – Dialoguing and Living Well at OISE/University of Toronto in Toronto, Ontario.

Styres, S. & Zinga, D. (2018) Student Experiences and Two Canadian University's Responses the Truth and Reconciliation Commission's Calls to Action. Paper presented at the April 2018 Ireland International Conference on Education's biannual conference held in Dublin, Ireland.

Zinga, D. & **Styres, S.** (2018) Addressing the TRC in Higher Education: The Role of Faculty and Senior Administrators. Paper presented at the April 2018 Ireland International Conference on Education's biannual conference held in Dublin, Ireland.

Styres, S., Zinga, D., Douglas, V., & Purton, F. (2018). Contested Places: Two Universities in Southern Ontario and the TRC's Calls to Action - Student Experiences. Paper presented at the 2018 Canadian Society for the Studies of Education Annual General meeting in Regina, Saskatchewan.

- Zinga, D., **Styres, S.**, Purton, F. & Douglas, V. (2018). Addressing the TRC in Higher Education: Perspectives on Two Southern Ontario Universities. Paper presented at the 2018 Canadian Society for the Studies of Education Annual General meeting in Regina, Saskatchewan.
- Purton, F., Douglas, V., **Styres, S.** & Zinga, D. (2018). University responses to the TRC: Neoliberal logic and settler colonialism. Paper presented at the 2018 Canadian Society for the Studies of Education Annual General meeting in Regina, Saskatchewan.
- Douglas, V., Purton, F., Zinga, D. & **Styres, S.** (2018). Artwork as Colonization. Paper presented at the 2018 Canadian Society for the Studies of Education Annual General meeting in Regina, Saskatchewan.
- Styres, S.** & Zinga, D. (2018). Contestation: Indigeneity in Mainstream Higher Learning Contexts. Paper presented at the 2018 American Educational Research Association Annual General Meeting in New York, New York.
- Styres, S.** (2017). Contested Spaces: Student Experiences and Indigeneity within Academia. Paper presented at the 2017 World Indigenous Peoples' Conference in Education in Toronto, Ontario.
- Styres, S.** & Zinga, D. (2017). The TRC Calls to Action: Higher Education Responses. Paper presented at the 2017 World Indigenous Peoples' Conference in Education in Toronto, Ontario.
- Styres, S.** (2017) Literacies of Land: Decolonizing Narratives, Storying and Literature. Paper presented at the April 2017 Ireland International Conference on Education's biannual conference held in Dublin, Ireland.
- Styres, S.** (2016) Contested Spaces: Tensions, challenges and resistances of locating and positioning Land within academia. Paper presented at the 2016 CIARS – Decolonizing Conference Race, Anti-Racism and Indigeneity: Anti-Colonial Resurgence and Decolonial Resistance at OISE/University of Toronto in Toronto, Ontario.
- King, H., **Styres, S.**, & Dei, G. (2016) Indigeneity as an International Category. Plenary presentation at the 2016 CIARS – Decolonizing Conference Race, Anti-Racism and Indigeneity: Anti-Colonial Resurgence and Decolonial Resistance at OISE in Toronto, Ontario.
- Styres, S.** (2016). Literacies of Land: Narrative, Storying and Literature. Paper presented at the 2016 Canadian Society for the Study of Education 44th Annual Conference held at the University of Calgary in Calgary, Alberta.
- Styres, S.** & Zinga, D. (2016). Indigeneity in Virtual Spaces. Paper presented at the 2016 Canadian Society for the Study of Education 44th Annual Conference held at the University of Calgary in Calgary, Alberta.
- Styres, S.** & Zinga, D. (2016). Land as Pedagogy in the Virtual World. Paper presented at

the 2016 Canadian Society for the Study of Education 44th Annual Conference held at the University of Calgary in Calgary, Alberta.

- Zinga, D. & **Styres, S.** (2016). Decolonizing Curriculum: Student Resistances to Anti-oppressive Pedagogies. Paper presented at the 2016 Canadian Society for the Study of Education 44th Annual Conference held at the University of Calgary in Calgary, Alberta.
- Jahnke, H., & **Styres, S.** (2016). Impact of Virtual Spaces on Indigenous Programmes in Higher Education. Paper presented at the 2016 Annual Meeting of the American Educational Research Association in Washington, DC, USA.
- Styres, S.** (2014). Philosophies of Iethi'nihténha Ohwentsia'kékha (Land): Pathways for (Re)membering and (Re)cognizing Indigenous Thought in Education. Paper presented at the 2014 WIPCE (World Indigenous Peoples' Conference in Education) in Honolulu, Hawaii.
- Jahnke, H., Lilley, S., **Styres, S.**, Zinga, D. (2014). Virtual Relations: A Transnational Exploration of Indigenous Education within Distance Delivery Modes. Paper presented at the 2014 WIPCE (World Indigenous Peoples' Conference in Education) in Honolulu, Hawaii.
- Styres, S.** & Zinga, D. (2014). Culturally Aligned Learning Assessment within Indigenous Education. Paper presented at the 2014 WIPCE (World Indigenous Peoples' Conference in Education) in Honolulu, Hawaii.
- Bomberry, M., Zinga, D., & **Styres, S.** (2014). Negotiating Relationships: Community Partnerships with Universities. Paper presented at the 2014 WIPCE (World Indigenous Peoples' Conference in Education) in Honolulu, Hawaii.
- Styres, S.**, Lilley, S. Zinga, D. & Jahnke, H. (2014). E-Learning in Indigenous Contexts: Tensions, Challenges and Contradictions. Paper presented at the annual conference of The Canadian Society for Studies in Education in St. Catharines, Ontario.
- Zinga, D. & **Styres, S.** (2012). Pedagogy of the Land: Challenges, Tensions, and Contradictions. Paper presented at the annual conference of The Canadian Society for Studies in Education in Waterloo, Ontario.
- Styres, S.** & Zinga, D. (2012). Tensions and Resistance to a Pedagogy of the Land Among Teacher Candidates. Paper presented at the annual conference of The Canadian Society for Studies in Education in Waterloo, Ontario.
- Zinga, D. & **Styres, S.** (2012). Fostering Resistance in the Classroom: A Land-centred Approach to Education. Paper presented at the 2012 Annual Meeting of the American Educational Research Association in Vancouver, British Columbia.
- Styres, S.**, Zinga, D. (2011). Bringing a Good Mind to Indigenous Educational Research: The Community-first Land-centred Research Method. Paper presented at the 2011 Canadian Society for the Study of Education 39th Annual Conference held at New Brunswick University and St. Thomas University in Fredericton, New Brunswick.

- Zinga, D. **Styres, S.** (2011). Power and Privilege in the Classroom: Aboriginal and non-Aboriginal Perspectives. Paper presented at the 2011 Canadian Society for the Study of Education 39th Annual Conference held at New Brunswick University and St. Thomas University in Fredericton, New Brunswick.
- Styres, S.**, Blimkie, M., & Haig-Brown, C. (2011). Land as First Teacher: Beneath a Concrete Landscape. Paper presented at the 2011 Canadian Society for the Study of Education 39th Annual Conference held at New Brunswick University and St. Thomas University in Fredericton, New Brunswick.
- Styres, S.** (2011). Engaging Urban Aboriginal Community. Paper presented as part of a panel entitled The Four “R’s”: Guiding Principles and Methodologies in Child Research with Aboriginal and Resident Communities, at the 2011 Society for Research in Child Development Biennial Meeting in Montreal, Quebec.
- Styres, S.** (2011). Eḥse:gwé:ni^ḡ (You Will Succeed): Words of Wisdom From Urban Aboriginal Youth. Paper presented as part of a panel discussion at the 2011 Fostering Biimaadiziwin-National Research Conference on Urban Aboriginal Peoples in Toronto, Ontario.
- Styres, S.** (2010). Land as First Teacher: A Philosophical Journeying. Paper presented at the 2010 Canadian Society for the Study of Education 38th Annual Conference held at Concordia University in Montreal, Quebec.
- Styres, S.**, Haig-Brown, C. (2010). Land as First Teacher: The Urban Context. Paper presented at the 2010 Canadian Society for the Study of Education 38th Annual Conference held at Concordia University in Montreal, Quebec.
- Styres, S.**, Brant, J., & Trudeau, L. (2010). Spirit Song. 2nd Draft Paper presented at the 2010 Canadian Society for the Study of Education 38th Annual Conference held at Concordia University in Montreal, Quebec.
- Haig-Brown, C., **Styres, S.**, Blimkie, M. (2010). Schools Speak and Spontaneous Laughter. Two research reports presented at the 2010 Canadian Society for the Study of Education 38th Annual Conference held at Concordia University in Montreal, Quebec.
- Styres, S.** (2010). Land as First Teacher: Developing Pedagogy. Paper presented at the American Educational Research Association 2010 Annual General Meeting in Denver, CO.
- Styres, S.**, Brant, J., & Trudeau, L. (2010). Spirit Song. Paper presented at the American Educational Research Association 2010 Annual General Meeting in Denver, CO.
- Styres, S.** (2009). Land as First Teacher: Developing Pedagogy. Paper presented at the 2009 Supporting Aboriginal Graduate Enhancement (SAGE) Ontario Symposium entitled: Connecting to Spirit in Research held at OISE – University of Toronto.

- Styres, S., Brant, J., & Trudeau, L. (2009).** Spirit Song. Paper presented at the 2009 Supporting Aboriginal Graduate Enhancement (SAGE) Ontario Symposium entitled: Connecting to Spirit in Research held at OISE – University of Toronto.
- Styres, S. (2009).** Language, Identity, and Citizenship: Bilingualism as a Socially Conscious Paradigm Shift. Paper presented at the Official Languages and Bilingualism Institute Conference entitled: Language Immersion as Formal and Informal Learning: New Perspectives for Research and Public Policy held at the University of Ottawa.
- Styres, S., Zinga, D., Bomberry, M. & Bennett, S. (2009).** The Balancing Act of Indigenous Research in a Community and University Partnership: The Student Success Research Consortium project. Paper presented at the 2009 Canadian Society for the Study of Education 37th Annual Conference held at Carlton University in Ottawa.
- Styres, S. (2009).** United Nations Declaration on the Rights of Indigenous Peoples: Fulfilling the Promise? Paper presented at the 2009 Canadian Society for the Study of Education 37th Annual Conference held at Carlton University in Ottawa.
- Styres, S. (2009).** Royal Commission on Aboriginal Peoples and the United Nations Declaration On the Rights of Indigenous Peoples: A Bridge Too Far? Paper presented at the 20th Annual Conference for the Canadian Association for the Practical Study of Law in Education. Toronto, Ontario.
- Zinga, D., Bomberry, M., Bennett, S., & Styres, S. (2009).** The Student Success Research Consortium: Using a Memorandum of Understanding to Engage Ethical Space in a Collaboration Between an Indigenous Community and a University. Paper presented at the 22nd Annual National Conference on Race and Ethnicity in American Higher Education.
- Zinga, D., Bomberry, M., Bennett, S., & Styres, S. (2009).** Developing a Memorandum of Understanding: Challenges Faced by the Student Success Research Consortium. Paper presented at the 20th Annual Conference for the Canadian Association for the Practical Study of Law in Education. Toronto, Ontario.
- Styres, S., Zinga, D., Bennett, S. & Bomberry, M. (2008).** Student Success Research Consortium: Two worlds Community-based Research. Paper presented at the 2008 WIPCE (World Indigenous Peoples' Conference in Education) in Melbourne, Australia.
- Styres, S. (2008)** Language Shifting Among the Hodeñozaunee of Southern Ontario. Poster session presented at the 2008 WIPCE (World Indigenous Peoples' Conference in Education) in Melbourne, Australia.
- Styres, S. , Zinga, D., Bennett, S. & Bomberry, M. (2008).** Walking in Two Worlds: Engaging the Space Between Indigenous Community and Academia. Paper presented at the American Educational Research Association 2008 Annual General Meeting in New York, NY.
- Styres, S. (2007).** Do ideas travel? Two Canadian Researchers Making Meaning of Their

Time in Aotearoa. Paper presented in a joint presentation with Dr. Celia Haig-Brown at the Shawane Dagoiwin, Aboriginal Education Research Forum Visioning in Aboriginal Education for Seven Generations: Honouring and Living Vision through Research in Winnipeg, MA.

Styres, S. (2006). *Silent Monologue: The Voice Within the Space*. Paper presented at the Graduate Student Conference on Philosophy of Education at OISE/ University of Toronto in Toronto, ON.

Styres, S. (2006). *The Spiritual Practitioner*. Paper presented at the York University-Faculty of Culture, Language and Teaching Graduate Conference: Envisioning Educational Landscapes in Toronto, ON.

Invited Addresses and Papers (Non-Refereed)

Styres, S. (February 2020). *Reconciling Pedagogies: Accounts from Places across Canada*. Invited Panel Discussant for the 2020 UBC Panel Conversation held at the Okanagan School of Education, Faculty of Education, UBC.

***Styres, S. & Neepin, R.** (January 2020). *The Deepening Knowledge Project: Indigenous Knowledge, Resurgence and Education*. Joint presentation at the Ontario College of Teachers, Toronto, ON.

Styres, S. (December 2018). Invited presenter for the 2018 Symposium for to address the Ontario Provincial Government's cutbacks on Indigenous Curriculum reforms. University of Toronto – Mississauga Campus, Mississauga, ON.

Styres, S. (February 2018). Invited Roundtable Discussant for the 2018 Summit for Supervising Indigenous Graduate Students. OISE, University of Toronto, Toronto, ON.

Styres, S. (October 2017). *Youth in Indigenous Relations*. Invited Panel Discussant for the 2017 Conceptualizing Children and Youth Conference held at Brock University, St. Catharines, ON.

Styres, S. (June 2017). *Learning together: A thinking approach to reconciliation*. *Presenter* at the TC2 Consortium held at the Peel District School Board in Mississauga, Ontario.

Styres, S. (May 2017). *Participant* in the collaborative thinking, conversations, and imaginings between and across groupings of people engaged in public and digital pedagogies at the Constellations of Indigenous Land and Life gathering held at OISE/University of Toronto in Toronto, Ontario.

Styres, S. (March 2017). *What Does this Land Mean to You?* *Presenter* at the CTEP Professional Development Conference entitled Indigenous Education: Calls to Action for Teachers held at OISE/University of Toronto in Toronto, Ontario.

- Styres, S.** (November 2016) *Moderator and Panel Discussant* at the 2nd TRC Panel Discussion on Education. Panel hosted by OISE's Indigenous Education Network and the Indigenous Education Initiative.
- King, H., **Styres, S.**, & Dei, G. (October 2016) *Indigeneity as an International Category. Plenary presentation* at the 2016 CIARS – Decolonizing Conference Race, Anti-Racism and Indigeneity: Anti-Colonial Resurgence and Decolonial Resistance at OISE/University of Toronto in Toronto, Ontario.
- Styres, S.** (May, 2016). Tensions and challenges of decolonizing praxis and interspace conversations. *Presenter* at the 2016 Indigenizing Psychology Symposium, Indigenous Education Network Conference, Toronto, ON.
- Styres, S.** (April, 2016). Panel Discussant at the Youth in Indigenous Relations at UTS. Panel hosted by Student Association at University of Toronto Schools. Toronto, ON.
- Styres, S.**, Restoule, J.P. Senke, T., Tuck, E., Griffith, J. (February 2016). *TRC Panel Discussant* on Education. Panel hosted by OISE's Indigenous Education Network and the Indigenous Education Initiative and was moderated by Dr. Suzanne Stewart.
- Styres, S.** (November, 2015). First Nations, Métis and Inuit (Aboriginal) Education. Presentation at OISE, University of Toronto's LLE Pro-Seminar Course. Toronto, ON.
- Styres, S.**, Lilley, S. & Zinga, D. (October, 2015). Perspectives on Design and Delivery of E-Courses. A Moderated Discussion as part of a panel for the E-Learning in Higher Education Workshop. Brock University, St. Catharines, ON.
- Styres, S.** (October, 2015). First Nations, Métis and Inuit (Aboriginal) Education. Professional Development workshop presented at to the Toronto District School Board's Toronto Urban Studies Centre, Toronto, ON.
- Styres, S.**, Jahnke, H., Lilley, S. & Zinga, D. (June, 2014). Engagement in Virtual Spaces: Perspectives on E-learning. A Moderated Discussion as part of a panel for the E-Learning Workshop. Brock University, St. Catharines, ON.
- Styres, S.**, Stewart, S., Canon, M. & Restoule, J.P. (April, 2014). Aboriginal Education and the Educators: A Moderated Discussion as part of a panel for the Aboriginal Knowledge(s): Colonialism, Decolonization and Education Colloquium. OISE, University of Toronto.
- Styres, S.** (February, 2014). Philosophies of Iethi'nihténha Ohwentsia'kékha (Land): Pathways for (Re)membering and (Re)cognizing Indigenous Thought in Education. Presentation at OISE, University of Toronto's CERLL Colloquium Public Lecture. Toronto, ON.
- Styres, S.** (July, 2013). Philosophies of Iethi'nihténha Ohwentsia'kékha (Land): Pathways for (Re)membering and (Re)cognizing Indigenous Thought in Education. Presentation at Massey University's Institute of Education Research Forum. Palmerston North, New Zealand.

- Styres, S.** (2011). *Circularity and Storywork*. Presentation as a guest lecturer at Brock University's Aboriginal focused Bachelor of Education Primary/Junior program. St. Catharines, ON.
- Styres, S. & Blimkie, M.** (2010). *Circularity*. Presentation at York University's Barrie Site Infusion Program Barrie, ON.
- Styres, S. & Blimkie, M.** (2010). *Aboriginal Education*. Presentation at York University's Barrie Site Infusion Program, Barrie, ON.
- Styres, S.** (2010). *Ganohónyohk*. Presentation at York University's Barrie Site Infusion Program. Barrie, ON.
- Styres, S.** (2009). *Aboriginal Education and the Policy Framework*. Presentation at Brock University's Social Issues Day. St. Catharines, ON.
- Styres, S.** (2008). *Aboriginal Education*. Powerpoint presentation to Brock University's Pre-service Education Department. St. Catharines, ON.
- Styres, S.** (2008). *Schooling and Racialization*. Powerpoint presentation to York University's Urban Diversity Education Department. Toronto, ON.
- Styres, S.** (2008). *Language Shifting Among the Hodeñoosaunee of Southern Ontario. The Hodeñoosaunee Language Preservation Project: Elders Gathering in Ohsweken*, ON.
- Styres, S.** (2007). *Relationships: An Indigenous Transnational Research Paradigm*. Paper presented at the Brock University Research Colloquium: Shifting the Landscape of Aboriginal Research in St. Catharines, ON.

G. SUMMARY OF RESEARCH FUNDING

Grant Summary

External Research Grants Funded	16
External Research Grants Under Review	2
Grants Funded	5
Internal Grants Under Review	0

<u>Year</u>	<u>Source/Title</u>	<u>Amount</u>
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External Funding – Granting Councils – Under Review

2020	Social Sciences and Humanities Research Council of Canada Insight Development Grant <i>Principal Investigator: Sandra Styres, OISE/UT</i> <i>Title: Tutoring and Peer Mentorship: Indigenous Student Success, Achievement and WellBeing</i>	\$ 74,546
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2019	Early Researcher Award <i>Principal Investigator:</i> Sandra Styres , OISE/UT <i>Title:</i> Reconciliation: Indigenous Children and Youth in Tkarón:to	\$150,000
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External Funding – Granting Councils

2020	Social Sciences and Humanities Research Council of Canada Partnership Development Grant <i>Principal Investigator:</i> Margaret McIntyre Latta UBC Okanagan School of Education, <i>Co-Applicants:</i> Sabre Cherkowski, UBC; Jan Hare, UBC; Karen Ragoonaden, UBC; Dwayne Donald, UAB; Sandra Styres , OISE. <i>Title:</i> Co-Curricular-Making: Honouring Indigenous Connections to Land, Culture, and the Relational Self	\$1,076,813
2020	Ontario Research Fund <i>Principal Investigator:</i> Sandra Styres , OISE/UT <i>Title:</i> Iethi'nihténha Ohwentsia'kékha (Land), Resurgence, Reconciliation and the Politics of Education	\$200,000
2019	Indigenous Arts and Culture Partnerships Fund City of Toronto <i>Applicant:</i> Sandra Styres <i>Co-Applicant:</i> Stephanie Springgay <i>Title:</i> Indigenous Artist-in-Residence	\$ 10,000
2019	Canada Foundation for Innovation John R. Evans Leaders Fund-Partnerships <i>Principal Investigator:</i> Sandra Styres , OISE/UT <i>Title:</i> Iethi'nihténha Ohwentsia'kékha (Land), Resurgence, Reconciliation and the Politics of Education	\$200,000
2019	Canadian Research Chair (\$100,000 per year/5 years) <i>Title:</i> Iethi'nihténha Ohwentsia'kékha (Land), Resurgence, Reconciliation and the Politics of Education	\$500,000
2016 - 2019	Social Sciences and Humanities Research Council of Canada Insight Development Grant <i>Principal Investigator:</i> Sandra Styres , OISE/UT <i>Co-Applicants:</i> Dawn Zinga, Brock University <i>Title:</i> Contested Places: Indigeneity and Indigenization within Mainstream Higher Education	\$ 55,661 Ongoing
2016 - 2019	Social Sciences and Humanities Research Council of Canada Partnership Development Grant <i>Principal Investigator:</i> Jean-Paul Restoule OISE/UT	\$199,029 Complete

Co-Applicants: **Sandra Styres**, OISE/UT; Jennifer Wemigwans, Invert Media; Jan Hare, UBC; Joseph Flessa, OISE/UT
Collaborators: Carlana Lindeman, MAEI; Patricia Gaviria, OISE/UT; Catherine Lee, OISE/UT; Colleen Scully-Stewart, OISE/UT
Title: Indigenous knowledge and pedagogies in online learning environments: Gaining insight into wise practices for web-based Indigenous education innovation

2013 – 2018	Social Sciences and Humanities Research Council of Partnership development Grant <i>Principal Investigator:</i> Shelley Stagg-Peterson, OISE/UT <i>Collaborator:</i> Sandra Styres , OISE/UT <i>Title:</i> Assessing and supporting children's oral language and writing development through play in classrooms, daycares and homes in northern communities.	\$ 2,800,000 Complete
2018	SSHRC Connections Grant <i>Principal Investigator:</i> Sherry Fukuzawa, UTM <i>Co-Applicants:</i> Veronica King-Jamieson, MNCFN; Erma Ferrell, MNCFN; Jennifer Adese, UTM; Nicole Laliberté, UTM; Robin Gray, UTM <i>Collaborators:</i> Sandra Styres , OISE/UT, Darin Wybenga, MNCFN; Elder Gary Sault, MNCFN; Senator Murray Sinclair; Justice Harry LaForme, MNVFN; Cathie Jamieson, MNCFN, Desmond Wong, OISE/UT <i>Title:</i> Symposium on the Importance of Indigenous Education In Ontario Classrooms	\$ 44,385 Complete
2015 - 2018	Connaught New Researcher Award <i>Principal Investigator:</i> Sandra Styres , OISE/UT <i>Title:</i> Contested Places: Indigenous philosophical approaches to teaching and learning in virtual spaces within mainstream teacher education programming	\$ 9,993 Complete
2014 – 2015	Social Sciences and Humanities Research Council of Canada Connections Grant <i>Principal Investigator:</i> Dawn Zinga, Brock University <i>Co-Applicants:</i> Sandra Styres , Huia Jahnke & Spencer Lilley, Massey University, NZ <i>Title:</i> Contested Places: Theory, Practice, and New Directions In Indigenous Education	\$ 47,022 Complete
2013 – 2016	Social Sciences and Humanities Research Council of Canada Insight Development Grant <i>Principal Investigator:</i> Dawn Zinga, Brock University <i>Co-Applicants:</i> Sandra Styres and Huia Jahnke & Spencer Lilley, Massey University, NZ <i>Title:</i> Virtual Relations: A collaborative approach to creating culturally aligned blended distance teaching methods within Indigenous contexts	\$ 74,555 Complete

2012 – 2014	Social Sciences and Humanities Research Council of Canada Postdoctoral Research Fellowship <i>Principal Investigator: Sandra Styres</i> <i>Title: Land-Centred Education and Community Engagement: Indigenous Cross-Cultural Contexts</i>	\$ 81,000 Complete
2009 – 2012	Social Sciences and Humanities Research Council of Canada Joseph-Armand Bombardier Canada Graduate Doctoral Scholarship <i>Principal Investigator: Sandra Styres</i> <i>Title: Walking Bi-epistemically: A Bilingual Two Worlds System of Education</i>	\$ 60,000 Complete
*2010 – 2014	Social Sciences and Humanities Research Council of Canada Aboriginal Research Development Grant <i>Principal Investigator: Dawn Zinga, Brock University</i> <i>Community Scholar and Researcher: Sandra Styres</i> <i>Co-Applicants: Six Nations Student Success Research Consortium</i> <i>Title: Student Success: Community and Family Initiatives to Support Aboriginal Youth.</i>	\$229,422 Complete
2007 – 2008	Ontario Graduate Scholarship <i>Principal Investigator: Sandra Styres</i>	\$ 15,000 Complete
*2006 – 2008	Social Sciences and Humanities Research Council of Canada Aboriginal Research Development Grant <i>Principal Investigator: Dawn Zinga, Brock University</i> <i>Community Scholar and Researcher: Sandra Styres</i> <i>Co-Applicants: Six Nations Student Success Research Consortium</i> <i>Title: Student Success: A Community Initiative to Support the Success of Aboriginal Students in Education</i>	\$ 23,000 Complete

* I have included these because although at that time, due to SSHRC regulations, I was not able to be listed as a co-applicant I made *significant* contributions to the research as a critical member of the research team, as a member of the First Nations community involved in the research, and as co-author and editor of the grants and subsequent publications.

Internal Funding – Granting Councils

2019	Jackman Institute, University of Toronto <i>Principal Investigator: Stephanie Springgay, OISE/UT</i> <i>Co-Investigator: Sandra Styres, OISE/UT</i> <i>Title: Reconciliation and Education: Artistic Actions and Critical Conversations</i>	\$20,000.00
2019	SSHRC Institutional Research Grant <i>Principal Investigator: Sandra Styres, OISE/UT</i> <i>Title: Tutoring for Indigenous Children and Youth in Toronto</i>	\$ 2,244.60

2016	University of Toronto's Visiting Scholars Funding Program Dr. Russell Bishop, University of Waikato, NZ (January, 2017)	\$ 1,000 Complete
2015	SSHRC Institutional Research Grant <i>Principal Investigator:</i> Sandra Styres, OISE/UT <i>Title:</i> Contested Spaces: Student experiences and Indigeneity within academia	\$ 2,487 Complete
2015	University of Toronto's Visiting Scholars Funding Program Dr. Spencer Lilley, Massey University, NZ Dodson Research Fellow with UBC (October, 2015)	\$ 1,000 Complete
2014	University of Toronto's Visiting Scholars Funding Program Drs. Huia Jahnke and Spencer Lilley Massey University, New Zealand (June 2014)	\$ 1,500 Complete

H. SCHOLARLY AND PROFESSIONAL ACHIEVEMENTS/ACTIVITIES:

Membership in Professional Societies

Native American and Indigenous Studies Association (NAISA)

American Educational Research Association (AERA)

Indigenous Peoples of the Pacific SIG

Indigenous Peoples of the Americas SIG

Canadian Society for the Study of Education (CSSE)

Canadian Association for the Study of Indigenous Education SIG

Reviewing (Academic)

Type	Year(s) Involved	Number of Reviews
Journal		
The International Journal of Child, Youth and Family Studies	2019	1
Curriculum Inquiry	2013 - Current	4
AlterNative: An International Journal of Indigenous Peoples	2016 - Current	1
Early Years: An International Research Journal	2016 - Current	1
Journal of Classroom Research In Literacy	2015 - Current	1
Decolonization: Indigeneity, Education & Society	2014 - Current	1
Canadian Journal of Education	2012 - 2013	8

Canadian Journal of Environmental Education	2012	1
Canadian Journal of Native Education	2008 - Spring/Summer Special themed issue	1
Federation for the Humanities and Social Sciences (ASPP)	2019 - Current	4
Social Sciences and Humanities Research Council of Canada	2015 - Current	5
Proposals for Conference Presentation Submissions		
Canadian Society for Studies in Education	2015	1
American Education Research Association	2015	4
Manuscript		
University of British Columbia Press	2015	1
Canada Research Chair	2016 - Current	1

I. TEACHING

Graduate Courses:

OISE/CTL

CTL1320 – Introduction to Indigenous Land-centered Education: Historical and Contemporary Perspectives

CTL1322 – Literacies of Land: Narrative, Storying and Literature

CTL1321 – Indigenous Civilization: Language, Culture and Identity

CTL1331 – Land-centred Approaches to Research and Community Engagement: Bringing a ‘Good’ Mind to Indigenous Education Research

CTL7003 – Curriculum & Teaching In Social Studies and Aboriginal Education

Undergraduate Courses:

Brock University

2013	CHYS 3P97 Winter – Children and Youth in Indigenous Communities
2013	CHYS 3P96 Winter – Racism and Constructions of Race
2012	CHYS 3P74 Winter – Children and Youth in the Digital Age
2011 – 2012	CHYS 3P96: F/W – Racism and Constructions of Race
2009	EDUC 5P94 Spring – Advanced Writing Seminar

Pre-Service Courses:

OISE/CTL

2014	EDU 5528H S Fall – Aboriginal Practices and Perspectives for All (<i>Related Studies</i>)
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2014 EDU 5528H S Winter – Aboriginal Practices and Perspectives for All
(*Related Studies*)

Brock University

2010 EDUC 8Y63 Spring – Introduction to Assessment and Evaluation
2006 ADED 4F85 Winter – Aboriginal Teacher Education: Understanding
our Journeys

Other Activities Related to Education:

- May 2017 Indigenous Youth Activism and Engagement on Six Nations of the Grand River Territory. Invited to speak to the international Project team for “Youth Activism, Engagement and the Development of New Civic Learning Spaces” at OISE.
- May 2017 Decolonizing Autobiographies. *Presenter* at the CTL 2017 Retreat held at OISE.
- May 2017 TRC’s Calls to Action. *Presenter* at the CTL 2017 Retreat held at OISE.
- April 2017. Panel Discussant at the CSTD Proseminar career panel. Panel hosted by CSTD at OISE.
- May, 2016 Indigenous Issues in Education. Presentation to the Department of Curriculum, Teaching & Learning, OISE.
- November 2015 Symposium on Future Directions for Language Education in Ontario. Co-hosted, together with OISE colleagues, Jeffrey Bale, Christine Connelly and Enrica Piccardo, a key symposium bringing together various stakeholders, community experts and policy makers in language education across the province across four distinct domains: French, ESL, Indigenous, and deaf communities. These experts rarely, if ever, talk across the sacred fire to one another and this symposium provided a unique and timely opportunity for these individuals to leverage their individual and collective expertise by sharing their stories and promising practices.
- October 2015 From the Dark into the Light: Taking Control of Maori Educational Success. Hosted a public lecture/seminar presentation of Dr. Spencer Lilley visiting Māori scholar from Massey University Aotearora (New Zealand). Maori have consistently dominated the statistics of educational failure in New Zealand. In this lecture Dr. Spencer describes the causes of this and outlines the Maori initiated innovations that are leading to create an environment where successful educational outcomes become normalized for young Maori. Lecture seminar held at OISE, University of Toronto was live-streamed and digitally recorded.

- October 2015 Perspectives on Design and Delivery of E-Courses. Co-hosted, along with Dr. Spencer Lilley (Massey University) and Dr. Dawn Zinga (Brock University), a colloquium and panel discussion on the design and delivery of e-courses within higher education.
- June 2014 Indigenous Pedagogies and Information in Virtual Spaces. Hosted a public lecture/seminar presentation of Dr. Huia Jahnke and Dr. Spencer Lilley visiting Māori scholars from Massey University Aotearora (New Zealand) and their work related to Indigenous Pedagogies and Information in Virtual Spaces together with Dr. Dawn Zinga of Brock University. Lecture seminar held at OISE, University of Toronto was live-streamed and digitally recorded.
- May 2014 Māori Perspectives on Higher Education. Co-Hosted a colloquium presentation of Dr. Huia Jahnke and Dr. Spencer Lilley visiting Māori scholars from Massey University Aotearora (New Zealand) and their work related to Māori education within historical and contemporary contexts together with Dr. Dawn Zinga of Brock University. Colloquium held at Brock University, St. Catherines, ON was digitally recorded.
- May 2014 Organized and co-hosted two 2-full day writing workshops for contributors in the edited text *Contested Places: Theory, Practice, and New Directions in Indigenous Education*. (Jahnke, H.; Styres, S.; Lilley, S. & Zinga, D. Eds.). The first writing workshop was held at the Alan Moana Hotel and Conference Centre in Waikiki, Hawaii prior to WIPCE 2014 conference. The second writing workshop was held in Niagara-on-the-Lake during the 2014 annual CSSE conference.
- May 2014 Organized and implemented Professional Development workshop for In-Service Teachers in Walpole Island Elementary School and Hillside Elementary located in Kettle Point Chippewas of Kettle and Stony Point First Nation on the philosophies of Iethi'nihsténha Ohwentsia'kékha (Land).

Other Activities Related to Professional Development:

- May 2017 UTFA and Provost office Interim Year Review & Tenure Workshop, attendee, two-hour workshop.
- April 2016 CTSI Workshop – Preparing Your Teaching Dossier: Getting Started, attendee, two-hour workshop.
- January 2016 UTFA and Provost office Interim Year Review & Tenure Workshop, attendee, two-hour workshop
- January 2015 UTFA and Provost office 3rd/Interim Year Review & Tenure Workshop, attendee, two-hour workshop.

- August 2014 CTSI Workshop – Setting the Tone for Success: The First Class and Beyond, attendee, two-hour workshop.
- August 2014 CTSI Workshop – Discussion Techniques to Support Active Learning, attendee, three-hour workshop.
- August 2014 CTSI Workshop – New Faculty Orientation, attendee, full-day workshop.
- August 2014 CTSI Workshop – Myths and Realities About Grading, attendee, two-hour workshop.

J. GRADUATE SUPERVISION and COMMITTEE MEMBERSHIPS

GRADUATE SUPERVISION:

Supervisor:

Student Name	Program Type	Year	
		Start	End
Kevin Ufoegbune	Ph.D. (transfer from SJE)	Unknown	Ongoing
Alizabeth Georges-Antone	Ph.D. – Flex Time	2019	Ongoing
Rosalinda Furlan	Ph.D. – Full Time	2018	Ongoing
Ryan Neepin	Ph.D. – Full Time	2018	Ongoing
Verne Ross	Ph.D. – Full Time	2014	Ongoing

Committee Member:

Student Name	Program Type	Year	
		Start	End
Jacqueline Lavalley	Ph.D. – Full Time	Unknown	Ongoing
Kimberly Todd	Ph.D. – Full Time	Unknown	Ongoing
Velta Douglas	Ph.D. – Full Time	Unknown	Ongoing
Alice Meyers	Ph.D. – Full Time	Unknown	Ongoing

Graduate Students Supervision: Complete

Student Name	Program Type	Year		Supervisory Role
		Start	End	
Clara McWatters	MA	2015	2019	Supervisor (Switched at proposal stage to Med due to personal reasons)
Madeleine Yachnin	MA	2017	2019	Supervisor (Switched at proposal stage to Med due to personal reasons)
Roslyn Deisinger	MA	2017	2019	Supervisor
Rosalinda Furlan	MA	2015	2018	Supervisor

Alex Makin	MA	Unknown	2019	Committee Member
Denise Heppner	Ph.D.	Unknown	2020	Committee Member
Cathy Coulthard	Ph.D.	Unknown	2017	Committee Member
Andrew Snowball	Ph.D.	Unknown	2014	Committee Member

Examination Committee Member:

Student Name	Program Type	Year	Affiliated University	Supervisor	Examination Role
Nichole Nicolas-Bayer	MA	2018	Laurentian University	Pamela Toulouse	External Examiner
Laura Hall	Ph.D.	2017	York University	Leesa Fawcett	External Examiner
Belinda Longe	Ph.D.	2017	OISE/UT	Clare Kosnik	Alternate Internal Examiner
Amanda Gebhard	Ph.D.	2015	OISE/UT	Heather Sykes	Internal/External
Sreemali Herath	Ph.D.	2015	OISE/UT	Jim Cummins	Internal/External

OTHER SUPERVISIONS:

Student Name	Program Type	Year	Type of Supervision
Ryan Neepin	Ph.D.	Summer 2020	GA
Rosalinda Furlan	Ph.D.	Fall/Winter 2019/20	RFGA
Ryan Neepin	Ph.D.	Fall/Winter 2019/20	RDGA
Ryan Neepin	Ph.D.	Fall 2019	IRR
Susan Blight	Ph.D.	Summer 2019	IRR
Ryan Neepin	Ph.D.	Summer 2019	GA
Liza Brechbill	Ph.D.	Fall/Winter 2018/19	GA
Fiona Purton	Ph.D.	Fall/Winter 2018/19	RA
Jacqui Lavalley	Ph.D.	Fall 2018	IRR
Lucy El Sherif	Ph.D.	Summer 2018	GA
Liza Brechbill	Ph.D.	Summer 2018	RA
Hopi Martin	Ph.D.	Winter 2018	IRR
Jacqui Lavalley	Ph.D.	Winter 2018	IRR
Fiona Purton	Ph.D.	2017 – ongoing	RA
Velta Douglas	Ph.D.	2016 - ongoing	RA
Jessica Brechbill	Ph.D.	Fall/Winter 2017/18	GA
Kate Reid	Ph.D.	Fall/Winter 2017/18	GA
Verne Ross	Ph.D.	Fall/Winter 2017/18	RF/GA
Fiona Purton	Ph.D.	Fall/Winter 2017/18	GA
Alysse Kennedy	Ph.D.	Summer 2017	GA
Julie Zatzman	Ph.D.	2016-2017	GA
Pamelia Khaled	Ph.D.	2015	GA
Raz Rotem	MA	2017-2018	IRR

Carol Drumm	Ethics, Society and Law/CRPE	2016 - 2017	MRP
Pamela Snell	Ph.D.	2015	TEPA
Andrew Snowball	Ph.D.	2014	TEPA

Student Supervisions Brock University

Student Name	Program Type	Year		Supervisory Role
		Start	End	
Connie Stowe	M.Ed. (Thesis)	Unknown	2013	Committee Member

K. UNIVERSITY SERVICE:

Program/Department

	<i>Curriculum, Teaching & Learning</i>
2019 – Current	Co-curator Indigenous Artist-in-Residency
2015 – 2018	PTR Committee
2014 – 2018	CTL Council
2016 – 2018	- Vice Chair CTL Council
2018	CTL Retreat Organizing Committee
2015 – Current	Search Committees: - Assistant Professor of Indigenous Education (C&P) - Assistant Professor, Literacy in Elementary Education (MT/LLE) - Appointment of new Department Chair
2014 – 2015	Awards Committee
	<i>Curriculum & Pedagogy</i>
2018 – Current	Faculty Lead for Indigenous Emphasis
2019 – 2020	Admissions Committee
2019 – 2020	Comprehensive Examination Committee
2019 – 2020	Admissions Committee
2018 – 2019	Comprehensive Examination Committee
2016 – 2017	CSCP Self-Study Group
2018 – 2019	Admissions Committee
2018 – 2019	Comprehensive Examination Committee
	<i>Language and Literacy in Education</i>
2015 – 2017	Chair of Comprehensive Examination Committee
2014 – 2017	Admissions Committee
2014 – 2016	Centre for Education Research on Language and Literacies (CERLL)
2014 – 2015	Program Committee

Master of Teaching Program

2019 – Current	MT Research Committee
2017 – Current	Editorial Board – Masters of Teaching Research Journal
2017 – Current	MT Indigenous Mandatory Course Committee
2017 – 2019	MT Visioning Advisory Committee
2015 – 2016	Admissions
2015 – 2016	Aboriginal Education Advisory Group

Faculty/OISE

2016 – Current	Dean’s Advisory Council on Indigenous Education <ul style="list-style-type: none"> • Rotating Chair
2014 – Current	Deepening Knowledge Project Committee <ul style="list-style-type: none"> • 2017 – Current - Co-Chair
2016 – Current	OISE SSHRC Insight Grant Peer Reviewer
2014 – 2008	Montour Scholarship Committee – Social Justice Education
2014 – 2017	Indigenous Advisor to University of Toronto, OISE’s Natural Curiosity Project, The Laboratory School, Dr. Eric Jackman Institute of Child Study
2014 – 2017	Aboriginal Advisory Council
2016 – 2017	OISE Academic Planning – Internal Advisory Group
2016	OISE Task Force on the TRC
2015 – 2016	Indigenous Education Initiative Steering Committee
2014 – 2016	Expert Advisory Panel for the First Nations Principals’ Course being offered as part of the Martin Aboriginal Education Initiative (MAEI)
2014 – 2016	Chair of the Indigenous Education Network
2014 – 2016	OISE Faculty Council & Standing Committee

University

2018	University of Toronto Landmark Project <ul style="list-style-type: none"> • Indigenous Landscape Committee
2016	Indigenous Curriculum Advisory Working Group – U of T’s TRC Steering Committee

Community

2020 – 2022	Ontario College of Teachers Accreditation Roster Panelist
2019 – 2022	Federation for the Humanities and Social Sciences <ul style="list-style-type: none"> • Awards to Scholarly Publications Program Committee
2016 - Current	Canada Research Chairs Program – College of Reviewers
2015 - Current	Social Sciences and Humanities Research Council of Canada Grant Application Assessor
2019	American Educational Research Association <ul style="list-style-type: none"> • Discussant on Special Presidential Cross-Cutting Session entitled Beyond the School House Door: Expanding the Physical Boundaries of Education • Coordinated cultural exchange of greetings between AERA President, Indigenous Special Interest Groups, and local Traditional Knowledge Keepers along with adherence to local

	protocols of gift giving and the welcoming visitors onto the traditional territories of the Anishinaabe, Haudenosaunee and Mississauga nations.
2017 - 2019	Native American and Indigenous Studies Association (NAISA) <ul style="list-style-type: none"> • Host Committee member for the 2020 Annual Meeting of NAISA to be held at OISE/UT
2017 – 2018	Grand Erie District School Board Advisory Committee Teaching and Learning Residential School Resources for new Social Studies Curriculum
2016, 2018	Canadian Society for Studies in Education <ul style="list-style-type: none"> • Reviewer of submissions for Indigenous Peoples SIG
2015, 2016	American Education Research Association <ul style="list-style-type: none"> • Reviewer of submissions for Indigenous Peoples of the Pacific SIG
2016	Teach For Canada Teacher Selection Panel
2014 – 2015	Niagara Peninsula Aboriginal Area Management Board Research Steering Committee
2014 - 2015	Aboriginal Advisor to the Board of Directors for Canada Career Literacy
2014	National Aboriginal Teacher Education Program Network

Date of Preparation: March 2020