



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

CUS

CENTRE FOR URBAN SCHOOLING

7th Annual Report:
A Spotlight On Our Activities
2013-2014 Academic Year



The Centre for Urban Schooling would like to sincerely thank our 2013-2014 Initial Teacher Education interns for all of their hard work, creativity, and perseverance. They are: Amanda Chance, Sonia Garofalo, Ikhlas Hussain, John Huynh, and Michael Parker. With special thanks to Sonia and John for their hard work and talents in the production of this Annual Report.

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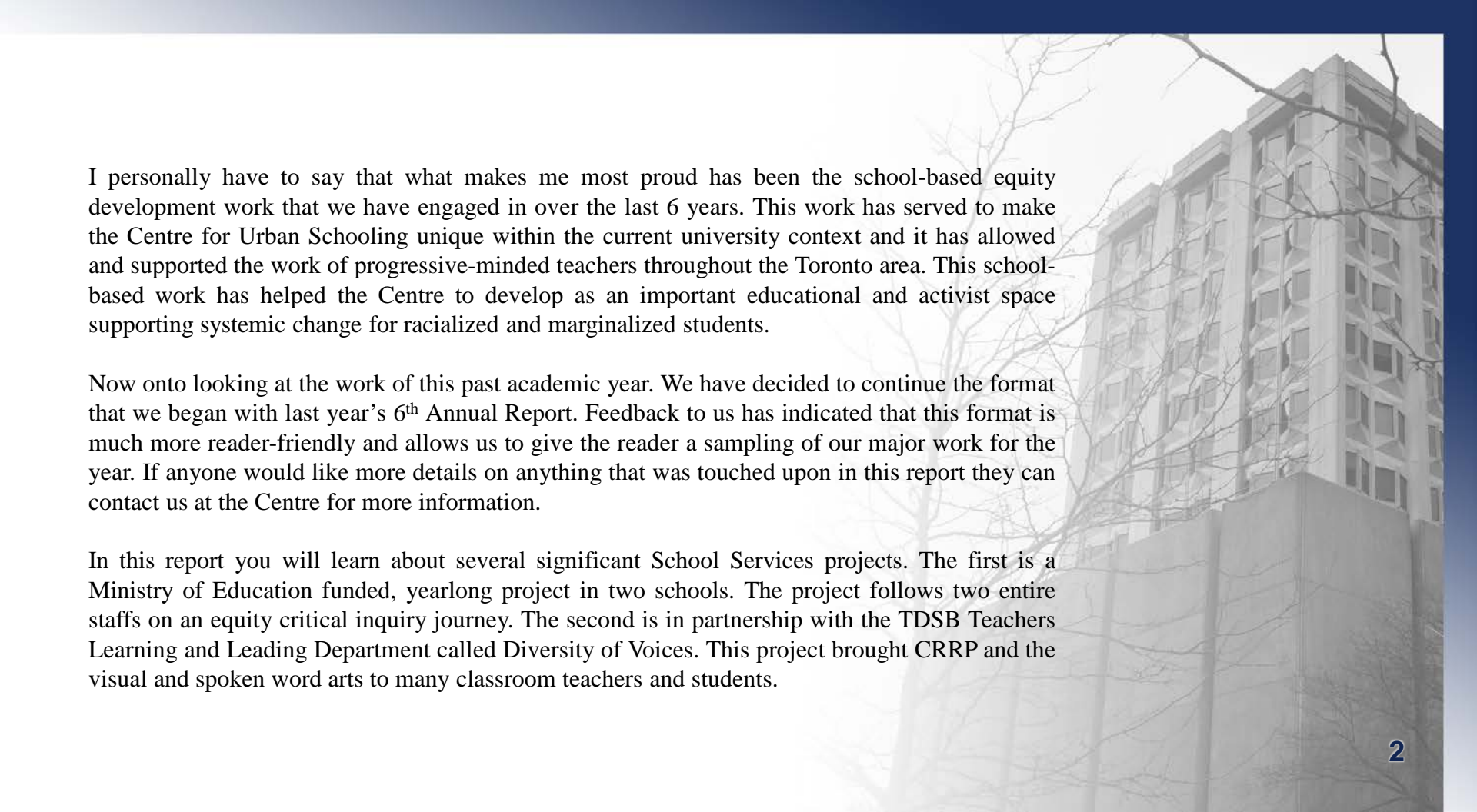
WELCOME TO THE CENTRE FOR URBAN SCHOOLING'S 7TH ANNUAL REPORT 2013-2014

It is my pleasure to welcome you to this annual report on the work of the Centre for Urban Schooling this past year. This is a particularly important welcome for me as this is my last year at the Centre for Urban Schooling. After 35 years in public education, including 8 years at the Centre for Urban Schooling, I am retiring at the end of June 2014. For me this year's welcome is also an opportunity to reflect back briefly on the Centre's work over the last 8 years.



Jeffrey Kugler

It has been my pleasure to have been at the Centre since its creation in 2005. I have learned so much through this work. It has been an honour to work with so many dedicated equity activists and educators over the years both at OISE and in schools and communities across the Toronto area. The Centre together with so many people has helped to push forward the work around what equity in education looks like, sounds like and feels like in the 21st century Canadian context. We have together pushed forward notions of Culturally Responsive and Relevant Pedagogy (CRRP) as one framework for thinking about fundamental school change in Canada. Over the years we have brought together literally thousands of people to think about, learn about and talk about new ideas for curriculum and activism in classrooms, schools and communities around many issues deeply rooted in urban education. We, along with the Centre's academic friends, have engaged in numerous research projects that have examined the complexities connected urban educational issues in Canada.



I personally have to say that what makes me most proud has been the school-based equity development work that we have engaged in over the last 6 years. This work has served to make the Centre for Urban Schooling unique within the current university context and it has allowed and supported the work of progressive-minded teachers throughout the Toronto area. This school-based work has helped the Centre to develop as an important educational and activist space supporting systemic change for racialized and marginalized students.

Now onto looking at the work of this past academic year. We have decided to continue the format that we began with last year's 6th Annual Report. Feedback to us has indicated that this format is much more reader-friendly and allows us to give the reader a sampling of our major work for the year. If anyone would like more details on anything that was touched upon in this report they can contact us at the Centre for more information.

In this report you will learn about several significant School Services projects. The first is a Ministry of Education funded, yearlong project in two schools. The project follows two entire staffs on an equity critical inquiry journey. The second is in partnership with the TDSB Teachers Learning and Leading Department called Diversity of Voices. This project brought CRRP and the visual and spoken word arts to many classroom teachers and students.

This report will also put the spotlight on the last William Waters Symposium. It was called *Beyond Goats and Charity! Culturally Responsive and Relevant Pedagogy: Theories and Practices for Systemic Change*. There will also be a spotlight on the new format of research briefs that the Centre began to produce this year. They are:

1. The Math for Young Children (M4YC) Project: A No Ceiling Approach to Math Learning in an Urban School

and

2. School Community Programs for Vulnerable Boys

It has been our pleasure this year to have had Professor Lance McCready as the Centre's Director. Professor McCready has made a decision to switch Departments at OISE. Professor Tara Goldstein, a long time friend of the Centre and a previous acting Academic Director will be taking over for Lance in July 2014. We wish Lance every success in his new Department and know that he will remain a close associate of the Centre. We are also thrilled that Tara Goldstein has taken on the Centre leadership for the next academic year. She brings with her a clear understanding of our history, a solid and tested equity focus and strong academic leadership. I wish Tara and the Centre for Urban Schooling the best of luck in all future endeavours.



Executive Director,
Centre for Urban Schooling

ABOUT THE CENTRE FOR URBAN SCHOOLING

The Centre for Urban Schooling (CUS) is dedicated to improving the quality of the teaching and learning experiences available to children and youth living in underserved urban communities. Established in 2005, at the Ontario Institute of Studies in Education at the University of Toronto, CUS carries out academic and contracted research, offers educational programs and professional development opportunities, and supports students, teachers, schools, parents and districts in the development of school reform initiatives that have a clear focus on equity for all students. With over twenty associated professors and researchers from OISE's and the wider university's departments, CUS is quickly gaining recognition as Canada's leading research centre in issues of urban education.

MISSION STATEMENT

The Centre for Urban Schooling is an education, research, policy and advocacy centre established in 2005 to connect OISE to urban schools and communities. We are committed to social justice and equity for all students. The educators, researchers and activists affiliated with the Centre work collaboratively on education projects that challenge power relations based on class, race, gender, language, sexuality, religion, ethnicity and ability as they are manifested in all aspects of education, both formal and informal.

The Centre for Urban Schooling's work includes: developing teacher and graduate education programs; initiating and participating in critical collaborative research; analyzing and advocating for policies that affect urban schools and communities; participating in school district educational change initiatives; and building the knowledge base of urban education in Canada through the sponsorship of conferences and publications.

The Centre also addresses issues of culture and the arts; religious, ethnic, linguistic and sexual diversity; politics; immigration; and teaching and learning both within the education system and Canadian society as a whole.

The Centre is committed to a dynamic, situated practice and therefore revisits its goal and purposes regularly.

CUS DIRECTORS & ADMINISTRATIVE TEAM 2013-2014



Director



Executive
Director



Director of School
Services



William Waters
Teacher-In-Residence



Administrative
Assistant

CUS ASSOCIATE MEMBERS 2013-2014

Dr. Beverly Caswell

Dr. Kari Dehli

Dr. Indigo Esmonde

Dr. Grace Feuerverger

Dr. Caroline Fusco

Dr. Ruben A. Gaztambide-Fernandez

Jill Goodreau

Dr. Eunice Jang

Dr. Douglas McDougall

David Montemurro

Alan Silverman

Dr. Roland Sintos-Coloma

Dr. Leslie Stewart-Rose

Dr. Kathy Broad

Dr. Jim Cummins

Dr. James Eslinger

Dr. Diane Farmer

Dr. Joseph Flessa

Dr. Kathleen Gallagher

Dr. Tara Goldstein

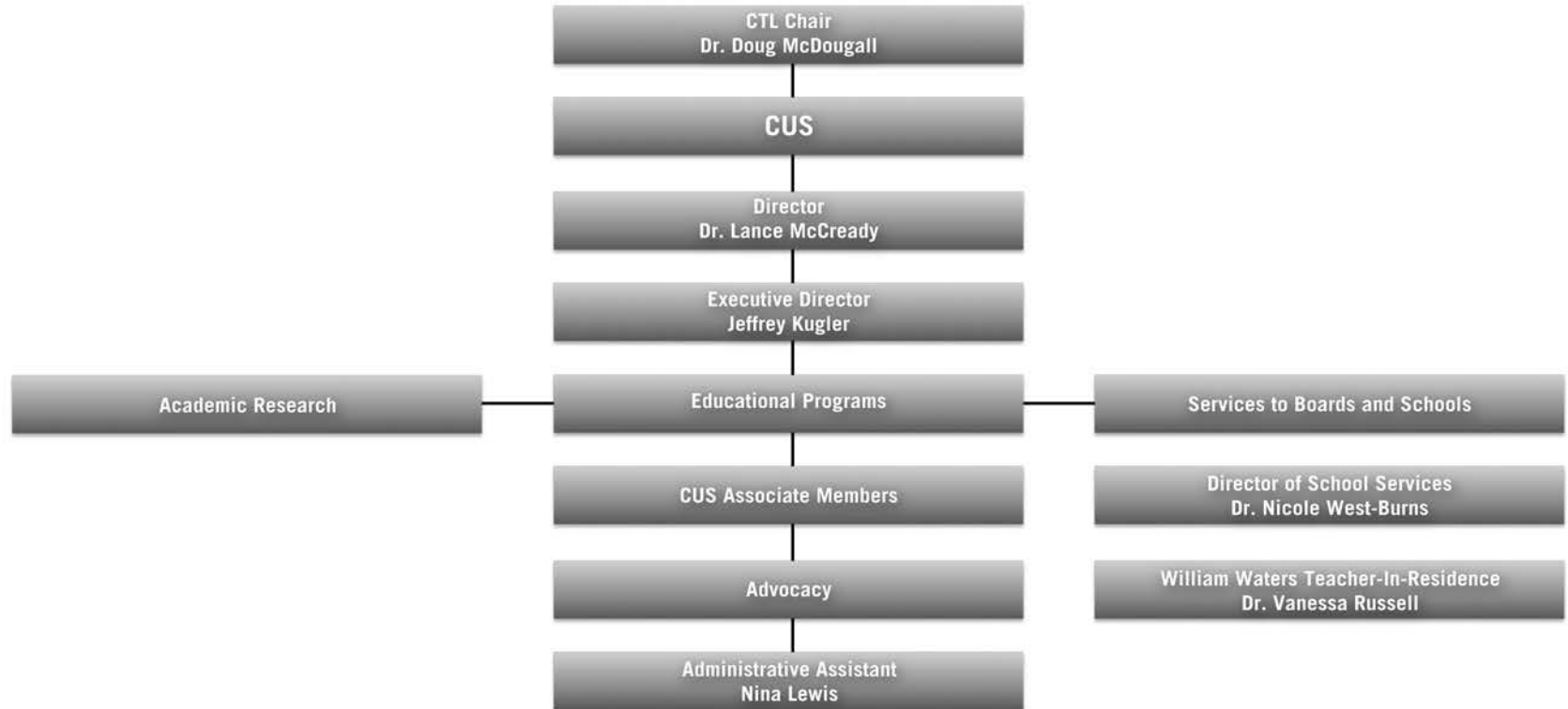
Rosalie Griffiths

Kurt McIntosh

Dr. Robert Simon

Dr. Stephanie Springgay

CUS ORGANIZATION CHART



CUS DONORS & SPONSORS 2013-2014

Dr. William and Phyllis Waters

The Paloma Foundation

The Ruth and Alexander Dworkin Tolerance Fund

Toronto District School Board – Teachers Learning and Leading

The Halton District School Board

The University of Toronto Schools (UTS)

OISE: Continuing Education Department

Ministry of Education Inclusive Education Branch

Spotlight On: Research from CUS Director, Dr. Lance McCready

During the 2013-2014 academic year I served as Director of the Centre for Urban Schooling. In this capacity I had research, teaching and service responsibilities. My research focused on the education, health and well-being of urban youth and young adults, specifically African/Caribbean/Black males (ACBMs), young men who have sex with men (MSM) and queer youth. I am Principal Investigator of the:

- *Educational Trajectories of Black Male Youth* study
- *Connected Communities of African/Caribbean/Black Men: A Strengths-Based Research Program* project

I also serve as Co-Principal Investigator of:

- *School Community Programs for Vulnerable Boys* study
- *Gathering Our Voices: Black Daddies Club Research Project*
- *I Will Survive: The Influence of the Media on Experiences of Resiliency for Sexual Minority Youth* study



All of these projects are collaborative and community-based, meaning they involve partnerships with community-based organizations for the purpose of developing the goals, data collection strategies and knowledge mobilization strategies. I and a team of professors, graduate and community researchers have begun mobilizing the findings from our research via scholarly articles, academic and professional conference presentations, research briefs and reports available through the CUS website. Audrey Hudson, Ph.D. student in CTL and Brandon Zoras, MEd Cohort in Urban Education graduate, have been instrumental, innovative and hard working in this regard, updating and helping to maintain the CUS website and related social media. Anthony Briggs, Emmanuel Tabi, David Pereira, and Olivia Strohschein have been amazing, committed research assistants who have diligently conducted interviews and focus groups, analyzed qualitative data and edited or written parts or whole sections of articles, briefs and PowerPoint presentations and reports. I look forward to their growth as researchers, scholars and community activists.



CURRENT RESEARCH PROJECTS

Kathleen Gallagher

Title: Temporary Neighbourhoods: Shelter youth perspectives of income polarization (2013-2015) SSHRC Partnership Grant
RA's and GA's: Anne Wessels (PhD) , Rebecca Starkman (PhD), Dirk Rodericks (PhD), Diane Swartz (PhD), Chloe Shantz-Hilkes (MA)
Meredith Heyland (MA)

Related writing/events/publications

- Gallagher, K. and Neelands, J. (eds.) (2013). *Drama and Theatre in Urban Contexts*. London: Routledge. (165 pages).
- Gallagher, K and B. Yaman Ntelioglou (2013) On the pedagogical importance of (not) knowing the other: Listening, risk, drama and difference (p. 94-108). In Michael Anderson and Julie Dunn *How Drama Activates Learning: Contemporary* London: Continuum, Bloomsbury Academic. *Research and Practice*.
- Gallagher, K. A.Wessels and B. Yaman Ntelioglou (2013). 'Listening to the affective life of injustice': Drama Pedagogy, Race, Identity and Learning. *Youth Theatre Journal*. 27:7-19.
- Gallagher, K., & Wessels, A. (2013) Between the frames: Youth spectatorship and theatre as curated, 'unruly' pedagogical space. *Research in Drama Education: The Journal of Applied Theatre and Performance*. 18(1): 25-43.
- Gallagher, K. A. Wessels, B. Yaman Ntelioglou (2013). Becoming a networked public: Digital ethnography, youth, and global research collectives. *Ethnography and Education. Special Issue: Investigating Ethnography, Netography, On-line sites and communities*. 8 (2): 177-193.

CURRENT RESEARCH PROJECTS

Kathleen Gallagher

Related writing/events/publications (cont'd)

- Gallagher, K. (2013). The Arts in Education: what more can be said? A book review of *The Arts in Education: An introduction to aesthetics, theory and pedagogy*. by Mike Fleming. *Drama Research - international journal of drama in education*. [online] Vol. 4
- Gallagher, K. and H. Farragher (2013) *Voices on Both Sides of 'the Door': Canadian and Indian Students Make Sense Through Drama*. A radio documentary (30 mins) From SSHRC-funded project: Urban School Performances: The interplay, through live and digital drama, of local-global knowledge about student engagement 2008-2013.
- Gallagher, K. and H. Farragher (2013) *Making Room for Youth Lives in Drama and Making Room for Drama in Youth Lives: Toronto Students Speak* A radio documentary (10 mins) From SSHRC-funded project: Urban School Performances: The interplay, through live and digital drama, of local-global knowledge about student engagement 2008-2013.
- Gallagher, K. and H. Farragher (2013) *From Critical Dialogues to Performance to Social Change: Lucknow Girls Speak*. A radio documentary (10 mins) From SSHRC-funded project: Urban School Performances: The interplay, through live and digital drama, of local-global knowledge about student engagement 2008-2013.
- Tarragon Theatre. 1-day Professional Workshop with Actors for the development of a new verbatim play, *The Teacher*, created from my SSHRC 2008-2013 findings (Nov 2013).
- International Drama in Education Association Keynote Roundtable Speaker. *Drama and Discourses of "Transformation" and Globalization*. Théâtre de l'Odéon, Paris, France. (July 13, 2013).

CURRENT RESEARCH PROJECTS

Kathleen Gallagher

Related writing/events/publications (cont'd)

- Keynote Speech to Toronto District School Board Equity Teachers. Arts and Equity Conference. Contagious: The Arts and Social Justice. Toronto, Ontario. (May 29, 2013).
- International Drama in Education Association Keynote Roundtable Speaker. *Drama and Discourses of "Transformation" and Globalization*. Théâtre de l'Odéon, Paris, France. (July 13, 2013).
- Keynote Speech to Toronto District School Board Equity Teachers. Arts and Equity Conference. Contagious: The Arts and Social Justice. Toronto, Ontario. (May 29, 2013).
- Keynote Speech to Joint UBC and Simon Fraser Graduate Student Conference on Language and Literacy. *Performing Literacy in Multi-Sited International Ethnographic Research*. Vancouver, British Columbia (May 25, 2013).
- Invited Lecture Hellenic Drama Teachers' Association, *Making theatre from 'real life': Verbatim theatre and its Pedagogical Uses*. Athens, Greece (March 12, 2013)
- October 2013 *The Arts and Social Justice*. Power of National Arts Forum: Advancing Social Change. Michaele Jean Foundation and Carleton University Faculty of Arts and Science. (September 27-29, Ottawa).
- April 11, 2013. Invited Symposium Presentation. *Liveness and Virtuality*. York University. Imaginative Ethnography Symposium.

CURRENT RESEARCH PROJECTS

Rob Simon

Title: The Teaching to Learn Project 2011-2014

RA's and GA's: Amir Kalan, PhD, Will Edwards, PhD, Jason Brennan, PhD

Publications related to this project

- Simon, R. & Campano, G. (In Press, 2014). The hermeneutics of literacy pedagogy. In K. Pahl & J. Rowsell (Eds.), *Routledge Handbook of Literacy Studies*. NY: Routledge.
- Simon, R., and The Teaching to Learn Project: Bailey, A., Brennan, J., Calarco, A., Clarke, K., Edwards, W., Fujiwara, C., Kalan, A., Kruja, J., McInnes-Greenberg, E., & Piscecny, A. (2014). “In the swell of wandering words”: The arts as a vehicle for adolescents’ and educators’ inquiries into the Holocaust memoir *Night*. *Perspectives on Urban Education*.
- Simon, R., Edwards, W., Piscecny, A., Brennan, J., Jung, H., Bresba, S. (2014). The Teaching to Learn Project: Investigating literacy through intergenerational inquiry. In H. Pleasants and D. Salter (Eds.), *Community-based multiliteracies and digital media projects: Questioning assumptions and exploring realities* (pp. 159-180). New York: Peter Lang.
- Simon, R. (2013). Literacy teacher education as critical inquiry. In C. Kosnik, J. Rowsell, P. Williamson, R. Simon & C. Beck (Eds.). *Literacy Teacher Educators: Preparing Teachers for a Changing World* (pp. 121-134). Rotterdam: Sense Publishers.
- **Art Exhibition**
- Simon, R., & The Teaching to Learn Project. (2013). *After Night*. Exhibition of paintings on book pages from Elie Wiesel’s Holocaust memoir *Night*. February 18 – March 3, 2013. Main Hall, Hart House. University of Toronto. Toronto, ON.

CURRENT RESEARCH PROJECTS

Rob Simon

Publications related to this project (cont'd)

Plenary

- Simon, R., and The Teaching to Learn Project: Bailey, A., Brennan, J., Calarco, A., Clarke, K., Edwards, W., Fujiwara, C., Kalan, A., Kruja, J., McInnes-Greenberg, E., & Piscny, A. (February 2014). “In the swell of wandering words”: The arts as a vehicle for adolescents’ and educators’ inquiries into the Holocaust memoir *Night*. Plenary presentation for the Communities of Inquiry Symposium. Ethnography in Education Research Forum, Philadelphia, PA.
- Video available at: www.gse.upenn.edu/video/player?video=ETHNO-SIMON2014.mp4 or <http://youtu.be/PBuek2D6DQA>.

Film

- Simon, R., and the Teaching to Learn Project (2014). *After Night*

Interview

- “Collaborative Inquiry using NIGHT: An Interview with Professor Rob Simon.” (April 8, 2013). Interview with Jasmine Wong, Facing History and Ourselves. Available at: <http://onnetwork.facinghistory.org/collaborative-inquiry-using-night-an-interview-with-professor-rob-simon/>

CURRENT RESEARCH PROJECTS

Tara Goldstein

Title: Teaching Other People's Children: Performed Ethnographies for Teacher Education 2011-2014

RA's and GA's: Pam Snell, MA, Austen Koecher, MA, Julia Gray, PhD, Jenny Salisbury, PhD

Related writing/events/publications

- Goldstein, T. (2013). "Real Mother": Scene from *Harriet's House*. In: Williams, Karin Diann (Ed.). *Scenes from a Diverse World: A Contemporary Collection of 73 Short Scenes About Diversity with Two or Three Characters; For Student Actors*. Columbus, OH: International Centre for Women Playwrights' Press.
- Goldstein, T. (2013). Travelling with *Harriet's House*. *Playwrights' POV*, 2(4). Online publication for the Playwrights Guild of Canada.
- Goldstein, T. (2013). *Zero Tolerance and Other Plays: Disrupting racism, xenophobia and homophobia in school*. Rotterdam, The Netherlands: Sense Publishers.
- Goldstein, T. (2014). Learning from Other People's Families. *Teaching Education Journal*, 25(1): 65-81.
- Goldstein, T. (2014). Screening of *Harriet's House*. *The Art Gallery of Ontario*, Toronto. June 24, 2014
- Goldstein, T., Gray, J., Salisbury, J. and Snell, P. (2014). When Educational Research Meets Theatre: Performed Ethnography and Research-Informed Theatre Project Design. *Qualitative Inquiry*. First published on February 7, 2014 as doi:10.1177/1077800413513738 <http://qix.sagepub.com/content/20/5/674.full.pdf?ijkey=eziVrMp6YIMVBtI&keytype=ref>

CURRENT RESEARCH PROJECTS

Tara Goldstein

Title: Translating my performed ethnography *Ana's Shadow* into Spanish 2013-2014

GA's: Jorge Arcila, Ph D

Related writing/events/publications

- o Arcila, J. (Trans.) (2013). *La Sombra de Ana (Ana's Shadow)* por **Tara Goldstein**. Unpublished play script. Toronto: Ontario Institute for Studies in Education, University of Toronto/www.t-space.ca

CURRENT RESEARCH PROJECTS

Nicole West-Burns

Title: A Critical Practitioner Inquiry Approach to Understanding and Improving Black Student Achievement 2014-2016

RA's and GA's: Audreylee Hudson, Austen Koecher

Related writing/events/publications

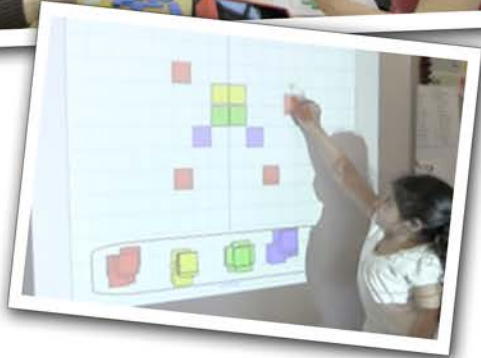
- Pushing Critical Consciousness in Toronto's Urban Classrooms: A Critical Practitioner Inquiry Approach to Understanding and Improving Black Student Achievement.

Spotlight On: **Graduate Student Work**

In the Fall/Winter 2013/14, CUS Head, Dr. Lance McCreedy and graduate students Audrey Hudson and Brandon Zoras, recognized the importance of establishing a social media presence for the Centre, and thus implemented various platforms to connect with the public. Our goal was to reach academics and scholars, but also a larger, more community-based audience about the progressive work graduate students and faculty do at CUS. Additionally, we were successful in establishing a research brief to disseminate research findings in an accessible way to the larger community.

Another means we utilized to further conversations about issues of urban education was Convergences, which is a forum for graduate students and faculty to present their research in progress and get feedback from the audience. Convergences has proven to be a comfortable and non-threatening forum for graduate students to engage in conversation about their work at the beginning stages. Many students presented potential conference papers or recent findings they were developing. Last year, we held one on urban arts high schools and another on critical poetry pedagogy. During the past year, CUS continued its work to provide intellectual and professional community to graduate students interested in urban education. In both formal and informal ways (the Convergences programming; graduate student assistantships; and knowledge mobilization) the Centre has established itself as a cross-departmental home for graduate students concerned about a range of urban education issues. Essentially, CUS graduate students have worked alongside dedicated faculty to diligently to establish the centre as a leader in urban education.

Spotlight On: The Math for Young Children Project



The Math for Young Children (M4YC) Project offers an opportunity for K-Grade 2 educators to engage in professional learning in early years math education. This study focused on a group of educators at a Toronto school whose student population mainly consists of Newcomers from Syria who are English language learners. Participants were provided with professional development sessions on the topic of geometry and spatial sense in which they explored hands-on geometry activities to build their knowledge of math curriculum and pedagogies. Through teacher-led interviews, they gathered data on the spatial reasoning skills of their students and developed lessons designed to build on their strengths. The study found that teachers gained substantial knowledge of geometry and spatial sense concepts, in addition to developing greater expectations about their students' math capabilities. Young children, irrespective of their entry points, are capable of engaging in transformational geometry not typically addressed in early years classrooms and should be offered opportunities to develop sophisticated mathematical thinking skills.

Spotlight On: School Community Programs for Vulnerable Boys

Children and youth from low socioeconomic status are more likely to be classified as vulnerable, which this study considers as a product of social inequality and sociocultural processes determining a particular group's marginalization or inclusion in academic and extracurricular programs and services. The study used multiple case studies to assess effectiveness of school-based interventions for vulnerable populations of boys in five TDSB school communities. Several themes emerged from the research, including the importance of exposing the boys to new experiences and environments through experiential learning, as a means of allowing them to realize their different capacities. Students also demonstrated a desire to foster better relationships with their peers for their own interpersonal growth and appreciated having safe and democratic spaces to do so. In terms of further steps, increased collaboration between teachers and program staff may help in developing and promoting greater academic engagement among vulnerable students.



SCHOOL SERVICES DIVISION

- Our Stories Past and Present: A 2013-2014 Canadian Social Justice Calendar
- Toronto District School Board
Teachers Learning and Leading – Diversity of Voices
- University of Toronto Schools
- OISE ITE – Midtown Option, Educating for Peace and Justice Conference
- The Culturally Responsive and Relevant Pedagogy Initiative
- Continuing Education



Spotlight On:

The Culturally Responsive & Relevant Pedagogy Initiative

In March of 2013, The Inclusive Education Branch of the Ontario Ministry of Education contacted the School Services Division of the Centre to learn more about the professional development work tied to Culturally Responsive and Relevant Pedagogy (CRRP). They were looking at possibilities for the Centre to contribute in a broader way to support *CRRP* across the province. Over the next several months, the Centre created and put forth a proposal to provide the Ministry with an initiative that would take place over the course of the 2013-2014 academic year and would share a “*Tale of Two Schools*” who are engaging in understanding the issues and implementation of CRRP.

With a four-tier professional learning model, The *CRRP Initiative* began in fall of 2013 with Irma Coulson PS in Halton District School Board and William Burgess PS in Toronto District School Board. The experiences and insights from both participants and facilitators will provide options, opportunities and resources for others across the province who wish to understand possibilities for what this work might look like in schools. The Inclusive Education Branch seeks to share the learning from this initiative across the province as a means to creating more equitable places, spaces and outcomes for all of the students we serve.





Spotlight On: **Teachers Learning & Leading – Diversity of Voices**

The Diversity of Voices project was spearheaded by the TDSB Teachers Learning and Leading Department, in collaboration with TDSB Arts Department and the CUS School Services Division. This learning module focused on deepening the tenet of Critical Consciousness identified by Gloria Ladson-Billings in her work on Culturally Relevant Teaching and explored how to connect that to learning for students through the arts. Teachers engaged in interactive modules with local artists to explore how to utilize the techniques of Art (Spoken Word and Visual Arts) as a vehicle for student voice in this work. Final pieces were produced by all student participants, sharing their learning. An exhibition of all of the work, with student performances of spoken word pieces, was held at the CUS annual William Waters Symposium.

Diversity of Voices



EDUCATIONAL PROGRAMS AT OISE

- Elementary – Inner City Option
- Secondary – SP1 Teaching and Learning for Change in Urban Schools
- CUS-ITE Professional Inquiry Series



Spotlight On: Elementary – Inner City Option

Affiliated with the Centre of Urban Schooling, the Inner City Option has continued to share the space with George Syme Public School near the corner of Jane and St. Clair. The students began the year with a community walk through the neighbourhood and worked in many different community agencies throughout the area and beyond. The staff and students at George Syme were wonderful partners as we worked with them on environmental, physical education and music initiatives. As this is the final year of the Elementary Inner City Option, this would be a good place to thank the school administration, office staff, caretaking staff and teachers of George Syme, who have supported our teacher candidates for the duration of this partnership. We would also like to extend our best wishes to Margaret McKenzie, Principal of George Syme, as she begins her retirement from the Toronto District School Board.



Marguerite Campbell

Spotlight On: **Secondary – SP1 Teaching & Learning for Change in Urban Schools**

Affiliated with the Centre for Urban Schooling, the goal of SP1 is to provide teacher candidates with a wide range of teaching and learning strategies to promote equity and inclusion in urban secondary schools. SP1 examines how race, ethnicity, class, ability, religion, language, gender, sexual orientation, and culture can impact student achievement and engagement within urban schools and communities.



SP1 is a site-based secondary program where classes operate out of two Toronto District School Board secondary schools (Bloor Collegiate and Winston Churchill Collegiate). Being based in schools affords pre-service teachers the opportunity to connect with their host schools in numerous ways (e.g. classroom observations, student panels, teacher and administration presentations).



Teacher candidates took on PRAXIS projects, which are individual community service learning projects both within school departments and programs, as well as with community agencies and partners (e.g. Concrete Roses, St. Alban's, Pathways). The joint co-planning nature of this secondary program is one of its special features and allows the opportunity for swapping of school sites and joint excursions.



This year teacher candidates participated in field learning opportunities at the TDSB Aboriginal Education Centre and at Central Technical School for their specialized programs including technology and arts. The combined field-based learning opportunities were invaluable to teacher candidates as it helped reduce the gap between theory and practice, and facilitate their personal and professional growth.

Spotlight On: CUS-ITE Professional Inquiry Series

The Centre for Urban Schooling's Initial Teacher Education (CUS-ITE) Professional Inquiry Series was lead by Vanessa Russell and its goal is three-fold:

- To collectively share promising practices – as well as the challenges – that surface when teaching for equity and social justice within the Initial Teacher Education program;
- To deepen equity and social justice practice in teacher education as a means to further embed these principles in the classroom and all aspects of the Initial Teacher Education program;
- To collaborate on initiatives and projects outside of the teaching role that enrich learning opportunities for teacher candidates in relation to equity and social justice themes.

The discussions this year were rooted in scholarly work by researchers and educational activists (Paul Gorski, Martin Cannon, and Barbara Applebaum). This work informed the development of new instructional strategies related to issues of: White privilege and intersectionality; White complicity pedagogy; and, Indigenous/settler relationships.

FORUMS & EVENTS

- Equity, Inclusion and Culturally Responsive Pedagogy: Training and Experiences of Professional Educators in Ontario and Quebec – October 24th and 25th 2013
- Convergences in Urban Education – This isn't "FAME": Exploring Dominant Narratives in Specialized Public Art Schools – December 5th 2013
- Convergences in Urban Education – The Poetics of the Possible: Exploring Critical Poetry Pedagogy in Urban Classrooms as a Vehicle for Individual and Social Change – February 20th 2014
- Visiting Scholar Dr. Carol Stack – Public Lecture: Coming of Age at Minimum Wage – March 5th 2014
- Visiting Scholar Dr. Carol Stack – Seminar: Return Migrations Methodological Challenges When Places, Times, and Lives are in Flux – March 6th 2014
- Visiting Scholar Dr. Carol Stack – Research Workshop: Writing Ethnography, Writing Lives Across Time and Space – March 7th 2014
- Dr. Deborah Appleman – From the Inside Out: The Power of Literacy for the Incarcerated – March 26th 2014
- A Talk with Arts-Based Researcher Patricia Leavy – April 8th 2014

CONVERGENCES

IN URBAN EDUCATION

Thursday December 5th from
12:30-2pm in room 11-164

Light refreshments will be served

This session features a panel presentation by Professor Ruben Gaztambide-Fernandez, Rachael Nicholls, Alexandra Arraiz Matute, Fiona Purton and Adam Saifer

This isn't "FAME": Exploring Dominant Narratives in Specialized Public Art Schools

Come join the discussion and support the research at OISE!



CONVERGENCES

IN URBAN EDUCATION

Thursday February 20th from
4-5:30pm in room 5-260

Light refreshments will be served

"The Poetics of the Possible: Exploring Critical Poetry Pedagogy in Urban Classrooms as a Vehicle for Individual and Social Change."

Presenters: Will Edwards, Amir Kalan, Emma Sheppard and Emmanuel Tabi

Chair and Discussant: Professor Rob Simon



The Centre for Urban Schooling Presents

Deborah Appleman

**From the Inside Out: The
Power of Literacy for the
Incarcerated**



Dr. Deborah Appleman is Professor of Educational Studies and Director of the Summer Writing Program at Carleton College in Northfield, Minnesota. Join Dr. Appleman in a fireside chat on carceral literacies.

RSVP to Nina Lewis:
nina.lewis@utoronto.ca,
subject line "From the Inside Out"

**Date: Wednesday,
March 26th, 2014**

Time: 5:00-7:00pm

Room: 11-164

CENTRE FOR URBAN SCHOOLING
Centre de la scolarité urbaine

The Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education and The Equity Studies Program of New College are proud to present

A Talk with Arts-Based Researcher

Patricia Leavy

April 8, 2014

5:00-7:30 pm

Ontario Institute for
Studies in Education
252 Bloor Street West
(St. George subway)

5:00-6:00 Talk with Patricia Leavy:
Room 11-164

6:00-7:30 Book launch (REFRESHMENTS SERVED)
Nexus Lounge, 12th FL

6:30 Performance of excerpts
from *Zero Tolerance* by
Equity Studies students



**Zero Tolerance and
Other Plays**

*Disrupting Xenophobia, Racism and
Homophobia in School*

Tara Goldstein



Followed by the launch of
ZERO TOLERANCE AND OTHER PLAYS:
*Disrupting Xenophobia, Racism and
Homophobia in Schools*

by Tara Goldstein

02 2014

An Exploration of African Contributions to Math, Science and Technology

Dr. Leonard Nurse
Environmentalist and Nobel Peace Prize
Laureate

Dr. Runoko Rashidi
Anthropologist and Historian

Josue Lajeunesse
Princeton University Humanitarian Award
Recipient & Community Developer

Presentations and Workshops include:

The Effect of Climate Change in the African Diaspora

The African Roots of Math, Science and Technology

The Big Idea: Bringing Clean Water to Community, A Haitian Story

Date: Thursday February 20th, 2014

Time: 9:00am – 3:00pm

Where: Ontario Institute of Studies in Education (OISE)
252 Bloor Street (Entrance off Bloor)

Grades 5 – 8 Presentation 9:30am – 11:30am | Grades 9 – 12 Presentation 12:30pm – 2:30pm

To reserve spaces or for more information contact us at (416) 538-0889

Email: info@adifferentbooklist.com

Fax: (416) 538-6914

Deadline for reservation is Tuesday February 18th, 2014

Brought to you by:



In Partnership with:



CENTRE FOR URBAN SCHOOLING

Presents Visiting Scholar

CAROL STACK



Dr. Carol Stack is a Professor Emeritus, University of California, Berkeley. Professor Stack conducts research on urban youth, migration, rural and urban families, service sector employment, and other facets of the social context of education. Dr. Stack is an award winning urban ethnographer who has been a Guggenheim Fellow, a Fellow of Stanford University's Center for Advanced Study in the Behavioral Sciences, and a Fellow at the Russell Sage Foundation.

Wednesday March 5

**Public Lecture: Com-
ing of Age at Minimum
Wage**

OISE Library

5-7pm

*RSVP to nina.lewin@utoronto.ca

with "Carol Stack-Wed" in the
subject line

Thursday March 6

**Seminar: Return Migra-
tions: Methodological Chal-
lenges When Places, Times
and Lives are in Flux**

Room 12-117

4:00-5:30pm

*RSVP to nina.lewin@utoronto.ca

with "Carol Stack-Thu" in the
subject line

Friday March 7

**Research Workshop:
Writing Ethnography,
Writing Lives Across
Time and Space**

Room 12-117

12:00-2:00pm

*For Faculty & Lecturers only

Thank you to our generous co-sponsors:

Anti-Poverty Community Organizing and Learning CURA Project

Centre for Study of Education and Work

Collaborative Program in Workplace Learning and Social Change

Department of Anthropology, University of Toronto

Department of Humanities, Social Sciences and Social Justice Education

SSHRC Neighbourhood Change Research Project

Women and Gender Studies Institute

Study days

Thursday, October 24th (12:30 pm – 5 pm)

Friday, October 25th (9 am – 5 pm)

***Equity, Inclusion and Culturally
Responsive Pedagogy:
Training and Experiences of Professional
Educators in Ontario and Quebec***

Université de Montréal
Carrefour des arts et des sciences
3150, rue Jean-Brillant
Room C-3061
(Métro Côte-des-Neiges)

Journées d'étude

Jeudi 24 octobre, 12 h 30 – 17 h

Vendredi 25 octobre, 9 h – 17 h

***Équité, inclusion et
pédagogie culturellement adaptée :
formation et expériences du personnel scolaire
en Ontario et au Québec***

Université de Montréal
Carrefour des arts et des sciences
3150, rue Jean-Brillant
Salle C-3061
(Métro Côte-des-Neiges)

WILLIAM WATERS URBAN EDUCATION INITIATIVE

- William Waters Scholarship Recipients 2014-2015: Ahmed Ahmed and Genie Rajeswaran
- Teacher-In-Residence – Dr. Vanessa Russell
- William Waters Symposium in Urban Education



Spotlight On: William Waters Symposium 2014

Beginning in 2008 and made possible through the generous support of Phyllis and William Waters, the Centre for Urban Schooling has organized an annual symposium on urban education. Our theme and title for this year evolved over time and many conversations: *Beyond Goats and Charity! Culturally Responsive and Relevant Pedagogy: Theories and Practice for Systemic Change*. Although we recognize that charity absolutely has an appropriate time and place, we wanted to acknowledge that charity per se is not enough in a freedom project which seeks to create equitable and transformative change in schooling spaces and beyond. One conceptual framework highlighted was Culturally Responsive and Relevant Pedagogy and it is certainly no coincidence. For many years now, the Centre for Urban Schooling has been morphing and enriching this framework by broadening the meaning of culture and thinking about this work within a Canadian context. Keynotes: Carl James (Faculty of Education, York University & Director of York Centre for Education and Community); Paul Gorski (New Century College, George Mason University); Gillian Parekh (Researcher at Toronto District School Board; Doctoral Candidate in Critical Disabilities Studies, York University); Nicole West-Burns (Centre for Urban Schooling, OISE/UT, Director of School Services).

For more information about our symposium, expanded biographies of the keynotes, and a video of the public lecture, please visit our website at www.cus.oise.utoronto.ca.

Spotlight On: Sexuality & Schools

In partnership with the University of Toronto Mark Bonham Centre for Sexual Diversity Studies, the Centre for Urban Schooling helped to organize a half day conference in the Fall and a seminar in the Spring.

October 2013: Bodies at Play. Sexuality, Childhood & Classroom Life (Half-day Conference)

Keynote

○ *James Kincaid is Aerol Arnold Professor in the Department of English at the University of the University of Southern California. Keynote Address: What Is This Thing Called a Child and Why Do We Want to Teach It?*

Workshops

○ *Through the lenses of teaching and research: What do we see and what do we miss? do we miss? (Gail Bolt, Penn State University)*

○ *Re-Imagining Black Masculinities: On Gender, Race and Sexuality in/out of the in/out of the Classroom (Lance McCready, Ontario Institute for Studies in Education, University of Toronto)*



On the Embodied Lives of Children and Teachers (Louise Azzarello,
Secondary Teacher, Toronto District School Board)

Writers' Panel

- Shyam Selvadurai was born in Colombo, Sri Lanka. *Funny Boy*, his first novel, won the WH Smith/ Books in Canada First Novel Award and the Lambda Literary Award in the US (<http://www.shyamselvadurai.com/index.html>).
- Farzana Doctor is a novelist and psychotherapist (www.farzanadoctor.com).
- Brian Rigg, author of *a false paradise*, was born in Jamaica, but has been living in Toronto for over two decades.

May 2014: Sexuality Education in Online & Offline Environments (Seminar with Special Guests from the Factor-Inwentash Faculty of Social Work, University of Toronto)

- David Brennan, Associate Professor, will speak about his research on the ways young men who have sex with men (MSMs) are using the Internet to seek social and sexual relationships, and the implications of these practices for sexuality education in schools.
- Dr. Shelly Craig, Assistant Professor, will speak about her research on queer youth, social media use and resiliency.

Local Outreach, Advocacy, & Community Collaboration

- Toronto District School Board – Inner City Advisory Committee
- Social Planning Council of Toronto: Campaign of Equity in Education



International Outreach, Advocacy, & Community Collaboration

- A Group of Administrators from Chile
- A Group of Educators and School Board Trustees from Norway



Spotlight On: **Continued & Developing Collaboration with CEETUM**

This year the Centre for Urban Schooling has continued to solidify a very special relationship with CEETUM (Centre d'études ethniques des universités montréalaises). We are very excited to be able to expand our understandings of urban education in Canada to Quebec and its unique situation within Canada.

In November 2013, the Centre for Urban Schooling and CEETUM co-sponsored a colloquium in Montreal with presenters from both provinces. The colloquium was titled: *Equity, Inclusion and Culturally Relevant Pedagogy: Training and Experiences of Professional Educators in Ontario and Quebec.*

Through the work of CUS, a good cross section of Ontario academics, school board and Ministry people were able to present at the sessions. The presenters included: Gillian Parekh, TDSB; Leslie Stewart-Rose, OISE; Karen Murray, TDSB; Jeff Kugler,



OISE; Professor Joe Flessa, OISE; Saskia Stille, OISE; Ruth Flynn, Ministry of Education; Jim Spyropoulos, TDSB; Leigh-Anne Ingram, OISE; Nicole West-Burns, OISE; Yaw Obeng, Halton District School Board; and Tanya Senk, TDSB.

The colloquium in Montreal clearly allowed presenters and participants to get a better sense of some of the similarities and differences between Ontario and Quebec, English and French Canada.

Coming out of the colloquium has developed a further collaboration where all presenters were given the opportunity to adapt their presentation into an article for a joint CUS/CEETUM special issue of the magazine of the Association of Canadian Studies *Canadian Diversity*. The magazine will be published next fall.

The two Centres look forward to further collaborations in the coming years.

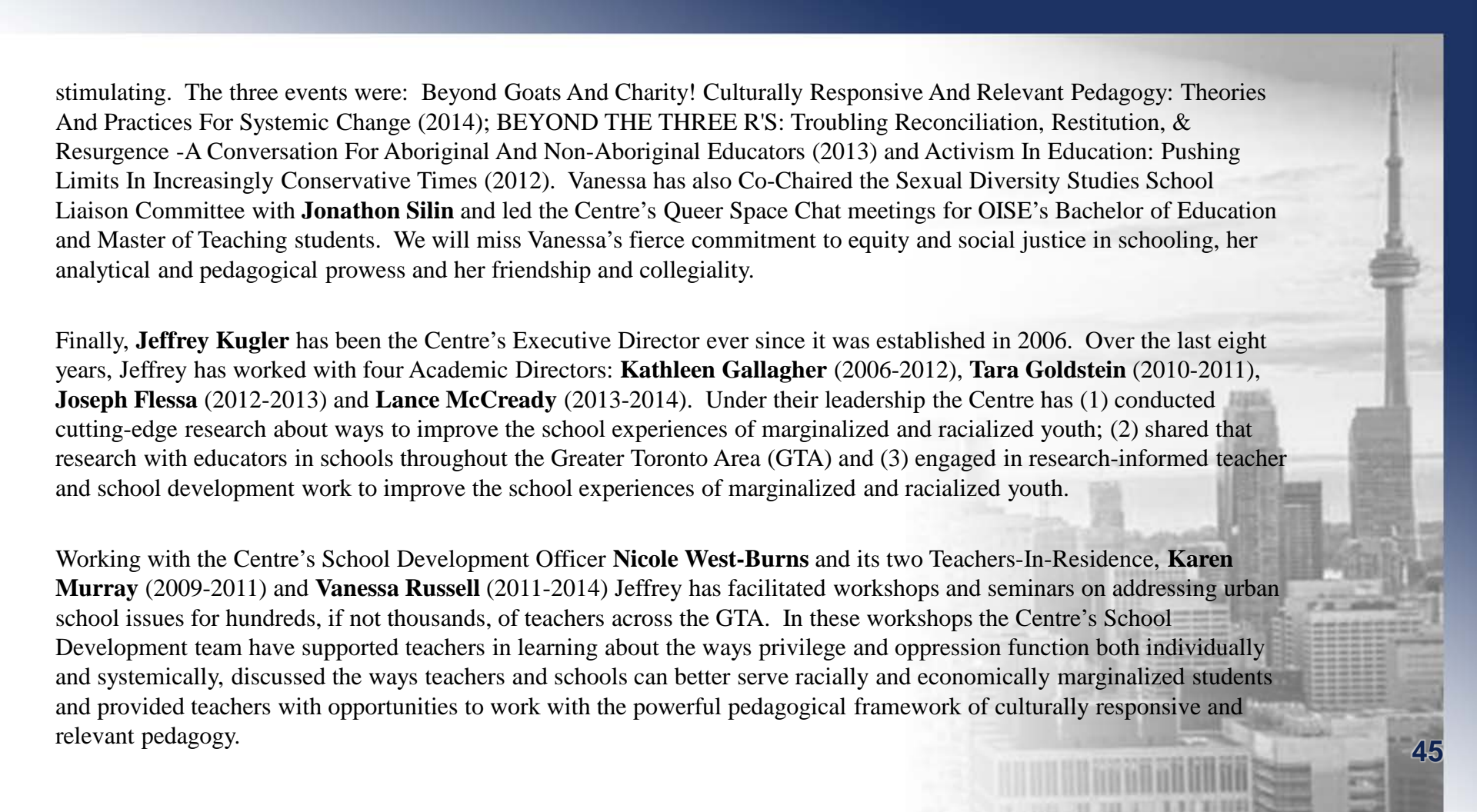
Closing Remarks: Saying Goodbye & Looking Ahead

As the 2013-2014 academic year comes to an end, the Centre for Urban Schooling is getting ready to say good-bye to two of our staff members, Executive Director Jeffrey Kugler and our William Waters Teacher-In-Residence Vanessa Russell. We are also saying good-bye to our current Academic Director Lance McCready.

Lance McCready, whose scholarship on issues facing black male youth both inside and outside of schools is internationally re-known, is joining OISE's Department of Leadership, Higher and Adult Education in July. As a member of the Adult Education and Community Development program, Lance will focus his research, teaching and service activities on the education and training needs of racialized and marginalized youth transitioning to adulthood. As Lance reports in the Centre's latest Research Brief (available at <http://cus.oise.utoronto.ca>) it is time to begin envisioning new educational programming for youth in transition. It is exciting and important work and we wish Lance all the very best in his new OISE community.

In her role as our second William Waters Teacher-In-Residence, **Vanessa Russell** has curated three William Waters Symposiums and follow-up workshops for teachers in urban schools. As you can tell from their titles, each event was intellectually, politically and pedagogically





stimulating. The three events were: *Beyond Goats And Charity! Culturally Responsive And Relevant Pedagogy: Theories And Practices For Systemic Change* (2014); *BEYOND THE THREE R'S: Troubling Reconciliation, Restitution, & Resurgence -A Conversation For Aboriginal And Non-Aboriginal Educators* (2013) and *Activism In Education: Pushing Limits In Increasingly Conservative Times* (2012). Vanessa has also Co-Chaired the Sexual Diversity Studies School Liaison Committee with **Jonathon Silin** and led the Centre's Queer Space Chat meetings for OISE's Bachelor of Education and Master of Teaching students. We will miss Vanessa's fierce commitment to equity and social justice in schooling, her analytical and pedagogical prowess and her friendship and collegiality.

Finally, **Jeffrey Kugler** has been the Centre's Executive Director ever since it was established in 2006. Over the last eight years, Jeffrey has worked with four Academic Directors: **Kathleen Gallagher** (2006-2012), **Tara Goldstein** (2010-2011), **Joseph Flessa** (2012-2013) and **Lance McCready** (2013-2014). Under their leadership the Centre has (1) conducted cutting-edge research about ways to improve the school experiences of marginalized and racialized youth; (2) shared that research with educators in schools throughout the Greater Toronto Area (GTA) and (3) engaged in research-informed teacher and school development work to improve the school experiences of marginalized and racialized youth.

Working with the Centre's School Development Officer **Nicole West-Burns** and its two Teachers-In-Residence, **Karen Murray** (2009-2011) and **Vanessa Russell** (2011-2014) Jeffrey has facilitated workshops and seminars on addressing urban school issues for hundreds, if not thousands, of teachers across the GTA. In these workshops the Centre's School Development team have supported teachers in learning about the ways privilege and oppression function both individually and systemically, discussed the ways teachers and schools can better serve racially and economically marginalized students and provided teachers with opportunities to work with the powerful pedagogical framework of culturally responsive and relevant pedagogy.

The last eight years have been filled with extraordinary accomplishments and achievements and we will deeply miss the intellectual, political energy and excitement that Jeffrey has brought to the Centre. A beloved colleague and friend to hundreds of educators in Toronto, Jeffrey's retirement brings a great deal of sadness. But it also provides us with a moment to express our gratitude for the gifts of learning Jeffrey's work has allowed the Centre for Urban Schooling to share with the world.

Next year the work undertaken by the Centre for Urban Schooling will be taken up by Nina Lewis, Rob Simon, and Nicole West-Burns and me, Tara Goldstein. Although we will be a smaller team we are excited about Centre's new program of critical practitioner research in urban schools. The research program will include:

1. A multi-year critical practitioner research project with Toronto District School Board (TDSB) that will provide TDSB teachers with an opportunity to conduct teacher research projects on understanding and supporting black student achievement in their classrooms and schools.
2. Two reading groups on critical practitioner research and black student achievement to support the Centre's work on the TDSB project. The reading groups, which are already in progress, will provide opportunities for Centre members and OISE undergraduate and graduate students to gain skills and expertise in conducting critical practitioner research in the area of black student achievement.
3. The deepening and formalizing of the Penn/OISE Link which is a partnership and exchange among doctoral students and faculty interested in urban practitioner research. The Penn/OISE Link was initiated by OISE Professor Rob Simon and Gerald Campano, a leader in the field of critical practitioner research at University of Pennsylvania. The exchange began in 2012 and has involved video links, two visits to OISE by Dr. Campano, shared student research initiatives, and OISE presentations at Practitioner Research Day at the Ethnography in Education Research conference in Philadelphia in 2013 and 2014

4. The creation of a Toronto site of the **National Writing Project (NWP)** at the Centre for Urban Schooling. The National Writing Project uses practitioner research as a vehicle for grassroots change efforts in classrooms, schools, and communities (<http://www.nwp.org/>). By creating a Writing Project site in Toronto, CUS will be able to support critical practitioner research in the area of literacy and writing, and partner with the first site of the NWP in Canada, **The Manitoba Writing Project (MBWP)**.

In addition to establishing our critical practitioner research program, the Centre for Urban Schooling will develop a sexuality and schooling program which will host a discussion group called Queer Space Chat for OISE students enrolled in our initial teacher education programs.

The team is looking forward to building on the foundation that has been established by Jeff, Kathleen, Joe, Lance, Karen and Vanessa. As we begin the Centre's new program in critical practitioner research we want to thank the administrative team in the Department of Curriculum, Teaching, and Learning (CTL) for their past and ongoing enthusiastic and committed support: Department Chair **Douglas McDougall**, Associate Chair Research and Teacher Education **Jim Hewitt**, Associate Chair Graduate Studies **Clare Brett**, Business Manager **Bessie Giannikos**, Financial Assistant **Christine Lowe** and of course, the Centre's Administrative Assistant **Nina Lewis**. Without the support of CTL's administrative team, our work of the past eight years would not have been possible.

We also want to acknowledge and thank former OISE Dean **Jane Gaskell** and former CTL Chair **Dennis Thiessen** for their vision of what a Centre for Urban Schooling might accomplish. Jane and Dennis established the Centre eight years ago with support from the University of Toronto's Academic Initiative Fund. We've been working and growing ever since.

Finally we want to acknowledge OISE's Centres and New Institutional Initiatives Funding program. The two-year funding we will receive from this program will support the Centre's new critical practitioner research program and we are grateful for funding.

Have a good summer and we'll see you next year!

All the best,

A handwritten signature in black ink, appearing to read "Tara Goldstein". The signature is fluid and cursive, with a large initial "T" and "G".

Tara Goldstein, Academic Director
Centre for Urban Schooling

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