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# CUS

CENTRE FOR URBAN SCHOOLING

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Fourth Annual Report of Activities  
2010 – 2011 Academic Year

[cus.oise.utoronto.ca](http://cus.oise.utoronto.ca)



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

# WELCOME TO THE CENTRE FOR URBAN SCHOOLING'S FOURTH ANNUAL REPORT 2010-2011

*A note from the Directors:*

We are very excited to offer you the Centre for Urban Schooling's Fourth Annual Report of Activities for the 2010-2011 academic year. This year has again demonstrated the growth, vitality and developing reputation of the Centre for Urban Schooling as a multi-faceted research and development centre focused on urban educational issues in Canada. As you will see in this report, the Centre for Urban Schooling engages with urban educational questions on many levels.

We have continued to initiate and support research projects with the view to further developing a Canadian research base on urban education. In the section on research projects, you will get a sense of the breadth and depth of this work. Of particular note is the expansion into a Phase 2 for the Proyecto Latino project, now a Participatory Action Research Project involving Latino/a secondary school students. You will see that our research projects have grown to include collaborative work with researchers and practitioners around the globe who are addressing similar urban schooling issues.

Over the last year, we have expanded our work in the services that we are able to provide to schools, District Boards, and community-based organizations. We are very excited about our new position, Director of School Services, which has helped to consolidate and expand our work in schools. Our work has focused on two main areas:

- 1) Building an understanding of culturally responsive and relevant pedagogy and the practical implementation of the CUS framework.
- 2) Working collaboratively in the development of a user-friendly equity "look-for" tool for schools and school personnel.

In terms of the education programs at OISE/UT, we have continued to support the Masters of Education Urban Education cohorts. In the Initial Teacher Education program, we work in two ways to support the *equity and social justice* pillar of the OISE program:

- 1) Supporting the on-going development of the inner city teacher education cohorts and options at OISE/UT, as well as teaching in those programs. We are pleased that the secondary inner city cohorts have expanded for next year.
- 2) Supporting the equity infusion work within all of the consecutive teacher education programs at OISE/UT.

On March 30<sup>th</sup>, 2011, the Centre for Urban Schooling held its third annual William Waters Symposium on Urban Education. Entitled *Institutions Out of Sync: Pressure Points for Change*, the symposium followed on the heels of the first two William Waters events - 2009 featured a lecture and workshops by Dr. Michelle Fine, while in 2010, Dr. Lisa Delpit was our honoured guest. Both these previous symposia helped to consolidate our thinking and inform our practice in urban education. After much consultation, this year we made the decision to try something different. We wanted the content of the symposium to be directly focused on urban education in Canada, and we wanted to ensure a panel that was representative of the philosophy of the Centre for Urban Schooling and our notion that theory and practice need to inform each other. Therefore, the panel included both academic and community activists. The workshops and public lecture provided important ways for the Centre to connect with our stakeholders, both in the field and here at OISE/UT, in the on-going work of creating a more equitable and socially just school system and society.

We are also thrilled to share with you the collaboration that has developed between the Centre for Urban Schooling and Aboriginal Education Centre at the Toronto District School Board.

There are many other aspects of the Centre's accomplishments that are showcased in this report. This truly reflects the work of the Centre's Associates and friends working tirelessly in the many arenas where the systemic inequities in urban education are being highlighted and challenged. Creating equitable opportunities for all young people is our collective responsibility. We look forward to continuing and further developing this work over the next year.

Please contact us with your thoughts on this report and the work that it reflects, or with your ideas for further collaboration in urban education.

Kathleen Gallagher, CUS Academic Director [kathleen.gallagher@utoronto.ca]  
Jeffrey Kugler, CUS Executive Director [jeff.kugler@utoronto.ca]

*The Centre for Urban Schooling would like to sincerely thank teacher candidate interns Kendra Kerr and Jim Lim for their work on this year's annual report.*

# 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, researchers, and Instructors from OISE 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 goals and purposes regularly.

# Table of Contents

---

## **CUS Directors, Administrative Team, Associate Members, Donors, and Sponsors** **1-2**

---

### **A. Current Research Projects** **3-7**

---

- Putting Inner City Students First (PICSF): A School-University-Community Partnership
- Urban School Performances (USP): The Interplay, through Live and Digital Drama, of Local-Global Knowledge about Urban Education
- Culturally Responsive Teaching Practices (CRTP) for Engaging Urban Secondary School Students
- Proyecto Latin@: Exploring the Experiences of Latin@ Youth in Toronto Schools
- The Role of Community Outreach in the TDSB Model Schools: A Multi-Case Research Study
- The Urban Arts High School Project
- MYRP: Mentoring and Mobilizing Youth Regent Park

### **B. School Services Division** **8-12**

---

- The CRRP Seminar Series
- Bala Avenue Community School Cluster
- Central Technical School (CTS) – Possibilities Project
- Inclusive Schools Pilot Project (TDSB/OISE/CUS)
- Lorraine Kimsa Theatre for Young People
- Model School for Inner Cities (MISC)
- TDSB Boys Education Strategy
- Toronto Catholic District School Board (TCDSB)
- Other Professional Development Activities

### **C. Educational Programs** **13-16**

---

- M.Ed. Cohort in Urban Education (OISE)
- B.Ed. Cohorts – Inner City Option and SPI: Inner City Education
- CUS Internship Program – May 2011
- The Centre for Urban Schooling Miyumi Sasaki Scholarship in Inner City Teacher Education

## **D. William Waters Urban Education Initiatives** **17-20**

---

- The William Waters Masters Scholarships in Urban Education
- The William Waters “Teacher-in Residence” in Urban Education
- The 3<sup>rd</sup> Annual William Waters Symposium in Urban Education
- Institutions out of Sync: Pressure Points for Change

## **E. Forums and Events** **21-24**

---

- CUS Forum on Equity and Social Justice in Education (FESJ)
- Beyond Waiting for Superman: Moving Forward in Public Education in Toronto
- Enid Lee: Moving Beyond the Superman Solution
- Rubin “Hurricane” Carter: The Eye of the Hurricane
- *Home Safe* Film Screening and Interactive Workshop

## **F. Outreach, Advocacy & Community Collaboration** **25-26**

---

- Member of Inner City Advisory Committee (TDSB)
- Equity and Activism in Education
- United Way: Learning Journeys and Community of Practice
- People for Education
- Peace and Justice Conference
- Ontario Principals’ Council
- Work with School Social Workers
- Latino/a Community and Education
- Roma Community Advocacy
- Toronto Area Regional Office (TARO) of the Ministry of Education
- Canadian Education Association Conference on Equity in Education Canada

## **G. Website Resources** **27-33**

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## **Conclusion** **34-35**

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# CUS Directors, Administrative Team, Associate Members, Donors, and Sponsors 2010-2011

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## DIRECTORS



Jeff Kugler,  
Executive Director



Kathleen Gallagher,  
Academic Director

## ADMINISTRATIVE TEAM 2010-2011

Dr. Kathleen Gallagher, Academic Director  
Jeff Kugler, Executive Director

Dr. Dominique Rivière, Research Officer  
Dr. Nicole West-Burns, Director of School Services  
Karen Murray, William Waters “Teacher-in-Residence” in Urban Education  
Nina Lewis, Administrative Assistant

## ASSOCIATE MEMBERS 2010-2011

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Jill Goodreau  
Dr. Lance T. McCready  
David Montemurro  
Serge Parrorano  
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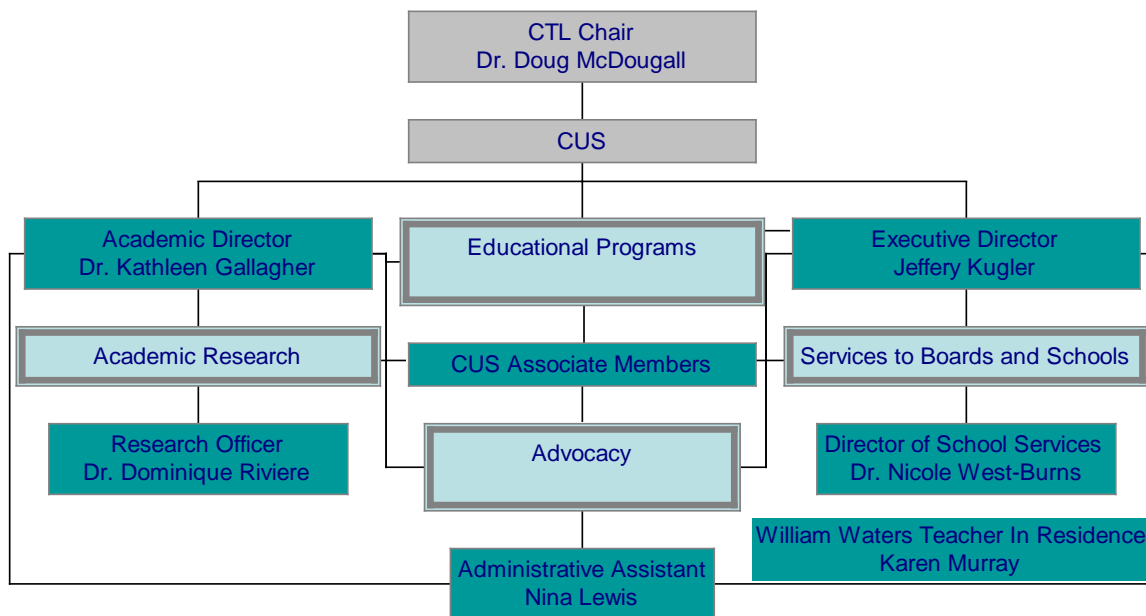
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Dr. Tara Goldstein  
Dr. Eunice Jang  
Dr. Douglas McDougall  
Dr. Sarfaroz Niyozov  
Alan Silverman  
Dr. Roland Sintos-Coloma  
Dr. Leslie Stewart-Rose

# THE GENEROUS CUS DONORS AND SPONSORS OF 2010-2011:

The Centre for Urban Schooling would like to acknowledge the significant contributions of the sponsors and donors who make much of our work possible.

- Dr. William and Mrs. Phyllis Waters
- The Paloma Foundation
- The Toronto District School Board *Model Schools for Inner Cities* Initiative
- The Toronto District School Board (different schools, Families of Schools and offices)
- Toronto Catholic District School Board
- National Crime Prevention Council
- OISE Initial Teacher Education
- Ontario Ministry of Education (TARO)
- The Academic Initiatives Fund (University of Toronto)
- The Ruth and Alexander Dworkin Tolerance Fund

## Organization of CUS and its Members



The Centre for Urban Schooling is part of the Department of Curriculum Teaching and Learning (CTL) at OISE. The above diagram indicates the connections between the CTL Chair, CUS Staff, CUS' initiatives, and CUS' Associate members.

# Report of Activities 2010-2011

## A. CURRENT RESEARCH PROJECTS



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Since its inception, the Centre for Urban Schooling has been involved in a number of research projects at the school, community, and government levels. This section describes the research projects underway this year.

### **Putting Inner City Students First (PICSF): A School-University-Community Partnership**

**Project Timeline:** 2008 – 2011

**Principal Investigator(s):** Dr. Kathleen Gallagher

**CUS Researcher(s):** Dr. Dominique Rivière (Project Coordinator), Dr. Jim Cummins,  
Dr. Sarfaroz Niyozov, Dr. Caroline Fusco, Dr. Joseph Flessa

**CUS Graduate Assistant(s):** Saskia Stille, Rachael Nicholls, Ivan Service, Celeste Dickson,  
Anne Rovers

Global events and immigration patterns in the last decade have dramatically changed the cultural and political landscapes of Canada and the world. The PICSF project considered the impact of these changes on public schools, especially those located in urban areas. Connected directly to the Toronto District School Board's *Model Schools for Inner Cities* initiative, the PICSF project produced a series of six case studies that documented the processes of change in both the designated Model Schools, and their cluster schools. The case studies are grouped thematically, under the following categories: schooling, student engagement and academic achievement; schooling and social equity; and schooling and community connections.

All of the case studies were completed by the summer of 2010. Their findings were then analyzed to produce a resource to help teacher candidates think through their own queries about practice and engage in their own investigations inspired by professional curiosity. In addition, a PICSF webspace was created on the Centre for Urban Schooling's website, where pre- and in-service teachers can download PICSF-related outputs (e.g. the final report, interviews with each of the researchers). Over the next few months, visitors to the site will be able to download other digital resources related to professional practice in urban education contexts (e.g. lectures, videos, podcasts, lesson plans, curricula, etc.). Eventually, we hope that this webspace will include a link to an online discussion forum, modeled on the *Blackboard* forum, which will allow teachers and teacher candidates to participate in ongoing discussions about the issues raised by the PICSF research project, as well as their own professional inquiries.

*Funding:* Ontario Council of Directors of Education, Inquiry into Practice Project



## Urban School Performances (USP): The Interplay, through Live and Digital Drama, of Local-Global Knowledge about Urban Education

**Project Timeline:** 2008 – 2011

**Principal Investigator(s):** Dr. Kathleen Gallagher

**CUS Graduate Assistant(s):** Burcu Yaman Ntelioglou, Anne Wessels, Ivan Service, Heather Fitzsimmons Frey, Art Babyants, Alex Means

**International Collaborators:** Dr. Christina Marín (Emerson College, Boston, MA, USA),  
Dr. Urvashi Sahni (The Study Hall Educational Foundation, India)  
Dr. Su Chien-ling (Ming-chuan University, Taiwan)  
Dr. Yu-Hsuan Lin (Nanhua University, Department of Applied Sociology and Graduate Institute of Sociology of Education, Taiwan)

This academic year has been a very productive one for Urban School Performances. It was a year of qualitative and quantitative data collection, analysis and coding, dissemination and publication of articles, and continuing experimentation with digital platforms. The data that were collected from the local sites in Toronto during Year Two of the project are being analysed and coded using Atlas software. The data collected from Year Three are being transcribed in preparation for coding.

The on-going work at the Middleview research site in Toronto has produced new data from work that began as Verbatim theatre but developed into a performance of personal monologues, inspired by the Verbatim theatre play created by Project: Humanity, *The Middle Place*, that the students saw at Theatre Passe Muraille in the fall of 2010.

To continue our exploration of the intersection of performance and youth, we conducted interviews with audience members fresh from seeing *The Middle Place* at both Theatre Passe Muraille in October 2010 and at Canadian Stage in March 2011. We conducted seventy-five interviews with youth and adult members of the audience, focusing on questions concerning theatre as a medium of social commentary and intervention on cultural representations of youth. Continuing the exploration of digital platforms, the team collaborated with video editor Gail Mentlik, to create a short video representing Year Three research conducted in both the school and theatre sites.

Regarding quantitative data collection, we made use of *SurveyMonkey* that allowed us to easily export data to SPSS for analysis. The purpose of the two surveys was to quantitatively explore factors associated with student engagement in challenging educational contexts around the world. A mixed-methods approach was used to embed the surveys within the existing qualitative agenda of the study in order to extend, inform, and deepen our understanding of what motivates student learning. *Survey 1* was completed once on-line by youth participants and included incorporated scales related to motivation and student engagement (predictor variables) to correlate with various aspects of school and social life: academic participation, school involvement, activities outside of school (e.g. caring for self and others, academics, civic involvement, socializing, religious activities, and entertainment), and school subject preferences (outcome variables). This questionnaire also included demographic questions. *Survey 2* was completed 'live' in class and was designed to assess how students felt immediately following a drama class that the teacher assessed as particularly engaging for the students. Likert scales (rating how you feel on a scale of one to five) allowed students to rate how they felt about a series of statements (items) presented to them (strongly disagree to strongly agree). This survey differed from the online version as it encouraged students to reflect on their experience within a specific drama class instead of responding to generalized items in the online version.

This year has seen the publication of four new articles in peer-reviewed journals and one book chapter. Recently, one more article has been submitted for consideration. The *USP* team has also given six conference presentations over the last year.

*Funding: Social Sciences and Humanities Research Council of Canada.*

## **Culturally Responsive Teaching Practices (CRTP) for Engaging Urban Secondary School Students**

**Project Timeline:** 2008 – 2011

**Principal Investigator(s):** Dr. Lance T. McCreedy and David Montemurro

**CUS Researcher(s):** Dr. Dominique Rivière (Project Coordinator)

**CUS Graduate Assistant(s):** Krista Craven, Ashley Fullbrook, Carol-Ann Burke, Rachael Nicholls

The purpose of the *CRTP* project is to identify innovative, culturally responsive classroom teaching practices, across academic subject areas that foster the engagement of students in secondary schools facing challenging circumstances. The four guiding questions of *CRTP* are:

1. What role does culture play in teaching?
2. When you think of identifying a student's cultural background, what qualities are you seeking?
3. What strategies do you use to get to know your students' culture and cultural backgrounds?
4. How does information about your students' cultural backgrounds inform your teaching and overall instructional practices?

Through interviews, focus groups, and lesson-plan sharing sessions with teachers in secondary schools serving underserved urban neighbourhoods in Toronto, we aim to identify and support the development of curricular content, instructional practices, and assessment & evaluation strategies that foster meaningful student involvement throughout the learning environment.

The first report on key findings from *CRTP* will be published in the forthcoming volume of *Inquiry Into Practice* projects.

*Funding: Social Sciences and Humanities Research Council Institutional Grant; Ontario Council of Directors of Education, Inquiry into Practice Project.*

## **Proyecto Latin@: Exploring the Experiences of Latin@ Youth in Toronto Schools**

**Project Timeline:** 2008 – Ongoing

**Principal Investigator(s):** Dr. Rubén Gaztambide-Fernández

**CUS Researcher(s):** Dr. Nicole West-Burns

**CUS Graduate Assistant(s):** Cristina Guerrero

**CUS Work Study Student(s):** Elizabeth Guerrero

The focus of Phase I-*Proyecto Latin@* was to better understand the experiences of Latino/a students within the TDSB. What are the factors that determine whether students stay in school or not? What do the students themselves identify as ways in which schools can engage them in their own educational process and support their achievement and success?

A report of the findings from this research, based on over thirty student interviews and twelve focus groups, identifies four areas for inquiry and change that students feel will impact their experiences in schools, and thus the dropout/push-out rates. These areas are language, social class, stereotypes and discrimination, and adult relationships. The students made several recommendations for how the problems could be addressed.

This year, Phase 2 of the project has involved a Youth Participatory Action Research project with nineteen Latin@ students from Central Technical School (TDSB). The students are developing group project to further understand the experiences of Latin@ immigrants and to develop strategies for enhancing their success.

## **The Role of Community Outreach in the Toronto District School Board Model Schools: A Multi-Case Research Study**

**Project Timeline:** 2008 – 2011

**Principal Investigator(s):** Dr. Eunice Jang

**CUS Researcher(s):** Dr. Dominique Rivière (Project Coordinator), Jeff Kugler,  
Dr. Nicole West-Burns

**CUS Graduate Assistant(s):** Burçu Ntelioglou, Saskia Stille, Maggie Dunlop

In 2008, the TDSB, under its Equity Department, hired twenty-four Community Support Workers (CSWs) to work with the Model Schools and their cluster communities to foster school community relationships, promote parental engagement, contribute to equity in the schools, and make sure that the needs of “at-risk” students were met. The *Role of Community Outreach* study is intended to: understand how community support work operates in the context of specific underserved communities to address the needs of students, consider what added value community outreach brings to Model Schools; and to present a complete analysis of what strategies have worked best for each of the schools, the results achieved, and some of the lessons learned. Phase I of this project was completed in 2009; Phase II was completed at the end of 2010.

In 2009, the CSWs were incorporated into a new organizational structure for the Model Schools; they are now part of a larger resource team comprised of a CSW, a Model School Lead Teacher, and at least one instructional/curriculum coach. Phase II of this study paid particular attention to the impact this new structure is having on the CSWs’ work. The final report is complete, and has been shared with the TDSB and the study’s participants. A copy of the report is also available to download from the Centre for Urban Schooling’s website.

*Funding:* Toronto District School Board, Office of Student and Community Equity

## **The Urban Arts High Schools Project**

**Project Timeline:** 2007 – Ongoing

**Principal Investigator(s):** Dr. Rubén Gaztambide-Fernández

**CUS Researcher(s):** Dr. Dominique Rivière

**CUS Graduate Assistant(s):** Lydia Menna, Zahra Murad, Lia Gladstone, Chandni Desai,  
Rachael Nicholls

From *Fame* to *Glee*, from *High School Musical* to MTV’s *Taking the Stage*, the lives of high school students involved in the arts have captured the public’s attention. Reinforcing ideas of artistic eccentricity and individual talent, these popular movies and TV programs have provided audiences with a cinematic window into the lives of youth in unique educational environments dedicated to the arts. In the last

twenty-five years there has been a veritable explosion of specialized arts programs in both Canada and the United States. Often the rationale for these specialized programs is that they prepare talented students to become artists in the future. The literature is abundant regarding the importance of such programs for student learning, yet, there is little research done on the public role that these programs play or their significance for influencing educational reform. What public roles and responsibilities will these future artists fulfill? How might the experiences of students and teachers working in these schools inform the development of other arts programs in urban centres?

The Urban Arts High Schools Project is a comparative research study that explores students' experiences with the arts in the context of contrasting specialized arts programs in public high schools located in urban regions across Canada and the US. The project examines how experiences with the arts are situated in specific institutional arrangements within which youth engage the arts through particular practices that reflect the broader social and cultural context, but that are neither static nor predetermined. The project will: (1) document how specialized arts programs are implemented within different policy contexts; (2) examine how diverse students experience these arrangements in relationship to contrasting goals and conceptions of the role of the arts in education; (3) consider how social and cultural practices related to race, class, gender, and sexuality shape how arts programs are implemented and how students experience them; (4) compare the ways students from different social and cultural backgrounds experience these programs and whether and how they come to identify themselves as artists. This research explores the strengths, challenges, and tensions that arise from offering "specialized" arts programs within public education systems, while illuminating how experiences with the arts are situated within particular cultural contexts and influenced by complex social dynamics.

*Funding: Social Sciences and Humanities Research Council of Canada Research & Development Initiative*

## **MYRP: Mentoring and Mobilizing Youth, Regent Park**

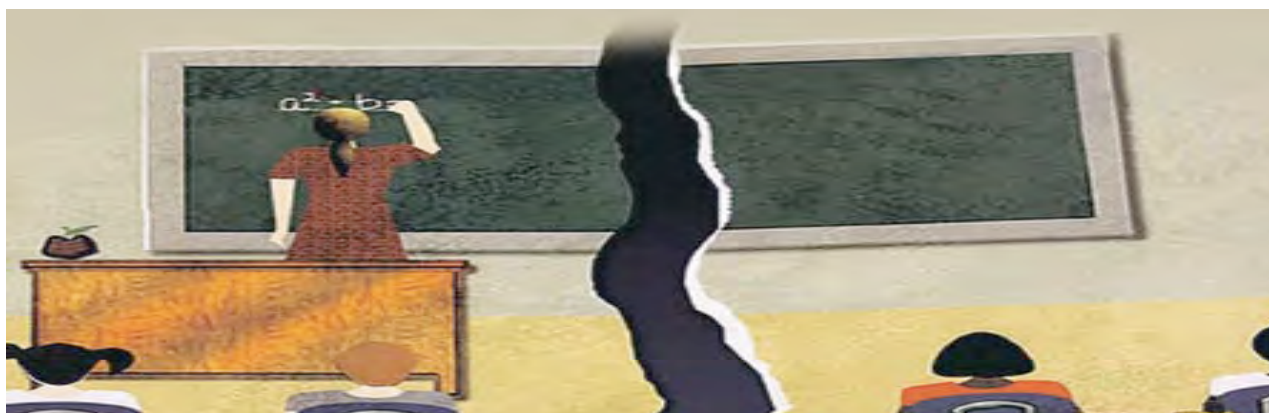
**Project Timeline:** 2008 – Ongoing

**CUS Researcher(s):** Dr. Dominique Rivière, Dr. Nicole West-Burns (2008-2010)

In 2008, Drs. Dominique Rivière and Nicole West-Burns worked collaboratively with six core agencies in Regent Park to submit a grant to the Crime Prevention Action Fund of the National Crime Prevention Council, focused on reducing the number of gang-involved youth and preventing future gang-involvement of youth. In 2009, we were awarded approximately 2.1 million dollars to implement this project. *Mentoring and Mobilizing Youth Regent Park* is based on the five components of the Comprehensive Community-Wide Gang Model of the United States Office of Juvenile Justice and Delinquency Prevention (OJJDP): *Social Intervention, Opportunities Provision, Suppression, Community Mobilization, and Organizational Change and Development*. Each component has several MYRP intervention and/or prevention activities associated with it. The CUS staff are responsible for the monitoring and evaluation of those activities in order to determine the impact of the project and to shape future initiatives. The first-year intake for this project occurred in July 2010. To date, ninety-eight Regent Park youth have participated in the MY Regent Park program. The success of the program continues to grow, yet the issues faced by some of the youth have made the formal evaluation process challenging. Dr. Rivière has been working with the MYRP Project Director to develop a post-intervention evaluation tool that more accurately captures the daily realities of implementing a program such as MYRP. It is expected that this tool will be ready by summer 2011.

*Funding: National Crime Prevention Council*

## B. SCHOOL SERVICES DIVISION



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During the 2010-2011 school year, we further developed our services to District Boards, as well as to schools directly through consultancy, professional development workshops to school staff, and collaborative work with principals. These services are briefly described below.

### The CRRP Seminar Series

**CUS Facilitator(s):** Dr. Nicole West-Burns, Jeff Kugler

This past year, we continued our *Seminar Series on Culturally Responsive and Relevant Pedagogy (CRRP)*. This is a professional opportunity for K-8 schoolteachers within the Toronto District School Board to come to OISE and engage in professional learning related to this topic. This year, four schools participated, resulting in twenty-four teachers in the seminar. Within the sessions, teachers had the opportunity to:

- meet once a month for a half-day seminar at OISE to learn more about CRRP, as well as discuss its components and practical application
- create an action project in their own school based on a need related to equity or social justice in education
- build a community of support with other TDSB colleagues who are engaged in equity focused work
- support the development of new equity-minded teachers by hosting an OISE Inner City Option teacher candidate for practicum blocks

This was the second year of this project. Funding was provided by *The Paloma Foundation*, and by Dr. Chris Spence, TDSB Director of Education.

### Bala Avenue Community School Cluster

**CUS Facilitator(s):** Dr. Nicole West-Burns, Jeff Kugler  
**Cluster Facilitator(s):** Sophia Dixon, Francesca Capano

The 2010 – 2011 work with the Bala Cluster involved working closely with Cluster facilitators to provide support two teachers from every cluster school in a monthly meeting, specifically looking at issues related to understanding Culturally Responsive and Relevant Pedagogy (CRRP) and all that this

entails. The program was hosted by George Syme Community School. The focus of the sessions was to explore the understandings of CRRP in terms of curriculum, noting that the students' lives, interests, cultures and needs should be the basis for curriculum development, and that this work *can* meet Ontario Ministry of Education Expectations. The teachers this year specifically requested more focus on learning about the biases and dispositions that impact their teaching, and thus several sessions engaged participants in Conversation Café's, and other formats to allow space for "difficult" conversations. The sessions this year included half of the same participants from last year's group, as well as new participants. Second-year teacher participants reported that several of them had returned to their schools in Fall 2010, started difficult/controversial conversations, and shared teaching practices from last year's sessions. In the final session in May 2011, several participants reported that they had too many "aha" moments to count, and that the Cluster sessions had impacted their thinking. One teacher wrote that when she began the sessions, "critical consciousness was not even on the radar" when she thought about what to teach or how to teach. The Teaching and Learning Coaches for this Cluster will continue to support the teachers in taking what they learn back to their respective schools.

## Central Technical School (CTS)-Possibilities Project

**CUS Facilitator(s):** Dr. Nicole West-Burns, Jeff Kugler, Karen Murray  
**Associate Facilitators:** David Ast, David Montemurro, David Cameron  
**Toronto District School Board (TDSB):** Central Technical School Administrators and Staff, Ainsworth Morgan, Antonino Giambrone

As a response to the TDSB Closing the Achievement Gap Task Force Report-DRAFT, CUS was asked to be a part of a team to work with Central Technical School as a pilot site for this project. The idea was to support closing the gap for students at CTS for whom the system has not worked. CUS began this process in a very collaborative way, requesting that the CTS administrative team invite teachers to the table to discuss their ideas for the professional development process. Teachers, administrators, TDSB and CUS personnel have worked through extensive planning meetings to plan two ½ day professional development sessions for the entire school staff in the spring of 2011. These sessions have focused on the rationale for this project; system data highlighting the issues for historically marginalized racial populations; sharing of student voice tied to these issues; "difficult" conversations about demographics tied to achievement; and activities to focus on what teachers have control over in this process of change. A researcher is a part of this team to document the process and contribute to the creation. At the moment, the TDSB has committed to provide support for this project at CTS for at minimum the 2011-2012 academic year.

## Inclusive Schools Pilot Project (TDSB/OISE/CUS)

**CUS Staff, CUS Associates & OISE Staff:** Dr. Leslie Stewart Rose, Dr. Mark Evans, Dr. Ann Lopez, Carmen Carrero de Salazar  
 Dr. Nicole West-Burns, Jeff Kugler  
**TDSB Partner Schools:** Carleton Village Jr. & Senior P.S., Grey Owl Jr. P.S., Flemington P.S.

The *Inclusive Schools Pilot Project* is a collaborative effort between OISE and the TDSB. This research seeks to explore how the three pilot schools involved in the ISPP understand, advocate for, and intentionally attempt to integrate inclusive classroom and school practices into the school curriculum, school activities, and overall environment; particularly, but not limited to, with regard to the cultures, experiences and contributions of people of African descent and other racialized groups. Moreover, it also seeks to determine the relation, if any, of these intentionally implemented inclusive practices to student achievement and engagement. "Inclusive" is defined by the TDSB as:

“(A)n approach to learning and teaching that recognizes and values the rich diversity of our school population both in its content and methodology. Inclusive curriculum seeks to recognize and to affirm the life experiences of all students, regardless of background, social and economic status, sexual orientation, age, and ability/disability.”

This year, CUS continued to support the three-year implementation in three schools, which were at very different starting places in terms of this work. Each school continued to work with a liaison from OISE who, through a variety of ways (e.g. in-classroom support, workshops, facilitation of project implementation, etc.), assisted individual teachers and schools, as a whole, to become more inclusive. The intended goal of this project is to create a resource that may be used to assist other schools engaged in similar change processes. We have continued the exploration of resources and research material that inform inclusive practice, further refined the lens for analysis, continued data collection and analysis, and reported findings in a culminating project, the Inclusive School Handbook. Findings and learnings will be shared among stakeholders as determined by the TDSB Inclusive Schools steering committee.

## Lorraine Kimsa Theatre for Young People

<p><b>CUS Facilitator(s):</b> Dr. Kathleen Gallagher, Dr. Dominique Rivière <b>CUS Graduate Assistant(s):</b> Anne Wessels</p>
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In collaboration with Karen Gilodo, Educational Services Coordinator for the Lorraine Kimsa Theatre for Young People (LKTYP), Dr. Kathleen Gallagher, Dr. Dominique Rivière, and CUS graduate student Anne Wessels, facilitated a workshop for teachers, teacher candidates, parents and caregivers. The workshop, *The Shape of Power*, was envisioned as a way of opening up dialogue regarding power and its many manifestations in schools. It was inspired by the play, *The Shape of a Girl* by Joan MacLeod that was included in LKTYP's 2010/2011 season.

Karen Gilodo and LKTYP's Artistic Director, Allen MacInnis, welcomed the invited group and opened the evening by relating power and violence to the plays presented this season at LKTYP. As the participants moved into the theatre, they read displays, prepared by Anne Wessels, that included statistics about the prevalence of peer-to-peer violence as well as quotes that had been gathered from the *When Teens Hurt Teens: Helping Victims of "Youth-on-Youth" Criminal Violence*, a research report completed in London, Ontario, funded by the Ontario Victim Services Secretariat, Ministry of the Attorney General.

Dominique began the evening by introducing two kinds of invisibility that can result from peer to peer violence in schools: youth may try to make themselves invisible as a means of coping, and teachers may experience difficulties in perceiving this kind of violence that can, at times, seem invisible. The audience (comprised of teachers, parents, theatre artists and scholars) was invited to offer reflections about their experiences and the ensuing discussion was enhanced by the insightful comments offered by a worker from the community organization, *Boost: Child Abuse Prevention and Intervention*.

Karen then introduced the play, *The Shape of a Girl*, from which Kathleen read a scene. In this scene, the main character, Braidie, acknowledges that she knows the 'way in' to violence and that she began to 'read' relations of power at a very young age. Following the reading, we asked the participants to enter into the child's world of power by playing a 'sing-song' game of escalating insults to the melody of teasing. This was followed by a debriefing that addressed the dynamics of power that the participants experienced and how it might be possible to escape this loop. A second drama exercise asked participants to 'outdo' each other with 'apologies'. Following this drama exercise was a discussion about the possibility of 'real' apology and reconciliation. We addressed the larger context of 'apologies' in the context of Rwanda, South Africa and residential schools here in Canada.

One of the resident artist-educators at LKTYP, Ann Marie Woods, offered a spoken word presentation about her experience of being a bully in high school. This personal story was followed by the workshop participants writing their personal stories about a time when they had been the bully, been bullied or acted as a witness to bullying (bystander). Dramas were then created from significant words pulled from the writing. The evening of drama and dialogue was brought to a close as we reflected on the pressing issue of power and its relation to 'youth-to-youth' violence. This event marked the second year of a collaboration that will continue in 2011/2012 between the Centre for Urban Schooling and Lorraine Kimsa Theatre for Young People.

## Model School for Inner Cities (MSIC)

<p><b>CUS Facilitator(s):</b> Dr. Nicole West-Burns, Jeff Kugler, Karen Murray <b>Associates:</b> Alan Silverman, Serge Parravano, James Eslinger, Dr. Joseph Flessa</p>
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During the 2010 – 2011 academic year, CUS continued to support the work of the TDSB Model Schools for Inner Cities. The work this year focused on Principal's Academies as well as supporting the work of the Model School Cluster Leadership Teams.

For the Principal's Academies, CUS worked with the 109 administrators from the MSIC Initiative for several sessions to deepen their understanding about creating more schools where Culturally Responsive and Relevant Pedagogy is a priority. The focus of these sessions led us to the creation of an equity tool for school staff to use to assess their progress in areas related to equity. The CUS-created Framework for CRRP became the base for the tool, and school administrators, Teaching and Learning Coaches, Community Support Workers, as well as others, added to and tweaked the tool to create a document that will be most effective and useful for schools. The tool was piloted in all seven MSIC clusters, and the final document will be published for any schools looking to have support in examining themselves on the continuum of doing equity-based work across schools, inclusive of, but not limited to classroom instruction.

Additionally, over the course of the year, the CUS School Services team continued to meet regularly with the Model School Cluster Leadership Teams, comprised of Model School Lead Teachers, Community Support Workers and Teaching and Learning Coaches. Our work centred around providing support to the projects that the teams were already charged with doing: Parent Academies and Teacher Leadership Networks in all of the clusters.

## TDSB Boys Education Strategy

<p><b>CUS Facilitator:</b> Dr. Lance McCready <b>CUS Student Assistant(s):</b> Rachael Nicholls <b>Co-Investigator:</b> Carl James, York Centre for Education and Community, York University</p>
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The purpose of the TDSB Boys Education Strategy (BES) is to improve boys' academic achievement. TDSB student achievement indicators show that over many years, there has been a persistent achievement gap between girls and boys. To address this, the TDSB convened a BES Committee to provide leadership and supports to deepen our focus on gender-specific strategies that target improved achievement for boys. The BES focuses on gender-informed, high yield instructional practices for all boys, with the goal of helping all schools serve boys' needs better, through various interventions and programs, including a proposed Boy's Leadership Academy and Boys to Men mentoring program. During the winter and spring months of 2011 Dr. McCready and Dr. Carl James, Director of the York Centre for Education and Community, assisted by Ramon San Vicente, Rachael Nicholls and Raymond Peart, are conducting a multi-case study of school- and community-based interventions for at-risk boys in TDSB middle schools. For this study, the researchers will analyze administrative data to identify at-risk boys in



middle schools, pinpoint where they go to school, and then conduct case studies of existing interventions (programs and services) in those school communities that aim to improve their academic achievement and engagement.

The study is significant in at least two ways. First it provides members of the BES committee with program-level data that is unavailable in existing administrative databases. The findings from this study provide educators and school- and community-level administrators with important information on which interventions for at-risk boys are effective, and why. The findings from this study also provides district-level administrators and trustees with information that can be used to determine how best to mobilize financial resources towards the improvement of existing interventions and the development of new ones. Second, following from the concerns of critical scholars of boys' education, the proposed study provides educators and policymakers with a more nuanced picture of the ways social, cultural, economic contexts can both facilitate and impede the effectiveness of interventions for at-risk boys.

*Funding: Toronto District School Board*

## **Toronto Catholic District School Board (TCDSB)**

<b>CUS Facilitator(s):</b> Dr. Nicole West-Burns, Jeff Kugler, Karen Murray
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In the fall of 2010-2011, the CUS School Services Team began to work with the TCDSB Equity Representatives in a series of meetings to further understanding the need for equity work in their local contexts, and how to connect this to their work in schools. The series of workshops involved approximately forty educators who explored their own identity and privilege; discussed oppression in schools and how to counter it; and engaged in reflection on their practices, while learning new formats/strategies to explore equity-based education.

## **Other Professional Development Activities**

This year, CUS presented several workshops and extended our outreach to work with new organizations. The topics included: Foundations of Culturally Responsive and Relevant Pedagogy; Social Identity and Power and Privilege; Bonds within our City: Parent-Caregiver Strengths instead of Deficits; First Nations, Métis and Inuit: The Power to Name and Reclaim Using the Five Step Lesson Plan for Unit Design; Connecting with our Students; and The Canadian Context for Equity Work in Schools.

Some of the other groups with which CUS School Services has worked this past year:

- Institute for Child Study
- United Way Toronto
- Westview Secondary School
- Galloway Road Public School
- TDSB South East 3, Family of Schools
- Greenholme Junior Middle School
- TDSB Social Workers
- Ontario Principals Council

Conference Presentations:

- TDSB Closing the Achievement Gap Conference
- TDSB Futures Conference

## C. EDUCATIONAL PROGRAMS



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### M.Ed. Cohort in Urban Education (OISE)

**CUS Staff & Associate(s):** Dr. Lance T. McCready, Dr. Joseph Flessa, Dr. Kari Dehli, Jeff Kugler

September 2007 marked the first offering of the M.Ed. Cohort in Urban Education at OISE. With a second section beginning in September 2009, CUS continues to provide a unique educational opportunity for educators working in urban schools: teachers, new administrators, social workers, librarians, youth workers, etc. Through a combination of required and elective courses, and drawing from the expertise of three OISE/UT departments – Curriculum Teaching & Learning, Sociology & Equity Studies and Theory & Policy Studies – students focus on questions and issues related to urban/inner city education across different settings and levels: in the classroom, in the lives of individual students and teachers, in the life of the school and community, and in the broader urban context. Courses are problem-centered and interdisciplinary, and invite participants to develop analytical skills to understand the conditions and dynamics, as well as the relations of power and possibility, that shape urban education as they encounter it in their practice.

This M.Ed. draws on approaches from curriculum, policy, sociology, philosophy and history of education, while also allowing participants to focus on specific areas of interest through their “home” programs, such as assessment, language and literacy, the arts, media education, anti-racist education, immigration, teacher leadership. It also brings together theory and practice in order to integrate different perspectives and levels of analysis.

OISE's second master's degree cohort is comprised of seventeen students, all of whom work in local schools. The students will complete their seventh course – an introduction to research methods in urban education – in the summer of 2011.

## B.Ed. Cohort – Inner City Option (Elementary)

**Course Offered:** 2005 – present

**CUS Associate(s):** Alice Te, Trevor Ludski (Option Coordinators), Dr. Nicole West-Burns, Jeff Kugler

The Centre for Urban Schooling has been integral to the development of the Inner City Option (ICO) since its inception, working collaboratively with many others to create the Guiding Principles upon which the Option is based. This year, Centre staff taught the *School and Society* course to the ICO teacher candidates (TCs).

The ICO is a program that is founded on principles of equity and social justice, and works with teacher candidates who adhere to these principles and want to learn more about how they are brought to life within inner city schools. There is much to learn from the work of this option, as it seeks to help develop the teachers who will make a difference for racialized and marginalized young people in our schools.

This year, the Centre continued a unique pilot project through the Inner City Option. While teaching the content of Culturally Responsive and Relevant Pedagogy in *School and Society* within the Option, Centre staff also ran a monthly seminar series with similar content for Associate Teachers (ATs) who mentor Inner City Option TCs during their practicum placements. The idea behind the project was to create a common understanding and connection between TCs and ATs. Through the Seminar Series, Associate Teachers also engaged in equity change projects at their schools which, wherever possible, involved support from teacher candidates.

In addition, for the second time, teacher candidates were provided with an opportunity to share their feedback on their ICO experience in a session led by Karen Murray. This feedback will again be used to enhance next year's Option.

## B.Ed. Cohort – SPI: Inner City Education (Secondary)

**Course Offered:** 2007 – present

**CUS Staff and Associate(s):** David Montemurro (Option Coordinator), Jill Goodreau (Option Coordinator), Karen Murray (Option Coordinator), Dr. Lance T. McCready, Dr. Joseph Flessa

2010 – 2011 marked the fourth year of the *Secondary Program: Inner City Education* (SPICE) cohort, which is designed to provide teacher candidates with the opportunity to explore and develop teaching strategies unique to inner-city secondary schools. Located at Bloor Collegiate Institute in Toronto's west end, and Sir Sandford Fleming in the Lawrence Heights community, a total of sixty-two teacher candidates were enrolled in the program this year.

Both cohorts deepened and extended their partnership activities with staff, high school students, and community agencies, through activities such as an orientation to the school and community led by high school students. Teacher candidates also participated in four weeks of classroom visits with guided observations of classrooms, including specialized programs. The value of being “on-site” was further realized through school-based presentations by student panels, special education teachers, and school administrators. Finally, teacher candidates explored the multiple worlds of student lives, through a co-investigation with students.

This year, not only did each site have an opportunity to switch locations for a day to experience life at Bloor CI and Sir Sandford Fleming, but both groups came together to visit two of our partner schools –

Central Technical School and Westview Centennial SS. At Central Tech, teacher candidates explored their technological, hospitality and arts programs, which provide pathways to success for students who might not be realizing their potential in academic programs. At Westview, teacher candidates listened to staff and students speak about how they create a safe and caring community based on student-teacher relationships of respect and understanding. Through panel discussions and discussions about their specialized programs, including Positive Peer Culture, teacher candidates shed their misconceptions of this ‘inner city’ school and were inspired by the strength and resilience of this vibrant community.

Building on these connections, teacher candidates sought to involve themselves in both the school and the community, through praxis projects: the candidates volunteered with breakfast programs, equity workshops, tutoring, literacy programs for new immigrants, and sports teams. Other praxis projects involved community-based organizations, including: Caring Village at Westview SS, Toronto Roma Community & Advocacy Centre, Breaking the Cycle Program, Pathways to Education, St. Christopher’s House and The Christie-Ossington Neighbourhood Centre. The theme of bridging inner-city schools and communities was further manifest in teacher candidates’ internship choices including: TDSB Equitable Schools programs, PACT: Youth Crime Reduction through Urban Agriculture, Harmony Movement, P.A.C.E – Teen Parents Program, Toronto City Mission, the Triangle Program, LEAP Programs, and OISE’s Centre for Urban Schooling.

Next year will be an exciting one as SPICE merges with OISE’s Pathways for Success: Supporting Students at Risk cohort to become SPI: Teaching and Learning for Change in Urban Schools. This new cohort is looking forward to continuing its partnership with Bloor CI, re-establishing its site based program at Winston Churchill CI, and expanding to a third location at Central Technical School.

## **CUS Internship Program: May 2011**

**CUS Internship Supervisor:** Jeff Kugler

**CUS Interns:** Lesley Cohen (SPICE), Tianna Dowie-Chin (SPICE), Paul Emerson (School, Community and Global Connections), Kendra Kerr (ICO), Jim YC Lim (ICO), Lisa Angela Turcotte (SPICE)

Each year, the Centre for Urban Schooling works with a number of OISE initial teacher education teacher candidates through their five-week internship in the month of May. In fact, the Centre interns are instrumental in the writing, editing and production of this annual report.

Centre for Urban Schooling interns become involved in numerous Centre activities. For 2011, the Centre’s six interns were engaged in a variety of projects and activities:

- The CUS Annual Report
- The development of a “social justice calendar”, which highlights important dates related to equity and activism in Canada
- The development of a resource manual for new and beginning urban teachers, based on the findings of the *Putting Inner City Students First* final report
- Organization of an Inner City Option feedback session to examine and reflect upon their teacher education experience

The ITE interns are a huge support to the Centre for Urban Schooling and the learning is certainly always mutual.

## **The Centre for Urban Schooling Miyumi Sasaki Scholarship in Inner City Teacher Education**

Miyumi Sasaki was an ardent advocate for social justice and equity in education and in the larger community. She taught in inner-city Toronto schools for many years, and in the three years before her untimely death in March of 2007, she was the course director of a highly acclaimed urban teacher education program located in Regent Park. She is deeply missed by her family and many friends and colleagues. In memory of her devotion to education, a scholarship fund has been created in her name, dedicated to student teachers planning to make their own contribution to urban education. The Centre for Urban Schooling is proud to administer this important scholarship fund in Miyumi's name.

*Eligibility for the Scholarship Fund:* Awarded to one or more initial teacher education undergraduate student(s) on the basis of financial need, a demonstrated commitment to social justice and equity, and an expressed intent to teach in an inner city neighbourhood. Preference will be given to applicants who have been influenced by, and/or who have a connection to, an inner city community.

### **The 2010-2011 recipients of the Miyumi Sasaki Scholarship are:**

- Jim Yau Chi Lim - Inner City Option (Elementary)
- Tianna Dowie-Chin - SPICE (Secondary)

For more information on the process for applying for this scholarship in 2011-2012 please contact Jeff Kugler at: [jeff.kugler@utoronto.ca](mailto:jeff.kugler@utoronto.ca) This fund is awarded to out-going teacher candidates in the spring of each year.

## D. WILLIAM WATERS URBAN EDUCATION INITIATIVES



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William (Bill) R. Waters is Professor Emeritus of Economics and Finance at the Joseph L. Rotman School of Management of the University of Toronto. Dr. Waters was educated at the University of Toronto and the University of Chicago, and joined the faculty of U of T in 1964. In addition to his teaching, he served as Associate Dean and director of the Executive MBA Program, and as a member of the Presidential Investment Advisory Committee.

He received his PhD in economics and finance from the University of Chicago, and an honorary Doctorate of Laws from the University of Toronto for his efforts in enabling disadvantaged students to succeed in higher education.

Outside the university, he has appeared on many occasions as an expert witness before regulatory boards and courts across Canada and abroad, mostly on financial matters relating to public utilities. He was also the co-founder of two companies involved in the creation of software for the financial services industry.

### **The William Waters Masters Scholarships in Urban Education**

This year, OISE offered four \$30,000 scholarships to promote excellence in teaching in the urban classroom. The scholarships winners for the 2011 – 2012 academic year are: *Julia Haynor-Violand*, an elementary teacher at Oyster-Adams Bilingual, dual language Spanish-English public school in Washington, DC; *Melanie Willson*, an anti-poverty activist and teacher from York Humber High School (TDSB); *Jozef Konyari*, a secondary teacher at Robert F. Hall Catholic Secondary School (Dufferin Peel CDSB); and *Ambeika Sukhram*, winner of the OSSTF District 12 Status of Women, Outstanding New Teacher award 2008 who teaches at Sir Wilfrid Laurier Collegiate Institute(TDSB).

Each of these individuals is an experienced teacher working in an urban classroom, and will be entering a full-time Master's program with an interest in questions of social justice and school success for students from economically disadvantaged neighbourhoods. In addition, each scholarship recipient has been invited to join the Centre for Urban Schooling and will have the

opportunity to participate in a wide variety of activities related to research, professional development, advocacy, and teacher education during the course of their studies at OISE/UT.

## **The William Waters 'Teacher-in-Residence' in Urban Education**

The first recipient of the *William Waters Teacher-in-Residence in Urban Education* at OISE/UT was Ms. Karen Murray. Ms. Murray transitioned into this role from her position as Student Achievement Officer in the Literacy and Numeracy Secretariat at the Ontario Ministry of Education. Previously, she was a Family of Schools Literacy Co-ordinator and an Equity educational leader within the Toronto District School Board.

This is her final year as the William Waters Teacher-in-Residence, where she continued to maintain two portfolios: one within OISE's Initial Teacher Education Program and the other with the Centre for Urban Schooling. With the Initial Teacher Education (ITE) program she has been able to continue to support the teaching and learning of teacher candidates across numerous cohorts both elementary and secondary. Karen has been able to engage and provide professional learning opportunities for Option Co-ordinators and instructors that drew attention to issues of equity and social justice. Highlights for this year in ITE, has been her collaboration in organizing an all-day Equity based conference for all teacher candidates in the elementary cohorts and being able to co-coordinate the secondary option focusing on inner-city education (SPICE).

Within her role at the Centre for Urban Schooling, she has continued to work collaboratively with the School Services Division in creating professional development sessions with teachers, principals, system leaders and schools boards, supporting them in adopting a lens that interrogates systemic structures, curriculum and effective instructional practices. As a team, they have been able to create spaces for numerous educational partners to engage in dialogue that addresses the tenets of culturally responsive and relevant pedagogy, and the need to examine data and the role it plays in student achievement and closing the gap for all students.



When asked about her experience as the first William Waters Teacher-in-Residence, Karen states, “I have had an amazing two years. I hope I have been instrumental in not only infusing the principles of equity within the organizational structure of OISE but that I have provided for the development of greater educational opportunities for educators and students alike. It is my hope that I have been able to create a space that allows for continued and on-going critical discourse on the integral role equity plays in all aspects of education when we focus on the success of all students”.

Next year, Dr. Vanessa Russell will begin her tenure as the second William Waters Teacher-in-Residence in Urban Education.



Back row (from L to R): Gina Csanyi, Dr. David Hulchanski, Fouzia Warsame, Dr. Jim Cummins  
Front row (from L to R): Dr. Kathleen Gallagher, Karen Murray, Jeff Kugler

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## The Third Annual William Waters Symposium in Urban Education

**Date:** March 30 – April 1, 2011

**Distinguished Guests:** Professor Jim Cummins, Gina Csanyi, Professor David Hulchanski, Fouzia Warsame

*The generous support of Phyllis and William Waters made possible the third Annual William Waters Symposium on Urban Education.*

From March 30<sup>th</sup> to April 1<sup>st</sup>, the Centre for Urban Schooling held its third Annual William Waters Symposium on Urban Education. Entitled *Institutions Out of Sync: Pressure Points for Change*, the symposium featured a public lecture and two days of professional workshops by our featured guests: Professor Jim Cummins, Canada's Research Chair in the Department of Curriculum, Teaching and Learning at OISE/University of Toronto; Professor David Hulchanski, Associate Director for Research at the University of Toronto's Cities Centre and professor of housing and community development in the Factor-Inwetah Faculty of Social Work; Gina Csanyi, Executive Director of the Roma Community Centre in Toronto; and Fouzia Warsame, PhD candidate at OISE/UT's department of Sociology and Equity Studies in Education (SESE).

This year the symposium had a different focus, as we wanted to consider urban education in Canada, specifically. Our aim was to look at the current realities of urban classrooms and schools in Toronto, and highlight some of the educational issues facing English Language Learners, immigrant, and refugee communities.



The symposium's public lecture was a panel discussion by our featured guests who then provided additional workshops for participants. On Thursday March 31<sup>st</sup>, Gina Csanyi and Fouzia Warsame, who are community activists, led a discussion for educators about how the education system falls short on addressing the past experiences and current realities of both the Roma and Somali youth. On Friday April 1<sup>st</sup>, Professor Jim Cummins provided a workshop entitled *Engaging Literacies: Creation of Identity Texts as a Tool for Equity in Multilingual Schools*; and Professor David Hulchanski, with his guest Israt Ahmed, provided a workshop entitled *Toronto's Socio-economic and Ethno-cultural Divides: What are the Public Policy and Educational Implications*. These workshops were all well attended and provided participants with opportunities to engage in rich discussions about the topics.

Our Friday session ended with a special theatre performance by Roma students from the Toronto District School Board, who shared with the audience their stories and experiences. These students were able to work with Director Alan Dilworth and Kathleen Gallagher, Academic Director from the Centre for Urban schooling.

### **Public Lecture: Institutions out of Sync: Pressure Points for Change**

On Wednesday March 30<sup>th</sup>, 2011, approximately 300 educators and members of the community attended the public lecture at the Hart House Theatre. The lecture took place from 5:00- 7:00 pm and during this panel discussion, our featured guests provided us with the opportunity to hear about research that paid close attention to the changes occurring in Toronto and highlighted how these changes have not only polarized our city, but have had direct impact on the educational experiences of immigrant, refugee and English Language Learner communities. Our two community activists on the panel brought to light in their presentations the current realities facing both the Somali and Roma communities. They challenged us to think about our role as educators as we aim to transform our classrooms and schools into places of providing real educational and social opportunities for these learners.

The evening began with a spoken word performance by two Somali youth, Abdijabbar Mahamoud and Mahad Warsame. These young men performed an original piece created especially for the public lecture with the aim of reminding us on how important it is to create opportunities to listen to the voices of our youth, and be willing to look past our assumptions about who they are and where they come from. They challenged us to begin to see them and their peers as individuals who have a lot to contribute. The public lecture ended with a lively question and answer period.

Please visit the CUS website to view the video recording of this special event.

## E. FORUMS AND EVENTS



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### CUS Forum on Equity and Social Justice in Education (FESJ)

The CUS Forum on Equity and Social Justice in Education (FESJ) is made possible through a generous donation from the Ruth and Alexander Dworkin Tolerance Fund of the Jewish Community Foundation of Montreal. As part of its mandate, CUS is working to develop a public dialogue on the meaning of urban education in Canadian cities. This forum is an opportunity for practitioners and academics to focus on a particular area of urban education and its connections to equity and social justice in schools.

For the 2010-2011 school year, the FESJ focus was Urban Aboriginal Education. We are very excited about this year's FESJ and our developing partnership with the Aboriginal Education Centre at the Toronto District School Board. There were two sessions with different foci connected to this overarching theme. Based on our experience this year, and the crucial nature of urban aboriginal education, we have decided to continue moving ahead next year with the same theme and in the same partnership.

#### **Session I: November 23, 2010**

<p><b><i>HIDDEN IN PLAIN VIEW: First Nations, Métis and Inuit Urban Education</i></b></p>
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This forum was co-sponsored by the Centre for Urban Schooling (OISE/UT), the Aboriginal Education Centre (TDSB), the Model Schools for Inner Cities (TDSB), and the Faculty of Education at York University. The focus of the evening was to engage participants in a panel discussion and smaller circles about issues related to First Nations, Métis, and Inuit communities and urban education, and the possibilities of traditional ways of knowing for both Aboriginal and Non-Aboriginal people. Questions centred on decolonizing curriculum and teaching practices, and our collective responsibility for making change in the education system. Participants included community members, advocacy organizations and classroom teachers.

Our honoured guests were:

- Susan Dion, Lenape/Potawatami, Educator/Researcher
- Erin Hayward, Haudenosaunee, Six Nations/Student
- Casey Linklater, Sandy Lake First Nation/Student

- Julien McLeod, Nippissing First Nation/Student
- Shane McLeod, Nippissing First Nation/Parent
- Eva Webster, Main Receptionist, Native Child and Family Services/Parent

The panel was moderated by Tanya Senk, Cree/Métis, York University/TDSB

### **Session II: April 12, 2011**

<p><b>LEARNING AND TEACHING OUR HISTORY</b>  <b><i>Truth and Reconciliation: Canada's Residential Schools</i></b></p>
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This session brought together over 100 educators and community members around questions connected to the experience and legacy of residential schooling. The evening began with a powerful and informative talk by the Honourable James Bartelman, former Lt. Governor of Ontario, and himself an aboriginal leader. He read from his new book on residential schools, and was able to set the context for the evening. Following the talk, participants moved into division-specific circle groups to discuss how teachers might work on these issues with students of different ages.

This was then followed by a delicious First Nations dinner, and a drama/dance performance dealing with issues connected to residential schooling and the concept of apology. The performance was presented by students in the TDSB drama co-op program running out of Brockton High School, and was linked directly to the work of the Aboriginal Education Centre. The work of the young people was a joy to watch and a clear example of the special role of the arts in engaging students and exploring equity issues.

## **OTHER PUBLIC EVENTS:**

### **Beyond Waiting for Superman: Moving Forward in Public Education in Toronto**

On November 9, 2010 the Centre for Urban Schooling and the African Heritage Educators' Network co-sponsored an important event in continuing to build knowledge around what urban education means for us in Canada and Toronto, in particular. Several hundred educators and community members attended the forum. The panel brought together a broad cross-section of practitioners and academics with a deep commitment to creating equitable schools for all students in our schools. The panel members were:

- **Zanana Akande:** Former school teacher and Principal. She was the first black woman elected to the Legislative Assembly of Ontario, and the first black woman to serve as a cabinet minister in Canada.
- **Dr. Grace-Edward Galabuzi:** Assistant Professor at Ryerson University Toronto in the Department of Politics and Public Administration, and a Research Associate at the Centre for Social Justice in Toronto.
- **Jim Spyropoulos:** Superintendent for Inclusive Schools, Equity and Community at the Toronto District School Board (TDSB).
- **Cathy Pawis:** Central Coordinating Principal, Aboriginal Education Centre (TDSB)

- **Martin Long:** President Elementary Teachers' Federation of Toronto
- **Cristina Guerrero:** Researcher on the Proyecto Latin@ Project, OISE Graduate Student and TDSB teacher.
- Opening Remarks were made by **Julian Falconer:** Falconer Charney LLP, Chair of the School Community and Safety Panel.
- Closing remarks were made by **Mr. Lloyd McKell:** TDSB Senior Advisor, Director's Office Member and Achievement Gap Task Force – Draft Report author.

The public forum was a response to the ongoing dialogue and interest in public education, as a result of the movie "Waiting for Superman." It was not our goal to discuss the movie but rather to go deeper in the conversation that centres on the current issues facing our public education system. All panelists focused their comments on the following question: **what does it mean to create educational equity in Toronto schools?**

The panel was jointly moderated by Jeff Kugler: Executive Director of the Centre for Urban Schooling at OISE/UT and Jamea Zuberi: Co-Chair of the African Heritage Educator's Network

## **An Evening with Enid Lee: Moving Beyond the Superman Solution Part II**

**Date:** January 27, 2011

**Distinguished Guest:** Enid Lee

*The Centre for Urban Schooling in collaboration with A Different Booklist and TDSB's African Heritage Educator's Network (AHEN).*

On Thursday January 27, 2011, from 5:30-7:30 pm, the Centre for Urban Schooling, in collaboration with community partners' A Different Booklist and TDSB's African Heritage Educator's Network (AHEN), organized an evening presentation, book signing and reception for well-known educational activists on race relations and equity, Enid Lee.

Enid Lee, is an innovative teacher educator, researcher, writer and speaker, who has been involved in providing professional development focusing on anti-racist, inclusionary and equitable education for over two decades. Enid is an author of over thirty publications, which include "Letters to Marcia: A teacher's guide to Anti-racist education" and "Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development".

On this evening, Enid spoke to over 150 educators on the topic, *The Powerful Potential of Schools, Families and Communities working together for Quality Education for All Children*. In this presentation, Enid focused on the importance of moving beyond the syndrome of trying to "save" students who have been historically marginalized. She challenged us to begin to think about the multiple ways we can engage students while maintaining high expectations and academic excellence. Enid provided a great evening of critical discussion through numerous video and written examples, as she helped us in continuing the dialogue in this two part series on "Moving Beyond the Superman Solution".

The Master of Ceremony for the evening was Ms. Itah Sadu, from A Different Booklist, who also hosted the reception for Enid Lee.

## Rubin “Hurricane” Carter The Eye of the Hurricane: My Path to Darkness to Freedom

**Date:** January 28, 2011

**Distinguished Guests:** Dr. Rubin “Hurricane” Carter and Ken Klonsky

*The Centre for Urban Schooling in collaboration with A Different Booklist.*

On Friday, January 28, 2011, from 6:30-8:30 pm, the Centre for Urban Schooling, in collaboration with A Different Booklist, Dr. Rubin “Hurricane” Carter’s book launch to a capacity crowd in the OISE Auditorium.

Dr. Rubin “Hurricane” Carter is the author of *The Sixteenth Round*, which he wrote in 1974. He also wrote the screenplay for the Norman Jewison movie HURRICANE. This new book with co-author Ken Klonsky entitled: *The Eye of the Hurricane: My Path from Darkness to Freedom*, is his first book in thirty-six years.

In his presentation, Dr. Carter shared his personal and spiritual journey during his twenty years of imprisonment. He read excerpts from his book and kept the crowd entertained with his humour. His co-author, Ken Klonsky, also shared excerpts from the book and his experience in working with Dr. Carter on this endeavour. This was an exciting evening, which ended with a question and answer period and a book signing.

The Centre for Urban Schooling would like to take this opportunity to thank Ms. Itah Sadu from A Different Booklist, who not only kept everyone in attendance entertained with her wit and humour but also for her continued partnership and support.

## Home Safe Film Screening and Interactive Workshop

**Date:** January 12, 2011

**Distinguished Guests:** Laura Sky (Director) and Home Safe film participant

*The Centre for Urban Schooling in collaboration with SkyWorks Charitable Foundation.*

On Wednesday January 12th, 2011, from 5:00-7:00 pm, the Centre for Urban Schooling, in collaboration SkyWorks Charitable Foundation, provided an interactive workshop and screening for all Initial Teacher Education candidates.

This interactive session featured selected chapters from Home Safe Calgary, Toronto and Hamilton. The teacher candidates were able to engage in a critical discussion focusing on the reality of homelessness and how it impacts not only communities, but also classrooms and schools. Teacher candidates were able to share their thoughts and ideas with a participant from the film and director Laura Sky, who emphasized the importance of understanding this significant issue. The forty participants in attendance were challenged to think through the lens of future educators and to ask themselves two important questions: “What do we know about homelessness?” and “What do we need to know?” Their responses led to great dialogue and conversations. This was a very well-attended session that garnered positive feedback from all in attendance.

## F. OUTREACH, ADVOCACY, AND COMMUNITY



### COLLABORATIONS

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- **Member of Inner City Advisory Committee (TDSB)**

CUS is a regular and engaged member of the Inner City Advisory Committee (TDSB), helping to foster critical dialogue among community, government and school board representatives.

- **Equity and Activism in Education**

The Centre is a partner in a new initiative called *Equity and Activism in Education*. This initiative brings together the Equity Studies Program at New College, Hart House, and the Centre for Urban Schooling in a collaboration, whose goal is to bring more equity-minded and diverse teacher candidates to the OISE Initial Teacher Education program. A new course, also named *Equity and Activism in Education*, was taught to Equity Studies students by CUS Associate Tara Goldstein during the 2010-2011 academic year.

- **United Way Learning Journeys and Community of Practice**

CUS led a lunch and learn session for approximately fifty United Way staff, in preparation for the development of a new youth strategy.

CUS has also participated in the United Way initiative called *Learning Journeys and Community of Practice*, bringing together front-line workers from community agencies and schools to look at how best to support each other and share best practices in educational attainment.

- **People for Education**

CUS continues to collaborate in educational initiatives with People for Education. For example, this year, a member of CUS' Administrative Team joined the advisory board for People for Education's new online web hub.

- **Peace and Justice Conference**  
CUS has presented a session on how to develop equity curriculum using what we call “the five step plan for unit design”. We demonstrate a unit that we have developed on Africville, Nova Scotia.
- **Ontario Principals’ Council**  
Two members of the CUS school services division were a part of a morning on anti-racist education. The discussion was video-taped and will be used as an equity resource for school administrators in Ontario.
- **School Social Workers**  
CUS has begun doing some PD work on culturally responsive and relevant pedagogy, and how this basic philosophy can be a part of equity-focused social work practice. This work has begun and will continue next year in both the TDSB and TCDSB.
- **Latino/a Community and Education**  
The Centre has supported the Latino Community representatives in their on-going advocacy with the TDSB regarding the lack of academic success for many Latino/a students.
- **Roma Community Advocacy**  
The Centre has been involved in advocacy supporting the Roma community regarding the services provided to support the education and inclusion of Roma students in Toronto schools. As well, the Centre made a motion asking the TDSB to advocate with the Federal Government in support of the refugee claims of Roma families.
- **Toronto Area Regional Office (TARO) of the Ministry of Education**  
The Centre presented a Professional Development session for the TARO equity representatives responsible for the implementation of the Ministry’s Equity and Inclusive Education Strategy.
- **Canadian Education Association Conference on Equity in Education Canada and the US**  
The Centre was on a panel of academics debating the issues that make urban education in Canada different from the US, although there is also much in common.

## G. WEBSITE RESOURCES



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### 2010/2011 CUS Staff and Associate Selected Publications

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- Cassar, A. G., & **Jang, E. E.** (2010). Investigating the effects of a game-based approach in teaching word recognition and spelling to LD students with attention issues. *Australian Journal of Learning Difficulties*, 15(2), 193-211.
- Campano, G., and **Simon, R.** (2010). Practitioner research as resistance to the normal curve. In C. Dudley-Marling & A. Gurn (Eds.). *The myth of the normal curve* (pp. 221-240). New York, NY: Peter Lang.
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- **Caswell, B., Stewart Rose, L.,** & Douara, D. (in press). Exploring issues of social justice through mathematics. In C. Rolheiser, M. Evans, & M. Gambhir (Eds.). *Inquiry into practice: Reaching every student through inclusive curriculum practices*. Toronto, ON: Ontario Institute for Studies in Education.
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- Chen, J., **Goodreau, J.** & Zoric, T. (Eds.) (in press). *Educational activism: Resources for change*. Toronto, ON: UNICEF (CIDA).



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- **Esmonde, I.** (2011). Becoming an engineer: Identity, equity and learning. *Journal of Engineering Education*, 100(1), 15-16. (**NOTE:** This article appeared as a short research commentary embedded in Johri, A., & Olds, B. M. (2011). Situated engineering learning: Bridging engineering education research and the learning sciences. *Journal of Engineering Education*, 100(1), 1-35.)
- **Esmonde, I.**, & **Caswell, B.** (2010). Teaching mathematics for social justice in multicultural, multilingual elementary classrooms. *Canadian Journal for Science, Mathematics, and Technology Education*. 10(3), 244-254.
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- **Gallagher, K., Rivière, D., Cummins, J., Stille, S., Niyozov, S., Fusco, C., Flessa, J. & Nicholls, R.** (In press). Putting Inner City Students First: A School-University Partnership. In C. Rolheiser, M. Evans, & M. Gambhir (Eds.). *Inquiry into practice: Reaching every student through inclusive curriculum practices.* Toronto, ON: Ontario Institute for Studies in Education.
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- **Gallagher, K. and B. Freeman.** (in press) Multi-site ethnography, hypermedia, and the productive hazards of digital methods: a struggle for liveness. *Ethnography and Education.*
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- **Gallagher, K.** (in press) In search of a theoretical basis for storytelling in education research. *International Journal of Research and Method in Education*.
- **Gallagher, K.** and **B. Yaman Ntelioglou** (2011). Which new literacies?: Dialogue and performance in youth writing. *Journal of Adolescent and Adult Literacy*, 54(5), 322-330.
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- **McCready, L. T.** & Soloway, G. (2010). Teachers’ perceptions of challenging student behaviours in model inner city schools. *Journal of Emotional and Behavioral Difficulties*, 15(2), 111-123
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*For access to these publications and others, visit our website and click on RESOURCES.*

*For contributions by teacher candidates from the Inner City Option, as well as other education professionals, visit our website and click on TEACHER RESOURCES*

# CONCLUSION

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The 2010 – 2011 academic year was one of continued growth and development at the Centre for Urban Schooling. Important new developments occurred in all of our main working areas: Research, Services to Boards and Schools, Educational Programs, and Outreach, Advocacy & Community Collaboration.

CUS has continued to develop new initiatives, focusing on different aspects of urban education in Canada:

## **Putting Inner City Students First**

The multi-site and collaborative nature of the “Putting Inner City Students First” project makes it a unique way of examining change in inner city schools. The findings from this project will be distributed shortly.

## **Proyecto Latin@**

We are pleased that the data from the “Proyecto Latin@” research project is now being shared with the community, and the recommendations coming out of the project are now serving to inform the work of the TDSB Achievement Gap Task Force Draft Report beginning to systematically address the issues of marginalization and racialization in education. We are very excited about the Phase 2 in this project that has Latino/a students researching their own questions with regard to Latino/a students in secondary school.

During the 2010 – 2011 school year, CUS continued to strengthen ties with the TDSB Model Schools for Inner Cities initiative. The Centre’s Framework for “Culturally Responsive and Relevant Pedagogy” (CRRP) continues to be used as a foundation in our professional development work with urban schools and with the Model School’s staff (Lead Teachers, Coaches and Community Support Workers). We are very proud of our work this past year with the Model School Principals’ Academy and our collaborative work in developing an equity look-for tool for schools that will be available in the fall.

Our work in supporting the closing of the achievement gap pilot project at Central Technical School is an exciting and innovative professional development initiative that will continue next year.

CUS also continued to support the development of Initial Teacher Education programs with an inner city focus at OISE. This year, our work in the ICO has been important in working with Teacher Candidates and Associate Teachers around culturally responsive and relevant pedagogy. The Centre has continued to support and lead the work of embedding equity and social justice as the foundation of the entire OISE elementary Initial Teacher Education program, and we intend to deepen those connections next year both in the Elementary Inner City Option (ICO) and the Secondary Program I: Inner City Education (SPICE).

Moreover, the CUS Forum on Equity and Social Justice in Education had a very successful year with a focus on urban aboriginal education. It has continued to provide a space for developing a truly Canadian perspective on urban education issues.

Finally, of particular importance this year was the continued contribution of William Waters' to both the Centre and to OISE. Through his generosity, our impact on urban educational issues has been greatly enhanced. The William Waters Masters scholarships (there are 4 new scholarship recipients for the 2011-2012 academic year) and the Teacher-in-Residence in Urban Education have increased the capacity of the Centre to positively support urban schools, teachers and students. Through the Centre for Urban Schooling, the first William Waters Teacher-in-Residence in Urban Education, Karen Murray, has made an amazing contribution to work in urban education at OISE and in the field. We are truly sorry to see her finish her residency and the Centre looks forward to many continued collaborations with her in the future as she moves on to become Program Coordinator: New Teachers at the TDSB. We wish her much continued success in her new role.

At the same time we congratulate and look forward to our work with the new teacher in residence, Vanessa Russell.

As we look ahead to the 2011-2012 academic/school year we anticipate continued growth in urban education research and development in schools, and to forging new partnerships with a wide spectrum of education stakeholders.



