

sabbatical:

coffee and conversations

BLOG POST BY Dr. Jess Whitley, CAEP/ACP President

I would love to be able to share my recent experiences traveling to exotic locations as a visiting professor and attending international conferences while planning groundbreaking and highly-likely-to-be-funded research. After all, I was granted my first sabbatical this year. I did have the pleasure of planning a diverse CAEP program for CSSE and greatly enjoyed my time with colleagues and family in Calgary. My daily reality, however, looks more like days spent in my basement office trying madly to squeeze in some productive hours between daycare drop offs and pickups. Glamorous? No. Productive? Maybe.

Sabbatical, once I took a breath and started to look around at possibilities, has allowed me the mental space to dust off the virtual pile of literature I never get to. It has also allowed me the time to meet with local teachers over coffee to chat about one of my passions, social emotional learning (SEL).

I've had a few revelations along the way and one big lesson learned.

One of my first chats this year was with SEL team members at a local school board. They described how they have chosen to situate their efforts within self-regulation as it is interpreted by Dr. Stuart Shankar. Board staff are taking online courses offered by The Mehrit Centre (<https://self-reg.ca>), in order to develop a deeper understanding. I decided to sign up and learn alongside them.



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I've thoroughly enjoyed taking on the role of student – it feels like a true cognitive luxury.

Through the discussion portion of the courses, I've had the opportunity to engage with teachers as they think about and practice self-reg within their schools. I've heard from principals who are so thoughtful about the ways that they problem solve in the face of student "misbehaviour." I've chatted with teachers who, after many years of teaching, are challenging their own ways of thinking. We explored together how important personal self-reg is in our lives as teachers. These online chats have provoked reflection on my part, and altered the way I think about the teacher preparation courses I am responsible for as well as my own parenting practices.

Other interactions with local teachers have focused on the work being done to bring mindfulness approaches into the schools, both universally and specifically to address the needs of students with anxiety. Many draw on the work of Susan Kaiser Greenland (Susan's website: <http://www.susankaisergreenland.com>). These teachers believe in facilitating whole-child development in elementary and secondary settings to promote health and well-being, as well as academic success. They describe how their own mindfulness and meditation practice allows them to be healthier and more effective teachers.

I have also had the privilege of meeting teachers who are bringing learning into natural outdoor settings, engaging in work and play that are often unstructured. These initiatives are based on the beliefs and observations of the teachers

that many students are only able to reveal their strengths in these settings, and that all students experience improvements in SEL outcomes as a result of taking part. These teachers also note the positive impact of spending time in nature on their own capacities as teachers.

The most important piece of learning emerging from my year on sabbatical has been to engage as closely as I can with teachers, schools and learning communities as a way of informing and guiding my own research and teaching. I have considered the experiential alongside the theoretical and collaborated with practitioners as well as academics. I have field trips and guest lectures booked for my teacher candidates and have re-imagined my Inclusive Education course. I have ideas supported by first-hand accounts, and preparation for research projects that explore the necessarily deeply embedded nature of SEL, and the value in supporting the social emotional development of teachers and administrators.

I may have missed out on some of the networking that happens at conferences in my field as I navigated sabbatical alongside daily life with two young children. But a rich learning and insight came from staying local and engaging with those innovating and surviving on the front lines of education. I know that my future research will be better informed as a result and as an added bonus, I'm now familiar with the full range of coffee shops across the Ottawa region. If any of you are interested in chatting further about any of these ideas, I'd love to hear from you.

You can reach Jess Whitley at <jwhitley@uottawa.ca>

news from the CANADIAN ASSOCIATION FOR EDUCATIONAL PSYCHOLOGY (CAEP)

Two outstanding Canadian researchers were awarded the Robbie Case Memorial Award at CSSE 2016 by CAEP for their contributions to the field of Educational Psychology. Dr. Anne Jordan (Professor Emeritus, OISE/UT) is the recipient for 2016 and Dr. Zopito Marini (Brock University) is the recipient for 2017. Dr. Jordan will be giving an address at Ryerson University in 2017 and a joint symposium focused on contemporary research and practice in inclusive education has also been organized. We hope to see you all there!



New Ways of LEARNING

Summary Report from SSHRC

The Social Sciences and Humanities Research Council (SSHRC) recently released its summary report *Leveraging Knowledge for 21st Century Teaching and Learning*, which is available in [HTML](#) or PDF format on the Imagining Canada's Future web pages (<https://goo.gl/6GTBCK>). SSHRC'S Imagining Canada's Future initiative positions the social sciences and humanities as essential to addressing complex societal challenges facing Canadians, to the greater benefit of Canada and the world. The new report showcases insights on the future challenge area of new ways of learning and teaching and includes key findings from the related Knowledge Synthesis Grants (<https://goo.gl/mnVvXy>).

Canada, like many other countries, is focusing critical attention on the way its education system—especially higher education—is conceptualized, structured and delivered in light of the knowledge and skills required for the 21st century. New insights are emerging in the research community and other sectors regarding effective methods of teaching and learning with a focus on learning outcomes. SSHRC asked, what new ways of learning, particularly in higher education, will Canadians need to thrive in an evolving society and labour market?

CSSE MEMBER FOCUS: SSHRC KNOWLEDGE SYNTHESIS GRANTS

CSSE member **Frank Deer** (University of Manitoba) received a SSHRC Knowledge Synthesis Grant for his project "Canadian Post-Secondary Education and Aboriginal Peoples of Canada: Preparation, Access, and Relevance of Post-Secondary Experiences."

Summary: Preparation and access to postsecondary education, along with relevant experiences within postsecondary education, for all students are key ingredients for developing an innovative, sustainable and diverse labour market within Canada. A lack of these ingredients for Aboriginal students adds to the deficit of Aboriginal people in the current labour market. This lack of participation significantly contributes to the economic marginalization and relatively poor quality of life among Aboriginal Peoples in Canada.

The goal of this project is to summarize the literature related to the learning experiences of Aboriginal students in Canadian postsecondary institutions, and identify the delivery methods that best ensure the successful completion of postsecondary education among Aboriginal Peoples, and how current models of delivery are informing the future postsecondary teaching and learning experiences of urban, rural and remote Aboriginal communities.

CSSE member **Martine Cavanagh** (University of Alberta) and a colleague received a grant for "Teaching in French immersion and in Canadian Francophone minority communities: knowledge synthesis concerning the challenges and their repercussions on teacher training."

Summary: The promotion of bilingualism in Canada has led to the creation of two separate educational models: French immersion programs supporting the development of bilingualism among members of the Anglophone community and Francophone schools in minority communities.

In order to improve these models, the research was focused on the learning results as well as on education strategies that can optimize teaching. Although these are important topics, we know little about the role that teacher education plays in meeting the challenges of implementing French immersion and programs of Francophone schools in minority communities.

This knowledge synthesis is intended to identify innovative learning methods and approaches related to teacher training and to determine essential themes for future research. This dual-objective approach helps to improve the quality of training programs for teachers in immersion and Francophone minority environments.

news from the CANADIAN EDUCATIONAL RESEARCHERS' ASSOCIATION (CERA)

During the 2016 annual conference, CERA announced the following awards:

RWB Jackson Award: **Kathleen King-Yin Wong** (Niagara University), for her article in the Canadian Journal of Education entitled, "Implementing Parent Engagement Policy in an Increasingly Culturally Diverse Community of New Immigrants: How New is 'New'?"

David Bateson Award: **Stefan Merchant** (Queen's University), for his paper presentation entitled, "Assessing and Reporting Learning Skills and Work Habits: A Cross-Canada Survey."

Todd Rogers Research Award: **John Burger** (Rocky View Schools), for his contributions to research informed education practices.

Be sure to check out CERA's brand new website: <https://ceraacce.ca>

news from the CANADIAN ASSOCIATION OF ACTION RESEARCH IN EDUCATION (CAARE)

CAARE is pleased to announce its 2017 Conference Keynote
C. Darius Stonebanks

**Action Research, the REB and the Apprehensions regarding Risk:
Anticipating from the Known to the Unknown**

Hallmarked by a commitment to shared ownership, analysis and action with community, Action Research (AR) provides exciting possibilities that can lead to authentic and partnership based transformation, however the process to engage in this work can sometimes feel hampered by the Research Ethics Board (REB) process. As a member of both the REB and an AR team in rural Malawi, C. Darius Stonebanks will share his experiences in navigating the risk versus benefits conundrum.

CAARE will also host two working group symposia, the first addressing the polygraph entitled "The Future of Action Research in Education: A Canadian Perspective." Ten of the twenty authors contributing to an upcoming volume of the same title will provide insights on their chapters in progress. The symposium will generate discussion about action research scholarship in the field of teacher education from all across Canada. The symposium will be facilitated by editors **Dr. Kurt Clausen** and **Dr. Glenda Black**.

The second symposium, Ethics in Action Research: Process, Responsibilities, and Strategies, will provoke interest in designing and implementing action research initiatives by addressing the ethics review process, institutional barriers, and methodological challenges in educational action research. The symposium also aims to provide a platform for like-minded researchers for ongoing dialogue and possibilities for collaborative opportunities in future research and publications. Further, this symposium will provide scholars interested in action research with insights on how to navigate the ethics review process when conducting action research. The dialogue will draw on this year's CAARE keynote speaker's address on Research Ethics in Action Research given by **Dr. C. Darius Stonebanks**.

The CAARE conference takes place during the CSSE annual conference, which is being held at Ryerson University from May 27th to 31st, 2017.

news from the **COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY OF CANADA (CIESC)**

XVI World Congress of Comparative Education Societies

The triennial congress of the World Council of CES was hosted by the China Comparative Education Society and held at Beijing Normal University in August, 2016. The CIESC was well represented by several members who presented papers and symposia, and launched a new book at the conference with its theme “Dialectics of Education: Comparative Themes” and enjoyed the generous hospitality of the hosting organizations.

CIESC President, **Kumari Beck** participated in meetings of the Executive Committee of the WCCES, where the new President of WCCES, **N’dri Assie Lumumba** (former President of CIES) was elected along with new officers.

In Memoriam

We announce with sadness the recent passing of two of our pioneering scholars, **Mathew Zachariah** (formerly of the University of Calgary), and **Mel Lal**, Brandon University.

news from the **ASSOCIATION OF CANADIAN DEANS OF EDUCATION (ACDE)**

During CSSE 2017, the Association of Canadian Deans of Education, in partnership with CSSE, will present a panel on Reconciliation in Education, focusing on understanding the relationships among of urban education, Indigenous youth, and the Truth & Reconciliation Commission’s Calls to Action. ACDE and CSSE are lining up an interdisciplinary panel of speakers to bring multiple perspectives to bear on this important issue. While details are still being finalized, we expect this panel to be a flagship event for both ACDE and CSSE during Congress. Stay tuned for more details!

ACDE recently published a statement entitled *Effective Practica for Educators*. Practicum placements help prepare pre-service educators to work in an increasingly diverse and globalized world. This ACDE position statement seeks to raise awareness of issues currently restricting the practicum experience of pre-service educators in Canada. More: www.ACDE-ACDE.ca

ACDE has launched a [YouTube channel](#), featuring a video on each ACDE Accord. The videos are a fantastic way to introduce colleagues, students, and other partners to these important publications. More: www.ACDEAccords.ca

news from the **CANADIAN JOURNAL OF EDUCATION (CJE)**

The editors of the Canadian Journal of Education/Revue canadienne de l’éducation, Dr. Theodore Christou, Dr. Christopher DeLuca, and Dr. Rollande Deslandes, invite you to celebrate the 40th Anniversary of the CJE/RCÉ by reading a special capsule devoted to the theme of Canadian education and the world. Distinguished scholars **Dr. Carol Campbell**, **Dr. Thérèse Laferrière**, and **Dr. Joel Westheimer** have contributed submissions, as have former CJE/RCÉ editors **Dr. Stéphane Allaire**, **Dr. William Bruneau**, and **Dr. William Hunter**, and eminent historian **Dr. Don Fisher**. The anniversary capsule will go online in late 2016 at www.cje-rce.ca

CALLING ALL AUTHORS: CANADIAN JOURNALS SEEKING ARTICLES FOR UPCOMING ISSUES

CALLS FOR SUBMISSIONS



The Canadian Journal of Education (CJE), Canada's premier bilingual journal of educational research, is currently seeking manuscripts for publication beginning in June, 2017.

The CJE screens all articles promptly. On average, articles that are taken into review will receive reviews and a decision within three months. Accepted articles are published within 12 months of submission. The Canadian Journal of Education's acceptance rate is approximately 20 percent. It has an H-index of 19 (SCImago, 2014). The CJE is indexed in Scopus, Periodicals Index Online, EBSCO Education Source, Educational Research Abstracts, and PsycINFO.

Please submit your manuscript (up to 7000 words) to our online journal management system: www.cje-rce.ca.

More: <http://journals.sfu.ca/cje/index.php/cje-rce/about>



Comparative and International Education/Éducation comparée et internationale (CIE/ECI), the official journal of the CIESC, will be publishing a special issue in June 2017 (volume 46, issue 2) on: 50 Years of CIESC: Looking Back and Envisioning Forward

As we approach our 50th year as a scholarly society, it is time to look back, take stock of our achievements and the challenges we have faced, as well as look forward to envisioning a role for comparative and international education in a globalized world. Thus there are two main themes to this special issue. First, we welcome manuscripts about the history and background of our society. Second, we welcome manuscripts about the future of comparative and international education research in a globalized and diverse world, and the related future of our society.

More: <http://ir.lib.uwo.ca/cie-eci/styleguide.html>



Given the recent US election results normalizing white supremacy and fear of the non-white other, and the implications that these results have for citizens in the US and abroad, The Canadian Journal of New Scholars in Education is putting out a Call for Papers for its Spring 2017 publication, "On the Importance of Intersectionality: Decolonization, Inclusion, and Diversity-Focused Pedagogies."

Canadian Graduate students are invited to submit a paper that is research-based, conceptual/position-based, or a literature review for this themed issue. Please review our author guidelines and register to submit your paper by January 31, 2017. More: <http://cjnse-rcjce.ca/ojs2/index.php/cjnse/about/submissions#onlineSubmissions>

CONFERENCES

LEARNING FORWARD 2016

Learning Forward's 2016 Annual Conference

Dates: December 3 to 7, 2016
Location: Vancouver Convention Centre,
Vancouver BC

Learning Forward 2016 provides educators with outstanding content and valuable tools to bring the most powerful forms of professional learning back home to the educators with whom they work. Gain practical solutions to the challenges you face in your classroom, school, or district every day. The conference offers powerful strategies to build school leader capacity.

Speakers at the conference include Denise Augustine, Milton Chen, Michael Fullan, Avis Glaze, Andy Hargreaves, and Pasi Sahlberg.

More: <https://goo.gl/uGC9Xq>

CSSE ANNUAL CONFERENCE

Dates: May 27 to 31, 2017
Location: Ryerson University, Toronto ON

The annual conference of the Canadian Society for the Study of Education (CSSE) will take place at Ryerson University in Toronto, from May 27th (preconference day) to May 31st, 2017. The conference is held in conjunction with the Congress of the Humanities and Social Sciences.

More: www.csse-scee.ca/conference/

IN THE LAND OF LIVING SKIES: EXPANDING HORIZONS IN EDUCATION AND THE LAW

Dates: April 30 to May 2, 2017
Location: Saskatoon SK

The Canadian Association for the Practical Study of Law in Education (CAPSLE) is a national organization whose aim is to provide an open forum for the practical study of legal issues related to and affecting the education system and its stakeholders. Our members include teachers, administrators, board members, trustees, unions, school board associations, educators, academics, students, government and lawyers.

CAPSLE is pleased to invite presenters and participants to the 2017 conference, to be held from April 30 – May 2, at the Sheraton Cavalier, Saskatoon, SK. The conference will be of interest to all those interested in how the law can affect leaders in education, including educators, lawyers, school board officials, board staff, faculty, students, parents and representatives of professional organizations, academia and government.

At this national conference, lawyers, educators and experts in their fields will speak to topics of human rights, immigration, accommodation, Indigenous education, partnerships and more. Information is cutting edge, practical and from multiple perspectives.

More: capsle.ca



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For more details, visit www.icsei.net/2017



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