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# CUS

## CENTRE FOR URBAN SCHOOLING

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Sixth Annual Report:  
A Spotlight on our Activities  
2012 – 2013 Academic Year



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION



The Centre for Urban Schooling would like to sincerely thank our 2012-2013 Initial Teacher Education interns for all of their hard work, creativity and perseverance. They are: Jordan DeCoste, Alison Garcia, Danielle Gignac and Majid Mozaffari. And, with special thanks to Danielle Gignac for her hard work and talents in the production of this Annual Report.

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# Welcome to the Centre for Urban Schooling's Sixth Annual Report 2012-2013

It is my pleasure to welcome you to this report on the work of the Centre for Urban Schooling this past year. This year we have decided to modify the way we share our work. Instead of detailing all of our work we have chosen to list many of our projects while highlighting just one or two in each area. If you have an interest in gaining more information and insights on any of the projects listed in this report please contact the people who worked on the various projects.

We are very happy to share with you the news that our publication, “Equity Continuum: Action for Critical Transformation in Schools and Classrooms”, is now considered a Canadian bestseller as it has sold over 500 copies. Interest in this resource continues to grow as many educators are now using the continuum to help build more equitable classrooms and schools. We are also very proud to share with you our first Canadian social justice calendar for classrooms, schools and community spaces. It is called “Our Stories Past and Present: A 2103-2014 Canadian Social Justice Calendar.” Please see the advertisement for the calendar in this Annual Report.

It has been our pleasure this year to have had the opportunity to work with Professor Joe Flessa as our Acting Director. Joe has worked extremely hard to ensure the academic leadership of the Centre. We sincerely thank him for all that he has done. We also look forward next year to the return of Professor Lance McCready from sabbatical. He will be taking on the role of Director of the Centre for Urban Schooling and we look forward to his energy, leadership and vision.

Jeff Kugler  
Executive Director  
Centre for Urban Schooling

## ABOUT THE CENTRE FOR URBAN SCHOOLING

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

## MISSION STATEMENT

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

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

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

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

# CUS Directors & Administrative Team

## 2012-2013



Dr. Joseph Flessa



Jeffrey Kugler

### **Administrative Team**

Dr. Joseph Flessa, Acting Director

Jeff Kugler, Executive Director

Dr. Nicole West-Burns, Director of School Services

Dr. Vanessa Russell, William Waters “Teacher-in-Residence” in Urban Education

Nina Lewis, Administrative Assistant

# Associate Members 2012-2013

David Ast

Dr. Beverly Caswell

Dr. Kari Dehli

Sophia Dixon

Dr. Indigo Esmonde

Dr. Grace Feuerverger

Dr. Caroline Fusco

Dr. Rubén A. Gaztambide-Fernández

Jill Goodreau

Dr. Eunice Jang

Dr. Douglas McDougall

David Montemurro

Alan Silverman

Dr. Roland Sintos-Coloma

Dr. Leslie Stewart-Rose

Dr. Kathy Broad

Dr. Jim Cummins

Mini Dindayal

Dr. James Eslinger

Dr. Diane Farmer

Dr. Joseph Flessa

Dr. Kathleen Gallagher

Dr. Tara Goldstein

Rosalie Griffiths

Dr. Lance T. McCready

Kurt McIntosh

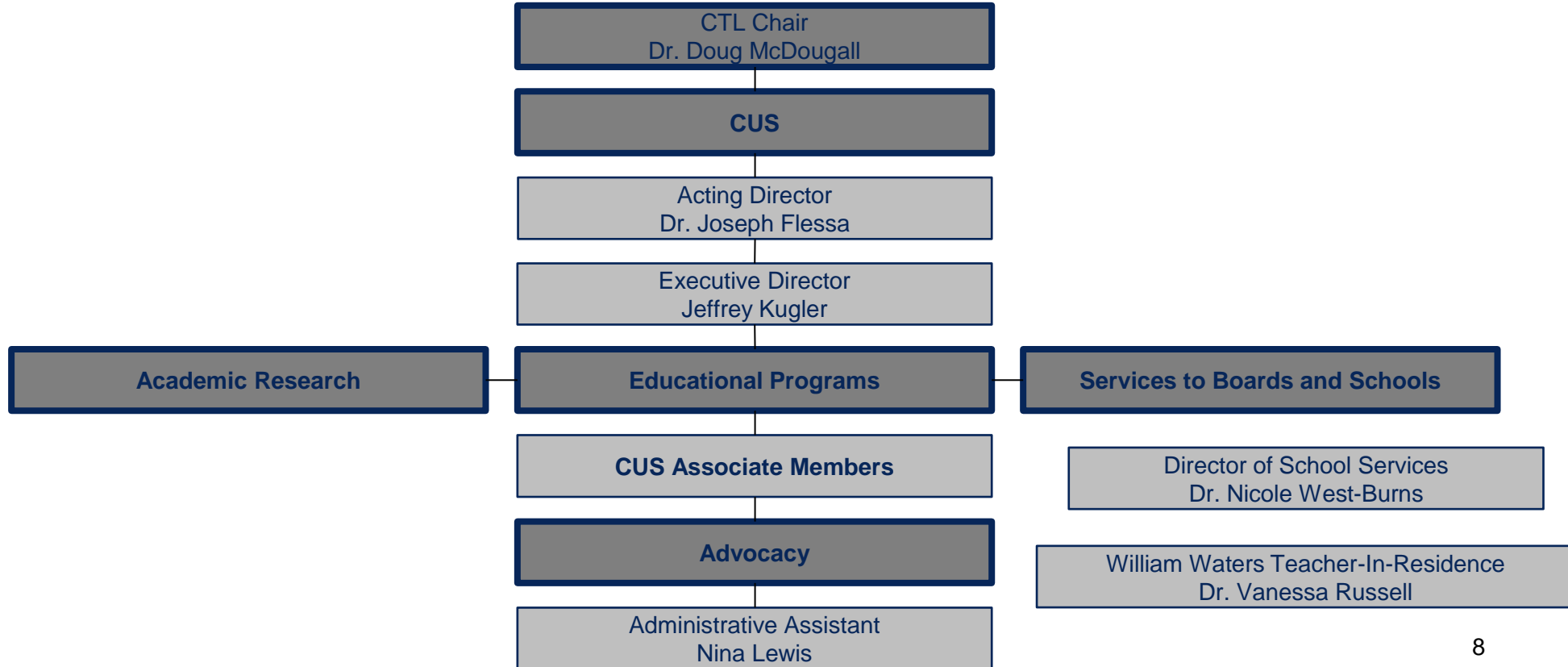
Serge Parravano

Dr. Robert Simon

Dr. Stephanie Springg

Alice Te

# Organization Chart





# Our Generous Donors and Sponsors

## 2012-2013

Dr. William and Phyllis Waters

The Paloma Foundation

The Ruth and Alexander Dworkin Tolerance Fund

The Toronto District School Board Beginning Teacher Department

The Peel District School Board

The Halton District School Board

National Crime Prevention Council: Dixon Hall; My Regent Park Project

The University of Toronto Schools (UTS)

OISE: Continuing Education Department

Zurich University of Teacher Education

# CONVERGENCES

## IN URBAN EDUCATION

Thursday February 14th from  
3:30-5:00pm in room 11-164

Light refreshments will be served

This session features a panel presentation on  
Hip Hop Based Education by:

Professor Rinaldo Walcott, OISE/HSSSJE  
Chandni Desai, Doctoral student, OISE/CTL  
Audrey Hudson, Doctoral student, OISE/CTL  
Amanda Parris, Masters student, OISE/HSSSJE  
Emmanuel Tabi, Doctoral student, OISE/CTL  
Sam Teclé, Doctoral student, York University

Come join the discussion and support the research at OISE!



The Centre for Urban Schooling (OISE/UT) and  
SkyWorks Charitable Foundation present

# HOME SAFE



As future teachers, we must recognize that the threat and reality of homelessness impacts our communities. We must ask ourselves, "What do we know about this?" and "What do we need to know?"

A DOCUMENTARY EDUCATION RESOURCE ON FAMILY  
HOMELESSNESS AND POVERTY

"One day you have a house and you're totally strong, and then boom – one day you're in a shelter."  
- Delilah, 11

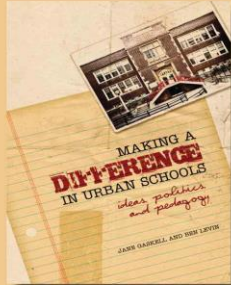


Free Screening and Discussion

Thursday, January 24, 2013 for Elementary OISE TCs  
5:00-7:00pm, OISE Room 2-214  
Refreshments will be served

For more information please contact: (Jeff Kugler at [jeffrey.kugler@utoronto.ca](mailto:jeffrey.kugler@utoronto.ca))  
Registration will take place through your Option Coordinator (7 TCs per elementary option)

The Centre for Urban Schooling at OISE, the Department of Leadership, Higher and Adult Education at OISE and Jane Gaskell and Ben Levin invite you to a Book Launch and Conversation about Urban Education.



A celebration of  
***Making A Difference  
In Urban Schools:***  
*Ideas, Politics and Pedagogy*  
by  
**Jane Gaskell & Ben Levin**

**Wednesday, October 24 - 5pm-7pm**  
**OISE 12th floor, NEXUS Lounge**

Please join us for a conversation with the authors, **Jane Gaskell** and **Ben Levin**, along with **Gen-Ling Chang**, Chief Academic Officer, Teaching and Learning, TDSB; **Jeff Kugler**, Executive Director, Centre for Urban Schooling; and **Penny Milton**, former CEO of the Canadian Education Association.

They will discuss a timely question:

*“Are we any further ahead in education today than we were in 1972?”*

Please RSVP to the Centre for Urban Schooling at: [cusinquiries@utoronto.ca](mailto:cusinquiries@utoronto.ca) or call Nina Lewis at 416-978-0146.



The Halton District School Board Safe & Inclusive School Team  
*and*  
AMENO (Antiracist Multicultural Educators Equity Network of Ontario)  
*presents:*

## **Equity Through Inclusion—Your Voice Counts** **Equity & Inclusive Education & Community Partners**

Tuesday, November 27, 2012  
9:00 AM—2:00 PM (Lunch Included)

Rattle Snake Point Golf Club  
5407 Regional Road #25  
Milton, Ontario L9T 2X5  
905-878-6222

Cost: Free—Compliments of AMENO

Please join us for a full day of learning about:

- The Ministry of Education Equity Strategy
- HDSB Safe & Inclusive Schools Initiatives
- The HDSB Seven Equity Lenses
- Community Partnerships
- Understanding the Equity Continuum



To register please contact: Denise Pearson  
905-335-3663 ext. 3307  
[pearsonde@hdsb.ca](mailto:pearsonde@hdsb.ca)



# Current Research Projects



- Urban School Performances: The interplay, through live and digital drama, of local-global knowledge about student engagement
  - Researcher: Kathleen Gallagher
- Neighbourhood Change, Diversity, and Inequality in Global Cities: Trends and Policy Options for Canada’s Large Metropolitan Areas
  - Researcher: Kathleen Gallagher
- Critical Global Citizenship Education: Cultivating Teacher Efficacy through Professional Collaboration, part of the OISE/UT-funded Inquiry into Practice Projects: Learning Global Matters in Local Classrooms
  - Researchers: David Ast (Seconded Coordinator & Instructor, ITE Secondary Program) and Dr. Kathy Bickmore (Professor, CTL)

# Current Research Projects

- Changing the Equation: Mathematics and Social Justice
  - Principal Investigator: Indigo Esmonde
  - Research Officer: Dominique Riviere
  - Research Assistant: Joe Curnow
- Goldstein, T. (2010) Harriet's House. Toronto: Ontario Institute for Studies in Education, University of Toronto/www.t-space.ca
- Goldstein, T. (2012). Ana's Shadow. Toronto: Ontario Institute for Studies in Education, University of Toronto/www.t-space.ca
- Gullage, A. and Goldstein, T. (2012) (Eds.). Harriet's House Discussion Guide. Toronto: Ontario Institute for Studies in Education, University of Toronto/www.t-space.ca
  - With contributions from Sarah Bardwell, Jessica Cleeve, Georgia Cowling, Carly Glazberg, Kali Greve, Natalie Kauffman, Sarah Peek, Sarah Popoff, Adam Saifer, Laura Sparling, and Spiros Vavouj.
- Gullage, A. and Goldstein, T. (2012) (Eds.). Ana's Shadow Discussion Guide. Toronto: Ontario Institute for Studies in Education, University of Toronto/www.t-space.ca
- With contributions from Sarah Bardwell, Jessica Cleeve, Georgia Cowling, Carly Glazberg, Kali Greve, Natalie Kauffman, Sarah Peek, Sarah Popoff, Adam Saifer, Laura Sparling, and Spiros Vavouj.
- Snell, Pam and Lopez, B.M (Editors) (2013). Digital Recording of Harriet's House. Toronto: Ontario Institute for Studies in Education, University of Toronto/www.t-space.ca (available after June 2013).
- Snell, Pam and Lopez, B.M (Editors) (2013). Digital Recording of Ana's Shadow. Toronto: Ontario Institute for Studies in Education, University of Toronto/www.t-space.ca (available after June 2013).



# Spotlight on: Research from CUS Acting Director, Dr. Joseph Flessa

As part of his ongoing collaboration with university and foundation colleagues in Chile, Professor Flessa has been working on a large, funded 3-year research project investigating school improvement in low income urban public schools in the Santiago region. In 2012-2013 Flessa wrote a literature review relevant to the project; conducted site visits and qualitative interviews; led an international school effectiveness conference symposium on the topic; and proposed other conference sessions on this work. The study is called “Mejoramiento escolar y liderazgo directivo en escuelas desaventajadas chilenas” (“School leadership and improvement in disadvantaged Chilean schools”) and is funded by the Centro de Estudios de Políticas y Prácticas en Educación (the Centre for the Study of Educational Policy and Practice).

# Spotlight on:

## Graduate Student Work

During the past year CUS continued its work to provide intellectual and professional community to graduate students interested in urban education. In both formal and informal ways (the Convergences programming; graduate student assistantships; and quarterly lunch-and-learn meetings) the Centre has established itself as a cross-departmental home for graduate students concerned about a range of urban education issues.



# Spotlight on: Research from CUS Director Dr. Lance McCready (on sabbatical 2012-2013)

During the 2012-2013 academic year I focused my research and writing program on Education, Work and Well-Being of Urban Youth, focusing on the experiences of black male youth and queer youth of color. I have two major research projects underway related to this focus: Queer of Color Analysis of Urban Education and Educational Trajectories of Black Male Youth. Queer of Color Analysis of Urban Education has been supported by the Toronto District School Board (mini-grant to assess school community programs for vulnerable populations of boys), CIHR (small grant to advance knowledge transfer and exchange between researchers and stakeholder groups to enhance HIV prevention policies, programming and practice with sexual minority black male youth) and the Gates Foundation (large grant to conduct multi-case study of single-sex schools for black and Latino male youth). The aims of this project are to mobilize queer of color epistemologies to think through how to make school reforms, programs and interventions for black male youth in North American urban centres more inclusive and democratic. I have begun presenting this work through visiting lectures at Vanderbilt University, McGill University and Carleton College, and through presentations at the American Educational Research Association and Black Canadian Studies Association annual meetings. In addition, I am preparing a book proposal for this project: two chapters for edited volumes on Black Queer Studies and Black Teacher Education and a peer-review article on bullying, intersectionality and queer youth of color. I also co-edited, and wrote the concluding piece of, an upcoming special issue of Curriculum Inquiry on queer of color analysis in education.



Educational Trajectories of Black Male Youth has been supported by a Social Sciences and Humanities Research Council New Researcher Award and SSHRC Institutional Grants. The goals of this research project are to compare and contrast the educational trajectories of black male youth aged 18-29 years-old in two Canadian urban centres: Toronto and Montreal. The research team for this project, which included myself and doctoral students Anthony Briggs, Emmanuel Tabi, Tawnee Collymore, Yasmin Lalani and David Pereira, developed the focus group guides, conducted 10 focus groups with over 50 black male youth in Toronto and Montreal. Data analysis of focus group transcripts is ongoing. We have begun presenting this work through my visiting lectures at Vanderbilt University and Carleton College, and through team presentations at the Canadian Society for Studies in Education, American Men's Studies Association and Black Canadian Studies Association annual meetings.

In addition, I am preparing three peer-review articles, two focused on black male youth perceptions of the opportunity structures of Canadian urban centres and one on black male youth conceptualizations of resilience. Both projects have necessitated collaborating with community based programs and services, specifically the John Howard Society of Toronto, East Metro Youth Services, DESTA Black Youth Network, Centres d' Etudes Ethniques des Universites Montrealaises, Beyond the Bricks and Black Daddies Club. I helped convene graduate student-faculty sessions on topics related to my research program. In particular, I served as supervisor for CUS Graduate Assistant Audrey Hudson, a doctoral student in CTL, who organized two lunchtime sessions of Convergences focused on Ethnoracial Masculinities and Hip Hop Education. I also supervised David Pereira, RA on the Educational Trajectories of Black Male Youth project who organized two meetings of a Research Circle on Masculinities.

I look forward to strengthening these partnerships and continuing my research and knowledge mobilization activities on queer of color analysis and educational trajectories with faculty, staff and graduate student colleagues affiliated with the Centre for Urban Schooling during the 2013-2014 academic year.



# School Services Division

A photograph showing a group of people, primarily women, seated at round tables in a conference room. They are engaged in discussion, looking at tablets and smartphones. The room is filled with people, suggesting a large-scale event or seminar. The lighting is warm and indoor.

- Our Stories Past and Present: A 2013-2014 Canadian Social Justice Calendar
- Toronto District School Board, Beginning Teachers
- Peel District School Board
- University of Toronto Schools
- OISE, ITE, Inner City Option: Associate Teacher/Teacher Candidate CRRP Seminars
- OISE, ITE, Midtown Option
- Ministry of Education, Faculty of Education Forum

# Spotlight on:

## Halton District School Board (HDSB)

Over the past year, the School Services Division branched out into the GTA. One district where we were able to make strong connections and provide collaboration tied to their equity initiatives was the HDSB. During the year, in total, we worked with over 500 administrators, elementary and secondary teachers, equity instructional leaders and community service agencies and partners to support understandings tied to equity issues in education. We utilized our Equity Continuum: Action for Critical Transformation in Schools and Classrooms and facilitated multiple training sessions, which also pushed our own thinking about these issues in new spaces.

“

*Loved the OISE presentation – great speakers and information.*

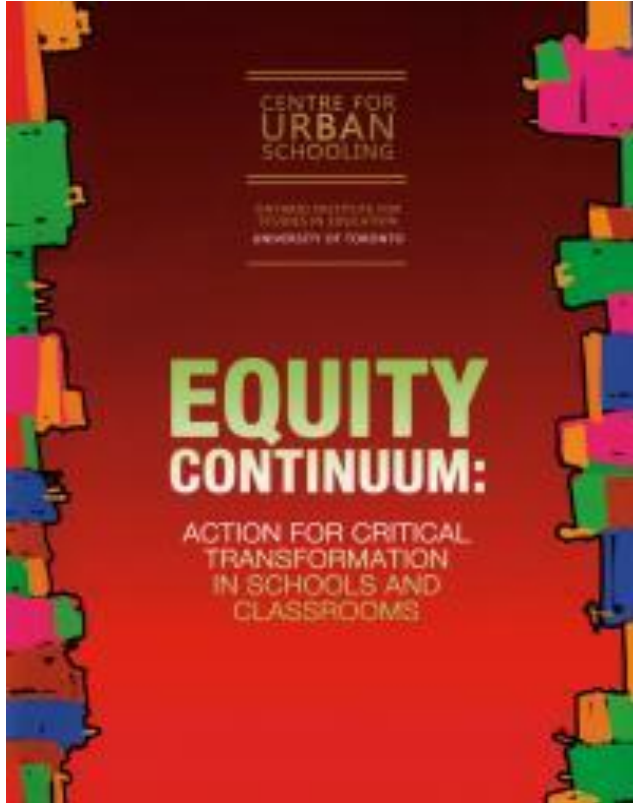
”

# Publications

## OUR STORIES, PAST AND PRESENT: A 2013-2014 CANADIAN SOCIAL JUSTICE CALENDAR



# Publications



*The CUS Equity Continuum is a practical, clear mechanism that will allow educators, students and communities to analyze their school environments. That analysis will help school communities develop strategies to address the equity and inclusion challenges that are most pervasive in their own schools. Kudos to the Centre for Urban Schooling at OISE for this piece of work!*

Kathleen Wynne  
Premier of Ontario; Former Minister of Education

# Educational Programs at OISE



- CUS-ITE Professional Inquiry Series
- Inner City Option (Elementary)
- Teaching and Learning for Change in Urban Schools (SP1 cohort)

# Spotlight on: CUS-ITE Professional Inquiry Series

The goal of the Centre for Urban Schooling – Initial Teacher Education Professional Inquiry Series is threefold:

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

The discussions this year were rooted in scholarly work by researchers and educational activists that informed the development of new instructional strategies related to issues of identity, intersectionality, power & privilege. And, for the first time, we explored pedagogical dilemmas and possibilities related to spirituality/religion and schooling.



# Educational Programs at OISE: Teaching and Learning for Change in Urban Schools (SP1 cohort)


Affiliated with the Centre for Urban Schooling, the focus of the Urban Schools Secondary cohort is on providing teacher candidates with a wide range of teaching/learning strategies to promote equity and inclusion in urban secondary schools. The cohort examines how race, ethnicity, class, ability, religion, language, gender, sexual orientation, and culture can impact on student achievement and engagement within urban schools and school communities. There is an emphasis on making school-community connections – both within school departments and programs, as well as with community agencies & partners. This cohort is a site-based program where classes operate out of two Toronto District School Board high schools, Bloor Collegiate and Winston Churchill Collegiate.



# Educational Programs at OISE: Inner City Option (Elementary)

The ICO's partnership with George Syme Community School continues to be strong and collegial. During our second year in our off-site space, our program had the opportunity to implement a number of programs that significantly provided our teacher candidates opportunities to work closely with the teaching staff and the students of George Syme, and in turn, learn in deeply meaningful ways, the philosophies of theory and practice as a reciprocating and dynamic approach to learning about teaching. Two half-day PD sessions were provided for Associate Teachers and Teacher Candidates to learn more about and plan for inclusion using responsive and relevant Differentiated Instruction (DI) and Universal Design for Learning (UDL). Additionally, in a strong desire to integrate approaches of culturally relevant and responsive pedagogy, meaningful integration of the arts and technology, and social justice content and pedagogies, ICO hosted a number of specialty days of learning for our teacher candidates.

# William Waters Urban Education Initiative

A group of approximately 20 people, including men and women of various ages, are standing on a stage. They are positioned in front of a large projection screen that displays a world map. The scene is dimly lit, with the primary light source being the screen behind them. The people are dressed in casual to semi-formal attire. The overall atmosphere appears to be one of a formal or semi-formal event, possibly a presentation or a group photo.

- William Waters Symposium in Urban Education
- “Teacher-In-Residence” Dr. Vanessa Russell
- William Waters Scholarship winners:
  - Sharry-Ann Taylor (Ed Admin)
  - Roopa Cheema (HSSJE)
  - Tina Sidhu (Ed Admin)

# Spotlight on:

## William Waters Symposium 2013

Beginning in 2008, and made possible through the generous support of Phyllis and William Waters, the Centre for Urban Schooling has organized an annual symposium on urban education. We decided that this year we would bring together and further develop our work and partnership with the Toronto District School Board's Aboriginal Education Centre and expand it into a two-day Symposium focusing on Urban Aboriginal Education. We brought together an advisory committee of Aboriginal scholars, community activists, elders, teachers, teacher educators, and students.

Like all collaborative projects, our work was a long and exciting process that began last May. Our initial theme of reconciliation and resurgence was interrogated by one of our keynotes who argued “the idea of reconciliation is abhorrent in the absence of restitution and active processes to decolonize the relationship between Canada and Indigenous peoples on both societal and political levels.” From this and many other discussions with our partners, the theme for the symposium was born: “Beyond the three R's: Troubling Restitution, Reconciliation & Resurgence.” Our keynotes presented formally during our public lecture and also facilitated three seminars the following day focusing on Community and Governance (Taiaiake Alfred); Indigenous Methodologies and Research (Susan Dion & Jean-Paul Restoule); and Pedagogy (Ellen Gabriel).

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

# Forums and Events



- A Talk by Professor Deena Swanson: The Impact of Parental Stress on Early Adolescent Identity Development: September 28, 2012
- Book Launch: Making a Difference in Urban Schools: Ideas, Politics, Pedagogy by Jane Gaskell and Ben Levin: October 24, 2012
- CEETUM forum from Montreal: Education and Diversity: Innovative Practices and research in Montreal: November 1, 2012

# Forums and Events

- Forum on Equity and Social Justice: From Chicago to Toronto: Educational Activism in Increasingly Conservative Times November 27, 2012
- Convergences in Urban Education: That'll Learn Ya: Ethnoracial Young Men's Educational Choices in Canadian Urban Schools: November 28, 2012
- Skyworks/CUS Homelessness Workshops for Teacher Candidates: Secondary January 15, 2013
- Skyworks/CUS Homelessness Workshops for Teacher Candidates: Elementary January 24, 2013
- Convergences in Urban Education: A Panel on Hip Hop Based Education: February 14, 2013
- William Waters Symposium on Urban Education focused on Urban Aboriginal Education: April 17-18, 2013
- Sexuality and Schools: October 2012 & March 2013

# Spotlight on: Forum on Equity & Social Justice in Education

This year's Forum on Education and Activism in Education (FESJ) was an amazing opportunity for the Centre to collaborate with progressive teachers and teachers' unions around the theme "From Chicago to Toronto: Educational Activism in Increasingly Conservative Times". We were very fortunate to organize the event with Educators for Peace and Justice, the Ontario Secondary School Teachers Federation and the Elementary Teachers of Toronto.

The forum brought together over a hundred teacher activists from across the GTA to discuss the different ways that teachers engage in social justice work. A panel of local activists was enhanced with a presentation by Chicago union activist Jackson Potter who shared the story of how the Chicago Teacher's Union is being transformed into a social justice and activist organization. Other local panelists spoke to activism in classrooms, schools, communities and teachers unions.

The timing of the Forum brought the Ontario labour situation to the foreground. Teachers from different areas around the GTA were able to share information and experiences in the battle against Bill 115.

It was an inspirational and exhilarating evening of learning and sharing. All participants were encouraged to build links with like-minded activists in order to move different aspects of social justice work in education forward.

**FROM CHICAGO TO TORONTO:  
EDUCATIONAL ACTIVISM IN INCREASINGLY CONSERVATIVE TIMES!**



Join us for a Panel & Discussion

**TUESDAY, NOVEMBER 27, 2012**  
**OISE Library, 5:00-8:00 p.m.**  
**252 Bloor Street West (St George Subway)**

**Educators, Students & Community Members Welcome!**  
*Refreshments will be served at 5:00 pm*

**Jackson Potter** is a Chicago teacher and founding member of the *Caucus of Rank and File Educators (CORE)* and the *Grassroots Education Movement*. Jackson was a leader in the recent *Chicago Teachers strike*. He currently serves the *Chicago Teachers Union* as its staff coordinator.

**Nigel Barriffe** is a *TDSB elementary school teacher in Rexdale*. Nigel has been serving the community of *Etobicoke-North* through civic engagement, community development and youth leadership for many years.

**Tim McCaskell** is a long-time *Toronto writer, activist and educator* who in 2005 published "*Race to Equity: Disrupting Educational Inequality*", a history of the struggle for equity in *Toronto public schools*.

**Monica Rosas** is a *secondary school teacher* who describes herself as an *artist, educator, and agitator*. Monica challenges and provokes discussion on *gender, the environment and the experiences of racialized young people* throughout *Toronto's urban schools*.

*What are the roles of educational activists within their classrooms, schools, communities and unions in responding to the challenges we all face in increasingly conservative times? Join us for an opportunity to share experiences and build networks!*

**Space is limited: Please RSVP to Nina Lewis at 416-978-0146 or [cusforum@utoronto.ca](mailto:cusforum@utoronto.ca)**

Organized by:

In partnership with:



**The Mark S. Bonham Centre for Sexual Diversity Studies**

in conjunction with

**The Centre for Urban Schooling, OISE**

Presents

# SEXUALITY AND SCHOOLS:

What are we teaching?  
What do we have to learn?

A conversation  
among teachers,  
researchers  
and activists

**Monday, October 29, 2012**

**5:30-8pm**

**OISE Library**

**252 Bloor St. West**



**RSVP: [sexual.diversity@utoronto.ca](mailto:sexual.diversity@utoronto.ca)**

**For More info: [www.uc.utoronto.ca/schooling](http://www.uc.utoronto.ca/schooling)**

# Spotlight on: Sexuality & Schools

In partnership with the University of Toronto Mark Bonham Centre for Sexual Diversity Studies, the Centre for Urban Schooling picked up from where we left off last year and organized a panel in the Fall: Sexuality & Schools. What are we teaching, what are we learning: A conversation among teachers, researchers and activists – October 29, 2012, 5:30 – 8:00 pm. Given the political climate for teachers this year, we decided to celebrate the hard work that Ontario teachers do every day. Our venue was the Canadian Gay and Lesbian Archives where we were able to showcase archival resources related to queer activism in unions and teacher activism in the queer community: Giving Credit Where Credit's Due, March 27, 2013, 5:00 pm – 7:00 pm.





# International Outreach, Advocacy & Community Collaboration




- 2 groups of administrators from Chile
- 2 groups of educators and school board trustees from Norway
- 1 group of secondary school administrators from China
- 1 group of teacher educators from Switzerland

# Spotlight on: Swiss Teacher Educators

The Centre for Urban Schooling has been working this year to support the visits of educators from other countries who are interested in learning about what the province is doing about equity and diversity in Ontario schools. This year the School Service Division has worked with several groups from Chile and Norway. We also worked with a group of 50 secondary school principals from China.

We were also very excited to host and work with a group of teacher educators from Switzerland for a week in May 2013. This was our chance to put together a coherent program highlighting what it means to teach for equity and social justice in a highly diverse setting like Toronto. We were able to provide workshops on the situation in Ontario, from the Ministry of Education's Equity and Inclusive Education Strategy to equity-grounded teacher education at OISE. We were able to help people from other places understand different models and frameworks for teaching for equity in urban settings. We were also able to visit several schools in the city where equity-based teaching is happening and where visitors were able to experience first-hand what it looks like in practice. We believe that the Centre for Urban Schooling, with its partners in the field, has much to share with countries that are just beginning to grapple with the issues of how to create schools with equitable outcomes and experiences for all students.

# Local Outreach, Advocacy & Community Collaboration



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

# Spotlight on: Collaboration with CEETUM

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

Several CUS members presented at a CEETUM session in Montréal in October on the importance of disaggregated demographic data in understanding equity questions in education. And in November, eight CEETUM members from Montréal came to OISE for two days which included centre-to-centre planning meetings, as well as a public presentation where CEETUM members presented their current research work connected to equity in education in Montréal.

Next year we look forward to further collaborations and are co-planning a conference on equity policies and implementation, both in Ontario and Québec.



## Closing Remarks

On behalf of the Centre for Urban Schooling I would like to thank you for allowing us to share with you highlights of the Centre's work during the 2012-2013 academic year. We are thrilled with the on-going development of our work in leading and collaborating with others in defining what urban education means within the Canadian context.

Next year we again look forward to further developing our work in supporting the creation of educational spaces and places which provide all students with equal access to resources, engagement and academic success. In particular, we will continue to join with others in the battle to close the opportunity/achievement gap for racialized and marginalized students. We will continue to focus our work on fighting against the impacts of racism, classism, homophobia, male chauvinism, ableism and other forms of oppression as they play out in schools and other urban environments. This work will continue to develop through our research, work in schools and District Boards, educational programs at OISE and in continuing to develop public forums and symposia on issues connected to equity and social justice in urban schooling.

### **Please contact us:**

If you have any questions on anything that you have read in this report or if you would like to find ways to work together with us at the Centre for Urban Schooling, please contact us at: [jeffrey.kugler@utoronto.ca](mailto:jeffrey.kugler@utoronto.ca)



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