
CUS

CENTRE FOR URBAN SCHOOLING

Third Annual Report of Activities 2009 – 2010 Academic Year

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UNIVERSITY OF TORONTO
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FOR STUDIES IN EDUCATION

WELCOME TO THE CENTRE FOR URBAN SCHOOLING'S THIRD ANNUAL REPORT 2009-2010

A note from the Directors:

We are very excited to offer you the Centre for Urban Schooling's Third Annual Report of Activities for the 2009-2010 academic year. This year has demonstrated the growth, vitality and developing reputation of the Centre for Urban Schooling as a multi-pronged research and development centre focused on urban educational issues. As you will see in this report, the Centre for Urban Schooling engages with educational questions on many levels.

We initiate and support research projects with a view to 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. 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. 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) Supporting District Boards in the implementation of the Ministry of Education's Equity and Inclusive Education Strategy

In terms of the education programs at OISE/UT, we have continued to support the two Masters of Education Urban Education cohorts, the first of which is set to graduate this spring. 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
- 2) Supporting the equity infusion work within all of the consecutive teacher education programs at OISE/UT

The Centre for Urban Schooling was thrilled to have recently organized the Second Annual William Waters Symposium on Urban Education, with our featured guest scholar, Professor Lisa Delpit. 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.

There are many other aspects of the Centre's accomplishments that you will see highlighted 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 work and 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 Abeer Khalil and Dayle Grant 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 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.

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. Services To Boards and Schools **8-13**

- The CRRP Seminar Series
- Model School Cluster Professional Development
- Bala Avenue Community School Cluster
- Northwest 4 Family of Schools
- Inclusive Schools Pilot Project (TDSB/OISE/CUS)
- George Webster Public School
- Lorraine Kimsa Theatre
- Conseil Scolaire de District du Centre-Sud-Ouest (CSDCSO)
- TDSB Boys Education Strategy
- Other Professional Development Activities

C. Educational Programs **14-17**

- M.Ed. Cohort in Urban Education (OISE)
- B.Ed. Cohorts – Inner City Option and SPI: Inner City Education
- CUS Internship Program – May 2010
- The Centre for Urban Schooling Miyumi Sasaki Scholarship in Inner City Teacher Education

D. William Waters Urban Education Initiatives **18-21**

- The William Waters Masters Scholarships in Urban Education
- The William Waters “Teacher-in Residence” in Urban Education
- The 2nd Annual William Waters Symposium in Urban Education

E. Forums and Events **22-25**

- CUS Forum on Equity and Social Justice in Education (FESJ)
- Convergences in Urban Education
- A Talk With Tyrone Howard
- M.Ed. Cohort in Urban Education Research Celebration

F. Outreach, Advocacy & Community Collaboration **26-27**

- Member of Inner City Advisory Committee (TDSB)
- Equity and Activism in Education
- Brief to the TDSB Achievement Gap Task Force
- United Way: Learning Journeys and Community of Practice
- Free the Children
- Royal Conservatory of Music
- YMCA Academy
- People for Education

G. Website Resources **28-29**

Conclusion **30-31**

CUS Directors, Administrative Team, Associate Members, Donors, and Sponsors 2009-2010

DIRECTORS



Jeff Kugler,
Executive Director



Kathleen Gallagher,
Academic Director

ADMINISTRATIVE TEAM 2009-2010

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

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

ASSOCIATE MEMBERS 2009-2010

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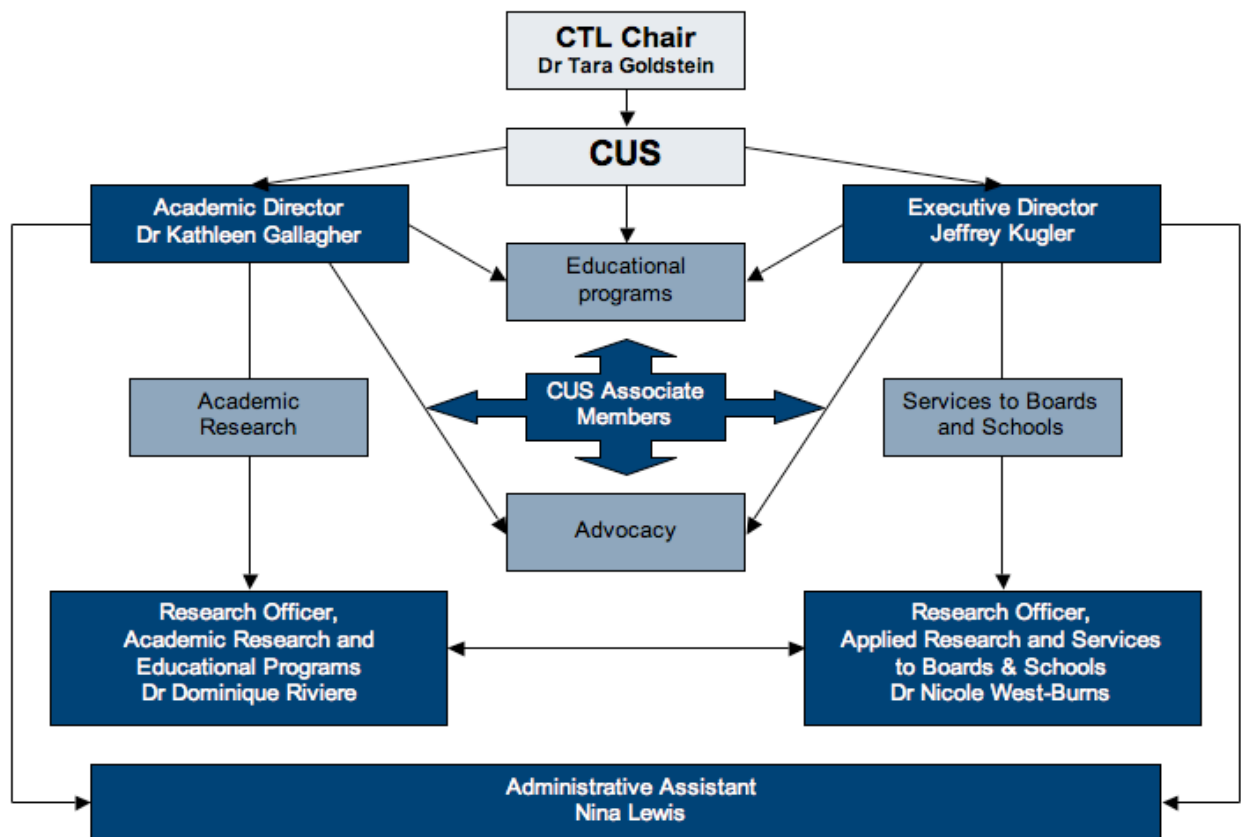
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Dr. Sarfaroz Niyozov
Dr. Roland Sintos-Coloma
Dr. Leslie Stewart-Rose

THE GENEROUS CUS DONORS AND SPONSORS OF 2009-2010:

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

- Conseil Scolaire de district du Centre-Sud-Ouest
- Dr. William and Mrs. Phyllis Waters
- Durham District School Board
- Free the Children
- 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
- The Toronto District School Board *Model Schools for Inner Cities* Initiative
- The Toronto District School Board (different schools, Families of Schools and offices)

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 2009-2010

A. CURRENT RESEARCH PROJECTS



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. Eunice Jang, Dr. Jim Cummins, Dr. Sarfaroz Niyozov, Dr. Caroline Fusco, Dr. Joseph Flessa

CUS Graduate Assistant(s): Celeste Dixon, Ivan Service, 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 is considering the impact of these changes on public schools, especially those located in urban areas. The PICSF study is directly connected to the Toronto District School Board's *Model Schools for Inner Cities* initiative, and will produce a series of case studies that document 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.

Each of the PICSF case studies are in their final year; upon completion, their findings will be analyzed to produce a *teacher manual* to help teacher candidates think through their own queries about practice and engage in their own investigations inspired by professional curiosity. In addition, a *digital database and dialogue tool* will be produced, where pre- and in-service teachers can download PICSF-related outputs (e.g. the final report) as well as upload, share, and download other digital resources related to professional practice in urban education contexts (e.g. lectures, videos, podcasts, lesson plans, curricula, etc.). This database will also have 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 PICSF 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 Ntelioglou, Barry Freeman, Anne Wessels, Ivan Service

International Collaborators: Dr. Christina Marín (New York University, New York),
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 experimentation with digital platforms, culminating in face-to-face meetings with our international collaborators. The data that were collected from the local sites in Toronto during Year One of the project are being analysed and coded using Atlas software. The data collected from Year Two are being transcribed in preparation for coding.

The on-going work at the two research sites in Toronto has produced new data from work in verbatim theatre that asked students to create research about their own school site, craft this material into monologues and perform these pieces for each other and for us. This drama pedagogy fostered engagement for the students in their own research that paralleled our ethnographic work.

To collect this digital data, a blog was developed for the students, where they could archive and share the various stages of their drama work. We have now created a second blog for the international researchers to facilitate communication digitally. We intend this blog to be not only an archive of work, but also a place of shared pedagogy where we learn about one another's research and the particulars of local sites.

This second blog was created during our week-long intensive meeting in April with our international collaborators. During this week we shared our research with one another, visited one of the Toronto teachers at work, delivered a workshop in partnership with Lorraine Kimsa Theatre for Young People about the issue of youth sexual health using both drama and theatre, and attended topical local professional theatre productions. One of our teams analysed the early data that we have received from Taiwan in response to two surveys gauging student engagement inside and outside of school. The surveys will be completed by research participants in all sites.

This year has seen the publication of two articles published in peer-reviewed journals. *'It could have been so much better': the aesthetic and social work of theatre* was published in *Research in Drama Education*, and *Which new literacies?: Dialogue and performance in youth writing* is in press and will be published in *The Journal of Adolescent and Adult Literacy*. Another shared paper on methodology has been submitted to the *Journal of Curriculum and Pedagogy* and two more shared papers on methodology are in progress.

Funding: Social Sciences and Humanities Research Council of Canada.

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

Project Timeline: 2008 → Ongoing

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

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:

- a) How do a select number of urban secondary teachers define Culturally Responsive Teaching (CRT)?
- b) How do a select number of urban secondary teachers practice CRT?
- c) How have a select number of urban secondary teachers developed CRT strategies?
- d) What barriers do urban secondary teachers face in CRT?

Through interviews 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.

On December 4, 2009 the Co-Principal Investigators convened a Culturally Responsive and Relevant Pedagogy Institute (CRRPI) on the 12th floor of OISE. The first part of the day was spent learning and discussing the concept of culturally responsive and relevant pedagogy (CRRP) in large and small groups. The second part of the day was spent sharing examples of CRRP in content-specific small groups (4-6 teachers). The specific goal of the afternoon sharing sessions was for each teacher participant to describe a lesson, unit, or major task assignment plan they devised with their students' culture/cultural background in mind. Presentations lasted approximately 10 minutes in which teachers described:

- How they learned about their students' culture/cultural backgrounds
- The goal(s) of the lesson/unit/major task and how it aligned with curriculum expectations
- The teaching strategies used (could include specific assignments, handouts, or activities)
- How the lesson/unit/major task impacted student learning and/or engagement

Since CRRPI, the research team has transcribed the sharing session, and have begun to analyze the data. In addition, they are working on a paper that describes the preliminary thematic findings of the CRTP project.

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, Manuel Larrabure, María-Cecilia Velasquez, Alexandra Arraíz
CUS Work Study Student(s): Elizabeth Guerrero, Luis Granados-Ceja,

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.

Pending funding, Phase II of the project will occur. Phase II entails *Barrio Nuevo*, taking the leadership with CUS support, engaging Latin@ youth in community based inquiry and change projects.

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

Project Timeline: 2008 – 2010
Principal Investigator(s): Dr. Eunice Jang
CUS Researcher(s): Dr. Dominique Rivière (Project Coordinator), Jeff Kugler, Dr. Nicole West-Burns
CUS Interns: Sharise Alonto (Regional Option), Abeer Khalil (ICO), Kristan Verhaeghe (ICO)

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 last year; Phase II will be completed by the end of June 2010.

The CSWs have been 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 will pay particular attention to the impact this new structure is having on the CSWs’ work. The final report from this study will be provided to the TDSB at the end of 2010.

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

Toronto has the virtue of having the largest number of public arts high schools in any major urban region in the world. In the last twenty-five years, there has been a veritable explosion of specialized arts programs. 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 seeks to document the structure of these specialized arts programs, their approaches to curriculum and pedagogy, their histories, and the experiences of their students. The first two phases of the project have been completed. Phase I involved exploratory qualitative research at six schools with specialized arts programs in the Greater Toronto Area. This work informed the development of thematic areas and a framework for the study of similar programs in the rest of Canada and the US. The second phase involved the collection of basic information from more than eighty programs across the United States and Canada. Based on the profiles generated from this research, six schools will be selected for the third phase of the project. This third and final phase will involve in depth qualitative studies of the six selected schools, and is expected to begin in 2011. A report from the Phase I of the project is available on the CUS website, and a number of articles are in preparation.

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

In 2008, the CUS Research Officers 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. It is expected that the first-year intake for this project will occur this summer.

Funding: National Crime Prevention Council

B. SERVICES TO BOARDS AND SCHOOLS



Source: <http://lawandeducation.wordpress.com/>

CUS says the achievement gap needs to close now. During the 2009 – 2010 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

CUS Graduate Assistant(s): Cara Zurzolo

The Seminar Series on Culturally Responsive and Relevant Pedagogy (CRRP) was a professional opportunity for K-8 school teachers within the Toronto District School Board to come to OISE and engage in professional learning related to this topic. Thirty-four teachers from six different schools participated in the series this year. Teachers had the opportunity to:

- meet once a month for a half-day seminar at OISE to learn more about and discuss the components and practical application of CRRP
- engage in a day and one-half training on Participatory Action Research (PAR) with staff from the Center for Participatory Action Research from the Graduate Center, City University of New York
- create a PAR project in their own classroom or school based on a need related to equity or social justice issues
- build a community of support with other TDSB colleagues who were engaged in equity focused work
- support the development of new equity-minded teachers by hosting an OISE Inner City Option teacher candidate for both practicum blocks.

The literature on teacher training in the area of social justice shows that too often, teacher candidates' experiences during practicum do not focus on doing equity-focused teaching, and the university experience then becomes quite different from the "real world" experience of teaching. This pilot project year was an attempt to support equity-minded educators in the field AND to bring the realities of equity-focused teaching to the teacher candidates who desire to work in urban communities and tackle issues of social justice while they do so. Our hope was that the common

language and content would provide a foundation for this type of new teacher learning. The funding for this project was provided by *The Paloma Foundation*, *The Ruth and Alexander Dworkin Tolerance Fund*, *TDSB Model Schools for Inner Cities*, the *Initial Teacher Education Program* at OISE/UT, and Dr. Chris Spence, TDSB Director of Education. OISE/UT also funded a Graduate Assistant who documented the work over the initial year. This pilot project has received funding to continue in 2010 – 2011.

Model School Cluster Professional Development

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

During the 2009 – 2010 academic year, CUS continued to support the work of the TDSB Model Schools for Inner Cities. The work began by collaborating with Cluster Teams to create and present the *Model Schools Summer Institute on Culturally Responsive and Relevant Pedagogy (CRRP)* in September 2009. Over the course of the year, this work continued with monthly meetings with the Cluster Leadership Teams, comprised of Model School Lead Teachers, Community Support Workers and Teaching and Learning Coaches. This model of PD within the Model School program was the first time that all integral roles were brought together to build common understandings and practices among the clusters, working toward building cohesive plans for cluster work.

Bala Avenue Community School Cluster

CUS Facilitator(s): Dr. Nicole West-Burns, Jeff Kugler
Cluster Facilitator(s): Julie-Ann Baxter, Sophia Dixon, Dorothy Gitter

The 2009 – 2010 work with the Bala Cluster involved working closely with the Cluster Facilitators to support two teachers from every school in the cluster for a monthly meeting on CRRP, specifically looking at issues related to curriculum development. The program was hosted each month 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. Participating teachers also engaged in a study group utilizing the text, *Confronting Racism, Poverty and Power: Classroom Strategies to Change the World* by Catherine Compton-Lilly. These sessions were the fulfillment of a three-year contract with the Bala Avenue Community School.

Northwest 4 Family of Schools

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

Through a series of meetings with Northwest 4 Superintendent Jeff Hainbuch, CUS began to work with this Family of Schools to deepen their understandings of CRRP. Nicole, Jeff and Karen collaboratively worked with a leadership team to present and co-create sessions to raise administrator and teacher awareness and knowledge regarding the components of CRRP; explore issues of social identity/power and privilege and how that connects to education; and reflect on school data and plans for improvement.

Inclusive Schools Pilot Project (TDSB/OISE/CUS)

<p>CUS Staff, CUS Associates & OISE Staff: Dr. Nicole West-Burns, Jeff Kugler, Dr. Leslie Stewart Rose, Darlene Avis-Pottinger, Beverly Caswell, Ann Lopez, Carmen Carrero de Salazar</p> <p>TDSB Partner Schools: Carleton Village Jr. & Sr. P.S., Grey Owl Jr. P.S., Flemington P.S.</p>
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The *Inclusive Schools Pilot Project* is a collaborative effort between OISE and the TDSB. This project attempts to explore and understand the complexities of becoming an inclusive school, while uncovering the processes through which schools are and become more inclusive in their educational approach. “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.

George Webster Public School

<p>Project Timeline: 2008 → Ongoing</p> <p>CUS Facilitator(s): Dr. Indigo Esmonde, Beverly Caswell</p>
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This year’s project built on the momentum from last year’s inquiry-based teacher study group integrating issues of equity with discussions of mathematics pedagogy. This year, George Webster teachers have been involved in equity-based PD through the Culturally Relevant and Responsive Pedagogy (CRRP) series.

Through this initiative, the teachers, along with the school principal, students and pre-service teachers undertook a participatory action research (PAR) project where they ‘mapped recess’, examining how to make the playground more inclusive, equitable, fair, fun, and safe. Indigo and Beverly are documenting this process through an Inquiry into Practice grant from the Council of Ontario Directors of Education.

The teachers embedded the PAR project into their mathematics curriculum with students exploring mathematical concepts of measurement, area and perimeter, and creating questions and surveys to explore issues in the playground, drawing on data management and graphing skills to represent their findings.

As a result of the project, teachers and students reported math being taught and learned in new ways. Students demonstrated levels of engagement in this approach, and teachers noticed that students took ownership over the questions they wished to pursue. Students used their graphs to present their findings to encourage the school principal to create improvements to the school playground and, ultimately, make it a fairer and safer place for students to play.

Lorraine Kimsa Theatre for Young People

CUS Facilitator(s): Dr. Kathleen Gallagher, Dr. Dominique Rivière CUS Graduate Assistant(s): Anne Wessels
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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 two professional development workshops for educators. The workshops were envisioned as a way of opening up civic dialogue that would give teachers some suggestions for using drama to approach difficult conversations about sexual health with their students. The overarching theme of the workshops was *Between Comfort and Discomfort: Exploring the Opportunities to Engage with Issue-based Theatre in Your Classroom*, and each was based on a play from LKTYP's 2009/2010 season: *Blind Spot*, by Meghan Gardiner, and *In This World*, by Hannah Moscovitch. Both plays dealt with issues of youth sexuality, drug and alcohol use, date rape, and the intersections of class, race, and gender identity.

Blind Spot, Green Thumb Theatre - November 11th, 2009

Synopsis: Tyler has developed a crush on Carrie. However, she has her eye on his cousin, Damien. An alcohol-fuelled party and the pressure to become sexually active result in unplanned sex... but is it rape? What responsibility do boys and girls bear for each other's well being?

This workshop was introduced by asking the audience (comprised of teachers, sexual health workers, addiction specialists, and scholars), to reflect upon the difficult situations that they would see in the scenes performed by the cast members. The CUS facilitators and Karen led discussions about the relevant themes: responsibility, blame, and fault; conventional vs. critical "sexual scripts" for teens; proscribed gender roles; and the influence of the media.

Following this discussion, the audience was then asked to form small groups, and choose either to create life-sized paper figures of Tyler, Carrie and Damien or create a short scene about sex. The figure creation groups, based on the scenes they had just watched, wrote/drew their character's thoughts about sex at the beginning of the play, then what they felt influenced their character's ideas about sex and, finally, their character's changed thoughts and feelings about sex after the "sexual encounter". The scene creation groups were given research texts, advertising and fairy tales from which to build their scenes. Each of the groups then presented to the others, thereby deepening the discussion about what - and how - young people learn about sex, sexuality, relationships, and responsibility (for self and others).

In This World, Youththeatre - April 28th, 2010

Synopsis: High-school students Bijou and Neyssa grimly await the principal's interrogation after getting into a vicious fistfight. As the former friends confront each other over a sexual assault, their pre-conceptions about race, class and, especially, sex, are laid to waste. How do girls define power in our culturally diverse, media-saturated, post-feminist society?

This workshop was introduced by sharing some of the findings of the School Community Safety Advisory Panel's 2008 report related to the level of sexual harassment and gender-based violence in Toronto's public secondary schools. Then, since cast members were not available for this workshop, the CUS facilitators read two scenes from the play, and invited members from the audience (comprised of local and international Drama educators and researchers) to read a third. Each reading was followed by discussion of themes of crucial importance: disclosure and

responsibility; stereotypes about race and class; and how young women learn about their gender roles.

Following this, the audience was asked to form small groups and develop a short role-play between the following characters:

- two boys talking about the sexual assault
- two girls talking about the sexual assault
- the boy accused of the sexual assault and a teacher
- the girl victimized by the sexual assault and a teacher

The workshop facilitators acted as “side coaches” for the groups, supporting and probing their work as needed. The groups then sat down and, individually, wrote the beat / short scene that they felt would follow the improvised role-plays they had just worked on with their peers. This gave them an opportunity to extend and develop the role-play, and to see firsthand the merits of writing following improvisation about difficult subjects with very high stakes.

Transitioning from their play writing to the work of the actual playwright, the participants’ written work became the basis for the questions that they asked of Hannah Moscovitch during a real-time conversation with her via Skype.

These two evenings marked a collaboration between CUS and the professional theatre community for youth, with the shared purpose of creating opportunities for dialogue and the exploration of drama pedagogies that could be taken back to the classroom to open up and develop conversations about youth sexual health. CUS plans to continue working with LKTYP in 2010/2011.

Conseil Scolaire de District du Centre-Sud-Ouest (CSDCSO)

CUS Facilitator(s): Jeff Kugler, Dr. Nicole West-Burns, Karen Murray CUS Associate(s): Dr. Diane Farmer, André Tremblay
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CUS worked collaboratively with this Board to create and present with Le Centre de recherches en éducation franco-ontarienne (CREFO) a workshop on understanding the broad issues of equity in education. This workshop was initiated as a part of the work that this Board is doing in the implementation of the Ministry’s Equity and Inclusive Education Strategy.

TDSB Boys Education Strategy

CUS Facilitator(s): Dr. Lance McCready CUS Student Assistant(s): Adrian Roberts
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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’ achievement. 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 our 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 proposed Boy’s Leadership Academies (K-3) in fall 2011 as programs of choice for TDSB families. Dr. McCready, assisted by teacher candidate

Adrian Roberts, serves as a “critical friend” to this project, providing research expertise and knowledge of boys’ education targeted to black and Latino students in the United States.

Other Professional Development Activities

Over the 2009-2010 academic year, CUS presented several other workshops. The topics included: Foundations of Culturally Responsive and Relevant Pedagogy; Social Identity and Power and Privilege; Africville: A Five Step Lesson Plan for Teaching for Social Justice and Equity; and The Canadian Context for Equity Work in Schools.

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

- Toronto Area Regional Office of the Ministry of Education
- Ontario Reading Association
- Ontario Royal Conservatory
- Institute for Child Study
- Durham Public District School Board
- Free the Children – Go Local

C. EDUCATIONAL PROGRAMS



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 (CTL), 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 first master's degree cohort is comprised of twenty-one students, all of whom work in local schools. The students completed their tenth course - a capstone course on communicating research results to multiple audiences – in the spring of 2010.

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

Course Offered: 2005 – present

CUS Associate(s): Darlene Avis-Pottinger, Caroline Rosenbloom (Option Coordinators), Dr. Nicole West-Burns, Jeff Kugler, Beverly Caswell

The Centre for Urban Schooling has been integral to the development of the Inner City Option (ICO) since its inception. The Centre has worked 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 them and want to learn more about how these principles 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 engaged in 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 Participatory Action Research projects at their schools which, wherever possible, involved support from teacher candidates. This pilot project has just completed its first year. There are many lessons to learn from this first attempt and it is hoped that this will inform the Centre's work next year.

In addition, this year, 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 also be used to enhance next year's Option.

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

Course Offered: 2007 – present

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

2009 – 2010 marked the third 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 Winston Churchill CI in Scarborough, a total of fifty-five 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 five 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 social workers, student panels, special education teachers, and school administrators. Teacher candidates also explored the multiple worlds of student lives, through a co-investigation with students.

New to the SPICE program this year were visits to two of our partner schools – Central Technical Institute 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 visits to

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, Sistering, and recreation programs at MacGregor Parks & Rec Centre. The theme of bridging inner-city schools and communities was further manifest in teacher candidates' internship choices including: TDSB Equitable Schools programs, TDSB Arts Programs, PACT: Youth Crime Reduction through Urban Agriculture, Street Kids International, the Triangle Program, LEAP Programs, Regent Park School of Music, The Nook Children & Youth Community Theatre project, Cooperativa La Juanita (Argentina), and OISE's Centre for Urban Schooling.

Next year, SPICE is looking forward to starting a program at Sir Sandford Fleming Academy and getting more connected with the Lawrence Heights community, which is home to the Elementary Inner City Option.

CUS Internship Program: May 2010

CUS Internship Supervisor: Jeff Kugler

CUS Interns: Sharise Alonto (Regional Option), Dayle Grant (ICO), Abeer Khalil (ICO), Kristan Verhaeghe (ICO), Beverley Wicks (ICO), Shadya Yasin (ICO)

The Centre for Urban Schooling works each year 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 2010, the Centre's six interns were engaged in a variety of projects and activities:

- The CUS Annual Report
- Curriculum development around issues of equity and social justice (gender, heterosexism, immigration, aboriginal issues and ability) connected to the Centre's Framework for Culturally Responsive and Relevant Pedagogy
- Initial research on the experience of Somali students in TDSB schools
- Support to the Centre's research project on the role and impact of the Community Support Workers in the TDSB Model Schools project
- Organization of an Inner City Option feedback session to examine and dialogue around 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 undergraduate initial teacher education 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 2009-2010 recipients of the Miyumi Sasaki Scholarship are:

- Huma Umar - Inner City Option (Elementary)
- Adrian Roberts - SPICE (Secondary)

For more information on the process for applying for this scholarship in 2010-2011 please contact Jeff Kugler at: jeff.kugler@utoronto.ca

D. WILLIAM WATERS URBAN EDUCATION INITIATIVES



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 the University of Toronto 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 three \$30,000 scholarships to promote excellence in teaching in the urban classroom. The scholarships winners for the 2010 – 2011 academic year are: *Ambika Jain*, a History teacher from Norman Bethune Collegiate Institute (TDSB); *Mary Ampomah* a Math, Language, Science and Special Education teacher from Lawrence Heights Middle School (TDSB); and *Rhiannon Maton*, a Social Science and English teacher from Emery 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. As the William Waters Teacher-in-Residence, she maintains two portfolios: one within OISE's Initial Teacher Education Program, where she has been able to not only support the teaching and learning of teacher candidates across numerous cohorts, but also engage in providing professional learning opportunities for Option co-ordinators and program component instructors that highlight issues of equity and social justice.

The second portion of her role has been within the Centre for Urban Schooling, where she has been involved in creating professional development sessions with teachers, principals, system leaders and school boards, supporting them in adopting a lens that interrogates systemic structures, curriculum and effective instructional practices. As part of this professional development team, she has also 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/closing the gap for all students.



When asked about her plans for her second year as the William Waters Teacher-in-Residence, Karen Murray states, *"As I move forward as the William Waters Teacher-in-Residence, I look ahead to working more collaboratively within the Initial Teacher Education program, as we delve deeper in our conversations about how to embed equity as the integral part of all the teaching and learning occurring within the program. I look forward to continuing to support the development of our faculty and students as we move them towards becoming active equity-minded members of the teaching profession. I also look forward to carrying on with the important work with the Centre for Urban Schooling as we continue to promote change within the education system."*



From L to R: Jeff Kugler, Karen Murray, Dr. Lisa Delpit, Dr. William Waters, Dr. Kathleen Gallagher

The Second Annual William Waters Symposium in Urban Education

Date: April 14 – 16, 2010

Distinguished Guest: Dr. Lisa Delpit, Executive Director for the Centre of Urban Education and Innovation at Florida International University

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

The featured speaker for the 2010 Waters Symposium was Professor Lisa Delpit. Dr. Delpit is a Harvard graduate, and an internationally renowned speaker and writer, who has written extensively on transforming schools and classrooms. Dr. Delpit's work has focused on the education of racialized and marginalized students, and she has used her training in ethnographic research to spark dialogues between educators on issues that have impact on students typically least-served by the educational system. Her book, *Other People's Children*, has had monumental impact on educators worldwide.

At this year's symposium, Dr. Delpit not only provided an outstanding public lecture but engaged in two full days of professional development workshops working with close to 200 urban educators; ranging from Toronto District School Board's (TDSB) Model School Cluster Team; OISE's Initial Teacher Education program co-ordinators and instructors; a selected group of TDSB's Administration and Senior Team; and a range of classroom teachers working in elementary and secondary classrooms across the Greater Toronto Area. Each session was well-attended and allowed for educators to engage in rich dialogue around issues of marginalization in schools with a scholar whose most notable work focused on this educational equity issue.

Public Lecture: Mining for Diamonds with Other People's Children

On Wednesday April 14, 2010, approximately 500 educators attended Dr. Delpit's public lecture at the Isabel Bader Theatre. The lecture took place from 5:00- 7:00 pm and during this talk, *Mining for Diamonds with Other People's Children*, Dr. Delpit provided us with the opportunity to engage in critical reflection on how we work with students who are typically underserved. She also challenged us to think about our role as educators as we aim to transform classrooms and schools. Dr. Delpit reminded us that black children in urban classrooms are not born with a disadvantage and shared with us research that looked at this phenomenon while at the same time encouraging us, as educators, to begin to think about what this means for education. Most importantly, she reminded us that to truly engage in academic success for black students we need to ensure that high academic press *and* high social support are occurring in all schools. Dr. Delpit ended her public lecture with a question and answer period with educators in the field. *A Different Booklist*, a community-based local bookstore, supported the event and book-signing by Dr. Delpit.

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

E. FORUMS AND EVENTS



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 2009-2010 school year, the FESJ focus was Urban Education, Culture and the Arts. The connection between the arts and young people was a particular focus of the series, as the arts can help to provide important insights into the possibilities for transforming the urban educational context. There were three sessions with different foci connected to this overarching theme.

Session I: November 10, 2009

Grappling with the Hardest Questions: Why Must Schools Talk Openly About Race and Achievement and What Happens When They Do

Featured Guest(s): Dr. Linda Nathan, Headmaster of the Boston Arts Academy

"Closing the achievement gap" has become a cause célèbre, invoked in newscasts, political speeches and cocktail party banter. Yet how does such a cause become reality? Current profiles compiled by *No Child Left Behind* data label and break down each student by race, culture, gender, language, and social class. Yet questions about how these distinctions actually impact learning - as opposed to test scores - are ignored.

Dr. Linda Nathan has found that openly discussing these challenging and sometimes painful issues is making a difference. Dr. Nathan discussed her new book, *The Hardest Questions Aren't on the Test: Lessons From an Innovative Urban School* (Beacon Press, October 2009), and shared heartening successes, instructive failures and what is working for her school and students.

The session was extremely informative for educators working in the Toronto context where disaggregated data is just becoming available through the Toronto District School Board. Many difficult questions were aired and shared.

Session II: December 1, 2009

The Pastor Phelps Project: A Fundamentalist Cabaret

Featured Guest(s): Alistair Newton (Writer and Director) and Cast, *Ecce Homo Theatre*

This production provided an opportunity for FESJ to move into a new format, which revolved around the performance of a play. The play, entitled “The Pastor Phelps Project: A Fundamentalist Cabaret”, was a gripping satirical account of the very real fundamentalist pastor Fred Phelps, of Topeka, Kansas. CUS co-sponsored the session with the Graduate Centre for the Study of Drama.

Playwright Alistair Newton created a musical cabaret on homophobia, based on the life of Pastor Phelps, using real accounts and interviews. It was an amazing evening of entertainment and thought-provoking discussion. Alistair Newton and the cast came onstage at the end of the performance for a Q & A session and audience debrief. The evening made clear to all present the provocative role of performance in raising important societal and school-based issues.

At the Pastor Phelps FESJ session, voluntary contributions were collected from the audience to support anti-homophobia work in the TDSB. Through this collection, CUS made a contribution of \$500.00 to Oasis Alternative Secondary School and its three programs (The Arts and Social Change Program, The Oasis Skateboard Factory and The Triangle Program), which all engage in social justice and anti-homophobia work with young people.

Session III: February 2, 2010

Acting Together: Ensemble-based classroom learning as a model for democratic living

Featured Guest(s): Professor Jonothon Neelands, University of Warwick, UK

In his talk, renowned British drama educator Jonothon Neelands reconsidered the idea of *ensemble* as a bridging metaphor between the rehearsal room, process drama, and the classroom. He suggested that through these pedagogies of choice, engagement and change, which characterize the process drama tradition, all classrooms can become the beginnings of democracy: potential sites for encouraging and modeling active and participatory forms of democratic living and learning together.

Professor Neelands is a National Teaching Fellow, Chair of Drama and Theatre education and Director of teaching and learning in the Institute at the University of Warwick. He is an experienced trainer and workshop leader with an international reputation for delivering high-quality professional training and development opportunities. While Professor Neelands came to OISE for FESJ, he was also jointly sponsored with the TDSB and York University, where we worked with students and teachers.

We were very pleased with both the content and the participation at this year’s FESJ series. We feel that the theme-based approach allowed participants an opportunity to delve deeply into a topic over time. With this in mind we look forward to next year’s FESJ, which will focus on the themes connected to urban aboriginal education issues.

Convergences in Urban Education

Convergences in Urban Education is the Centre for Urban Schooling's space for OISE graduate students to share their on-going research in urban education. The research presented by students includes both their individual projects, and work that is connected to their supervisors' projects. These "convergences" provide a way to build a community of urban education researchers, as well as to allow graduate students to have the experience of leading a presentation and answering questions about the research in which they are involved. The *Convergences* sessions also ensure that the CUS community stays in touch with the range of work being conducted in and through our Centre.

Convergences 2009 Fall Series

CUS Facilitator(s): Dr. Dominique Rivière

Session I – November 29, 2009

- Cristina Guerrero, Luis Granados Ceja, Elizabeth Guerrero, Manuel Larrabure, and María Cecilia Velásquez – *Proyecto Latin@: Exploring the Experiences of Latin@ Youth in Toronto Schools*
- Leeanne Whitely – *Youth(s), Truth(s) and Pierre Bourdieu: Taking (Another) Closer Look at At-risk Youth Intervention Programs*
- Anne Wessels – *Interplay and Overlay: Devising an Intercultural Pedagogy*

Convergences 2010 Winter Series

CUS Facilitator(s): Dr. Kathleen Gallagher

Session II – March 11, 2010

- Cristina Guerrero: *Contesting gendered stereotypes: Reconstructing Latina identity in Toronto high schools*
- Saskia Stille: *Re/constructing literate identities with multilingual children: a critical action research project*
- Beverly Caswell: *Teaching toward equity in Mathematics*

A Talk With Tyrone Howard

CUS Facilitator(s): Dr. Lance T. McCready

Dr. Tyrone Howard, Associate Professor of Urban Schooling and Director of Center X at University of California Los Angeles, was in residence at OISE March 22nd – March 25th, 2010. His visit was co-sponsored by CUS and the Centre for Leadership and Diversity housed in the Department of Theory and Policy Studies in Education. Dr. Howard had a full agenda during his stay! He visited TDSB schools and spoke with teachers there, gave a public lecture on teacher quality, discussed school-community collaborations with students in the second M.Ed. Cohort in Urban Education CTLI 799 Approaches to Urban Education, and met with School and Society instructors in the ITE program. His visit was well received and prompted much discussion on improving teacher education, especially for educators working in underserved urban communities. In a post-residence follow-up

email Dr. Howard said, “thank you for what was really a stimulating visit. I cannot say enough about how impressed I was with all of your commitment.”

Beyond “It’s Elementary””: Talking About Gender and Sexual Orientation in Elementary School

CUS Facilitator(s): Dr. Lance McCready, Dr. Joseph Flessa

On April 8th, 2010, a panel that included teachers, a professor, and parents discussed strategies for and roadblocks to doing anti-homophobia work in elementary schools. The event was sponsored by the University of Toronto Sexual Diversity Studies Schools Committee and was supported by the Centre for Urban Schooling. The ground floor of the library was full - standing room only – for this important and interesting event.

M.Ed. Cohort in Urban Education Research Celebration

CUS Facilitator(s): Dr. Lance McCready, Dr. Joseph Flessa



On Wednesday June 9th, 2010, the first M.Ed. Cohort in Urban Education hosted their first *Research Fair and Celebration*. Over 100 people were in attendance to learn about the final research projects of cohort members, distilled as beautiful 3' x 4' colour posters. Asmaa Elsamnah, a TDSB student working with graduate student cohort member Camille Ramnath, kicked off the evening with a monologue calling for youth voice in research, organizing and activism related to education, followed by welcoming remarks by Profs. Lance T. McCready and Joseph Flessa, as well as by Robin Kirk, a student in the cohort. Following their remarks, attendees spent the next ninety minutes visiting the posters of all the students, where they discussed research methods, findings, and implications for policy and practice. Overall, the evening was great success. OISE Dean Jane Gaskell, who was in attendance, enthusiastically declared, "This is exactly our vision of graduate education!"

F. OUTREACH, ADVOCACY, AND COMMUNITY COLLABORATIONS



- **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 partnership whose goal is working 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*, will be taught to Equity Studies students by CUS Associate Tara Goldstein during the 2010-2011 academic year. The Centre will ensure equity-minded service learning placements for the students within inner city classrooms. These placements are an integral part of overall initiative.

- **Brief to the TDSB Achievement Gap Task Force**

CUS representatives Nicole West-Burns, Karen Murray and Jeff Kugler, presented a brief on behalf of the Centre for Urban Schooling to the open hearings held by the Achievement Gap Task Force.

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

CUS has 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.

- **Royal Conservatory of Music**

CUS provided a session to the artists working in the RCM's new 'at risk' youth arts project.

- **YMCA Academy**

CUS has begun to explore ways of working together to support the on-going development of the YMCA Academy.

- **People for Education**

CUS continues to collaborate in educational initiatives with People for Education.

G. WEBSITE RESOURCES



2009/2010 CUS Staff and Associate Selected Publications

- Centre for Urban Schooling & George Syme C.S. (2010). "A class divided": On the road to a school united. *Our Schools, Ourselves*, 19(3), 225 – 235.
- Ciuffetelli Parker, D., & Flessa, J. (2009). Poverty and education: New research in Ontario schools. *Alberta Journal of Education, Research Note*, 55(2), 249 – 252.
- Countryman, J. & Stewart Rose, L. (2009). Instructional strategies that challenge dominant pedagogy. *The Canadian Music Educator*, 50(3) 40-42.
- Dehli, K. (2009). Media literacy and neo-liberal government: Pedagogies of freedom and constraint. *Pedagogy, Culture & Society* 17(1), 57 – 73.
- Esmonde, I., Brodie, K., Dookie, L., & Takeuchi, M. (2009). Social identities and opportunities to learn: Student perspectives on group work in an urban mathematics classroom. *Journal of Urban Mathematics Education*, 2(2), 18 – 45.
- Esmonde, I. (2009). Explanations in mathematics classrooms: A discourse analysis. *Canadian Journal of Science, Mathematics and Technology Education*, 9(2), 86 – 99.
- Esmonde, I. (2009). Ideas and identities: Supporting equity in cooperative mathematics learning. *Review of Educational Research*, 79(2), 1008 – 1043.
- Esmonde, I. (2009). Mathematics learning in groups: Analyzing equity in two cooperative activity structures. *Journal of the Learning Sciences*, 18(2), 247 – 284.
- Flessa, J. (2009). Urban school principals, deficit frameworks, and implications for leadership. *Journal of School Leadership*, 19(3), 334 – 373.
- Flessa, J. (2009). Educational micropolitics and distributed leadership. *Peabody Journal of Education*, 84, 331 – 349.
- Flessa, J., Gallagher-Mackay, K., & Ciuffetelli-Parker, D. (2010). "Good, steady progress": Success stories from Ontario elementary schools in challenging circumstances. *Canadian Journal of Educational Administration and Policy*, Issue 101

- Flessa, J., Ciuffetelli-Parker, D., Gallagher-Mackay, K., & Becker, H. (2009). Learning from schools in challenging circumstances: Emerging findings from new research in Ontario. *Changing Perspectives*, Annual publication of ASCD Ontario.
- Gallagher, K. & Yaman Ntelioglou, B. (in press). Which new literacies?: Dialogue and performance in youth writing. *Journal of Adolescent Literacy*.
- Gallagher, K., Freeman, B. & Wessels, A. (2010). 'It could have been so much better': The aesthetic and social work of theatre. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 15(1), 5 – 27.
- Gallagher, K. (2009). Traversing Territories: A Review Essay. *Curriculum Inquiry*. Volume 39(1): 97-110
- **Gallagher, K.** & Service, I. (2009). *An impact and sustainability assessment of the ETFO Poverty and Education Project: Follow-up case studies 2008-2009*. (116 pages)
- Gould, E., Countryman, J., Morton, C., & Stewart Rose, L. (Eds.) (2009). *Exploring social justice: How music education might matter*. Waterloo, ON: Canadian Music Educators' Association/L'Association canadienne des musiciens éducateurs.
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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

The 2009 – 2010 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 made available to the public in the next few months.

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 in beginning to systematically address the issues of marginalization and racialization in education.

Urban School Performances

The “Urban School Performances” project is continuing to develop innovative digital communication among researchers, teachers and youth in Canada, the U.S.A, Taiwan, and India. This work is re-imagining what student engagement looks like in diverse urban centres. It was an amazing experience for the researchers involved in the project to all engage together in Toronto for the first face-to-face meeting. Sharing in this way, from various regions across the globe provided amazing opportunities to learn from each other.

Culturally Responsive Teaching Practices for Engaging Urban Secondary Students

This project continues to provide teachers to share and learn from each other, with respect to successfully engaging students with diverse cultural heritages and experiences.

During the 2009 – 2010 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) has been 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). This work around CRRP has also begun to take root in the TDSB NW4 Family of Schools. Of particular importance this year was the Centre’s ability to support District Boards in their implementation of the Ministry’s Equity and Inclusive Education Strategy. We are very happy that, in collaboration with Le Centre de recherches en éducation franco-ontarienne, we were able to support and work with the leadership of the Conseil Scolaire de District du Centre-Sud-Ouest.

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 and attempting to support school-based Participatory Action Research projects. The Centre has helped 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). We are particularly pleased that a second M.Ed. Urban education cohort began in September 2009. Moreover, the CUS Forum on Equity and Social Justice in Education had a very successful second year with a focus on urban education and the arts. 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 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, the first Teacher-in-Residence in Urban Education has made an amazing contribution to work in urban education at OISE and in the field. Of special note this year was the second annual William Waters Symposium on Urban Education with our guest scholar, Professor Lisa Delpit. The impact of the public lecture and the many professional development sessions connected to the symposium are still reverberating with its participants.

We look forward to continued growth in urban education research and development in schools, and to forging new partnerships with a wide spectrum of education stakeholders in 2010 – 2011.

