
CUS

CENTRE FOR URBAN SCHOOLING



Second Annual Report of Activities 2008 – 2009 Academic Year

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UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

WELCOME TO THE CENTRE FOR URBAN SCHOOLING

SECOND ANNUAL REPORT 2008-2009

A note from the Directors:

It is with great pleasure that we present to you the second annual report of the Centre for Urban Schooling (CUS). This report reflects the various projects of OISE faculty, staff and students, as well as teachers, administrators, parents and community activists who, through CUS, work together to make a difference for inner city youth, schools and communities.

Each section of the report summarizes the different areas of work carried out by the Centre for Urban Schooling: urban education research, urban-focused educational programming, professional support to schools, and advocacy for urban/inner city educational issues. We are very proud of the initiatives of the Centre for Urban Schooling, which connect emerging theoretical understandings of urban education in Canada to the day-to-day work of practitioners in schools and communities working for change.

Over the last year, the Centre for Urban Schooling developed an outline of its intellectual platform. This platform provides a sense of focus and commitment and ensures that all aspects of our work are coherent. For the coming years, our platform stands on two pillars: *Social Cohesion* and *Student Engagement K-12*. For our research and development program at the elementary level, this means our work focuses on culturally responsive and relevant pedagogy (and all of its components), and issues related to poverty and education. For our research and development program at the secondary level, this means our work focuses on student and community engagement and inclusion; and academic, social and artistic performances.

We hope that this report not only shares our work with others, but also acts as a catalyst for further movements towards equity in education for young people living in the urban communities of our city, province and country. While a great deal has been accomplished, we know how much more work there is to do. So, please do not hesitate to contact us to discuss the work highlighted in this report. We are committed to finding new and exciting ways to collaborate, and welcome your ideas.

Sincerely,

Kathleen Gallagher, Academic Director, Centre for Urban Schooling
Jeff Kugler, Executive Director, Centre for Urban Schooling

The Centre for Urban Schooling would like to sincerely thank teacher candidate interns Michael Howey and Carly McLean 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.

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CUS Directors, Administrative Team, Associate Members, Donors and Sponsors 2008-2009

DIRECTORS



Jeff Kugler
Executive Director
Centre for Urban Schooling, OISE



Kathleen Gallagher
Academic Director
Centre for Urban Schooling, OISE

ADMINISTRATIVE TEAM 2008-2009

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

Dr. Dominique Rivière, Research Officer
Dr. Nicole West-Burns, Research Officer
Nina Lewis, Administrative Assistant

ASSOCIATE MEMBERS 2008-2009

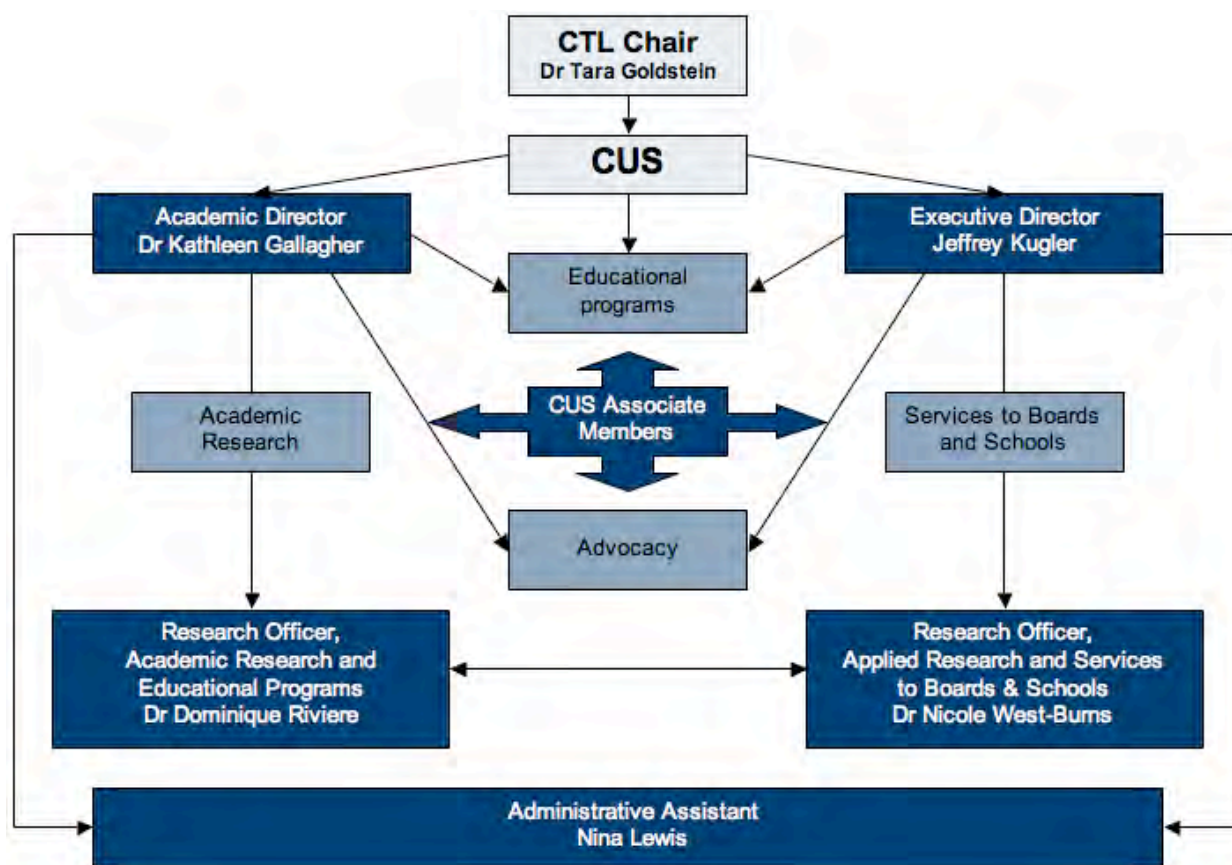
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Beverly Caswell
Dr. Kari Dehli
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Dr. Caroline Fusco
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Dr. Roger Simon

Dr. Kathy Broad
Dr. Jim Cummins
Dr. Diane Farmer
Dr. Joseph Flessa
Dr. Rubén A. Gaztambide-Fernández
Dr. Eunice Jang
Dr. Douglas McDougall
Dr. Sarfaro Niyozov
Dr. Leslie Stewart-Rose

CUS' GENEROUS DONORS AND SPONSORS IN 2008-2009:

- Dr. William and Mrs. Phyllis Waters
- The Ruth and Alexander Dworkin Tolerance Fund (Jewish Community Foundation of Montreal)
- The Academic Initiatives Fund (University of Toronto)
- The Toronto District School Board *Model School for Inner Cities Initiative*

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 2008-2009

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 Researchers: Dr. Dominique Rivière (Project Coordinator), Dr. Eunice Jang, Dr. Jim Cummins, Dr. Sarfaroz Niyozov, Dr. Caroline Fusco, Dr. Joseph Flessa

CUS Graduate Student(s): Celeste Dixon

Global events and immigration patterns in the last decade have dramatically changed the cultural and political landscape 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.

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 Student(s): Burcu Ntelioglou, Barry Freeman, Anne Wessels, Sarah Switzer, Casey Scott-Songin

International Collaborators: Dr. Christina Marin (New York University, New York),
Dr. Urvashi Sahni (The Study Hall Educational Foundation, India)
Dr. Su Chien-ling (Ming-chuan University, Taiwan)

USP is an international research project examining how the relationships among culture, identity, multiculturalism and immigration policies play out differently in the lives of youth in schools and communities traditionally labelled “disadvantaged” in the cities of Kaoushing (Taiwan), Lucknow (India), New York City (USA), and Toronto (Canada). In these diverse contexts, USP engages youth, teachers and researchers in a creative inquiry using digital-drama research tools in order to examine the experiences and explore the performances of engagement/disengagement of youth. We are asking how schools and young people “perform”, socially, academically, and artistically. To this end, the research studies both the *cultural and everyday performances* (of student/school life) and the *artistic performances* created by youth in the particular context of theatre work.

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. McCready

CUS Researcher(s): Dr. Dominique Rivière (Project Coordinator), David Montemurro (Project Coordinator), Dr. Claire Kosnik, Dr. Nicole West-Burns, Dr. Leslie Stewart Rose, Darlene Avis-Pottinger, Beverly Caswell

CUS Graduate Student(s): Krista Craven

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 and evaluation strategies that foster meaningful student involvement throughout the learning environment.

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 Student(s): Cristina Guerrero
CUS Intern: Tanya Jordan (SPICE)
TDSB Collaborative Research Team: Monica Rosas, Karen Galeano, Vladimir Vallecilla

The focus of *Proyecto Latin@* is to better understand the experiences of Latino/a students within the TDSB. What are the factors that influence whether students stay in school or leave? 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?

According to Toronto District School Board (TDSB) research released in April 2008, students of Latin American heritage from Spanish-speaking homes have consistently low achievement levels across various school subjects and standardized literacy tests. Especially troublesome is the TDSB's finding that roughly 40 percent of Latino/a students do not complete secondary school. This alarming information raised the concern of Toronto's Latino/a community. Thus, at the behest of the community, CUS researchers and the TDSB Office for Student and Community Equity have collaborated to explore the issues that surround Latino student engagement and educational experiences. The project seeks to put forth a critical understanding of some of the issues affecting the schooling experiences of Latin@ youth. While there is abundant scholarly work on this topic for the United States context, it remains largely unaddressed in Canada. The project aims to develop a research agenda by identifying critical issues and developing a robust theoretical framework that might support the development of strategies for curbing school-leaving patterns among Latin@ youth. Eventually, CUS hopes continue collaborating with the TDSB by using *Proyecto Latin@*'s research design to explore the issues surrounding the school-leaving rates of other "at-risk" groups identified by the TDSB (e.g. students from the English-speaking Caribbean, Somali students, Portuguese students, and Aboriginal students).

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, Jeff Kugler, Dr. Nicole West-Burns

CUS Interns: Michael Howey (SP7: Students at Risk), Tanya Jordan (SPICE), Carly McLean (SPICE)

Within the framework of the TDSB's Office of Parent and Community Involvement Policy and the Model Schools for Inner Cities initiative, there is a renewed interest in the role that parental and community involvement can play in schools to support student success, particularly in underserved communities. 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 are met. The goal of the CSW position is to "develop, engage and participate in system-wide parent and community engagement/partnership initiatives that close the achievement gap and enhance student success."

There are two main purposes of the *Role of Community Outreach* study: first, it is intended to understand how community support work operates in the context of specific underserved communities to address the needs of students, and what is the value added that community outreach brings to Model Schools. Secondly, this research will present a complete analysis of what strategies have worked best for each of the schools, the results achieved, and some of the lessons learned. The final report from this study will provide the TDSB Equity Committee Department, along with some indicators and tools that will ensure the Department's own capability to gather relevant data and benchmark their achievements.

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

Using Applied Theatre to Change School Culture: An Impact Evaluation of the Elementary Teachers' Federation of Ontario's 2007-2008 Poverty and Education Project

Project Timeline: 2007 – 2008

Principal Investigator(s): Dr. Kathleen Gallagher

CUS Graduate Student(s): Burcu Nteliougrou, Ken Huynh, Esther Leung, Ivan Service

CUS Researcher(s): Luisa Sotomayor

The Elementary Teachers' Federation of Ontario (ETFO) approached Dr. Kathleen Gallagher to assess the impact of ETFO's provincial Poverty and Education Project, particularly its *Whole School Support* initiative. This strategy used applied theatre,

professional development workshops, and school grants to: 1) allow teachers to explore their assumptions about poverty and its impact on students and deepen their understanding of the complexities of poverty; and 2) explore how teachers can work together in a school and with their community to mitigate the effects of poverty on student achievement and encourage discussion regarding assumptions of the role of family/home life. This research was conducted in eight districts across Ontario. The final report to ETFO was completed in December 2008. Applied Theatre proved to be a highly effective way to initiate difficult dialogue about poverty among staff and students in the schools.

Funding: Elementary Teachers' Federation of Ontario

Poverty and Education: Three Follow-up Case Studies

Project Timeline: 2008 – 2009
Principal Investigator(s): Dr. Kathleen Gallagher
CUS Graduate Student(s): Ivan Service

Following the impact evaluation of ETFO's Poverty and Education Project (2007 – 2008), three case studies from 2008 – 2009 are examining the important question of sustainability, beyond the first year of the initiative. In particular, they are examining what participating schools learned, what the limiting factors were, and how school communities are impacted by poverty differently, based on their own contextual features.

Funding: Elementary Teachers' Federation of Ontario

The Urban Arts High Schools Project

Project Timeline: 2007 → Ongoing
Principal Investigator(s): Dr. Rubén Gaztambide-Fernández
CUS Graduate Student(s): Leah Burns, Kate Cairns, Yuko Kawashima, Jorge Arcila, Sarah Switzer, Lydia Menna, Elena VanderDussen, Zahra Murad, Salima Bhimani
U of T Undergraduate Student(s): Harry Au, Jackie Howell

Toronto has the virtue of having the largest number of public arts high schools of 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. This project will generate themes and questions that will inform future research on public arts high schools and illuminate what actually happens in these settings. In addition, this research will inform policy discussions by documenting different approaches to arts-focused programs and how these are implemented in different schools. This documentation will act as a rich foundation for considering how to develop arts programs with different goals in other urban schools.

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

B. SERVICES TO BOARDS AND SCHOOLS



During the 2008 – 2009 school year, the Centre for Urban Schooling continued to offer its services to the Toronto District School Board, as well as to schools, directly. Through consultancy, professional development workshops to school staff, and collaborative work with principals, CUS has had the opportunity to have an impact on the work of educators in meaningful ways. In particular, CUS continued its *Building Capacity for Urban School Success* program in two schools, and expanded to others. These services are briefly described below.

Inclusive Schools Pilot Project (TDSB/OISE/CUS)

CUS Staff, CUS Associates & OISE Staff: Dr. Nicole West-Burns, Jeff Kugler, Dr. Leslie Stewart Rose, Darlene Avis-Pottinger, Beverly Caswell, Ann Lopez

Partner Schools: Carleton Village Jr. & Sr. P.S., Grey Owl Jr. P.S., and Flemington P.S.

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

“an 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.”

The project is a three-year implementation in three schools, which are at very different starting places in terms of this work. Each school works closely with a liaison from OISE who, through a variety of ways (e.g. in-classroom work, workshops, facilitation of project implementation, etc.), assists individual teachers and schools, as a whole, to become more inclusive. At the culmination of the project, the intended goal is to create a

resource, which then may be used to assist other schools engaged in similar change processes.

Model School Lead Teacher Professional Development

During the 2008 – 2009 academic year, CUS was contracted by the Toronto District School Board to provide professional development on a monthly basis for the seven *Model School Lead Teachers*. This PD included both an opportunity for the teachers to study issues connected to teacher leadership and social justice as well as to provide a safe space for the teachers to share both successes and challenges in the work.

CUS-Model Schools Leadership Professional Development

Following a monthly professional development series with the Model School principals in 2007-2008, in 2008 – 2009, this contracted work was further developed to include professional development sessions for the Model School Cluster School principals on *Culturally Responsive Leadership: Knowing Ourselves, Our Schools and Communities*. CUS provided this PD to the leadership of the seventy-five schools facing the most challenging circumstances, as identified by the TDSB's Learning Opportunities Index. Due to the success of these first sessions, many clusters hired CUS to provide a second session to continue this important work with their staff.

Building Capacity for Urban Schools' Success (BCUSS)

<p>Participating schools: Bala Avenue Community School, George Syme Community School, George Webster PS, Winston Churchill Collegiate Institute, Kingsview Village, Willow Park PS</p>

The Centre for Urban Schooling's *Building Capacity for Urban Schools' Success* (BCUSS) is a school support and professional development program aimed at providing assistance to urban schools in key areas. Through a process of collaborative inquiry and strategic planning over the course of the academic year, staff from the Centre for Urban Schooling support schools in meeting high educational standards, and fostering equity and social justice. What is unique about BCUSS is the cooperative nature of the program. School and CUS staff work together to develop the program according to the context of each school. Thus, the program's development in each school is the result of a collaborative inquiry in which teachers' knowledge about their students, classroom instructional techniques, engagement and school culture are a fundamental component.

The following schools were involved in the BCUSS program this year:

Bala Avenue Community School

CUS Facilitators: Dr. Nicole West-Burns and Jeff Kugler

The 2008 – 2009 BCUSS program at Bala Avenue Community School was the second of a three-year contract. Nicole West-Burns and Jeff Kugler facilitated a series of half-day professional development sessions that focused on the components of the *CUS Framework for Culturally Responsive and Relevant Pedagogy (CRRP)*.

Nicole and Jeff also participated in Bala’s Professional Learning Community planning sessions every month. The focus of their participation was to support the school staff in developing a culturally responsive and relevant perspective as they attempted to address the Ministry of Education’s *Ontario Focused Intervention Partnership (OFIP)* expectations for the school.

A focus group with parents was also held, in order to better understand the perspective of parents in relation to the school. The parent focus group results were shared with staff during a professional development session on parent engagement. The school will utilize these and other data to build their capacity for engaging parents in a sustained and meaningful way.

Finally, the BCUSS work at Bala also supported the development of a Critical Literacy Study Group. The Critical Literacy Study Group resulted from a session with the entire staff on the selection of literature that supports the CRRP framework. The focus of this group was to determine which literature was the best choice for getting students to think about important social issues and, in general, to “think big”. The Critical Literacy Study Group has led to teacher activism, whereby they have secured a student-selected, home-delivered magazine subscription for every child in the school, at no cost to families. It is hoped that motivating students with “non-traditional” reading material will ensure that they continue to read over the summer.

George Syme Community School

CUS Facilitators: Dr. Nicole West-Burns and Jeff Kugler

The 2008 – 2009 BCUSS program at George Syme developed from monthly meetings with the school principal in 2007. Nicole and Jeff collaborated with the principal, the Grades 4 and 5 teaching team, the teacher-librarian and several support teachers to learn about and further explore CRRP. The goal of their work for the year became to help students to understand the role that youth can play in addressing critical issues in society. This work included:

- developing lessons on *Children Around the World as Change Agents*;
- selecting texts that support understandings of social change;

- engaging students in “A Class Divided”, a profound sensitivity role-play unit;
- supporting students in writing letters to Toronto’s Mayor and Chief of Police, in response to community violence;
- beginning a collaboration with the *Right to Play* organization for the fall of 2009

George Webster Public School

<p>Project Timeline: 2008 → Ongoing CUS Facilitator(s): Dr. Indigo Esmonde and Beverly Caswell</p>
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This BCUSS project centres on an inquiry-based teacher “study group” that integrates issues of equity with discussions of mathematics pedagogy. Indigo and Bev met monthly with the teachers at George Webster, and supported them as they created inquiry projects in their own classrooms, developing resources that could be shared with others in the study group and in their schools.

The students' work, which was developed through the project, was showcased at the school's Open House in May 2009 for parents and families in the school community. The goal of the Open House was to broaden TDSB and community awareness of culturally-responsive mathematics teaching at the elementary level.

This BCUSS project will continue next year, where two concurrent study groups will occur – one at the elementary level, and one at the secondary level. Research on these initiatives will be funded by the Social Sciences and Humanities Research Council of Canada.

To view and download teacher candidate’s Math Equity Lesson Plans, please visit our website and click on “Teacher Resources”: <http://cus.oise.utoronto.ca>

Winston Churchill Collegiate Institute

<p>CUS Facilitators: Dr. Lance T. McCready and David Montemuro</p>

With a focus on student engagement through culturally responsive and relevant pedagogy, CUS has worked to develop links between the work of the secondary inner city education cohort (SPICE) of the Initial Teacher Education (ITE) program and professional development with in-service teachers and administrators. At Winston Churchill Collegiate Institute, one of the sites for SPICE, Dr. Lance T. McCready, who teaches the School & Society course, and David Montemuro, who coordinates SPICE and instructs the Teacher Education Seminar, seek to improve teacher candidates' capacity for student engagement by programming multiple opportunities

for teacher candidates (TCs) to speak with students about their lives in and out of school. In addition, David arranged for a high concentration of SPICE practicum placements at Winston Churchill so that TCs could connect their knowledge of students' lives to their teaching strategies. Lance and David helped build the capacity of Winston Churchill teachers to support SPICE teacher candidates by offering lunchtime professional development sessions on *Culturally Responsive and Relevant Teaching*, *Supporting Associate Teachers & Teacher Candidates in Practicum*, and *Building a Collaborative University-School Partnership*. During the 2008 – 2009 academic year, over thirty in-service teachers and administrators attended these workshops.

Kingsview Village Junior School

CUS Facilitators: Dr. Lance T. McCreedy and Dr. Dominique Rivière

Continuing from the 2007 – 2008 meetings with the Equity Committee at Kingsview, this year Lance and Dominique facilitated two professional development workshops regarding cultural conflicts at the school. The first workshop focused on culturally responsive teaching, with respect to curriculum and pedagogy, teacher-student relationships, and school-community relationships. The second workshop was informed by the first one, and focused on action research and a “needs assessment” about equity in the school. Teachers determined the specific nature of the research problems they wanted to address, used their previous knowledge and experience to begin developing a concrete action research plan, and developed two Action Research Teams that have the responsibility to implement the plans.

Subsequent to these two workshops, Dominique facilitated two follow-up meetings with the Action Research Teams, in order to further assist them with the development of their action research plans: one which focuses on building the capacity of parents whose children are part of the “bottom 15%” of students who are struggling academically, and one which focuses on using older students as “ambassadors” to help younger, newcomer students navigate school life in Canada.

A pilot phase of each action research project was implemented in Winter 2009, and there are plans to continue them in Fall 2009. Upon completion of both projects, Dominique and Lance will help the teachers to develop a report of project's findings and implications, to be included in their Model School Year End Review.

Willow Park Junior Public School

CUS Facilitators: Dr. Nicole West-Burns and Jeff Kugler

The Centre for Urban Schooling has worked with staff from the Willow Park Model School Cluster, providing a professional development series on how to make CRRP a part of the everyday classroom practices of teachers.

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
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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.

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

Course Offered: 2005 – present

CUS Associate(s): Beverly Caswell and Darlene Avis-Pottinger (Option Coordinators)

At the beginning of the 2005 academic year, the Centre for Urban Schooling facilitated a collaborative process with approximately fifteen OISE faculty and staff, in which the principles for an inner city teacher education program were developed. The *Inner City Option* (ICO) is now in its third year, with sixty-five teacher candidates from diverse backgrounds working to address the specific needs and challenges of inner city students, schools and families. This program is committed to exploring issues of equity and social justice, and to integrating research-based theory and practice in order to prepare teachers not only for teaching students in low-income, urban schools, but also for becoming advocates of change for students traditionally underserved by the system. A strong focus is on the importance of setting high expectations for all learners and recognizing some of the internal and external biases that can interfere with this process.

CUS plays an instrumental role in supporting many of these teacher candidates to find placements within TDSB Model Schools. The ICO offers an innovative program that is strongly linked to communities and schools in the Toronto District School Board and the Toronto Catholic District School Board. This option focuses on social justice through an anti-oppression agenda, which addresses the systemic power imbalances both in the educational system and society as a whole. The ICO works to prepare teacher candidates who are ready to engage with the current reality of inner city schools and to arrive at an understanding of the many ways in which teachers can help to change this reality.

A unique feature of the ICO program is the community placement opportunity. Here, the teacher candidates develop an understanding of the importance of teachers' and schools' roles in building relationships with parents and caregivers of children in inner city schools, and fostering community partnerships to strengthen the supports for families that are living in poverty and attending public schools. ICO partnership placements include: Pathways to Education, Bloorview Kids Rehab, the Hospital for Sick Children, Alexandra Park Homework Club, Art Heart in Regent Park, Muslim Association of Canada, Frontier College, the Canadian National Institute for the Blind, Evergreen Yonge Street Youth Mission, involvement in the planning and coordination of a youth empowerment conference (*Sister 2 Sister*), the Geneva Centre for Autism, East Scarborough Storefront, Habitat for Humanity, Canadian Centre for Victims of Torture, Imagine Native Film Festival, and the National Society of Black Engineers.

A number of ICO teacher candidates won an OISE Commendation Award this year for their work in organizing the First Annual Empty Bowls event at OISE, which integrated elements of the arts in connection with community agencies, students in the TDSB, teacher candidates, and the broader OISE community to raise funds for Sistering, an organization that supports women and children in need. The event brought together the OISE community for a communal luncheon, which featured crock-pots full of donated

homemade soup and bread, and an open mic session for entertainment. Through the sale of over 1000 handmade clay bowls (made by teacher candidates in the OISE art class, and with TDSB students in their practicum placements), this group raised over \$1000 to support the meal program at Sistering. This is an example of the intersection between school, community, and social justice activism.

B.Ed. Cohort – SP1: Inner City Education (Secondary)

Course Offered: 2007 – present

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

2008 – 2009 marked the second year of the *Secondary Program 1: 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. Initially located at Bloor Collegiate Institute in Toronto’s west end, the program expanded this year to a second site at Winston Churchill CI in Scarborough, situated in Dorset Park, one of the City of Toronto designated “priority neighbourhoods”. A total of fifty-five teacher candidates were enrolled in the program.

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.

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 and sports teams. Other praxis projects involved community-based organizations, including: Pathways to Education, Working Women's Community Centre, Christie-Ossington Neighbourhood House, and City Parks at MacGregor Park. The theme of bridging inner-city schools and communities was further manifest in teacher candidates’ internship choices including: West Scarborough Neighbourhood Community Centre, The Nook Children & Youth Community Theatre project, Mixed Company Theatre, the TDSB Equitable Schools programs, Social Justice High School in Chicago, and OISE’s Centre for Urban Schooling.

Additional Qualification (AQ) Courses 2008-2009

In 2008 – 2009, CUS' AQ pilot program, has grown to include:

- *Willow Park Model School Cluster*: Inclusive Practices, Special Ed Part 2 and Specialist (Diana Kordic, Alison Rutherford)
- *Nelson Mandela Park Model School Cluster*: Inclusive practices, Special Ed Part 1 and 2 (Jeff Kugler, Elizabeth Schaeffer, and Wilma Verhagen)
- *Kingsview Village Model School Cluster*: Inclusive Practices, Special Ed Part 1 and 2 (Dr. Nicole West-Burns, Joy Reiter, and Cristina Flank)

CUS Internship Program: May 2009

CUS Internship Supervisor: Jeff Kugler

CUS Interns: Michael Howey (SP7: Students at Risk), Tanya Jordan (SPICE), and Carly McLean (SPICE).

2009 marked the second year of the CUS Internship Program. Three teacher candidates from the SPICE cohort and Students at Risk cohort worked for five weeks on the following projects:

- The coordination and formatting of the CUS Second Annual Report 2008-2009
- Updating of the CUS website and CUS wiki
- Summarizing and adding a new teacher resources section to the CUS website
- Assisting staff with interviews, focus groups, and the data management of some of the current research projects at CUS (e.g. CRTP, CSW, Proyecto Latin@)

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

This honour is awarded to one or more 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 is given to applicants whose life has been influenced by an inner city community.

Miyumi Sasaki was an ardent advocate for social justice and equity, both 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 in charge of

a highly acclaimed urban teacher education program located in Regent Park. She is deeply missed. In memory of her devotion to education, two scholarships have been created in her name: one at York University, and one at the Centre for Urban Schooling, OISE/UT.

The first Miyumi Sasaki Scholarship in Inner City Education will be given during the 2009-2010 academic year to an OISE pre-service student in one of OISE's inner city programs.

D. WILLIAM WATERS URBAN EDUCATION INITIATIVES



L to R: Dr. Kathleen Gallagher, Dr. Michelle Fine, Dr. William Waters, OISE Dean Jane Gaskell, Jeff Kugler, and CTL Chair Tara Goldstein

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

Two \$30,000 scholarships are offered yearly to promote excellence in teaching in the urban classroom. The successful candidates are experienced teachers entering a full-time Masters program, and who have an interest in questions of social justice and school success for students from economically marginalized neighborhoods. In addition to the requirements set out by the graduate program, the successful scholarship recipients are invited to join the Centre for Urban Schooling and participate in the wide variety of activities related to research, professional development, advocacy, and teacher education promoted by the Centre over the course of the year.

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

The goal of the William Waters' 'Teacher-in-residence' in Urban Education is to deepen excellence in teaching and learning in classrooms and schools in urban contexts and to support important links between public schools and initial teacher education at the University of Toronto.

The appointed teacher holds a position in the Initial Teacher Education (ITE) program and is also located in the Centre for Urban Schooling (CUS) for a two-year period, participating in activities related to professional development, initial teacher education, and field initiatives over the course of the appointment.

The William Waters Annual Symposium on Urban Education

Date: March 25th – 27th, 2009

Distinguished Guest: Dr. Michelle Fine, City University of New York

The symposium involves a visit from a distinguished academic of international stature, who galvanizes energy around identified themes linked to student engagement through:

- a large public lecture with invited education stakeholders from the provincial, district, local school and university communities
- professional development sessions aimed at pre-service, in-service and university teachers to challenge and inform current local practices
- a networking meeting and reception to create new opportunities and solidify existing collaborations
- informal meetings with students and teachers both at OISE and in local schools.

The featured guest at the first William Waters Symposium on Urban Education was Dr. Michelle Fine. Professor Fine is a distinguished professor of Psychology at the Graduate Center-City University of New York in Social Personality psychology, Urban Education and Women's Studies.

The symposium also featured a workshop with twenty-five OISE teacher-educators, which provoked participants to think about what needs to change about who/how we prepare for work in marginalized schools. In addition to this, Professor Fine also provided a full day session for over thirty elementary and secondary teachers, where educators engaged with her in a Participatory Action Research (PAR) process. Michelle Fine's visit has sparked dialogue between the Centre for Urban schooling and TDSB educators who attended the event, successfully engaging participants to think critically about Participatory Action Research (PAR) and marginalized schools. This group is now

known as *Toronto Teacher Wisdom*, and they continue to work and plan together for future professional development and teacher activism projects.

Please visit our website to watch the video of Dr. Fine's lecture, as well as to download a pamphlet highlighting the impact of her work over the two days of the symposium.

E. FORUMS AND EVENTS



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

For the 2008 – 2009 school year, the CUS Study Group transformed into the *CUS Forum on Equity and Social Justice in Education*. This change was made possible through a donation from the Ruth and Alexander Dworkin Tolerance Fund of the Jewish Community Foundation of Montreal. There was a specific focus for each term, and guest speakers were brought in to facilitate discussions about thematic issues. As part of its mandate, CUS is working to develop a public Canadian 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 inner city schools.

FESJ 2008 Fall Series: Progressive Urban School Leadership

Toronto's schools and neighbourhoods have undergone dramatic changes in the last years. Our notions about what is implied by the term "urban" and where, geographically, it is located have been altered by the very transformations taking place in our city. In response to these changes, developing progressive urban school leaders is critical. We were pleased to bring together a variety of perspectives on this topic crucial to creating just and equitable schools.

Fall Series – Session I

CUS Facilitator: Dr. Joseph Flessa (Assistant Professor, Theory and Policy Studies in Education)

Featured Guest(s): Dr. Sheryl Freeman (Principal, Winston Churchill C.I.), Harpreet Ghuman (Model School Lead Teacher, Firgrove P.S.), Patrick Knight (Vice Principal, Year Round Alternative School), Elizabeth Schaeffer (Model School Lead Teacher, Nelson Mandela Park P.S.), Camille Taylor-Williams (Principal, Lescon P.S.)

The panel of principals and lead teachers from around the city addressed the following topics:

- Maintaining focus on equity and social justice in challenging circumstances;

- Fostering positive and productive relations with parents and community;
- Reflecting on personal biases in their development as urban school leaders

Fall Series - Session II

<p>CUS Facilitator: Dr. Kari Dehli (Professor and Chair of Sociology and Equity Studies in Education)</p> <p>Featured Guest(s): Rito Martinez (Principal, Social Justice High School, Chicago, IL)</p>
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Professor Kari Dehli introduced our featured speaker for the evening and provided us with an academic context for linking school leadership and communities.

Rito Martinez grew up in Little Village, Chicago. After college he began his life-long journey to improve educational opportunities for youth. While teaching, Mr. Martinez began a gang-intervention program, worked with community groups and started a Latino studies program. For the past five years, he has been working with the Little Village and Lawndale communities to create Social Justice High School. Rito Martinez's insights provided a great culmination of our series on leadership.

A Word about Bill Ayers...

The Centre for Urban Schooling invited Dr. William Ayers to speak at Session III of the FESJ series on progressive urban school leadership, which was to take place in December 2008. Dr. Ayers is an internationally renowned education scholar, educator and activist, whose work focuses on education reform, curriculum and instruction, through the lenses of social justice and equity. Due to other commitments, however, Dr. Ayers was not available. As such, CUS decided to hold a special FESJ session on January 19, 2009, where Dr. Ayers would give a lecture entitled *Dialogue on Teacher Activism for Transforming Schools*. The response to this lecture was overwhelming, with approximately 1000 educators, researchers, and members of the broader community planning to attend.

Regrettably, Dr. Ayers never gave this lecture: he was denied entry into Canada the evening before, because of his previous role as an anti-Vietnam war protester. Given that Dr. Ayers had been allowed into Canada on previous occasions, the Centre for Urban Schooling was gravely concerned by this apparent breach of democratic principles. An open letter published in the Toronto Star reflected this concern, and expressed our desire for a suitable and democratic resolution to this issue.

To read the full letter to The Star, please visit the "News/Events" section of our website.

FESJ 2009 Winter Series: Gender and Sexuality Issues in Urban Education

Although gender and sexuality are included in the TDSB Equity Foundation Statement, most often, race, class, and immigration are privileged as the most important categories of social difference to address in urban education. The winter 2009 CUS Forum focused on issues of gender and sexuality in urban education in an effort to highlight the importance of developing a critical dialogue about the intersections among multiple categories of difference.

Winter Series Session I – Gender and School Violence: Is There a Connection?

CUS Facilitator: Dr. Kathleen Gallagher (Professor, Curriculum Teaching and Learning; Academic Director, CUS)

Featured Guest(s): Wendy Kiomotis (Executive Director of METRAC) and youth from Toronto area schools

This session was facilitated by Dr. Kathleen Gallagher. It featured a presentation by Wendy Kiomotis, Executive Director of METRAC, along with a panel of youth from Toronto area schools. METRAC is a not-for-profit, community-based organization that works to ensure women, youth, and children live free from all forms of violence and the threat or fear of violence. METRAC's programs seek to end all individual, institutional and systemic forms of violence. We were delighted to have the perspectives of an advocacy group leader and the perspective of Toronto students highlighted during this session.

Winter Series Session II – Queer Youth in the City

CUS Facilitator: Dr. Lance McCready (Assistant Professor, Curriculum, Teaching and Learning)

Featured Guest: Kai Wright (Journalist and author)

This session featured Kai Wright acclaimed author of *Drifting Toward Love: Black, Brown, Gay and Coming of Age on the Streets of New York* (2009), a moving account of young gay men of color coming of age in the city. Wright's book draws on several years of reporting on the broader social, economic, and political dynamics that shape queer youths' lives.

Winter Series Session III – Character Education As Masculinity-Making Curriculum in Single-Sex Schools for Black and Latino Males

Featured Guest: Dr. Lance McCready (Assistant Professor, Curriculum, Teaching and Learning)

The purpose of Dr. McCready's presentation was to consider how character education, in the context of single-sex schools serving Black and Latino male students, is a form of "masculinity-making." In the first part of the presentation Dr.

McCready discussed the origins of character education in the United States and recent policy initiatives that have led to its resurgence. Here he highlighted the difference between traditional versus progressive approaches to character education. In the second part of the presentation, Dr. McCready discussed some of the findings from the *Black and Latino Male School Intervention Study (BLMSIS)*, which serve as evidence of the relationship between character education and masculinity-making.

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 each other's work.

Convergences 2008 Fall Series

CUS Facilitator: Dr. Dominique Rivière (Research Officer)

Session I – September 2008

- Yasmin Lalani: *School Processes and Masculinities: Ideas from the Black and Latino Males School Intervention Study*
- Susan Aaron: *Responsive Creation*

Convergences 2009 Winter Series

CUS Facilitator: Dr. Dominique Rivière (Research Officer)

Session I – January 2009

This was a special session entitled, "*Research Review in Universities and School Boards: A Dialogue*". It featured:

- Dr. Sally Erling, Chair, External Research Review Committee, Toronto District School Board
- Dr. Dean Sharpe, Research Ethics Officer, University of Toronto
- Dr. Marina Vanayan, Senior Coordinator, Educational Research & Dr. Marla Endler, Professional Student Support Staff, Toronto Catholic District School Board

Session II – April 2009

- Sarah Switzer: *Collaging Conversations: Exploring Youth, Representation, and HIV/AIDS*
- Jorge Arcila: *Integrating Theatre and Historical memory in Colombian Schooling (A Drama-Ethical Remembrance Pedagogical Project)*

A Talk with Madeleine Grumet

<p>CUS Facilitator: Dr. Kathleen Gallagher Featured Guest: Dr. Madeleine Grumet</p>

Dr. Madeleine Grumet is a Professor of Education and Communication Studies at the University of North Carolina, where she has also served as Dean of the School of Education. Prior to her appointment at Carolina, she served as Dean of the School of Education at Brooklyn College, City University of New York. A curriculum theorist specializing in arts and humanities curriculum, Professor Grumet has published many essays that interpret curriculum and teaching through the lenses of feminism, psychoanalysis, and the arts. She is the author of "Bitter Milk: Women and Teaching", a seminal study of gender and the relationship of teaching and curriculum to experiences of reproduction.

On October 3, 2008, Madeleine Grumet gave a lecture in the OISE/UT library. In this lecture, Dr. Grumet discussed the ways in which institutions of education are currently taking up issues of equity and social justice. Looking at social justice activism over time, she examined how the hierarchies of capitalism, gender and race are threaded through human consciousness. She then challenged the audience to think about how to teach teachers to engage in discussions about the freedoms and rights that are so profoundly contested in our society.

To see a video of the lecture, please go to the "News/Events" menu on our website.

A Talk with Pedro Noguera

Pedro Noguera is a professor in the Steinhardt School of Education at New York University. He is also the Director of NYU's Metropolitan Center for Urban Education. Dr. Noguera was born and raised in New York City, but lived in the San Francisco Bay Area for twenty years. He received his B.A. and M.A. from Brown University, N.Y., and his Ph.D. in Sociology from UC Berkeley. He is the author of *The Imperatives of Power* and *City Schools and the American Dream*. Most recently he has co-authored *Unfinished Business: Closing the Achievement Gap in Our Nation's Schools* and *Beyond Resistance*.

On November 6, 2008, in a lecture co-sponsored with the Initial Teacher Education program at OISE, Dr. Noguera spoke about the importance of creating equity-minded

teachers for equitable schools and, particularly, of resisting deficit modes of thinking. There were approximately one hundred attendees, coming from OISE, the district school boards, and the larger community. Dr. Noguera's presentation sparked fruitful dialogue among the audience members, both during and long afterward.

Zero Tolerance

Playwright: Dr. Tara Goldstein (Professor and Chair, Curriculum, Teaching and Learning)
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Zero Tolerance is a dramatic script written by CUS Associate Dr. Tara Goldstein. It is based on the issues raised by *The Road to Health*, a report on school safety commissioned by the Toronto District School Board in June 2007. The goal of the report was to analyze the events leading up to the tragic death of student Jordan Manners at C.W. Jefferys Collegiate Institute in May 2007, and to provide a set of recommendations for creating safer schools. The script includes both excerpts from, and responses to, *The Road to Health*, which can be viewed and downloaded from the Toronto District School Board's website: www.tdsb.on.ca.

Zero Tolerance was performed at OISE's Safe School Conference on Saturday September 27, 2008, by staff from CUS, as well as staff and students from the Initial Teacher Education (ITE) program at OISE/UT. The script and performance was then discussed with teacher candidates in many small-group conference sessions. The discussion focused on what teachers' roles and responsibilities might be in response to violence in schools.

F. OUTREACH, ADVOCACY, AND COMMUNITY COLLABORATIONS



Regent Park Gang Prevention Project

Project Timeline: 2008 → Ongoing

CUS Staff: Dr. Nicole West-Burns and Dr. Dominique Rivière

The CUS Research Officers have been working 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. The recipients of the grant will receive approximately 1.5 million dollars per year, over four years. This project is based on the Comprehensive Community-Wide Gang Model of the United States Office of Juvenile Justice and Delinquency Prevention (OJJDP), and designed around the strengths of the partner agencies, with responsibility and accountability being built into the model. In the role of co-sponsorship, should the grant be awarded, CUS will be involved in baseline and on-going research to determine the impact of the project, and to shape future initiatives.

Collaboration with People for Education

CUS collaborated with the People for Education in the update of their *Urban and Suburban Schools Report* on public education across Ontario, which was published in January 2009.

To download a copy of the report, go to www.peopleforeducation.com

SCAARP: School Community Action Alliance Regent Park

CUS participates in monthly discussions concerning children and youths' well-being with other stakeholders of the Regent Park community.

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.

Victoria College

Twice a year, CUS presents on inner city education to the Victoria College Social Justice Class.

CTEP Equity and Diversity in Education

CUS offers equity and inclusion workshops to the Concurrent Teacher Education Program at the University of Toronto.

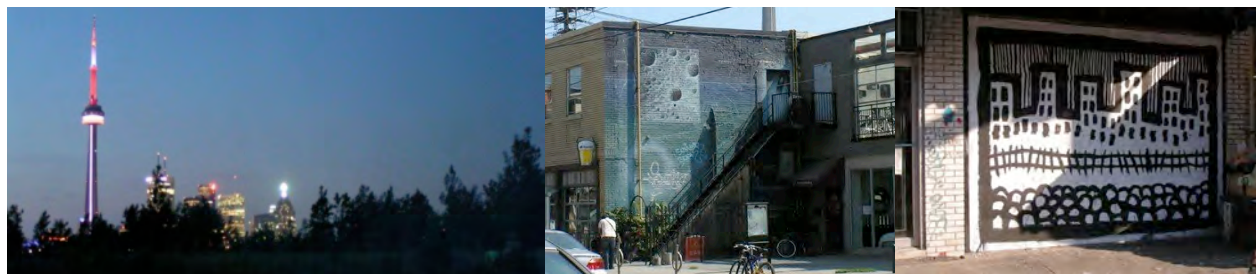
Ontario Educational Leadership Camp (OELC)

CUS participates in leadership programs for young people at OELC, by offering workshops based on the arts and inclusive teaching practices.

United Way: Learning Journeys and Community of Practice

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

G. WEBSITE RESOURCES



2008/2009 CUS Reports and General Publications

- Kugler, J., McCready, L., Rivière, D. & West-Burns, N. (2008). *Framework for a Culturally Responsive and Relevant Pedagogy*. Toronto, ON: Centre for Urban Schooling.
- Rivière, D., Sotomayor, L., West-Burns, N., Kugler, J. & McCready, L. (2008). *Towards a Multidimensional Framework for Student Engagement*. Toronto, ON: Centre for Urban Schooling.

2008/2009 CUS Staff and Associate Publications

- Dehli, K. (2008). Race, parents and the organization of education policy discourse in Ontario. In Cynthia Levine-Rasky (Ed.). *Canadian perspectives on the sociology of Education* (pp. 323-337). London, UK: Oxford University Press.
- Dehli, K. (2008). Coming to terms: Methodological and other dilemmas in research. In K. Gallagher (Ed.). *The methodological dilemma: Creative, collaborative and critical approaches to qualitative research* (pp. 46 – 66). London, UK; New York, NY: Routledge.
- Feuerverger, G. (2008). Teaching about Peaceful Coexistence: Reflection, Dialogue and Transformative Action. In J. Lin, E. Brantmeier & C. Bruhn (Eds.). *Transforming Education for Peace* (p. 129-142). Charlotte, NC: Information Age Publishing Inc.
- Farmer, D. (2008). Ma mère est de Russie, mon père est du Rwanda: Les familles immigrantes dans leurs rapports avec l'école en contexte francophone minoritaire. (My mother is from Russia, my father, from Rwanda: The relationship between immigrant families and the school system in Francophone minority communities). Special Issue of *Canadian Issues/Thèmes canadiens*, Spring 2008, 124 – 127.
- Farmer, D. & Labrie, N. (2008). Immigration et francophonies dans les écoles ontariennes: comment se structurent les rapports entre les institutions, les parents et

le monde communautaire? (Immigration in Ontario's French-language schools: The relationship between school, family and settlement organizations in fostering institutional change). Special Issue of *La revue des sciences de l'éducation*, 34(2), 377 – 398.

- Flessa, J., Ciufetelli Parker, D., Gallagher-McKay, K. & Becker, H. (2009). Leading and learning: Lessons from challenge. *Changing Perspectives*.
- Gallagher, K. (2008). (Ed.). *The methodological dilemma: Creative, critical and collaborative approaches to qualitative research*. London, UK; New York, NY: Routledge.
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- Gallagher, K. & Kim, I. (2008). Moving towards postcolonial methods in qualitative research: Contexts, cameras, and Relationships. In K. Gallagher (Ed.). *The methodological dilemma: Creative, Collaborative and Critical Approaches to Qualitative Research* (pp. 103 – 120). London, UK; New York, NY: Routledge.
- Gallagher, K. (2008). Theatre pedagogy and performed research: Respectful forgeries and faithful betrayals. *Theatre Research in Canada*, 28(2), 105 – 119.
- Gallagher, K. (2008). Guest Editor of Special Issue of *Canadian Theatre Review* "Theatre and Young People". Volume 133, Spring 2008
- Gallagher, K., Sotomayor, L. & Service, I. (2008). *Using Applied Theatre to change school culture: An impact evaluation of ETFO's Poverty and Education Project*. (138 pages).
- Gallagher, K. *Teens Feel like Criminals in High Security Schools*. Toronto Star Editorial January 25, 2008.
- Gould, E., Morton, C., Countryman, J., & Stewart Rose, L. (2009). (Eds.). *Exploring social justice: How music education might matter*. Waterloo, ON: Canadian Music Educators' Association/L'Association canadienne des musiciens éducateurs.
- Montemurro, D. (2009). How do I find the time to be an educational activist? In *Educational activism: Resources for change 2009*. A report by the Ontario Institute for Studies in Education, the Ontario Secondary School Teachers' Federation, and the United Nations International Children's Emergency Fund (pp. 32 – 33).
- Niyozov, S., & Pluim, G. (2009). Teachers' perspectives on the education of their Muslim students: A missing voice in the research. *Curriculum Inquiry*, 39(3).

- Rivière, D. (2008). Whiteness in/and education. *Race Ethnicity and Education*, 11(4), 355 – 368.
- Rivière, D. (2008). Re-imagining policy: Some critical steps towards educational equity. *Our Schools/Our Selves*, 17(2), 83 – 97.
- Stewart Rose, L., Markus, J. & Kugler, J. (2009). Transition to Teaching: Negotiating first-year experiences in inner city school contexts. In C. Rolheiser (Ed.), *Initial Teacher Education Teacher Improvement and Teacher education: Collaboration for Change*. Toronto, ON: OISE/UT University of Toronto.

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 2008 – 2009 academic year was one of continued growth and development at the Centre for Urban Schooling. This is reflected in all of our working areas: Research, Services to Boards and Schools, Educational Programs, and Outreach, Advocacy & Community Collaboration.

In terms of research, CUS has continued to develop new research initiatives, focusing on different aspects of urban education in Canada. 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. We look forward to publications coming out of this research work in the next year. We also look forward to the initial analysis of data coming out of the “Proyecto Latin@” and “Community Support Worker Impact” project which will serve to inform policy at the School District level. Finally, the “Urban School Performances” project is developing 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.

In 2008 – 2009, CUS continued to strengthen our ties with the TDSB Inner City Model Schools and other urban schools. The Centre’s Framework for “Culturally Responsive and Relevant Pedagogy” has been used as a foundation in our professional development work with urban schools and with administrators from all seventy-five Model School cluster schools. We are excited about the forthcoming innovative developments in this work.

CUS also continued to support the development of initial teacher education programs with an inner city focus at OISE and we intend to deepen those connections next year both in the ICO and SPICE. We are particularly pleased that a second M.Ed. urban education cohort will begin in September 2009. Moreover, the CUS Forum on Equity and Social Justice in Education had a very successful first year. It has provided a space for developing a truly Canadian perspective on urban education issues.

Of particular importance this year was William Waters’ contribution to the Centre and to OISE. His generosity will greatly enhance our ability to have an impact on urban educational issues. The William Waters Masters scholarships and the Teacher-in-Residence in Urban Education will increase the capacity of the Centre to positively support urban schools, teachers and students. Of special note this year was the first annual William Waters Colloquium on Urban Education with our guest Professor Michelle Fine. New initiatives are already being developed as a result of this important event.

We are very proud of the work completed this year, and look forward to continued growth in urban education research, meaningful praxis and new partnerships with education stakeholders in 2009 – 2010.

More Info:
cus.oise.
utoronto.ca
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CENTRE FOR URBAN SCHOOLING



Discuss the Issues:
[www.oise.utoronto.ca/
cus/wiki_rse/](http://www.oise.utoronto.ca/cus/wiki_rse/)

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