
CUS

CENTRE FOR URBAN SCHOOLING

Fifth Annual Report of Activities 2011 – 2012 Academic Year



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UNIVERSITY OF TORONTO
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FOR STUDIES IN EDUCATION

The image on the front of this year's report was painted by students in Proyecto Latin@'s Youth Participatory Action Research project. The student artists, Fabian Castillo, Jenifer Solórzano, Joseph Bertrand, and Steffi Arana, describe their work as follows:

“After finishing our research project we decided that since we used visual methodology as our research method that we were doing our conclusion visual as well. Our theme was to focus on the positive factors that influence Latin@ students in Canada to achieve positively in school. In the middle of the painting appears a student, this represents a Latino student, the reason why it's a male was purely random. And all around him appears positive factors that help the student achieve and feel part of the educational system. The leg in the down left corner represents sports and how it is very good incentives to encourage students into continue school. In the down right corner there is a computer with some of the most famous social networks online and music symbols that represent how Latin@ students use social media and music to distract themselves and feel at home and that they are part of a community. In the up right corner we painted a church which represents how religion can serve an important role into making students feel a sense of belonging, and in the upper middle we decided to paint the silhouette of the CN tower to represent a large metropolitan area. Our concept in this piece was to influence and inspire students into achieving greater educational goals.”

Copyright 2012. Reproduction of cover image is prohibited without consent of Proyecto Latin@

The Centre for Urban Schooling would like to thank all of its 2012 Initial Teacher Education interns for their support in creating this year's Annual Report. In particular, we would like to sincerely thank Nathan Goad for his work as Annual Report Editor.

WELCOME TO THE CENTRE FOR URBAN SCHOOLING'S FIFTH ANNUAL REPORT 2011-2012

I am very excited to welcome you to the Centre for Urban Schooling's Fifth Annual Report of Activities for the 2011-2012 academic year. This year has once again demonstrated the growth, vitality and developing reputation of the Centre for Urban Schooling as a multi-faceted research and development centre focused on urban educational issues in Canada. As you will see through this report, the Centre for Urban Schooling engages in urban educational issues on many levels.

In the area of urban educational research we have continued to work at supporting the development of what urban education means within the Canadian context. In so doing we are very pleased at the continued development of the Proyecto Latin@ project which successfully expanded its work with Latino/a secondary students this year. We are also pleased to share the significant developments in the Urban School Performances research project which brings together researchers from 4 different countries. The reader will also find new research findings from the Urban Arts High School Project.

In the area of School Services this report highlights the on-going contributions of the Centre for Urban schooling to school and classroom-based equity work. We have continued our work in support of the TDSB Model Schools for Inner Cities program through various professional development initiatives connected to deepening the work of teachers and administrators around their understandings of and practice with Culturally Responsive and Relevant Pedagogy (CRRP).

We are particularly happy to share some of our experiences in collaborating with the TDSB Beginning Teachers Department in the development and implementation of 10 K-12 CRRP demonstration classrooms. Out of this exciting and inspiring work a new publication has just been released entitled "A Journey into Collaborative Inquiry: Creating Culturally Responsive and Relevant Classroom Spaces".

This year we began, for the first time, to support schools in examining their equity practices. We were able to support the University of Toronto Schools (UTS) in beginning this process. We held many focus groups with the various stakeholders and have supported the school in examining practices that could lead to a more inclusive and equitable environment.

Of particular significance for us at the Centre has been the development and publication of our new equity resource tool entitled "Equity Continuum: Action for Critical Transformation in Schools and Classrooms". We are very pleased that this resource has been used by many teachers and administrators in working to create more equitable and responsive classrooms. The original run of 1500 copies has been sold out and we are looking forward to a second printing in the near future.

Again this year you will be able to read about our very successful fourth annual William Waters Symposium on Urban Education featuring Dr. James Banks and Judy Rebick speaking to a full house of 500 people. The theme for this year's symposium was "Activism in Education: Pushing Limits in Increasingly Conservative Times". Over 200 educators and students were able to participate in follow-up workshop sessions with Dr. Banks and Judy Rebick over 2 days.

Please also read about our on-going collaboration with the TDSB Aboriginal Education Centre through a second year of Forums on Equity and Social Justice in Education focused on issues connected to aboriginal educational issues. We look forward next year to continuing this focus and collaboration through the 2013 Waters Symposium. The planning has already begun!!

At this time I would like to say a special thank you to **Dr. Kathleen Gallagher**, the Academic Director at the Centre for Urban Schooling since its inception and over the last 7 years. Kathleen will be stepping down from her role as Academic Director at the end of the 2011-2012 academic year. Kathleen has been instrumental in leading the Centre's work over those years. She has led the research arm of the Centre and provided both academic and intellectual support to all areas of the Centre's work. She will be greatly missed in her role but at the same time I know that she will be a close Associate of the Centre in the years to come.

While saying goodbye to Kathleen we welcome **Dr. Lance McCreedy** to the position of Director at the Centre for Urban Schooling. We have already worked very closely with Lance over the last 6 years and are thrilled that he will be providing academic and intellectual leadership to the on-going work and development at the Centre for Urban Schooling in the years to come.

Please enjoy reading this year's report.

Jeff Kugler
Executive Director,
Centre for Urban Schooling
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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 2011-2012

DIRECTORS



Jeff Kugler,
Executive Director



Kathleen Gallagher,
Academic Director

ADMINISTRATIVE TEAM 2011-2012

Dr. Kathleen Gallagher, Academic Director
Jeff Kugler, Executive Director
Dr. Dominique Rivière, Research Officer
Dr. Nicole West-Burns, Director of School Services
Dr. Vanessa Russell, William Waters “Teacher-in-Residence” in Urban Education
Nina Lewis, Administrative Assistant

ASSOCIATE MEMBERS 2011-2012

David Ast
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Sophia Dixon
Dr. Indigo Esmonde
Dr. Grace Feuerverger
Dr. Caroline Fusco
Dr. Tara Goldstein
Dr. Eunice Jang
Dr. Douglas McDougall
Serge Parravano
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Dr. Stephanie Springgay
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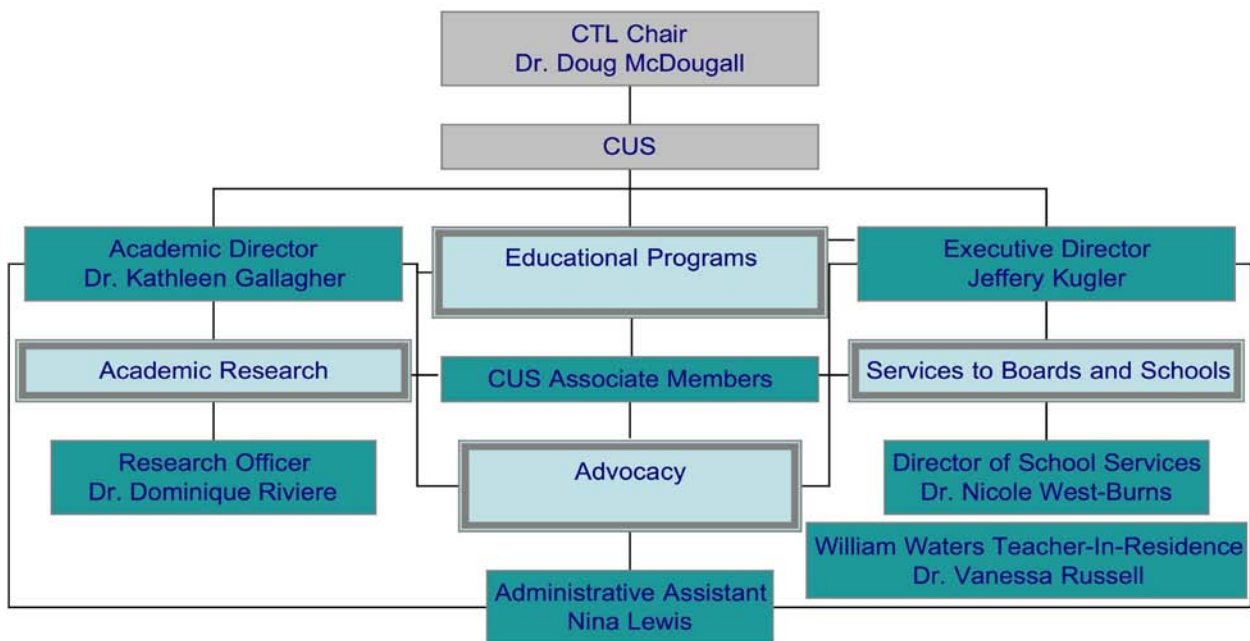
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Dr. Jim Cummins
Mini Dindayal
James Eslinger
Dr. Diane Farmer
Dr. Joseph Flessa
Dr. Rubén A. Gaztambide-Fernández
Jill Goodreau
Dr. Lance T. McCready
David Montemurro
Alan Silverman
Dr. Roland Sintos-Coloma
Dr. Leslie Stewart-Rose

THE GENEROUS CUS DONORS AND SPONSORS OF 2011-2012:

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

- Dr. William and Mrs. Phyllis Waters
- The Paloma Foundation
- The 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)
- National Crime Prevention Council
- The University of Toronto Schools (UTS)
- OISE Initial Teacher Education
- OISE Continuing Education Department
- Ontario Ministry of Education (Toronto Area Regional Office)

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 2011-2012

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. The publications related to these projects are listed on page 29 of this report.

Changing the Equation

Project Timeline: 2011 – 2013
Principal Investigator: Dr. Indigo Esmonde
CUS Researcher(s): Dr. Dominique Rivière
Graduate Research Assistant: Joe Curnow

This study broadens traditional views about learning, equity and mathematics by considering how out-of-school contexts might support equitable mathematical learning, and how they might use mathematics to support global equity. The two major research questions are: How is mathematics used outside of schools to analyze, educate about, and take action towards broad social justice goals? How is the learning and doing of mathematics supported in these contexts, and what issues of equity arise? This project aims to answer these questions by conducting observations, interviews, and document and video analyses of the activities related to the *Stop The Cuts!* anti-budget cuts movement that has been taking place in Toronto since 2011. The research team has completed the first round of data collection, and is now at the analysis and writing up stage. During Summer 2012, at least two manuscripts will be prepared for publication.

Funding: Social Sciences and Humanities Research Council of Canada

MYRP: Mentoring and Mobilizing Youth, Regent Park

Project Timeline: 2008 – 2013

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

In 2008, Drs. Dominique Rivière and Nicole West-Burns worked collaboratively with six core agencies in Regent Park to submit a grant to the Crime Prevention Action Fund of the National Crime Prevention Council, focused on reducing the number of gang-involved youth and preventing future gang-involvement of youth. In 2009, we were awarded approximately 2.1 million dollars to implement this project. *Mentoring and Mobilizing Youth Regent Park* is based on the five components of the Comprehensive Community-Wide Gang Model of the United States Office of Juvenile Justice and Delinquency Prevention (OJJDP): *Social Intervention, Opportunities Provision, Suppression, Community Mobilization, and Organizational Change and Development*. Each component has several MYRP intervention and/or prevention activities associated with it. The CUS staff were responsible for developing the monitoring and evaluation tools for these activities, in order to determine the impact of the project and to shape future initiatives.

To date, 132 youth have actively participated in the MYRP project. As of January 2012, sixty-five youth are currently enrolled, and engage in activities ranging from initial assessment, to service coordination, to holding leadership roles within the project. The success of the program continues to grow, yet the issues faced by some of the youth continues to make the formal evaluation process challenging. This is true for both the MYRP participants and the staff hired to guide and mentor them. Dr. Rivière has been working with the MYRP Project Director to develop a post-intervention evaluation tool that more accurately captures the daily realities of implementing a program such as MYRP. It is expected that this tool will be ready the end of the program, in 2013.

Funding: National Crime Prevention Council

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

Project Timeline: 2008 – Ongoing

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

CUS Graduate Assistant(s): Cristina Guerrero

CUS Work Study Student(s): Elizabeth Guerrero

The first phase of Proyecto Latin@ was implemented to better understand the experiences of Latin@ students attending TDSB schools, and to address previous TDSB research indicating that roughly forty percent of Latin@ students were not graduating from high school. The key areas of inquiry included questions such as: What are the factors that determine whether or not students stay in school? 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 the student perspectives provided through over thirty interviews and twelve focus groups, identifies four areas for further inquiry and change at the classroom, school-wide, and system-wide levels. These four areas are language, social class, stereotypes and discrimination, and adult relationships. Among the recommendations made by the students were funded peer-to-peer mentorship programs and the opportunities to actively engage in research projects on the issues they feel are pertinent to their academic success.

The second phase of Proyecto Latin@ addressed these student recommendations, and was initiated in the Winter 2011 semester as a Youth Participatory Action Research (YPAR) pilot study. The students themselves developed and implemented research projects that addressed the experiences of Latin@s in the Canadian context. Implemented as a senior social science credit course, this phase of the project engaged a group of eighteen Latin@ students from Central Technical School (TDSB) in four sub-studies, and employed a variety of research methodologies such as mixed-media collages and statistical analysis of surveys to answer the overarching question: How do social institutions such as the government and the school system impact the levels of happiness and satisfaction among Latin@s in Canada? The students' work garnered a great deal of attention from the media and the academic community, and has informed YPAR initiatives in other communities across Canada, including Projeto Português, which was implemented in the Winter 2012 semester.

This year, a group of twenty-two students from a number of TDSB high schools are involved in the second year of Proyecto Latin@s YPAR phase. Also initiated as a senior social science credit course at Central Technical School and building on the student research findings from last year's YPAR study, the students are currently working on community initiatives that include a resource website for Latin@ youth, invisible theatre, and a documentary addressing the challenges that Latin@s encounter with respect to labour law, the health care system, and the school system. Additionally, the students have are creating a class mural reflecting their Latin@ heritage and issues of social justice, which they will share with the City of Toronto in this year's Doors Open Toronto event on May 26th and 27th.

School-Community Programs for Vulnerable Populations of Boys Research Project (Research Subcommittee of the Gender Education Strategy Committee of the TDSB)

CUS Facilitator: Dr. Lance McCready
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This research project aimed to identify, describe and assess the effectiveness of school-based interventions for vulnerable populations of boys in the TDSB. Who are vulnerable populations of boys? TDSB administrative data shows that particular ethnoracial and language groups of boys are underachieving, disproportionately identified as in need of special education services and/or suspended/expelled from school. These educational trajectories make certain groups of boys vulnerable to dropping out or being “pushed out” of school. This study identified these boys through an analysis of administrative data, pinpointed where they go to school and

conducted case studies of existing interventions (programs and services) that aim to improve vulnerable populations of boys' academic achievement and well-being.

Key Findings

How did the programs and interventions respond to the needs of vulnerable boys?

- The majority of programs and interventions targeting boys were structured as Boys to Men programs (40%). And most programs focused on the socio-emotional development of boys (90%).

What were programmatic gaps?

- There were relatively few programs aimed at vulnerable populations of boys (10 total) and of these programs only one (10%) focused on the development of literacy and numeracy competencies.

Implications for Discussion

- Does the TDSB need to develop more programs aimed at vulnerable populations of boys?
- Are literacy and numeracy adequately addressed in existing programs targeting vulnerable populations of boys?

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): Chandni Desai, Rachael Nicholls, Alexandra Arraíz Matute, Adam Saifer, Kavita Surajbali (UTSc), Vicky Maldonado (McMaster)

From *Fame* to *Glee*, from *High School Musical* to MTV's *Taking the Stage*, the lives of high school students involved in the arts have captured the public's attention. Reinforcing ideas of artistic eccentricity and individual talent, these popular movies and TV programs have provided audiences with a cinematic window into the lives of youth in unique educational environments dedicated to the arts. In the last twenty-five years there has been a veritable explosion of specialized arts programs in both Canada and the United States. Often the rationale for these specialized programs is that they prepare talented students to become artists in the future. The literature is abundant regarding the importance of such programs for student learning, yet, there is little research done on the public role that these programs play or their significance for influencing educational reform. What public roles and responsibilities will these future artists fulfill? How might the experiences of students and teachers working in these schools inform the development of other arts programs in urban centres?

The Urban Arts High Schools Project is a comparative research study that explores students' experiences with the arts in the context of contrasting specialized arts programs in public high schools located in urban regions across Canada and the US. The project examines how

experiences with the arts are situated in specific institutional arrangements within which youth engage the arts through particular practices that reflect the broader social and cultural context, but that are neither static nor predetermined. The project: (1) documents how specialized arts programs are implemented within different policy contexts; (2) examines how diverse students experience these arrangements in relationship to contrasting goals and conceptions of the role of the arts in education; (3) considers how social and cultural practices related to race, class, gender, and sexuality shape how arts programs are implemented and how students experience them; and (4) compares the ways students from different social and cultural backgrounds experience these programs and whether and how they come to identify themselves as artists. This research explores the strengths, challenges, and tensions that arise from offering “specialized” arts programs within public education systems, while illuminating how experiences with the arts are situated within particular cultural contexts and influenced by complex social dynamics.

In the first phase, we completed exploratory research in the Toronto District School Board. In the second phase, we conducted a broad survey of schools in Canada and the United States. Currently in Phase 3, this project is collecting and analyzing data for the comparative case studies of two selected schools, one in Toronto and one in Boston. In the next two years, we will investigate two additional school in the United States, and two additional schools in Canada.

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

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

Project Timeline: 2008 – 2013

Principal Investigator(s): Dr. Kathleen Gallagher

CUS Graduate Assistant(s): Burcu Yaman Ntelioglou, Anne Wessels, Ivan Service, Heather Fitzsimmons Frey, Rebecca Starkman, Anne Rovers

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

This academic year has been a very productive one for Urban School Performances. It was a year of qualitative and quantitative data collection, analysis and coding, dissemination and publication of articles, and continuing experimentation with digital platforms. The data collected from our local school sites and Toronto theatres (Theatre Passes Muraille and Canadian Stage) during Year Three of the project, and the data collected on the trip to our school site in Lucknow, India are now being analysed and coded using N’Vivo software. All of the data collected in the past year has been transcribed, coded and uploaded to both Blackboard and N’Vivo. Coding manuals have been collectively prepared for the analysis of this Year Three and Year Four data.

In January 2012, the research team visited our research collective international partner, Dr. Urvashi Sahni who hosted our visit to her school in Lucknow, India. This school serves the lowest caste of girls and has integrated drama into the classroom in a variety of ways to support a form of pedagogy called Critical Dialogues, which works towards gender equity. We observed classroom lessons, after school rehearsals, interviewed teachers and students, as well as made visits to the associated rural school and Study Hall, a co-ed day school, all of which are run by the Study Hall Foundation.

Continuing the exploration of digital platforms, we exchanged viewings of our digital videos to contextualize our site of research for each other investigating the intersection of live and digital methods in global ethnography.

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

Over the last year, we have also begun a partnership with Andrew Kushnir, who is working on a play development project with our ethnographic data.

This year has seen the publication of five articles in peer-reviewed journals, one in press and two submitted for consideration and one e-book chapter. The *USP* team has also given eight conference presentations over the last year at AERA (New Orleans and Vancouver), The Festival of Original Theatre at the Drama Centre, University of Toronto, CSSE in Fredericton and upcoming in Waterloo and at IDIERI in Limerick, Ireland where we will present with our research collaborative partner, Dr. Urvashi Sahni.

Funding: Social Sciences and Humanities Research Council of Canada.

B. SCHOOL SERVICES DIVISION



During the 2011-2012 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.

Model School Cluster E7

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

Cluster Facilitator(s): Mary Ampomah, Shauna MacKendrick, Cathy Pollock, Simona Scala



The Centre for Urban Schooling, School Services Division worked in collaboration with the Model Schools for Inner Cities Teaching-Learning Coaches and Lead Teacher from this cluster to facilitate the Culturally Responsive and Relevant Pedagogy (CRRP) Leadership Network: A Professional Learning Community. There were seven sessions that ran from December through May 2012. Two teachers from every school in the cluster attended the sessions. Some teachers were returning and had participated for three years, while others were new to the network, but had a desire to continue to build capacity in each local site.

This work supported embedding CRRP into the curriculum; supported the initiatives of TDSB Closing the Gap Task Force Report and Opportunity Gap Report; and supported the focus of the Ministry's Equity and Inclusive Education Strategy.

The Teacher Leadership Network, specifically, allowed participating teachers to differentiate their focus within CRRP, while working toward an inquiry project related to critical consciousness in their classrooms. The teachers decided WHAT they would like to explore to challenge status quo by engaging in curriculum, activities, conversations, and building of relations that support students becoming critically conscious individuals. Each teacher, with support, created his or her own path for learning in this model, and the sessions were held within a Professional Learning Community-type format for reflection and pushing the thinking, as well as a place for new ideas to be learned and shared.

TDSB Beginning Teachers Collaborative Inquiry on CRRP

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

Project Collaborator(s): TDSB Beginning Teachers, TDSB Early Years, TDSB Model Schools for Inner Cities, TDSB Equitable and Inclusive Schools

The CUS School Services Division supported training in this project to build CRRP demonstration classrooms for beginning teachers to observe and grow in their practice and understandings tied to this particular equity pedagogy. CUS Facilitators engaged in three phases: pre-implementation, building of demonstration classrooms and facilitating demonstration sessions, and post-implementation. For pre-implementation, we engaged in preparation planning meetings to outline sessions and formulate action steps for the project. With the demonstration classroom teachers, we provided six working sessions to build theoretical foundations and develop plans for classroom action based on the indicators from the *CUS Equity Continuum: Critical Transformation for Schools and Classrooms*. We then supported the teachers' understanding and building of this work with visits to classrooms, further discussion and problem-solving along the way. We participated and facilitated in the classrooms on demonstration days, supporting the understandings of the observers, and gave a debrief session following the demonstrations. At the conclusion of the project, CUS collaborated to complete the written report regarding the findings/key learning's and the building of the theoretical base tied to CRRP.

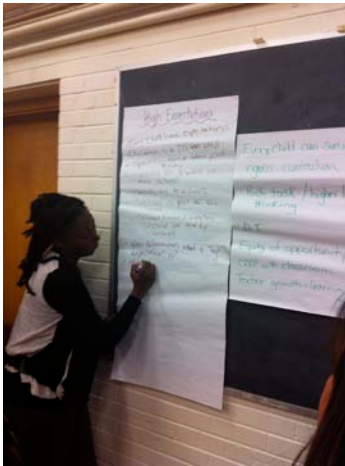
Some of the demonstration classroom lessons foci included: Kindergarten: Developing positive self-images with early learners tied to issues of race and gender; Grade 3/4 - Finding beauty within and valuing the community in Jane & Finch, contrasting this to media images; Grade 7 - Deconstructing issues of power and privilege tied to dialogue poetry (understanding perspective) and creating poetry focused on bullying and transgendered youth experiences in middle school.



The final project report can be obtained through the CUS office.

TDSB Model Schools for Inner Cities (MSIC)

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



This past year marked the third year that the CUS Team has offered support to the work of the Model Schools for Inner Cities Cluster teams, which includes Community Support Workers, Lead Teachers and Teaching-Learning Coaches. Through monthly sessions, the CUS team focused on deconstructing terminology, pushing collective thinking about the work of Model Schools, and challenging current inequitable situations in urban education. Topics for inquiry and discussion this year included: Charity vs. Social Justice; Directions and Misdirections in Urban School Initiatives; Pushing the work with the Equity Continuum; and Deconstructing and Dissecting CRRP and what that means for the work of Model Schools.

The CUS team also held five meetings with administrators from Model Schools to support their work in leadership around similar issues. The administrators discussed challenges and developed case studies to grapple with difficult issues and problem-solve possible solutions.

University of Toronto Schools (UTS) Equity Audit

CUS Facilitator(s): Jeff Kugler, Dr. Vanessa Russell, Dr. Nicole West-Burns
UTS Collaborator(s): Principal Rosemary Evans, UTS Equity Committee

The Centre for Urban Schooling's School Services Division, as a part of the UTS strategic planning initiatives, was invited to be a lead in conducting an "equity review" for the school. Over the spring of 2012, CUS engaged in four different focus groups with parents, students, teaching and non-teaching staff to discuss their thoughts, issues, concerns, experiences regarding all issues of equity and how that plays out at UTS. CUS formulated a report for each focus group, coding and highlighting key findings. CUS then collaboratively worked with the principal and student and teacher equity committees over several meetings in the spring to develop recommendations for the school moving forward. These recommendations will be sent to the strategic planning committee with discussion regarding implementation to happen with the various stakeholder groups in the fall of 2012.

Young People's Theatre

CUS Facilitator(s): Dr. Kathleen Gallagher, Dr. Dominique Rivière CUS Graduate Assistant(s): Anne Wessels
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In collaboration with Lois Adamson, Acting Educational Services Coordinator for the Toronto's Young People's Theatre (YPT), Dr. Kathleen Gallagher, Dr. Dominique Rivière, and CUS graduate student Anne Wessels facilitated a workshop for teachers, teacher candidates, parents and caregivers. Entitled *Would You Say the Name of This Play? *nggrfg*, the workshop was inspired by the play, *nggrfg*, by Berend McKenzie, which was included in YPT's 2011/2012 season. Our goal was to engage workshop participants in a discussion about the intersectional nature of oppression, particularly as it relates to racism and homophobia. Lois introduced Anne and Dominique, and then the three secondary school students who were doing their Co-op placement at YPT. Lois then outlined the plan for the evening, including what we hoped would come out of the workshop.

Dominique started by giving a brief presentation about the nature of oppression, and how it implicates all of us. She then showed "A Beginner's Guide to "No Homo", a video clip from hip-hop radio host Jay Smooth¹, in order to set the tone for the rest of the evening. This was followed by an activity known as "Where Do I Stand?" Facilitated by Anne, the workshop participants arranged themselves in a line according how strongly they agreed or disagreed with statements such as:

I often hear phrases like "that's so gay," "you're so gay," "no homo", or the word "gay" used at my school among the students I teach.

It would be impossible to get students and teachers at my school to stop using homophobic expressions.

It is impossible to change the views of someone who is racist.

Organizations and groups like Equity and Diversity Clubs help to make schools safe for all students.

After this exercise, Anne and Dominique lead the group in a discussion about the participants' thoughts and feelings during the exercise. They talked about whether they were surprised by their peers' responses to the statements; whether they felt that their own responses were in the minority; and whether their own opinions had changed as a result of the exercise.

The workshop ended with a facilitated discussion about the presence and role of Gay Straight Alliances in Toronto's high schools, lead by the three secondary school students.

After a short break, Berend McKenzie performed *nggrfg* for the group. The play was at times arresting, hilarious, poignant, and familiar. It resonated with the audience in a way they are not likely to forget. This event marked the third year of a collaboration between the Centre for

¹ http://www.illdoctrine.com/2008/08/a_beginners_guide_to_no_homo.html

Urban Schooling and Lorraine Kimsa Theatre for Young People/Young People's Theatre, which we hope to continue for many years to come.

Other Activities/Professional Presentations

In 2011-2012, CUS continued to actively engage with a variety of groups and organizations. Some of the relationships we continued this year, while others were new:

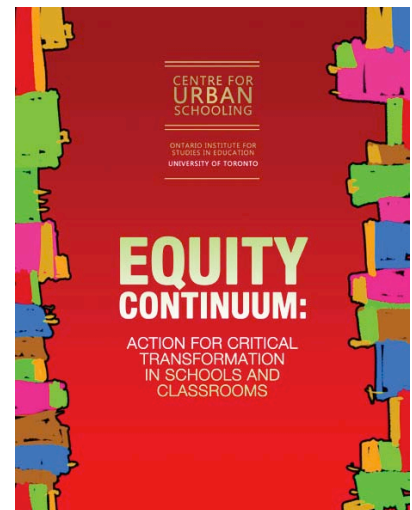
- Institute for Child Study
- TDSB Social Workers
- Chilean Administrators visiting University of Toronto
- OISE ITE Midtown Option
- TDSB Futures Conference
- National Association for Multicultural Education Conference (Chicago)

Equity Continuum: Critical Transformation in Schools and Classrooms

One highlight of the year was the creation, publishing and selling of the *Equity Continuum: Critical Transformation in Schools and Classrooms*. This educator-friendly tool sold out with 1, 500 copies purchased over the first year. The Centre is thrilled to be able to produce a document that can be used for self-assessment and practice-assessment tied to equity issues in education. The text has been purchased across Canada, within the United States, and as far as Finland. One endorsement from an internationally acclaimed educator reads:

“The Equity Continuum developed by the Centre for Urban Schooling at OISE provides schools and educators with a smart and effective means to evaluate the work of schools and insure that all students, regardless of their backgrounds, are well served. I encourage all educators to embrace this continuum and put it to good use in pursuit of equity and excellence for all children.”

Pedro A. Noguera, Ph.D., Executive Director,
Metropolitan Center for Urban Education, NYU



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 in three OISE/UT departments – Curriculum Teaching and Learning, Sociology and Equity Studies and Theory and Policy Studies – students focus on questions and issues related to urban/inner city education across different settings and levels: in the classroom, in the lives of individual students and teachers, in the life of the school and community, and in the broader urban context. Courses are problem-centered and interdisciplinary, and invite participants to develop analytical skills to understand the conditions and dynamics, as well as the relations of power and possibility, that shape urban education as they encounter it in their practice.

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

OISE's second master's degree cohort is comprised of seventeen students, all of whom work in local schools. The students completed their last required cohort class in June 2012. On June 13, the graduates shared the findings of their research projects at OISE with a wide group of educators


CUS Centre for Urban Schooling
Centre de la Scolarité Urbaine

Urban Education Research Poster Symposium
Poster presentation showcasing the research of the
Masters of Education Urban Education Cohort
Please RSVP at : urbaned2012.eventbrite.com

Please join us as the graduating class shares their research findings in urban education that challenge traditional education discourse in Ontario. Hear about the implications for minoritized students and their communities, teacher practitioners, policy makers and academics.
Engage in discussions that dismantle the dominant narrative about urban schooling and support emancipatory research to help create an education system that truly upholds equitable and inclusive education!

Location: OISE Library
Address: 252 Bloor St West
Date: Wed June 13 2012
Time: 6 PM - 8 PM


urbaned2012.eventbrite.com

and graduate students. They conducted deep and insightful research projects on the current inequities within our school systems in Toronto. It is an exciting thought that this group of highly motivated, equity-minded and critical educators continue to work in classrooms and schools to bring about change with and for racialized and marginalized students.

CUS – ITE Professional Inquiry Series

Dates: March 2012 – May 2012
CUS Facilitator(s): David Ast

This new initiative is a four-part series with Centre for Urban Schooling staff, and instructors in the Consecutive Initial Teacher Education Elementary and Secondary Programs. Its purpose is to: share promising practices, as well as the challenges that surface when teaching for equity and social justice within the ITE program; deepen equity and social justice practice in teacher education as a means to further embed these principles in ITE classrooms and all aspects of the program; and Collaborate on initiatives and projects that would provide enriched learning opportunities for teacher candidates around equity and social justice themes. By the end of this first series, CUS and ITE staff had created four case studies to help pre- and in-service teachers think more critically about the role of equity in their work: *Creating Classroom Environments Conducive to Student Learning on Controversial Issues; So That is What is Popular Now; Teacher Identity in Equity Education; We're Not all the Same.*

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

Course Offered: 2005 – present
Option Coordinator(s): Sophia Dixon, Alice Te
CUS Associate(s): Jeff Kugler, Dr. Vanessa Russell, Dr. Nicole West-Burns

The Centre for Urban Schooling has been integral in the development of the Inner City Option (ICO) since its inception, working collaboratively with many others to create the 7 Guiding Principles of equity and social justice upon which the Option is based. Using these 7 guiding principles, the Inner City Option works to prepare teacher candidates who are ready to engage with the current realities of inner city schools and communities and arrive at an understanding of the many ways in which teachers can work to change this reality.

ETFO FUTURE TEACHERS SYMPOSIUM

The ETFO Future Teachers' Symposium was a new initiative this year. This event is designed to introduce 7th and 8th graders from historically marginalized and racialized groups to teaching and to university. This year was the first year that Inner City Option-ITE, CUS and ETFO collaborated to bring the event to OISE.



Through a day of meeting with inspirational current teachers, speakers, teacher candidate-led interest and question sessions, a delicious lunch and a tour and campus scavenger hunt, the middle school students were able to participate in the university setting and ask questions to learn about possibilities for their future at OISE or at other institutions of higher learning.

Additionally, this year Centre staff Jeff Kugler, Dr. Nicole West-Burns and Dr. Vanessa Russell, collaborated with ICO coordinators and instructors in the following ways:

- Co-planning and teaching during ICO's Orientation Week sessions to begin the process of building a strong and supportive learning community in the program
- Supporting the implementation and evaluation of a Dyad project; an innovative initiative that pairs exemplary Associate Teachers with **two** Teacher Candidates (TCs) during the STEP Days and the first practicum block, in an effort to enrich the process of learning to teach by infusing different perspectives, traditions, resources and experiences
- Co-planning and co-facilitating two fall sessions (a session before and after each teaching block) involving partnered Associate Teachers and teacher candidates to develop and share their journey/learnings -the sessions centred on equity/social justice work during the block and sharing and debriefing their experience of doing equity/social justice work with students.
- Co-planning, co-teaching and/or lecturing in ICO courses; TES, School and Society and Language Arts in order to support teacher candidates understanding of issues of social identities, how they play out in schools and concrete ways for teachers to work against the interlocking power relations based on class, race, language, gender, sexuality and ability in the classroom, school and community
- Facilitating a feedback session with ICO TCs to assess the degree to which ICO's program addresses the guiding principles upon which the option is founded - this feedback will again be used to enhance next year's program decisions

B.Ed. Cohort – SPI: Teaching and Learning for Change in Urban Schools (Secondary)

Course Offered: 2011-2012

Cohort Coordinator(s): David Ast, Kurt McIntosh, Dr. Vanessa Russell

CUS Staff and Associate(s): Dr. Tara Goldstein, Dr. Lance T. McCready

2011-2012 marked the first year of the renamed and refocused *Teaching and Learning for Change in Urban Schools* secondary cohort. This cohort is designed to provide teacher candidates with the opportunity to explore and develop teaching and learning strategies to support student success in urban secondary schools. This course was originally offered from 2007-2011 as the *Secondary Program: Inner-City Education (SPICE)* cohort, which merged at the end of last year with the *Pathways for Success: Supporting Students at Risk* cohort to become *Teaching and Learning for Change in Urban Schools*.

Unique among the secondary cohorts at OISE/UT, SPI was site-based at three diverse secondary schools in three different Toronto communities: Bloor Collegiate Institute in the Dufferin Grove neighbourhood; Central Technical School in the Annex; and Winston Churchill Collegiate in the Dorset Park community. In total, eighty-five teacher candidates were enrolled in the program this year at the various sites.

Of particular benefit with being a site-based cohort, teacher candidates in all three schools were able to deepen and extend their partnership activities with staff and students through four weeks of guided classroom observations, including specialized programs. The value of being “on-site” was further realized through school-based presentations by student panels, teachers, and school administrators, which made solid connections between urban education theory and urban education practice for the teacher candidates.

This year, the three cohorts came together on a number of occasions for enriched learning opportunities both at OISE/UT and within the larger community. In December, SPI teacher candidates gathered in the OISE/UT Auditorium to listen to Dr. John Portelli from OISE/UT speak on the topic of the achievement gap and student engagement. Just as teacher candidates returned from break in January, they again met at OISE/UT for a session with Dr. Allan Luke from Queensland University of Technology in Brisbane Australia who presented on the theme of sustaining social justice activism as teachers. In February, the Aboriginal Education Centre of the Toronto District School Board hosted SPI teacher candidates for a presentation focusing on moving beyond frozen images of Aboriginal peoples and integrating an anti-racist focus to Aboriginal Education.

Building on these connections, teacher candidates sought to involve themselves in the school communities through praxis projects, where the candidates volunteered with school-based groups such as: Breakfast, Reading, and Homework Clubs; Gay/Queer-Straight Alliances; Social Justice Clubs; and Young Women’s Committees. Other praxis projects involved community-based organizations, including: Pathways to Education; The Working Women Community Centre; Clay and Paper Theatre; McGregor Park Community Supports; and St. Christopher’s House. The theme of bridging urban schools and communities was further manifest in teacher candidates’ internship choices including: TDSB Equitable and Inclusive Schools; Food Share; The Native Learning Centre; Centre for Addictions and Mental Health (CAMH); Pathways to Education; and OISE/UT’s Centre for Urban Schooling.

Next year will again be one of restructuring as *SPI Teaching and Learning for Change in Urban Schools* will be site-based solely at Bloor Collegiate and Winston Churchill Collegiate. We look forward to continuing a working partnership with Central Tech through the coordination of classroom observations and praxis projects with the school community.

CUS Internship Program: May 2012

CUS Internship Supervisor: Jeff Kugler

CUS Interns: Nathan Goold (Central Option), Elizabeth Guerrero (ICO), Falak Mujtaba (ICO), Sarah Peek (SPI)

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

Centre for Urban Schooling interns become involved in numerous Centre activities. For 2012, the Centre's four interns were engaged in a variety of projects and activities:

- The CUS Annual Report
- The development of a “social justice calendar”, which highlights important dates related to equity and activism in Canada
- Organization of an Inner City Option feedback session to examine and reflect upon their teacher education experience
- Development of a feedback survey for the Centre's *Equity Continuum* publication.

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

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

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

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

The 2011-2012 recipients of the Miyumi Sasaki Scholarship are:

- Catherine Cyr - Inner City Option Elementary
- Laura Sparling - Teaching and Learning for Change in Urban Schools Secondary

For more information on the process for applying for this scholarship in 2012-2013 please contact Jeff Kugler at: jeffrey.kugler@utoronto.ca This fund is awarded to out-going teacher candidates in the spring of each year.

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 U of T in 1964. In addition to his teaching, he served as Associate Dean and director of the Executive MBA Program, and as a member of the Presidential Investment Advisory Committee.

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

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

The William Waters Masters Scholarships in Urban Education

This year, OISE offered another four \$30,000 scholarships to promote excellence in teaching in the urban classroom. The scholarships winners for the 2012 – 2013 academic year are: *Sarah Papoff*, a teacher at Crescent Town Public School (TDSB) who specializes in drama and dance; *Danielle Blair*, a teacher at Westview Centennial Secondary School (TDSB) whose work has a clear anti-poverty focus; *Natasha Burford*, an elementary teacher at Smithfield Middle School (TDSB) and community activist; and *Amanda Parris*, Co-founder and Managing Director of *Lost Lyrics*, a mobile and interactive learning incubator that creates bridges of knowledge between the streets and the classroom.

Each of these individuals 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.

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

Dr. Vanessa Russell is the current *William Waters Teacher-in-Residence in Urban Education* at OISE. She came to this position from Oasis Alternative Secondary School, where she served as Curriculum Leader, supporting staff to work with students who had not yet experienced success in schools. Vanessa has been a teacher educator at both York University and OISE. She has held a number of leadership positions in the Equity Department of the TDSB, and has been the teacher/coordinator of Canada's only dedicated classroom for lesbian, gay, bisexual, and transgender students at risk. Vanessa received her PhD at from OISE and has published and presented extensively in the areas of anti-oppression education, body image, ethics, and activism.

This year, Vanessa had opportunities to work with colleagues, teacher candidates, in-service teachers across several boards, and community partners. Half her portfolio was coordinating the SPI – Teaching and Learning for Change in Urban Schools cohort at Central Technical School. She supported her teacher candidates in the hard work involved to become effective educators. More specifically, Vanessa helped teacher candidates in the activist work it takes to support students who are most marginalized in the schooling system, while at the same time working to change that system. She worked with colleagues in Initial Teacher Education and the Institute of Child Studies, at conferences both student-initiated and instructor initiated, and in the graduate program presenting on a range of equity issues including Culturally Responsive and Relevant Pedagogy (CRRP) and her own scholarship related to embodiment, representation, heteronormativity and school culture, and the limitations of the “coming out” discourse.

At a system level, Vanessa worked on an initial teacher education admissions subcommittee with the goal of creating better access for underrepresented groups wanting to become teachers. The committee's lofty end-goal is to diversify the teaching population. With the Centre for Urban Schooling (CUS), she worked collaboratively creating a range of professional development opportunities for teachers, principals, and system leaders - supporting educators to move from additive approaches of multicultural curriculum to one that centers critical consciousness. It takes courage to work with existing data and to examine the role all educators play in student achievement and the steps we need to take to reduce the achievement gap.

In partnership with the University of Toronto's Sexual Diversity Studies, Vanessa collaboratively organized and facilitated a four part series on Teaching Learning and Sexuality Education. What is exciting about this venture is that there is now a passionate and energetic connected network of in-service and pre-service teachers, across several panels and boards – including Catholic, Public, Toronto, Peel, Halton, elementary and secondary – all focusing on challenging homophobia and heterosexism at the same time as supporting healthy and robust sexual expression in all its glory as it relates to race, gender, class, and ability.

In her work at OISE, Vanessa is continually reminded that learning and teaching are intimately connected – a symbiotic relationship. Vanessa's experience this year propelled her to take both her work in the teaching field and her doctoral work in new directions – by getting down to the gritty work of writing and presenting papers at AERA and beyond.

Finally, it's been a wonderful experience working on this year's William Waters symposium not the least of which was actually meeting and working with James Banks and Judy Rebick. Plans are already underway for the Waters Symposium 2013. Partnering with the TDSB Aboriginal Education Centre and together with educators, activists, community organizations, scholars, researchers and a range of Toronto university partners, the Centre for Urban Schooling will begin as early as this May to meet with an advisory committee to discuss a conference with a focus on Urban Aboriginal Education.



The Fourth Annual William Waters Symposium in Urban Education

Date: April 25 – 27, 2012

Distinguished Guests: Dr. James Banks and Judy Rebick

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

The Centre for Urban Schooling's Fourth Annual William Waters Symposium on Urban Education was entitled *Activism in Education: Pushing Limits in Increasingly Conservative Times*. The symposium featured a public lecture and two days of pre-registered seminars by James Banks and Judy Rebick. The public lecture opened to a jam-packed audience at Isabel Bader Theatre.

Dr. Banks delivered a lecture entitled *Educating Citizens in Global Times for Knowing, Caring and Acting*. He followed up his lecture with seminars across two days for four distinct groups: OISE Initial Teacher Education Instructors and Coordinators; TDSB Model Schools for Inner Cities Lead Teachers and Coaches; Toronto Area Region Office Equity Representatives; and, TDSB Equitable and Inclusive Schools administrative representatives. Banks currently holds the Kerry and Linda Killinger Endowed Chair in Diversity Studies and is Founding Director of the Center for Multicultural Education at the University of Washington, Seattle. Professor Banks is a specialist in social studies education and in multicultural education, and has written more than 100 articles and written or edited twenty books in these fields.





Judy Rebick delivered a lecture entitled *Occupy Education* on opening night. She then facilitated one seminar with teacher candidates and graduate students the next day. Judy worked from the questions that the students prepared in an organizing meeting about dilemmas in relation to activism in teaching. Judy Rebick is a well-known social justice activist, writer, educator and speaker. She is currently the Eakin Fellow in Canadian Studies at McGill University. Previously she held the CAW Sam Gindin Chair in Social Justice and Democracy at Ryerson University. She is also part of the Media panel on CBC Radio's Q.

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)

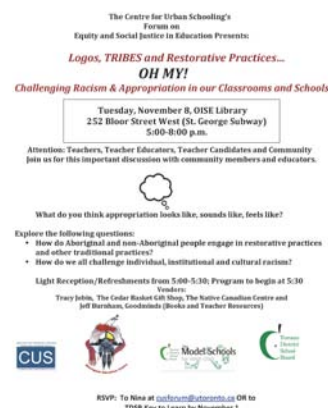
The CUS Forum on Equity and Social Justice in Education (FESJ) is made possible through a generous donation from the Ruth and Alexander Dworkin Tolerance Fund of the Jewish Community Foundation of Montreal. As part of its mandate, CUS is working to develop a public dialogue on the meaning of urban education 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.

As with the 2010-2011 FESJ series, the 2011-2012 FESJ focused on issues connected to urban Aboriginal education. This work has been accomplished as part of a partnership and collaboration with the TDSB Aboriginal Education Centre (AEC). We are truly thankful to the wonderful group of educators and activists at the AEC for their energy, wisdom and focus in helping us at the Centre for Urban Schooling to learn so much about Aboriginal education issues in our country and city. It has developed into a wonderful example for us of successful collaboration.

Session III: November 8, 2011

Logos, TRIBES and Restorative Practices..... OH MY! Challenging Racism and Appropriation in our Classrooms and Schools

On Tuesday, November 8 approximately one hundred educators and community members attended this FESJ event, and were able to hear presentations on how different educators have taken up the battle to combat racism and appropriation with regard to Canada's aboriginal peoples. One speaker spoke of the moving and successful fight to change the logo at a local Toronto secondary School from an "Indian Head". Another speaker spoke of the long-lasting aboriginal connection to restorative practices that are now being taken up by many different people in many different ways without giving credit to the roots of these practices. Finally, there was a presentation on the positive and



negative aspects of the TRIBES program, again a program that uses the word ‘tribe’ as its name with little honouring of the roots of the word in aboriginal cultures, and the connections to other traditional practices. Of special focus in this Forum was discussion about how essential it is for non-Aboriginal people to take up Aboriginal issues in their classrooms. They must work to be as authentic and accurate as possible, but must nevertheless begin the process now of including Aboriginal ways of knowing, Aboriginal history, etc. into their classroom programs. For all people this will always be an on-going process of learning.

Session IV: February 23, 1012

Attawapiskat: Moving Beyond the Colonial Legacy

The Centre for Urban Schooling's
Forum on
Equity and Social Justice in Education Presents:

**ATTAWAPISKAT: MOVING BEYOND THE
COLONIAL LEGACY**

THURSDAY, FEBRUARY 23, 2012
OISE Library, 5:00-8:00 p.m.
252 Bloor Street West (St. George Subway)
Teachers, Teacher Educators, Teacher Candidates and Community

How is it that in 2012, the Canadian government
is still ignoring its treaty responsibilities?
How do we educate and increase public awareness about this and take
action through our curriculum to combat these inequities?

Keynote Speakers:
Joanne Dallaire, Educator
&
Jules Koostachin, Educator and Activist Artist
Both speakers are from Attawapiskat First Nation.

Following the keynote, small group sessions will provide participants with
discussion points and the launch of a BRAND NEW curriculum resource
for K-12 classrooms.
Food Share will provide refreshments.
Vendor: Tracy John, The Cedar Basket Gift Shop



RSVP: To Nina at cuforum@utoronto.ca OR to
TDSB Key to Learn by Thursday, February 16

On Thursday, February 23, over one hundred educators and community members participated in a thought-provoking and educational forum on the state of emergency at Attawapiskat, as well as the historical legacy that has led to several “Attawapiskats” across the country. The forum also focused on the positive and healthy aspects of Aboriginal communities up north.

The forum had two keynote speakers: Joanne Dallaire, educator, and Jules Koostachin, educator and activist artist. Both speakers are from the Attawapiskat First Nation. Following the keynotes, participants went into smaller groups to discuss how to make this all real in the classroom and schools. The AEC shared their new curriculum document **“Since Time Immemorial” ~ Issues of Land, Identity and Self-Government**, with the participants in small groups.

We are thrilled that this partnership and collaboration is continuing in the development of next year’s William Waters Symposium on Urban Education, which will be centred around Aboriginal educational issues.

Convergences in Urban Education

CUS Facilitator(s): Dr. Dominique Rivière
CUS Graduate Assistant(s): Julia Hainer-Violand, Ambeika Sukhram

Historically, *Convergences in Urban Education* has been the Centre for Urban Schooling’s space for OISE graduate students to share their on-going research in urban education. For the 2011-2012 academic year, however, we decided to broaden our approach by inviting CUS faculty members to participate, as well. Four *Convergences* sessions were held during the Winter semester, and each session consisted of one graduate student presentation and one faculty

presentation. This new format served to strengthen CUS' community of urban education researchers, by allowing for new audiences to participate, and new questions to be raised.

Session 1 – January 17, 2012

- Cristina Guerrero and Dr. Rubén Gaztambide-Fernández: *Theorizing Latino/a Immigration in Canada: Assimilation, Accommodation, Diaspora, and Indigenous Frameworks*
- Ken McNeilly – *Beyond the “Bedrooms of the Nation”: A Needs Assessment of Youth with LGBT Parents*

Session 2 – February 7, 2012

- Dr. Lance McCreedy and Emmanuel Tabi: *Educational Trajectories of Young Black Men: Preliminary Findings*
- Anne Wessels – *Edge City: Youth and Place-Based Performance*

Session 3 – March 6, 2012

- Dr. Sarfaroz Niyozov: *Engaging Muslim Students as “Muslims”? Unresolved Questions and Issues*
- Burcu Yaman Ntelioglou – *Linguistically Diverse Students in Urban Drama Classrooms*

Session 4 – April 24, 2012

- Dr. Kathleen Gallagher: *Conceptual, Epistemological and Methodological Challenges in Hypermedia Ethnography: A boon for ethnographic analysis*
- Alex Means – *Schooling in the Age of Austerity: Public Education, Youth and Social Instability in the Neoliberal City*

Teaching, Learning and Sexuality Education

CUS Facilitator(s): Dr. Lance McCreedy, Dr. Vanessa Russell

U of T Partner Facilitator(s): Sexual Diversity Studies School Liaison Committee Members – Jessica Fields, Amy Gottlieb, Lance McCreedy, Adam Peer, Vanessa Russell, Helen Victoros

Community Partner(s): Educator & Activist Tim McCaskell, People Project, TDSB Teachers & Instructional Leaders

The Centre for Urban Schooling and the Mark Bonham Centre for Sexual Diversity at the University of Toronto organized and facilitated a four-part seminar series on sexuality education. In-service, pre-service, Catholic, public, elementary, and secondary teachers across the Greater Toronto Area came together to discuss pedagogical dilemmas in related to policy, curriculum, and the embodiment (intersectionality of race, gender and sexuality). The series pushed participants to move beyond traditional anti-homophobia educational approaches to ones that more robustly center notions of pleasure and sexual expression.



F. OUTREACH, ADVOCACY, AND COMMUNITY COLLABORATION



In 2011-2012, CUS continued to actively engage with a variety of groups and organizations. Some of the relationships we continued this year; and some were new:

Black Student Achievement Task Force

In collaboration with the African Canadian Heritage Association, African Heritage Educator's Network, A Different Booklist, Canadian Alliance of Black Educators, Center for Youth Development and Mentoring Services, Educational Attainment West, New College (U of T), One Voice, One Team, Redemption Reintegration Services and TDSB Equitable and Inclusive Schools, CUS convened meetings to discuss creating a Black Student Achievement Task Force. Although all of the collaborators on this project, and many others, have been doing this work individually and through their own organizations for years, the pulling together of so many groups was the key to this current project.

This work began with a focus on the possibility of doing a community showing of a documentary highlighting the struggles and challenges of Black boys within the public school system in the United States. Although there are parallels in experience, there are also particularities of the Toronto context that differ, and over time the committee felt that we needed to center the work on our communities and our specific challenges. As the focus shifted, the committee decided to establish the Task Force that would allow the collective to focus toward action. We also explicitly and intentionally wanted to focus on ALL Black students, girls as well as boys; racial, ethnic, and cultural diversity within Black communities; all classes of students; issues that impact LGBTQ youth; issues of religion; issues connecting to immigration, etc.

As the meetings moved forward, it was determined that African Heritage Educators' Network would take the lead for future organizing and development. CUS will continue to be active on the Task Force and support the initiatives connected to Black student achievement.

Chilean Administrators Visit

In January 2012 two groups of Chilean administrators visited Toronto for a two week internship period. This was organized as part of a partnership between the OISE Continuing Education Department and Fundacion Chile. As a part of these visits the School Services Department of the Centre became a partner in the process. We organized 2 workshops for the administrators on urban equity focused leadership and helped the administrators to examine their own identities and how this all plays out within the schools in which they work. The administrators were also introduced to the CUS Equity Continuum resource book and were able to connect the continuum to their own work situations.

The Centre also organized inner city school visits for the interns. The first group visited George Syme Community School and Harwood PS while the second group visited George Webster PS and Galloway Road PS. These visits provided the Chilean interns with a good sense of some of the equity work being implemented in TDSB schools.

There are already plans being developed to continue this partnership next year.



Community Recreation for All (CRfA)

CUS has been providing research and advocacy support to CRfA, whose aim is to increase access to free, quality recreation programming and services for residents of Toronto. The Centre's primary role has been to provide the evidence base for investing in community recreation, and to support the group in its efforts to assess the current state of community recreation in the city.

The Miss G__ Project

CUS is a member of The Miss G__ Project's "Bill 13 Dream Team", which is a group of teachers, graduate students, and academics who have been advocating in support of the Ontario Legislature's Accepting Schools Act. This Act would broaden the definition of "bullying" to include forms of discrimination based on sexuality, gender identity, and gender expression.

TDSB Inner City Advisory Committee

The Centre for Urban Schooling has continued its long-standing participation on and commitment to the TDSB Inner City Advisory Committee (ICAC). The Centre plays an active role on the ICAC helping it to develop its focus on issues important to inner city students, schools and communities.

This year aside from the on-going support of the TDSB Model Schools for Inner Cities program, the ICAC has advocated around important issues including inequitable Student Fees, disproportionality in Special Education of certain demographic groups and the inequalities perpetuated through school fundraising.

Black Coalition for AIDS Prevention (Black CAP)

Incoming CUS Director Lance McCready serves as Co-Investigator for a community-based research (CBR) evaluation of the Black Coalition for AIDS Prevention's Adaptation of *Many Men, Many Voices (3MV)*. 3MV is a series of seven workshops facilitated by peers and delivered to a group of six to twelve men. The participants "learn by doing" – the program is not lecture-based. It was originally developed by two community organizations and a university-based HIV/STI prevention and training program. 3MV is designed to help prevent HIV and STIs among Black men who have sex with men by addressing factors that influence risk behaviour, such as (1) cultural, social and religious norms; (2) the interactions between HIV and sexually transmitted infections (STIs); (3) the dynamics of sexual relationships; and (4) racism and homophobia, and the effects these have on HIV risk behaviours. In addition to the formal evaluation, Dr. McCready led a research team of graduate students from OISE and York University who conducted follow-up in-depth interviews with 3MV participants. These interviews were used to develop a verbatim theatre project *Young (Gay)ifted and Black: (Re)Telling Stories of Survival and Thrival for Young Black Men* that will be performed at Buddies in Bad Times Theatre on June 28, 2012.

G. WEBSITE RESOURCES



2011/2012 CUS Staff and Associate Selected Publications

Note: The names of CUS members have been highlighted with **bold text**.

- **Ast, D.** (2011). Challenging classism and deficit-thinking in our schools. In C. Rolheiser, M. Evans, & M. Gambhir (Eds.). *Inquiry into practice: Reaching every student through inclusive curriculum* (pp. 19-20). Toronto, ON: OISE/UT. Available online at http://www.oise.utoronto.ca/cms/oisefiles/ITE%20PUB%202011_COMPLETE/HTML/index.html#/20/
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- Ciuffetelli Parker, D. & **Flessa, J.** (2011). *Poverty and schools in Ontario: How seven elementary schools are working to improve education*. Toronto: Elementary Teachers' Federation of Ontario.
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- **Cummins, J.** (2011). *Promoting academic achievement among minority group students*. Keio: Keio University Press Inc., (in Japanese: Translated by and with an Introduction by Kazuko Nakajima).
- **Cummins, J.** (2011). Putting the evidence back into evidence-based policies for underachieving students. *Babylonia*, 1, 34-38.

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- **Cummins, J.** (2011). Teaching for transformation: What does it mean for English Language Arts in a multilingual school context? *English in Texas*, 41(1), 4 – 16.
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- **Cummins, J.** (2011). Foreword. In R. DeVillar and B. Jiang (Eds.). *Transforming America: Cultural cohesion, educational achievement and global competitiveness* (xiii-xviii). Frankfurt: Peter Lang Publishing.
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- **Cummins, J.** (2011). Foreword. In S. Nieto and P. Bode, *Affirming diversity: The sociopolitical context of multicultural education*. 6th Edition. Boston: Allyn & Bacon.
- **Cummins, J., & Early, M.** (Eds.). (2011). *Identity texts: The collaborative creation of power in multilingual schools*. Stoke-on-Trent, England: Trentham Books.
- **Esmonde, I.** (2011). Mathematics learning in groups: Analysing equity within an activity structure. In D. Wagner, B. Herbel-Eisenmann, & J. Choppin (Eds.). *Equity in discourse for mathematics education: Theories, practices, and policies* (pp. 51-67). New York: Springer.
- **Esmonde, I.** (2011). Snips and snails and puppy dogs' tails: Genderism and mathematics education. *For the Learning of Mathematics*, 31(2), 27-31.
- **Flessa, J. & Gregoire, H.** (2011). Policy aspirations and dilemmas of implementation: Leadership for partnerships in Ontario, Canada. In S. Auerbach (Ed.). *School leadership for authentic family and community partnerships: Research perspectives for transforming practice* (pp. 117 – 132). New York: Routledge.

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- **Gallagher, K.** (2012). A re-publication of K. Gallagher (2005). Imagining drama/theatre and the arts. In Leithwood, McAdie, Bascia and Rodrigue (Eds.). *Teaching for deep understanding: Towards the Ontario curriculum that we need*. Toronto: Corwin Press. In R. Purnima. *Sharing experiences: Varied voices*. India: Karnataka State Open University Press.
- **Gallagher, K. & Freeman, B.** (2012). Conceptual, epistemological and methodological challenges in hypermedia ethnography: A boon for ethnographic analysis. In S. M. Silva & P. Landri (Eds.). *Rethinking educational ethnography: Researching on-line communities and interactions*. Porto: CIEE - Centro de Investigação e Intervenção Educativas.
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- **Gallagher, K. & Freeman, B.** (2011) Multi-site ethnography, hypermedia, and the productive hazards of digital methods: a struggle for liveness. *Ethnography and Education*, 6(3): 357-373
- **Gallagher, K.** (2011) In search of a theoretical basis for storytelling in education research. *International Journal of Research and Method in Education*, 34(1): 49-61.
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- **Gaztambide-Fernández, R.**, & Guerrero, C. (w/ West-Burns, N., Larrabure, M., Velasquez, M., Granados-Ceja, L., Guerrero, E.) (2011). *Proyecto Latino — Year One. Report to the Toronto District School Board*. [Technical Report]. Toronto, ON: Centre for Urban Schooling, Ontario Institute for Studies in Education. (110 pp.)
- **Goldstein, T.** (2012). *Staging Harriet's House: Writing and producing research-informed theatre*. NY: Peter Lang (includes a copy of Harriet's House*).
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* This play is available on T-Space, the University of Toronto's online repository of research publications: <https://tspace.library.utoronto.ca/>

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CONCLUSION

On behalf of the Centre for Urban Schooling I would like to thank you for allowing us to share with you highlights of the Centre's work during the 2011-2012 academic year. We are thrilled with the on-going development of our work in leading and collaborating with others in defining what urban education means within the Canadian context.

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

Please contact us:

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

The Centre for Urban Schooling... Leaving our footprint on Urban Education in Canada



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