



NINA BASCIA EDUCATIONAL POLICY SYMPOSIUM

SAT NOV 4, 2023 10AM - 1PM
OISE - LIBRARY



UNIVERSITY OF TORONTO
OISE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION



DEPARTMENTAL
STUDENT ASSOCIATION

Contents

3 Acknowledgement

4 Agenda

7 OISE Faculty Guest Speakers

12 Gallery Walk: Graduate Students Poster Presentations

25 Meet the Team: 2023 Symposium Organizers

Acknowledgement

Thank you to the LHAE-DSA executive team and volunteers for their generous support in making our symposium event a success. Your dedication and diligent work have truly made a difference in creating a memorable and impactful experience for all attendees.

LHAE DSA Executive

Henry Ssali	President
Shelly Khushal	Vice President, Academic Affairs
Steph Chartrand	Vice President, Internal
Jasmine Biloki	Vice President, Communications
Alice Romo	Vice President, Finance

LHAE DSA ASSOCIATE VP

Samantha Clarizio
Margaret de Leon
Mahassen Ramadan
Samia Mursi

9:30 - 10:00am	REGISTRATION <i>All attendees to sign photo waiver</i>
SESSION OPENS 10:05am	Shelly Khushal LHAE DSA Vice President, Academic Affairs <i>Opening Remarks Setting the Stage for the Symposium To introduce Dean Walker</i>
10:10 - 10:20am	Dr. Erica Walker Dean, Ontario Institute for Studies in Education (OISE) <i>Welcome Address To introduce Professor Barbara Fallon</i>
10:20 - 10:25am	Professor Barbara Fallon Associate Vice-President, Research <i>Institutional Remarks To introduce Professor Nina Bascia</i>
10:25 - 10:30am	Professor Nina Bascia LHAE Former Chair & Founding Director, Collaborative Specialisation in Educational Policy <i>Guest of Honor Remarks To introduce Associate Dean Joseph Flessa</i>
10:30 - 10:40am	Professor Joseph (Joe) Flessa Interim Associate Dean, Programs <i>Symposium's Keynote Speaker</i>

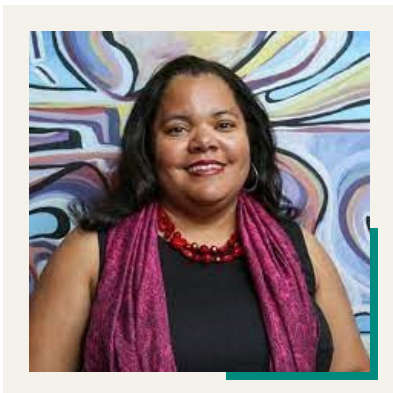
10:40 - 10:50am	<p>Shelly Khushal & Mahassen Ramadan To invite faculty to stage for token of appreciation</p>
10:50am	<p>Margaret de Leon To invite guests and participants to the Gallery Walk</p>
10:50 - 11:55am	<p>GALLERY WALK: GRADUATE STUDENTS POSTER PRESENTATIONS</p>
	<p>Margaret de Leon <i>The impact of student employment on first-year student persistence in higher education</i></p>
	<p>Shreeja Mukherjee <i>Does Higher Education provide higher rates of return on Human Capital?</i></p>
	<p>Elwin Varughese <i>Understanding the impact of Indigenous teacher education programmes and educators working at on-reserve schools in Ontario, Canada</i></p>
	<p>Maria Mahmoudian <i>Identity navigation in early development: an investigation into children's pro-nouns choices</i></p>
	<p>Ifhtia Haque <i>Implementing mandatory service-learning course in post-secondary programs in Ontario</i></p>
	<p>Amanda Paul <i>Resiliency in e-learning for Adults</i></p>
	<p>Sara Zoghbi <i>Adult education for immigration and intercultural relations</i></p>
<p>Victoria Parlatore <i>Students' perceptions on how teachers and peers treat special educational needs students in general education classrooms</i></p>	

	<p>Vennese Croasdaile <i>Missed information: young Black male street vendors</i></p>
	<p>Dareen Fatimah <i>Racialized women educational leaders</i></p>
	<p>Rachael Kalaba <i>African Women Leadership in Zambia: Unveiling An Afro-feminist and Ubuntu Perspective</i></p>
	<p>Alice Romo <i>Effects of Police in Schools on Exclusionary School Discipline</i></p>
11:55 - 12:10pm	<p>Dr. Nina Bascia, Samantha Clarizio and Samia Mursi To distribute participants' Certificates of Appreciation</p>
12:10 - 12:25pm	<p>Steph Chartrand Appreciations</p>
12:25 - 12:55pm	<p>Dr. Nina Bascia & Shelly Khushal Sharing Circle To engage in deeper reflections and lessons learned</p>
12:55 – 1:00pm	<p>Henry Ssali LHAE DSA President <i>Closing Remarks Grab and Go Lunch</i></p>

Join us for Post-Symposium Reception at Duke of York (39 Prince Arthur Ave.)



OISE Faculty
Guest Speakers



Erica Walker

Dean, Ontario Institute for Studies in Education (OISE)

Erica Walker is Dean and Professor at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. Professor Walker earned her BS in Mathematics from Birmingham-Southern College, her MA.Ed in Mathematics Education from Wake Forest University, and her Ed.D and Ed.M in Administration, Planning, and Social Policy from Harvard University, before joining Teachers College, Columbia University as a postdoctoral research fellow and professor. While at TC, she served as the Clifford Brewster Upton Professor of Mathematical Education, the Director of the Edmund W. Gordon Institute for Urban and Minority Education (IUME), and Chair of the Department of Mathematics, Science, and Technology. She joined OISE as Dean in 2023. A former public high school mathematics teacher from Atlanta, Georgia, her research focuses on social and cultural factors as well as educational policies and practices that facilitate mathematics engagement, learning, and performance, especially for underserved students. She collaborates with teachers, schools, districts, and organizations to promote mathematics excellence and equity for young people. Her current research explores the role of storytelling in math education. An award-winning educator and researcher, Professor Walker's work has been published in journals such as the American Education Research Journal, Educational Leadership, and the Urban Review. She is also the author of two books: *Building Mathematics Learning Communities: Improving Out-comes in Urban High Schools* (published by Teachers College Press in 2012) and *Beyond Banneker: Black Mathematicians and the Paths to Excellence*, published by SUNY Press in 2014. She was named an American Education Research Association Fellow in 2022.



Professor Barbara Fallon
Associate Vice-President, Research

The Associate Vice-President, Research reports to the Vice-President, Research & Innovation, and Strategic Initiatives and has an integral role in furthering the strategic goals of the University including working with Academic Divisions to define and track quantitative measures, further developing our culture of excellence in research and resourcing and supporting major team grants that benefit teams of faculty members. Barbara Fallon holds a Canada Research Chair in Child Welfare at the Factor-Inwentash Faculty of Social Work. Her research focuses on the collection and sharing of reliable, valid national and provincial data to provide an evidence-based understanding of the trajectories of children and families in the child welfare system. Her other research interests include comparisons of child protection systems and the contribution of worker and organizational characteristics to child welfare decision making. Dr. Fallon's transdisciplinary work, including as one of the co-leads of the Fraser Mustard Institute of Human Development Policy Bench, disseminates critical information to promote optimal child health and well-being



Professor Nina Bascia

LHAE Former Chair & Founding Director, Collaborative
Specialisation in Educational Policy

Nina Bascia holds degrees in sociology, program evaluation and educational policy analysis from Stanford University. She joined the faculty of OISE/University of Toronto in 1991. Always active in program development and administration, she served as Chair of the Departments of Theory & Policy Studies (2002-2006) and Leadership, Higher & Adult Education (2015-2022). She has taught in the initial teacher education and Educational Leadership and Policy programs and has supervised over 50 doctoral dissertations. In 2002, she initiated OISE's Collaborative Program (now Specialization) in Educational Policy, which served 12 programs in all 4 academic departments. Her research has focused on the intersection of educational policy and teachers' work; she is one of the leading scholars on teacher unions internationally. She has published 10 books, most recently *Teachers' Work During the Pandemic* (2023) and the *International Handbook on Teachers' Work* (forthcoming). She is Co-editor of the Routledge book series: *Critical Perspectives on Teaching and Teachers' Work*.



Professor Joe Flessa
Interim Associate Dean, Programs

Joseph (Joe) Flessa is an Interim Associate Dean, Programs at the University of Toronto's Ontario Institute for Studies in Education. He is also a Professor in the Department of Leadership, Higher and Adult Education. His work has focused on school leadership in urban and comparative contexts. Professor Flessa is a member of the Centre for Leadership and Diversity and teaches courses in Educational Policy. He is co-editor of the journal Leadership and Policy in Schools.



GALLERY WALK:
Graduate Students
Poster Presentations



Margaret de Leon

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The impact of student employment on first-year student persistence in higher education

This research investigates the complex relationship between employment and first-year student persistence at the University of Toronto within the context of rising tuition costs and economic challenges. Utilizing a mixed-methods approach, semi-structured interviews and follow-up surveys were conducted to understand the experiences of employed first-year students. Grounded in Tinto's theories of student integration and persistence, supplemented by insights from time poverty and negotiation theories, the findings illuminate the intricate balance these students navigate between academic and work commitments. Notably, moderate work hours were associated with higher GPAs, indicating a delicate balance. The study advocates for tailored support systems to enhance the academic journey of this growing demographic, contributing to discussions surrounding educational policy.



Shreeja Mukherjee

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Does Higher Education provide higher rates of return on Human Capital?

The emerging fields of novel technological developments and AI have created a knowledge-intensive industry demanding a more educated, smarter labor force to manage these increasingly sophisticated systems. Colleges and universities have become the new primary suppliers of this workforce armed with higher educational credentials. “Education for All” has given way to the new mantra “college for all” (Rosenbaum, 2001). In the labor market, rising rates of return (ROR) for higher education have redirected resources towards its universal promotion. Studies across the world in a cross-section of countries at different stages of socio-economic development reflect a renewed interest in this field and a change in educational policies directed towards promoting higher education on a larger scale. The focus of this study is to explore the policy changes in the field of higher education in the context of a developed (Canada) and a developing economy (India) and its effect on economic returns.



Elwin Varughese

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Understanding the impact of Indigenous teacher education programmes and Educators Working at On-Reserve Schools in Ontario, Canada

This is a qualitative research study focusing on historical analysis of understanding whether Indigenous teacher education programs provided by universities in Ontario, Canada are supporting educators, who work in on-reserve schools, in addressing their challenges. This study was done by going through various sources including, academic articles, papers and websites, mainly focusing on understanding the history of how Indigenous teacher education evolved, structure of Indigenous teacher education programs, challenges and benefits which educators face by attending these programs. It is also focusing on understanding how the evolution of Indigenous teacher education has helped in the development of Indigenous educators' knowledge and practices in classrooms and community.



Maria Mahmoudian

ELP MEd

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Identity Navigation in Early Development: An Investigation into Children's Pronouns Choices

This research delves into the nuanced process of identity navigation during the early stages of development, focusing specifically on the decisions children make regarding their pronoun usage. It also navigates within the context of educational leadership. Pronouns, as linguistic tools, carry considerable weight in reflecting an individual's gender identity, and their role in shaping one's self-conception is of paramount importance. This study aims to explore the multifaceted factors that influence children's preferences for specific pronouns, scrutinize the potential consequences of pronoun usage on students' overall well-being, and illuminate the pivotal roles played by educational leaders, educators, and the broader educational environment in fostering children's autonomy, and agency in pronoun selection. By employing an exploratory approach that considers various viewpoints, this research aspires to provide insights into the intricate interplay between identity development and the linguistic choices children make within the sphere of educational leadership.



Ifhtia Haque

AECD MA

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Implementing Mandatory Service-Learning Course in Post-Secondary Programs in Ontario

Author Barbara Jacoby defines service-learning as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes.” In Ontario students must complete a minimum of 40 hours of community involvement activities as one of the requirements for an Ontario Secondary School Diploma (OSSD). My research will explore the benefits of service-learning and how the OSSD framework can potentially be implemented from a policy perspective in post-secondary learning environments. I will analyze the educational policies for the Faculty of Arts & Science programs at the University of Toronto and evaluate the opportunities and challenges a mandatory service-learning program may have. I will have a specific emphasis on factors and recommendations on placement quality, duration, and students’ reflections if this policy innovation would be introduced into UofT programs. I will demonstrate what this policy make look like in its pilot year and markers of success.



Amanda Paul

ELP EdD

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Resiliency in e-learning for Adults

This study delves into the critical and pressing issue of adult student attrition, a topic that is intricately interwoven with educational policy and practice. By exploring the complex interplay between resiliency, motivation, and individual proclivities within multimodality learning environments, it brings to light the multifaceted challenges and innovative approaches essential for enhancing adult education outcomes. The mixed methods approach underscores the significance of both quantitative analysis and qualitative narratives, offering a well-rounded perspective that can greatly contribute to the broader discussions on policy and practice in adult education. The study's goal of identifying "push" and "pull" factors shaping attrition not only addresses a crucial concern but also provides valuable insights for policymakers and educators seeking to adapt and evolve within the dynamic landscape of adult education.



Sara Zoghbi

SJE PhD

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Adult Education for Immigration and Intercultural relations

The presented work reflects the results of research conducted in 2020 to understand the underlying tensions in the world of education that are due to cultural biases and expectations. This quantitative and qualitative research studied the implementation of the French school system in Lebanon and found the different ways that cultural differences can impact the school experience of students, teachers, and admins. It answers the questions of what it means to develop intercultural competencies in a diversified world and how they change the dynamics in schools. This presentation is the first step towards “intercultural awareness” because it shows the many different situations where cultural shocks and misunderstandings were observed in the schools that participated in the study. Three years later, it is now clear that the fields affected by cultural differences are not only the ones related to education but also to immigration, international affairs, politics, and much more.



Victoria Parlatore

HE PhD

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Students' Perceptions on How Teachers and Peers Treat Special Educational Needs Students in General Education Classrooms

This study investigates how non-designated students perceive teacher and peer behaviours towards students designated with special educational needs (SEN). Semi-structured interviews with 25 university students who had been in general education classrooms in high school were conducted to understand how the epistemological beliefs teachers and peers hold impact the learning and experiences of students with SEN in inclusive classrooms. A thematic, phenomenological analysis identified factors such as accommodations, groupwork, presence of aides, and teacher modelling as influential in the interactions of students with SEN and their peers and teachers. The findings of this research may help schools determine how to improve the experiences of students with SEN in inclusive classrooms.



Vennese Croasdaile

AECD PhD

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Missed Information: Young Black male street vendors

Using Harvey's (2008) paper, The Right to the City as a framework, I review the informal economy. This literature review will be used to gain insight on how to engage young Black male street vendors in the informal economy for inclusive learning on how to grow their business. In the same way that Harvey (2008) argued that urbanization should not be without the input of its inhabitants, I will eventually use this literature review as part of my PhD submission to propose that the welfare of young Black male street vendors should include their right to the city in the form of how they hustle, interact with non-formal and informal education, and determine what missing information is relevant to them as they navigate hustling and learning. The literature review also reveals that government legislation towards the informal economy is often classist, racist and egregious yet often goes unchecked.



Dareen Fatimah

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Racialized Women Educational Leaders

Despite the fact that the racialized population with higher educational attainment in the Greater Toronto Area is increasing, racialized women in leadership roles remain disproportionately low. Unlike their white counterparts, racialized women continue to face invisible barriers that limit their advancement in various professions, such as gender bias, and gender stereotypes. The recent global crisis resulted in the closing of educational institutions and pivoting to online learning. This shift exacerbated existing structural inequities and systemic racism within Canadian society. To comprehend the influence of educational institutions on the effectiveness and readiness of racialized leaders, I seek to explore the experiences of racialized women leaders in public secondary schools. This study is conducted using an anti-oppressive framework that is based on critical feminist theory, intersectionality, and situational leadership.

Racheal Kalaba

PhD Candidate, AECD, OISE

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African Women Leadership in Zambia: Unveiling an Afro-feminist and Ubuntu Perspective

Background: Women globally have significantly influenced various sectors, with their unique leadership styles fostering collaboration and community engagement. However, their substantial contributions frequently remain overshadowed. Colonial Legacy: Historical narratives from the colonial era have consistently misrepresented African women leaders, fostering biased interpretations. Zambia, like many African nations, experiences persistent leadership gaps due to entrenched traditional roles and prevailing cultural biases stemming from these distorted portrayals. Evolution of Leadership Discourse: The essence of leadership transcends mere positions, rooted deeply in relationships, objectives, and contexts. Interestingly, the discourse on women's leadership in Zambia, sculpted by socio-cultural dynamics and historical narratives, has been evolving even before the global conversations began to gain momentum. Challenges Faced: Discrimination remains a formidable barrier for Zambian women leaders. Pervasive biases, stereotypes, and heightened scrutiny compromise their credibility, often positioning them unfavorably against their male counterparts. Study Approach: Prioritizing the amplification of authentic African voices, this research challenges predominant Western narratives. Using an Afro-feminist perspective combined with the Ubuntu philosophy, the study unravels the intricate layers of women's leadership in Zambia. This dual approach underscores the significance of collaboration and emphasizes the profound cultural resonance that defines African women's leadership. Conclusion: The blend of Afro-feminism and the Ubuntu framework offers a refreshing, culturally resonant perspective on Zambian women's leadership, advocating for a more inclusive, equitable, and holistic understanding that recognizes and celebrates their unique contributions.



Alice Romo

PhD Student, ELP

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Effects of Police in Schools on Exclusionary School Discipline

Police brutality against Black and other racialized communities continue to make international headlines. Within the public schooling context in Ontario, the controversial School Resource Officer (SRO) program is one of many iterations of historically punitive disciplinary policies. In the Toronto District School Board (TDSB), the SRO program initiated in 2008, assigning uniformed police officers to schools across the board. An increase in school-related arrests of racialized youth in low-income Toronto neighbourhoods prompted public outcry which resulted in TDSB trustees ending the SRO Program in 2017. Using mixed methods, I hypothesize that the removal of the SRO program in the TDSB is associated with a decrease in suspension rates and school related arrests, in comparison to neighbouring school boards that continue to use the SRO program. Secondly, I hypothesize that the most severe encounters with police continue to disproportionately impact Black and other racial minority students.



LHAE
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MEET YOUR 2023-2024 NBEPS ORGANIZING COMMITTEE

Theme:
*Navigating Educational
Policy Landscapes:
Challenges, Innovations
and Perspectives*



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