

Teacher Education Symposium: A SSHRC Connections Event

Reconceptualizing Teacher Education Worldwide: A Canadian Contribution to a Global Challenge

Oct 27-28, 2017



Social Sciences and Humanities
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Preface

Reconceptualizing Teacher Education Worldwide: A Canadian Contribution to a Global Challenge | Oct 27-28, 2017

Faculty of Education, The University of British Columbia, Ponderosa Commons Ballroom, 6445 University Boulevard, Vancouver, BC Canada V6T 1Z4

Event Organizers

- **Anne M. Phelan** | *University of British Columbia*
- **William F. Pinar** | *University of British Columbia*
- **Nicholas Ng-A-Fook** | *University of Ottawa*
- **Ruth Kane** | *University of Ottawa*

Graphic Design

- **Kirsty Robbins** | *University of British Columbia*

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We would also like to thank:

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- *Faculty of Education*
- *Department of Curriculum and Pedagogy (EDCP)*
- *Centre for the Study of Teacher Education (CSTE)*



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Being A Guest On Musqueam Territory

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next.

It is common at UBC events to begin with an acknowledgement of Musqueam territory. Acknowledging territory is a way of honoring and showing respect to the Musqueam, who have long inhabited this land.

The Musqueam Indian Band and the University of British Columbia have a long history of partnership. This was strengthened in December 2006 with the signing of a historic memorandum of affiliation. As a result, a number of initiatives between the University and the Musqueam Indian Band have resulted.

As a guest on this land you may be interested in learning more about the Musqueam people | aboriginal.ubc.ca



- ▲ **Image Credit** | *Reese Muntean*. Musqueam artist Brent Sparrow Jr. carved the new Musqueam Post during UBC's Centennial year.
- ▶ **Image Credit** | Also known as the Musqueam *sʔi:ɬqəy̓ qeqəŋ* (double-headed serpent post), this impressive, 34-foot tall post carved by Musqueam artist, Brent Sparrow Jr., will serve as a permanent welcome to all visitors to UBC's Vancouver campus and as a reminder of our relationship with the Musqueam people who were here long before UBC's history began.



სწი:ტყəყ' qeqən

Welcome

Dear Friends & Colleagues,

It is our pleasure to welcome you to Vancouver, and the Faculty of Education, Ponderosa Commons, University of British Columbia, for this SSHRC Connections Event: *Reconceptualizing Teacher Education Worldwide: A Canadian Contribution to a Global Challenge*.

The first two decades of the new millennium have witnessed unprecedented appraisal, analysis and educational policy formulations related to teaching and teacher education across the western world. Increasingly, teaching is defined in terms of universal competencies and teachers are rendered interchangeable in a global education system characterized by uniform practices including testing (e.g. TIMMS; PISA), mandated textbooks, and scripted teaching. An emphasis on excessive standardization and students' test scores as the sole determinant of teachers' success distorts the educational aims of professional practice, damaging professional pride and integrity, leaving teachers less time and enthusiasm for teaching. It is vital to the future of teacher education, and concomitantly public education, that we imagine alternatives to the homogenization of educational experience that

globalizing policies install. While Canada has not been immune to standardization, we believe that Canadian scholars have much to contribute to a reconceptualization of teacher education in the contemporary moment. To this end, we have invited presenters from across Canada who will focus attention on three key themes:

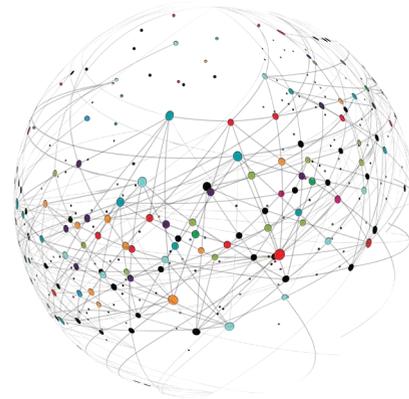
- ▶ **academic erudition** | teaching as a learned profession with responsibility for the intellectual growth of the young and continuing study by teachers.
- ▶ **civic particularity** | teachers as interpreters of cultures, mediators of history, and protectors of particularity within communities.
- ▶ **ethical engagement** | teachers exhibiting moral conduct and resolve amidst conflicting and sometimes demoralizing political demands.

All participants will engage, via roundtable knowledge-sharing discussions with the following question:

What curricular conditions would need to prevail for teacher education to foster teachers' intellectual leadership, an appreciation of civic particularity and historical circumstance, and a capacity to engage ethically (pedagogically) with students' histories and ideas?

A Canadian conception of teacher education will, we suggest, promote the preservation of particularity within civic communities increasingly characterized by immigrants, refugees, and endangered indigenous peoples, in Canada and worldwide. Protection of the past through academic erudition, its articulation, indeed reactivation, in the present by engaging ethically, that is to say pedagogically, with others: these are among the elements of a characteristically Canadian contribution to teacher education.

We look forward to the conversation!



Anne M. Phelan & William F. Pinar | Professors, UBC

Nicholas Ng-A-Fook and Ruth Kane | Professors, University of Ottawa

Overview

DAY 1 | Friday, October 27

8:00-9:00

- Registration | Breakfast

9:00-9:30

- Welcoming remarks

9:30-10:30

▶ KEYNOTE

- **William F. Pinar**, UBC | *George Grant's Critique of Education: Civic Particularity, Academic Erudition, Ethical Engagement*

10:30-11:00

- Break

11:00-12:00

▶ PRESENTATIONS

- **Theodore Christou**, Queen's University | *Knowing, Thinking, Doing: Teacher Education in the Most Enlightened Age*
- **Teresa Strong-Wilson**, McGill University | *Using Methods of Juxtaposition to Jolt Understanding: Exploring Ethical Forms of Pedagogical Practice*

12:00-1:00

- Roundtable Discussion

1:00-2:00

- Lunch

2:00-3:30

▶ PRESENTATIONS

- **Anthony Clarke**, UBC | *Working Outside the Boundaries in Teacher Education*
- **Ying Ma**, UBC | *Learning to Teach in Inhospitable Times: In Dialogue with Aristotle and Confucius*
- **Nicolas Ng-A-Fook, Ruth Kane, & Kiera Brant**, University of Ottawa | *Reconceptualizing Teacher Education in Ontario: Civic Particularity, Ethical Engagement, and Reconciliation*

3:30-4:30

- Roundtable Discussion + Break

4:30

- Departure

DAY 2 | Saturday, October 28

9:00-10:00 • Breakfast

10:00-11:30 ► PRESENTATIONS

- **Jan Hare**, UBC | *Reconciliation in Teacher Education: Hope or Hype?*
- **Ann Chinnery**, Simon Fraser University | *Reconciliation and Responsibility: The Challenge of Difficult Inheritances*
- **Avril Aiken**, Bishops' University | *Accounting for the Self: Reconciliation as Professionalism*

11:30-12:30 • Roundtable Discussion & Break

12:30-1:30 • Lunch

1:30-3:00 ► PRESENTATIONS

- **Melanie Janzen**, University of Manitoba | *Formulating an Understanding of Teachers' Ethical Engagement with Youth/Children*
- **Phyllis Dalley**, University of Ottawa | *From Africa to Ontario with Care*
- **Anne Phelan**, UBC | *Tenants of Time and Place: Beyond the Generic Teacher Educator*

3:00-4:00 • Roundtable Discussion & Break

4:00-4:30 • Closing & Next Steps

4:30 • Departure

▶ DAY 1 | Friday, October 27

- 8:00-9:00 Registration & Breakfast
- 9:00-9:30 Welcoming remarks

- 9:30-10:30 **KEYNOTE**

George Grant's Critique of Education: Civic Particularity, Academic Erudition, Ethical Engagement

William F. Pinar
UBC

In this paper I will examine George Grant's critique of teaching, time, and technology. Grant (1918-1988) has been characterized as a political philosopher, Canadian nationalist, contrarian thinker, theologian, witness, prophet. Each of these were enacted through his teaching. Over the course of his lifetime George Grant was engaged in public education - the education of the public - first through his World War II work with the Canadian Adult Education Association, then his teaching at Dalhousie and McMaster Universities, his work on the *Encyclopedia Britannica*, his lectures on the Canadian Broadcasting Corporation, and at public events from teacher meetings in Halifax to teach-ins in Toronto. Throughout the paper I will specify the pertinence of Grant's teaching to the effort to articulate a Canadian conception of teacher education.

- 10:30-11:00 Break

- 11:00 - 12:00 PRESENTATIONS

Theodore Christou, Queen's University | Teresa Strong-Wilson, McGill University

Knowing, Thinking, Doing: Teacher Education in the Most Enlightened Age

Theodore Christou
Queen's University

As renowned history educator Ken Osborne has noted, knowledge matters. What matters more is how we think about the knowledge we acquire and use it to understand the world around us, past and present. What matters most is how we act and live. Knowing, thinking, and doing are framed here as nested, dimensions of what Pierre Hadot called *a way of living*. The paper will argue that technology, as artefact and as concept, is associated with technocratic conceptions of science and progress. It will demonstrate that the search for evidence drives research and policy in teacher education. Meanwhile historical, philosophical, and discursive research is associated with story-telling or, even theory, as it is understood in the pejorative sense. Lastly, it will outline a humanistic model for conceptualizing the work that teacher education can accomplish that draws primarily on the writings of Søren Kierkegaard and John Dewey.

Using Methods of Juxtaposition to Jolt Understanding: Exploring Ethical Forms of Pedagogical Practice

Teresa Strong-Wilson
McGill University

How do teachers understand their ethical social responsibility to others? How do they bring potentially fraught histories in relation to their own? This paper will focus on the impact of methods of juxtaposition on teachers' thinking and practice. These methods of juxtaposing texts, stories, images, and words spring from three sources. One is the practice of *currere*, which relies on temporal and spatial forms of juxtaposition in returning, in critical ways, to the question of the subject in curriculum studies (Pinar, 2011). Another comes out of a practice of juxtaposition developed in over a decade of working with Canadian elementary and secondary teachers using social justice literary texts (Canadian and post-colonial); the method combines *currere* with the multidirectional memory work of Michael Rothberg (2009, 2011) to 'move' practice. The third source is my sustained study of the writings of W.G. Sebald (1944-2001), an intellectual engagement that has prompted working through questions of ethics, responsibility and representation. Sebald uses juxtaposition extensively. I will explore ways in which juxtaposition can jolt, and thus move, teacher understanding.

• **12:00-1:00** Roundtable Discussion

• **1:00-2:00** Lunch

• **2:00 - 3:30** **PRESENTATIONS**

Anthony Clarke, UBC | Ying Ma, UBC |

Nicolas Ng-A-Fook, Ruth Kane, & Kiera Brant, University of Ottawa

Working Outside the Boundaries in Teacher Education

Anthony Clarke
UBC

For the past four years I have had the opportunity to coordinate at UBC an Intensive Study Abroad Program (ISAP) for a cohort of teacher candidates from one of China's leading teacher education institutions. This experience—stepping outside the confines of one's own teacher education program and its attendant expectations—has provided a generative space for thinking differently about teacher education. This fully immersive and integrative experience has, in profound ways, reshaped the possibilities for how and why I (we?) might engage in teacher education. In particular, the paper will draw on the overarching purpose of the ISAP—Thinking about being in the world as an educator—to trouble notions of culture, metanarratives, global complexities, and curriculum conversations.

Learning to Teach in Inhospitable Times: In Dialogue with Aristotle and Confucius

Ying Ma
UBC

Against the backdrop of an unwarranted standardization of teacher education in both China and Canada today, I recall the story of my mother's efforts to learn to teach -- without any formal teacher preparation -- in a middle school in China during the Cultural Revolution almost forty years ago. The lenses of Aristotelian *phronesis* and Confucian *ren* help me understand my mother's story in a new light, enabling me to recover the largely forgotten voices of teachers from that period, but also revealing new insights about educational teaching in environments inhospitable to teachers' intellectual and political freedom: the challenges of negotiating between imposed theories and actual practices; of integrating emotion and reason; and of forging educational relationships with students. However, I conclude that *phronesis* and *ren* may be conceptually inadequate for interpreting teachers' stories of teaching within a pervasive political hegemony and turn to *meta-phronesis* (Caputo, 1993, p. 102) as an alternative.

Reconceptualizing Teacher Education in Ontario: Civic Particularity, Ethical Engagement, and Reconciliation

**Nicolas Ng-A-Fook,
Ruth Kane & Kiera Brant**
University of Ottawa

In 2015 the Ontario government implemented several changes to teacher education in the province, including extending the program from one to two years and reducing the government funding provided per student. While these changes present challenges to faculties of education, they also provide unique opportunities to reconceptualise teacher education in Ontario. As various educational scholars have noted, historical and contemporary educational policies and pedagogies have worked to colonize the minds of pre-service teachers, and in turn Canadian citizens. How might we continue to call upon Ontario teacher education, now and in the future, to critically question the settler colonizing systems we have inherited, listen and learn from differing Indigenous perspectives, and make significant contributions toward re-envisioning, enacting and respecting our constitutional relations as Indigenous and non-Indigenous citizens? This paper presentation will situate and draw on concepts such as civic particularity and ethical engagement to address such timely curricular questions.

- **3:30-4:30** Roundtable Discussion & Break
- **4:30** *Departure*

▶ DAY 2 | Saturday, October 28

- 9:00-10:00 *Breakfast*

- 10:00-11:30 **PRESENTATIONS**

Jan Hare, UBC | Ann Chinnery, Simon Fraser University | Avril Aiken, Bishops' University

Reconciliation in Teacher Education: Hope or Hype?

Jan Hare
UBC

Teacher education programs in Canada are experiencing a dramatic shift in the preparation of pre-service teachers as these programs teach education students how to introduce Indigenous content, perspectives, and pedagogies in to classrooms and schools. National policies are now calling for compulsory instruction in Indigenous education for pre-service teachers. Driving recent programmatic, policy, and curriculum reform in teacher education are the urgent calls-to-actions expressed in the final report by Canada's Truth and Reconciliation Commission (2015). Drawing on data from pre-service teachers reflecting on their experiences at the conclusion of their teacher education program, this presentation considers the curricular conditions that need to exist in teacher education coursework that facilitate skills, knowledge, and relations among pre-service teachers that advance Indigenous education priorities. Particular attention is paid to the complexities, limitations, and opportunities that course work dedicated to Indigenous education holds for reconciliation as an educative framework.

Reconciliation and Responsibility: The Challenge of Difficult Inheritances

Ann Chinnery
Simon Fraser University

Schools and faculties of education across Canada are wrestling with how to take up the challenges for education laid out in the *Truth and Reconciliation* Commission Calls to Action. In this paper I argue that an important step in teaching toward reconciliation is learning to take collective responsibility for collective harm regardless of whether we personally had a hand in causing that harm. I draw on Roger Simon's work on critical historical consciousness, and Claudia Card and Barbara Houston's conceptions of forward-looking responsibility, as a way to move beyond resistance and what Houston calls the "moral lethargy of decent people." Accountability and reparation for the past are essential, but reconciliation also depends on responsibility for the present and future. As teachers and teacher educators, the key question thus shifts from one of assigning responsibility (Who is to blame?) to taking responsibility for what has not yet been done (What will I/we undertake?).

Accounting for the Self: Reconciliation as Professionalism

Avril Aiken
Bishops' University

What does it mean to live the disorderly course of teaching in a historically produced present? Writing with and against the backdrop of Canada's sesquicentennial, I think through a new expression of *accountability*, that of "education as the key to reconciliation," which invites a promising complication and critique of the world and work of teachers and teacher educators. Through centering the *"ethical obligation to consider what we have become amidst diverse and often opposing historical forces,"* the call to act for reconciliation serves as a challenge to assurances of progress and reason, and confronts us squarely with uncertainty and questions of the particularity of curricular conditions. How can we dwell in these uncertainties - and in questions *with*, rather than about, *others*? Engaging teachers in theorizing about their own subjectivity and in living with interminable questions must be central to notions of professionalism and to the work of teacher educators.

- **11:30-12:30** Roundtable Discussion & Break
- **12:30-1:30** Lunch

• 1:30-3:00

PRESENTATIONS

Melanie Janzen, University of Manitoba | Phyllis Dalley, University of Ottawa | Anne Phelan, UBC

Melanie Janzen
University of Manitoba

Formulating an Understanding of Teachers' Ethical Engagement with Children/Youth

Canadian classrooms are more diverse than ever: children in care, newcomers, and those with a wide span of diagnoses. With increased standardization, spaces for teachers' judgement, responsiveness, and relationships are eroding. The education system, rooted in Kantian conceptions of static knowledge, has long attempted to know the "Other", expecting teachers to learn about children (assess and categorize) in order to "teach" them (transmit and fix). This violence of turning "otherness" into sameness is magnified within increasingly diverse classrooms that are regulated by mechanisms of managerialism. This paper, enlisting Levinasian insights of ethical possibility and interviews with teachers, will consider what it might mean to engage with children from assumptions of unknowability; where difference becomes the moment to learn *from*—not *about*—the other; where relationality that privileges uncertainty is at the heart of ethical possibility (Todd, 2003); thus, articulating the conditions and qualities of teachers' ethical engagements with children.

Phyllis Dalley
University of Ottawa

From Africa to Ontario with Care

Following a brief overview of the discursive space that is the French language education community of Ontario, this paper will look at the *Formation à l'enseignement* program at the University of Ottawa as a place of transition for professionals immigrating from "French Africa" to "French Canada". Within this place, they are called upon to transition from a professional habitus that brought them social success and status in the past, to ones of student, student-teacher and Francophone in a system that often negates their "past" selves as culturally deficient. How we make our program a safe and inclusive space of transition will be the focus of this talk. More specifically, I will explore the (im)possibility of an ethics of care as foundational to such a project.

Tenants of Time and Place: Beyond the Generic Teacher Educator

Anne Phelan
UBC

"**W**hat has an Irish teacher educator, with a grim national history, to offer Canadian teachers in terms of how we might take up our difficult history in the classroom?"

I was struck by the student's foregrounding and undermining of the role of history in understanding self and society in the present. In this presentation, I respond to her demand - 'to know thyself' in *this* place. Engaging allegory and inspired by Jane Urquhart's novel 'Away', my paper pivots around two historical events, Ireland's Great Famine (1845-1847) and the assassination of the Canada's Minister of Agriculture and Immigration, Darcy McGee, in 1868. I examine their unexpected intersections: the 'anxious hope' of exilic experience, the persistent entanglements of colonialism, and the transformative power of myth translated across societies. If teacher educators are to resist excessive standardization in a globalized education system, we will have to unfurl the knot of our own civic particularity.

- **3:00-4:00** Roundtable Discussion & Break
- **4:00-4:30** Closing & Next Steps
- **4:30** *Departure*

Wayfinding UBC



Conference location

Ponderosa Commons Ballroom

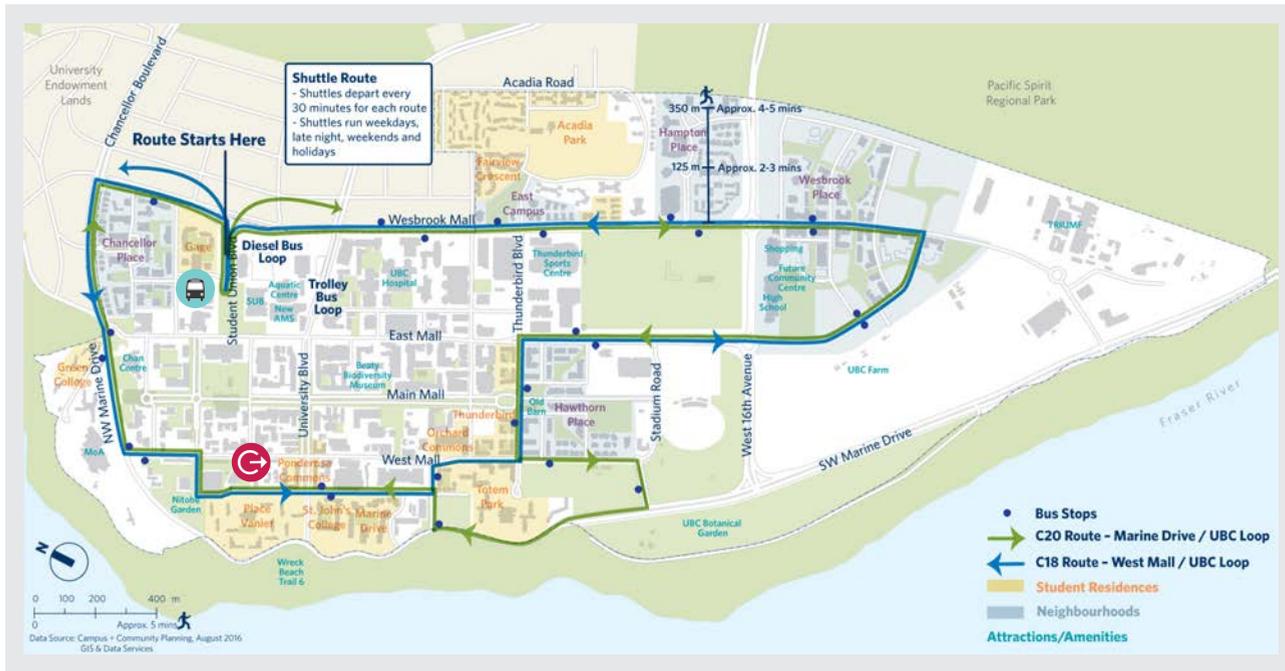
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THANK YOU



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