

Curriculum Vitae
JULIAN KITCHEN, Ph.D.

Faculty of Education
Brock University
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SUMMARY OF TEACHING EVALUATIONS

Associate Professor: Executive Summary of Teaching Evaluations: 2008-2014
Overall Average: 92.68%

Assistant Professor: Executive Summary of Teaching Evaluations: 2006-2008
Overall Average: 92.5%

PUBLICATIONS

Books/Monographs Authored (21)
Books/Monographs/Journals Edited (17)
Chapters in Books/Monographs (25)
Papers in Refereed Journals (45)
Papers in Refereed Conference Proceedings (18)
Technical Reports (3)
Non-Refereed Papers (19)

PAPERS PRESENTED

Refereed Conference Papers (101)
Invited Presentations (3)

GRANTS

Internal (\$59,300)
External (\$315,833.34)

GRADUATE STUDENT SUPERVISION

Supervisor (2 completed; 2 in progress)
Committee Member (8 completed; 1 in progress)

A. Formal Education

- Ph.D. Ontario Institute for Studies in Education of the University of Toronto, 2005
M.Ed. Ontario Institute for Studies in Education of the University of Toronto, 1994
B.Ed. Faculty of Education, University of Windsor, 1986
Qualifications in Intermediate/Senior English and History
B.A. University College, University of Toronto, 1985
Double Major in English and History. Minor in Political Science
- Diploma Seneca College, 1984
Local Government Administration

B. Academic Distinctions and Awards

- 2009 Best Practices Recognition Award, Centre for Teaching, Learning and Educational Technology, Brock University
- 2004 Dr. Howard Russell Distinguished Paper Award, Ontario Educational Research Council
- 2003 John Bigham Award (for Leadership), Ontario Student Debating Union
- 2002 Volunteer Service Award, 10 Years Service, Ministry of Citizenship, Ontario
- 2002 Bill Grant Award (for Coaching), Ontario Student Debating Union
- 1999 Professor of the Year Award (Nominee), Student Teachers' Union
Ontario Institute for Studies in Education of the University of Toronto
- 1997 Volunteer Service Award, 5 Years Service, Ministry of Citizenship, Ontario

C. Academic Positions Held

- 2015- *Professor*, Department of Teacher Education
Faculty of Education, Brock University
- 2014-16 *Director*, Tecumseh Centre for Aboriginal Research and Education, Faculty of Education, Brock University
- 2012 *Acting Director*, Tecumseh Centre for Aboriginal Research and Education,
Faculty of Education, Brock University (July-December)
- 2009- *Associate Professor*, Department of Teacher Education
Faculty of Education, Brock University

- 2006-2009 *Assistant Professor*, Department of Teacher Education
Faculty of Education, Brock University
- 1999-2006 *Instructor and Secondary Program Coordinator*, Initial Teacher Education
Program, Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education of the University of Toronto
- 1989-1999 *Teacher*, History and English, Grade 7 to 12
University of Toronto Schools, Toronto, Ontario
- 1997-2000 *Principal and Academic Director*
Talent Identification Program/Canada, University of Toronto
- 1986-1989 *Teacher*, English, Loretto Abbey High School,
Toronto Catholic District School Board, Toronto, Ontario

D. Creative/Scholarly Activities

1. Publications

Books/Monographs Authored

- Hodson, J. & **Kitchen, J.** (2016). *Maamaawisiiwin Professional Teacher Development Program, Guide 1: The Vision of Maamaawisiiwin*. Thunder Bay, ON : Maamaawisiiwin. (32 pages)
- Hodson, J. & **Kitchen, J.** (2016). *Maamaawisiiwin Professional Teacher Development Program, Guide 2: The Relationships of Maamaawisiiwin*. Thunder Bay, ON : Maamaawisiiwin.(31 pages)
- Hodson, J. & **Kitchen, J.** (2016). *Maamaawisiiwin Professional Teacher Development Program, Guide 3: The Knowledge of Maamaawisiiwin*. Thunder Bay, ON : Maamaawisiiwin. (14 pages)
- Hodson, J. & **Kitchen, J.** (2016). *Maamaawisiiwin Professional Teacher Development Program, Guide 4: The Action of Maamaawisiiwin*. Thunder Bay, ON : Maamaawisiiwin. (21 pages)
- Kitchen, J.** & Bellini, C. (2016). *Professionalism, law and the Ontario educator*. St. Davids, ON: Highland Press.
- Kitchen, J.** & Bellini, C. (2016). *Professionalism, law and the Ontario educator: Instructor's Guide*. St. Davids, ON: Highland Press.
- Hodson, J., & **Kitchen, J.** (2015). *Supporting teachers and improving Aboriginal school success in provincial northwestern Ontario schools: A strategy for change*. Thunder Bay, ON: Northern Policy Institute.

Kitchen, J. & Dean, C. (2010). *Professionalism, law and the Ontario educator*. St. Davids, ON: Highland Press.

Kitchen, J. & Dean, C. (2010). *Professionalism, law and the Ontario educator: Instructor's Guide*. St. Davids, ON: Highland Press.

Kitchen, J. & Dean, C. (2009). *Understanding education law: Professionalism, law and the Ontario educator*. Hamilton: Authors.

Kitchen, J. (2008). *Relational teacher development: A quest for meaning in the garden of teacher experience*. Cologne, Germany: Lambert Academic Publishing.

Cherubini, L., Smith, D., Goldblatt, P., Engemann, J., & **Kitchen, J.** (2008). *Learning from experience: Supporting beginning teachers and mentors, Booklet 1: Facilitators guide*. Toronto: Ontario College of Teachers Press. (10 pages)

Engemann, J., **Kitchen, J.**, Cherubini, L., Smith, P. & Goldblatt, P. (2008). *Learning from experience: Supporting beginning teachers and mentors, Booklet 2: Using the case method in induction*. Toronto: Ontario College of Teachers Press, (18 pages).

Smith, D., Goldblatt, P., Engemann, J., **Kitchen, J.**, & Cherubini, L. (2008). *Learning from experience: Supporting beginning teachers and mentors, Booklet 3: Exploring professional practice through vignettes*. Toronto: Ontario College of Teachers Press. (18 pages)

Goldblatt, P., Engemann, J., **Kitchen, J.**, Cherubini, L., & Smith, D. (2008). *Learning from experience: Supporting beginning teachers and mentors, Booklet 4: Implementing a professional learning session*. Toronto: Ontario College of Teachers Press. (10 pages)

Kitchen, J., Cherubini, L., Smith, P., Goldblatt, P., & Engemann, J. (2008). *Learning from experience: Supporting beginning teachers and mentors, Booklet 5: Research summary*. Toronto: Ontario College of Teacher Press. (10 pages)

Cherubini, L., Smith, D., Goldblatt, P., Engemann, J., & **Kitchen, J.** (2008). *Apprenant à travers l'expérience: Prêter l'appui aux nouveaux enseignants et conseillers. Guide pour les facilitateurs*. Toronto: Ontario College of Teacher Press. (10 pages)

Engemann, J., **Kitchen, J.**, Cherubini, L., Smith, P. & Goldblatt, P. (2008). *Apprenant à travers l'expérience: prêter l'appui aux nouveaux enseignants et conseillers. Utiliser la méthode des cas pour l'intégration*. Toronto: Ontario College of Teacher Press. (18 pages)

Smith, D., Goldblatt, P., Engemann, J., **Kitchen, J.**, & Cherubini, L. (2008). *Apprenant à travers l'expérience: prêter l'appui aux nouveaux enseignants et conseillers. Explorer l'expérience professionnelle par vignettes*. Toronto: Ontario College of Teacher Press. (18 pages)

Goldblatt, P., Engemann, J., **Kitchen, J.**, Cherubini, L., & Smith, D. (2008). *Apprenant à travers l'expérience: prêter l'appui aux nouveaux enseignants et conseillers. Mettre en œuvre une séance d'apprentissage professionnelle*. Toronto: Ontario College of Teacher Press. (10 pages)

Kitchen, J., Cherubini, L., Smith, P., Goldblatt, P., & Engemann, J. (2008). *Apprenant à travers l'expérience: prêter l'appui aux nouveaux enseignants et conseillers. Résumé des recherches.* Toronto: Ontario College of Teacher Press. (10 pages)

Books/Monographs/Journals Edited

Petrarca, D. & **Kitchen J.** (Editors) (2017). *Initial teacher education in Ontario: The first year of four-semester teacher education programs.* Ottawa: Canadian Association for Teacher Education.

Kitchen, J., Tidwell, D. & Fitzgerald, L. (Editors) (2016). *Self-study and diversity II.* Rotterdam. The Netherlands: Sense.

Kitchen, J. (Ed.) (2014) *Brock Education*, 23(2), <http://brocked.ed.brocku.ca>

Kitchen, J. (Ed.) (2013) *Brock Education*, 23(1), <http://brocked.ed.brocku.ca>

Kitchen, J. & Russell, T. (Eds.) (2012). *Canadian perspectives on the self-study of teacher education practices.* Winnipeg: Canadian Association for Teacher Education.

Kitchen, J. (Ed.) (2012). *Brock Education*, 22(1). <http://brocked.ed.brocku.ca>

Kitchen, J. (Ed.) (2012). *Brock Education*, 21(2). <http://brocked.ed.brocku.ca>

Kitchen, J. & Russell, T. (Eds.) (2012). *Canadian perspectives on the self-study of teacher education practices.* Winnipeg: Canadian Association for Teacher Education.

Kitchen, J., Ciuffetelli Parker, D. & Pushor, D. (Eds.) (2011). *Narrative inquiries into curriculum-making in teacher education.* Bingley, UK: Emerald Publishing.

Kitchen, J. (Ed.) (2011). *Brock Education*, 21(1). <http://brocked.ed.brocku.ca>

Kitchen, J. & Ciuffetelli Parker, D. (Eds.) (2011). *Brock Education*, 20(2). <http://brocked.ed.brocku.ca>

Ciuffetelli Parker, D. & **Kitchen, J.** (Eds.) (2010). *Brock Education*, 20(1). <http://brocked.ed.brocku.ca>

Kitchen, J. & Ciuffetelli Parker, D. (Eds.) (2010). *Brock Education*, 19(2) <http://brocked.ed.brocku.ca>

Ciuffetelli Parker, D. & **Kitchen, J.** (Eds.) (2009). *Brock Education*, 19(1). <http://brocked.ed.brocku.ca>

Kitchen, J. & Ciuffetelli Parker, D. (Eds.) (2009). *Brock Education*, 18(2).
<http://brocked.ed.brocku.ca>

Kitchen, J. (Ed.) (2007). *Teacher Induction, Mentoring and Renewal: Proceedings of the Academic Symposium*. Toronto, Ontario, Canada: Centre for Teacher Development, Ontario Institute for Studies in Education of the University of Toronto. (120 pages)

Kitchen, J. (Ed.) (2006). *Teacher Induction, Mentoring and Renewal: Selected Papers*. Toronto, Ontario, Canada: Ontario Institute for Studies in Education of the University of Toronto. (104 pages)

Chapters in Books/Monographs

Kitchen, J. (2017). Critically reflecting on masculinity in teacher education through narrative self-study. In R. Brandenburg, K. Glasswell, M. Jones, M. & J. Ryan (Eds.) *Reflective theory and practice in teacher education* (pp. 85-101). Singapore: Springer Nature.

Petrarca, D. & **Kitchen, J.** (2017). A time of change in Ontario's initial teacher education. In D. Petrarca and J. Kitchen, *Initial teacher education in Ontario: The first year of four-semester teacher education programs* (pp. 1-16). Ottawa: Canadian Association for Teacher Education.

Petrarca, D. & **Kitchen, J.** (2017). Enhanced initial teacher education in Ontario: Identifying patterns of continuity and change. In D. Petrarca and J. Kitchen, *Initial teacher education in Ontario: The first year of four-semester teacher education programs* (pp. 17-52). Ottawa: Canadian Association for Teacher Education.

Kitchen, J. & Sharma, M. (2017). A welcome change: Brock University embraces teacher education reform. In D. Petrarca and J. Kitchen, *Initial teacher education in Ontario: The first year of four-semester teacher education programs* (pp. 71-88). Ottawa: Canadian Association for Teacher Education.

Kitchen, J. & Petrarca, D. (2017). Moving forward: The future of teacher education on Ontario. In D. Petrarca and J. Kitchen, *Initial teacher education in Ontario: The first year of four-semester teacher education programs* (pp. 349-354). Ottawa: Canadian Association for Teacher Education.

Holden, M. & Kitchen, J. (2017). Ontario admission practices in a time of change. In D. Petrarca and J. Kitchen, *Initial teacher education in Ontario: The first year of four-semester teacher education programs* (pp. 337-348). Ottawa: Canadian Association for Teacher Education.

Kitchen, J. (2016). Enacting a relational approach as a teacher education administrator: A self-study. In D. Garbett and Alan Ovens (Eds.), *Enacting self-study as a methodology for professional inquiry* (pp. 411-419). Herstmonseux, UK: Self-study of Teacher Education Practices SIG.

Kitchen, J. & Petrarca, D. (2016). Approaches to teacher education. In John Loughran and Mary-Lynn Hamilton (Eds.), *International handbook of teacher education research: Initial teacher education* (pp. 137-186). Rotterdam, The Netherlands: Springer

Kitchen, J. (2016). Mirando al pasado, avanzando hacia el future: Comprendiendo mi narrative como formador de formadores. In C Hirma & R. Fuentealba (Eds.), *Formadores de formadores, Descubriendo la propia voz a traves del self-study* (pp.189-204). Santiago, Chile: Organizacion de Estados Iberoamericanos.

Kitchen, J. (2016). Inside out: My identity as a queer teacher educator. In J. Kitchen, D. Tidwell and L. Fitzgerald (Editors) (2016). *Self-study and diversity II* (pp, 11-26). Rotterdam, The Netherlands: Sense.

Kitchen, J., Fitzgerald, L. & Tidwell, D. (2016). Self-study and diversity educator: Looking back, looking forward. In J. Kitchen, D. Tidwell and L. Fitzgerald (Editors) (2016). *Self-study and diversity II* (pp. 1-11). Rotterdam, The Netherlands: Sense.

Kitchen, J. (2016). Looking back at fifteen years of relational teacher education: A narrative self-study. In M. Hayler and J. Williams (Eds.), *Transitions and transformations: Teacher educators' journeys of becoming* (pp. 167-182). Rotterdam, The Netherlands: Springer.

Kitchen, J. & Petrarca, D. (2015). Teacher education in Ontario: On the cusp of change. In Thomas Falkenberg (Ed.). *Handbook of Canadian teacher education research: Initial teacher education* (pp.62-76). Ottawa: Canadian Association for Teacher Education.

Bellini, C. & **Kitchen, J.** (2015). The importance of law and school policy in making schools safer for lesbian, gay, bisexual and transgender youth: Lessons from Ontario. In S.C. Bon (Ed.), *Contemporary issues in law and education*. Charlotte, NC: Information Age.

Kitchen, J. (2014). Inqueeries into self-study: Queering the gaze on teacher educator identity and practice. In M. Taylor and L. Coia (Eds.). *Gender, feminism, and queer theory in the self-study of teacher education practices* (pp. 127-142). Rotterdam, The Netherlands: Sense.

Kitchen, J. (2014). To kiss a boy: Working to make schools safe for queer teens. In D. Gosse (Ed.), *Out proud: Stories of pride, courage and social justice in Canada* (pp. 310-312). St. John's, Newfoundland, Canada: Breakwater Books.

Kitchen, J. & Russell, T. (2012). Introduction: Improving Canadian teacher education through self-study. In J. Kitchen & T. Russell (Eds.), *Canadian perspectives on the self-study of teacher education practices* (pp. 1-8). Winnipeg: Canadian Association for Teacher Education.

Kitchen, J. (2012). The feedback loop in reflective practice: A teacher educator responds to reflective writing by preservice teachers. In J. Kitchen & T. Russell (Eds.), *Canadian perspectives on the self-study of teacher education practices* (pp. 105-114). Winnipeg: Canadian Association for Teacher Education.

Kitchen, J. (2011). Imagining and re-imagining our students and ourselves: Using metaphor to story the experiences of teacher candidates and teacher educators. In **J. Kitchen, D. Ciuffetelli-Parker, & D. Pushor** (Eds.), *Narrative inquiries into curriculum-making in teacher education* (pp. 109-128). Bingley, UK: Emerald Publishing.

Ciuffetelli Parker, D., Pushor, D. & **Kitchen, J.** (2011). Narrative inquiry, curriculum making, and teacher education. In **J. Kitchen, D. Ciuffetelli-Parker, D. Pushor** (Eds.), *Narrative inquiries into curriculum-making in teacher education* (pp. 3-18). Bingley, UK: Emerald Publishing.

Pushor, D., **Kitchen, J.** & Ciuffetelli Parker, D. (2011). Turning points in teacher education: Reflections on the autumn leaves. In **J. Kitchen, D. Ciuffetelli-Parker, D. Pushor** (Eds.), *Narrative inquiries into curriculum-making in teacher education* (pp. 279-292). Bingley, UK: Emerald Publishing.

Kitchen, J. (2009). Passages: Improving teacher education through narrative self-study. In D. Tidwell, M. Heston, & L. Fitzgerald (Eds.), *Methods for Self-Study of Practice*, (pp. 35-51). Dordrecht, The Netherlands: Springer.

Kitchen, J., & Ciuffetelli Parker, D. (2009). Developing self-study communities of practice. In C. Lassonde, S. Galman, & C. Kosnik (Eds.), *Self-Study Research Methodologies for Teacher Educators*, pp. 101-122. Rotterdam, The Netherlands: Sense.

Kitchen, J., Smyth, E., Thompson, S., & Lemoire, J. (2007). Promoting equity, diversity and social justice school-wide. In Carol Rolheiser (Ed.), *School-University Partnerships: Transformation of Teacher Education*, pp. 18-20. Toronto, Ontario, Canada: Ontario Institute for Studies in Education of the University of Toronto.

Matthews, D., & **Kitchen, J.** (2004). Improving school climate: Student perceptions of a high ability school-within-a-school. In C. Rolheiser, *School/University Partnerships: Research into Practice*, pp. 17-18. Toronto, Ontario, Canada: Ontario Institute for Studies in Education of the University of Toronto.

Kitchen, J. (2003). May the force be with you, Yoda. In J. Caulfield, F. Cautillo, E. Chan, J. Collins, A. Forsythe, M. Gold, & V. Northcott (Eds.), *A festschrift in honour of F. Michael Connelly: Special edition, Among Teachers*, pp. 42-43. Toronto, Ontario, Canada: Among Teachers Community.

Technical Reports for Educational Organizations

Kitchen, J., Hodson, J., Hedican, N, Hodson, E. & Herrera, J. (2017). *Maamaawisiwin Education & Research Innovation: 2016-17 Final Report*. St. Catharines, Ontario, Canada: Brock University. (Report for the Ontario Ministry of Education.)

Holden, M. & **Kitchen, J.,** (2017). *Where are we now? Equitable representation in Ontario*

teacher education: A report on the changes in application, admission, and acceptance rates of underrepresented groups in the new four-semester teacher education programs. St. Catharines, ON: Brock University.

Holden, M., **Kitchen, J.**, Petrarca, D. & LeSage, A. (2016). Evolving practices: Admissions policies in Ontario teacher education programs. St. Catharines, ON: Brock University. DOI: 10.13140/RG.2.1.4373.8480

Kitchen, J., Hodson, J. & Hodson, E. (2014). *A holistic study of the Biwaase'aa Program on participating students in Thunder Bay.* Thunder Bay, ON: Shkoday Abinojiiwak Obimiwedoan.

Papers in Refereed Journals

Holden, M. & **Kitchen, J.** (2016). Choosing how we choose: A review of teacher education admissions literature. *Teaching & Learning, 11*(1), 16-31.

Kitchen, J. (2016). Enacting a relational approach as a university administrator. *Teacher Learning and Professional Development, 1*(2). 73-83.

Holden, M. & **Kitchen, J.** (2016). Evolving practices: Admission policies in Ontario teacher education programs, *Canadian Journal of Education, 39*(4), 1-28. <http://www.cje-rce.ca>

Gordon, M.K., Hodson, J. & **Kitchen, J.** (2014). Lessons learned: Effectiveness of synchronous full-distance delivery for Aboriginal teacher candidates. *International Journal of E-Learning and Distance Education, 29*(2). <http://www.ijede.ca/>

Kitchen, J. & Petrarca, D. (2013). Teacher preparation in Ontario: A history. *Teaching and Learning, 8*(1), 56-71. Retrieved from <http://brock.scholarsportal.info/journals/teachingandlearning/home/article/view/426>

Kitchen, J. & Raynor, M. (2013). Indigenizing teacher education: An action research report. *Canadian Journal of Action Research, 14*(3).40-58. Retrieved from <http://cjar.nipissingu.ca/index.php/cjar/article/view/100/62>

Kitchen, J. & Bellini, C. (2013). Making schools safe and inclusive: Gay-straight alliances and school climate in Ontario. *Canadian Journal of Educational Administration and Policy, 146*, 1-37. <http://www.umanitoba.ca/publications/cjeap/>

Kitchen, J. & Hodson, J. (2013). Living alongside: Teacher educator experiences working in a community-based Aboriginal teacher education program. *Canadian Journal of Education, 36*(2), 144-174.

Kitchen, J. & Hodson, J. (2013). Enhancing conditions for Aboriginal learners in higher education: The experiences of Nishnawbe Aski students in a teacher education program. *Brock Education, 23*(1), 97-115.

Kitchen, J. & Bellini, C. (2013). Gay-straight alliances: Making Ontario schools safe and inclusive. *Teaching and Learning*, 7(3), 62-75.

Kitchen, J., Hodson, J. & Raynor, M. (2013). Indigenous teacher education as cultural brokerage: A university/First Nations partnership to prepare Nishnawbe Aski Teachers. *International Education Journal*, 12(1), 119-134.

Kitchen, J. & Bellini, C. (2012). Addressing lesbian, gay, bisexual, transgender and queer (LGBTQ) issues in teacher education: Teacher candidates' perspectives. *Alberta Journal of Educational Research*, 58(3), 444-460.

Kitchen, J. & Bellini, C. (2012). Making it better for lesbian, gay, bisexual and transgender students through teacher education: A collaborative self-study. *Studying Teacher Education*, 8(3), 209-225.

Cherubini, L., McGean, S. & **Kitchen, J.** (2012). An analysis of new Aboriginal teachers' experiences in Ontario: A process of becoming. *Native Studies Review*, 20(2), 137-158.

Kitchen, J., Hodson, J., & Cherubini, L. (2011). Developing capacity in Indigenous education: Attending to the voices of Aboriginal teachers. *Action in Teacher Education*, 33, 615-627.

Gallagher, T., Griffin, S., Ciuffetelli Parker, D., **Kitchen, J.** & Figg, C. (2011). Establishing and sustaining teacher educator professional development in a sustaining community of practice. *Teaching and Teacher Education*, 27(5), 880-890.

Cherubini, L., **Kitchen, J.**, Goldblatt, P. & Smith, D. (2011). Broadening landscapes and affirming professional capacity: A metacognitive approach to teacher induction. *The Professional Educator*, 35(1), 1-15.

Kitchen, J. (2010). Making education law meaningful to beginning teachers: A narrative inquiry. *in education: Exploring our connective educational landscape*, 16(2), 108-121. <http://ineducation.ca/>

Griffin, S., Ciuffetelli Parker, D. & **Kitchen, J.** (2010). Carrying stories from the outside in: A collaborative narrative into a teacher education community. *in education: Exploring our connective educational landscape*, 16(2). <http://ineducation.ca/>

Kitchen, J., Cherubini, L., Trudeau, L., & Hodson, J.M. (2010). Weeding out or developing capacity? Challenges for Aboriginal teacher education. *Alberta Journal of Educational Research*, 56(2), 107-123.

Kitchen, J. (2010). Fostering professional growth through relational teacher development: Reconceptualizing the delivery of professional development. *Journal of Teaching and Learning*, 7(1), 1-16. www.uwindsor.ca/jtl

- Kitchen, J.** (2009). Advancing teacher education through faculty development. *Brock Education*, 19(1), 3-19.
- Kitchen, J.,** Cherubini, L., Trudeau, L., & Hodson, J.M. (2009). Aboriginal education as cultural brokerage: New aboriginal teachers reflect on language and culture in the classroom. *McGill Journal of Education*, 44(3), 355-375. <http://mje.mcgill.ca>
- Kitchen, J.** (2009). Relational teacher development: Growing collaboratively in a helping relationship. *Teacher Education Quarterly*, 36(2), 45-62.
- Cherubini, L., **Kitchen, J.,** & Trudeau, L. (2009). Having the spirit within to vision: New Aboriginal teachers' commitment to reclaiming space. *Canadian Journal of Native Education*, 32(2), 38-51.
- Cherubini, L., **Kitchen, J.,** & Engemann, J. (2008). A bi-epistemic research analysis of new Aboriginal teachers: A study within the study. *Alberta Journal of Educational Research*, 54(3), 355-358.
- Kitchen, J.,** Ciuffetelli Parker, D., & Gallagher, T. (2008). Authentic conversation as faculty development: Establishing a self-study group in an education college. *Studying Teacher Education*, 4(2), 157-171.
- Cherubini, L., **Kitchen, J.,** & Hodson, J. (2008). Aboriginal epistemologies and new teacher induction: The context of a bi-epistemic research endeavour. *Brock Education*, 18(1), 79-89.
- Cherubini, L. & **Kitchen, J.** (2008). Examining new Aboriginal teachers' experiences: Understanding realities and building relationships. *Teaching and Learning*, 4(3), 37-51.
- Cherubini, L., & **Kitchen, J.** (2008). Affirming the abilities of new teachers: A teacher induction project. *Teaching and Learning*, 5(1), 52-57. <http://teachingandlearning.ed.brocku.ca/>
- Kitchen, J.** (2008). Using written feedback to promote critical reflection: A teacher educator responds to reflective writing by preservice teachers. *Excelsior*, 2(2), 37-46.
- Kitchen, J.,** & Stevens, D. (2008). Action research in teacher education: Two teacher educators practice action research as they introduce action research to preservice teachers. *Action Research*, 6(1), 7-28.
- Matthews, D., & **Kitchen, J.** (2007). Allowing idiosyncratic learners to thrive: School-within-a-school gifted programs. *Journal of School Choice*, 1(4), 27-52.
- Cherubini, L., & **Kitchen, J.** (2007). The collective cogency of professional susceptibility: A content analysis of student-teachers' critical reflections. *American Association of Behavioral and Social Sciences Journal*, 10, 27-37.
- Bautista, D., & **Kitchen, J.** (2007). Responsible teacher conversations: An art-based teacher education lesson. *Interfaces*, 1(1). <http://vod.woosong.ac.kr/tesol/interfaces/>

Kitchen, J., & Stevens, D. (2007). Action research in teacher education: Preparing pre-service teachers to be adaptive experts. *Teaching and Learning*, 4(3), 15-20.

Matthews, D., & **Kitchen, J.** (2007). School-within-a-school gifted programming: Perceptions of students and teachers in public secondary schools. *Gifted Child Quarterly*, 51(3), 256-271.

Kitchen, J. (2006). Overcoming the stress cycle through relational teacher development. *Teaching and Learning*, 3(3), 4-8.

Kitchen, J. (2006). Setting the stage for field research: negotiating entry and understanding the school landscape. *Alberta Journal of Educational Research*, 52(4), 251-264.

Kitchen, J. (2005). Conveying respect and empathy: Becoming a relational teacher educator. *Studying Teacher Education*, 1(2), 194-207.

Kitchen, J. (2005). Looking backwards, moving forward: Understanding my narrative as a teacher educator. *Studying Teacher Education*, 1(1), 17-30.

Kitchen, J., & Stevens, D. (2005). Self-study in action research: Two teacher educators review their project and practice. *Ontario Action Researcher*, 8(1).
<http://www.nipissingu.ca/oar/archive-Vol8No1.htm>

Kitchen, J., & Stevens, D. (2004). Enhancing reflection by preservice teachers through action research. *Ontario Action Researcher*, 7(3). <http://www.nipissingu.ca/oar/archive-Vol7No3.htm>

Stevens, D., & **Kitchen, J.** (2004). Setting the stage for action research: A discussion of philosophic and practical considerations. *Ontario Action Researcher*, 7(2).
<http://www.nipissingu.ca/oar/archive-Vol7No2.htm>

Stevens, D., & **Kitchen, J.** (2004). Introducing action research to preservice teachers. *Ontario Action Researcher*, 7(1), 1-6. <http://www.nipissingu.ca/oar/archive-Vol7No1.htm>

Papers in Refereed Conference Proceedings

Abi-Hanna, R., Abrams, L., Brubaker, N., Clemans, A., Coia, L., Dacey, C., Dauplaise, J., Forgasz, R., Hamilton, M.L., **Kitchen, J.**, Kuzmic, J., Martin, A., Pinnegar, S., Strom, K., Taylor, M., & Tidwell, D. (2014). (2014) Given our past, what is our future? An interactive dialogue on gender, feminism and queer theory in self-study. *Proceedings of the tenth annual International Conference on Self-Study of Teacher Education Practices*, pp. 17-20. Herstmonceux Castle, East Sussex, U.K., July 2014.

Kitchen, J. (2014). Coming out in changing times: A queer teacher educator's self-study. *Proceedings of the tenth annual International Conference on Self-Study of Teacher Education Practices*, pp. 130-132. Herstmonceux Castle, East Sussex, U.K., July 2014.

Kitchen, J. (in press). Professionalism and law in teacher education: Why a mandatory course is essential. In R.D. Flynn (Ed.). *The proceedings of the twenty-third annual conference of the Canadian Association for the Practical Study of Law in Education*. Ottawa, Ontario, Canada, 2012.

Kitchen, J. & Bellini, C. (in press). Striving for justice and fairness for LGBTQ students through teacher education. In R.D. Flynn (Ed.). *The proceedings of the twenty-third annual conference of the Canadian Association for the Practical Study of Law in Education*. Ottawa, Ontario, Canada, 2012.

Kitchen, J., & Cherubini, L. (2008). A web of partnerships: Collaboration between a university and a self-regulatory body. *The proceedings of the Canadian Society for the Study of Education*, Vancouver, British Columbia.

Cherubini, L., **Kitchen, J.,** & Engemann, J. (2008). Understanding the experiences of new Aboriginal teachers in Ontario. *The proceedings of the Canadian Society for the Study of Education*, Vancouver, British Columbia.

Cherubini, L., & **Kitchen, J.** (2008). New teachers' leadership capacity in the context of a teacher induction project. *The proceedings of the Canadian Society for the Study of Education*, Vancouver, British Columbia.

Kitchen, J. (2008). Towards a pedagogy of teacher education in Canada: Advancing teacher education practices and programs through faculty development. In T. Falkenberg and H. Smits (Eds.), *Mapping research in teacher education in Canada: Proceedings of the working conference on research in teacher education in Canada*, pp. 89-115. Winnipeg, Manitoba, Canada, November 2007.

Kitchen, J., Kosnik, C., & Beck, C. (2007) Meeting the challenge: A case study of a new teacher. *International Study Association for Teachers and Teaching*, St. Catharines, Canada, July 2007.

Kitchen, J., Gallagher, T., Ciuffetelli Parker, D., & Volante, L. (2007). The Brock self-study group in action: Examining teacher candidate evaluations. *International Study Association for Teachers and Teaching*, St. Catharines, Canada, July 2007.

Gallagher, T., Ciuffetelli Parker, D., **Kitchen, J.,** & Cherubini, L. (2007). Establishing a self-study group in a faculty of education. *International Study Association for Teachers and Teaching*, St. Catharines, Canada, July 2007.

Kitchen, J. (2007). Exploring the challenges and opportunities of teacher development. In J. Kitchen (Ed.), *Teacher Induction, Mentoring and Renewal: Proceedings of the Academic Symposium*, pp. 1-6. Toronto, Ontario, Canada: Centre for Teacher Development, Ontario Institute for Studies in Education of the University of Toronto.

Kitchen, J. (2007). Renewing teacher, renewing schools. In J. Kitchen (Ed.), *Teacher Induction, Mentoring and Renewal: Proceedings of the Academic Symposium*, pp. 71-76. Toronto, Ontario, Canada: Centre for Teacher Development, Ontario Institute for Studies in Education of the University of Toronto.

Kitchen, J. (2006). Teacher induction: Challenges and opportunities. In J. Kitchen (Ed.), *Teacher Induction, Mentoring and Renewal: Selected Conference Papers*, pp. 9-12. Toronto, Ontario, Canada: Centre for Teacher Development, Ontario Institute for Studies in Education of the University of Toronto.

Kitchen, J. (2006). Reflecting on the feedback loop in reflective practice: A teacher educator responds to reflective writing by preservice teachers. *Proceedings of the Sixth Annual International Conference on Self-Study of Teacher Education Practices*, 147-151. Herstmonceux Castle, East Sussex, U.K., July 2006.

Kitchen, J. (2004). Investigating others, finding myself: True confessions of an educational researcher. *Proceedings of the Fifth International Conference on Self-Study of Teacher Education Practices*, 158-161. Herstmonceux Castle, East Sussex, U.K., June 2004.

Kitchen, J. (2002). Becoming a relational teacher educator: A narrative inquirer's self-study. In C. Kosnik, A. Freese, & A. Samaris (Eds.), *Making a Difference in Teacher Education through Self-Study: Proceedings of the Fourth International Conference on Self-Study of Teacher Education Practices*, 2, 36-40. Herstmonceux Castle, East Sussex, U.K., August 2002.

Editorial and Refereeing Duties

- 2016-- *Associate Editor*, Studying Teacher Education
- 2012- *Editorial Board*, Alberta Journal of Educational Research
- 2011-2015 *Editorial Board*, Canadian Journal of Action Research
- 2008-2014 *Editor*, Brock Education: A Journal of Educational Research and Practice
- 2004- *International Advisory Board*, Studying Teacher Education
- 2005-2011 *Editorial Board*, Ontario Action Researcher
- 2006 *Chair*, Academic Symposium, "Teacher Induction, Mentoring, and Renewal" Conference, University of Toronto, November 2006

Book Reviews

Kitchen, J. (2006). Educating gifted students in middle school: A practical guide. *Roeper Review*, 28(4).

Other Evidence Appropriate to the Discipline

Papers in Non-Refereed Journals

Kitchen, J. (2016). Orlando murders only reinforce the need for pride month/ Making it better now for gay, lesbian youth. *The Hamilton Spectator*, June 30, 2016. (105,000 readers)

Kitchen, J. (2016). Orlando murders only reinforce the need for pride month/ Making it better now for gay, lesbian youth. *The Halifax Chronicle Herald*, June 25, 2016. (435,000 readers)

Kitchen, J. (2014). A fond farewell (Editorial). *Brock Education*, 23(2), 1-2.
<http://brocked.ed.brocku.ca>

Kitchen, J. (2013). Enhancing education: Attending to the commonplaces (Editorial). *Brock Education*, 23(1), 1-2. <http://brocked.ed.brocku.ca>

Kitchen, J. & Bellini, C. (2012). Student safety vs. Catholic sanctity. *The Hamilton Spectator*, June 10, 2012. (105,000 readers)

Kitchen, J. (2012). The gift of education (Editorial). *Brock Education*, 22(1), 1-2.
<http://brocked.ed.brocku.ca>

Kitchen, J. (2012). Experiences that lead to growth for educators and learners (Editorial). *Brock Education*, 21(2), 1-2. <http://brocked.ed.brocku.ca>

Kitchen, J. (2011). Tips on writing an educational research article for *Brock Education* (Editorial). *Brock Education*, 21(1), 1-3. <http://brocked.ed.brocku.ca>

Kitchen, J. (2011). Making it better now for gay, lesbian youth. *The Hamilton Spectator*, November 2, 2011. (105,000 readers)

Kitchen, J. & Ciuffetelli Parker, D. (2011). Teachers as fountainheads of curriculum making: Challenges and possibilities (Editorial). *Brock Education*, 20(2), 1-3. <http://brocked.ed.brocku.ca>

Ciuffetelli Parker, D. & **Kitchen, J.** & (2010). Making practice of curriculum: Curriculum making in teaching and teacher education research in Canada (Editorial). *Brock Education*, 19(1), 1-2. <http://brocked.ed.brocku.ca>

Kitchen, J. & Ciuffetelli Parker, D. (2010). Teachers as bridges: Educating for a better tomorrow (Editorial). *Brock Education*, 19(2), 1-3. <http://brocked.ed.brocku.ca>

Ciuffetelli Parker, D. & **Kitchen, J.** & (2009). Teaching and teacher education research in Canada (Editorial). *Brock Education*, 19(1), 1-2. <http://brocked.ed.brocku.ca>

Kitchen, J. & Ciuffetelli Parker, D. (2009). Continuity and change: Inquiry into teacher education practice (Editorial). *Brock Education*, 18(2), 1-3. <http://brocked.ed.brocku.ca>

Kitchen, J. (2007). Teaching as scholarship: Improving teacher education through self-study. *Professing Education*. <http://profed.brocku.ca/>

Cherubini, L., & **Kitchen, J.** (2007). The collective cogency of professional susceptibility: A content analysis of student-teachers' critical reflections. *Perspectives*, 10, 1-11.

Kitchen, J. (2005). A safe learning environment. *The Autism Newslink*, 6-7.

Kitchen, J. (1996). Crafting teacher power. *Among Teachers: Experience and Inquiry*, 20, 11.

Kitchen, J. (1994). To sir with love (and David Copperfield). *Among Teachers: Experience and Inquiry*, 13, 7-8.

Refereed Conference Papers

Kitchen, J. (2018). Attending to the concerns of teacher candidates in a social justice course: A self-study of a teacher educator. *American Educational Research Association*, New York, NY, April, 2018.

Bellini, C., Freeman, N., Freeney, S., & **Kitchen, J.** (2017). Towards a common discourse in the ethics of teaching. *Canadian Society for the Study of Education*, Toronto, ON, May, 2017

Holden, M. & **Kitchen, J.** (2017). Changes in application, admission, and acceptance rates of underrepresented groups in Ontario's new four-semester teacher education programs. *Canadian Society for the Study of Education*, Toronto, ON, May, 2017

Petrarca, D. & **Kitchen, J.** (2017). Initial teacher education in Ontario: The first year of four-semester teacher education. *Canadian Society for the Study of Education*, Toronto, ON, May, 2017

Kitchen, J., Hodson, J., & Hodson, E. (2017). The Maamaawisiiwin professional teacher development program: Improving Indigenous access to contemporary knowledge. *Canadian Society for the Study of Education*, Toronto, ON, May, 2017

Kitchen, J., Hodson, J., & Hodson, E. (2017). Improving Indigenous access to traditional knowledge in schools. *Canadian Society for the Study of Education*, Toronto, ON, May, 2017

Kitchen, J. (2016). Enacting a relational approach as a teacher education administrator: A self-study. *Eleventh Annual International Conference on Self-Study of Teacher Education Practices*. Herstmonceux Castle, East Sussex, U.K., July, 2016.

Kitchen, J. (2016). A teacher educator's journey of becoming. *Canadian Society for the Study of Education*, Calgary, Alberta, May, 2016.

Holden, M., **Kitchen, J.**, Petrarca, D. & LeSage, A. (2016). Evolving practices: Admissions policies in Ontario teacher education programs. *Canadian Society for the Study of Education*, Calgary, Alberta, May, 2016.

Falkenberg, T. ... **Kitchen, J.** (2016). Canadian research in teacher education: Where we are, where we go, *Canadian Society for the Study of Education*, Calgary, Alberta, May, 2016.

Kitchen, J. (2016). Designing Teacher Education: Attending to the Relational. *American Educational Research Association*, Washington, DC, April, 2016.

Kitchen, J., Hodson, J., & Hodson, E. (2015). Anishinabe Spaces in Public Schools: The Perspectives of Biwaase'aa Youth Outreach Workers. *Canadian Society for the Study of Education*, Ottawa, ON, May, 2015.

Kitchen, J., Hodson, E. & Hodson, J. (2015). Creating Anishinabe space in northwestern Ontario provincially funded schools: The narratives of Biwaase'aa youth outreach workers. *American Educational Research Association*, Chicago, IL, April, 2015.

Abi-Hanna, R., Abrams, L., Brubaker, N., Clemans, A., Coia, L., Dacey, C., Dauplaise, J., Forgasz, R., Hamilton, M.L., **Kitchen, J.**, Kuzmic, J., Martin, A., Pinnegar, S., Strom, K., Taylor, M., & Tidwell, D. (2014). Given our past, what is our future? An interactive dialogue on gender, feminism and queer theory in self-study. *Tenth Annual International Conference on Self-Study of Teacher Education Practices*. Herstmonceux Castle, East Sussex, U.K., July, 2014.

Kitchen, J. (2014). Coming out in changing times: A queer teacher educator's self-study. *Tenth Annual International Conference on Self-Study of Teacher Education Practices*. Herstmonceux Castle, East Sussex, U.K., July, 2014.

Kitchen, J. & Bellini, C. (2014). Making schools better for LGBT youth: Experiences of gay straight alliance advisors. *Canadian Society for the Study of Education*, St. Catharines, ON, May, 2014.

Hodson, E, Hodson, J., & **Kitchen, J.** (2014). Creating Anishinabe space in northwestern Ontario provincially funded schools: The narratives of Biwaase'aa youth outreach workers. *World Indigenous Peoples Congress on Education*, O'ahu, Hawai'i, May 2014.

Kitchen, J. (2014). Inside out: A gay teacher educator's self-study. *American Educational Research Association*, Philadelphia, PA, April, 2014.

Kitchen, J. & Bellini, C. (2014). Making schools better for LGBT youth: Experiences of gay straight alliance advisors in Ontario, Canada. *American Educational Research Association*, Philadelphia, PA, April, 2014.

Kitchen, J. (2013). Gay straight alliances in Ontario schools. *Equity, Engagement, Teaching and Learning Conference*, St. Catharines, ON, November, 2013.

Kitchen, J. & Bellini, C. (2013). Gay-straight alliances and homophobic bullying in Ontario schools: Educator perspectives. *Canadian Society for the Study of Education*, Victoria, BC, June, 2013

Kitchen, J. & Hodson, J. (2013). Teacher educator experiences in community-based Aboriginal teacher education. *Canadian Society for the Study of Education*, Victoria, BC, June, 2013

Kitchen, J. & Bellini, C. (2013). Gay-straight alliances and homophobic bullying in Ontario schools: Perspectives of educators working with GSAs. *American Educational Research Association*, San Francisco, CA, April, 2013.

Bellini, C. & **Kitchen, J.** (2013). Making it better for LGBTQ students through teacher education: A collaborative self-study. *American Educational Research Association*, San Francisco, CA, April, 2013.

Kitchen, J. & Hodson, J. (2013). Living alongside: Teacher educator experiences working in a community-based Aboriginal teacher education program. *American Educational Research Association*, San Francisco, CA, April, 2013.

Hodson, J., & **Kitchen, J.** (2013). Enhancing conditions for Aboriginal learners in higher education: The experiences of Nishnawbe Aski students in a teacher education program. *American Educational Research Association*, San Francisco, CA, April, 2013.

Kitchen, J. & Russell, T. (2012). Improving Canadian teacher education through self-study. *Canadian Society for the Study of Education*, Waterloo, ON, May 2012.

Kitchen, J. & Raynor, M. (2012). Indigenizing teacher education: An action research project. *Canadian Society for the Study of Education*, Waterloo, ON, May 2012.

Kitchen, J. & Bellini, C. (2012). Addressing LGBTQ Issues in teacher education: Teacher candidates' perceptions. *Canadian Society for the Study of Education*, Waterloo, ON, May 2012.

Bellini, C. & **Kitchen, J.** (2012). Making it better for LGBTQ students through teacher education: A self-study. *Canadian Society for the Study of Education*, Waterloo, ON, May 2012.

Kitchen, J. (2012). Professionalism and law in teacher education: Why a mandatory course is essential. *Canadian Association for the Practical Study of Law in Education*, Ottawa, ON, April, 2012.

Kitchen, J. & Bellini, C. (2012). Striving for justice and fairness for LGBTQ students through teacher education. *Canadian Association for the Practical Study of Law in Education*, Ottawa, ON, April, 2012.

Kitchen, J. & Hodson, J. (2012). Aboriginal teacher education as cultural brokerage: A University/First Nations partnership to prepare Nishnawbe-Aski teachers. *American Educational Research Association*, Vancouver, BC, April, 2012.

Gordon, M.K., Hodson, J., & **Kitchen, J.** (2012). Lessons learned: Effectiveness of synchronous full-distance delivery for Aboriginal teacher candidates. *American Educational Research Association*, Vancouver, BC, April, 2012.

Kitchen, J. & Hodson, J. (2011). Preparing Nishnawbe Aski teachers: A study of a culturally responsive university/First Nations partnership. *World Indigenous Peoples Congress on Education*, Cusco, Peru, August 2011.

Hodson, J. & **Kitchen, J.** (2011). Teacher candidates' perspectives on a community-based Native Teacher Education Program. *Canadian Society for the Study of Education*, Fredericton, NB, May 2011.

Hodson, J. & **Kitchen, J.** (2011). Teacher educators' experiences in a community-based Native Teacher Education Program. *Canadian Society for the Study of Education*, Fredericton, NB, May 2011.

Kitchen, J. (2011). Making educational law meaningful to teachers: A narrative self-study. *American Educational Research Association*, New Orleans, April, 2011.

Kitchen, J. & Hodson, J. (2011). Preparing Nishnawbe-Aski teachers to teach through language and culture: Teacher educators' experiences working in a community-based native teacher education program. *American Educational Research Association*, New Orleans, April, 2011.

Hodson, J. & **Kitchen, J.** (2011). Preparing Nishnawbe-Aski teachers to teach through language and culture: Teacher candidates' perspectives. *American Educational Research Association*, New Orleans, April, 2011.

Ciuffetelli Parker, D & **Kitchen, J.** (2011). Success at what cost: Dilemmas of the hero teacher image in schools affected by poverty. *American Educational Research Association*, New Orleans, April, 2011.

Kitchen, J., Cherubini, L., Hodson, J.M., & Trudeau, L. (2009). New Aboriginal teachers reflect on language and culture in the classroom. *Canadian Society for the Study of Education*, Ottawa, Ontario, May 2009.

Griffin, S., & **Kitchen, J.** (2009). Cradling stories in a self-study circle of teacher education. *Canadian Society for the Study of Education*, Ottawa, Ontario, May 2009.

Kitchen, J., Cherubini, L., Trudeau, L. & Hodson, J.M. (2009). Aboriginal teacher education: Weeding out or developing capacity? *Canadian Society for the Study of Education*, Ottawa, Ontario, May 2009.

Cherubini, L., **Kitchen, J.**, Hodson, J., & Trudeau, L. (2009). Empowering participants and affirming experience: An Elder's involvement in a bi-epistemic research study. *Canadian Society for the Study of Education*, Ottawa, Ontario, May 2009.

Kitchen, J. & Cherubini, L. (2009). Studying Aboriginal people, seeing ourselves differently. *American Educational Research Association*, San Diego, April, 2009.

Kitchen, J., Cherubini, L., Trudeau, L. & Hodson, J.M. (2009). Weeding out or developing capacity? The teacher education experiences of new Aboriginal teachers. *American Educational Research Association*, San Diego, April, 2009.

Samaris, A.P. et. al. (2009). A socio-cultural perspective on the outgrowth and development of the self-study school. *American Educational Research Association*, San Diego, April, 2009. (33 participants in interactive symposium.)

Beck, C., Kosnik, C., **Kitchen, J.**, & Tenebaum, K. (2009). Classroom organization and literacy teaching: Experiences, views, practices of new teachers over three years. *American Educational Research Association*, San Diego, April, 2009.

Hamilton, M. & **Kitchen, J.** (2009). Self-study and the other. *Invisible College for Research on Teaching (A Pre-Conference at the American Educational Research Association)*, San Diego, April, 2009.

Kitchen, J. (2008). The tenure track as a tender trap: Balancing teaching and scholarship as an education professor. *Seventh Annual International Conference on Self-Study of Teacher Education Practices*. Herstmonceux Castle, East Sussex, U.K., July 2008.

Pitt, A., **Kitchen, J.**, Mrazek, R., Nielsen, W., Phelan, A., Thomas, L., Triggs, V., & Kosnik, C. (2008). Thinking like a teacher in teacher education. *Canadian Society for the Study of Education*, Vancouver, British Columbia, June 2008.

Cherubini, L., **Kitchen, J.**, & Engemann, J. (2008). Listening to the voices of new Aboriginal teachers: Transcending conceptual borders and strengthening connections. *Canadian Society for the Study of Education*, Vancouver, British Columbia, June 2008.

Kitchen, J., & Cherubini, L. (2008). A web of partnerships: Collaboration between a university and a self-regulatory body. *Canadian Society for the Study of Education*, Vancouver, British Columbia, June 2008.

Cherubini, L., & **Kitchen, J.** (2008). Building teacher leadership through a teacher induction institute. *Canadian Society for the Study of Education*, Vancouver, British Columbia, June 2008.

Kitchen, J., Cherubini, L., Engemann, J., Goldblatt, P., & Smith, D. (2008). Honouring the voices of new teachers and teacher mentors: A unique and collaborative model for teacher induction. *Ministry of Education/Faculties of Education Forum*, Toronto, Ontario, May 2008.

Kitchen, J. (2008). Taking the law into my own hands: A narrative inquiry into becoming a constructivist professor of education law. *Narrative Matters*, Toronto, Ontario, May 2008.

Griffin, S., Ciuffetelli Parker, D., & **Kitchen, J.** (2008). Coming into a new circle: Carrying stories into a self-study context of teacher education. *Narrative Matters*, Toronto, Ontario, May 2008.

Cherubini, L., **Kitchen, J.**, Engemann, J., Manley-Casimir, M., Hodson, J., Hodson, J.M., Niemczyk, E., McGean, S., Trudeau, L., Muir, C., & Shawana, N. (2008). Honouring Aboriginal teachers' voices: Understanding realities and building relationships. *Faculty of Education Research Colloquium*, Brock University, St. Catharines, Ontario, April 2008.

Kitchen, J., Cherubini, L., Engemann, J., Goldblatt, P., & Smith, D. (2008). Partners in teacher induction: A collaborative self-study of a partnership between a university and a self-regulatory body for the teaching profession. *American Educational Research Association*, New York, March 2008.

Engemann, J., Cherubini, L., Goldblatt, P., **Kitchen, J.**, & Smith, D. (2008). The impact of new teacher-mentor collaboration on new teacher induction case narratives. *American Educational Research Association*, New York, March, 2008.

Smith, D., Goldblatt, P., Cherubini, L., Engemann, J., & **Kitchen, J.** (2008). Exploring professional practice with beginning teachers and mentor teachers through narrative inquiry. *American Educational Research Association*, New York, March, 2008.

Gallagher, T., Ciuffetelli Parker, D., **Kitchen, J.**, Figg, C., & Griffin, S. (2008). Establishing and sustaining community: The second year of a self-study group in a faculty of education. *American Educational Research Association*, New York, March, 2008.

Beck, C., Kosnik, C., **Kitchen, J.**, Caulfield, J., & McClure, A. (2008). Beginning teachers' professional identity: Where did it come from? How did it influence their practice? *American Educational Research Association*, New York, March, 2008.

Cherubini, L., **Kitchen, J.**, Engemann, J., Syne, K., Thompson, K., Smith, D., & Goldblatt, P. (2008). An innovative model for teacher induction: A strategic partnership between six school boards, Brock University and the Ontario College of Teachers. *NTIP (New Teacher Induction Program) Provincial Symposium*, Ministry of Education, Toronto, March 2008.

Kitchen, J. (2007). Towards a Pedagogy of Teacher Education in Canada: Advancing Teacher Education Practices and Programs through Faculty Development. Presented at the *Invitational Conference on Research on Teacher Education*, Winnipeg, Manitoba, Canada, November 2007.

Medic, D., Manley-Casimir, M., & **Kitchen, J.** (2007). Foreign trained teachers: The emergence of the right to practice their profession in Ontario. Presented at the *Australia and New Zealand Education Law Conference*, Hervey Bay, Queensland, Australia, September 2007.

Kitchen, J., Kosnik, C., & Beck, C. (2007) Meeting the Challenge: A Case Study of a New Teacher. *International Study Association for Teachers and Teaching*, St. Catharines, Canada, July 2007.

Kitchen, J., Gallagher, T., Ciuffetelli Parker, D., & Volante, L. (2007). The Brock self-study group in action: Examining teacher candidate evaluations. *International Study Association for Teachers and Teaching*, St. Catharines, Canada, July 2007.

Gallagher, T., Ciuffetelli Parker, D., **Kitchen, J.**, & Cherubini, L. (2007). Establishing a Self-Study Group in a Faculty of Education. *International Study Association for Teachers and Teaching*, St. Catharines, Canada, July 2007.

Kitchen, J., & Matthews, D. (2007). School-within-a-school gifted programs: Allowing high ability learners to thrive in public schools. *Canadian Society for the Study of Education*, Saskatoon, Saskatchewan, May 2007.

Kitchen, J., & Russell, T. (2007). Teaching as scholarship: Initiating self-study in teacher education practice. *Canadian Society for the Study of Education*, Saskatoon, Saskatchewan, May 2007.

Cherubini, L., & **Kitchen, J.** (2007). Using case study for problem-based learning: A collaborative self-study. *Canadian Society for the Study of Education*, Saskatoon, Saskatchewan, May 2007.

Gallagher, T., **Kitchen, J.**, & Ciuffetelli Parker, D. (2007). Collaborative self-study of new professors in a learning faculty. *Canadian Society for the Study of Education*, Saskatoon, Saskatchewan, May 2007.

Kitchen, J., & Cherubini, L. (2007). Case-study in teacher education: A collaborative self-study. *American Educational Research Association*, Chicago, April, 2007.

Kitchen, J., Beck, C., & Kosnik, C. (2007). Marisa's induction: A life history study of a new teacher. *American Educational Research Association*, Chicago, April, 2007.

Kosnik, C., Beck, C., **Kitchen, J.**, Brown, R., Tenenbaum, K (2007). Personal, institutional, and collective self-study: What did we learn about the impact of our preservice teacher education program through longitudinal research? *American Educational Research Association*, Chicago, April, 2007.

Beck, C., Kosnik, C., Broad, K. Rowsell, J., **Kitchen, J.**, Caulfield, J., and MacDonald, H. (2007). What should be the main emphases in a preservice program? First and second year teachers' views. *American Educational Research Association*, Chicago, April, 2007.

Cherubini, L., & **Kitchen, J.** (2007). The collective cogency of professional susceptibility: A content analysis of student-teachers' critical reflections. *American Association of Behaviour and Social Sciences Annual Conference*, Las Vegas, Nevada, February, 2007.

Matthews, D., & **Kitchen, J.** (2006). Allowing idiosyncratic learners to thrive: School-within-a-school gifted programs. *National Association for Gifted Children*, Charlotte, North Carolina, November, 2006.

Kitchen, J. (2006). Renewing teachers, renewing schools. *Teacher Induction, Mentoring and Renewal Conference*, Ontario Institute for Studies in Education, Toronto, November, 2006.

Kitchen, J. (2006). Learning the key aspects of teaching in a preservice program and beyond. *Teacher Induction, Mentoring and Renewal Conference*, Ontario Institute for Studies in Education, Toronto, November, 2006.

Beck, C., Kosnik, C., **Kitchen, J.**, and McClure, A. (2006). Teachers' induction needs: A report on ongoing research on new teachers. *Teacher Induction, Mentoring and Renewal Conference*, Ontario Institute for Studies in Education, Toronto, November, 2006.

Kitchen, J. (2006). Reflecting on the feedback loop in reflective practice: A teacher educator responds to reflective writing by preservice teachers. *Sixth International Conference on Self-Study of Teacher Education Practices*, Herstmonceux Castle, East Sussex, UK, June, 2006.

Kitchen, J. (2006). The professional renewal of veteran teachers: A narrative inquiry, *Canadian Society for Studies in Education*, Toronto, May, 2006.

Kitchen, J. (2006). Using written feedback to promote critical reflection: A teacher educator responds to reflective writing by preservice teachers. *Canadian Society for Studies in Education*, Toronto, May, 2006.

Beck, C., Kosnik, C., & **Kitchen, J.** (2006). Learning the key aspects of teaching in a preservice program. *Ministry of Education /Faculties of Educations Forum*, Toronto, May, 2006.

Kitchen, J. (2006). Good luck and gratitude: A life history study of an experienced teacher's professional renewal. *American Educational Research Association*, San Francisco, April, 2006.

Kitchen, J. (2005). Becoming a relational teacher educator. *Canadian Society for the Study of Education*, London, Ontario, May 2005.

Kitchen, J., & Stevens, D. (2005). Implementing action research in teacher education: two teacher educators practice action research as they introduce action research to preservice teachers. *Canadian Society for the Study of Education*, London, Ontario, May 2005.

Kitchen, J. (2005). Practicing relational teacher education. *Teacher Education for the Schools We Need*. Toronto, Ontario, May 2005.

Kitchen, J., & Stevens, D. (2005). Implementing action research with pre-service teachers: A collaborative self-study. *American Educational Research Association*, Montreal, April, 2005.

Stevens, D., & **Kitchen, J.** (2005). A three-tiered approach to action research: Three teacher-educators use action research as a process to introduce preservice teachers to action research through integrated teacher education curriculum. *American Educational Research Association*, Montreal, April, 2005.

Stevens, D., & **Kitchen, J.** (2004). Action research in teacher education: Two teacher educators practice action research as they introduce action research to preservice teachers. *Ontario Educational Research Council*. Toronto, November, 2004.

Kitchen, J. (2004). Investigating others, finding myself: True confessions of an educational researcher. *Fifth International Conference on Self-Study of Teacher Education Practices*, Herstmonceux Castle, East Sussex, UK, June, 2004.

Kitchen, J. (2004). Relational teacher development: An inquiry into a helping relationship with an ‘at-risk’ teacher. *American Educational Research Association*, San Diego, April, 2004.

Kitchen, J., & Matthews, D. (2004). A gifted ‘school-within-a-school’: Examining the perceptions of students regarding gifted programs within public secondary schools. *American Educational Research Association*, San Diego, April, 2004.

Bautista, D., & **Kitchen, J.** (2004). Let’s talk diversity: A dramatic monologue as a tool for responsible teacher conversations. *American Educational Research Association*, San Diego, April, 2004.

Ciuffetelli Parker, D., & **Kitchen, J.** (2004). Corresponding journeys; Ten years of collaborative narrative inquiry in letters. *American Educational Research Association*, San Diego, April, 2004.

Kitchen, J., & Ciuffetelli Parker, D. (2003). Corresponding conversations: Combining letters and conversations to create a more powerful tool for collaborative self-study. *American Educational Research Association*, Chicago, April, 2003.

Kitchen, J. (2002). Becoming a relational teacher educator: A narrative inquirer’s self-study. *Fourth International Conference on Self-Study of Teacher Education Practices*, Herstmonceux Castle, East Sussex, UK, August, 2002.

Kitchen, J., Evans, M., Faraone, A., Shore, L., Holland, D., & Borel, L. (2002). Building coherence in secondary teacher education: An examination of alternate program cohorts at OISE/UT. *Canadian Society for Studies in Education*, Toronto, May, 2002.

Kitchen, J. (2001). Knowledge-building with gifted learners: Report on a five-year action research project. *World Council for Gifted and Talented Children*, Barcelona, Spain, August, 2001.

Non-Refereed Invited Papers

Kitchen, J. (2015) *Becoming a Self-Study Educator/Researcher: Stories and Possibilities*. Keynote address to the Self-Study of Teacher Education Symposium, Brock University/Mary Immaculate College, Ireland [live-streamed], April 2015.

Kitchen, J. & Petrarca, D. (2014) *Preparing Ontario teachers for a changing world: The promise and possibilities of extending teacher education to two years*. Keynote address to the *Canadian Federation of University Women*, Toronto, January 2014.

Petrarca, D. & **Kitchen, J.** (2014). *Preparing Ontario Teachers for a changing world: Digital technologies for teaching and learning*. Presentation to the *Canadian Federation of University Women*, Toronto, January 2014.

2. Work Submitted for Publication

3. Patents Applied for or Received (Not applicable)

4. Grants Obtained

Internal Grants

- | | |
|-----------|---|
| 2016 | <i>Co-Investigator</i> , Investigation of Information Sharing and Secure Technology Use Practices by Youth. Brock Advancement Fund Grant--\$5000. |
| 2015 | <i>Principal Investigator</i> , Improving First Nations success in education, training, and research in northwestern Ontario: A community discussion. Brock University Advancement Fund—\$5,000. |
| 2015 | <i>Principal Investigator</i> , Public Forum on Urban Aboriginal Employment and Education in the Niagara Region. Social Justice Research Institute Local Engagement Grant/ Faculty of Education Dean’s Discretionary Fund— \$4,500. |
| 2015 | <i>Principal Investigator</i> , Initial Teacher Education Admissions Policies in Ontario. Department of Teacher Education—\$15,000. |
| 2012 | <i>Principal Investigator</i> , Gay-Straight Alliances and Homophobic Bullying in Ontario: Perspectives of Educators Working with GSA’s. Dean’s Research Initiative--\$8000 |
| 2009-2011 | <i>Principal Investigator</i> , Aboriginal Teacher Education: The Experiences of Teacher Candidates. Brock Advancement Fund Grant--\$5000. |
| 2008-2009 | <i>Principal Investigator</i> , Editorial assistance for <i>Brock Education: A Journal of Educational Research and Practice</i> . Brock University: Brock University: |

Graduate Research Assistant Development (GRAD) Fund – Approximately \$1600 per year.

- 2008-2010 *Co-Investigator*, Self-study of teacher education practices for new faculty (Principal Investigator: Darlene Ciuffetelli-Parker). Brock University: Faculty of Education Dean's Scholarly Learning Communities Grant – \$2100.
- 2008-2009 *Co-Investigator*, Imagining and Exploring Possibilities for Teaching and Learning Afford by a Complexity Perspective (Principal Investigator: Lionel LeCroix). Faculty of Education Dean's Scholarly Learning Communities Grant – \$1000.
- 2007-2009 *Co-Investigator*, Academics as writers: Documenting the life of a scholarly writing community (Principal Investigator: Michelle McGinn). Brock University: Faculty of Education Dean's Scholarly Learning Communities Grant – \$2500.
- 2007-2008 *Co-Investigator*, Self-study of teacher education practices for new faculty (Principal Investigator: Darlene Ciuffetelli-Parker). Brock University: Faculty of Education Dean's Scholarly Learning Communities Grant – \$700.
- 2007-2008 *Co-Investigator*, Aboriginal teacher induction: Pilot project and developmental research for an external SSHRC (Principal Investigator: Lorenzo Cherubini). Brock University: SSHRC Institutional Grant – \$4607.10.
- 2006-2007 *Co-Investigator*, Collaborative Teacher Induction Project Between Brock University, the Ontario College of Teachers, and Six District School Boards in the Brock University Golden Horseshoe Consortium. (Principal Investigator: Joanne Graham). Brock University: Faculty of Education Research and Development Grant – \$1,793.88.
- 2005-2006 *Principal Investigator*, Promoting equity, diversity and social justice: A school-wide initiative. University of Toronto: School-University Partnership Grant – \$1,000.
- 2003-2004 *Co-Investigator*, Student and teacher perceptions of a high ability school-within-a-school (Principal Investigator: Dona Matthews). University of Toronto: School-University Partnership Grant -- \$1,000.

Refereed External Grants

- 2011-2012 *Principal Investigator*, Aboriginal Teachers in Northern Nishnawbe Nations: Learning and Enacting Aboriginal Pedagogy. SSHRC Standard--\$25,897.
- 2009-2011 *Principal Investigator*, Aboriginal Teachers in Northern Nishnawbe Nations: Learning and Enacting Aboriginal Pedagogy. SSHRC Standard--\$32,290.

2007-2009 *Co-Investigator*, Examining new aboriginal teachers' experiences: Understanding realities and building relationships (Principal Investigator: Lorenzo Cherubini). SSHRC Aboriginal – \$20,000.

External Grant

2016-17 *Principal Investigator*, Changes in application, admission, and acceptance rates of underrepresented groups in the new four-semester teacher education programs. Ontario Human Capital Research and Innovation Fund—\$27, 833.34

2016-17 *Principal Investigator*, Biwaase'aa/Maamaawisiiwin Education & Research Innovation. Ontario Ministry of Education– \$100,000.

2013-2014 *Principal Investigator*, A Holistic Study of the Impact of the Biwaase'aa Program on Participating Students in Thunder Bay School. Shkoday Abinojjiwak Obimiwedon – \$45,000.

2008-2009 *Co-Investigator*, Impact Analysis of Professional Development and the Ontario Poverty Project. (Principal Investigator: Darlene Ciuffetelli Parker). Elementary Teachers Federation of Ontario – \$25,000.

5. Work in Progress

6. Other Creative and Scholarly Activities

Service as an Assessor/Referee for Book Manuscripts, Journals and/or Grant Applications

2017 *Reviewer*, Studying Teacher Education (3)
 2017 *Reviewer*, Alberta Journal of Educational Research
 2017 *Reviewer*, Canadian Journal of Education
 2016 *Reviewer*, Canadian Journal of Action Research (2)
 2016 *Reviewer*, Studying Teacher Education (2)
 2015 *Reviewer*, Canadian Journal of Education
 2015 *Reviewer*, Canadian Journal of Action Research (2)
 2015 *Reviewer*, Studying Teacher Education (3)
 2015 *Reviewer*, Alberta Journal of Educational Research
 2014 *Reviewer*, Alberta Journal of Educational Research
 2014 *Reviewer*, Social Sciences and Humanities Research Council
 2014 *Reviewer*, Castle Conference, SSTEP
 2014 *Reviewer*, Canadian Journal of Educational Administration and Policy
 2014 *Reviewer*, Australian Journal of Indigenous Education
 2014 *Reviewer*, Canadian Journal of Education
 2014 *Reviewer*, Canadian Journal of Action Research (3)

- 2014 *Reviewer, Studying Teacher Education (2)*
 2013 *Reviewer, Studying Teacher Education (4)*
 2013 *Reviewer, Alberta Journal of Educational Research*
 2013 *Reviewer, Canadian Journal of Education*
 2013 *Reviewer, Canadian Journal of Action Research (3)*
 2012 *Reviewer, Canadian Journal of Action Research*
 2012 *Reviewer, Alberta Journal of Educational Research*
 2012 *Reviewer, AlterNatives*
 2012 *Reviewer, Studying Teacher Education (2)*
 2011 *Reviewer, Alberta Journal of Educational Research*
 2011 *Reviewer, Canadian Journal of Action Research (2)*
 2011 *Reviewer, Canadian Journal of Education (2)*
 2011 *Reviewer, Studying Teacher Education (2)*
 2010 *Canada Research Chair Reviewer, Social Sciences and Humanities Research Council*
 2011 *Reviewer, Studying Teacher Education (2)*
 2010 *Reviewer, in education*
 2009 *Grant Application Reviewer, Social Sciences and Humanities Research Council*
 2008 *Reviewer, Journal of Teacher Education*
 2008 *Reviewer, Action Research*
 2008 *Reviewer, Canadian Journal of Education*
 2005- *Editorial Board, Ontario Action Researcher*
 2004- *International Advisory Board, Studying Teacher Education*
 2000-2004 *Reviewer, Curriculum Inquiry*
 2002- *Reviewer, International Conference on Self-Study in Teacher Education*
 2004-2006 *Reviewer, Studying Teacher Education (10), Canadian Journal of Education (3), Curriculum Inquiry (2), in education (1),*

Memberships in Scholarly and/or Professional Societies/Organizations

Self-Study of Teacher Education Practices Special Interest Group, American Educational Research Association (Chair)
 Self-Study of Teacher Education Practices Special Interest Group, Canadian Association for Teacher Education (Executive)
 American Educational Research Association
 Canadian Society for the Study of Education
 Canadian Association for Teacher Education (Executive Committee)
 Ontario College of Teachers

Other Activities

Select Professional Development

- 2013 *Equity and Inclusive Education: From Policy to Practice, Toronto.*
 2012 *Canadian Association for the Practical Study of School Law, Ottawa.*

- 2012 *Equity and Inclusive Education: From Policy to Practice*, Toronto.
- 2008 *Invitational Conference on Research on Teacher Education*, Kingston.
- 2008 *NTIP (New Teacher Induction Program) Provincial Symposium*, Ontario Ministry of Education
- 2004- *Ontario Ministry of Education/Faculties of Education Forum*
- 2007 & 2008 *Invitational Conference on Research on Teacher Education*
- 2007- *International Study Association on Teachers and Teaching*
- 2006 & 2008 *Ontario Teachers Federations/Ontario Association of Deans of Education Conference*
- 2006-2007 *LawWorks*, Toronto (2-day conference on education law)
- 2004- *Ontario Ministry of Education/Faculties of Education Forum*
- 2002- *American Education Research Association Annual Meeting*
- 2001- *Canadian Society for the Study of Education Annual Meeting*

Selected Professional Presentations

- 2013-2014 *Sexual and gender diversity in secondary schools*. Brock University.
- 2013-2014 *Sexual and gender diversity in secondary schools* (3 presentations). Brock University.
- 2012-2013 *Sexual diversity in secondary schools* (4 presentations). Brock University.
- 2012 *The GLBTQ kid—Positive space* (2 presentations). Brock University.
- 2011-2012 *Sexual diversity in secondary schools* (6 presentations). Brock University.
- 2011 *Disseminating research through Open Access journals*. Brock University.
- 2010-2012 *Positive space* (4 presentations). Brock University.
- 2008 *Honouring Aboriginal teachers' voices: Understanding realities and building relationships*. Faculty of Education Research Colloquium, Brock University, St. Catharines, Ontario, April 2008.

2006 *Meeting the needs of gifted students* (3-part series), Northern Secondary School, Toronto.

Media Appearances

2012 Kitchen, J. & Bellini, C. (2012). Student safety vs. Catholic sanctity. *The Hamilton Spectator*, June 10, 2012. (105,000 readers)

2011 Kitchen, J. (2011). Making it better now for gay youth. *The Hamilton Spectator*, November 2, 2011. (105,000 readers)

2007 *TVO Ontario* interview by Lisa Fernandes regarding “Gifted Learners”. Excerpts printed on www.tvoparents.com in March 2007.

E. Teaching Activities [21.11.a.]

Courses Taught

2015-2018 *Professor*, Faculty of Education, Brock University

- EDUC/EDBE 8Y07/8Y41: Professionalism, Law and the Ontario Educator (6 sections)

Fall 2017: Section 1	=29 students
Fall 2017: Section 2	=22 students
Winter 2017: Section 1	=20 students
Winter 2017: Section 2	=30 students
Winter 2017: Section 3	=32 students
Fall 2017: Section 2	=25 students
Winter 2016: Section 1	=28 students
Winter 2016: Section 2	=25 students

- EDBE 8P78 School and Society

Winter: Section 1	=14 students
Winter: Section 2	=22 students
Fall/Winter: Section 1	=30 students
Fall/Winter: Section 1	=15 students
Fall/Winter: Section 2	=31 students

2009-2015 *Associate Professor*, Faculty of Education, Brock University

- EDUC 8Y07/8Y10/8Y41: Professionalism, Law and the Ontario Educator (25 sections)

Winter 2015: Section 1	=32 students
Fall 2014: Section 1	=31 students
Fall 2014: Section 2	=35 students
Fall 2013: Section 1	=29 students
Fall 2013: Section 2	=35students
Fall 2013: Section 3	=24 students
Fall 2013: Section 3	=31 students
Winter 2013: Section 1	=22 students
Fall 2012: Section 1	=33 students
Fall 2012: Section 2	=29 students
Fall 2012: Section 3	=23 students
Fall 2012: Section 4	=25 students
Winter 2012: Section 1	=25 students
Fall 2011: Section 1	=19 students
Fall 2011: Section 2	=27 students
Fall 2011: Section 3	=20 students
Fall 2011: Section 4	=30 students
Fall 2009: Section 1	=32 students
Fall 2009: Section 2	=27 students
Fall 2009: Section 3	=23 students
Fall 2009: Section 4	=26 students

- EDUC 7P51: Directed Study (3 students)

Winter 2014	=1 student
Fall 2013	=1 student
Winter 2013	=1 student
- EDUC 8Y53 Indigenizing Education

Fall 2011: Section 1	= 9 students
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- EDUC 5P70: Social Context of Administration

Summer 20112: Section 1	=11 students
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- EDUC 8L09: Principles and Practices for Professional Certification

Fall & Winter 2009/10	= 28 Students
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2006-2009 *Assistant Professor*, Faculty of Education, Brock University

- EDUC 8Y05: Professionalism, Law and the Ontario Educator (13 sections)

Winter 2009: Section 1	= 24 Students
Winter 2009: Section 2	= 26 Students
Winter 2009: Section 3	= 23 Students
Fall 2008: Section 1	= 27 Students
Winter 2008: Section 1	= 27 Students

- | | |
|------------------------|---------------|
| Winter 2008: Section 2 | = 24 Students |
| Fall 2007: Section 1 | = 25 Students |
| Fall 2007: Section 2 | = 28 Students |
| Fall 2007: Section 3 | = 27 Students |
| Winter 2007: Section 1 | = 26 Students |
| Winter 2007: Section 2 | = 17 Students |
| Fall 2006: Section 1 | = 27 Students |
| Fall 2006: Section 2 | = 28 Students |
- EDUC 8L09: Principles and Practices for Professional Certification (3 sections)

Fall & Winter 2008/9	= 23 Students
Fall & Winter 2007/8	= 21 Students
Fall & Winter 2006/7	= 33 Students
 - EDUC 5P01: Introduction to Social and Cultural Contexts of Education, Part II: Developing a Critical Language (Six Nations Cohort)

Winter 2009	=13 Students
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1999-2006 *Adjunct Professor, Ontario Institute for Studies in Education, University of Toronto*

- EDU 6000 Teacher Education Seminar (7 sections)

Fall/Winter 1999/2000	= 24Students
Fall/Winter 2000/1	= 23 Students
Fall/Winter 2001/2	= 25 Students
Fall/Winter 2002/3	= 28 Students
Fall/Winter 2003/4	= 26 Students
Fall/Winter 2005/6	= 27 Students
Fall/Winter 2005/6	= 29 Students
- EDU 5529: Gifted Education (7 sections)

Winter 2001	= 17 Students
Winter 2002	= 23 Students
Winter 2003	= 25 Students
Fall 2004	= 25 Students
Winter 2004	= 27 Students
Fall 2005	= 21 Students
Winter 2006	= 23 Students
- EAQ 1270: Individual and Society, Additional Basic Qualification (1 section)

Summer 2006	= 18 Students
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- CTL 1000 Foundations of Curriculum (1 section)

Summer 2005	= 6 Students
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- CTL 4283 Psychology and Education of Gifted Children and Adolescents (2 sections)

Fall 2001	= 17 Students
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Fall 2002

= 15 Students

Graduate Students Supervised

Brock University—Supervisor

Owen Webb (Ph.D.). Restorative Practices in Schools. July 2014- January, 2018. (PhD—January 2018).

Michael Holden (M.Ed). Associate-Candidate Relationships: A Study of Teacher Education Practicum Experiences. (MRP—February 2015).

James Medway (M.Ed.). Abolishing Public Funding for Separate Schools in Ontario to Achieve Equitable and Inclusive Education. (MRP—August 2014).

Robin Staats (M.Ed.). Using First Nations Literature in the Classroom: Portfolio of Learning. (MRP—August 2014).

Brock University—Committee Member/Second Reader

Huizenga, Jack (Ph.D.). April 2018-

Nguyen, Xuan (University of Windsor, Ph.D.). Maintaining Cultural Values and Home Language in Vietnamize Families in Windsor: Practices and Challenges. January 2018-

Catherine Longboat (Ph.D.). Relationship Building with Aboriginal Elders in the Public Funded Secondary Education Classroom: A Study of Ethical Space from an Aboriginal Perspective. September 2010-November 2016. (Completed November 2016)

Leigh Potvin (Lakehead University). How heterosexual K – 12 teachers' straight privilege affects their role as allies of LGBTQ students and highlights their implicit heteronormative assumptions and practices. August 2014- (in progress).

Ethna Bernat (M.Ed.). Parents of the Gifted in Ontario: An Investigation of Parental Satisfaction with the Education of Gifted Children. May 2013-May 2014. (Completed May 2014).

Punita Lumb (M.Ed.). Addressing Religious Diversity in Teacher Education: Experiences and Perspectives of Muslim Teacher Candidates in Pre-Service Programs. May 2013-August 2014. (Completed August 2014).

Andrea Chisholm (Ph.D.). Towards Substantive Equality: A Critical Analysis of Canada's Commitment to First Nations Education. September 2009-November 2013. (Not completed).

Heather Grenville (M.Ed.). Narratives of Experience in Education: Living and Working through Poverty in a Rural Community, January 2009-November 2011. (Completed November 2010).

Oshrat A. Hodara (M.Ed.). Supervisor-Supervisee Relationships: Understanding Graduate Supervision in Higher Education Utilizing the Framework of Interpersonal Theory. March 2008-June 2009. (Completed 2009).

Rolfe, Steven (M.Ed.). Practice Re-Integrated: Discoveries Made on a Journey towards Being a Nursing Educator. January 2008-June 2009. (Completed 2009).

Dragana Medic (M.Ed.). Foreign Trained Teachers: The Emergence of the Right to Practise in Ontario. September 2006-July 2007. (Completed July 4, 2007).

Andrea Chisholm (M.Ed.). Legal Education in Crisis: Healing and Humanizing Canadian Law Schools. September 2007-April 2008. (Completed April 21, 2008).

External Assessor

Glaes-Coutts, Lena (PhD). From Teacher to Learner and Back Again: An Inquiry into Teacher Voice in Professional Learning (2018). OISE/University of Toronto, Canada

McBrien, Marlene (M.Ed.). Teacher Perspectives on Safety Policies and Procedures in Ontario Public Schools (2015). Nipissing University, Canada

Shields, Tracy (Ph.D.). Comprehensive Portfolio (2014). Lakehead University, Canada.

Smith, Kelly Ann (M.Ed.). The Journey of Preservice Teachers: A study of reflective practice in action (2009). Nipissing University, Canada

Other Contributions Devoted to Pedagogical Interest

Program Materials

2013-14 *Enhanced Aboriginal Teacher Education Program (B.Ed.)*
Adapted the Enhanced Teacher Education Program for the Aboriginal B.Ed.

2013-14 *Enhanced Teacher Education Program (B.Ed.)*
Project lead in the design of the two-year enhanced program.

Course Materials

2016 *EDBE 8P78: School and Society*
Developed course outline for new secondary program course.

2015 *EDBE Y41 Professionalism, Law and the Ontario Educator*

- Developing course outline for new elementary course in enhanced program.
- 2015 *EDUC 8D01: Principles and Practices*
Developed course outline for new secondary course in enhanced program.
- 2014 *EDUC 8Y07/8Y41: Professionalism, Law and the Ontario Educator*
Developed course outline all secondary sections and all Hamilton elementary sections of these courses.
- 2013 *EDUC 8Y07/8Y41: Professionalism, Law and the Ontario Educator*
Developed course outline all secondary sections and all Hamilton elementary sections of these courses.
- 2012 *EDUC 8Y07/8Y41: Professionalism, Law and the Ontario Educator*
Developed course outline all secondary sections and all Hamilton elementary sections of these courses.
- 2011 *EDUC 8Y07: Indigenizing Education: Education for/about Aboriginal Canadians*
Designed new elective course and developed course outline for B.Ed. program.
- 2011 *EDUC 8Y07: Professionalism, Law and the Ontario Educator*
Developed course outline for all nine sections of secondary course.
- 2011 *EDUC 8Y41: Professionalism, Law and the Ontario Educator*
Developed course outline for seven sections of elementary course in Hamilton.
- 2012 *EDUC 5P70: The Social Context of Education*
Developed course outline for summer session of this graduate course in educational leadership.
- 2011 *EDUC 8Y05: Professionalism, Law and the Ontario Educator*
Developed special course outline for Aboriginal B.Ed. program (on-line).
- 2009 *EDUC 5P01: Introduction to Social and Cultural Contexts of Education, Part II: Developing a Critical Language*
Developed course outline for a new course (in collaboration with Dolana Mogadime) and then adapted this section to the needs of the Six Nations Cohort.
- 2007 *EDUC 8Y05: Professionalism, Law and the Ontario Educator*
Revised course pack for 13 sections of course in Hamilton.
Consists of 8 original chapters and 178 pages. Under review by publisher.
- 2006 *EDUC 8Y05: Professionalism, Law and the Ontario Educator*
Wrote (with Christopher Dean) an original course pack for 13 sections of course in Hamilton.

Program Development

2007 *Group M: Peel Cohort (Intermediate/Senior)*

Established a new cohort in partnership with two district school boards in Peel Region.

F. University/Community Service [21.11.c.]

Participation in University, Faculty, Departmental and Union Committees

Brock University

- 2017 *MRP/Theses Awards Adjudication Committee*, Faculty of Education, Brock University
- 2015-2017 *Chair*, Promotion and Tenure Committee, Faculty of Education, Brock University
- 2013-2016 *Leadership Committee*, Faculty of Education, Brock University
- 2014-2016 *Indigenous Education Advisory Committee*, Brock University
- 2014-2016 *Co-Chair*, Aboriginal Education Council, Brock University
- 2012-16 *Aboriginal Education Council*, Brock University (July-December)
- 2011-16 *Centre Committee*, Tecumseh Centre, Faculty of Education
- 2009-2016 *Program Committee*, Aboriginal Bachelor of Education, Tecumseh Centre for Aboriginal Research and Education
- 2014-2015 *Author*, Self-Study of the Tecumseh Centre for Academic Review Committee of Senate.
- 2014-2015 *Author*, Self-Study of the Tecumseh Centre for Research Committee of Senate.
- 2014-2015 *Author*, Tecumseh Centre Response to Ad Hoc Senate Academic Programs Review Committee.
- 2014 *Coordinator of Aboriginal Activities*, Congress for the Humanities and Social Sciences, Brock University, May 2014.
- 2013-2014 *Project Lead*, Design of Two-Year Teacher Education Program, Department of Teacher Education

- 2012-2013 *Program Committee Chair, Equity, Engagement, Teaching and Learning Conference, Faculty of Education*
- 2012-14 *Concurrent Program Committee, Faculty of Education*
- 2011-14 *Chair, Program Committee, Department of Teacher Education*
- 2011-14 *Publications Committee, Faculty of Education*
- 2011-12 *Undergraduate Program Committee, Senate*
- 2011-2012 *Planning Committee, Equity, Engagement, Teaching and Learning Conference, Faculty of Education*
- 2010-2012 *Secondary Teacher Education Program Renewal Committee, Department of Teacher Education*
- 2009-2010 *Search Committee for Dean of Education, Faculty of Education*
- 2009- *Facilitator/Presenter, Positive Space Workshops on LGBT Issues, Office of Human Rights and Equity Services, Brock University*
- 2008- *Brock/NNEC Program Executive Committee, Tecumseh Centre for Aboriginal Research and Education*
- 2008-2010 *Faculty Awards Selection Committee, Faculty of Education*
- 2008-2011 *Chair, Publications Committee, Faculty of Education*
- 2008 *Chair, New Name for Department Ad Hoc-Committee, Department of Teacher Education*
- 2008 *Chair, Spring Retreat, Department of Teacher Education*
- 2007- *Coordinator, Professionalism, Law and the Ontario Educator P/J/I and I/S Hamilton, Department of Teacher Education*
- 2007-10 *Educational Inquiry Working Group, Graduate and Undergraduate Department*
- 2006-2010 *Academic Writing Group, Faculty of Education*
- 2007 *Search Committee Member, Department of Teacher Education*
- 2007 *Committee on Outcomes and Principles II, Department of Teacher Education*
- 2006- *Co-Chair, Self-Study Group, Department of Teacher Education*

- 2006-2011 *Teaching and Learning Policy Committee, Senate*
- 2006 *Chair, Search Committee Member for Field Experience Coordinator,*
 Department of Teacher Education
- University of Toronto*
- 2006 *Co-Coordinator, “Teacher Induction, Mentoring, and Renewal” Conference,*
 Centre for Teacher Development, November 2006
- 2006 *Chair, Academic Symposium, “Teacher Induction, Mentoring, and Renewal”*
 Conference, Centre for Teacher Development, November 2006
- 2005-2006 *Undergraduate Research Ethics Committee*
- 2005-2006 *Co-Chair, Self-Study in Teacher Education Group*
- 2003-2006 *Facilitator, Inquiries Discussion Group, Student Services*
- 2005 *Co-Coordinator, World AIDS Day Committee*
- 2004-2005 *Co-Facilitator, Special Education Speaker Series, Student Services*
- 2004 *Chair, “Teacher Inquiry for Professional Development” Conference,*
 Centre for Teacher Development Conference
- 2003-2004 *Secondary Program Planning Group*
- 2003-2004 *Secondary Program Review/Accreditation Committee*
- 2003-2004 *School-University Advisory Committee, School-University Partnerships Office*
- 2003-2004 *Practicum Advisory Committee, School-University Partnerships Office*
- 2003-2004 *Preservice Bursary Committee, Student Services*
- 2002-2004 *Secondary Program Liaison Committee*
- 2001-2004 *Chair, Alternate/Secondary Program Coordinators Committee*

Faculty Advising of Students

- 2006- EDUC 8L09: Principles & Practices for Professional Certification
- 2009-2010 15 Teacher Candidates

2008-2009	8 Teacher Candidates
2007-2008	15 Teacher Candidates
2006-2007	14 Teacher Candidates

Please Note: These numbers represent the average number of students I personally mentored and formally evaluated each of the three Intermediate/Senior practice teaching blocks during the year.

Service in Professional Organizations

2015-17	<i>Chair-Elect</i> , Self-Study of Teacher Education Practices Special Interest Group, American Educational Research Association
2015-16	<i>Member</i> , Accreditation Panel, Ontario College of Teachers.
2015-17	<i>Chair-Elect</i> , Self-Study of Teacher Education Practices Special Interest Group, American Educational Research Association
2011-2015	<i>Member</i> , Ontario Ministry of Education/Faculties of Education Liaison Committee
2011	<i>Member</i> , College of Reviewers for the Canada Research Chairs Program, Government of Canada
2009-2011	<i>Member</i> , Outstanding Dissertation Committee, Narrative Inquiry Special Interest Group, American Educational Research Association
2010	<i>Reviewer</i> , Social Sciences and Humanities Research Council of Canada
2007	<i>Proposal Reviewer</i> , International Study Association for Teachers and Teaching
2006-	<i>Programme Committee Member</i> , Canadian Society for Studies in Education annual conferences.
2006-	<i>President and Program Chair</i> , Self-Study of Teacher Education Practices Special Interest Group, Canadian Association for Teacher Education
2006-	<i>Executive Committee</i> , Canadian Association for Teacher Education
2004-2006	<i>Special Education and Teacher Education Advisor</i> , Autism Society of Ontario
2002-	<i>Proposal Reviewer & Session Chair</i> , Canadian Society for the Study of Education

- 2002- *Proposal Reviewer*, American Educational Research Association
- 2000- *Proposal and Proceedings Reviewer*, International Conference of Self-Study of Teacher Education Practices
- 2007 *Proposal Reviewer*, International Study Association for Teachers and Teaching
- 2000-2006 *Director*, Educators of the Gifted/The Association of the Gifted Ontario
- 2002 *Provincial Seminar Chair*, Ontario Student Debating Union
- 1999-2003 *President*, Ontario Student Debating Union
- 1998-2000 *Co-President*, Educators of the Gifted/The Association of the Gifted Ontario

Administrative and Non-Teaching/Research Responsibilities within the University and the Union

- 2003-2004 *Secondary Practicum Coordinator*, School-University Partnerships Office Ontario Institute for Studies in Education of the University of Toronto.
- 2014-16 *Director*, Tecumseh Centre for Aboriginal Research and Education, Faculty of Education, Brock University
- 2012 *Acting Director*, Tecumseh Centre for Aboriginal Research and Education, Faculty of Education, Brock University (July-December)