

Currency Report of CUPE Local 3904 Unit 1 Contract Lecturers, 2023-24

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SECTION I - ACADEMIC AND/OR PROFESSIONAL CURRENCY

1 Any information that the Contract Lecturer may wish to include that he/she deems relevant to teaching.

This year I have continued as a full-time PhD student in my 4th year. I am nearing the completion of my dissertation proposal and am working toward defending it before the Fall 2024 term. I intend to begin my research project in October 2024 and complete it in the spring of 2025 aiming to complete the dissertation writing by the Fall of 2025. This year I was awarded a SSHRC Doctoral Fellowship for my research proposal of \$20,000 for one year. I continued to work as a contract lecturer at TMU teaching Field, Concept Development in Math and Policy in ECE in Chang School. I continue as a contract instructor at GBC teaching Field seminar courses, Social Policy in the Early Years and Current Issues. This year I also taught a Reconceptualizing ECE course online at Carleton University. I worked closely with a TA for this course of over 60m students. I was offered a course directorship at York University in the Fall 2023 term where I taught EDFE 2200 Theory into Practice in the TMU/York B.Ed. program on TMU campus. I also held a TA-ship in the York BED program in the Winter 2024 term for EDFE 4200 Research into Practice. I presented at the AERA conference in April 2023, in Chicago Illinois, at the CSSE conference at York University in May/June 2023 in Toronto, and at the Reconceptualizing ECE International conference in Manchester, UK in September 2023. I have submitted 2 papers for publication, and one book chapter this year. I have also been accepted to present at CSSE at McGill University in Montreal in June 2024 and at the Reconceptualizing ECE International conference in Chicago

Illinois in November 2024. Further, I continue my work as a community leader and organizer with the AECEO and a Board member of the OCBCC. I also sit on the editorial committee for the ECELink journal associated with the AECEO. I have held the role of secretary in the Canadian Association of Research in Early Childhood (CAREC) and helped to plan the CAREC pre-conference at CSSE as well as to review submissions for the CAREC in the main CSSE sessions.

2 This section includes suggested areas a Contract Lecturer may wish to report on regarding activities undertaken to maintain currency, i.e. demonstrated evidence of having maintained up-to-date knowledge (including practice skills, where appropriate) in a Contract Lecturer's specific field/discipline.

Year	Activity	Contribution	Description
2010-2024	Professional Membership	Registered Early Childhood Educator in good standing	
2024 (In review)	Publication_In review	Humphrey, T, Frankowski, A. and Johnston, L. (in review) Thinking alongside the supplementary: ?A performance script responding to public pedagogical documentation. Journal of childhood Studies.	
2024 (in review)	Publication_(In review)	Menon, N., Johnston, L., Powell, A. Richardson, B. and Straker, A. (in review). (Care)fully reconstituting cruel professionalism with and for early childhood educators: How caring activism can resist uncaring conditions. Early Years. An International Research Journal.	See Below
Special Issue, Building Professionalism in early childhood education through professional associations and unions.			
2024 (forthcoming)	Book chapter_forthcoming	Neville, R. and Johnston, L. (forthcoming). Are you okay? RECE Experiences of the Ontario-Canada Wide Early Learning and Child Care Plan. In S. Jagger (Ed.) Early Years Education and Care In Canada (2nd Ed.),	
2024, June	Conference Presentation_CSSE_CPES	Johnston, L. (2024). to think what we are doing: Cnnceptualizing the intellectual and temporal lives of early childhood educators through Hannah Arendt's concepts of time, thinking and wonder. Paper to be presented at Canadian Society for the Study of Education (CSSE) Annual Conference, Montreal, QC	
2024, June	Conference Presentation_CSSE_CAREC	Humphrey, T., Frankowski, A., and Johnston, L. (2024) Supplemental Entrances into Pedagogical Documentation in the Anthropocene: A Dialogical Performance in Three Acts. Workshop to be presented at Canadian Society for the Study of Education (CSSE) Annual Conference, Montreal, QC.	See Below
This is a workshop presentation where we will work with movement and theatre to engage reciprocally with pedagogical documentation			

October 2024	Conference Presenation_RECE International Chicago Illinois	Menon, N., Johnston, L., Powell, A. Richardson, B. and Straker, A. (2024). Cruel professionalism: Creating collective, feminist caring spaces to resist injustice and reimagine professionalism with and for early childhood educators. Paper to be presented at Reconceptualizing ECE International Conference in Chicago Illinois.	
2023	Publication_Peer-Reviewed	Richardson, B., Powell, A., Johnston, L. & Langford, R. (2023). Reconceptualizing activism through a feminist care ethics in the Ontario (Canada) early childhood education context: Enacting caring activism. Social Sciences 12(2), 89; https://doi.org/10.3390/socsci12020089	
2023, May	Conference Presentation_CSSE	Humphrey, T., Frankowski, A. and Johnston, L. (2023, May). Starting from a different place: The need for self-study in emancipatory pedagogical research. Paper presented at Canadian Society for the Study of Education (CSSE) Annual Conference, Toronto, ON	
2023	Conference Presentation_RECE International	Humphrey, T., Frankowski, A., and Johnston, L. (2023, Sept.) Modest supplementations: Reverberations and radical estrangements in public pedagogical documentation. Paper presented at Reconceptualizing Early Childhood Education (RECE) Annual Conference. Manchester United Kingdom	
2023, April	Conference Presentation_AERA	Bezaire, K. and Johnston, L. (2023, April). Stop 'under-mind-ing' early childhood educators: Honouring subjectivity in pre-service education to build intellectual and relational capacities. Roundtable Presented at American Educational Research Association (AERA) Annual Conference, Chicago, IL.	
2022	Publication_Peer-Reviewed	Johnston, L. (2022). 'Node-ified' ethics: Contesting codified ethics as unethical in ECEC in Ontario. IN Education, 28 (1b), University of Regina. (pp. 80-101). DOI: https://doi.org/10.37119/ojs2022.v28i1b	
2022	Publication_Peer-Reviewed	Stop 'under-mind-ing' early childhood educators: Honouring subjectivity in pre-service education to build intellectual and relational capacities. Contemporary Issues in Early Childhood (23) 4, Sage. (pp. 435-45) DOI: 10.1177/14639491221128242	
2022	Publication_Peer-Reviewed	Discussing metaphor as a pedagogical practice: Reflections on a conference salon. YU-Write: Journal of Graduate Studies in Education, Vol 1(1), pp. 1-16 https://yuwrite.journals.yorku.ca/index.php/default/article/view/4	
2022	Publication_Online Magazine	Frankowski, A., D'Andrea, J., Johnston, L. & Ellis, T. (2022, October). Returning to Re: Pedagogist Network of Ontario Magazine Issue 4	
2022, May	Conference Presentation_CAREC Post Conference	"Node" -ified ethics: Contesting codification of ethics as unethical in early childhood education in Ontario. Paper presented at Canadian Association for Research in Early Childhood (CAREC) Annual Post-Conference, (virtual)	

2022, May	Keynote Address for ECEBC annual conference	Richardson, B., Powell, A and Johnston, L. (2022, May) Embodied activism: Reflecting on the lived experiences and motivations of three early childhood educator social activists through a feminist care ethics lens. Keynote address at Early Childhood Educators of British Columbia (ECEBC) Annual Conference (virtual).	See Below
Keynote address examined how care is integral in activism to create movement between minor and major politics and political spaces			
2020- 2023	PhD Student at York University Faculty of Education	Completed year three and all coursework, working on dissertation proposal	
2020 - 2023	Teaching Assistantship at York University	EDFE 2000 Foundations of Education: Theory to Practice; EDFE 1100 Child Development and Health; EDFE 4200 Research into Practice	See Below
I was a TA for this course at York during the first year of my PhD. This was an asynchronous course. I was responsible for 30 students and marking. I held weekly office hours that were attended by a few students to engage in discussion about the course material or to ask questions. I reported to the course director.			
2021 - 2023	Treasurer	York Graduate Students in Education Student Council	
2022	Peer-Reviewer	Peer reviewed a manuscript for the peer reviewed collection in the AECEO eceLink	
2022	Peer-Reviewer	Peer-reviewer for Contemporary Issues in Early Childhood	
2023 - 2024	Editorial Committee Member	ECE Link Peer-Reviewed Collection Association of Early Childhood Educators, Ontario (AECEO)	
2022	Journal Committee member	YU-Write York University Graduate Students in Education Journal	
2021 - 2023	Graduate conference committee member	York Graduate Students in Education annual conference	
2021-2024	Board Member	Ontario Coalition for Better Childcare_GTA Regional Rep	See Below
I participate in monthly board meetings as well as committee meetings that work on relevant campaigns. We are currently meeting to strategize regarding the new Federal Budget announcement about a National Childcare Program and how to ensure Provincial support for this project.			
2022-2024	Conference Committee member	Canadian Association for Research in Early Childhood Annual Post Conference (CSSE)	
2021 - 2024	Reconceptualizing ECE Reading Group	This a reading group about Reconceptualizing ECE with some members of my advocacy group	See Below
We meet once a month and read and discuss articles together. The group continues. We are currently reading The Feminist Killjoy handbook by Sarah Ahmed.			
2017-2024	Team Co-Lead of Early Years Professionals RISE UP T.O.	Advocating for Professional Pay and Decent Work for ECEs and childcare workers	See Below
This group is associated with the AECEO and provides support to ECEs in the sector who want to get more involved in advocacy.It helps to build their capacity as advocates.			
2018 - 2023	Student advocacy support	Faculty support for the GBC Advocates for ECE	See Below

This article explores opportunities to lift the value and practice of subjectivity in curriculum courses and field placement			
2021- 2023	Pedagogist	Participating in the Pedagogist Network of Ontario	See Below
Working on a small pilot project in a George Brown College Lab School as a pedagogist.			
2021-2024	Member	Canadian Association for Studies in Education	
2021-2024	Member	American Educational Research Association	
2020-2024	Member	Reconceptualizing Early Childhood Education International	
2018-2024	Member	Provincial Council, Ontario Coalition for Better Childcare	
2015-2024	Member	Ontario Coalition for Better Childcare	
2015-2024	Member	Association of Early Childhood Educators Ontario	
2024	Member	Canadian Philosophy in Education Society	See Below
Canadian Association of Foundations Education, CSSE			
2023 - 2024	Member	Ontario Reggio Association	
2024	Member	Canadian Association for Young Children	
2023 - 2024	MRP Co-Supervisor	Appointed to the Yeates School of Graduate Studies to work alongside Dr. Susan Jagger as co-supervisor for an MA ECS student MRP.	
2023	Guide	Guiding 2 student walking tours in South Humber Park examining concepts of place, mapping, decolonization, and the senses within urban nature environments.	

3 Faculty/Course Survey (FCS) Results

- Normally Faculty/Course Survey (FCS) results are automatically attached to the TFA faculty members' annual reports. The FCS results for Fall 2021 through Winter 2024 have been removed from the annual report's attachment in accordance with the mediation agreement between the University and the TFA on April 1, 2021.

- Information collected through FCS is available to individual faculty members via the FCS app on my.torontomu portal for formative purposes.

There is nothing to report.

There is no Faculty Course Survey attached.

List of Attachments

Question No.	File Path/Name	Description
3	fcs_reports Winter 2024.pdf	Additional FCS
3	fcs report_Fall 2023.pdf	Additional FCS
