

Currency Report of CUPE Local 3904 Unit 1 Contract Lecturers, 2022-23

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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 continued to TA at York University for two different courses in the BEd program. The first course was Child Development and Health and the second was Research Into Practice. I also completed the Teaching Adult Learner's Online course to support my work as a Contract Lecturer with Change School. I had the incredible opportunity to continue to teach Field courses at TMU this year in the Fall and also to teach two sections of CLD 323 Research II: Applications and one section of CLD 307 Cognitive Development in the Winter term. For these courses, I created weekly lectures, assignment descriptions, rubrics, and tests. I supported students' engagement and learning with the ideas and concepts in the content of each course as well as the application of the concepts in both individual and group work. As a qualitative researcher, I made extra efforts to refresh my knowledge of quantitative research while teaching CLD 323. I am also currently enrolled in a CPSY 411 Research Methods and Statistics I to further enhance and deepen my knowledge and capacity in this area. I have also been appointed to the Yeates School of Graduate Studies as a non-faculty member in the role of co-supervisor of an MA ECS student MRP alongside Dr. Susan Jagger. I have also supported Dr. Jagger's undergrad and graduate classes this Spring by conducting student walks in South Humber Park examining concepts of place, mapping, decolonization, and the senses in outdoor natural spaces.

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
2010-2023	Professional Membership	Registered Early Childhood Educator in good standing	
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. <i>Social Sciences</i> 12(2), 89; https://doi.org/10.3390/socsci12020089	
2022	Publication_Peer-Reviewed	Johnston, L. (2022). ‘Node-ified’ ethics: Contesting codified ethics as unethical in ECEC in Ontario. <i>IN Education</i> , 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. <i>Contemporary Issues in Early Childhood</i> (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. <i>YU-Write: Journal of Graduate Studies in Education</i> , 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	
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, 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, 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, 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	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	
2022-2023	Conference Committee member	Canadian Association for Research in Early Childhood Annual Post Conference (CSSE)	
2021-2023	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.			
2017-2023	Team 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.			
2021 - 2023	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 Braiding Sweetgrass together.			
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.			
2021-2023	Member	Canadian Association for Studies in Education	
2021-2023	Member	American Educational Research Association	
2020-2023	Member	Reconceptualizing Early Childhood Education International	
2018-2023	Member	Provincial Council, Ontario Coalition for Better Childcare	
2015-2023	Member	Ontario Coalition for Better Childcare	
2015-2023	Member	Association of Early Childhood Educators Ontario	
2023	Guide	Guiding 2 student walking tours in South Humber Park examining concepts of place, mapping, decolonization, and the senses within urban nature environments.	
2023	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.	

3 Faculty/Course Survey (FCS)

- Normally Faculty/Course Survey (FCS) results are automatically attached to CUPE 1 currency reports. The FCS results for Fall 2020, Winter 2021 and Fall 2021 have been removed from this currency report's attachment in accordance with the agreement between the University and the Union.

- Information collected through FCS is available to individual contract lecturers via the FCS app on my.ryerson portal for formative purposes.

- Contract lecturers may choose to manually attach FCS results in their currency reports but in no case shall be required to submit FCS results arising out of courses taught during this period of remote instruction. No negative inference will be drawn as a result of their absence.

For CLD 323 sections 031 and 041 - The way the course is structured by the TFA, students receive verbal feedback on the group research projects in weeks 2-8 and they start to receive their first marks and written feedback in weeks 9-12 as they do group presentations and related quizzes.

There is no Faculty Course Survey attached.

List of Attachments

Question No.	File Path/Name	Description
2	Lisa Johnston_Curriculum-Vitae_May 18, 2023.pdf	CV
3	CCLD 454_W23.pdf	Additional FCS
3	CLD 307_W23.pdf	Additional FCS
3	CLD 323_031_W23.pdf	Additional FCS
3	CLD 323_041_W23.pdf	Additional FCS
