

CAFE 2025 Conference Schedule

Time	Sun. June 1	Mon. June 2	Tues. June 3	Wed. June 4
8:00- 9:00 AM	<i>No scheduled CAFE events</i>	The E. Lisa Panayotidis Dissertation Award (SE) WFD 231	CAFE Townhall (SE) WFD 261	Celebrating Scholarship: A Book Celebration in the Foundations of Education (SE) WFD 302
9:15- 10:30 AM	<i>No scheduled CAFE events</i>	Revisiting and Reimagining Educational Histories/History Education (MP) WFD 231	Exploring Equity Across Educational Landscapes (MP) WFD 261	Métis Specific K to 12 Anti-Racist Education (Symp) WFD 302
10:45 AM- 12:00 PM	Invited CSSE/CAFE Lecture by Dr. Grace Adeniyi-Ogunyankin, Canada Research Chair in Youth and African Urban Futures (SE) WFD 323	Host Institution Session WFD 240-241	Student Identities and Systemic Barriers in Higher Education (Symp) WFD 261	Foundational Experiences of Academics (Symp) WFD 302
12:15- 1:15 PM	CASE AGM	CSSE-SCEE AGM WFD 240-241	CAFE AGM WFD 261	LUNCH (<i>No scheduled CAFE events</i>)
1:30- 2:45 PM	<i>No scheduled CAFE events</i>	<i>No scheduled CAFE events</i>	Tensions, Desires, and Hindrances of "Indigenizing" Curriculum (Symp) WFD 261	Pathways to Reconciliation: Indigenous Education and Transformative Teaching (MP) WFD 302
3:00- 4:15 PM	<i>No scheduled CAFE events</i>	CSSE-SCEE Poster/Roundtable Sessions* WFD 231	Pressing Issues in Contemporary Education (MP) WFD 261	Teacher Ed. Then & Now: Subjects and Socialization (Symp) WFD 302
4:30- 5:45 PM	CSSE-SCÉE Plenary	Neoliberal Education: Global Perspectives and Local Challenges (MP) WFD 231	<i>No scheduled CAFE events</i>	<i>No scheduled CAFE events</i>
Evening 6:00PM +	CSSE and ACDE Reception	CAFE Dinner Northern Maverick Brewery	<i>No scheduled CAFE events</i>	<i>No scheduled CAFE events</i>

* CAFE: Interrogating Institutions: Neoliberalism, Media Literacy, and "Alternative" Education

MP: Multi-paper session Symp: Symposium session

SE: CAFE Special Event WFD: Waterfront Daniels Building

CAFE June 10 Online Presentations

Time 3:30 PM- 4:45 PM (Room 2)

Title Resignifying heteronormative performatives in schools: The case of Bill 713

Abstract Since 2023, threats to Canadian Human Rights legislation on the recognition of gender identity and sexual orientation as a protected category have emerged, the first being the New Brunswick government's reactionary move to modify Policy 713 to place limitations on its protection of the safety, privacy, and inclusion of 2SLGBTQIA+ students. Other provinces have taken similar steps and now require parental consent for the student to decide which gender they self-identify with, if any. We take up this situation in terms of the heteronormative performatives of schooling and ask how a teacher, supportive of the child's right to participate in the matter of determining and expressing their own gender identity, might redeploy these performatives to respect the child's view first. We present a fictional scenario in which a teacher critical of the 2023 revised Policy 713 pushes back against it without overtly defying it and risking sanction by the employer. To analyze this situation, we use the concepts performance and performativity to show how regressive commonplaces of schooling can be resignified and redeployed against the heteronormativity they tacitly support.

Authors Michelle Forrest *Mount Saint Vincent University*
Renee McKinstry *Mount Saint Vincent University*
