



CALL FOR PROPOSALS
Preconference – May 30, 2026
Canadian Association of Foundations of Education (CAFE)
at the CSSE 2026 Conference

Theme: Post-TRC Changes to Education in Canada: Exploring the Complexities of Education 10 Years After the “Calls to Action”

Important Dates

- ◆ **Proposal Submission Deadline:** January 30, 2026
- ◆ **Notification of Acceptance:** February 27, 2026
- ◆ **Preconference Date:** May 30, 2026

Location

University of Winnipeg, Winnipeg, Manitoba

Overview

The Canadian Association of Foundations of Education invites proposals for presentations for a preconference in conjunction with the CSSE 2026 Annual Conference. The preconference provides a dedicated space for focused discussions and networking among scholars, practitioners, and graduate students with shared interests in post-TRC changes in K-12, teacher education, and higher education settings. The preconference aims to explore the complexities that frame education in Canada at this time in history and the different ways that educational settings have responded.

We welcome proposals that draw on diverse methodologies and perspectives rooted in the foundational disciplines of history, sociology, philosophy and inter-disciplinary studies in education. Presentations should speak to the complexities of educational change in a post-TRC context and contribute to ongoing conversations about reconciliation, curriculum, institutional responses, and professional responsibility. A non-exhaustive list of potential guiding questions is provided at the end of this document.



Types of Sessions

We welcome submissions for the following session formats:

- **Individual Paper Presentations (25 minutes):** Sharing completed research projects, conceptual pieces, or works-in-progress which will be grouped with one or two other papers.
- **Symposia/Panels (75 minutes):** A collection of presentations on a single topic, featuring a chair and/or a discussant.

Submission Requirements

Proposals should be blinded, saved as .docx, submitted to Dr. Jeannie Kerr at jkerr@sfu.ca and include the following:

1. **Session Title:** A compelling title (max. 15 words).
2. **Abstract:** A summary of the presentation (max.100 words) for the conference program highlighting if the work is based in conceptual, theoretical, or empirical approaches.
3. **Description:** A 250-word blinded description plus references that includes:
 1. The purpose of the paper showing relevance to the preconference theme.
 2. Theoretical and methodological works informing the paper.
 3. Preliminary or formal findings, insights, or concepts developed.
 4. Significance and contribution to a particular field of study.
4. **Audiovisual Needs:** A list of required A/V equipment (standard equipment usually includes a projector and screen; additional needs may not be guaranteed).
5. **Presenter Information:** **In a separate document** provide the names, affiliations, contact information, and a maximum 100-word bio for each presenter.



Review Criteria

Proposals will be peer-reviewed and selected based on:

- Relevance to the preconference theme.
- Clarity of the proposal's purpose, design, theoretical framing and intended results.
- Potential to stimulate discussion and engagement among attendees.
- Originality and scholarly contribution.

Contact Information

For any inquiries regarding the preconference or the submission process, please contact Jeannie Kerr (CAFE President) at jkerr@sfu.ca or Gemma Porter (CAFE Conference Chair) at geporter@STU.ca

We look forward to your participation in an exciting day!

Potential Questions that might be explored:

- *How do histories of colonialism, schooling, and curriculum reform shape present-day responses to the Calls to Action? How does this differ regionally or within localized experience?*
- *How are social structures, institutional cultures, and power relations influencing the implementation of post-TRC educational changes? What discursive productions are enacted?*
- *What ethical, epistemological, and conceptual questions arise as educators and institutions work toward Indigenization, decolonization, and relational accountability?*
- *How are forms of residential school denialism impeding or disrupting institutional and political commitments to curricular change?*
- *In what ways have teacher education programs been engaging teacher candidates with educational responsibilities in a post-TRC context? How is this being framed discursively within notions of 'professionalism' and 'professional' identities?*
- *How should K-12 teachers and teacher educators navigate the complexities of positionality within histories of settler colonialism, dispossession, and intersectional considerations? Who has the authority to teach about Indigenous histories and knowledge in common schools?*
- *How is higher education engaging with the Calls to Action? In what ways are they relating this to their stated efforts in EDI(D)? How should they undertake this work?*
- *In what ways are the spiritual aspects of Indigenous knowledge systems being addressed? How are Western distinctions between spirituality and knowledge complicating the task of Indigenizing?*
- *What beliefs about representation and diversity motivate efforts to Indigenize education? How should choices in curriculum and pedagogy be made?*
- *How are post-secondary programs and institutions understanding the evolving nature of terms/concepts that relate to this work: i.e. Settler; Indigenizing; Decolonizing; others ...*
- *How are Elders and Knowledge Keepers being engaged and engaging in the work of change in K-12, post-secondary and/or teacher education at this time*