

# SCHOOL OF EDUCATION ANNUAL REPORT

2024/25



# INSIDE THIS REPORT

A Message from the Dean of Education.....	03
About Us.....	04
Program Updates.....	05
By the Numbers.....	06
Resources, Recruitment and Research.....	07
Highlights.....	08
Teaching Awards.....	10



*Trent University respectfully acknowledges it is located on the treaty and traditional territory of the Mississauga Anishnaabeg. We offer gratitude to First Peoples for their care for, and teachings about, our earth and our relations. May we honour those teachings.*

# MESSAGE FROM THE DEAN OF EDUCATION

Greetings from the School of Education,



Since coming to the School in 2024, I continue to be impressed and feel gratitude and admiration for the incredible work of our faculty, staff, students, and community partners. The past year has been marked by both challenge and achievement, and through it all, our School has remained steadfast in its commitment to inclusive, community-rooted, and socially just education.

We celebrated the 20th graduating class of our Bachelor of Education program—a milestone that speaks to two decades of transformative education for our future educators. Our programs continue to grow in enrolment and impact, with the Indigenous Bachelor of Education reaching its highest numbers yet, and new initiatives and courses enriching the Teacher Education Stream and graduate offerings.

Our faculty and students have led groundbreaking research and public scholarship, from the launch of The Informed Educator podcast to the development of innovative literacy resources and wellness programming. We've deepened our commitment to equity through projects like Camp fYrefly and celebrated creative contributions like The Butch and the Baby Daddy, which brought our values to national audiences.

These accomplishments are a testament to the collaborative spirit that defines our School. Despite navigating budget constraints and leadership transitions, we have demonstrated resilience, creativity, and a shared dedication to our mission.

Thank you to everyone who contributes to making the School of Education a vibrant and inspiring place to learn, teach, and grow. I look forward to continuing this journey together in the year ahead.

Warm regards,

A handwritten signature in black ink, appearing to read 'Fergal O'Hagan'.

**Dr. Fergal O'Hagan**  
Interim Dean, School of Education



# ABOUT US

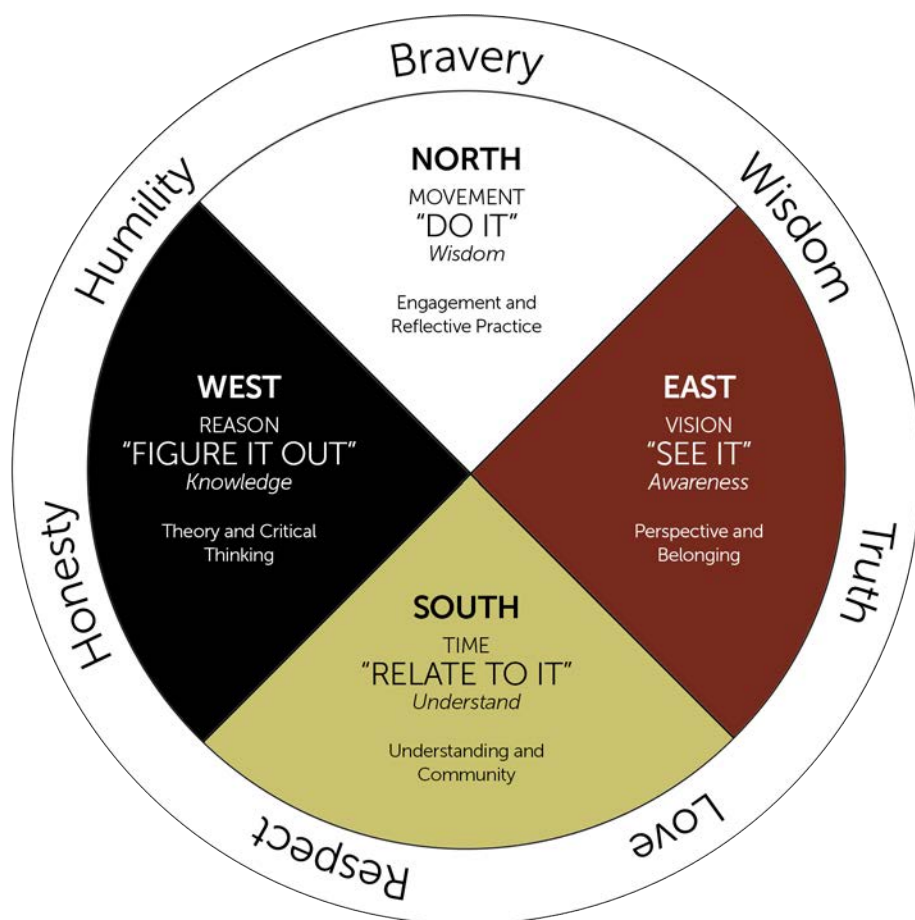
Trent offers a unique suite of programs in the School of Education from undergraduate education stream programming to Bachelor of Education options, Additional Qualifications, and a Masters in Educational Studies. Our guiding principles of social justice, ecologically sustainable practices, Indigenous Knowledge infusion, and content teaching excellence, form the core of our theory, practice, and pedagogy. We care about our students, and insist on high quality engaging programs and experiential learning through community outreach, placements and practicum opportunities. One-to-one interactions with faculty and staff create an experience that is both professional and personal.

The School of Education hosts an incredibly active set of programs as we continually look for new ways to engage students in highly collaborative settings, that provide the necessary tools and support for students entering a competitive education market. Knowing this, our students also walk away with a breadth of knowledge and experiences that stretch beyond the classroom, that can be utilized in a variety of education-related fields.

With extensive in-class teaching time, collaborative opportunities and unique alternative field experience placements, students will enter education fields with a breadth of knowledge that is richer than many other educational experiences.

## Conceptual Framework

The School of Education is committed to creating new knowledge, integrating that knowledge in teaching, promoting ongoing professional learning and educational research, and providing leadership in fostering a community of learners, in concert with the University's academic plan. The School of Education collaboratively developed ten principles for the Bachelor of Education and Indigenous Bachelor of Education programs, that have been expanded upon, and that now guide our work from the undergraduate program, to teacher education, to graduate programs. These principles describe teaching and learning as we understand them, in the broadest sense.



The principles guide our teaching at the Trent University School of Education. We encourage and empower our students to embrace these same principles.

VISIT [TRENTU.CA/EDUCATION](https://TRENTU.CA/EDUCATION) TO READ THE FULL FRAMEWORK

# PROGRAM UPDATES

Thanks to collective work and success of faculty, staff, students and community partners, the School of Education continues to see growth in applications, enrollment and program offerings. Below, coordinators of our main academic undergraduate and graduate programs provide a notable highlight from the past year, with the addition of coordinator updates from in-program offerings.



## **Teacher Education Stream Coordinator, Dr. Blair Niblett**

We are very excited about a new required course in the 2nd Year of the Teacher Education Stream Program titled “Non-Formal, Alternative, and Community-based Education”. This course will be offered in a unique hybrid format with online asynchronous lecture content, and weekly face-to-face seminar groups. This course replaces the former “Conceptions and Dispositions in Teaching and Learning” for all Teacher Education Stream students.



## **Consecutive Bachelor of Education Coordinator, Karla Wagner**

In September 2024, 147 students began the Bachelor of Education program, and by June 2025, 142 successfully graduated. Throughout the year, Teacher Candidates engaged in foundational and curricular learning, enriched by Professional Events Weeks featuring experts in the field. Notable experiences included the Kairos Blanket Exercise on Indigenous perspectives and nature-based training through Project Wild and Below Zero. This cohort also marked a milestone as the first in years to graduate with a half credit in assessment and evaluation, celebrated during the annual Awards Ceremony on convocation day.



## **Indigenous Bachelor of Education Coordinator, Dr. Nicole Bell**

The Indigenous Bachelor of Education Program is celebrating its highest enrollment yet, with 68 students across the five years of the program. We also celebrated graduating a total of 25 new Indigenous teachers last June, since graduating students in 2021.



## **Master of Education Director, Dr. Karleen Pendleton Jiménez**

The Master of Education program celebrated another successful year with 26 graduating students with two students successfully defending their theses. This year also marked the launch of three inaugural awards; the Master of Education Outstanding Student Scholar Award, honoring one graduating student from each stream: course-based, major research project, and thesis. These awards recognize exceptional scholarly achievement and dedication to advancing the field of education.

## In-Program Offerings



### **Literacy Support Program Coordinator, Jennifer Bates**

The Literacy Support Placement continues to support the unique needs and strengths of exceptional learners in our partner boards. Trent’s School of Education hosted its inaugural End of Summer Professional Development retreat “Making Meaning in the 21st Century”, where current educators, Year 2 Teacher Candidates and staff and faculty networked and learned together about best practices in Language and Literacy education (and the theory behind them). We look forward to continued partnerships and bridge building.



### **Assistant Professor, Dr. Rachael Nicholls**

**THE WELL-BEING PROGRAM**, coordinated by Dr. Rachael Nicholls and Lisa Noble, the Well-being Program empowered Teacher Candidates to Create Critical Community by exploring the intersections of personal wellness, community care, eco-social justice, through the lens of the School of Education’s Conceptual Framework. Participants engaged in 45 workshops led by 26 facilitators—including faculty, staff, and peers—and developed sustainable daily, weekly, and monthly wellness practices.

**ALTERNATIVE SETTINGS PLACEMENT**, a signature feature of Trent’s Bachelor of Education program, the Alternative Settings Placement offers Teacher Candidates 75 hours of immersive, inquiry-driven learning in non-school environments. This year, the program evolved to centre inquiry-based models, guiding students to reflect on their passions, research opportunities, and select meaningful placements. In their second year, candidates synthesized their experiences through reflexive presentations, deepening their understanding of diverse educational contexts and expanding their vision of what teaching and learning can be.

# BY THE NUMBERS

*\*Numbers reflect the 2024-2025 academic year*

## OUR COMMUNITY

**5400** Alumni from B.Ed. & Graduate Programs

**1189** Overall enrolment across Undergraduate and Graduate Programs

**539** Associate teachers who mentored Teacher Candidates

### SCHOOL BOARD PARTNERS

Durham District DSB  
Durham Catholic DSB  
Hastings Prince Edward DSB  
Kawartha Pine Ridge DSB  
Peterborough, Victoria, Northumberland,  
Clarington Catholic DSB  
Trillium Lakelands DSB

## WEBSITE HIGHLIGHTS

**1 Million +**  
Pageviews

**842,324** /resources   **54,361** /programs

## SOCIAL MEDIA ENGAGEMENT

**50K**  YouTube Views

**948**  Instagram Followers

**214**  Facebook Followers

**1K+**  X Followers

**92%**

Trent Grads Employed  
within six months.

# RESOURCES, RECRUITMENT & RESEARCH

Each year, the School of Education develops and participates in a variety of outreach initiatives that not only attract new students to our programs, but more importantly highlight the important work our faculty and students are doing. Ultimately, this results in exciting new research, resources for educators or simply connecting with new and prospective students. Below is a snapshot of these exciting endeavours.

## NEW Resources



Developed and curated by Instructor Jennifer Bates, webpages supporting **Multimodal Learning** and **Dyslexic Readers** were launched in the Spring and Summer. These pages include links to research supported resources, helpful books for children and adults, videos and more!

## Recruitment Events

With each academic year comes a myriad of events that are designed to promote a variety of programs at Trent, but also help reinforce the decisions newly accepted applicants made, in coming to Trent. With the help of Trent's recruitment department and School of Education faculty and staff members, university fairs to open houses are very well supported. These events include, but are not limited to:

- The Ontario University Fair
- Trent's Graduate Fair
- Fall & Winter Open Houses
- B.Ed and Teacher Education Stream Livestreams
- Careerspace Events
- B.Ed. Welcome Reception
- B.Ed. Job Fair

Throughout the course of these in-person and virtual events, we speak with over a thousand students and families about our programs and why Trent is the best fit for them.



## Research Highlight



Since the launch of Anne Corkery and Lauren Hill's podcast *The Informed Educator* in February 2025...



Episodes were launched, and streamed or downloaded **520** times.

With a ★★★★★ rating across  and  platforms, *The Informed Educator* has reached international audiences with notable listenership coming from within the United States. Since the last episode was released on April 16th, 2025, Anne and Lauren report gains of new listeners every week.

# HIGHLIGHTS

## International Teaching Experience Builds Confidence of Educators

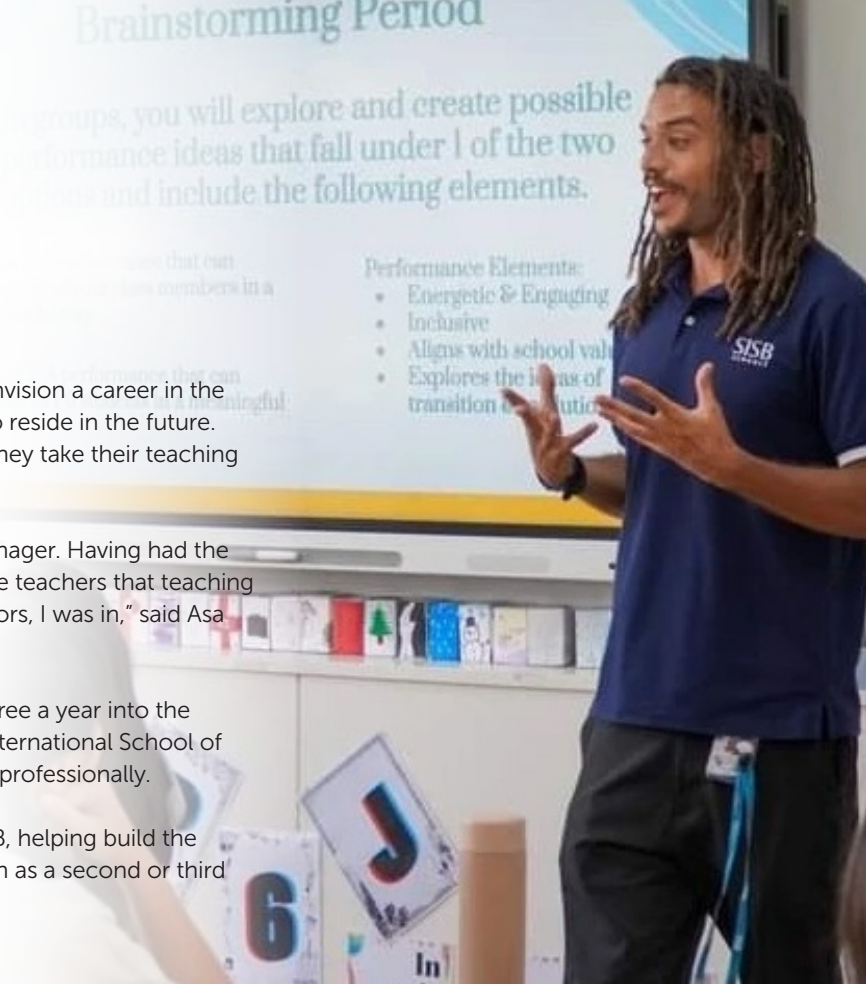
When entering a teacher education program, most students envision a career in the classroom within their home community or locale they wish to reside in the future. But for a small proportion of Bachelor of Education students, they take their teaching ambitions abroad.

"I have had a passion for travel and adventure since I was a teenager. Having had the opportunity to engage and discuss with my peers and associate teachers that teaching internationally was a viable option for young ambitious educators, I was in," said Asa Reynolds '14 (Champlain College).

Eager to teach after completing his Bachelor of Education degree a year into the COVID-19 pandemic, Asa traveled to teach at the Singapore International School of Bangkok (SISB), an experience that shaped him personally and professionally.

Asa worked with over 500 students during his two years at SISB, helping build the speech and performing confidence of students learning English as a second or third language.

FULL STORY: [TRENTU.CA/NEWS/STORY/41319](https://TRENTU.CA/NEWS/STORY/41319)



## CBC Gem Features Short Film Based on Trent Professor's Memoir

How does a lesbian have a baby anyway?

This was one of the many questions that Dr. Karleen Pendleton Jiménez, professor in the Trent School of Education, had as a queer, mixed-race (white/Latinx) kid growing up in the 80s.

Recently premiering on CBC Gem as part of the Canadian Reflections Collection, *The Butch and the Baby Daddy* – created with filmmaker Barb Taylor – is an animated short based on Professor Pendleton Jiménez's life and memoir, *How to Get a Girl Pregnant*.

"I was sure of two things by the time I was 18: I was a butch lesbian, and I wanted to have a baby," Prof. Pendleton Jiménez recalls. "For me, trying to have a baby was a monumental endeavour that involved love, friendship, education, adventure, heartbreak, romance, sadness, humour, smarts, risk, money, dreaming. I wanted to write a book, and now make a movie, that showed the depth of this experience."

The film, mirroring her deeply personal exploration of identity and parenthood, tells the story of a young trans/lesbian woman, Alex, as she considers potential fathers for her future child, including her gay Chicano friend Mateo.

FULL STORY: [TRENTU.CA/NEWS/STORY/41621](https://TRENTU.CA/NEWS/STORY/41621)



## Provincial, Local Police and Camp fYrefly Ontario Team Up for 2SLGBTQIA+ Youth

Founded and supported by the School of Education at Trent University, Camp fYrefly Ontario has welcomed hundreds of campers, youth and adult leaders to its Peterborough campus since its launch in 2017. A four-day summertime retreat, the camp supports 2SLGBTQIA+ youth in the development of leadership skills and personal resiliency, empowering them to become agents of positive change in their schools, families, and communities.

Thanks to a generous \$13,000 donation from Serving with Pride – an Ontario-based nonprofit committed to fostering inclusive and barrier-free workplaces in policing, corrections, and criminal justice – the camp's impact will continue to grow.

OPP Sergeant Cass Jackson, a self-defense workshop facilitator at the camp and longtime Camp fYrefly supporter, championed the fundraising initiative at Serving with Pride's annual gala with the support of fellow law enforcement officers.

"If you asked me in 2017 if this relationship with Serving with Pride would happen, I wouldn't have foreseen it, but this is essential for us," said Sergeant Jackson. "This is the right thing to do."

FULL STORY: [TRENTU.CA/NEWS/STORY/42205](https://TRENTU.CA/NEWS/STORY/42205)



## Ontario Human Rights Commission Recognizes Trent's Responsiveness to the Right to Read Inquiry Report

Additional Qualifications developed to better support Ontario educators

FULL STORY: [TRENTU.CA/NEWS/STORY/40763](https://TRENTU.CA/NEWS/STORY/40763)



## Future Educator on a Mission to Foster Reconciliation

Inspired by stories of resilience and on-the-land learning, Indigenous Studies major prepares to pass on teachings to next generation

FULL STORY: [TRENTU.CA/NEWS/STORY/40911](https://TRENTU.CA/NEWS/STORY/40911)



## New Podcast Sparks Critical Conversations on Teaching in the Modern World

Trent School of Education Professors Anne Corkery and Lauren Hill engage experts on how to navigate issues shaping education to support student learning

FULL STORY: [TRENTU.CA/NEWS/STORY/42341](https://TRENTU.CA/NEWS/STORY/42341)



## Collaboration Between Trent, Local Secondary Schools Enhances Student Readiness

Experts in education from the Trent Teaching Commons offer high school educators panel discussions, professional development workshops

FULL STORY: [TRENTU.CA/NEWS/STORY/42357](https://TRENTU.CA/NEWS/STORY/42357)

# TEACHING AWARDS

On June 5, 2025, the School of Education held its annual Teaching Awards ceremony, following convocation. In attendance were faculty, staff, recipients and their families. Award recipients were nominated by peers and faculty.

## Bachelor of Education Recipients

Charlotte Tousaw

The P/J Innovation in Teaching Award

Brianna Van Esch

The I/S Innovation in Teaching Award

Nicole Merkley

The Responding to Diversity Award

Colton Eddy

The Education Student Association Award

Quinn Gemmiti

The OECTA Award

Ian Eddy

The I/S Math Award

Leola Banks

The P/J Math Award

Khevryl McPherson

The French Award

## Faculty Teaching Award

Jenn Bates

School of Education Teaching Award

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*“What an incredible day to have our education community together to celebrate lifelong learning”*

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## Greenley Family Scholarship Recipients

**Jacob Welch** (*Teacher Education Stream*)  
Wayne Greenley Music Scholarship

**Beth Wiley** (*Bachelor of Education*)  
Dorothy Greenley Award



## Associate Teacher Recipients



**Matthew Parsons**  
Associate Teacher Award (P/J)  
Kawartha Pine Ridge DSB

**Jennifer Campbell**  
Associate Teacher Award (I/S)  
Durham District School Board



# DECANAL AWARD

*“He has shown me a different side of social justice and made me realize that I still have a lot to learn about it. His teaching style brightens the mood and the vibe of the class—even when we are talking about heavy stuff, it just felt a bit lighter due to his teaching style.”*

## Kingsley Hurlington

The Decanal Award for Teaching Excellence in Education recognizes the use or development of meaningful and innovative methods of curriculum design, course instruction, learning materials, technologies, and assessment. Nominees must demonstrate their ability to create well designed course materials and creative approaches to emerging instructional challenges. This award honours teaching that promotes rapport and ongoing engagement with learners and enables students to achieve desired learning outcomes.

In their heartfelt testimonials, nominators recognized the ways Kingsley incorporated a variety of creative instructional strategies in teaching. Nominators highlighted the ability to create inclusive and engaging learning environments for students. They also commented on Kingsley's ability to support students and use failure as an opportunity to foster a deeper understanding of social justice and education.



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