

Ottawa Curriculum Conference

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Since its start, the *International Association for the Advancement of Curriculum Studies Conferences* (IAACS) have inhabited several different continents and countries (China 2003, Finland, 2006, South Africa, 2009, and Brazil, 2012). Each country received us with their respective different cultures, histories, policies, climate, geography and people. In 2015, the IAACS Executives were President Elizabeth Macedo (Brazil), Vice-President Lesley Le Grange (South Africa), Treasurer Nicholas Ng-A-Fook (Canada) and our Secretary Poonam Batra (India). Last year our colleagues generously hosted us within their capital city Ottawa, Canada (from May 26 to May 29). The University of Ottawa is located, as we are learned then, within the downtown of their nation's capital, "which sits at base of the Ottawa valley and overlooks the confluences and tributaries of the Kichi Sibi (Ottawa River) that meander across and beyond the traditional territories of the Anishinàbeg who have lived and migrated upon this landscape since time immemorial. The cosmological, emotional, intellectual, physical, and spiritual topographies of this landscape have provided, and continue to provide, a place for hosting the contested histories of, and contemporary relations between, Indigenous and non-Indigenous communities here in Canada or elsewhere (Donald, 2012)" (Retrieved: <https://support.skype.com/pt-br/faq/FA34612/o-que-e-a-extensao-do-skype>).

During the Ottawa Conference, the central theme was *What are the tasks of the curriculum scholars for the 21st century?* The chairs were our Ottawa University's colleagues Awad Ibrahim and Nicholas Ng-A-Fook. The Program Coordinators were Bryan Smith (University of Ottawa) and Cristyne Hebert (York University), who since then, have both successfully completed their doctoral studies. They were supported by generous partnerships with the [American Association for the Advancement of Curriculum Studies](#) (AAACS), [Canadian Association for Curriculum Studies](#) (CACS), [European Association of Curriculum Studies](#) (Euro-ACS), [Canadian Society for the Study of Education](#), [Association of Canadian Dean's of Education](#), and the [Faculty of Education at the University of Ottawa](#).

Our Canadian curriculum colleagues organized their Conference's call for presentation around Chambers' (1999) four following challenges:

1. *How are we experimenting with tools from different Canadian intellectual traditions and incorporating them into our theorizing?*
2. *What kinds of languages and interpretive tools have we created to study what we know and where we want to go?*
3. *In what ways have, and are, curriculum theorists writing in a detailed way the topos — the particular places and regions where we live and work?*



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4. *How are these places inscribed in our theorizing, as either presence or absence, whether we want them there or not?*

These four questions provoked us reconsider our tasks as international curriculum scholars in relation toward challenging the discourse of “social efficiency.” They provoked us to think about what Adrienne Rich (2001) has called elsewhere the *arts of the impossible*. Indeed curriculum theory is one of the arts of the impossible. To this end, we created curricular discourses that responded to what at times might seem like impossible curricular theory tasks. The conference committee invited prominent scholars in our field like Dwayne Donald, Eero Ropo, Elizabeth Macedo, Gilbert Whiteduck, Hongyu Wang, Janet Miller, Lesley Le Grange, Paul Tarc, Reta Ugena Whitlock, Vanessa de Oliveira Andreotti, William Doll Jr., and William Pinar to provide their insights in response to such curricular questions. They also received over 250 proposals from different countries such as, but not limited to, Argentina, Brazil, Canada, China, Denmark, Estonia, Greece, Finland, Hungary, Japan, México, Portugal, Romania, South Africa, South Korea, and the United States. Nicholas Ng-A-Fook, Awad Ibrahim, their colleagues, graduate students of University of Ottawa and Kitigan Zibi Algonquin community did an excellent job with organizing the Conference (see <http://www.iaacs.ca/kmt-iaacs-stories/>). In addition, they greeted us with care and attention in the beautiful city of Ottawa.

Our 6th conference will be held in 2018, in Australia, hosted by [Australian Curriculum Studies Association](#) and [Australian Association for Research in Education](#). The IAACS President Elizabeth Macedo anticipates that we will likely meet at the University of Melbourne. As she said and I agree, our colleague Bill Green did a terrific job in bringing those two major Australian Associations to work together with IAACS in organizing our next meeting. As usually, TCI invites its readers and authors to collaborate in this space. TCI is an important to keep our curricular conversations; it is open for receiving other papers contributing to complicate and internationalize even more the curriculum field.

The 2015 2 TCI issue presents us five papers that, in different ways, respond to questions were presented initially at the 5th IAACS Conference. We invite our readers to reflect about the following papers and continue our complicated curricular conversations.

Notes

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