Rhiannon M. Maton, Ph.D.

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Social Justice ♦ Teachers' Work ♦ Labor Studies ♦ Educational Administration

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EDUCATION

Ph.D. **University of Pennsylvania**, Graduate School of Education
Reading/Writing/Literacy Division; awarded "With Distinction" notation

M.Ed. **Ontario Institute for Studies in Education/University of Toronto**
Educational Administration; Special Certificate: Policy Collaborative Program

B.Ed. **Ontario Institute for Studies in Education/University of Toronto**
Teacher Certification: English, Individual and Society (Social Sciences), grades 7-12

B.A. Honors **University of Guelph**, Philosophy

HIGHER EDUCATION APPOINTMENTS

State University of New York at Cortland, Foundations and Social Advocacy Department, Cortland NY USA

Professor, promotion effective Sept. 1, 2026	2026
Associate Professor, tenure effective September 1, 2024	2022-2026
Assistant Professor	2017-2022

Ontario Institute for Studies in Education/University of Toronto, Department of Leadership, Higher and Adult Education (LHAE), Toronto ON Canada

Associate Professor, Status Only (3 year term)	2025-2028

Hunter College, City University of New York (CUNY), National Center for the Study of Collective Bargaining in Higher Education and the Professions, New York City NY USA

Affiliated Researcher (ongoing)	2025-present
Visiting Scholar (1 year appointment)	2024-2025

University of Pennsylvania, Philadelphia PA USA

Lecturer (summer part time), Mid-Career Doctoral Program	2023
Lecturer (full time), Critical Writing Program	2016-2017
Research and Teaching Assistant, Graduate School of Education	2012-2016

AWARDS AND FELLOWSHIPS

International Youth Library Fellowship, Bavarian State Ministry for Science and Arts, Munich Germany, Fellow from 6/10-8/14, 2025. Selected for award but declined due to limited program funding.
Nominated for New York State Chancellor's Award for Excellence in Scholarship and Creative Activities, 2023-2024, 2024-2025, 2025-2026
Sabbatical Leave, competitively awarded, SUNY Cortland, 2024-2025
Dr. Peter A. Di Nardo '68 and Judith Waring 2023 Outstanding Achievement in Research Award, 2023
Honorary Distinguished Kente Stole, Faculty recipient, 2023
Fine Teaching Development Award, SUNY Cortland, 2021-2022
NAED/Spencer Postdoctoral Fellowship (Semi-finalist), 2021-2022
Dr. Nuala M. Drescher Diversity and Inclusion Leave Program, New York State/United University Professionals Joint Labor Management, Jan-May 2021
Writing in the Disciplines Faculty Fellowship, Institute for College Teaching, SUNY Cortland, 2019-2020
Undergraduate Research Assistant Program Award, SUNY Cortland, 2019-2020
Curriculum Inquiry Writing Fellowship (Canada), 2017
Ralph C. Preston Award, University of Pennsylvania Graduate School of Education, 2016
Ph.D. Dissertation awarded "With Distinction," University of Pennsylvania, 2016
American Educational Studies Association - Taylor & Francis Past President's Award for Outstanding Graduate Student Research, 2015
William Waters Scholarship for Urban Educators, University of Toronto, 2010

OFFICES AND LEADERSHIP

Co-Chair, Teachers' Work/Teachers Unions Special Interest Group, American Educational Research Association (3 year term, elected position), 2021-2024
Secretary/Treasurer, Teachers' Work/Teachers Unions Special Interest Group, American Educational Research Association (3 year term, elected position), 2018-2021

EDITORIAL LEADERSHIP

Co-Editor, *Workplace: A Journal for Academic Labor*, 2022-present. Incoming: Jan 2026
Managing Editor, *Wagadu: A Journal of Transnational Women's and Gender Studies*, 2025-present
Co-Editor, Critical Perspectives on Teaching and Teachers' Work (book series), *Routledge*, 2021-present
Co-Editor, *Handbook on Teachers' Work: International Perspectives on Research and Practice.* Routledge
Co-Editor, Contemporary Educator Movements: Transforming Unions, Schools, and Society in North America (journal special series consisting of four issues), *Critical Education*, 2020-2022
Assistant Editor, *Wagadu: A Journal of Transnational Women's and Gender Studies*, 2021-2025

ADVISORY BOARD SERVICE

Advisory Board Member, Sophia's Garden Institute, *SUNY Cortland*, 2019-present
Advisory Board Member, Urban Education Justice Project, *Towson University*, 2019-2024
Advisory Board Member, *Workplace: A Journal for Academic Labor*, 2022-2025
Advisory Board Member, Equity and Inclusion Leadership Council, *Ithaca City School District*, 2018-2020

PUBLISHED SCHOLARSHIP [Note: * denotes students]

PUBLICATIONS – HANDBOOK (Refereed)

1. Bascia, N. & **Maton, R.M.** (Eds.). (2026). *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.

PUBLICATIONS – ARTICLES IN ACADEMIC JOURNALS (Refereed)

18. Stark, L., Tarlau, B., **Maton, R.** (2026). "Pela Primeira vez estamos pedindo MAIS testes": a infraestrutura organizacional no movimento pelas escolas seguras durante a COVID-19. *Retratos da Escola*. 20(1), 399-425. https://doi.org/10.22420/rde.v20i1.2829

17. Stark, L., Tarlau, B., **Maton, R.** (2024). "For once we are asking for MORE testing": Organizational infrastructure in the safe schools movement during Covid-19. *Globalisation, Societies and Education*. https://doi.org/10.1080/14767724.2023.2279049

16. Gichuru, M., **Maton, R.**, Nagel, M., Lin, L. (2024). Engaging children in philosophical inquiry through picturebooks. *Athens Journal of Education*, 11, 1-13. https://doi.org/10.30958/aje

15. Clonan-Roy, K., **Maton, R.M.**, Jacobs, C., Matthews, C. P., Kokozos, M., Kitzmiller, E. (2023). White parent and caregiver perceptions of, and resistance to, equity and anti-racism work in an independent school. *Teachers College Record*. *125*(7-8), 77-109. https://doi.org/10.1177/01614681231199558

14. Nichols, T.P., **Maton, R.**, Simon, E. (2023). Opposing innovations: Race and reform in the West Philadelphia Community Free School, 1969-1978. *History of Education Quarterly*, *63*(2). doi:10.1017/heq.2023.11

13. **Maton, R.** (2022). Vers un syndicalisme de justice sociale dans l'enseignement obligatoire aux États-Unis (French translation by Sylvaine Herold). *Revue Internationale d'Education de Sevres. 91*. 111-120. https://journals.openedition.org/ries/13432

12. **Maton, R.**, Urias-Velasquez, E.*, Dexter, B.*, McKeon, N.*, Washington, B.* (2022). Far apart, close in heart: Exploring representations of familial incarceration in children's picturebooks. *Journal of Children's Literature*. *48*(2), 19-32.

11. **Maton, R.** (2022). 'What we want is the same thing you want': Educator union organizing for the 'common good' during Covid-19. *Radical Teacher*. *124*, 43-50.

10. Carrick-Hagenbarth, J. & **Maton, R.** (2022). (De)Colonizing pedagogy: Possibilities and tensions in undergraduate transformative learning through simulation. *Journal of Transformative Education*.

9. **Maton, R.** (2022). Fighting on the frontlines: Intersectional organizing in educators' social justice unions during Covid-19. *Gender, Work and Organization*. https://doi.org/10.1111/gwao.12827

8. **Maton, R.** & Carrick-Hagenbarth, J. (2022). 'This could be me': Simulation of refugee experiences. *Kappa Delta Pi Record*. 58(1), 4-6. https://doi.org/10.1080/00228958.2022.2005423

7. **Maton, R.** (2021). Talking race: The role of risk-taking in activist teachers' collaborative learning. *The SoJo Journal: Educational Foundations and Social Justice Education, 7*(1), 15-33.

6. **Maton, R.** & Stark, L. W. (2021). Educators learning through struggle: Political education in social justice caucuses. *Journal of Educational Change*. https://doi.org/10.1007/s10833-021-09444-0

5. **Maton, R.**, & Mantas, K. (2020). Nurturing mentorship relationships through inquiry-based dialogue. *The SUNY Journal of the Scholarship of Engagement*, *1*(1).

4. **Maton, R.**, & Nichols, T. (2020). Mobilizing public alternative schools for post-neoliberal futures: Legacies of critical hope in Philadelphia and Toronto. *Policy Futures in Education*, *18*(1), 159-178. https://doi.org/10.1177/1478210318789730

3. **Maton, R.** (2018). From neoliberalism to structural racism: Problem framing in a teacher activist organization. *Curriculum Inquiry*, *48*(3), 293-315. https://doi.org/10.1080/03626784.2018.1474711

2. **Maton, R.** (2016). WE learn together: Philadelphia educators putting social movement unionism into practice. *Workplace: A Journal for Academic Labor*, *26*, 5-19. ISSN 1715-0094

1. Bascia, N., & **Maton, R.** (2015). Teachers' work and innovation in alternative schools. *Critical Studies in Education*, *57*(1), 131-141. http://dx.doi.org/10.1080/17508487.2016.1117004

PUBLICATIONS – BOOK CHAPTERS IN EDITED VOLUMES (Refereed)

6. **Maton, R.** (in press). Educators' social justice union organizing during Covid-19 in the U.S.A. In Mehta, N., Wozniak, J. & Nevel, D. (Eds.), *The Bloomsbury Encyclopedia of Social Justice in Education*, Bloomsbury.

5. **Maton, R.** (2026). Educator organizations with collectivist social justice orientations in Canada and the U.S.: A typology. In Bascia, N. & Maton, R.M. (Eds.), *Handbook on Teachers' Work: International Perspectives on Research and Practice*, pp. 349-370. Routledge.

4. **Maton, R.** (2022). *The Chicago Teachers Union as counterhegemony: Organized resistance during Covid-19*. Sharma, A., Schmeichel, M., & Wurzburg, B. (Eds.), Progressive Neoliberalism in Education. Routledge. https://doi.org/10.4324/9781003224013

3. Stark, L. W., & **Maton, R.** (2019). Teacher radicalization and school closures in the United States. In E. M. Duncan (Ed.), *Shuttered Schools: Race, Community, and School Closures in American Cities*, pp. 287-324. Information Age Publishing.

2. **Maton, R.**, & Nichols, T.P. (2017). Tracing tensions in humanization and market-based ideals: Philadelphia alternative education in the past and present. In Bascia, N., Fine, E. & Levin, M. (Eds.), *Alternative Schooling and Student Engagement: Canadian Stories of Democracy within Bureaucracy*, pp. 25-37. Palgrave Macmillan.

1. Bascia, N., & **Maton, R.** (2017). Curriculum development in alternative schools: What goes on in alternative schools stays in alternative schools. In Bascia, N., Fine, E. & Levin, M. (Eds.), *Alternative Schooling and Student Engagement: Canadian Stories of Democracy within Bureaucracy*, pp. 3-10. Palgrave Macmillan.

PUBLICATIONS – EDITORIAL INTRODUCTIONS

13. Bascia, N. & **Maton, R.M.** (Eds.). (2026). Introduction: Handbook on Teachers' Work. *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.

12. Bascia, N. & **Maton, R.M.** (Eds.). (2026). Final Words. *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.

11. Bascia, N. & **Maton, R.M.** (Eds.). (2026). Section 1: Policy and teachers' work. *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.

10. Bascia, N. & **Maton, R.M.** (Eds.). (2026). Section 2: Situating teachers' work in context. *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.

9. **Maton, R.M.** & Bascia, N. (Eds.). (2026). 211-214. *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.

8. Bascia, N. & **Maton, R.M.** (Eds.). (2026). Section 4: The collective work of teachers. *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.

7. **Maton, R.M.** & Bascia, N. (Eds.). (2026). Section 5: Teaching and contestation. *Handbook on Teachers' Work: International Perspectives on Research and Practice*. Routledge.

6. Stark, L.W., Dyke, E., **Maton, R.** (Eds.) (2022). Afterword: Contemporary Educator Movements: Transforming Unions, Schools, and Society in North America. Special series for *Critical Education*. *13*(4). https://ices.library.ubc.ca/index.php/criticaled/article/view/186729

5. Stark, L.W., Dyke, E., **Maton, R.** (Eds.) (2022). Editors' introduction: Education labor movements across the Americas. Special issue in the Contemporary Educator Movements special series for *Critical Education*. *13*(4). https://ices.library.ubc.ca/index.php/criticaled/article/view/186728

4. Stark, L., **Maton, R.**, Dyke, E. (Eds.) (2022). Editors' introduction: (Anti)Racism, democracy, and social justice unionism. Special issue in the Contemporary Educator Movements special series for *Critical Education*. *13*(3). https://ices.library.ubc.ca/index.php/criticaled/article/view/186718

3. Dyke, E., Stark, L.W., **Maton, R.** (Eds.) (2022). Editors' introduction: Understanding the 2018 statewide walkouts. Special issue in the Contemporary Educator Movements special series for *Critical Education*. *13*(2). https://ices.library.ubc.ca/index.php/criticaled/article/view/186727

2. **Maton, R.**, Dyke, E., Stark, L.W. (2021). Editors' introduction: Teacher learning in/through social movements. *Critical Education*. *12*(7). https://ices.library.ubc.ca/index.php/criticaled/article/view/186667

1. Stark, L.W., **Maton, R.**, Dyke, E. (2020). Call for manuscripts: Contemporary educator movements: Transforming unions, schools, and society in North America. *Critical Education*.

PUBLICATIONS – BOOK REVIEWS

2. **Maton, R.M.** (2021). Public education, neoliberalism, and teachers: New York, Mexico City, Toronto. *Journal of Education Policy*. *37*(4), 682-683. https://doi.org/10.1080/02680939.2021.1928849

1. **Maton, R.** (2020). Exploring gender and LGTBQ issues in K-12 and teacher education: A rainbow assemblage. *Teachers College Record.* https://www.tcrecord.org/Content.asp?ContentID=23218

EDITORIAL WORK

BOOK SERIES LEADERSHIP

1. Bascia, N., Jones, D., Kempf, A., **Maton, R.** (Eds.). Critical Perspectives on Teaching and Teachers' Work. *Routledge*.

   Books edited in the series:
   - Peel, K.L., Mulligan, D.L., Harreveld, R.E., Kelly, N., Danaher, P.A. (2026). Understanding Australian teachers' success stories: Narratives of motivation and resilience.
   - Bascia, N. & **Maton, R.M.** (Eds.). (2026). Handbook on teachers' work: International perspectives on research and practice.
   - Gardner, M. (2025). Disrupting STEM education: Educator experiences of teaching for globally just futures.
   - Kempf, A. & Watts, H. (2024). Critical perpectives on white supremacy and racism in Canadian education: Dispatches from the field.
   - Bascia, N. (2023). Teachers' work during the pandemic. *Routledge*.

HANDBOOK EDITORIAL LEADERSHIP

1. Bascia, N. & **Maton, R.** (Eds.). (2026). *International Handbook on Teachers' Work*. Routledge.

JOURNAL SPECIAL SERIES LEADERSHIP

1. Stark, L.W., **Maton, R.**, Dyke, E. (Eds.) (2020-2022). Contemporary educator movements: Transforming unions, schools, and society in North America. Four-part Special Series for *Critical Education*.

JOURNAL SPECIAL ISSUE LEADERSHIP

5. Stark, L.W., **Maton, R.**, Dyke, E. (Eds.) (2022). Education labor movements across the Americas. Special issue in the Contemporary Educator Movements special series for *Critical Education*. *13*(4).

4. Stark, L., Dyke, E., **Maton, R.** (Eds.) (2022). (Anti)Racism, democracy, and social justice unionism. Special issue in the Contemporary Educator Movements special series for *Critical Education*. *13*(3).

3. Dyke, E., Stark, L.W., **Maton, R.** (Eds.) (2022). Understanding the 2018 statewide walkouts. Special issue in the Contemporary Educator Movements special series for *Critical Education*. *13*(2).

2. **Maton, R.**, Dyke, E., Stark, L.W. (2021). Teacher learning in/through social movements. Special issue in the Contemporary Educator Movements special series for *Critical Education*. *12*(7).

1. Hewitt-White, C., **Maton, R.**, Rourke, T. (Eds.) (2002). Special Issue: Sexual assault in activist communities. *The Peak* (University of Guelph), 36 (1).

PRESENTATIONS [Note: * denotes students]

PRESENTATIONS (Refereed)

46. Maton, R., Rohman, C., Weinbaum, E., Rechtman, E., Lin, S. (2026). Equity at Work? Gender, Parenthood and Benefits in Higher Education. *National Center for the Study of Collective Bargaining in Higher Education and the Professions*, New York City, NY.

45. Maton, R. (2025). Fur(r)y chronicles: Solo parenting and/in the academy. *Socialist Feminist Philosophy Association*, New York City, NY.

44. Maton, R., Fraser, J., Moore, S. (2025). Organizing for the common good?: How Canadian educator unions position and advocate for the "public school ideal." Canadian Association of Sociology of Education (CASE) and Canadian Society for the Study of Education (CSSE), George Brown College, Toronto, ON, Canada.

43. Maton, R. (2025). Illegal U.S. teacher strikes: Massachusetts K-12 strikes as case study. *The Canadian Association for Work and Labour Studies*, Hamilton, ON, Canada.

42. Maton, R., Wilson, M., Miller, S.B., Swift, B. (2025). From "the rage" to "the dream": A collaborative autoethnography of gender-minoritized queer solo parenting academics. Committee on Scholars and Advocates for Gender Equity in Education panel, *American Educational Research Association*, Denver, CO.

41. Lyon, M., Apkarian, J., Herbert, W., Iskhakov, D., Maton, R. (2025). Work stoppage across the educational continuum: K-12 to Higher Education. *National Center for the Study of Collective Bargaining in Higher Education and the Professions Annual Conference*, Hunter College at City University of New York, New York, NY.

40. Moore, S., Maton, R., Fraser, J. (2024). Coming to terms with neoliberalism: How Canadian educator unions position and counter neoliberalism. *American Educational Research Association*, Philadelphia, PA.

39. Maton, R. (2023). Educators' social justice union organizing during Covid-19: Innovations in union organizing and research dissemination. *Labor Research and Action Network*, Georgetown University, Washington, D.C.

38. Stark, L., Tarlau, B., Maton, R. (2023). "For once we are asking for MORE testing": U.S. educator movements and the Covid-19 pandemic. *Comparative and International Education Society*, Washington, D.C.

37. Maton, R. (2022). Fighting on the frontlines: Intersectional organizing in educators' social justice unions during Covid-19. *Education Reform, Communities, and Social Justice Research Conference*, Rutgers University, New Brunswick, NJ.

36. Maton, R. (2022). "What we want is the same thing you want:" Teacher union organizing for the 'common good' during Covid-19. *American Educational Research Association*, San Diego, CA.

35. Clonan-Roy, K., Maton, R., Matthews, C., Kitzmiller, E., Kokozos, M., & Jacobs, C. (2022). White parents and caregivers' perceptions of equity and anti-racism work at an independent school. *American Educational Research Association*, San Diego, CA.

34. Maton, R. (2021). "The schools our students deserve:" Social justice teachers union advocacy for marginalized populations during the Covid-19 crisis. *Education Reform, Communities, and Social Justice Research Conference*, Rutgers University, New Brunswick, NJ.

33. Maton, R. & Ware Stark, L. (2021). Learning through struggle: Political education in contemporary educator movements. *Comparative and International Education Society*, Virtual conference.

32. Maton, R. (2020). Breaking Past Silence: How Picture Books Support Critical Conversations about Inclusion and Justice. *National Council of Teachers of English*, Denver, CO (accepted)

31. Maton, R. (2020). "Save our schools:" The teacher-led movement for educational justice. *American Educational Research Association*, San Francisco, CA. (accepted, conf. cancelled due to Covid-19)

30. Maton, R. & Ware Stark, L. (2020) Learning through struggle: Political education in contemporary educator movements. *Comparative and International Education Society*, Miami, FL. (accepted, conf. cancelled due to Covid-19)

29. Maton, R., Dexter, B.*, Washington, B.*, McKeon, N.* & Urias Velasquez, E.* (2019). Social emotional learning through literacies. *National Council of Teachers of English*, Baltimore, MD.

28. Maton, R., Simon, E. & Nichols, P. (2019). Community control and alternative schooling: How one Philadelphia alternative school navigated school governance tensions, 1970-1978. *American Educational Research Association*, Toronto, ON.

27. Maton, R. & Brown, P. (2019). Supporting students with incarcerated loved ones: Teachers' collaborative learning through inquiry. *Ethnography in Education*, University of Pennsylvania, Philadelphia, PA.

26. Maton, R. & Stark, L. (2018). School reform and the political education of U.S. teachers. *Education reform, Communities, and Social Justice: Exploring the Intersections*, Rutgers University, New Brunswick, NJ.

25. Maton, R. & Kempf, A. (2018). Theorizing resistance: Teacher resistance to neoliberalism in Canada and the U.S.A., *American Educational Research Association*, New York, NY.

24. Maton, R. & Ngo, L. (2018). The micro-macro dialectic: Teacher activism within and across multiple systemic domains. *American Educational Studies Association*, Pittsburgh, PA.

23. Maton, R. (2017). From avoidant to active embrace: The role of conflict in teachers' learning about racism. *American Educational Studies Association*, Pittsburgh, PA.

22. Maton, R., Kempf, A., Osmond-Johnson, P., Bascia, N. (2017). Teacher resistance to neoliberalism in varied contexts: A cross-case analysis. *Canadian Society for the Study of Education*, Toronto, ON.

21. Maton, R. (2017). From neoliberalism to structural racism: Shifting ideological lenses in organized teacher resistance. *Reform, Communities, and Social Justice: Exploring the Intersections*, Rutgers University, New Brunswick, NJ.

20. Maton, R. (2017). Talking race: The role of risk-taking in teachers' professional learning. *New DEEL annual conference*, Temple University, Philadelphia, PA.

19. Stark, L. & Maton, R. (2016). "Nothing Left to Lose": School Closures and Teacher Radicalization in U.S. Schools. *American Educational Studies Association*, Seattle, WA. **Presentation received "Reviewers' Choice" designation in program**.

18. Maton, R. (2016). Learning, national ideology, and grassroots organizing: Teacher organizing through inquiry in Philadelphia. *American Educational Research Association*, Washington, D.C.

17. Maton, R., Jimenez, I., Washington, D., MacQueen, S., Myers, S. & Cohen, S. (2016). What is structural racism and how does it shape our organizing work?: Caucus of Working Educators members inquire into our own practice. *37th Ethnography in Education Research Forum*, Philadelphia, PA.

16. Maton, R. (2015). Fighting structural racism from within: How Philadelphia educators engage in collective inquiry to inform their union organizing practice. *American Educational Studies Association*, San Antonio, TX.

15. Maton, R. (2015). Learning for change: Social movement learning and Philadelphia teachers in a time of neoliberal reform. *Canadian Society for the Study of Education*, Ottawa, ON.

14. Gadsden, V., Maton, R., Peterman, N. & Yee, M. (2015). University-community health partnerships: An inquiry into family and community health beliefs and practices. *American Educational Research Association*, Chicago, IL.

13. Gadsden, V., Peterman, N., Maton, R. & Yee, M. (2015). Beyond schooling: Engaging communities in health and well-being. *American Educational Research Association*, Chicago, IL.

12. Maton, R. (2015). Imagining change: An inquiry into educators' experiences of political involvement in Philadelphia. *36th Ethnography in Education Forum*, University of Pennsylvania, Philadelphia.

11. Maton, R. (2015). Social movement learning in a teacher-led grassroots organization. *University of Pennsylvania Graduate Student Conference in Political Science*, Philadelphia, PA.

10. Maton, R. (2014). *Learning to Fight: Social movement learning and Philadelphia teachers*. American Educational Studies Association, Toronto, Canada.

9. Maton, R. & Hewitt-White, C. (2014). *Reimagining resistance: Rank-and-file and union responses to provincial education austerity.* American Educational Studies Association, Toronto, Canada.

8. Stern, M., Brown, A. & Maton, R. (2014). *Social justice unionism and Philadelphia public education*. Brownbag Lunch Series, Graduate School of Education, University of Pennsylvania, Philadelphia, PA.

7. Maton, R. & Mantas, K. (2014). *Intersecting identity, evolving practice: An historical retrospective of one mentorship pairing*. Canadian Society for the Study of Education, St. Catharines, ON.

6. Hewitt-White, C. & Maton, R. (2014). *Transforming education worker activism: An assessment of the Anti-Bill 115 Campaign***.** Capitalism in the Classroom: Neoliberalism, Education, and Progressive Alternatives, Toronto, ON.

5. Kitzmiller, E., Maton, R. & Bascia, N. (2014). *Changing our schools from the bottom up: Educators challenge educational reform in Canada and the United States*. American Educational Research Association, Philadelphia, PA.

4. Maton, R. & Mantas, K. (2014). *Mentorship and teachers' identity (re)formulation: A relational account of one mentorship pairing*. American Educational Research Association, Philadelphia, PA.

3. Maton, R. (2013). *Building resistance, constructing change: Teachers as intellectual actors in policy arenas*. European Sociological Association, Torino, Italy.

2. Maton, R. (2013). *Teacher-driven curriculum change: Experiences of teachers innovating in Ontario alternative schools*. 34th Ethnography in Education Forum, University of Pennsylvania, Philadelphia.

1. Maton, R. (2011). *Caring for student success: Evaluating Ontario's Student Success Strategy for targeted socioemotional support*. Dean's Conference, Ontario Institute for Studies in Education/University of Toronto, Toronto.

INVITED PRESENTATIONS (Not Refereed)

9. Maton, R. (2026), Teacher power: Teachers triggering social justice change. SUNY Cortland Sandwich Seminars and SUNY Cortland Women's History Month, State University of New York at Cortland.

8. Maton, R. (2023), "Fighting for the schools our students deserve": Educator organizing for social justice. DiNardo and Waring Annual Lecture and Keynote for Transformations Research Conference, State University of New York at Cortland.

7. Maton, R. (2023), "Fighting for the schools our students deserve": Educator union organizing for social justice. Ontario Institute for Studies in Education/University of Toronto

6. Maton, R. (2022), "We're not backing down!": The radicalization of U.S. educator unions. Reimagining Educational Work for Collective Freedom study group, University of Pittsburgh.

5. Maton, R. [Chair & Organizer], Montano, T. [Moderator], Myart-Cruz, C., Johnson, J. (2021), Leading unions in precarious times: Women of Color talk gender, race and class during Covid-19. Teachers' Work/Teachers Unions SIG, *American Educational Research Association*, virtual conference.

4. Maton, R. (2021, Apr. 15). Building a caucus and transforming your union. *Labor Notes*. Virtual conference.

3. Maton, R. (2019, Mar. 5). From neoliberalism to racial justice: Problem-framing in a teacher activist organization. *University of Pennsylvania*, Philadelphia, PA.

2. Maton, R. (2017). Neoliberalism to racial justice: Problem framing work in a teacher-led activist organization. *Ontario Institute for Studies in Education/University of Toronto*, Toronto, ON.

1. Maton, R., Brown, A., Cohen, S., Rogers, C. & Symonds, D. (2014). Social justice unionism: A conversation with the Caucus of Working Educators. *Swarthmore College*, Swarthmore, PA.

PRESENTATIONS FOR PRACTITIONER AUDIENCE (Not Refereed)

17. Madeloni, B. [Moderator], Maton, R., Cohen, S., Gray, P., Partridge, J., Solar-Greco, A., Weisansal, P. (2021). Building a caucus and transforming your union, *Labor Notes*, virtual conference workshop.

16. Maton, R., Barrett, B., Uliassi, C. (2020), Writing in education, *SUNY Cortland*, Cortland NY.

15. Maton, R. [Chair and Co-Organizer], Miller, A., McCormick, K. [Co-organizers], Gichuru, M. [Moderator], Sahasrabudhe, L., Vazquez, D., Hodge, R., Scher, A. (2020), Black Lives Matter in K-12 schools, *SUNY Cortland*, Cortland NY.

14. Maton, R., *Dexter, B., *Washington, B., *Urias-Velasquez, E. (2019), How future teachers can use picture books to destigmatize incarceration, *Diversity Conference, SUNY Cortland*, Cortland, NY.

13. Maton, R., *Dexter, B., *Washington, B., *McKeon, N. (2019), Teaching about incarceration through picture books, Teaching Materials Center, Memorial Library, *SUNY Cortland*, Cortland, NY.

12. Maton, R., Jimenez, J. [Co-chairs, -discussants &-organizers], Brown, P., Coleman, J., Dennis, R. (2019), Education and incarceration: School and community impacts and opportunities, *SUNY Cortland School of Education*, Cortland, NY.

11. Maton, R. & Brown, P. (2018). How can we support students with incarcerated loved ones? *Alliance of Families for Justice Regional Conference*, Ithaca, NY.

10. Maton, R., Cohen, S., Collings, K., MacQueen, S., Rogers, C., Washington, D. (2016). What is structural racism and how does it shape our organizing work? *Philadelphia Collaboration of Educators*, Philadelphia, PA.

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Food, Culture & Society: An International Journal of Multidisciplinary Research, 2024-present
Educational Policy, 2022-present
Teaching and Teacher Education, 2020-present
Journal of Teacher Education, 2019-present
Urban Education, 2019-present
Canadian Journal for the Study of Adult Education, 2019-present
Research in the Teaching of English, 2018-present
Education Policy Analysis Archives, 2018-present
Journal of Education for Students Placed at Risk, 2018-present
American Educational Studies Association Annual Conference, 2018
The SoJo Journal: Educational Foundations and Social Justice Education, 2015-present
Policy Futures in Education journal, 2016-present
Canadian Association for Teacher Education, 2016-2017
Mentorship Award, Canadian Committee of Graduate Students in Education, 2015-2017
Ethnography in Education Conference, 2012-2017
Workplace: A Journal for Academic Labor, 2014
Ontario Education Research Exchange, 2012