

Education News

Interview with Charlene Bearhead, Education Lead for the National Centre for Truth and Reconciliation—page 6

Photo Credit: Shuana Niesen

"Walking Together": A Day of Education for Truth and Reconciliation brought 1500 Saskatchewan students and teachers to the University of Regina to learn about the history and legacy of Indian Residential Schools in Saskatchewan



Keith Adolph, Teaching Preparation Centre Coordinator, is credited with the effective coordination of the volunteers who participated in registration, greeting, leading blanket exercises, assisting with groups of students, stuffing teacher bags, and much more.
(Photo by Valerie Mulholland)

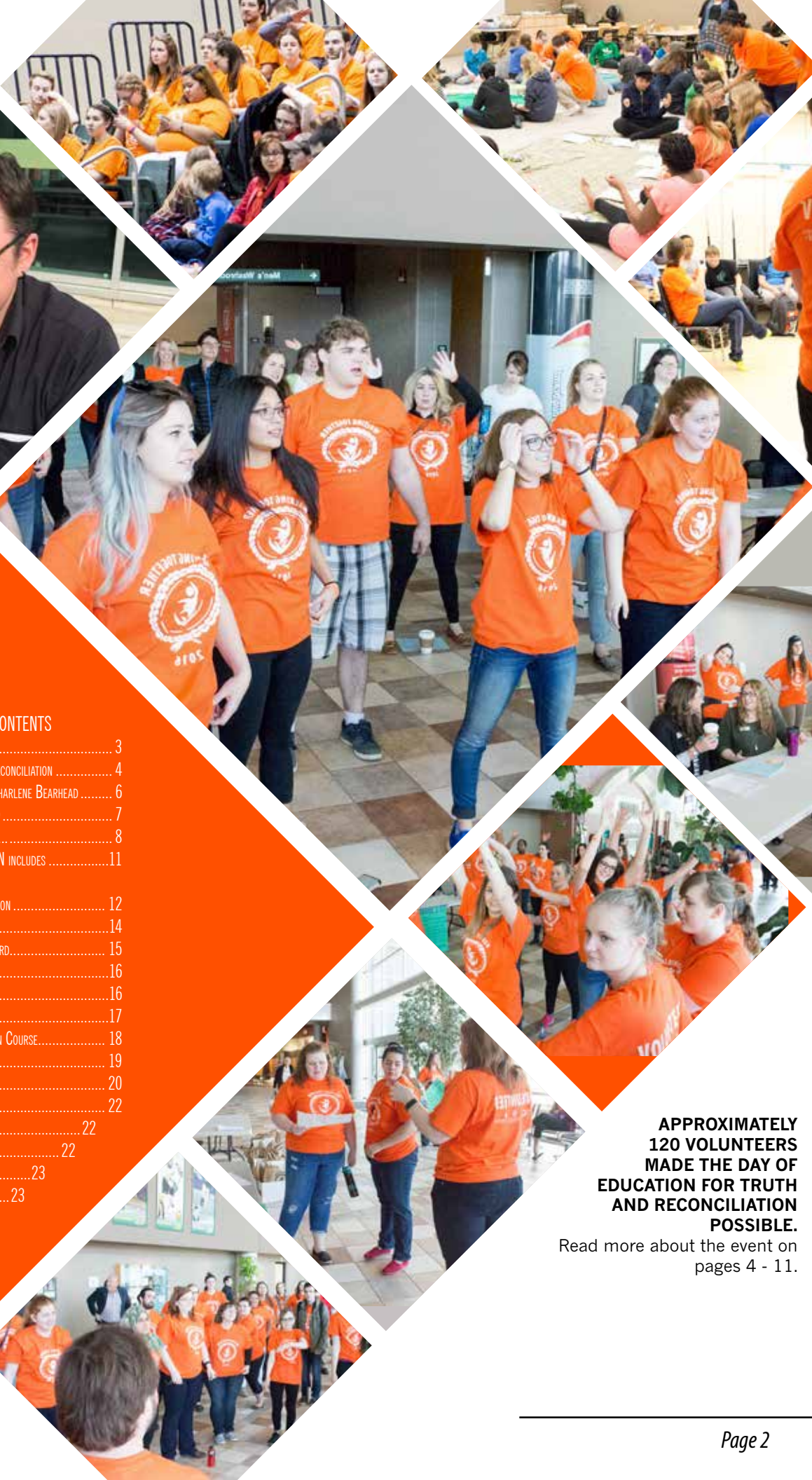


TABLE OF CONTENTS

FROM THE DEAN'S DESK..... 3

"WALKING TOGETHER": A DAY OF EDUCATION FOR RECONCILIATION 4

INTERVIEW WITH NCTR EDUCATION LEAD CHARLENE BEARHEAD 6

PARTICIPANT FEEDBACK (EMAIL AND TWITTER) 7

WHAT DOES RECONCILIATION MEAN TO YOU?..... 8

FACULTY RESPONSES: MY RECONCILIATION INCLUDES 11

ALUMNA RECEIVES PRIME MINISTER'S AWARD FOR
TEACHING EXCELLENCE IN EARLY CHILDHOOD EDUCATION 12

CONVOCATION AWARDS..... 14

CANADIAN ASSOCIATION OF TEACHER EDUCATION AWARD..... 15

WHAT'S NEW IN ARTS EDUCATION?..... 16

RENEWED ARTS EDUCATION PROGRAM 16

LISTENING LAB (WITH KATHRYN RICKETTS) 17

HIGH SCHOOL STUDENTS TAKE FIRST YEAR EDUCATION COURSE..... 18

NEW DIRECTOR FOR LE BAC..... 19

NEW FACULTY..... 20

NEW STAFF..... 22

ELDERS-IN-RESIDENCE..... 22

RETIREMENTS 22

SUCCESSFUL DEFENCE..... 23

RESEARCH FUNDING 23

PUBLICATIONS..... 24

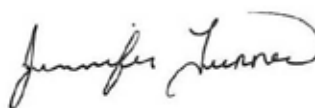
**APPROXIMATELY
120 VOLUNTEERS
MADE THE DAY OF
EDUCATION FOR TRUTH
AND RECONCILIATION
POSSIBLE.**
Read more about the event on
pages 4 - 11.

From the Dean's Desk

Last February, the Chair of the Truth and Reconciliation Commission (TRC), Justice Murray Sinclair, spoke to a packed house at the University of Regina. He reminded those in attendance that because seven generations of students attended residential schools, it would take seven generations to restore balance to the deeply damaged relationships between Indigenous peoples and settler Canadians. Further, he spoke passionately about the importance and necessity of education for reconciliation. The work of reconciliation requires that all of us engage with Canada's long and well-documented history of racism and colonialism; that we learn about Canada's failures to uphold the spirit and intent of treaties; that we learn about the Indian Act, Residential Schools, and the 60s Scoop; that we take seriously the ongoing disappearance and murders of Indigenous girls and women in this country; that we understand the significance of the current crisis of Indigenous children and youth in care; and that we engage in this learning with humility and a willingness to confront our own ignorance and complicity in the ongoing effects of colonialism. You will read about some of our efforts, as a Faculty of Education, to live out the TRC Calls to Action in this issue of Education News.

While we have accomplished much in the past year, the ongoing effects of colonialism should not be underestimated. The significance of the challenges in front of us became even more salient to me this past summer following the murder of 22-year-old Colten Boushie, a member of Red Pheasant First Nation. Colten was sitting in the back seat of a car that had pulled into a farmyard near Biggar, SK., when he was shot and killed by Gerald Stanley. In the social media storm that followed this event, the depth of racism toward Indigenous peoples in Canada was revealed. Online comments were filled with vitriol and hate. Stanley was applauded for his actions, and one commenter went so far as to suggest that his only mistake was in leaving witnesses behind. Because Colten Boushie was Indigenous, his murder was justified over and over again in online spaces. These are the attitudes and beliefs that prevent reconciliation from being possible.

They have long existed behind closed doors, shared at dinner tables in the company of friends or with family members. Social media has created opportunities to more publicly express these beliefs. In the wake of Colten's murder, Indigenous lawyer Eleanore Sunchild spoke to CBC's Connie Walker on The Current. She shared, "We're all touched by racism in this province. It happens on a daily basis." She expressed the importance of educating all Canadians about the historic and contemporary treatment of Indigenous peoples by a government that consistently, over the past 150 years, has failed to honour the spirit and intent of the treaties. Sunchild offered "the first step is to teach meaningful education about the true colonial past....it's only through education that we will challenge these myths of colonization that so many people believe true and that underlie the racism towards Indigenous peoples in this country and in this province." Education, schools, and teachers are critical if we are ever to create a society absent of racist and colonial attitudes. We must collectively reshape the narrative of Canada mindful of the colonial assumptions that have and continue to frame our historical consciousness as Canadians. I ask each of you to consider how you will take up and live out truth and reconciliation. #ReconciliAction



Photos Credit: Shuana Niessen



If you are reading the online version of Education News, please note that there are links throughout the issue that lead to more information or more photos online.

"WALKING TOGETHER": A DAY OF EDUCATION FOR TRUTH AND RECONCILIATION

ON APRIL 14, THE FACULTY OF EDUCATION, IN PARTNERSHIP WITH THE NATIONAL CENTRE FOR TRUTH AND RECONCILIATION (NCTR) HOSTED "WALKING TOGETHER": A DAY OF EDUCATION FOR RECONCILIATION for 1447 students (Grades 5 - 12) and 103 teachers from approximately 50 schools across Saskatchewan. Dean Jennifer Tupper says, "The numbers far exceeded our expectations and are indicative of our larger commitment to Indigenization and the history and legacy of residential schools in our province." Participants learned about the history of residential schools, their impact, and about how to move forward, "Walking Together," the theme chosen for the event.

Committee members brought together a meaningful schedule of activities in which students and teachers participated. The day began in a good way with a smudging ceremony for committee members and volunteers led by Life Speaker Noel Starblanket.

The opening included greetings from Dean Jennifer Tupper, Life Speaker Noel Starblanket, Indigenization Lead Shauneen Pete, Education Lead for the National Centre for Truth and Reconciliation Charlene Bearhead, and President Vianne Timmons who engaged the students with calls for a responsive "I will" regarding their commitment to participation. Eugene Arcand, a residential school survivor who served on the Truth and Reconciliation Commission Survivor Committee, asked survivors to stand and come forward so they could be recognized and honoured. Indigenous drumming and singing reminded participants to remember those who have gone before them. Elder Alma Poitras explains that "drums are more than the heartbeat of mother earth. They are our ancestors reminding of where we come from. Each tribe has their own identity, but for me when I hear the drums I am reminded by our ancestors and by Nature to respect what has been provided."

An interesting and inspirational day of workshops and presentations included education student- and faculty-led blanket exercises, in English and French. The Blanket Exercise is an interactive learning experience that teaches the history of colonialism experienced by Indigenous peoples, physically and visually demonstrating the losses endured by Indigenous peoples: land, language, and loved ones due to epidemics and illness, and children lost to residential schools; all of which highlight the effects of broken treaty promises. Other workshops for the day included: "Truth and Reconciliation Through Music" with Brad Bellegarde, "Playback Theatre" with Dustin Brass, Ben Ironside, and Erin Goodpipe; "Le Fil de Reconciliation" with Anne Brochu Lambert, the Prairie South School Division brought their student presentation "Voices of Youth" with Vivian Gauvin; "Métis Experience" with Russell Fayant and Brenna Pacholko; a "Conversation for Reconciliation" with Lee Prosper; "Inuit Reflection and Vision" with Elder Millie Anderson; "Project of Heart" with Sylvia Smith; "If These Hills Could Talk" with Daya Madhur and Noel Starblanket, and "This is Not Sacred" with Eagleclaw Thom (in which students created hide paintings using silk-screen materials and modern digital technology.)

The day closed with presentations from the NCTR Imagine Canada winner, Christopher Sanford Beck, and representatives from All Nations Healing and the RIIS Media Project. Dr. James Daschuk challenged the group to action: In accordance with Call to Action #75, which calls upon the federal government to work with provincial, territorial, and municipal governments, organizations, and landowners to develop and implement strategies for ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites where residential school children were buried. Participants were challenged to send a postcard to the House of Commons and the Office of the Prime Minister to ensure the Regina Indian Industrial School (RIIS) cemetery is given heritage status, and the site commemorated and memorialized. Resulting from these actions, alongside the important work of organizations such as the RIIS Commemorative Association Inc. and the Luther College's recent Project of Heart, on September 26, the Regina City Council approved heritage status for the RIIS cemetery.

More photos at <http://www2.uregina.ca/education/news/day-of-education-for-reconciliation/>

Top: Survivors came forward and be honoured. President Vianne Timmons prepared students for their Day of Education. Bottom Right: Ceremonial drumming and singing encouraged everyone to reconnect with themselves and their loved ones as they went on to learn about our shared history in the workshops and presentations.



Top Left: The day began with a Smudging Ceremony led by Life Speaker Noel Starblanket. Centre: Dean Jennifer Tupper co-lead of the planning committee for Day of Education. Bottom Left: Charlene Bearhead co-lead the planning committee.

(L-R) Gary Edwards, All Nations Hope Network, was on hand to support survivors; Eugene Arcand worked with the Truth and Reconciliation Commission (TRC) on the Survivor Committee.

Life Speaker Noel Starblanket and (Left) Indigenization Lead Shauneen Pete



Photos Credit: Shuana Niessen

INTERVIEW WITH NCTR EDUCATION LEAD CHARLENE BEARHEAD

Photos Credit: Shuana Niessen



"It was the first one ever to be hosted by a University."

Charlene Bearhead, Education Lead with the National Centre for Truth and Reconciliation (NCTR), worked closely with the Faculty of Education in every aspect of the planning and budgeting for the Day of Education. She hopes to "see a Day of Education at every Faculty of Education across the country." The following is an interview with Charlene Bearhead.

Describe your role as Education Lead with the NCTR?

I am responsible for the engagement of Ministries of Education, School Divisions, Faculties of Education, School Board Associations, Teachers' Organizations and all other education organizations and agencies across Canada. This includes public education and outreach towards our goal of educating every person living in Canada about the history and legacy of Indian Residential Schools and to engage Canadians in meaningful reconciliation.

How did this partnership between the U of R and NCTR come about?

I have been connected with the Faculty of Education at the University of Regina (U of R) for some time through my work as the National Coordinator of Project of Heart. The Faculty of

Education at the U of R is such a natural fit for a partnership with NCTR for so many reasons not the least of which is the incredible and authentic commitment, leadership, and action on addressing the voids in education in the areas of all that is Indigenous in such a genuine and respectful manner.

How many Days of Education has NCTR jointly hosted?

The Truth and Reconciliation Commission hosted six Education Days within its National Events and NCTR hosted one in Winnipeg for the official opening of the Centre on November 4, 2015.

What was unique about the "Walking Together: A Day of Education for Truth and Reconciliation at the U of R?"

It was the first one ever to be hosted by a University. The overwhelming success of the U of R day has inspired the University of Manitoba (U of M) Faculty of Education and the Faculty of Education at University of Prince Edward Island (UPEI) to host their own events this fall.

Why are Days of Education for Reconciliation important?

These days of education give the unique opportunity for students and teachers to come together to experience learning with one another, to engage in authentic learning experiences that might not be otherwise available in their own schools and communities, and to understand that they are a part of something much bigger than an individual school or community. It gives students and teachers the opportunity to garner ideas and experience learning that they can then take back and share in their home schools to promote the seeking of truth and reconciliation in their families and communities.

You've been known to use the word "ReconciliACTION." What is the passion behind this word for you?

The term "ReconciliACTION" was coined by Stan Wesley who is an amazing and inspiring Anishnabe mentor from Ontario. I love the term because it embodies the understanding that if we don't actually

take action on our learning nothing will change. I've borrowed the term from Stan with his blessing as have many others across the country.

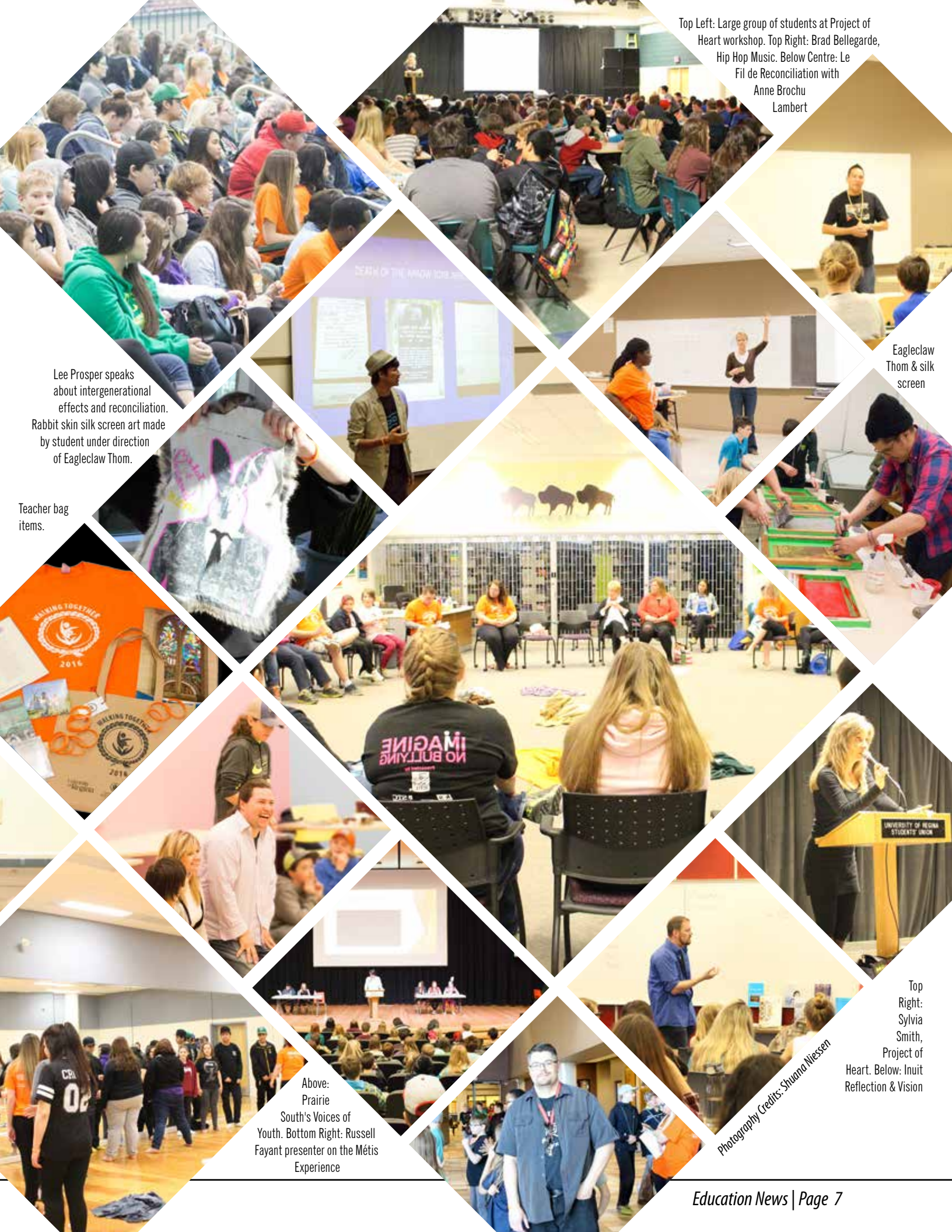
What outcomes have you seen resulting from these Days of Education? And specifically the U of R?

The positive action and energy that have resulted from these Education Days is endless. The most important outcome is that they inspire people in other parts of the country to host their own gatherings of authentic, experiential learning and ReconciliACTION. The U of R day has inspired the U of M and UPEI among others.

There will be many more truth and reconciliation days of education at Faculties of Education across the country as a result of April 14, 2016 at the U of R. In fact I have had a call from the North Dakota State University in Fargo, ND, as a direct result of the U of R education day media coverage.



Charlene Bearhead at Project of Heart presentation.
Dustin Brass presents Playback Theatre.
Bottom Left and Centre: Students participating in the Blanket Exercise.



Top Left: Large group of students at Project of Heart workshop. Top Right: Brad Bellegarde, Hip Hop Music. Below Centre: Le Fil de Reconciliation with Anne Brochu Lambert

Lee Prosper speaks about intergenerational effects and reconciliation. Rabbit skin silk screen art made by student under direction of Eagleclaw Thom.

Teacher bag items.

Eagleclaw Thom & silk screen

Above: Prairie South's Voices of Youth. Bottom Right: Russell Fayant presenter on the Métis Experience

Top Right: Sylvia Smith, Project of Heart. Below: Inuit Reflection & Vision

Photography Credits: Shuana Niesen

Photo Credits: Val Mulholland, Raquel Bellefleur, Meagan Dobson, Ms. Vance, Cassandra Hepworth, and Brittany (from Twitter feed: #walk2gether)

UR S.T.A.R.S. debrief after Day of Education.

Playback Theatre with Dustin Brass, Ben Ironside and Erin Goodpipe;

Dr. James Daschuk challenged participants to respond to the Calls to Action developed by the National Centre for Truth and Reconciliation.

Balfour students at Day of Education

Clair St. Cyr-Power after the volunteers sign the poster; the poster;

Center: Bert Fox Community High School with Noel Starblanket and Daya Madhur, "If These Hills Could Talk"

Gladys McDonald School students at Métis workshop with Russell Fayant;

Top: Learning beadwork with Elder Millie Anderson.

Centre: Christopher Sandford Beckford read his inspiring story of our future together at the closing.

Bottom: Prairie South School Division Voices of Youth presentation. At the end of the presentation, all the students wanted to participate in the Friendship dance.

Blanket Exercise

Students engaging in Project of Heart commemorative tiles

PARTICIPANT FEEDBACK (EMAIL AND TWITTER)

#My reconciliation includes ...

- ensuring treaty and Indigenous curriculum is not ignored and avoided. #walk2gether ~Sara Johnson
- educating myself so I can, in turn, educate my students as we #walk2gether #dayofeducation. ~Angela Byrnes
- Métis & Non-status aboriginal peoples. ~Amie Reid
- teaching young people about residential schools, treaties, and FNMI ways of knowing. #walking2gether ~Kara Fidelack
- providing provincial and national leadership opportunities! ~Prairie South
- Our reconciliation includes... listening. #walk2gether @RCSD_No81
 - #myreconciliationincludes circle dance. ~Cortney Leonard
- having the schools funded to provide the best education and career opportunities to Aboriginals living on reserves. ~Asma Sheikh
- troubling whose voices are heard and making space to listen to the voices of social change and honour the #TRCcalls to action in my teaching. ~Cassandra Hepworth

Just a quick note to say Thank you for all of your hard work yesterday! Hopefully you can all get some rest now! It was a learning experience indeed! So much learning in many capacities. Thank you!

Thanks to everyone involved! It was a life changing experience for many of my students. Thank you, thank you, thank you!

Thanks so much to you and everyone else involved with the organization of this event. We had a great day and were amazed by the how efficient everything ran. The volunteers and activity leaders were friendly and helpful, and our students felt welcome and learned a lot.

On behalf of myself and the students who attended yesterday's Day of Education for Truth and Reconciliation I want to give a very heartfelt THANK YOU to all of the organizers involved! It was an incredible day full of rich opportunities for learning, healing, and moving forward. Every aspect was incredible. This was one of the best events I have attended with students and impacted all of us in a deep way. This was education at its best and was well thought out, well organized, and meaningful to participants.

I was very impressed with the education students who facilitated the blanket exercise: they brought learning forward in a clear and respectful manner and handled students' comments and questions with a lot of wisdom. Our host student was excellent. I was so proud to see students sharing about their lives with such maturity. My students also loved the lunch, and I was very grateful for the resources supplied to us, which will benefit our entire school.

Fantastic. I am so proud of all of the work that was done yesterday, and was honored to be a part of what took place.

Thank you so much for including us in this important event yesterday. The students got a lot out of the day, and I hope will feel a need to continue being involved in the reconciliation process!

Thanks to the whole organization committee for providing a valuable learning experience #walk2gether

@PatrickMaze, STF What an impressive educational event! Thanks @tupper3j 4 your leadership. @UofRegina @vianne_timmons #walking2gether

@BertFoxCHS Had a great day with some great students and teachers! Thank you! #walk2gether

@Charlene Bearhead, NCTR
@V_Mulholland @UofRegina it was an absolute pleasure and an honour to work with @URFacofEd #walk2gether

Thank you from @FWJohnsonRegina for a educational day! #walk2gether @RegPublicSchool @UofRegina



Photo: Planning Committee meeting debriefing

PLANNING COMMITTEE FOR THE DAY OF EDUCATION FOR TRUTH AND RECONCILIATION:
Dean Jennifer Tupper, Charlene Bearhead (NCTR), Valerie Mulholland, Marc Spooner, Claire St. Cyr-Power, Pamela Osmond-Johnson, Shuana Niessen, Vivian Gauvin (PSSD), Kristina Lee, Keith Adolph, Shauneen Pete, James Daschuk, Patrick Maze (STF), Angelina Weenie (FNUC), Chelsie Sinclair (SUNTEP), Meagan Dobson (UR S.T.A.R.S.), Jenna Tickell (Luther), Michael Cappello, Sean Lessard, Chasity Peigan, and Stefanie Cook



WHAT DOES RECONCILIATION MEAN TO YOU? SCHOOL CHILDREN'S RESPONSES AFTER A DAY OF EDUCATION FOR TRUTH AND RECONCILIATION

*"Reconciliation means a promise."
Ashton Boyd*

"Revering a culture." Zander

*"Learning about First Nations past, and being courageous
to make a difference." Jasmine Mcrae*

"Treating everyone equal." Peter

*"No one is judged by what they wear or what colour skin
they have." Abby Larsen*

*"Treat others the way you want to be treated."
Nhirole Padora*

"Equality no matter what your culture is." Mia Sander

"Treating other people fairly." Alliyah Lara

"Change the world." Lauryn Towers

"Make sure everyone fits in together." Preslyn Wilson

"Treating everyone equal." Breanna K.

"Stop hurting other people's feelings." Cole

*Colours just a colour; it doesn't define who you are."
Alyssa*

*"Everybody can be equal; no one should be left out."
Merissa Tomaschefski*

"Everyone to have equal rights." Sasha Romanow

"Stop racism: Where I see it, I will stand up to it." Zia Knox

*"Accept everyone has culture; they be themselves."
Himashi Gunasinghe*

*"Love people for who they are."
Hailey Johnson*

"Change past -> better future." Mackenzie Sheane

"Right the wrongs." Malena Jensen



FACULTY RESPONSES: MY RECONCILIATION INCLUDES...

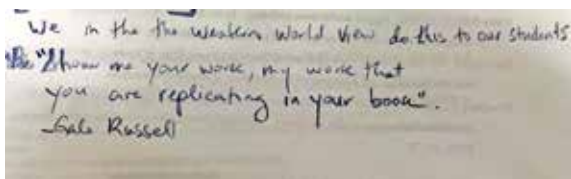
Claire St. Cyr-Power: The Truth and Reconciliation Commission of Canada's Calls to Action invite each of us to act in some way, shape or form, in order to redress the legacy of residential schools and advance the process of Canadian reconciliation. We speak of reconciliation, but what is needed to achieve this reconciliation is reconciliACTION. As a faculty, we are all now aware of the legacy of residential schools. Knowing is not enough. To answer the Calls to Action, each and every one of us must transform this knowledge into concrete action. This action will naturally vary with our individual strengths, talents, and experience. There must, however, be action, effort put forth to increase/spread the knowledge and understanding and action to those around us, especially our students.

My ReconciliACTION has been a commitment to learning more about the legacy of residential schools and sharing that knowledge. It was just a little over a year ago that I accepted an open invitation from Dr. Michael Cappello and Dr. Shauneen Pete to participate in a Blanket Exercise. I wasn't really sure what to expect. I was simply attending with the hope of gaining some knowledge and understanding of Treaty Education that I could share with my students. Little did I realize how much I would learn as a result of this experience and how it would open my eyes, inspire me to learn more and to give others the opportunity to learn more as well.

That first little action, participating in the Blanket exercise, led to so much more. From attending #TreatyEdCamp to searching out a French version of the Kairos Blanket Exercise (Exercice des couvertures) and presenting it to Bac students, to attending the Manitoba Education day, participating in the planning of our own Education Day, presenting the Exercice des couvertures to francophone teachers at the ALEF/APEF Conference, and attending the Pathways to Reconciliation Conference in Winnipeg, to helping plan the Bac's EDAC 2016 where pre-internship students will spend a full day of activities inviting them to grow in their knowledge and understanding of the legacy of residential schools and give them practical tools that they can use with their future students. My reconciliAction has really only just begun. I look forward to continuing to grow in understanding and ensuring that Bac students, fellow francophone and French immersion teachers and their students have opportunities to do so as well.

Marc Spooner: One of the pieces I am working on with many others in the community is to have Davin School renamed to a more appropriate name for a school. These symbolic acts are important as we work towards the more substantial structural changes that we so desperately need.

Gale Russell: I will be leading a session at the #TreatyEdCamp on Oct. 1, 2016 titled: Reconciliation, Mathematics, and the Teaching and Learning of Mathematics. I will be continuing to emphasize ways in which teachers of mathematics can address actions 7 and 10 in the Truth and Reconciliation Calls to Action within all of my classes and within my research through an emphasis and focus upon the valuing and respecting of different kinds of knowledge and ways of knowing mathematically.



@ramireel2 Twitter response to Gale's #TreatyEdCamp presentation: "I learned a new concept at Gale Russell's workshop: Ethnomathematics! (Now I kind of want to relearn math again!)"



A card of thanks sent to the Dean of Education from Grade 8 students at École Massey School

ALUMNA RECEIVES PRIME MINISTER'S AWARD FOR TEACHING EXCELLENCE IN EARLY CHILDHOOD EDUCATION



ON MAY 12, ALUMNA LINDSAY STUART'S (B.ED. 2009; M.ED. 2015) WORK WITH CHILDREN AS A TEACHER IN REGINA PUBLIC SCHOOLS WAS RECOGNIZED AT THE PRIME MINISTER'S AWARDS FOR TEACHING EXCELLENCE IN EARLY CHILDHOOD EDUCATION.

Stuart found her passion in the very field she had never wanted to work in: Early Childhood Education.

She graduated from the U of R with a B.Ed. in 2009 (Pre-K – 3). This was her second degree; her first was a U of R degree in Human Justice (2000), which followed a Diploma in Criminology from Mount Royal University in Calgary. Then, in 2015, she graduated from the U of R with her M.Ed. The title of her project was "Relational Reverberations: A Narrative Inquiry Into the Interconnected Lives of Children, Families and Teachers."

Background:

From her initial educational choices (Criminology and Human Justice), it is clear that the B.Ed. after degree was not her first choice. Stuart says she actually never wanted to be a teacher. She explains,

I grew up in a family of teachers and saw firsthand how rewarding, but yet, personally draining and all consuming it could be. In fact, when I graduated from high school, my family told me they would help me through university, but if I went into education I was on my own. It wasn't that they wished they had chosen differently, or they didn't see me as capable, they were worried and protective due to their deep understanding of the increasing demands being placed on educators.

After graduating with my initial degree in Human Justice, I spent my 20s working

and travelling. It was by happenstance that I ended up in Japan with a teaching contract. I remember before leaving saying I would be all right as long as I didn't have to work with young children! FAMOUS LAST WORDS!!! It was there that I found my passion and calling to education. I haven't looked back!

The following is an interview with Stuart regarding her experience as a student in the Faculty of Education, University of Regina; her experience of becoming employed as a teacher; of being a novice teacher; what it is that she is doing as an Early Childhood Educator that has caused her to be recognized with the Prime Minister's award; and a bit about what it was like receiving this award in Ottawa.

How (and how well) did your B.Ed. and M.Ed. programs equip you for the work that you are now doing?

My undergraduate degree provided me with a strong base with which to begin my teaching career. My Master's empowered me to ask critical questions and begin viewing things through a new lens. It helped me to delve deeply into my own life and view not only myself but also my profession and the world in a different way. Essentially, my B.Ed. gave me the "what" (to do) and the "how" (to teach), but my M.Ed. has provided me with the "why." It truly gave me a new way to look at myself and my teaching.

What was a highlight for you while a student at the University of Regina?

Without a doubt, the highlight was the Summer Institute in 2014, "Play, Art and Narrative," facilitated by Dr. Patrick Lewis and Karen Wallace. Although I anticipated that these courses would provide me with a stronger knowledge base about early childhood education—and they did—that was not the greatest takeaway. During three intensive weeks, I learned more about myself than I could ever have imagined. This learning has made me a better friend, colleague, teacher, family member, and person. I am forever indebted to Patrick and Karen for creating a space for this to take place.

Are there any (other) professors who helped shape who you personally/professionally? How so?

In addition to Patrick and Karen, who found ways to both challenge (in critical but safe ways) and support me, I was so fortunate and blessed to have Dr. Janice Huber as a

mentor, project supervisor, advocate and friend. Janice introduced me to narrative inquiry, which has woven its way into my being. It has become an integral part of who I am in the world. She was always there to listen and to wonder with me, and she empowered me to believe not only in myself, but also in the important work I do with children and families.

What happened after you graduated with your B.Ed. degree?

I finished my degree right after my internship in the fall of 2009. I was interviewed and hired by Regina Public directly out of internship. I remember being surprised in January, on the first day school resumed, that I was called to sub. I was to split my day between EAL (English as an Additional Language) in the morning at Judge Bryant and DPS (Discovery Pre-school) at Henry Braun in the afternoon. It is kind of ironic as both of these positions ended up becoming permanent for the rest of the year! The DPS position was open right away due to the fact the teacher had left early on maternity leave. I accepted the half time position and remained subbing in the morning until in early February a half time EAL contract opened up at Judge Bryant School. I was interviewed and received that position. To my good fortune, the 50% Kindergarten teacher at Braun was retiring that year, and I was able to shift into a permanent role at Braun as 50% K and 50% DPS. I worked extremely hard during this time, but I was also in the right place at the right time.

What did you find difficult about being a novice teacher? What or who helped you through?

I found everything difficult being a novice teacher!! From the mundane things such as finding out where supplies are kept and how to work the photocopier, to critical things such as creating and sustaining relationships (students, families, community, colleagues), classroom layouts, classroom management, designing and setting of routines, appropriate assessment techniques, etcetera... perhaps most important was knowing how to find a balance between professional and personal time. Looking back now, the best thing I did as a new teacher was admit what I didn't know, and search/ask for help. I found a mentor in my building, an experienced teacher, who assisted me through all the ups and downs. I was open to learning from all those who surrounded me (administration, educational assistants, speech and language pathologists,

educational psychologists, outside agencies etc.). I think the gravest danger facing new teachers is in believing they need to know everything, and thinking that admitting they don't, will reflect negatively. The secret is learning you will NEVER know everything! Being a teacher is a constant journey of becoming.

What is it that you are doing differently that has caused you to be recognized by the PM Award for Excellence in teaching ECE?

There are many terrific teachers doing amazing things in their classrooms who are just as deserving as I am. I was lucky to have colleagues, families, and administration take the time to complete the incredibly long nomination process on my behalf. The process included providing the selection committee with a detailed curriculum vitae, several letters of recommendation, and a lengthy essay that demanded exemplary evidence of support for the development of children, innovation in practice, involvement with parents, families and community, and commitment and leadership in the field.

Imagine entering a space and before you, you see several students gathered around a ladder discussing the ways in which force and friction are inhibiting motion in their construction designs. Over in the corner there are three students using FaceTime on their teacher's phone to ask a local expert questions about the garter snake they found in the playground. You can overhear another student reading and when you turn around you notice she is filming it herself and when you ask what she is doing, she tells you she is uploading it to send to her mom. Three others are in the hallway taking pictures to create their own books, and finally, in the library, one student is busily searching for information about birdhouses using QR codes. Now, imagine these students are only five years of age.

Technology is shifting the landscapes of the early learning environment and in turn redefining my pedagogy and the learning taking place within my classroom. My teaching challenges the notions that I am the sole knowledge-keeper and that learning is always teacher-led. In my classroom, technology, the outdoors, and the community are all effective tools in student-directed, process-based, inquiry-driven learning.

Recognizing that families lead busy lives, technology—from e-portfolios and blogs to Skype, FaceTime and texts—has opened the doors of our classroom by allowing family members to stay in touch and become active participants in the classroom. E-portfolios enable students to independently document, share, and reflect

daily learning. Parents are able to view and comment on the experiences taking place in their child's school life, all but replacing traditional and static report cards. The classroom has also become open to the community through the use of expert panels. Dozens of community leaders and industry professionals have consented to have their contact information stored on every young learner's iPad, which can be used to contact them in real-time. If they are able to take the call, these professionals will engage with the students and help them with their self-directed inquiries.

The applications utilized in our classroom are thoroughly vetted, used only as appropriate tools and never substitutes for learning or engagement. It is not about simply using technology but rather about providing opportunities, spaces, and relationships for children to compose their learning and lives in unique, safe, and developmentally appropriate ways.

I am an unyielding advocate for the power and potential of 'little people,' and I am guided by a belief in their inherent capabilities. I feel it is my responsibility to challenge the notion that Kindergarten's purpose is to "prepare students for Grade One." Rather, I believe Kindergarten has its own focus and goals. As my pedagogy has evolved, I have shifted away from traditional "theme-based" teaching, and started to design overarching year plans around key concepts and ideas. I continually ask myself, "What exactly am I teaching children? What skills are they acquiring? Will they be able to use this information? Will this information help them become life-long learners? Will this information help them become better citizens? Shifting away from the 'what' of teaching, I spend a great deal of time reflecting on the 'how' of teaching. More specifically, "How do I believe young children learn?", "Where do I believe they learn?", and "What am I doing to support the ways in which they are composing their lives?" It has been through answering these questions, that I have found ways to engage the natural curiosities of children and empower them on their own unique learning journeys.

What do you love about teaching?

What do I love about teaching? EVERYTHING!!! If I had to name one thing, it would be the amazing relationships I have blossoming around me.

What was it like, receiving this award for Excellence in Teaching?

Receiving the award was both exciting and humbling. It was exciting to have a chance to travel to Ottawa, tour the national capital, and meet the Prime Minister. It

was humbling because I know of so many amazing teachers who deserved to be there alongside me. In addition, it was humbling knowing the reason I was there was because colleagues and families of the students in my room nominated me.

What was the highlight of this experience?

There were two highlights of the trip. The first was a best practice round table sharing session. Each award recipient gave a brief presentation about the work taking place in his/her environment. It was phenomenal to learn alongside such innovative and passionate individuals. The second was receiving emails, texts and letters from colleagues, and former/current families with words of congratulations and kindness. These touched me more than anything!



A "selfie" with the Prime Minister



Prime Minister Justin Trudeau congratulates Lindsay Stuart at the Prime Minister's Awards For Teaching Excellence in Early Childhood Education

CONVOCATION AWARDS

SASKATCHEWAN TEACHERS' FEDERATION PRIZE RECIPIENT



Raquel Bellefleur was awarded the Spring 2016 Saskatchewan Teachers' Federation Prize. Photo courtesy of Raquel.

At each University of Regina convocation ceremony, the most distinguished student of the graduating class in the Faculty of Education who does not hold another degree is awarded the Saskatchewan Teachers' Federation (STF) Prize. At the 2016 Spring Convocation, the Faculty of Education was pleased to present the STF prize to Raquel Bellefleur.

Raquel graduated with a Bachelor of Education in Elementary Education with Great Distinction. During her studies, Raquel was the recipient of several scholarships: Centennial Merit Plus (Fall 2012), Saskatchewan Teachers' Federation (Fall 2013, 2014), Academic Gold (Fall 2013), Helen Marguerite Fuller Prize for Teaching (Fall 2014), Children on the Move (Fall 2014, 2015), Canadian Federation of University Women—Regina (Fall 2014), Academic Silver (Fall 2014, 2015), Muriel Welwood Scholarship for Women in Education (Fall 2015), Dr. Mary Cronin Literacy (Fall 2015), Bernadine Melanson (Winter 2016), and Regina Sunshine Preschool Society Prize (Winter 2016). She was on the Dean's Honour's List in Fall 2014 and Winter 2013, 2014, 2015, and 2016.

One of Raquel's distinguishing features is her commitment to social justice, demonstrated in her role as a Co-Executive Director of UR S.T.A.R.S. (Students and Teachers Anti-Racist/Oppressive Society). UR S.T.A.R.S. successfully facilitated several professional development events including an inaugural #TreatyEdCamp, which hosted several sessions on integrating mandatory treaty education into subject specific areas in schools and was attended by 250 preservice and in-service educators from across Saskatchewan.

In addition to all of her work with UR S.T.A.R.S., Raquel was a member of the Cougar Women's Soccer program from 2012 to 2014; as a student athlete, she had opportunity to work with new-to-Canada children to improve both their soccer skills and their communication skills. In addition to academic and athletic commitments, Raquel devoted time to volunteering at several Regina organizations such as Wascana Rehabilitation Centre and Regina Women's Transition House.

In June, Raquel was hired as a teacher at W. F. Ready School. She began her new career in September. We still see her at the University, though. She brought her class to the Glen Anaquod Tipi Raising Competition this fall and she co-organized the second annual #TreatyEdCamp (photo below).



BACHELOR OF EDUCATION AFTER DEGREE (BEAD) PRIZE RECIPIENT



Michelle Wall was awarded the Spring 2016 Bachelor of Education After Degree Prize.

The Bachelor of Education After Degree (BEAD) Convocation Prize was established by the Faculty of Education to encourage and recognize BEAD students. The BEAD

Convocation prize is awarded to the most distinguished graduate, with an overall internship rating of "Outstanding" and the highest grade point average in the program.

The Faculty of Education is pleased to present the BEAD Convocation Prize to Michelle Wall, a distinguished graduate in the Faculty of Education. Michelle is graduating with a Bachelor of Education (Secondary) with Great Distinction. She majored in Biology with a minor in General Science. During her studies at the University of Regina, Michelle was the recipient of the Academic Silver Scholarship (Fall 2014, 2015).

Michelle received a B.Sc. in Applied Microbiology and an M.Sc. in Botany from the University of Guelph in Ontario. She studied the unique interactions between bacteria, fungi and plant roots, and has an enduring interest in the microbes that live in the soil. During her graduate studies, Michelle discovered a love of teaching and began teaching biology and microbiology at Red Deer College and then the University

of Calgary and the University of Manitoba. She and her family moved to Regina in 2003, and though she took time to raise her children, she continued work as a sessional instructor for the Faculty of Science, and a lab instructor for the Faculty of Engineering at the University of Regina. When it was time to consider transitioning to full-time work, Michelle made the decision to pursue a B.Ed. Michelle has started working as a substitute teacher with the Regina Public School Board, and is once again enjoying sharing her knowledge and experience with high school students throughout the city. The Faculty of Education congratulates Michelle Wall on her accomplishments, and wishes her much success in her future endeavours.

UNIVERSITY OF REGINA ALUMNI ASSOCIATION AWARD FOR EXCELLENCE IN TEACHING

Photo Credit: UR Photography



Dr. Alec Couros was a recipient of the Award for Excellence in Teaching

Known as a gifted and dedicated instructor and a strong leader, Alec Couros has been inspiring students in the Faculty of Education and beyond through his innovative approaches to learning and his engaging subject matter.

While on sabbatical in 2012-13, Couros created and delivered a "Massive Open On-Line" course focussed on technology and education. Describing himself as an "open educator," Couros takes teacher education online and makes it available around the world. In recognition of these types of pedagogical approaches, Couros was awarded the University of Regina Teaching Award of Excellence for Innovation in Teaching in 2015.

Couros' dedication as a teacher is evident in the ways his students react to his classes. The Dean of Education notes that his teaching evaluations are consistently excellent, and many of his students submit unsolicited comments to the Faculty to show their appreciation for his innovative teaching. Known as a dedicated instructor who "gives tirelessly of his time to support others," Couros is "a reflective teacher, visionary, and leader seeking to continually improve his practice, his knowledge, and the experiences he creates for undergraduate and graduate students." Couros' teaching is known and valued beyond the University of Regina. On average, Couros delivers over 20 keynote

sessions per year to other universities and faculties of education, the Saskatchewan Ministry of Education, and school divisions around the world. So respected is Couros' expertise that the Ministry invited Couros to create digital citizenship guidelines to be used throughout the province in support of teachers and students in their use of technology and social media. Couros is a true visionary leader in his field.

The University of Regina Alumni Association Award for Teaching Excellence recognizes sustained excellence in leadership and innovation for undergraduate teaching and learning at the University of Regina.

SUNTEP-REGINA GRADUATE AWARDS



Chelsie Sinclair was honoured with a starblanket for the "Spirit of SUNTEP" award in recognition of her commitment to leadership and volunteerism within the community.



Dalton Burzminski was awarded the "David Amyotte Memorial Scholarship" to recognize his commitment to Indigenous education.

CANADIAN ASSOCIATION OF TEACHER EDUCATION AWARD



Assistant Professor in Early Childhood Education, Dr. Christine Massing, was recognized by the Canadian Association of Teacher Education (CATE) with the CATE Award for her doctoral dissertation, *An Ethnographic Study of Immigrant and Refugee Women's Knowledge Construction in an Early Childhood Teacher Education Program* at the Canadian Society for the Study of Education (CSSE) Congress held in Calgary in May, 2016.

This honor acknowledges Christine's excellent work and important contribution to Canadian teacher education research.

Read a Q&A about Christina's doctoral research online at: <http://www2.uregina.ca/education/news/faculty-member-receives-cate-dissertation-award/>

WHAT'S NEW IN ARTS EDUCATION?

RENEWED ARTS EDUCATION PROGRAM

A RENEWED ARTS EDUCATION FOUR-YEAR PROGRAM took effect this fall at the University of Regina.

The Arts Education program in the Faculty of Education has recently undergone an extensive program change: It is designed to sustain the goals and legacy of the former five-year K - 12 Arts Education Program while being shortened to a four-year program as well as to reflect changes in contemporary arts practice and pedagogy.

Building on the success of the past 34 years, the program continues the tradition of required courses in each of the art forms of dance, drama, literature, music and visual studies, augmented by offerings in Creative Technologies. The foundation of the program is a series of six Arts Education (EAE) courses that address contemporary issues through aesthetic experience, methods and theories of curriculum and pedagogy, and practicum experiences in schools

and community. In addition to core EAE studies, students will focus on particular arts forms designated as "Areas of Concentration," suitable for both Elementary and Secondary routes. Faculty members continue to partner closely with the Faculty of Media, Art, and Performance (MAP). While some introductory Fine Arts courses are no longer required in first year, a significant number of advanced Fine Arts courses have been added to the program across the disciplines.

The renewed program aligns with other undergraduate teacher education programs at the University of Regina by including all four Education Core Studies (ECS) courses, Indigenous Studies 100 and expanded offerings in Indigenous Arts. The program also addresses anticipated changes in teacher certification by the Saskatchewan Professional Teachers Regulatory Board (SPTRB). Consequently, graduates of the program will have

now have enhanced exposure to English, mathematics, and science. The combination of both familiar and innovative approaches and courses will prepare students to be effective teachers of the Saskatchewan Ministry of Education Arts Education curricula and other core curricula.

The intention of the renewed Arts Education program is to achieve parity with other four-year teacher education programs in the Faculty of Education and in Saskatchewan. Similarly, the renewed Bachelor of Arts Education After-Degree (BEAD) is now consistent with existing Faculty of Education

BEAD programs by reducing the requirement of 75 credit hours to 60.

Other faculties were consulted throughout the process of program planning and renewal. By eliminating one-year from the program and maintaining certification standards, the renewed Arts Education Program is now more attractive, attainable, and affordable for prospective arts educators. Nicole Glas, Manager of the Student Program Centre, says she is optimistic about the new program: "The new Arts Education program is an excellent choice for students who are interested in teaching through the arts in a K - 12 setting. The blended approach to the arts education major allows students to explore teaching in dance, drama, literature, music, and visual art."

Arts Education Program Chair, Dr. Valerie Triggs says, "The arts are central to education, being about augmenting a love of learning and living and our renewed program continues to provide hands-on arts experience with multi-dimensional approaches and attentiveness to local and global concerns. We look forward to welcoming interested new applicants to our vibrant community of students and professors from diverse backgrounds."

The renewed 4-year Arts Education Program is now more attractive, more attainable, and more affordable for prospective arts educators.



Wesley Bechtelmann / University of Regina
A renewed Arts Education Program serves the Province of Saskatchewan & Canada



Photo Credit: Shuana Niessen

Fall Arts Education P.L.A.C.E. experience at the site of Lebrez (Qu'Appelle) Indian Residential School. Prairie Valley School Division students joined them at the site.

THE LISTENING LAB (AN INTERVIEW WITH DR. KATHRYN RICKETTS)

What is the Listening Lab and why is it so called?

The Listening Lab is an artist/research/teacher residency committed to bold explorations of experimental arts with the purpose of developing user-friendly language and resources that can be shared within and beyond the university

Who is it for? The Listening Lab is directed by myself and interfaces with artist, teachers, and researchers from the University of Regina and beyond to colleagues within Saskatchewan and further to our national community.

Where did the idea come from? One key component in my thesis work around the method Embodied Poetic Narrative was the notion of "deep listening." It strikes me that this is the nexus of all of our work as effective artists, teachers, and researchers.

What is your goal/vision in developing the Listening Lab?

I wanted to create a kind of laboratory that combined this concept and experimental play with the purpose of generating not only a stronger appreciation of experimental arts but also more approachable methods for practicing art making within the broadest range of contexts. Coming from a professional dance background, I have participated in countless creative labs and have experienced the great value of these experiments for both artists and audience members. I wanted to extend this idea to an educative context.

What were some positive results you saw from last year's Lab?

So far I am working with serendipitous connections to the lab and inviting participants that I continue to work with from across the country. I have been able to broker many connections and foster meaningful relationships with these residents within our Faculty and beyond to other Faculties including within the First Nations University. I have also been able to bridge these research projects with key players in the community including arts programmers, studio directors, professional artists, and teachers in the field. The residency has been able to further inquiries and deepen methods of practice for each individual resident. A few examples are listed below:

- Daya Madhur (Ethnomusicologist, Arts Education Specialist): Socially engaged arts-based practices.
- Loft Lift Off: A studio celebration of two exhibitions, live music, dance, video and storytelling with Ned Bartlett, Johanna Bundon, Ian Campbell, Patrick Lewis, Kathryn Ricketts & Gale Russell.
- Vicki Kelly (Associate Professor, Arts Education, SFU): Indigenous arts-based practices as knowledge practices.
- Susan Gerofsky (Assistant Professor, Curriculum & Pedagogy, UBC): Embodied methods of understanding math.
- Performance and Difference: Developing new accessible and inclusive languages/methods for experimental art making. Kathryn Ricketts with Dr. Randy Johner & Dr. Kathleen Irwin.

ANTHROPOLOGY OF THE DISCARD: INTERACTIVE EXHIBIT



- Anthropology of the Discard, 5th Parallel Gallery: An interactive exhibition based on bags of objects bulging with stories. (see photos above)

I have been able to support arts of these activities with the generous support of the Ruth Dafoe Fund from the Faculty of Social work as well as support from this Faculty.

What are your plans for this year regarding the Listening Lab?

I have a very exciting season filled with artists, teachers, and researchers from Vancouver, Victoria, Newfoundland, Prince Edward Island, Montreal, Toronto, Windsor, Winnipeg, North Battleford, and Saskatoon. The work will focus more on explorations of cultural displacement with creative place-based experiments. I will also be working with a variety of artists from a range of disciplines as performative contributors to the National tour of Anthropology of the Discard for 2016/18. I will be continuing to work with teachers in the field and within the lab furthering the creative capital of pedagogues in the classroom. And finally I will be working with Dr. Kathleen Irwin (Faculty of MAP) and Dr. Randy Johner (Faculty of Social Work), exploring and expanding language, methods, and resources in the realm of mixed abilities and performance. These last two projects are fuelled by grants from SSHRC Insight, SSHRC Seed and Humanities Research Fellowship, Ruth Dafoe Fund as well as the support from the Faculty of Education. I am hoping that in the future, I can welcome artists, researchers, and teachers by a call for proposals. I am excited by the notion of connecting inquiries with local resources and to watch how this exciting alchemy can further our research and deepen our own inquiries in our Faculty.

Photo Credit: Trevor Hopkins

Photos Credit: Shuana Niessen

HIGH SCHOOL STUDENTS TAKE FIRST YEAR EDUCATION COURSE

FOR THE FIRST TIME, A FACULTY OF EDUCATION FIRST-YEAR COURSE IS BEING OFFERED WITH A HIGH SCHOOL COURSE.

Dr. Twyla Salm is teaching the Education Core Studies (ECS) 100 course at Campus Regina Public as part of their Early Childhood program. Normally, ECS 100 is a required course for first year education students in all programs in the Faculty of Education. At Campus Regina Public, however, the students are still in high school!

In 2012, Regina Public Schools developed Campus Regina Public, an innovative high school program that integrates vocational and technical courses with academic courses for credit. The Faculty of Education and the University of Regina have recently partnered with Regina Public Schools to add another dimension to this already unique high school program. Last winter and, once again, this fall, ECS 100 is being offered as part of the integrated Early Childhood Program.

Dr. Salm says, "This ECS course is a unique program integrating the learning outcomes of ECS 100, English 20/30, Psychology 30, and Career and Work Exploration 20/30." Two Regina Public School teachers, Lisa Williams (Career Ed. & Psychology) and Jennifer Minter (English) co-teach with Dr. Salm; they plan, instruct, and evaluate as a team.

Dr. Salm says, "I am very fortunate to work in a collaborative environment with teachers and administrators that are willing to think innovatively about transitioning students from high school to post-secondary. It is a complex pedagogical teaching experience to integrate these courses effectively but our students are learning and many of them are opting to go to university."

Jennifer Minter, co-teacher with Twyla, says, "We are so very fortunate to be able to offer such an enriching experience for our students. Integrating Dr. Salm's course into the ECE program that we offer truly raises the bar in terms of the students' motivation, performance, and their overall educational experience. It is a tremendous advantage for them and for us as their teachers."

Campus Regina Public students are admitted to the University of Regina through the High School Accelerated Admission Process and receive a university credit when they successfully

complete ECS 100. The University of Regina provides a scholarship, which covers the cost of tuition so every Campus Regina Public student has the opportunity to experience a university course without the usual expense. Over the past two semesters, the ECS classes have been a diverse group of 32 plus students representing every high school in the city.

In the ECS 100 course, students examine topics such as the history and politics of Canadian school and the purposes it has served; how knowledge has been constructed from various historical contexts, worldviews, and values; and information about literacy and research. Students have a work experience component in which they spend time working in early childhood classrooms. They also gain research skills and learn to think critically and creatively about the construction of knowledge and educational systems.

The following are students' comments on their experience in this course:

Selina Musleh: I liked going on my work experience. I learned how to make a lesson plan.

Sydney Vogt: This is definitely my favourite class and it is great to be able to learn more about the development of young kids and get some experience working with them and teaching a few lessons!

Cheyenne Rathje: I love this class. I'm here for two hours a day and I love coming to this class because I get to play with little kids and do fun activities. I would do this class [more] than any other class. This is the best class ever.

Kayleigh Marsh: I like that this class gives us the opportunity to get a kick start on our university education and that we're saving money on the class. We have learned lots about how residential schools affected the children and how they viewed the world.

Hanna Lapchuk: I have learned in working with younger kids. I have learned how to work with them and understand their learning abilities. I have worked with the kids hands-on and made learning plans with them. Spending 2 hours a day for 2 weeks with them, you really get to know the kids, know how they work, what they like, what they hate, and how to teach them in the best way.

Tabinda and Mishal: Field experience has been amazing! We've gained exceptional knowledge. We never knew there was so much in a child at such young ages.

Nicholas Bage: I like how this class gives you real experience on what it is like to teach an early elementary class as well on what to expect in a university class.

Kennedy Weber: I like this class because there is always so much to do and working with the kids is such a learning experience and I love coming here every day.

Chloe Anderson: I love this class because of the hands on experiences we have, along with getting real experience with children of all ages.

Jaida Crichlow: The ECE program has awesome educators and a safe and fun environment to be in

Bianna Pinay: It is a very great program with many opportunities.

Hailey Harron: I love this program because it teaches you everything you need to become a teacher and how to understand children better.



Dr. Twyla Salm with students from Campus Regina High School

More photos at <http://www2.uregina.ca/education/news/high-school-students-take-first-year-education-course/>

NEW DIRECTOR FOR LE BAC



Dr. Laurie Carlson Berg, Director, le Bac program.

While the home of the Baccalauréat en éducation (le Bac) is the Faculty of Education, the program spaces are uniquely located in the Language Institute Building. Since 2010, the program has flourished under the direction of Dr. Lace Brodgen, who has now moved on to be the founding Dean of Laurentian University's Faculty of Education. The following is an interview with the new Bac program Director, Dr. Laurie Carlson Berg.

Please provide a short description of le Bac program.

Le Bac (pronounced like back as in "Give yourself a pat on the back") is the Baccalauréat en éducation française. There is a variety of different programs students can choose to pursue within Le Bac, as we prepare students to teach at the elementary or secondary level in both Francophone and French Immersion schools as well as in Core French classrooms. Students can either begin the 4-year program after completing their high school studies or do an after degree (BEAD) program. It is important to note that le Bac is not a French-language version of programs offered in English by the Faculty of Education. Our program has an important focus on what it means to be a teacher of one of Canada's official languages in a minority context, be it Core French, French Immersion, or Francophone.

Why is it important to offer the Bac program?

There are a number of reasons, but two that come immediately to

mind are linguistic diversity and responding to community needs. First, there is a significant need, not only in Saskatchewan but also in other provinces that actively recruit our students, for more French-speaking teachers. Le Bac provides a welcoming environment for high school students from Core French, French Immersion, and Francophone schools, including Fransaskois schools, to enhance their proficiency in French and to learn how to inspire their future students to learn about French language and the multiple Francophone cultures in the world. In the second year of the 4-year program, students spend 10 months at the Université Laval in Québec City. There, they are fully immersed in a Francophone majority context. We are also building ties with the Wandake First Nation in Québec City so that indigenization can be more fully integrated into each year of le Bac.

In terms of linguistic diversity, Canada is a bilingual nation and having le Bac in the Faculty of Education is part of acknowledging the linguistic plurality in Saskatchewan schools. In my view, having a French presence within the Faculty of Education fosters a greater understanding of, and provides a space for dialoguing about, linguistic and cultural diversity here on the Prairies.

What is your vision as the new Directrice du Bac?

I have three principal priorities as I take on this new role with gratitude namely continuing to focus on indigenizing our program, maintaining and building upon our solid reputation, and continuing our efforts to recruit more students.

Le Bac was the first program to make the Indigenous Education course mandatory. We appreciate the relationships we are building with elders, and how each member of our team has taken on responsibility for indigenizing courses and our annual Bac student professional development event.

Having been part of le Bac team for 17 years, I appreciate the solid reputation le Bac and our faculty have in the community. I strive to

lead my energetic team and students to continue to collaborate with our multiple partners throughout the province. As budgets permit, our team endeavours to increasingly model how technology can enhance teaching and learning.

This year, we have the largest enrolment ever and are offering two sections of the first year Educational Foundations course. My goal is to continue to increase the Bac cohort. So far, our only challenge at this level has been finding large enough classrooms.

Any final comments for now?

A warm welcome to new faculty members Heather and Joël and a big shout out to all members of le Bac team for the many ways, big and small, they inspire our students and serve our community with heart!

Orange Shirt Day



Above Left: Le Bac faculty and staff wearing orange on September 30, to honour and remember those who attended residential schools. #OrangeShirtDay. Above Right: Joël Thibeault and Jesse Bazzul in orange.

Below Left: ESS Executive wearing orange.



Bottom: Staff and Administration attending a Postive Space Workshop by UR Pride. #OrangeShirtDay



Above: Sessional

Katia Hildebrand, Dean Jennifer Tupper, and Alumnus Raquel Bellefleur wearing orange at the Glen Anaqod Tipi Raising Competition

NEW FACULTY



Dr. Alayne Armstrong joined the Faculty of Education in July 2016 as an Assistant Professor in Mathematics Education. She completed her PhD in 2013 from the Department of Curriculum and Pedagogy at the University of British Columbia, where she was a SSHRC Doctoral Scholar. Her Master's and Bachelor's of Education were also obtained from UBC, and she has additional degrees from the University of Manitoba and Queen's University.

One of Alayne's research interests is the behaviour of small groups in the mathematics classroom. She has investigated how episodes of peak collective performance can be characterized as group flow, and has developed a "tapestry" method of transcript analysis by which researchers can work at the collective level to document groups as learning agents. Another interest is in how interdisciplinary connections between school mathematics and other subjects can help educators and students make mathematics their own. Her doctoral dissertation described the discourse of small groups of Grade 8 students and used the concept of author/ity to posit these groups being the "authors" of their own mathematical storylines as they engaged in mathematical tasks.

Alayne is currently exploring how learning disabled students are able to independently adapt in mathematics contexts through the use of technology. Prior to joining the University of Regina, Alayne was a classroom teacher for 19 years, and she also taught undergraduate education courses in math methods and inquiry. She is currently getting to know Regina and enjoying the sunshine, the pelicans, and the big blue sky.



Dr. Jesse Bazzul joined the Faculty of Education in July 2016 as an Assistant Professor of Science and Environmental Education. Dr. Bazzul grew up in Southwestern Ontario (St. Thomas) and attended Brock University in St. Catharines where he completed a B.Sc. in Biology, and the University of Toronto where he completed a B.Ed. in Elementary Education with a focus on intermediate grades. His teaching journey began in Brampton Ontario, where he taught middle school science, mathematics, and geography. After teaching in Ontario Jesse travelled abroad with his family to teach in international schools in China (Beijing) and Ukraine (Kyiv). In 2013 Jesse completed a PhD in Curriculum, Teaching and Learning from the University of Toronto, where he also served as the elementary practicum coordinator for one year. His research explores how students are brought to particular ethical outlooks through science curriculum and pedagogy. Jesse's first academic position was at the University of Massachusetts Dartmouth where he taught a variety of courses related to science education, social justice, urban education, and field (internship) experiences.

Jesse is happy to be back in Canada, and very much appreciates the University of Regina's commitment to inclusive education and social justice, as well as Regina's strong sense of community. In his spare time he enjoys long walks on the prairie, spending time with his partner and two children, and reading as much fiction as possible.



Dr. Anna Leah King joined the Faculty of Education in July 2016. She refers to herself as Anishnabe kwe from Wikwemkoong Reserve, Manitoulin Island, Ontario. Dr. King studied at University of Alberta in Indigenous People's Education, Policy studies. She brings with her many years of experience teaching Aboriginal students and working as an Aboriginal Education consultant. Her research focuses on Anishnabe stories, Elders' teaching, and the history of Indigenous learning in the context of drum and song.

Anna-Leah has served as coordinator at the Canadian Indigenous Languages and Literacy Institute (CILLDI), University of Alberta. Following this she was invited to act as co-director for the Aboriginal Teacher Education Program (ATEP), University of Alberta. She was also an instructor for the university's new mandatory course EDU211 – Aboriginal Education and Context for Professional and Personal Engagement, which was awarded the Alberta Human Rights in Education Award in its inaugural year.

Anna-Leah is excited about her new teaching assignment in the Core Studies program at University of Regina. The University of Regina has made a commitment to responding to the Calls to Action by the Truth and Reconciliation Commission and she anticipates working together with her colleagues on this positive mission for future educators.

WELCO



Heather Phipps is delighted and honoured to be teaching in the French Bac program at the University of Regina.

Heather completed her B.A./B.Ed. in Humanities/Modern Languages (French) at the University of Lethbridge. She holds an M.A. in Second Language Education from McGill University. She has several years of classroom teaching experience in diverse contexts in Alberta and Québec. She is nearing completion of her PhD in the Department of Integrated Studies in Education at McGill University. Her dissertation *Children Speaking With Children: Visualizing Engagement Through Contemporary Canadian Picture Books in French Classrooms* is a qualitative study in two primary classrooms in Montréal.

As for research and teaching interests, Heather's include language and literacy education, multilingualism, children's literature, imagination, social justice, community, indigenous education, and qualitative research methodologies.

Phipps is a published scholar who has presented her work at numerous national and international conferences, serves as a reviewer for several scholarly journals and for the Language and Literacy SIG of CSSE. She has extensive experience as a classroom teacher in a French immersion context, and has also taught education classes at the post-secondary level. She is past president of the McGill University Education Graduate Students' Society.



Sara Schroeter joined the Faculty of Education as an Assistant Professor of Drama Education in July of 2016. She is an interdisciplinary scholar who brings a range of experiences working in formal and informal educational settings in Quebec, Ontario, British Columbia, and West Africa (Senegal) to her research and teaching.

Sara is completing her doctoral work at the University of British Columbia (UBC) in Literacy education. Her research investigates the use of drama for teaching social studies and engaging students in exploring differences of race, gender, class, and ethnicity that are embedded in the curriculum. Sara has primarily conducted her research in Francophone minority language schools, where there is a pressing need to examine the intersections of language, racialization, heteronormativity, and colonization.

Throughout her time at UBC, Sara was deeply involved in teaching, in French and English, in the Faculty of Education's undergraduate and graduate programs. She was awarded the Killam Graduate Teaching Assistant Award for excellence in teaching in 2014.

Sara enjoys learning about the histories and cultures of the places she lives and is thrilled to have the opportunity to learn more about life on Treaty 4 land. She considers Montreal and South-Eastern Ontario "home," though many years on the West Coast have rendered the smells of cedar and the ocean air home-like as well. On her journey to Regina with her family this past summer, Sara was awestruck by the beauty of Southern Saskatchewan and is eager to see the rest of the province.



Linguiste de formation, **Joël Thibeault** complète actuellement un doctorat portant sur l'enseignement et l'apprentissage du verbe chez des élèves scolarisés en français dans le Sud-Ouest ontarien, un territoire marqué d'une anglo-dominance prégnante. Parallèlement à la réalisation de sa thèse, il forme une cohorte de cinquante enseignants qui sont appelés à enseigner le français en Ontario et prend part à de nombreuses équipes de recherche, à l'Université d'Ottawa et à l'Université du Québec à Montréal. Récipiendaire de la bourse Joseph-Armand-Bombardier du Conseil de recherches en sciences humaines du Canada, Joël s'intéresse notamment aux enjeux sociolinguistiques qui façonnent l'enseignement et l'apprentissage du français et de sa grammaire en milieu minoritaire, au potentiel didactique que revêt la littérature de jeunesse dans l'enseignement de la langue normée et à la didactique du plurilinguisme. C'est avec enthousiasme qu'il se joint au corps professoral de la Faculté d'éducation de l'Université de Regina et qu'il envisage de collaborer avec les membres des collectivités universitaire et scolaire de la Fransaskoisie et, plus généralement, de la Saskatchewan.

ME

NEW STAFF



Wanneta Martin joined the Faculty of Education in August 2016. Prior to that she held positions with the Faculty of Media, Art, and Performance (with positions in both the Student Program Centre and Department of Visual Arts) and with Student Recruitment Coordinator with the Student Recruitment Office (Enrolment Services) at the U of R.

Martin grew up in Balgonie, SK and after completing high school she attended the Dental Assisting Program at SIAST. However, Martin realized that this career was not her passion, though helping people was.

After a few years of working in a Call Centre as a team manager she applied for a position at the U of R in 2004 and has been working on campus since then with nine of those years spent working within the fast-paced environment of recruitment and events.

Martin enjoys spending time with her husband and two young children. She especially enjoys taking warm winter vacations to Mexico and playing poker in Las Vegas!



Marina Ahrendt joined the Faculty of Education in September 2016. She was raised in Regina, but moved to British Columbia to pursue a career in the film industry. After seven years working at Capilano University, she recently returned to Regina to be closer to family and friends.

Having worked in the Centre for Continuing Education, Flexible Learning Division, and the Registrar's office, Marina is familiar with working with academic data (transcripts), academic policy services and ceremonies, such as convocation, and class scheduling and registration.

Marina looks forward to new experiences while working in the Student Program Centre and the transition to the new Integrated Student Program Centre, currently under construction.

RETIREMENTS



The Faculty celebrated the retirements of two faculty: Dr. Carol Schick (top photo) and Dr. Wanda Lyon (bottom photo). Both have made substantial contributions to our Faculty over the years. Dr. Schick is well-known for her work in social justice. Dr. Michael Cappello, in his retirement speech merely referred to her academic contributions (important articles, first Canada Research Chair, Summer Institutes, and so on), choosing instead to focus on her work with graduate students, her committee work such as with the URFA Bargaining Committee, and the boldness and grace in which she engaged in relationships with others, in renewed and reconciled anti-racist relationships.

Dr. Lyons is known for her work in inclusive education, specifically in her support of people and students with disabilities. Dr. Scott Thompson in his retirement speech said that shortly after he met Wanda he realized she "was a community builder." He also respected her work ethic. As one example, Dr. Thompson said, "Wanda wrote and co-wrote many of the Saskatchewan educational documents designed to support teachers, such as "Teaching Students with Autism." While a faculty member she authored and co-authored several articles, was invited and commissioned to speak at conferences, and was an integral part of the research team for a 3-year SSHRC Insight Grant, among many other commitments.

Carol and Wanda will be missed greatly and the Faculty wishes them all the best in their retirements.

ELDERS-IN-RESIDENCE

The Faculty welcomes this year's Elders-in-Residence Alma Poitras and Noel Starblanket who will offer their invaluable support in our individual and collective efforts to Indigenize our pedagogy, research, and practices.



SUCCESSFUL DEFENCE



Dr. Jenn deLugt, Assistant Professor in Inclusive Education and Core Studies, successfully defended her doctoral dissertation May 13 at Queen's University. Jenn's dissertation explored how appropriate reading intervention strategies may be used to ameliorate emotional and behavioural disorders in children. Her doctoral studies were funded in part by SSHRC Fellowships.



Dr. Gale Russell, Assistant Professor in Mathematics Education, successfully defended her dissertation, "Valued Kinds of Knowledge and Ways of Knowing in Mathematics and the Teaching and Learning of Mathematics: A Worldview Analysis" on June 23 at the University of Saskatchewan.

Her external examiner, Dr. Lisa Lunney Borden of St. Francis Xavier University, noted Dr. Russell's exceptional skill as a researcher and the contributions that her dissertation will make to the national conversation relating to transforming the experiences in mathematics education for Indigenous students.



Photo: A Faculty time-honoured tradition is to award faculty with the Dead Balloon Award when they successfully defend their dissertation. Photo (L-R) Dr. Christine Massing, Dr. Jenn deLugt, and Dr. Gale Russell.



The Theory and Method Seminars schedule is posted online at www2.uregina.ca/education/news/upcoming-events

RESEARCH FUNDING

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL (SSHRC)

Dr. Kathryn Ricketts (Co-Investigator). Project: *Reconceptualizing Teachers' Roles for Canada's Creative Economy*. This four-year project involves scholars from UPEI, UBC, McGill, Cape Breton University, Royal Roads University and the University of Regina. Funding: \$300,000

Dr. Jennifer Tupper (Co-Investigator). Project: *Aboriginal Perspectives at the Cultural Interface: Researching the Interventions*. This five-year project involves two other scholars from the University of Manitoba, Dr. Yatta Kanu (Principal Investigator) and Dr. Frank Deer (Co-Investigator). Funding: \$229,334

Dr. Alison Molina-Girón. Insight Development Grant. Project: *Digital Citizenship: Investigating the Civic and Political Engagement of Canadian Youth*. Funding: \$57,251

ASSEMBLE COMMUNAUTAIRE FRANSASKOISE

Dr. Fadila Boutouchent. Project: *The Retention Deficit of Students in Education Programs in French in Saskatchewan: Evaluation of Students From Grades 8 to 11*. Funding: \$6,875

STIRLING MCDOWELL FOUNDATION

Dr. Jennifer Tupper (Principle Investigator) and **Dr. Tana Mitchell** (Co-Investigator). Project: *High School Teachers Working Towards Reconciliation: Examining the Teaching and Learning of Residential Schools*. Funding: \$19,933

Dr. Pamela Osmond-Johnson. Project: *Teachers Leading Teachers: The Saskatchewan Professional Development Unit's Facilitator Community*. Funding: \$9,216

PRESIDENT'S RESEARCH SEED GRANT

Dr. Kathryn Ricketts. Project: *Difference and the Arts: Finding New Languages for Curriculum Design*. Funding: \$3,905

PUBLICATIONS

Couros, A., & Hildebrandt, K. (2016). Chapter 9: Designing for open and social learning. In G. Veletsianos (Ed.), *Emergence and innovation in digital learning: Foundations and applications*. Edmonton, AB: Athabasca University Press

de Lugt, J., & Hutchinson, N. L. (2017). Unpacking the relationship between learning to read and mental health: Using an ethnographic case study approach. In A. P. Costa, L. P. Reis, F. Neri de Sousa, A. Moreira, & D. Lamas (Eds.), *Computer supported qualitative research. Studies in systems, decision and control* (pp. 95-103). Switzerland: Springer. doi:10.1007/978-3-319-43271-7

Hanson, C. (2016). Caught up in power: Exploring discursive frictions in community research. *Gateways: International Journal of Community Research and Engagement*, 9(1), 41-57.

Hildebrandt, K., & Couros, A. (2016). Digital selves, digital scholars: Theorising academic identity in online spaces. *Journal of Applied Social Theory*, 1(1), 87-100. <http://socialtheoryapplied.com/journal/jast/article/view/16/19>

Junqueira, K. E., & **Nolan, K. T.** (2016). Considering the roles of mathematics specialist teachers in Grade 6-8 classrooms. *IEJME-Mathematics Education*, 11(4), 975-989.

Kirova, A., **Massing, C.**, Prochner, L., & Cleghorn, A., (2016). Shaping the "Habits of mind" of diverse learners in early childhood teacher education programs through PowerPoint: An illustrative case. *Journal of Pedagogy*, 7(1), 59-78.

Martin, F., & **Pirbhai-Illich, F.** (2016). Towards decolonising teacher education: Criticality, relationality and intercultural understanding. *Journal of Intercultural Studies*, 37(4), 355-372. doi:10.1080/07256868.2016.1190697

Massing, C., Kirova, A., & Hennig, K. (2016). The role of first language facilitators in redefining parent involvement: Newcomer families' funds of knowledge in an intercultural preschool program. *Journal of Childhood Studies*, 38(2), 4-13.

Massing, C., Prochner, L., & Cleghorn, A. (2016). Educating early childhood educators in Canada: A bridging program for immigrant and refugee childcare practitioners. *Journal of Contemporary Educational Studies*, 2, 64-82.

Pirbhai-Illich, F., & Martin, F. (2015, July). Understanding hospitality and invitation as dimensions of decolonizing pedagogies when working interculturally. In P. Bamber & A. Bullivant (Eds.), *Teacher Education for Equity and Sustainability Network 2015 Conference Proceedings: From Curriculum Makers to World Shapers: Building Capacities of Educators for a Just and Sustainable World*. Liverpool Hope University, Hope Park Liverpool, UK.

Prochner, L., Cleghorn, A., Kirova, A., & **Massing, C.** (2016). *Teacher education in diverse settings: Making space for intersecting worldviews*. Dordrecht, NL: Sense.

Russell, G. L., & Chernoff, E. (2016). The transreform approach to the teaching and learning of mathematics: Re-viewing the math wars. *Far East Journal of Mathematical Education*, 1(61), 69-109.

Salm, T., Caswell, E., Storey, S. G., & Nunn, A. (2015). Chapter 6: Enhancing and extending full service community schools in Saskatchewan, Canada: Educators becoming part of the hub. In H. A. Lawson & D. van Veen (Eds.), *Developing community schools, community learning centers, extended-service schools and multi-service schools: International exemplars for practice policy and research* (pp. 149-171). New York, NY: Springer.

Salm, T. L., Johnner, R., & Luhanga, F. (2016). Determining student competency in field placements: An emerging theoretical model. *The Canadian Journal for the Scholarship of Teaching and Learning*, 7(1). http://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1263&context=cjsotl_rcacea

Sasakamoose, J., Scerbe, A., Wenaus, I., & Scandrett, A. (2016). First Nation and Métis youth perspectives of health: An indigenous qualitative inquiry. *Qualitative Inquiry*, 22(8), 636-650. doi: 10.1177/1077800416629695

Sterzuk, A., & **Fayant R.** (2016). Towards reconciliation through language planning for Indigenous languages in Canadian universities. *Current Issues in Language Planning*, 17(3-4). <http://www.tandfonline.com/doi/full/10.1080/14664208.2016.1201239>