

Education News

9-year-old Keeka McNab with his drum, attending the Boys With Braids event organized by Educational Psychology 217 students with professor JoLee Sasakamoose. The event was held to educate and support cultural knowledge and practices among First Nations people and future educators.

See Page 4



Photo Credit: Shuana Niessen

University
of Regina



Faculty of Education

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Two Faculty of Education teams (the UR STARS--Student Teachers Anti-Racist/Anti-Oppressive Society--and the Middle Years students) participated in the Annual Glen Anaquod Memorial Tipi Raising Competition in September. The Middle Years team won their heat with a time of 16:01. This event provided an opportunity for students to participate in a cultural learning experience that they will be able to pass on to their students in the future. Photo: (L-R) Middle Years team: Amanda Koback, Mike Zylak, Cat Todorovich, Megan Rilling.

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DEAN'S MESSAGE

By Dr. Jennifer Tupper



In its deep commitments to anti-oppressive education and teaching for a better world, the Faculty of Education, situated on Treaty 4 land at the University of Regina, takes seriously the Truth and Reconciliation Commission (TRC) Calls to Action, particularly those specific to education. We recognize the many ways that education has been used as a tool for assimilation of Aboriginal peoples in Canada, and indeed as a vehicle for cultural genocide. Residential schools are not only demonstrative of the failures to honour the spirit and intent of treaties and the treaty relationship, but also they are demonstrative of the power of colonialism and racism to shape national narratives and understanding. As such, the history and ongoing legacies of the Residential School experience for Aboriginal peoples in Canada must not be ignored; the Faculty of Education at the University of Regina acknowledges our shared constitutional, historical, and ethical responsibility in this respect.

As an important part of the formal structure of the Faculty of Education, the Indigenous Advisory Circle will provide recommendations and leadership regarding the TRC Calls to Action. They have already supported the work of the Faculty in teaching Residential Schools. For example, since 2014, the Faculty of Education has been the

regional facilitator of Project of Heart, an inquiry into residential schools (www.projectofheart.ca/sk). [see page 10]. This commitment continues as the Faculty actively seeks to expand this important initiative. Further, the Faculty has facilitated the 100 Years of Loss (2013) and the Witness Blanket Exhibits (2014-2015) at the University of Regina, which more than 800 school children visited; these children interacted with and learned from the Residential school experience. Many faculty and sessional instructors have integrated these exhibits into their undergraduate and graduate teaching, and will persist in finding more ways to teach meaningfully and intentionally about residential schools in Canada. Residential schools are also central to the research activities of several faculty members in Education.

TRC Call to Action 62 urges governments to make “age-appropriate curriculum on residential schools, treaties, and aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for kindergarten to Grade 12 students.” The Faculty of Education supports this call to action through its ongoing work in preparing preservice teachers for treaty education and the integration of Aboriginal content, perspectives, and teachings. Included in the Provincial mandate for treaty education is an assessment of the impact residential schools have on First Nations communities. The Faculty of Education is committed to ensuring our students are prepared to meet this outcome in their classrooms.

TRC Call to Action 10 calls for the development of culturally appropriate curricula and for respecting and honouring the treaty relationship. The Faculty of

Education is committed to building on our work in the development of culturally appropriate curriculum not only in K-12 schools but also in teacher education. Our commitment to Treaty Education and our pedagogical and scholarly leadership in this respect are intended to actively respect and honour the treaty relationship, in the past, present, and future.

TRC Call to Action 63 advocates building capacity for intercultural understanding, empathy, and mutual respect. The Faculty of Education has invited a part-time emerging elder in residence to support faculty, staff, and students in their learning and their understanding of our shared histories with Aboriginal peoples.

TRC Call to Action 63 also calls for identifying teacher-training (*sic*) needs related to Aboriginal education issues. The Faculty continues to work collaboratively with First Nations University of Canada and in partnership with the Yukon Native Teacher Education Program, the Nunavut Teacher Education Program, the Northern Teacher Education Program, and the Saskatchewan Urban Native Teacher Education Program. These collaborations/partnerships are critical in addressing Aboriginal education issues. So too are current and future efforts in undergraduate teacher education within the Faculty of Education some of which involve Education Core Studies content and objectives.

In addition to the specific TRC Calls for Action, the Faculty of Education remains committed to indigenizing curriculum, pedagogy, and spaces in teacher education and in adult education, at both the graduate and undergraduate levels. It is the hope of the Faculty that through these continued commitments reconciliation becomes possible.



Educational Psychology Class Hosts Boys with Braids

Students inspired by their professor's stories about her son's experiences with having long hair and a braid, decided to host the first Regina Boys with Braids event to promote cultural awareness and sensitivity.

By Shuana Niessen

On March 23, the first Regina "Boys with Braids" event was held, coordinated and hosted by Educational Psychology (EPSY) 217 students with professor, Dr. JoLee Sasakamoose. The event was well-attended, packed full with lively children, youth, and parents and caregivers interested in hearing and sharing Indigenous teaching on the sacredness of hair and in encouraging a sense of pride in those participating in the Indigenous cultural practice of growing and braiding one's hair.

Cadmus Delorme (Future 40 winner) mc'd the event, using humour to create a comfortable and safe place for people to share their stories and struggles with reviving pride in their children's identity as Indigenous peoples. Emerging elder in residence, Joseph Naytowhow, offered his own story about growing his hair. He also drummed and sang to welcome the group.

Dion Tootoosis, from the Saskatchewan Indian Cultural Centre, was the key speaker. He taught about the sacredness of hair, and the importance of including children in ceremony. Tootoosis called the revival of Indigenous practices and ceremonies an "Indigenous Renaissance." Regarding moving forward, Tootoosis said, "The past happened. Nothing can be done about it. We have a broken relationship....We can't continue to work in isolation, but must work together."

Speaking directly to those with braids in the room, Tootoosis said, "You are a living symbol of resistance against an oppressive system that has been trying to kill you since before you were born." In response, the audience applauded. Tootoosis continued, "Yet we remain...our languages remain, we are still here."

To parents, he instructed, "Don't teach your children to hate...Dilute hate at every opportunity...Fight for your child's identity and integrity."

Some EPSY 217 students who participated in organizing the event offered the following comments regarding its significance:

To me the significance of the Boys With Braids event was to empower and educate. We need to let young men know that wearing braids is OK, and embodies something culturally significant. It is important to share the message of significance, as cultural traditions, especially amongst First Nations people, are fading away. Cultural traditions can assist in providing an identity to a person, and the loss of such a sacred tradition would be heartbreaking. Many young men may lose their way and not become the person they were meant to be.

For educators, these events are important to understand the culture. By understanding the culture, teachers can do their part in ensuring students with braids, or even those that practice other cultural traditions, are provided a safe learning experience, free from prejudice. Teachers need to provide opportunities for students to explore these traditions, to embrace their heritage, and to feel comfortable in doing so. By providing cultural learning opportunities students feel welcomed into their learning communities and develop strong bonds with learning that lasts for a lifetime.
~David Brown



Our instructor, JoLee Sasaskamoose, shared stories with us regarding her own son. When she would braid her son's hair, she would hear him say things such as, "Can I just be a boy today?" and on numerous occasions people in public would assume her son was a girl. The reason behind the braid lies in the culture connected to it. Indigenous communities are reconnecting with their culture and ways of knowing following a history of oppression and assimilation. We decided to host the event to bring awareness and take another step forwards in regards to reconciliation. As future educators, we aim to indigenize and decolonize education as a means of reconciling relationships.

I was overwhelmed by the interest and willingness to share stories and knowledge. There were so many amazing speakers and people sharing their experiences as way of connecting and bringing awareness. The children, who are most affected by Canada's colonized past, just want to feel accepted and belong regardless of cultural differences. ~Marissa Livingstone



I was honoured to be a part of the hosting committee for Regina's first Boys with Braids event. Throughout the semester, JoLee Sasakamoose has provided our group several important teachings about the First Nations' culture. This event was significant because it provided cultural teachings to ensure that First Nations' boys understood why they grow their hair and that we, as future educators, are educated to effectively teach and build relationships with our First Nations' students. Through hosting events such as Boys with Braids, we are working

together to reinstate their culture as well as their confidence in practicing the culture they are relearning.

Not only did I gain a better understanding of their culture, but also I was able to meet strong male role models whom I can invite to my classroom to continue sharing cultural knowledge with all the students in my room. From my experience in the Faculty of Education, I have realized it is vital that we future educators become involved in creating the opportunities for First Nations' students and families to relearn their culture. ~Jasmine Kuntz



Boys with Braids was a fantastic event that I was proud to be a small part of. I was fortunate enough to work with an amazing colleague and friend, David Brown, to build a teachers' package that validates the relevance of the event in classrooms. (see: <https://boyswithbraids.wordpress.com/>) I was happy to assume the role of Joseph Naytowhow's *oskâpêwis* and to help bless the food for the event... It was a powerful event and a reminder of why treaty education is so important. It motivated me to be the type of educator that makes every student proud of who they are. We [in Saskatchewan] are all treaty people and treaty education is relevant to every citizen of this country. My hope is that we can continue to chip away at the time we have lost and to help revitalize indigenous culture. We owe it to the past, we owe it to the present, and we owe it to the smiling faces of the children that make up the future. If history aimed to "kill the Indian in the child" than I hope the future offers a rebirth for the original occupants of our land. ~Michael Schienbein



Dr. JoLee Sasakamoose (Organizer) and Cadmus Delorme (MC) at Boys with Braids



Cadmus Delorme and Joseph Naytowhow



Some of the EPSY 217 student organizers of the event.



Grad student Russell Paskimen drummed and sang a song with his children



Boys with braids pose for a photo



Student David Brown shares his appreciation of the stories and teaching shared.

RECOGNITION OF ACHIEVEMENT

GOVERNOR GENERAL'S HISTORY AWARD FOR EXCELLENCE IN TEACHING

By Shuana Niessen



Photo: At the Canada's History Awards in Ottawa. (L-R) His Excellency the Right Honourable David Johnston, Governor General of Canada, presented the Governor General's History Award for Excellence in Teaching to Kim Sadowsky. When receiving the award this fall in Ottawa, Kim dedicated the award to the reconciliation of Treaty relationships in Canada.

Photo Credit: MCol Vincent Carboneau, Rideau Hall, © OSGG, 2015

In October 2015, Kim Sadowsky, a teacher at Thom Collegiate and a Master's of Education (Curriculum & Instruction) student in the Faculty of Education, University of Regina, was announced one of six winners of the 2015 Governor General's History Award for Excellence in Teaching.

Recipients of this award are celebrated for their achievements in teaching Canadian history. Kim's success is due to the design of her Native Studies class, which explores the question, "Who is a Treaty Person?" The class re-enacts Canadian history throughout the semester in a simulation.

The following is Kim's description of the course:

"In Native Studies 10/30, students embark on a Treaty simulation that lasts the entire semester and takes them through an intricate role-play where students become the Indigenous peoples of Treaty #4 territory in what is now Saskatchewan. It is a living simulation where each day the students are playing out key events in Canada's history and drawing their own conclusions about how the events of the past have influenced their place in Canada today as Treaty people. Their course goal is to create an inquiry-based or social-action project

that demonstrates their knowledge of Canada's Treaty relationships and encourages others to acknowledge that 'We Are All Treaty People' and as such have a responsibility in understanding and acknowledging our shared history of this land.

The semester begins with one simple question: "Who is a Treaty person?" From this question, our entire course unravels as students relive Canadian history from both an Indigenous and non-Indigenous perspective. The goal of the course is for students to begin to act on their understanding that being a Treaty person carries a massive responsibility in working towards decolonizing and reconciling Treaty relationships.

Students and even the teacher play the role of either the Indigenous peoples or the Government of Canada as they take part in the simulation. They begin with Treaty negotiations as the classroom is transformed into a historical time warp. Eventually, students are assigned reserves (certain areas of the classroom) in which they are to live. The Residential school, offices of the Indian Agents, and the Prime Ministers headquarters are also assigned locations in the classroom.

Throughout the semester, students experience day-to-day scenarios in which history is played out: Everything from the Indian Act, to attending residential school or being forced to leave their reserve because of Enfranchisement is re-enacted. Later in the semester, they visit ideas of revitalization and resource development on reserve, truth and reconciliation, and current events from society and politics.

Nearing the end of the course when the residential school is closed, students discuss the contemporary effects of inter-generational traumas and current social issues that have resulted from Canadian history. They explore their own family roots and stories, acknowledging their identities within this history. Students piece together how the past has impacted their understanding of the present, and as a result, they create hopeful healing and possibilities for the future. They acknowledge and celebrate the success and contributions of Canada's Indigenous peoples to the building of Canada and society today.

During the simulation students gain knowledge and empathy as they navigate thru Canadian history and critically develop the skills to investigate the perspectives of various decisions that were made by the Canadian government and Indigenous people.

As much as possible, the content of the course is delivered in the oral tradition to honour Indigenous ways of knowing. Primary sources are used as much as possible if there are to be written documents. The students have access to elders, residential school survivors, local authors, politicians, and familial stories to really make this history live.

Students are connecting with material that makes it real and meaningful. It is one thing to learn about decolonizing from books... it is quite another thing to live it. That is what the simulation attempts to do.

The students' final project is to create and show an exhibition of their learning. The outcome is to demonstrate their understanding of

how Treaty relationships throughout Canadian history have shaped Canada today as well as acknowledge their roles as Treaty people. Whether class project or an individual work of art, writing, dance, or music, the results have been extraordinary. Not only have the students displayed internalization of knowledge, but also, as an educator, I have learned so much about Canadian history as a result of this simulation. The students have humbled me with their ability to become so completely passionate about history, moving learning far beyond the walls of the classroom!"

Kim graduated from the U of R, with a B.Ed. degree in 2001, with a major in Social Studies, and minor in Physical Education. In the program at that time, Kim says her experience was that, "the conversation around the impacts of colonization and Treaty relationships were totally absent." She views this absence as reflecting a "systemic amnesia" that has existed in our society in regards to our shared history and the overall resistance to learning about it. What she is now learning about Indigenous history, along with her students, allows her, "to see that there were complete chapters in our shared history that had been left out." Thus, when a colleague, David Benjoe, who was leaving Thom after paving the way for the Native Studies course, said to Kim, "You need to teach this course," Kim felt unqualified. She says, "I was terrified. I knew nothing about Native Studies...and I was not Indigenous." However, with David's encouragement to "just be honest, respectful, kind and funny," Kim agreed to teach the course.

With guidance from David and others, Kim found that being non-Indigenous opened up spaces for learning where students were the knowledge keepers in the classroom, not her. This allowed for opportunities to connect with families and community, moving learning beyond the classroom walls. In fact, she has since understood how important her role as a non-Indigenous person is in decolonizing her classroom through these learnings.

"To have been teaching for 15 years and to only now connect the dots of colonization, especially as a Social Studies/History teacher...It is shameful," says Kim. This regret has been the driving force behind her course and how she teaches it.

Kim is passionate about "addressing the gaps that exist within our system when it comes to education and whose history is being taught and whose is being left out," because she believes it "is integral when moving forward."

As a M.Ed. student "surrounded by some pretty phenomenal professors at both the First Nations University and the University of Regina," Kim is able to see that the Faculty of Education is also moving forward and addressing the gaps. She says, "The education program has changed a lot since I went through it. The U of R today is a different place and is engaging in authentic learning opportunities for future educators in a deeper understanding of the impacts of colonization and Treaty relationships and how this impacts the way we teach. The need to decolonize is now prevalent in the Education Faculty and gives much hope."

Kim recognizes the importance and central role education has in the process of reconciliation and the hope

of rebuilding the relationships between Indigenous and non-Indigenous peoples. "We must realize that education had a key role in creating a legacy of hurt, pain, fear, racism, and so on, and as educators we have a massive responsibility in contributing to the healing process through education," she says.

Unlearning colonized history and decolonizing relationships involves not only the content that is taught but also how the content is taught. Kim says, "I cannot stress enough, the importance of teaching Indigenous and non-Indigenous people from an Indigenous perspective. Many of these stories, events and accounts of Canadian history have been completely left out. By digging deeper and challenging uncomfortable learning students are able to recognize circumstances, events and key moments in Canadian history where we have struggled together as Treaty people."

Kim's passion has ignited the interest of others at Thom Collegiate. This fall, over 25 classes from a variety of subject areas took part in the "Building Our Home Fire" project, which explored the legacy of the residential school system. Participating students and teachers found it to be "an incredible experience."



As part of the Building Our Home Fire project, students created commemorative tokens which are exhibited in the hallway at Thom Collegiate

RECOGNITION OF ACHIEVEMENT

GLOBAL CITIZEN AWARD

Photo Credit: Jessican Lena Photography



Dr. Cindy Hanson, Associate Professor in Adult Education at the Faculty of Education, is a recipient of the 2016 Global Citizen Award given annually by the Saskatchewan Council for International Cooperation.

The award recognizes Saskatchewan people who make significant contributions to international development, cooperation, peace and justice. The other recipients of the award are Pete Klaus Gruber, Trudi Gunia and Armella Sontagg.

In announcing the award recipients, the Council said, "Cindy Hanson comes from rural, working class Saskatchewan roots. Inspired by family connections to co-operatives and community involvement, she embraced a lifelong commitment to activism."

When asked what global citizenship means to her, Hanson said; "Global citizenship is multi-faceted: taking care of each other, sharing with each other, and being mindful of the natural world. It also means that I have a responsibility to others and to the world around me to be the best activist, mother, educator, and friend I can be, in my work for a just, peaceful and sustainable world."

In the 1980's, Hanson was involved in Latin American solidarity work and feminism. Her activism has extended into Indigenous rights (see link below).

Hanson has taught Native Studies, worked at the House of Commons and with several women's organizations. She's taught at post secondary institutions and contributed to dozens of international development projects, primarily as a gender, training and education advisor.

Her work spans four continents and 20 countries. At the University of Regina, her funded research includes work on intergenerational learning in Indigenous communities in Saskatchewan and South America, gender and labour education. Her academic and research interests continue to support global learning.

"Dr. Hanson, through her research, teaching and scholarship, lives her commitment to justice and activism," says Dr. Jennifer Tupper, Dean of the Faculty of Education.

Recently, Hanson co-authored the book "Weaving Stories Between Generations" with Heather Fox Griffith and Romina Bedogni (U of R, Faculty of Education doctoral candidates). The work is the result of their research focussing on Mapuche women in Southern Chile.

Hanson was presented with the Global Citizen Award February 9 in Regina. In the past 25 years, more than 100 people and organizations have received the award, including many with connections to the University of Regina.

*From University of Regina, Feature Stories
By Costa Maragos*

To read the online Q & A with Dr. Hanson and other recipients, visit <http://earthbeat.sk.ca/2016/02/08/q-a-with-the-2016-global-citizen-award-winners/>



Dr. Cindy Hanson (R) holding the Global Citizen Award with doctoral candidate Heather Fox Griffith, who nominated Hanson for the award along with Dr. Sharon Wright (not pictured).

Photo courtesy of Jessica Lena Photography

PEACE BUILDER AWARD



Photo credit: Dr. Vianne Timmons

Shauneen Pete receiving the Peace Builder Award at the Intercultural Dialogue Institute's 4th Annual Friendship Dinner on March 15, 2016.

Dr. Shauneen Pete, Associate Professor in the Faculty of Education, and Indigenization Lead for the University of Regina, was honoured as the recipient of the 2016 Peace Builder Award presented on March 15 by the Regina Intercultural Dialogue Institute at its 4th Annual Friendship Dinner.

Shauneen's advocacy for indigenization, reconciliation, and Aboriginal education were acknowledged as critical to educating generations of peace builders. She spoke eloquently about our shared responsibilities to live out the TRC Calls to Action, to be in ethical relation with Indigenous peoples of this land, and to work collectively toward a better future.

INAUGURAL INDIGENOUS SCHOLAR AT NIPISSING UNIVERSITY

Dr. Shauneen Pete, Executive Lead: Indigenization at the University of Regina and an Associate Professor in the Faculty of Education was the inaugural Indigenous Scholar in Residence at Nipissing University from January 25-29, 2016.

"It was an honour for me to be asked to be the inaugural Indigenous scholar at Nipissing and to be able to meet with the students, faculty and staff who are engaged in Indigenization within their university community," says Pete. "In addition to participating in a variety of events, workshops and discussions, I was delighted to be able to deliver the keynote address for Nipissing's Centre for Interdisciplinary Collaboration in Arts and Sciences."

Titled, *Unraveling Community in Indigenous Community-University Research Collaborations*, Pete's address identified Indigenous communities as complex places with often integrated and complicated social justice issues. Pete emphasized that these communities can provide researchers new opportunities for relationship building and the possibility for innovative research collaborations by addressing the questions: Where do we begin? How

do we initiate culturally respectful relationships? What are our roles as university researchers?

"I was also thrilled to join former U of R colleague Dr. Spy Dénomé-Welch, Graduate and Undergraduate Studies in Education at Brock University, earlier this month to speak about the need to create and nurture pedagogically responsive and inclusive spaces for Indigenous knowledge systems," says Pete.

"We provided two lectures as part of Brock's Distinguished Speaker series. The first was with 250 undergraduate Education students at the Hamilton Campus, which was also live-streamed to the St. Catharines campus. The second was in the evening with a diverse group of faculty, staff and graduate students.

"These opportunities speak to the growing interest in the Indigenization of higher education across the country and the University of Regina's leadership in this area."

*From University of Regina, Feature Stories
By Everett Dorma*

DISRUPTED STUDIES: A TEACHER-RESEARCHER



Typically, our Teacher-Researcher story features teachers who have completed their M.Ed. programs, having successfully defended their theses. However, one of the realities of educational journeys, especially for adult learners, is that they are often disrupted by life and circumstance. The following is an interview with Ottawa teacher and U of R grad student, Sylvia Smith, whose academic journey has been disrupted mostly because of a grad student project that has been taken up nationally: the Project of Heart. In fact, Smith won the Governor General's History Award for Excellence in Teaching in 2011 because of this project.

1. Why did you choose to do your graduate degree at the Faculty of Education, University of Regina? (especially given your location in Ottawa.)

At the time, my mom and dad were still alive and I had family in Saskatchewan. My family went there every summer to visit. Since I was a teacher and had summers off, it seemed like a fruitful way to combine my interest in graduate work as well as to keep the family connection going.

2. How would you describe your experience as a student at the U of R?

I have had nothing but GREAT experiences as a student at the U of R! Our second daughter was quite young and needed childcare when I started my course work in 2007, and we were able to enrol her in the summer programs that were held

right at the University...in the gym in fact! So it was a very stress-free endeavour! We (myself, my partner and daughter) stayed in the residence there, had the childcare taken care of, and I was free to attend my courses!

3. While studying with us, you developed the Project of Heart. Briefly outline what a Project of Heart looks like.

Initially Project of Heart (POH) had five distinct parts, and now it has six. Part 1 dealt with learning about the Indian Residential Schools (IRS), why they were created, how many there were, what the conditions were like for the students, and so on. Because there were virtually no resources for teaching about the IRS at the time, materials donated by Legacy of Hope (LOH) filled the kits. With respect to the loss of life and deaths due to the IRS, I relied on primary source documents that I got from visiting Library and Archives Canada. The primary source documents were ways for the students to see that these children actually existed and that they never stopped resisting attempts to make their lives better, even if it meant fleeing the schools and many of them, dying while trying. These primary source documents brought the horrors of so many of these schools to life!

Part 2 is where the students choose a particular Indian Residential School and then learn something about the Nation on whose land that School stood, and their contributions to Canadian society. The facilitator or teacher can proceed with doing this part in whatever way that best meets the learners' needs. Often, it is the first time that students find out the name of the Original Peoples of the territory that they're living on. What students find out after doing this part, is that no matter how hard the Canadian Government tried to "kill the Indian within the child," they were not successful. Students are able to see—and feel—that Indigenous peoples and their cultures must be incredibly resilient to have survived an onslaught that started 500 years ago and continues to this day.

Part 3 is the first gesture of reconciliation. It is the part where

students take what information they've gleaned from doing Parts 1 and 2, and use their skill/talent at communicating, through art, their feelings. They may feel sadness, anger, or they may not even know how to feel. They may feel hope, especially after finding out that Indigenous people are not a dying race—that there are many who are devoted to rebuilding their communities and relearning their languages...and know that there is a place for them in today's society. But whatever it is they are feeling, they communicate it through art. They decorate a small wooden tile, each tile symbolically representative of the life of one child who died. This child's memory is brought back to life.

Part 4 is where an Indian Residential School survivor (or a cultural worker or an IRS intergenerational survivor, or an Elder) comes to the school (or church or business) and answers questions, gives a teaching, or just talks to the students about life. Normally, if it's a survivor, she will answer questions from the group. This is where the lived experiential knowledge is transmitted to the learners.

Part 5 is the social justice piece, the second gesture of reconciliation where settlers who are doing this project, "walk the talk." This part is missing from most government promises. Our Canadian Government, under the leadership of Mr. Harper, said we were sorry. But we didn't mean it, because there were NO actions undertaken that would prove that we (as a country) were sorry. Project of Heart provides a way for its learners to truly enact our citizenship responsibilities, putting empathy into action, in a respectful way. (We want to build trust. We want to walk with, not over, Aboriginal people.) It demonstrates to Indigenous people that non-Aboriginals are prepared to act in support of their resistance struggles, whether it be for justice for the horrific number of Indigenous women and girls who have gone missing or murdered, or the over-the-top numbers of Aboriginal kids who are in state care through various ministries of child and social services.

Part 6 is a relatively recent addition. It was instituted after the TRC National Event in Saskatchewan while under the

HER SUCCESS STORY

care of Charlene Bearhead. One of the teachers in Saskatoon Catholic Board, Lynette Brossart, and her students, who had completed Project of Heart, were invited to come to the National Event. Lynette was very concerned to find out that there were IRS Survivors there who had never heard of Project of Heart and felt the need to do something about it. She came up with the idea of the learner groups making cards for the survivors. With this step, when there are events that Survivors are attending, they could be given a card with one Project of Heart tile attached to it, that would let them know that the learners cared about them, and that they were learning about their situation so that this would never happen again. It worked! Project of Heart had now come full circle.

4. What were the circumstances that led you to develop the Project of Heart?

There were a few 'circumstances' that led to the development of the project, but the easiest to explain is the fact that I couldn't justify to my Grade 10 students why such a major part of our history was invisible. Young people will challenge their teachers if something doesn't make sense, and in the only mandatory history course there is in Ontario high schools (contemporary Canadian History), there was a huge, absolutely gaping void. When a particularly inquiring student, Andrea, was finding evidence in her research that was creating a cognitive dissonance for her (it was the number of students that had perished while at the schools) she would not give up trying to figure out why this egregious part of history was so neglected. I had no choice but to be gently led by her curiosity, fast-becoming-anger. Our textbook dedicated two paragraphs (63 words) to the IRS era. Andrea couldn't believe it, and I couldn't either. So between her righteous anger and my integrity on the line as a history teacher, we decided that if the textbook couldn't tell us the truth, we would find it and learn it on our own! And not only that, but also we'd help others whom we knew were as ignorant, maybe even more-so, than we were! So Andrea got to work, continuing her research and at the same time, building contacts in both

the Aboriginal and settler community that could help her and her classmates make sense of their past. They all felt betrayed. They had grown up proud to be Canadian, and now that identity was being challenged in a major way.

In a nutshell, there were a lot of relationships made, guest speakers invited, (IRS survivors in the community), and activists who supported the students in this educational endeavour right from the start. The students did what was within their capability to do (write proposals so we could get some money to buy the wooden tiles, and pay honouraria for Aboriginal guests to come and talk to us) and I did my part. Project of Heart began with the first ceremony to honour the children who had died.

This is where the U of R comes into the story: While the students were busy making poster boards, learning, and going class-to-class to invite students in other rooms to participate in their teach-ins and guest speakers, I was taking Dr. Spooner's Social Justice course. I Skyped into the evening class once per week from Ottawa (I was the box-head that spoke through a TV)!

The first Truth and Reconciliation Commission had been struck, and there was a call for proposals to do "Commemorative Projects." I thought, "Why not? Let's do what we're doing in the class already, and just formalize it?" I decided to ask permission to do a Project of Heart proposal in place of the essay assignment for the class: putting what we were doing, and the purpose for what we were doing on paper was the only thing that was missing. Articulating the project would allow other groups to join the effort.

Dr. Spooner accepted the proposal as my project, and Project of Heart became formalized: It was envisioned, and its parts fully explained. Supporters came through to help us build the teaching module. The Canadian Union of Postal Workers supplied all the boxes, free of charge. The Legacy of Hope Foundation gifted us with thousands of dollars worth of resources with which we would fill the kits. I would purchase the small tiles and fill the kit with a pre-arranged number. And perhaps the

most important thing—cost—I wanted potential users to know that they could experience this transformative learning, for less than the cost of textbook. The only caveat was that their heart had to be in it, and they had to be willing to engage the Indigenous community. Project of Heart would only work if it was centered on Indigenous people and their experiences.

So, it is these resources that I sent out to any learner group who wanted them. It was truly a labour of love. My partner created the website (www.projectofheart.ca) where groups who do the project could upload pictures and a report on their experiences doing Project of Heart. This part was essential because as schools and other learner groups reported on their experiences, they gave ideas and inspiration to other groups. I insured that facilitator directions were packed in the boxes and that an inventory of what was included in the kit was included.

5. Has the POH made it difficult for you to finish your M.Ed. studies?

Yes, doing POH has made it difficult to finish my M.Ed. I started my thesis work in 2011. I was interested in finding out what teachers' perceptions were of doing Project of Heart. I had done all the interviews and when the tough work began, we had an illness in the family and I too became very over-stressed. My work suffered. And the longer one leaves the work, the more difficult it is to come back to it. I'm also older, and don't have as much energy as I used to have. But I am trying to complete it before next spring. In the interim, the landscape has changed so much. When I'd started, materials on Indian Residential Schools were almost nil. Now there are lots! And POH has grown exponentially! So what was supposed to be "snapshot in time" has now become much more, and figuring out how it's all going to come together is challenging.



Photo courtesy of Jane Brundige and Brooke Alexander

AN INTERVIEW WITH ALUMNA STEFFANY SALLOUM



Alumna Steffany Salloum, Public Engagement Program Officer for the Saskatchewan Council for International Cooperation (SCIC).

As is demonstrated in Steffany Salloum's story, the B.Ed. degree offers possibilities for a variety of careers. Assignments engaged in and relationships formed while a student can help shape future directions.

Steffany Salloum (B.Ed. '07, Secondary Education–English Major and Social Studies Minor) is currently the Public Engagement Program Officer for the Saskatchewan Council for International Cooperation (SCIC). Last summer, Steffany coordinated a Global Citizen Youth Leadership (GCYL) Program and involved some of her U of R connections for preparing youth from 8 Saskatchewan schools for their educational experience. Steffany also designed current research that is reviewing Global Citizenship Education in Saskatchewan schools. The following is an interview with Steffany about her experience as a student in the Faculty of Education, and how her Education degree equipped her for the work she is now doing.

What was a highlight for you while a student here?

There was a moment in my 4th year, after my internship, when I understood what it meant to build a learning program from scratch. I realized that it was a highly intentional series of decisions and planning, where all the learning that took place from year to year would build on the previous years to make my holistic learning

experience possible. It was clear that the Faculty of Education had hired some exceptional staff and had decided on a strategic direction that would directly influence my passion for activism and for making the world a better place.

In what ways did the Faculty of Education contribute to your personal/professional development?

Throughout the 4-year program it was clear that the Faculty of Education valued instilling the skills associated with becoming a reflective practitioner and life-long learner. If it were not for my Education Professional Studies (EPS) courses [now called Education Core Studies] and professors I would not have learned the importance of educating for critical consciousness. The skills I learned were fundamental in my personal and professional growth then and now. By critically engaging in my own experience and ways of knowing, I was better able to connect with my teacher identity and personal goals.

In your current position, you are involved in coordinating an intercultural education program for youth: Briefly describe the work you do and how your education at the U of R equipped you for such a role?

In my position as Public Engagement Program Officer for the Saskatchewan Council for International Cooperation I designed an educational solidarity trip called Global Citizen Youth Leadership (GCYL) Program. The GCYL Program took 8 Saskatchewan high school youth to El Salvador during the 2015 summer to learn about international development. The GCYL program was a unique, short-term, immersive, international experiential learning opportunity for global-minded Saskatchewan youth. Participants explored concepts of solidarity, sustainable development, and equality through three components: pre-tour education, international travel to an SCIC member project, and post-tour debriefing and public engagement work.

During the pre-tour orientation, which laid the foundation of the intercultural education program, we had three facilitators from the U of R Campus:

- Dr. Michael Cappello facilitated workshops on anti-oppression, racism, and identity;
- Leo Keiser of the UR Pride Centre facilitated workshops on LGBTQ, gender and sexuality to prepare students for visiting projects supporting HIV/AIDS patients and gender work;
- Lee Prosper with the Aboriginal Students Centre facilitated the "Blanket Exercise" workshop, a resource developed by SCIC member KAIROS to teach about the impacts of colonization and residential schools in Canada.

I would not have been able to develop the GCYL Program without the foundational skills, values, and knowledge that I gained from attending courses provided by the U of R Faculty of Education. Specifically, I learned how to design a course by paying particular attention to ensuring the content and teaching method is inclusive of regional backgrounds and diverse learning needs. Special consideration was made to ensure that the youth were supported through the entirety of their learning experience from pre-orientation readings to the post-trip speaking tour. I understand that some of the best learning takes place when you are completely immersed or place-based; there are hands-on activities, and the structure of the learning is based on building relationships and understandings across cultures and language barriers.

What was the highlight for you in this work?

The highlight for me in doing this work is being able to observe the transformational change in the youth from the beginning of the program to the end. It is rewarding to participate in the learning experience with the youth because I am able to answer or pose questions that help them think more critically and relate their experiences to our context in Saskatchewan. It is my passion to guide people on a questioning path to learn about and understand the world around them.

"I was thrilled to help out. It's exciting any time you get a chance to work with youth. They were enthusiastic and willing to learn; in fact, I was surprised at their eagerness for the kind of education we were offering." ~Dr. Michael Cappello

What experiences in particular developed your passion for anti-oppressive global citizenship education?

As a middle-class woman from Lebanese, Hungarian, and Norwegian descent, I experienced racism and sexism growing up in Regina, Saskatchewan in the mid-1980's and 1990's. I experienced a significant amount of shame in my identity that I did not have the knowledge or skills to confront at that time. These experiences in being treated differently than my peers provoked me to ask hard questions that I would not find answers to until university. I have always had a very inquiring mind especially in considering why things are the way that they are, how people think, and how we come to know or understand our place in the world. It is a natural progression to becoming an anti-racist, anti-oppressive educator and life-long learner.

You are currently part of a U of R/SCIC research team that is reviewing Global Citizenship Education in Saskatchewan schools? What have you learned through this research? Describe your role in this research.

It is my role to consider ways SCIC can best support educators who teach Global Citizenship Education in the province. In order to assess this, I needed to learn more about the current understandings of GCE and where there are gaps in knowledge and resources. I designed the research study *A Review of Global Citizenship Education in Saskatchewan Schools*.

The SCIC, with funding from the University of Regina's Community Research Unit, has completed Phase 1 of a research study entitled *A Review of Global Citizenship Education in Saskatchewan Schools*. The intent of this study was to find the current situation of Global Citizenship Education (GCE) in Saskatchewan schools and compare it to a 1988 study of Global Education done by SCIC.

Preliminary results of Phase 1 suggest that Saskatchewan educators, while teaching many of the concepts of GCE, do not use the term. Likewise, provincial curriculum emphasizes the goals of GCE, without terming it as such. While

Global Education continues to be the predominant term that educators and the Ministry of Education use in areas related to GCE, the goals of GCE are being taught by individual teachers who are interested in the topics. However, more needs to be done to support Saskatchewan educators with GCE resources, training, and formal education.

The 1988 SCIC study showed a variety of teachers' responses about global citizenship education and what they needed to teach it in the provincial schools. The main responses were: more quality resources, specialized workshops, university training, and a speakers' bureau. In 2015, those same needs have not changed substantially. SCIC will continue to build on the preliminary results found to date in Phase 2 of this study.

See Phase 1 findings here: <http://earthbeat.sk.ca/for-educators-and-youth/research-on-global-citizenship-education/>

What are your future educational/professional goals?

I have recently been accepted to complete a Master's of Education in Curriculum and Instruction at the University of Regina. It is my desire to continue creating and participating in anti-racist, anti-oppressive teacher or student-centered educational opportunities in Saskatchewan. I aspire to be a leader in innovative and anti-oppressive undergraduate and graduate research, scholarship, teaching, learning and service.

What is your vision for Anti-Racist, Anti-Oppressive Global Citizenship Education in Saskatchewan?

I imagine that Saskatchewan's educational institutions champion approaches to teaching and learning that are based on anti-racist, anti-oppressive global citizenship education. The following excerpt is taken from a publication from the education sector at UNESCO and it resonates with how I understand the future of global citizenship education in Saskatchewan. The publication is called *Global Citizenship Education: Preparing Learners for the Challenges of the Twenty-first Century*.

"In an increasingly interconnected and interdependent world, there is a need for transformative pedagogy that enables learners to resolve persistent challenges related to sustainable development and peace that concern all humanity. These include conflict, poverty, climate change, energy security, unequal population distribution, and all forms of inequality and injustice which highlight the need for cooperation and collaboration among countries which goes beyond their land, air, and water boundaries. In a globalized world, education is putting more emphasis on equipping individuals from an early age, and throughout life, with the knowledge, skills, attitudes and behaviours they need to be informed, engaged and empathetic citizens. And with increasing interconnectedness, for example through information and communication technologies (ICTs) and social media, the opportunities for collaboration, cooperation, shared learning and collective responses are increasing."

I believe that it is a responsibility of educators to understand, identify, and address individual and systematic forms of oppression based on race, gender, sexuality, socio-economic status, religion, age, disability, and other socially constructed categories.

Through SCIC, I hope to create opportunities to introduce educators to select theories, and practical resources and tools that will widen their understanding of the global citizenship education and international development issues, while at the same time enable teachers to critically and productively interact with both their immediate and global educational and social development environments.



Dr. Michael Cappello (pointing) with members of the Youth Global Leadership Team.



#TreatyEdCamp participants experience the Blanket Exercise

The first #TreatyEdCamp was held November 7, at the Faculty of Education, University of Regina. #TreatyEdCamp is free professional development by teachers for teachers focused on Treaty Education. Over 200 teachers and preservice teachers participated in four concurrent sessions, which were led by both teachers and preservice teachers. There were many student volunteers helping out, contributing to the success of the event.

The day began with a welcome and acknowledgement of Treaty 4 territory by UR S.T.A.R.S. (Student Teachers Anti-Racist/Anti-Oppressive Society) organizers: Katia Hildebrandt, Meagan

Dobson, Raquel Bellefleur, and Michael Cappello. After receiving a gift of tobacco, Elder Noel Starblanket offered the opening prayer and Michael Desjarlais performed with song and drum. Dean Jennifer Tupper also welcomed the group, taking a group photo to tweet out using the hashtag #treatyedcamp, where participants were posting responsively throughout the day. Then the group split into five groups: A female pipe ceremony was held in the Teaching Preparation Centre, and four concurrent Blanket Exercises were offered to participants not attending the pipe ceremony. The Blanket Exercise is a powerful demonstration of the effects of historical Canadian events/policies



on Aboriginal peoples (for instance, the Treaties, the Indian Act, Indian Residential Schools and the Sixties Scoop). You can learn more about the blanket exercise at <http://kairosblanketexercise.org/about/>

Following the pipe ceremony and Blanket Exercises, participants attended their choice of presentations in four concurrent sessions. A list of presenters and resources can be found online at: www.bitly.com/treatyed

MLA and NDP Deputy Leader Trent Wotherspoon recognized the #TreatyEdCamp in the legislature on November 19. The following is the transcript from the sitting:

On November 4th, the U of R [University of Regina] hosted a progressive and impressive learning opportunity for teachers here in Saskatchewan. The Treaty Edcamp was a professional development event organized by the U of R chapter of the Student Teachers Anti-Racist/Anti-Oppressive Society with the support of the Faculty of Education and Dean, Dr. Jennifer Tupper. We know how important treaty education is for our province. Every acre is covered by treaty and every resident is party to the treaty.

There were more than 30 presenters leading the discussions about how to incorporate treaty education into classrooms, creating a rich learning opportunity. Also impressive were the 250 teachers and students from across Saskatchewan that came to Regina to attend the camp on their own time on a Saturday. Some sessions focused on how to incorporate the treaties into math and science; others focused on strategies for talking about dark parts of our history with young students—all important topics for reconciliation in our province.

And so I ask all members to join me in thanking Meagan Dobson, Katia Hildebrandt, Raquel Bellefleur for their work in organizing this conference and in recognizing the important work being done by students, teachers, elders, professors, educators, and administrators across our province to ensure that every student in Saskatchewan learns how important treaties have been in shaping Saskatchewan's past and the fundamental role they must play in our province's future if Saskatchewan is going to reach its full potential. We are, after all, all treaty people. Thank you, Mr. Speaker."

NEW AFTER-DEGREE PARTNERSHIP WITH YUKON NATIVE TEACHER EDUCATION PROGRAM



Photo Above (L-R): Back row: Xia Ji (Fac of Ed), Shauneen Pete (Fac of Ed/Indigenization), Tina Jules (YNTEP), Janice Thompson (SUNTEP), Kristina Lee (Fac of Ed), Wendy Campbell (Fac of Ed), Russell Fayant (SUNTEP), Mark Connell (YNTEP); Front row: Carol Shi (Fac of Ed), Nicole Glas (Fac of Ed), January Hutchison (Fac of Ed), Rechel Leonard (Fac of Ed), Dean Jennifer Tupper (Fac of Ed), Tamela Friesen (Fac of Ed), and Val Mulholland (Fac of Ed).

From November 23 to 27, Yukon Native Teacher Education Program (YNTEP) representatives, Tina Jules (Coordinator/Faculty Advisor) and Mark Connell (YNTEP Faculty Advisor), visited the University of Regina campus to discuss plans for renewed education programming and a new community-based Elementary Education After Degree Program (BEAD) offered in partnership with the University of Regina.

Mark and Tina met with Dr. Val Mulholland (Associate Dean, Student Services and Undergraduate Programs, Faculty of Education) and Student Program Centre (SPC) staff, Nicole Glas (SPC Manager), Carol Shi (Assistant to the Associate Dean), and Wendy Campbell (Program Assistant-TEP Programs/ Timetable); Dean Jennifer Tupper; Dr. Shauneen Pete (Executive Lead, Indigenization); and Dr. Xia Ji (Director of Field Experiences and Professional Development) as well as Saskatchewan Urban Native Teacher Education Program (SUNTEP) Janice Thompson (Coordinator), to iron out details for the new and renewed programs.

With a full schedule, Tina and Mark also met with Dr. Angelina Weenie (First Nations University), Dr. Michael Cappello (ECS Courses), and attended the JFEC. (Joint Field Experience Committee) comprised of stakeholders, including southern SK school divisions, Ministry,

SUNTEP, STF, Saskatchewan Professional Teachers Regulatory Board, and the Faculty of Education. JFEC meets semi-annually to review and to consult on policy governing field experiences in teacher education.

Jules and Connell also visited the Métis settlement at Lebret with SUNTEP faculty Russell Fayant, Janice Thompson, and Knowledge Keeper Irma Taylor, and consequently revised one of their field courses based on the visit that day. The group also enjoyed the screening of the film, *The Pass System*, at the University of Regina, which YNTEP hopes to bring to the Yukon.

Though much was accomplished in terms of programming through the visit, in her farewell speech, Tina spoke of the value of the relationships that have been formed as a result of the collaboration.

In a recent Yukon College news release, Dean Jennifer Tupper is quoted saying, "We deeply value our longstanding relationship with Yukon College in teacher education and are thrilled to partner with them on the delivery of the after degree program. We are proud of the many ways our education grads are and will contribute positively to the communities across Yukon in which they work."

MAPPING ADULT EDUCATION IN SASKATCHEWAN

By Shuana Niessen



Photo Credit: Shuana Niessen

Doctoral students from an Adult Education course (EAHR 931) present an arts-based participatory performance project entitled, “Mapping Adult Education in Saskatchewan: The Stories”

Five doctoral students, Juliet Bushi, Romina Bedogni Drago, Heather Fox Griffith, Pam Klein, and Titilayo Olayele in the Faculty of Education’s Adult Education Program chose to explore the topic of learning pathways to higher education for their group project in their fall 2015 EAHR 931 course with Dr. Cindy Hanson. They entitled their arts-based, participatory performance, “Mapping Adult Education in Saskatchewan: The Stories.”

Their task was to map sites of Adult Education in Saskatchewan, but after developing a comprehensive database and exploring how they might interpret the data, they realized that an important piece of the puzzle was missing: the non-formal learning pathways. To address this lack, they conducted

case studies on the individual learning journeys that brought each presenter to the University of Regina. They shared this research as part of their arts-based performance, extending their inquiry to include the stories of the students who were invited to attend, and thus, participate in the performance.

The diversity within the group of presenters and participants enriched the performance with a broad collection of cultural and international learning experiences: For example, one participant was born in Sudan, had spent time in England, Switzerland, and the United Arab Emirates before finally coming to Canada, to the University of Regina (U of R). Another followed in the footsteps of his son, who had come to the U of R from

China, and whose experience at the University so piqued his interest, he decided to become a student here as well. Another had gathered the threads of her learning-pathway story as she travelled from Nigeria to Vancouver, BC, to Grande Prairie, AB, and finally to Regina, SK, to study at the U of R. Others who originated from Canada spoke of their international travels as significant informal learning, such as one student whose travel in the Czech Republic had transformed her thinking about her own abilities.

As the presenters shared their learning-pathway stories through poetry and narrative, each presented a hand-made, woven hoop, and explained why they had chosen the colours and design, and then added their

smaller hoops to the larger hoop, which represented the circular nature of their shared journeys and their own unique learning pathways. They organized the classroom into a sharing circle to represent the weaving together of the stories of both the performers and participants into the hoop. The final product with the pieces added by presenters was woven into an installation artwork. The materials for the artwork are 100% natural, with cashmere merino blend wool used for weaving, and sage green burlap for the province-shaped centre. This work of art will be placed in the Faculty of Education for viewing.

To view the project and read the poetry and narratives of the group, visit www.mappingadulted.ca. The web site also details their research process and methodology and offers a database of adult education opportunities in Saskatchewan.



The group of presenters and participants



Titilayo Olayele presenting her woven hoop



Grad student Selma Kiwirra shares her learning pathway story.



(L-R) Heather Fox Griffith, Romina Bedogni Drago, and Titilayo Olayele.



Mapping Adult Education in Saskatchewan: The Stories—Installation Artwork

The Adult Education program, University of Regina has a Facebook public group page: <https://www.facebook.com/groups/adulteduregina/>

CONVOCATION AWARD

SASKATCHEWAN TEACHERS' FEDERATION PRIZE RECIPIENT



Dillon Lewchuk was awarded the Fall 2015 Saskatchewan Teachers' Federation Prize

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 2015 Fall Convocation, the Faculty of Education was pleased to present the STF prize to Dillon Lewchuk.

Lewchuk graduated with a Bachelor of Education in Arts Education with Distinction, majoring in Visual Arts and minoring in Drama. During his studies, Dillon was the recipient of Academic Silver Scholarships (Fall 2013 and Fall 2014) and the Dr. Les Groome Scholarship for Arts Education (Winter 2014). He was on the Dean's Honours List for five semesters during the last three years of his program.

Commended on his natural ability to mentor and build positive relationships with youth, Lewchuk has been characterized as an inspirational individual whose

person-centered approach to well-being testifies to his dedication to the education of children.

The Faculty of Education was pleased to present the Saskatchewan Teachers' Federation Prize to Dillon Lewchuk and wishes him success in his future endeavours.

Following graduation, Lewchuk became the Fifth Parallel Gallery Director at the University of Regina. In this work, he proposes and curates exhibitions to display at the Fifth Parallel Gallery in the Riddell Centre. He is also substitute teaching for Prairie Valley School Division. In addition, Lewchuk is a Master's student in the Faculty of Arts.

LONG SERVICE AWARDS



Photo Credit: University of Regina Photography

Photo (L-R): Lindsay Perez (10 Years), Kristina Lee (25 years), Dean Jennifer Tupper, Denise Morstad (10 years). Missing from photo: Ron Farnel (15 years)

SUCCESSFUL DEFENCE

Dr. Christine Massing, Assistant Professor of Early Childhood Education and Core studies, successfully defended her doctoral



dissertation on October 27, 2016 at the University of Alberta. Her dissertation explores the experiences of immigrant and refugee women studying in an early childhood education program. Her doctoral studies were funded in part by a Joseph-Armand Bombardier Canada Graduate Scholarship from Social Sciences and Humanities Research Council of Canada (SSHRC) and an Izaak Walton Killam Memorial Scholarship from Killam Trusts.

FYREFLY IN SCHOOLS IN FACULTY OF EDUCATION



Photo (L-R): Suzy Yim and Kyla Christiansen prepared Youtube videos for ECS 100 to discuss Gender and Sexual Diversity in School (see <https://youtu.be/fFxEswxx-TY>)

Suzy Yim and Kyla Christiansen are two new faces around the Faculty of Education. They are working as coordinators with fyrefly Saskatchewan, which has two branches: Camp fyrefly and the fyrefly in Schools Program. The Saskatchewan Instructional Development and Research Unit (SIDRU), a unit within the Faculty of Education, has been contracted by the provincial government to manage the Saskatchewan chapter of the fyrefly in Schools Program initiative.

This program was developed originally by the University of Alberta to support students who are sexually and gender diverse. The goal of the program, says Christiansen, is “to change the culture in the classroom towards more inclusion of gender and sexual diversity. We want to empower children and youth,... we want to create schools and learning environments that are safe, caring and inclusive, and we want to build leadership and strengthen capacity at the senior levels, including the school divisions and the different agencies that make decisions.

The two of us work to bring about change and support advocacy around gender and sexual diversity.”

Yim explains, “We not only look at the students, but also the teachers who are with the students all year round; we look at the administration who set the policies; and we look at the School Boards and at the Ministry.”

Building capacity involves deepening understanding and awareness of the issues around sexual and gender diversity, and that is what the co-ordinators are working towards.

Homophobic and transphobic remarks, such as “That’s so gay” are the most commonly heard derogatory remarks that occur in a classroom, but they are also the ones least responded to by staff. Yim, whose personal experiences while in high school make her passionate about this program, says, “Stats show that 70% of students say that they hear derogatory words or phrases every day. What does this mean for students? 64% of youth who

identify as LGBTQ, feel unsafe at school.”

fyrefly in Schools program seeks to educate teachers because it is their responsibility to ensure that students feel welcome and safe in the classroom. Yim outlines the consequences to tolerating discrimination and derogatory behaviours towards LGBTQ youth: “Over 50% of the youth who identify as LGBTQ say that they have poor mental health. Youth who identify as LGBTQ are more likely to be threatened with violence, to experience verbal and physical harassment, more likely to experience cyber bullying, and are more likely to skip school. They are less likely to complete high school and less likely to apply for postsecondary school. They are less likely to be physically healthy and to engage in physical activities.”

Building on the success of 8 years of Camp fyrefly, Christiansen and Yim, under the direction of Dr. James McNinch, Director of SIDRU, will be engaging in participatory action research as they educate and raise awareness in the education field towards inclusion of gender and sexual diversity in schools. Through this program, McNinch says, “Hundreds of preservice and in-service teachers have been introduced to gender and sexual diversity and hundreds of high school students have also benefitted.”



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INVESTIGATING OUR PRACTICES REGINA 2016



Dr. Vicki Kelly (SFU) playing her flute



Dr. Kathryn Ricketts welcoming participants



Gale Russell leading a session



Michele Sorensen introduces keynote



Dr. James McNinch delivers keynote



Lyndsay Moskal leading a session



Vicki Kelly receiving a door prize



Dr. Susan Gerofsky and Dr. Kim Zebehazy (UBC)



Jaime Williams leading a session



Chanz Perry and Terrance Littleton



IOP participants



Racquel Bellefleur and Meagan Dobson

February 26 and 27 brought undergraduate and graduate students, faculty, K – 12 teachers and others working in the field of education together for the second annual Investigating Our Practices (IOP)~Regina conference. According to the organizers, “The IOP conference is a site of pedagogic inquiry and exchange for faculty, grad students, undergrad students and K-12 teachers and programmers in the field.”

On Friday evening, after a wine and cheese reception, Dr. James

McNinch delivered the keynote presentation entitled, “The (Un) Common Places of Teaching.”

Saturday included breakfast and lunch and a wide range of presentations, workshops and roundtable discussions on important topics, ranging from Planning Strategies for History and Content of First Nations and Treaty Education, to Embodied Methods of Understanding Math, to Hip Hop Hoop Dance Teachers’ Package, to Adult Literacy Matters: Addressing a Program Gap, Collective Storytelling, Lifewriting

and Literary Métissage, and Witness Not Tourist: Our Journey in Working Toward Reconciliation. Each presentation hosted a good sized group of participants. The attendees also enjoyed numerous door prizes and great food.

Many thanks to the 2016 IOP Conference Organizing Committee: Kathryn Ricketts, Valerie Triggs, Cindy Rice, Wendy Peart, Keith Adolph, Michele Sorensen, and Audrey-Anne Montpetit

STUDENT-HOSTED EVENTS

EDUCATION STUDENTS' SOCIETY BOWLING NIGHT

Photo Credit: Shuana Niessen



On February 8, the Education Student's Society (ESS) hosted a Bowling Night for faculty, staff, and students. A large group turned out for the event to enjoy the food and fun provided. This was one of many events organized by our active ESS this year. Students have enjoyed pancake breakfasts, games, and galas, and PD sessions to name a few. These events are beneficial for bringing students from across disciplines together to get to know each other as well as allowing students to get to know the faculty and staff. If you don't already, follow the ESS on Twitter @ureginaess or Facebook: <https://www.facebook.com/ureginaess/>

UR H.O.P.E. STUDENT ASSOCIATION FUND RAISER

Photo Credit: Shuana Niessen



On October 26, the Health, Outdoor, and Physical Education (HOPE) Student Association held a fund raiser Bike-a-thon to support Growing Young Movers (GYM) after school program. HOPE education students, along with Dr. Lee Schaefer, Dr. Sean Lessard, and Brian Lewis (co-founders of the GYM program), rode exercise bikes for donations. When a minimum of \$5 was donated, donors could add their name in the draw for a bike. U of R Students' Union President and Faculty of Education student, Devon Peters was the winner of the bike. Donors were also given a cheer from the HOPE students riding the exercise bikes. The fundraiser raised \$1397.75, which was given to the Growing Young Movers program. HOPE also hosts an annual PD Day and Caberet, a snow pitch tournament, and volunteers with school-aged students for holistic health, outdoor and physical education experiences. Follow the HOPE Society on Twitter @UofRHOPE or Facebook: <https://www.facebook.com/UofR-HOPE-1475443009426017/>

UR S.T.A.R.S. PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Photo Credit: Shuana Niessen



Photo Credit: UR STARS Regina



Photo Credit: Meagan Dobson

The UR STARS (Student Teachers Anti-Racist/Anti-Oppressive) Society has been very busy this year hosting multiple professional development and social justice awareness sessions and Twitter chats such as #TreatyEdCamp Regina and Moose Jaw, Resistance and Reconciliation Fishbowl Panel Discussion, Treaty Education in Arts Ed, Treaty Education in ELA, Gender and Sexual Diversity Storytelling, Supporting Our Muslim Students, Supporting Students and Colleagues Alongside Mental Health, and recently a Panel Discussion on Social Justice Work in Our Community. Follow URSTARS on Twitter @STARS_Regina, or Facebook: <https://www.facebook.com/STARSRegina/> or their website: www.starsregina.ca

NEW STAFF



Kyla Christiansen joined the Faculty of Education in August 2015 as the Educational Core Studies (200) Community-based Service Learning

Coordinator. Kyla grew up in Midale, SK and chose the University of Regina to complete a B.Ed. and M.Ed. in Curriculum and Instruction.

For almost 15 years, Kyla was a classroom teacher and high school administrator in LandsWest School Division. Twelve years ago she moved to Regina to work with the Saskatchewan Ministry of Education as the Health Education and Comprehensive School Community Health (CSCH) Consultant. In the spring of 2015, she accepted the position of part-time provincial coordinator of the Saskatchewan fYrefly in Schools Program. In addition to this work, she teaches health education classes in the Faculty of Education at the University of Regina and adult education courses at Saskatchewan Polytechnic. In her spare time, Kyla enjoys running and teaching group fitness classes at a local gym.

Kyla was the 2013 recipient of the Physical and Health Education (PHE) Provincial Award and the PHE National Health Educator Award in recognition of outstanding achievement in furthering the importance of health education in Canada. She appreciates her connection to the U of R and welcomes the opportunity to work with the Faculty of Education.



January Hutchison joined the Faculty of Education in September of 2015. Prior to that she held academic advising positions with the Faculties of

Arts and Nursing at the U of R.

Hutchison grew up in Mortlach, SK and shortly after finishing high school, she left Saskatchewan for Edmonton, AB where she began her studies at the University of Alberta. Like many first year university students, she was unprepared and overwhelmed by university and did not return for a second year. In the following years, she pursued a career in hotel management, met her husband, and started a family.

Regretting not finishing her degree, and with the support of family and friends, Hutchison returned to university to complete her BA. As a mature student, she often sought the assistance of her academic advisors. The guidance and support she received from them sparked an interest in this type of work and led her to pursue a career in the field. After finishing her degree, she became an academic advisor at MacEwan University with the Faculty of Arts and Science advising for the Science, Engineering and Physical Education degree programs, until 2011 when she moved back to Regina.

Hutchison enjoys triathlon and tries to spend much of her free time swimming, cycling, and running in preparation for the next race! She has set a goal of participating in and finishing a full distance Ironman within the next two years.

PUBLISHED

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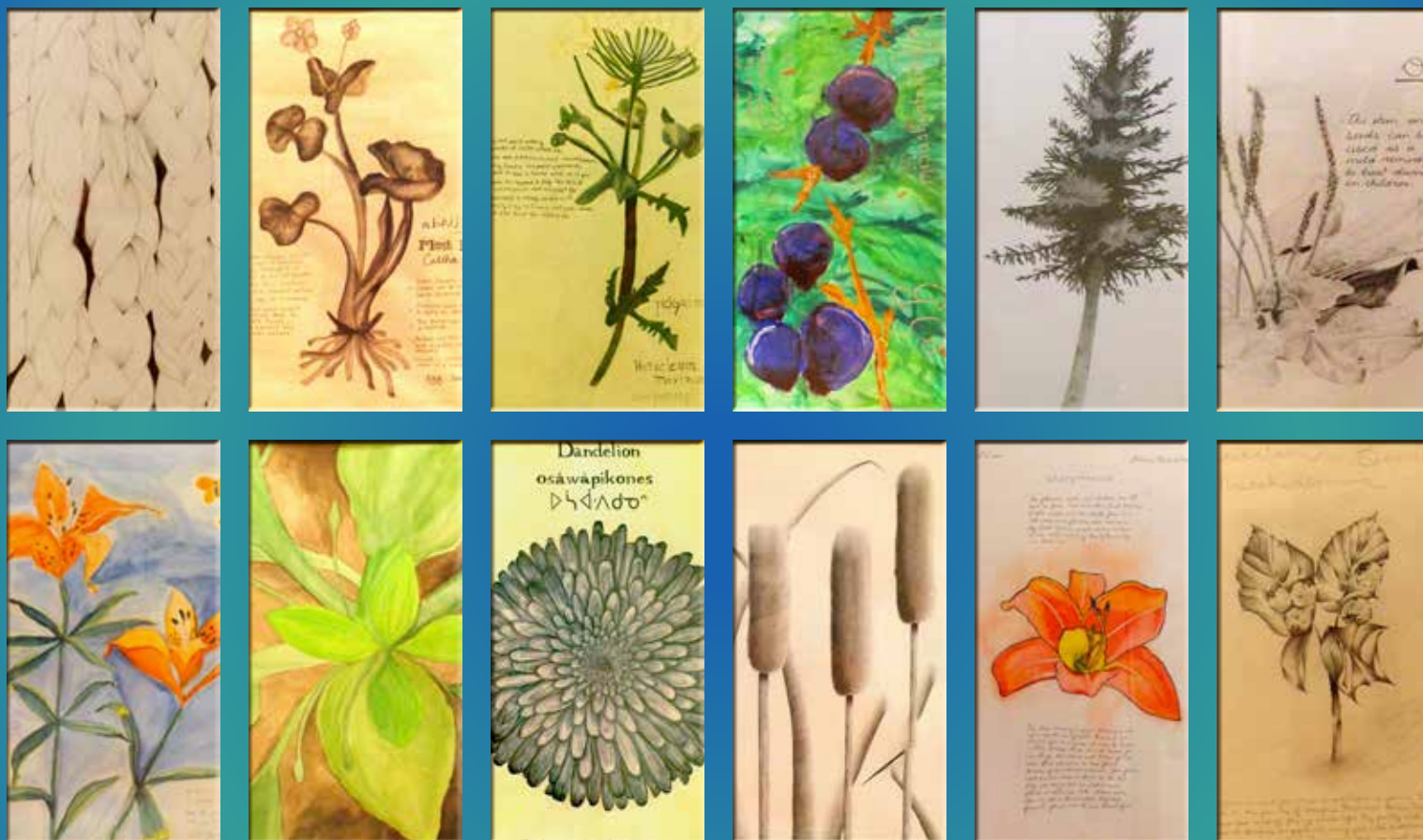
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Education Graduate students have a new student lounge (Ed 244). On March 15, the Office of Research and Graduate Programs in Education celebrated the opening of the lounge with prizes and gifts for students in attendance.





In the fall semester, Arts Education (EVIS) students experimented with curricular practices of perceiving and teaching that are sensitive to movement and change already underway. To address the university mission of learning about, and acknowledging the ways in which we are “One with Mother Earth” (*peyak aski kikawinaw*), students looked at the plants around them, some visiting the indigenous prairie flower garden at First Nations University of Canada; others visiting the native flower garden at the Royal Saskatchewan Museum; and some offering tobacco to the plants around Echo Lake as they sought to learn how to ask for teaching from a world in the midst of change. Above is a sampling of the artwork the students produced in response to their explorations.

RESEARCH FUNDING

SIDRU RESEARCH COMPETITION

Dr. Xia Ji, Anna Lucero, Julie Machnaik, Dr. Marilyn Miller: *Exploring a Bridging Program for Internationally Educated Teachers in Saskatchewan*~\$5,000

Dr. JoLee Sasakamoose, Carrie LaVallie: *Indigenous and Western Based Healing Approaches that meet Spiritual Needs to Strengthen Relapse Prevention as Identified by Elders*~\$5,000

Dr. Kathleen Nolan: *Being and Becoming a Mathematics Teacher: Using an Integrated Noticing Framework in an Internship Learning Community*~\$5,000

SASKATCHEWAN HEALTH RESEARCH FOUNDATION

Dr. Angela Snowshoe (Principal Investigator),
Dr. JoLee Sasakamoose (Co-investigator): *The Concept and Role of Place for First Nations Youth Mental Health*~\$39,990

CANADIAN INSTITUTES OF HEALTH RESEARCH

Dr. Claire Crooks (Principal Investigator), **Dr. Angela Snowshoe** (Co-investigator): *Understanding the Impact of Adapting and Implementing an Evidence-Based Mental Health Promotion Program: The Mental Health First Aid—First Nations Initiative* ~\$200,000

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