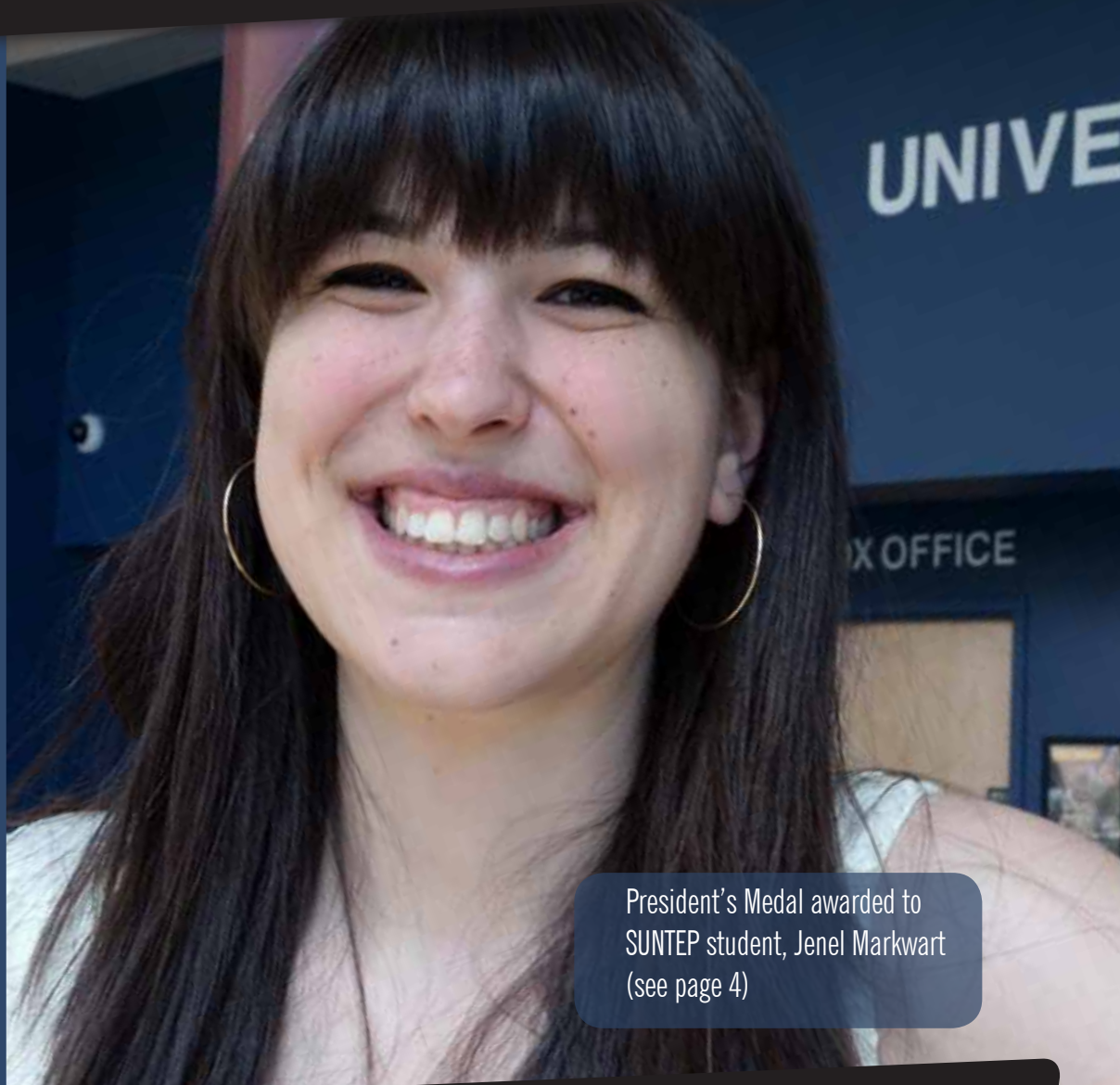


Education News

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President's Medal awarded to
SUNTEP student, Jenel Markwart
(see page 4)

Realize. Inspiring and Transforming Education.

Dean's Message

Highlighting some of the many activities of the Faculty of Education over the spring and summer, this edition of Education News appears in the fall when the Faculty is again deeply immersed in teaching, research, and community service and welcoming more than 350 new 1st-year students and preparing another 300 for their 4-month internship in schools.

It is common to talk about teaching and learning as a journey of growth and discovery. Our stylized logo is a butterfly



transitioning through complex stages of a metamorphosis.

This fall, I am keenly aware of this transition because my grandson from Radville has started university, enrolled in Justice Studies and is staying in residence. I am seeing the undergraduate university experience through his eyes. It is gratifying to see his universe expanding when he speaks of the classes and teachers he has encountered for the first time.

My grandson reminds me of the tremendous responsibility that all teachers have as professionals endowed, ethically and through legislation, with a sense of public trust. Teachers in public education are held to a higher standard and scrutiny than other citizens because they work so closely with our most valuable resource – children and youth. In the Faculty of Education, the education of teachers at both the undergraduate and graduate level is framed by a strong sense of social justice and grounded in purposeful reflective practice.

I was one of the co-authors of a recently completed research

project by the Saskatchewan Instructional Development Unit (SIDRU) that looked at “The Challenges of Intensification Confronting Saskatchewan Teachers’ Professional Time.” Nearly 1,000 teachers participated in an online survey and open-ended questionnaire.

In the context of teaching, work intensification refers to the ways in which teachers are subjected to increasing external pressures, such as demands from policy-makers at the school, division, and provincial level. This results in an increase in duties for which a teacher is responsible, without the accompaniment of additional resources or time. As the work of teachers is increasingly reduced to executing the decisions made by others, intensification thus carries an implicit threat of de-professionalization.

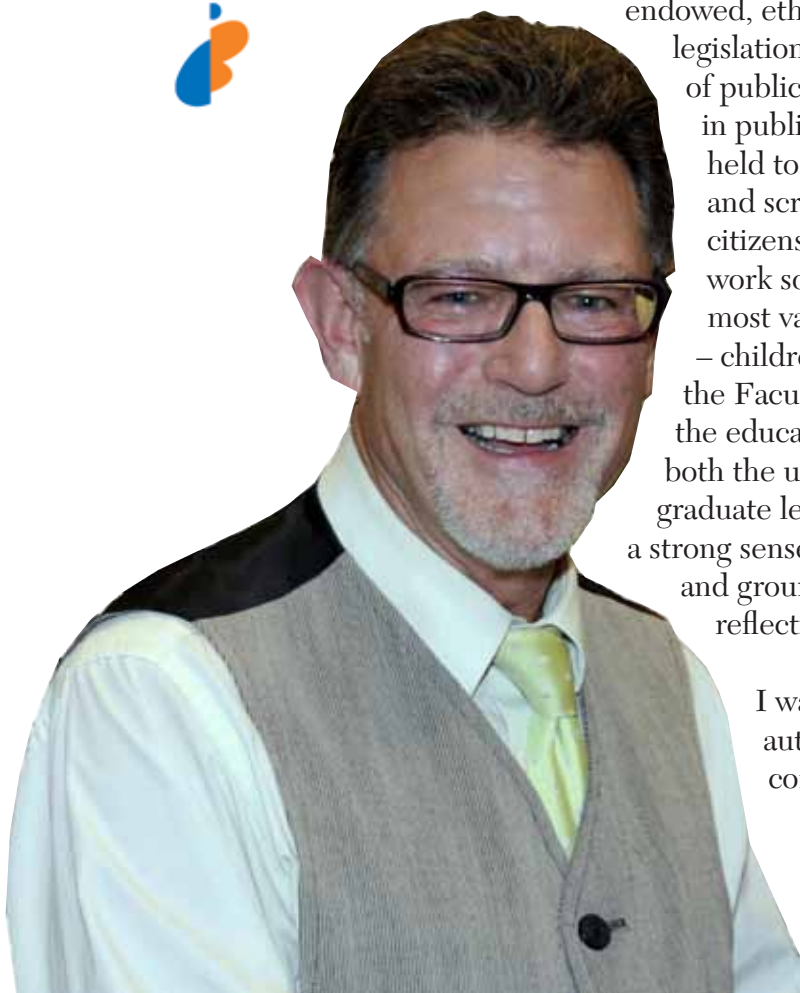
From the data of this study, three themes have emerged.

1. A Strong Sense of Teachers’ Professionalism.

This includes the aspirations teachers have, their idealism, and their concern for their students and those aspects of their work in which they experience efficacy, autonomy, and agency.

Left: Dr. James McNinch, Dean
Photo credit: Trevor Hopkins

continued on page 3



2. Barriers to Teacher and Student Success. This theme includes the primary consequences of work intensification including increased demands of rapid and extensive changes, increased expectations for accountability, and decreased supports for students.

3. Compromises to Teacher Commitment. This theme includes the indirect consequences of work intensification, including a perceived lack of appreciation of and support for their professionalism, and increased pressures on their personal lives and on their health and well-being.

To maintain their own integrity, teachers have to see that the glass is half full in order to believe that the work they do is important, is appreciated, and is making a difference for a better world – one student, one classroom, one school, and one community at a time.

This edition of *Education News* demonstrates that teacher education, both pre-service and graduate work, is complex, diverse, challenging, and political - an intensely human endeavour. Teaching requires collaboration, multi-tasking, high levels of micro- and macro-planning, ease with ambiguity and conflict, and time to reflect deeply in and on pedagogical practice. This SIDRU research

into teachers' professional time invites further study of the relationship of public education to the development of engaged citizenry and civic leadership, and of the teaching profession's contribution to the social contract. Many educators believe that educational reform will never be successful "if we continue to demean and dishearten the human resource called the teacher on whom so much depends...if we fail to cherish and to challenge the human heart that is the source of good teaching."¹

¹ Palmer, P. (1998, 2007). *The Courage to Teach: Tenth Anniversary Edition*. San Francisco: John Wiley & Sons, Inc.

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Visit our journal at: www.ineducation.ca



Cover Photo credit: Don Healy
Courtesy of the Leader-Post

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President's Medal Awarded to Jenel Markwart, SUNTEP

Don Hall Photography



President Vianne Timmons with Jenel Markwart

The University of Regina's President's Medal is awarded at each convocation to a student receiving a first degree who has shown academic excellence, as well as major leadership in and commitment to extra-curricular activities. The recipient of the medal for the 2013 Spring Convocation was Jenel Markwart. She graduated with a Bachelor of Education Elementary through the Saskatchewan Urban Native Teacher Education Program (SUNTEP) with Great Distinction.

Jenel completed high school in Prince Albert, Saskatchewan and earned a Grade 12 bilingual diploma. She began studies at the U of R in 2009. During her time here, Jenel has demonstrated unwavering commitment to academic excellence. She received an overall evaluation of Outstanding on her elementary education internship placement. She has

been honoured with many scholarships and awards, such as the Academic Gold Scholarship during each year of study at the U of R (2009-2012). Other particularly notable awards include the SUNTEP Community Contribution Award (2010), the Order of Gabriel Dumont Bronze Medal (2010), the Muriel Welwood Scholarship for Women in Education (2011 & 2012), and the Saskatchewan Teachers' Federation Scholarship (2012).

Jenel personifies the Uof R's motto, *As One Who Serves*, as well as the Faculty of Education's motto, *Inspiring and Transforming Education*. She demonstrates that positive change in a community begins with one individual who has the courage to reach out and inspire others. Jenel has volunteered to mentor U of R students with intellectual disabilities through the Campus for All program. She has also tutored children and helped them to improve their reading abilities through the Big Boost Tutor Program. Jenel has a special interest in working with youth at risk. She was a co-facilitator for the YWCA Girls Space, a group which promotes healthy habits, the development of a healthy body image, and empowerment. In 2010, the YWCA Braided Journeys Program honoured Jenel with a Little Sister. Jenel has taught her

Little Sister to cook, balance a budget, and develop interests in educational and cultural events. Jenel often brings her Little Sister to the University to show her the possibilities that a post-secondary education can offer, and she is encouraging and inspiring the young woman to fulfill her own dreams. Change, indeed, begins with one.

Jenel has made instrumental contributions to the Riel Métis Council Jigging Program. The purpose of the program is to use traditional dance to teach youth about values inherent to the Métis culture. Jenel taught jigging and organized the dance groups, scheduling performances for Métis Elders, and obtaining dance clothing for the children. She also participated in the SUNTEP Jigging Group and initiated the formation of a jigging group at her internship school. SUNTEP faculty member Russell Fayant noted, "It was a real joy to see Jenel work with the children, and to see these shy elementary-aged students gain confidence in their culture, as well as the ability to express a vital part of that culture."

Jenel's accomplishments and spirit of volunteerism have also been recognized and celebrated in the greater community. She was chosen to be one of the Aboriginal youth models featured in the 2013 Proud Generation Calendar. The calendar features youth under the age of 30, who make significant cultural, educational, and entrepreneurial impacts on their communities. As Jenel embarks on her teaching career at Centennial School in Regina, we expect she will continue to inspire the children she teaches, as well as those she serves in her community.

Saskatchewan Teachers' Federation Award

Recipient: Laurie Berglund, YNTEP

Photo Credit: Bill Roberts, YNTEP



Laurie Berglund

Laurie Berglund, a distinguished graduate in the Faculty of Education.

Laurie is graduating with a Bachelor of Education in Elementary Education with Great Distinction. She completed her program through the Yukon Native Teacher Education Program (YNTEP), a partnership between the Faculty of Education and Yukon College. Laurie acquired many life experiences such as working as a preschool teacher, substitute teacher, and educational assistant, before beginning her program at Yukon College in 2010. During her studies, Laurie was the recipient of the Willoughby Scholarship (2012 Fall), Academic Gold Prize (2012 Spring/Summer), the Superannuated Teachers of Saskatchewan Scholarship (2011 Fall), and the Academic Silver Scholarship (2011 Fall).

Laurie has fulfilled her lifelong dream of becoming a teacher. As a student and mother, she attributes her successes to a supportive team and administration. She also appreciates her instructors' guidance, support, and encouragement. They added richness to her studies with the inclusion of First Nation content and by sharing their own experiences from the classroom. Laurie appreciates the practical learning from the summer camp at Teslin, Yukon Territory; blended learning from Elders in the community; and internships that prepared her to explore and embrace the art of teaching.

At each University of Regina convocation ceremony, the Saskatchewan Teachers' Federation (STF) awards a prize to the most distinguished student of the graduating class in the Faculty of Education who does not hold another degree. The Faculty of Education is pleased to present the Saskatchewan Teachers' Prize to

Photo Right YNTEP Graduates 2013 (L-R): Carrie-Lyn Robinson, Faculty Advisor; Dr. Carol Schick, U of R; Pauline Paton, Graduate; Pricilla Dawson, Graduate; Ann Geddes, YNTEP Coordinator; Bill Roberts, Faculty Advisor; Crystal Woodman, Graduate; Laurie Berglund, Graduate; and Melanie Cole, Graduate



Photo Credit: Bill Roberts, YNTEP

2013 Arbos Award Winner

Photo credit: U of R Photography



*Reprinted with permission from
Saskatchewan Teachers' Federation*

Dr. James McNinch

Champion on behalf of inclusive education and the importance of both student and teacher well-being and sense of belonging in schools and communities, Dr. James McNinch is fearless in his efforts to address intolerance and sensitive social justice issues that affect Saskatchewan's classrooms and communities. His lived experiences, extensive research, and teachings on sexual and gender identities and minority issues demonstrate his belief that "understanding that sexuality and gender are not fixed or static or absolute categories is the beginning of a way to embrace and celebrate difference and to understand we are all enhanced by such differences and we are all diminished by intolerance," and that intolerance, and especially homophobia, is "better combated by education than sanctions."

For his commitment and dedication to inclusive education, the STF was pleased to award James the 2013 Arbos for Distinguished Support of Education and the Teaching Profession.

Born in Lloydminster to a farm boy turned navigator in World War II and his Scottish war bride, James attended public schools in Manitoba, Alberta and British Columbia. He received a Bachelor of Arts (honours) first class from Simon Fraser University in English and history (1970). As a Commonwealth scholar, James completed a PhD in interdisciplinary studies from the University of Essex, England in 1975. An after degree diploma in secondary education from the University of Alberta (1975) and permanent certification in 1976 rounded out James' formal education.

James began his 38-year career in education as a high school English teacher in Lac La Biche, Alberta (1975-80). He then served as an instructor and administrator of adult basic education and academic preparation courses in Lac La Biche, on reserves and Métis settlements for the Alberta Vocational College. In 1987, James' career path led him to Saskatoon where he served as the director of the Saskatchewan Urban Native Teacher Education Program of the Gabriel Dumont Institute (1987-93) and director of programming for the Gabriel Dumont Institute (1993). His appointment as director of the University of Regina's first Centre for Teaching and Learning in 1996 involved a mandate to teach university teachers how to teach. Since 2005, James has served as dean of the Faculty of Education at the University of Regina and

continued on page 7

as director of the Saskatchewan Instructional Development and Research Unit.

Throughout his career, James has advocated on behalf of, and developed courses, resources, and research projects, on inclusive education. He piloted the University of Regina's first graduate course on teaching and learning in higher education. He also initiated an extensive undergraduate program renewal process in the Faculty of Education, University of Regina in 2007, which shifts the program's emphasis from the technical aspects of teaching to "inclusionary, anti-racist, and social justice perspectives, which emphasize human relations, collaboration, problem-solving and the professional aspects of teaching."

James continues to teach both graduate and undergraduate courses at the University of Regina including a course on schooling and sexual identities, the first such education course in Canada.

James has written and co-written numerous publications, research reports, presentations, and book reviews on a variety of topics ranging from the implications of normative standardized assessment to faculty integrity. The primary focus of his writing and study has been on inclusive education. To name but a few: in 2002, he collaborated with Cheryl Erlandson on the Saskatchewan Teachers' Federation publication *Safe Schools: Breaking the Silence on Sexual Difference*. He was co-editor of and contributor to the anthology, *I Could Not Speak My Heart: Education and Social Justice for Gay and Lesbian Youth* (2004). James was the recipient of McDowell Foundation funding for a research project "Que(e)

rying Inclusive Practice: Exploring and Challenging Homophobia in Curricula and Schools" (2005, Nov., co-authored with Marilyn Totten and Scott Thompson). This research explored how sexual identities were constructed and understood in a classroom setting, and within the curriculum; how more inclusive curricula and classrooms could be envisioned; and investigated how curriculum reform could help to eliminate homophobia, heterosexism, and heteronormativity. Though the project did not reach any definitive conclusions, the research, in James' own words, "demonstrated that a formerly taboo subject can be successfully broached, that myths and stereotypes can be challenged and that homophobia is better combated by education than by sanctions."

James has provided leadership to the teachers of Saskatchewan through his membership on the Saskatchewan Professional Development Unit Management Advisory Board, in his involvement with the Saskatchewan Straight and Gay Alliance special subject council, and his offering of a summer short course entitled *The Social Justice Agenda in Today's Schools*.

Also a leader in his community, James is a board member and the financial officer of Camp fyrefly, a

Faculty of Education supported, community-based residential summer camp for sexual and gender minority youth, and a board member of the Regina Rainbow Wellness Resource Centre. He has served on the board of directors of the Globe Theatre and volunteers as a deep-water aqua-fitness instructor at the YMCA.

James is very proud of his children, Anna and Riis, and also his grandson who has enrolled in justice studies at the University of Regina this fall. He is close to his former partner, Sharon and is very happy with his partner, Michael.

In James' own words, "Education, broadly, is about exploring what it means to be human and then applying that understanding to a particular endeavour."

The STF thanked James for championing the rights of all students to experience an education that respects their individuality and dignity in an inclusive manner, and his efforts to ensure that education remains a human endeavour. On behalf of the teachers of Saskatchewan, the STF was pleased to honour James as the 2013 recipient of the Arbos for Distinguished Support of Education and the Teaching Profession.



Dr. James McNinch with members of the Education Students' Society Executive

Working Together to Enhance Success for Indigenous Learners

By Shauneen Pete, U of R, Indigenization Lead

Dr. Shauneen Pete is an Associate Professor with the Faculty of Education, and is now serving as the Institutional Lead for Indigenization with the University of Regina. She is from Little Pine First Nation, Saskatchewan and has been a university educator and administrator since 2001. While working at the University of Saskatchewan, Dr. Pete was seconded to work with the Vice-President Academic on the conceptual framework for Aboriginal programs (2001). She has served as both VP (Academic) and Interim President at First Nations University of Canada. Dr. Pete was invited to participate in a panel discussion at the University of Regina's Lloyd Barber Summit on Aboriginal Post-Secondary Education, May 23-24, 2013. This paper, like her panel contribution, is a reflection of her observations as an Indigenous academic working alongside others to transform the institution as they attempt to serve Indigenous peoples more effectively.

Transforming Canadian universities to ensure they welcome, support, and remove barriers to success for Indigenous learners means adopting a holistic and integrated approach to institutional change. This approach must aim to decolonize and Indigenize all faculty and administrative units of the organization. It is not about “tweaking” the system, adding a course here or there, or simply hiring more Indigenous peoples.

This work is first and foremost the recognition that our colonial past requires unpacking and dismantling.

We have all inherited ideas and practices about one another that are rooted in colonialism. Waziyatawin and Yellow Bird (2012) assert “colonization is the all-encompassing presence in our lives.”¹ They define colonization in this way: “It refers to both the formal and informal methods (behavioral, ideological, institutional, political and economical) that maintain the subjugation and/or exploitation of Indigenous peoples, lands, and resources” (p. 3).² They continue, “Not only has colonization resulted in the loss of major rights such as land and self-determination, most of our contemporary daily struggles are also a direct consequence of colonization (poverty, family violence, chemical dependency, suicide, health deterioration).”³

¹ Waziyatawin & Yellow Bird, M., (Eds.), 2012. *For Indigenous minds only: A decolonization handbook*. Santa Fe, NM: School for Advanced Research Press.

²ibid.

³ibid.

Unpacking colonial relationships and naming colonization's effects is a central task of decolonizing the university. Waziyatawin and Yellow Bird (2012) state, “decolonization is the intelligent, calculated and active resistance to the forces of colonialism that perpetuate the subjugation and/or exploitation of our minds, bodies and lands, and it is engaged for the ultimate purpose of overturning the colonial structures and realizing Indigenous liberation” (p. 2).⁴

This work is highly political. Just adding some content about Indigenous peoples will not cut it—we want, and are actively working towards profound social change—we are working towards liberation. This means reclaiming Indigenous self-determination and sovereignty—it does not mean just having an article here or there.

Through the practice of decolonizing the academy, we identify and challenge inherited colonial ideas, such as ideas about the knowledge base, best practices, and the learned and learners. We begin to challenge assumptions about “self,” “community,” and “citizenship.” We start to engage in critical conversations about land, development, and nationhood. We begin to consider higher education as a site of relational transformation, and not just for the purposes of individual social mobility.

When Indigenous students say, “I am here [at university] so that I can give back to my community”—what they mean is that they will retain their identity and use their newly acquired knowledges to resist further subjugation and to assert their rights to determine “their political status, and pursue economic, social and cultural development” (Odawi Porter, p. 88).⁵ What I mean by relational transformation is that for those that self-declare as non-Indigenous or of settler backgrounds—change will be required. In order to support that change, students and colleagues will be introduced to ideas that support Indigenizing teaching.

⁴ibid.

⁵Odawi Porter, R. (2012). The decolonization of Indigenous governance. In Waziyatawin & M. Yellow Bird, M. (Eds.) 2012. *For Indigenous eyes only: A decolonization handbook*. Santa Fe, NM: School for Advanced Research Press.



Don Hall Photography, U of R

Dr. Shauneen Pete participating in the panel discussion for the Lloyd Barber Summit on Aboriginal Post-Secondary Education

Odawi Porter (2012) defines Indigenization as “promoting the decolonized Indian life and the restoration of true self-determination.”⁶ For educators, it means reclaiming and re-centering Indigenous ways of knowing, histories, and philosophies into the design of our courses. At the University of Regina, we are actively working together to Indigenize the University. This work is guided by a number of important structures: The Aboriginal Advisory Circle (AAC) to the President is one example.

The AAC is comprised of First Nations and Métis staff and faculty who volunteer to provide advice to the President. The AAC defines Indigenization in the following way:

The transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students, and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledge's and practices so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous people, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability.

The President's AAC, and the Faculty of Education's Advisory Circle are working together to implement the vision for a more inclusive university as outlined in our Strategic Plan *mâdawohkamâtowin* (Cree: Working Together). President Timmons consistently delivers the message that our University must work to better reflect and to serve the Indigenous peoples of the Treaty 4 territory. The President relies on the advice of the AAC to determine organizational change priorities and initiatives. We have been working together for just over a year now. Some of the initial approaches that we are taking include the following:

- active recruitment and retention of Indigenous students, staff, and faculty;
- creation of the Executive Indigenization Lead position reporting to the President;
- transformation of policies specific to feasting and smudging;
- expansion and relocation of the Aboriginal Student Centre;
- *nitôncipâmin omâ* (“We Are Here”) support of first year students through the Student Success Program;
- regular visits by our President to First Nations and Northern communities in order to build relationships;
- more seamless transfer of tuition and fee payments, facilitated by an Indigenous employee in the Finance Department who maintains working relationships with individual First

⁶ Odawi Porter, R. (2012). The decolonization of Indigenous governance. In Waziyatawin & M. Yellow Bird, M. (Eds.) 2012. *For Indigenous eyes only: A decolonization handbook*. Sante Fe, NM: School for Advanced Research Press.

- Nations post-secondary coordinators;
- delivery of the workplace equity programs facilitated by an Indigenous employee in Human Resources who actively engages with the local Indigenous community to more effectively attract, and retain Indigenous employees;
- employment of Aboriginal student recruiters;
- development of a new process to access emergency funds for Indigenous students;
- provision of internal research funds that prioritize projects that will inform greater levels of Indigenization at the University;
- prayers from Elders at convocation;
- feasts and round dances for students and Elders, hosted by the Aboriginal Advisory Circle;
- maintenance of pre-existing, long-term relationships under the federated agreements with First Nations University of Canada and with the Gabriel Dumont Institute through the SUNTEP program;
- graduate program studies about the roles that Elders may play as knowledge experts on graduate committees, and adapting some procedures to facilitate Indigenous graduate students to present their scholarship in ways that reflect the communication norms of their communities of origin;
- Faculty of Education teams pursuing research specific to how we are Indigenizing and decolonizing our teaching;
- Indigenous faculty working with First Nations communities to research some of the community identified needs;
- Faculty of Education community-based programs/partnerships, like the Northern Teacher Education Program;
- Faculty of Nursing providing academic advising and advocacy support for Indigenous nursing students through an Aboriginal Support Coordinator who invites faculty members to introduce their learners to the histories and contemporary priorities of Indigenous peoples and communities in all academic areas. At the same time, the *Anti-oppressive Teaching* group has challenged faculty to consider how we decolonize our curricular and instructional approaches;

Indigenization is a shared responsibility:
Aboriginal and non-Aboriginal peoples
transforming our institution.

- expansion and adaption of curriculum by faculty members to both Indigenize and decolonize our academic offerings. This includes and is not limited to courses aimed at introducing learners to Indigenous ways of knowing, histories and contemporary concerns for sovereignty and self-determination, and Indigenous languages. Faculty are inviting Elders and other knowledge keepers to present in their courses; and some courses are designed to be land-based and experiential;
- and through opening 90 additional daycare spots and over 600 beds for students in the new residence building. While not directly related to First Nations and Métis students, these supports aim to remove barriers for more of these learners.

This list is not meant to be exhaustive, but it offers some examples of the organizational changes that our university has undertaken. The AAC has identified additional goals including organizing professional

development sessions with a focus on Indigenous scholarship, implementing a community engagement process, and expansion of opportunities for faculty


and sessional staff to gain support as they plan for both a decolonized and Indigenized curriculum. In our view, there is much work yet ahead.

This work is relational. It will be guided by the types of respectful relationships that we create and maintain with one another as we enter into this collective work. Donald (2009) states, “I am convinced that decolonization in the Canadian context can only occur when Aboriginal peoples and Canadians face each other across historic divides, deconstruct their shared past and engage critically with the realization that their present and future is similarly tied together ” (p. 5).⁷

In our view, Indigenization is a shared responsibility: Aboriginal and non-Aboriginal peoples transforming our institution...mâmahohkamâtowin: We are working together.

⁷Donald, D. (2009, Spring). Forts, curriculum, and Indigenous métissage: Imagining decolonization of Aboriginal-Canadian relations in educational contexts. *First Nations Perspectives: The Journal of the Manitoba First Nations Education Resource Centre*, 2 (1), 1-24. Available online at: <http://www.mfnec.org/images>

Legacy of Hope Foundation: 100 Years of Loss Exhibition



*Legacy of Hope Foundation:
100 Years of Loss Exhibition
Residential School System in Canada*

September 30th to October 18th, 2013
University of Regina
Fifth Parallel Gallery, Riddell Centre

Opening Ceremony for Survivors
4:00 p.m., Monday, September 30th, 2013
College West, Room 117 (ASC Seminar Room)
Pipe Ceremony, Program, and Viewing
RSHWs will be in attendance

Opening Ceremony for the Public
6:00 p.m. Tuesday, October 1st, 2013
College West, Room 117 (ASC Seminar Room)

Closing Ceremony
2:00 p.m. Friday, October 18th, 2013
Memorial Walk and Feast
Beginning at Fifth Parallel Gallery and
Ending at First Nations University of Canada

Sponsors: Faculty of Education, Indigenization Lead, Education Students' Society, Aboriginal Advisory Circle, Regina Public Schools, UR Aboriginal Student Centre, Health Canada

University of Regina | **Faculty of Education**

The Faculty of Education; the Lead Executive, Indigenization; and the Education Students' Society are pleased to sponsor the 100 Years of Loss Exhibition from the Legacy of Hope Foundation at the University of Regina from September 30th to October 18th.

This exhibition will be an integral part of PLACE for the Elementary Program and the 3rd-year students in particular because it will follow their 2-day Treaty Education Workshop with the Office of the Treaty Commissioner.

Faculty are exploring the website <http://www.legacyofhope.ca/> as a resource for course planning in the 2013 fall semester.

Teacher-Grad Students Develop a Mother's Program for High School Students

By Shuana Niessen



(L-R) Sherrie Sveinson-Kuntz and Keeley Skrypnyk

Sherrie Sveinson-Kuntz and Keeley Skrypnyk found their lives aligning: first, as professionals, teaching at Scott Collegiate—Sherrie teaching English Language Arts (ELA) since 2006 and Keeley teaching Mathematics since 2005—and then, as grad students with the U of R, Faculty of Education—Sherrie in an M.Ed. program in Curriculum and Instruction and Keeley in an M.Ed. program in Educational Psychology.

Through these connections, Keeley and Sherrie had opportunity for many discussions about the need they saw at Scott Collegiate, as they put it, “to teach skills concerning parenting and raising children, while simultaneously helping students to meet Grade 12 outcomes (in this case, ELA 10-30 and Psych 30

credits).” These discussions were encouraged by the “sense of community with our students at Scott Collegiate.” Keeley and Sherrie wanted to give the young mothers at Scott “the opportunity to come together to find success, to share, and to learn.”

To meet this need at Scott Collegiate, and simultaneously to meet the requirements of their own U of R grad courses, Keeley and Sherrie co-developed a mother's program. They named the program “Nika,” which is Cree for “mother.”

Though difficult and time consuming, with the support and encouragement of their administrators, Principal Nancy Buission, and Vice Principal Mike Tomchuk, they blended curriculum objectives for ELA

(Grades 10 - 12 and Psychology 30). Adopting a cohort model, they were able to provide differentiated instruction based on the ELA needs of each student in the cohort.

All young mothers who attended Scott Collegiate at that time were encouraged to enroll. They met for 2 hours each morning in Semester 2, from January to June, 2013. Fifteen students were in the cohort for the duration of the project.

Sherrie and Keeley developed relevant assignments to facilitate the goal of helping these students “make connections with community agencies that would help them be successful after high school.” The students researched community agencies that could help them as students and parents; they did case studies with their own children, and they conducted interviews. For their final project, the students produced a film that they wrote, directed, and starred in.

Keeley and Sherrie maintained an interprofessional vision for the project. They arranged for the school nurse to check-in weekly to provide resources and supports, and to set up informational sessions on topics such as oral hygiene. The school's addictions counselor also provided resources and conducted informational

continued on page 13

sessions about addictions. The cohort visited the Early Years Family Centre (Scott Collegiate location) on numerous occasions, bringing their own children to interact with the other children there. They worked together with the Scott Infant and Toddler Care Centre, where most of the moms in the course took their children, bringing babies into the classroom to teach baby care. Keeley and Sherrie also approached a variety of agencies to work alongside the students; the agencies provided support and useful resources. And, because the project could also serve as part of Keeley's course requirements for Dr. JoLee Sasakamoose (Blackbear)'s EPSY 830: Counselling Girls and Women, JoLee became aware of the program and offered her support by providing a talk on self, balance, and determination and shared her own story with the young mothers. "Her story resonated with the students; they related to her struggles and found hope in her success," says Keeley.

Of her experience with the program, JoLee says, "I loved speaking with the young mothers program. All of the women indicated that the program contributed to their self-care and well-being." JoLee noted that the students "expressed frustration that at times they had to miss school because of family obligations and they were a bit hard on themselves." As a new mom, but an older mom, she reassured them that "taking care of the family was a good reason for missing school and that to pressure themselves and to allow guilt

to guide them was not useful." JoLee also encouraged them to "celebrate their success on the journey." Keeley later informed JoLee that this encouragement was a huge breakthrough for the mothers, allowing them to move beyond feeling guilt and to celebrate their hard work.

"I think the success of this program is the support that the women provide to each other. They are all going through similar things. Together they get to watch their own children and the development of the other children around them. The babies are seeing their moms go to school and the moms are role modeling success for their own and their children's future...This is a beautiful program, one that should be replicated in every school that has young mothers," says JoLee.

This is a beautiful program, one that should be replicated in every school that has young mothers.

"The program was life changing for everyone involved," says Sherrie, "As a professional, it was an opportunity to work as part of a team; the two of us meshed well." Working together gave Keeley and Sherrie renewed energy, creativity, and enthusiasm. They observed that, "the girls loved the energy we brought to the classroom and our creative way of meeting expected outcomes."

The students became supports for each other, and learned to lean on

community agencies for help when needed. They "made lifelong friendships while practising important aspects of parenting." Keeley and Sherrie recommend this type of project for any teacher/school that identifies this need. "We all learned so much about life and each other, over and above curricular outcomes." They feel that the "value of this program was truly immeasurable." Students commented in the year-end board book assignment: "Nika was an amazing experience: I hope other young mothers get this experience as well." And another student wrote, "Thanks for everything. Now I have more knowledge to walk in to the big world with. This is not good-bye, just a new beginning."

Since co-teaching the mother's program, Sherrie's and Keeley's lives have taken different paths: They both graduated from their M.Ed. programs in spring 2013, and they were both transferred from Scott Collegiate at the end of the school term in June. Sherrie is now teaching at Winston Knoll Collegiate and Keeley is teaching at F.W. Johnson Collegiate. They hope the program will continue at Scott Collegiate despite their absence. They are hopeful because they've heard that there are plans to run it again in the Semester 2 of this school year.

Students Meet Jaime Vargas: Arcola Elementary School Dance Experience

By Ann Kipling Brown

The Arcola Project

This is the 3rd year that we have held the dance experience at Arcola Elementary School in Regina. Initiated by one of the teachers, Cara Calibaba, a graduate of the Arts Education program in the Faculty of Education at the University of Regina and led by Ann Kipling Brown, dance professor in the Arts Education program, this experience has involved nearly 200 young students and over 70 university students over the past 3 years. Cara has taught at the school for those 3 years and felt from her background in the Arts Education program that one experience in particular would benefit her students: a dance experience where the students would develop their movement vocabulary and create a dance that would explore an idea of interest to her students.

Art Education Students

Typically, the experience takes place in the winter semester of the 2nd year when the Arts Education students are taking a dance education course. Their experience in dance varies from those who have danced from an early age to those who have just begun. However, they have all taken a common course in dance where they have explored the elements of dance, participated in a variety of dance styles, investigated the Canadian dance scene, and created dances of their own. In the Arcola project, the 2nd year Arts Education students have the opportunity to put into practice some of the things they

have learned in the previous course. They now have the experience of dancing with and teaching dance to young students.

Project 2013

This year the experience involved 80 young students in Grades 3, 4 and 5 together with 20 university students over 5 weeks, meeting every Tuesday afternoon. Each university student had a small group of students from the Grades 3, 4 and 5 cluster. Over the 5 weeks, the groups worked well together and bonded as a group, becoming comfortable in sharing ideas with each other and performing their dances for the other groups.

Each session began with a general warm up that evolved into a Sports Dance led by Ann, followed by the university students teaching mini lessons to their groups, and ending with a time to write in a collective journal. The mini lessons focused on spatial concepts that explored shape, levels, direction, different ways of travelling, and working with a partner. A question was posed for each journal entry, such as describing the movements that had been explored that day or asking how the students felt about the dance sequence they had created with their dance teacher.

A Special Event

During our session in Week 2, Jaime Vargas, ballet master of the Canada's Royal Winnipeg Ballet (RWB), joined us <http://www.rwb.org/company/artistic/jaimevargas>. Robin Poitras, artistic

director of New Dance Horizons and a performer, choreographer, and educator based in Regina, accompanied Vargas. Jaime, with his work on an Outreach Project for the RWB, wanted to work with students in a public school as well as the traditional studio setting. He talked about his life as a dancer. The students sat in awe of this man who moves elegantly and speaks with an accent. I asked the university students to work with their group on some questions for Jaime. They had many questions that ranged from "how many hours a week did he train?" to "what was his favourite role in dance?" They wanted to know what it was like to leave his hometown of Mexico City to train and dance, first in London, and then in Australia. They were inspired by his tenacity to continue after he had been told he would not make it in the ballet world and intrigued when they found out he was paid to dance! Jaime answered the many questions from the young students and they continued to pursue him after the session was over.

We continued the session with Jaime by showing him our Sports Dance, which had the students performing the selected sports movements in unison, concluding with their own arrangement of a selected sport. The latter ranged from Taekwondo to Rhythmic Gymnastics. He responded to the dance by performing some of the movements in the ballet style. For instance, our shooting in basketball produced a grande jété that brought the comment from a young boy that "he (Jaime) was like a deer."

continued on page 15

He converted a throwing-of-a-ball motion into an arabesque and our swimming motion into a pirouette. Jaime further demonstrated turns, arabesques, and jumps in the ballet style. These demonstrations inspired the young dancers so much that they practiced during recess and included some of his movements in their dances.

Our Final Dances

One of the aims of this Arts Education project is to create dances that the groups can share with each other and perhaps with their parents. Consequently, in

the following sessions, the groups shaped their dances. We explored forces that made us whirl through space, join together like magnets, fall to the ground, and explode into the air. We experienced different ways of travelling, creating different terrains, such as hot lava, mud, whirlpools, tunnels, and icy surfaces. We examined group relationships that had everyone moving in unison, in canon, in small areas, and in the whole room. After our sessions of exploration, we organized the final dance: The dance began with the 80 dancers entering the space cautiously, a sudden force scattered them in all directions; they found

their groups and explored the place they found—each group was moving at a different time in a specific space in the room. At the end of the session, the Sports Dance and the group dances were performed one evening for parents. It was evident that both the university students and the Arcola students were proud of their dances. They had formed good relationships with each other and worked joyously to create their dances and write about their dance experience.



Dr. Ann Kipling Brown introducing Jaime Vargas and Robin Poitras



Students dancing together



Students experimenting

Community-Based Bachelor of Education Degree in Partnership With Cumberland College

By Lynette Gerski, Marketing Coordinator, Cumberland College



In June 2013, 34 applicants from over 15 communities throughout the area ranging from Nipawin and Red Earth to Shellbrook and Wynyard received exciting news: They were accepted into the University of Regina Bachelor of Education (B.Ed.) Program at Cumberland College. “The lives of many people in the northeast region will be enriched by this program” says Valerie Mushinski, President and CEO of Cumberland College. Mayor Dave Trann of Nipawin commented, “The Bachelor of Education program

offered in Nipawin provides the ability for students from the area an opportunity to stay at home, receive their education, and save money on accommodations. Nipawin benefits in that the educators and the students help to grow our economy and we have the opportunity to showcase our community.”

Cumberland College and the University of Regina have a partnership history that spans over the past three decades. Dr. James McNinch, Faculty of Education Dean at the U of R says “Our Nipawin B.Ed. partnership with Cumberland College is a form of community development that benefits individuals, families, and the entire region.”

This B.Ed. program prepares school professionals to teach core curriculum subjects. The diverse base of the program also equips students to work with young people, families, community members, and colleagues in and outside of

education and prepares future teachers to create environments where children are active and engaged in learning. The B.Ed. program also includes extensive field and in-school experiences, most of which will occur in schools within the North East School Division (NESD). Don Rempel, Director of the NESD says “The NESD is pleased to see a Bachelor of Education program offered in Nipawin. The school division will work closely with the faculty and students of the program to link with local schools and school division professionals to make the program and experience of the students as strong as possible.”



Cohort of community-based B.Ed. students

The Faculty of Education's new website was launched August 7, 2013. The new URL for our faculty's website is <http://www.uregina.ca/education/index.html>

Community-Based Master of Education Degree With Gabriel Dumont Institute, Prince Albert



Cohort of community-based master's students in front of St. Pauls Church next door to Gabriel Dumont Institute



Cohort of students construct a sweatlodge just outside of Prince Albert

A Community-Based Master's of Education program in Prince Albert is being delivered by a partnership between SIDRU, Faculty of Education and Gabriel Dumont Institute (GDI). The program began with a Summer Institute that ran from July 2nd to 19th. Dr. Carol Fulton (Professor

Emeritus, U of R) taught EC&I 857 (Saskatchewan Writing Project) in the morning and Mike Relland (Program Coordinator, SUNTEP) taught EC&I 821 (The Impacts of Cultural Concepts on the Design of Aboriginal Education Programs) in the afternoon. As part of this course, Mike Relland took the

students into nature to directly experience Aboriginal culture. Students constructed a sweatlodge. For the next 2 days, the students could experience sweats, hosted by the instructors. These two summer courses marked the beginning of a 2½-year community-based M.Ed. degree program in Prince Albert.



Nunavut Teacher Education Program Graduates (L-R): Stuart Crose, Rosie Joamie, Dr. Vi Maeers (Faculty of Education, U of R), Ashleigh Wesley, Cassandra Young, and Joanne Peters



Nunavut Teacher Education Program (NTEP) Convocation (L-R): Stuart Crose, Dr. Vi Maeers (Faculty of Education Representative), and Brian Manning (Director of Education Programs, NTEP)

Collaborating to Deliver Instructor Workshop for Nunavut Teacher Education Program

By Vi Maeers, Ainsley Hunt, and Gloria Uluqsi

Co-Chairs of the Nunavut Teacher Education Program (NTEP) Professional Development Committee, Mary Flaherty (EPS instructor, Nunatta Campus) and Julie Machnaik (NTEP Liaison, Faculty of Education), along with three committee members, Gloria Uluqsi (NTEP Program Manager, Kivalliq/Kitikmeot), Vi Maeers (Faculty of Education), and Ainsley Hunt (NTEP instructor), planned a 4-day (June 6, 7, 10, 11) Professional Development Workshop for NTEP instructors that took place at Nunatta Campus, Nunavut Arctic College in Iqaluit.



Elder Annie Tiglik lighting the quilliq

The workshop commenced on June 6th with a ceremonial lighting of the quilliq by Elder Annie Tiglik, followed by an examination of the Inuit Qaujimajatuqangit (IQ) principles and how to incorporate Inuit beliefs and principles into teaching and learning experiences.

On June 7th, instructors participated in a 1-day Internship Seminar, designed to build a relationship between interns and cooperating teachers so that open communication would occur throughout the internship. This seminar was presented by Dr. Vi Maeers and Gerry Cozine (Faculty of Education internship seminar leader) and prepared instructors

to be internship seminar leaders in their own community. This fall, Year 4 NTEP internship students will be placed in 6 communities: Cape Dorset, Pangnirtung, Qikiqtarjuaq, Pond Inlet, Baker Lake, and Iqaluit.



Gerry Cozine and Dr. Vi Maeers leading an Internship Seminar

Educational Professional Studies (EPS) was the focus on June 10th. Instructors shared teaching practices, examined the new Nunavut K-6 Teacher Planning Guide, discussed changes to EPS courses, and worked in pairs to create “active learning” K-6 resources. The group also explored NTEP Online as a virtual space to communicate, collaborate, and build resources to support student learning.



NTEP Instructors discuss changes to Education Professional Studies course



NTEP Instructors creating active learning resources

On June 11th, the PD focused on community and examined ways for instructors to become a part of the community, ways that NTEP can be promoted in the community, and ways in which the NTEP students can take on leadership roles with children in the community. In the afternoon, University of Regina President and Vice Chancellor, Dr. Vianne Timmons, shared her passion for the importance of community and helped to deepen an understanding of the many ways to be involved. She stressed the difference between being “of the community” and being “for the community” and facilitated a discussion focused on overcoming the challenges faced by remoteness. Of her experience, Dr. Vianne Timmons says, “The workshop with our partners at Nunavut Arctic College was very informative, especially learning about the unique challenges that need to be considered when planning educational opportunities in the North. I met many dedicated and amazing educators who are making a difference in the lives of others, and learning from these colleagues was a wonderful experience.”



President Vianne Timmons leading a workshop

Malawi Polytechnic's Project Officer Visits University of Regina

By Elaine McNeil, Project Manager



Photo (l-r): Carla Johnson, Rabson Mgawi, Elaine McNeil, and Dr. Abu Bockarie

Rabson Mgawi, the Malawi Polytechnic's Project Officer for the Faculty of Education's Economic Development through TEVET Reform Project, spent most of May 2013 at the U of R. His program also included a stop in Ottawa, where, in the company of Dr. Vi Maeers (Faculty of Education) and Ms. Brenda Hackl (Faculty of

Nursing), he participated in the Canadian Network for Innovation in Education conference. Coordinated by Dr. Vi Maeers, Rabson's program at the U of R included several sessions with faculty and staff from the Faculty of Education and across campus, looking at the use of technology in education, at instructional design, and at learning space design.

As well, Rabson spent time with the Malawi Project Team (Dr. Abu Bockarie, Elaine McNeil, and Carla Johnson), setting plans in place for the project's final year of activities. Finally, Rabson worked with Stephen Wihak in the Flexible Learning Division, continuing work on the project's Distance Education Certificate Program for technical teachers in Malawi. He managed to sneak in a bit of fun too – outings by various faculty and staff made sure that Rabson's trip was not only intellectually challenging, but also included time spent with the families of faculty members, outings for shopping, trips outside the city and meals with his new friends.

SaskTel was pleased to sponsor the Internship Seminar, held August 20 - 22, 2013 in the amount of \$1000.

Photo right (l-r): Intern Tanner Kozun (Physical Education and English Language Arts) working together at the Internship Seminar with his co-op teacher, Lance Ford (Physical Education and Biology), who teaches at Sheldon Williams Collegiate.



SaskTel 

Grants and Awards

Indigenous Peoples' Health Research Centre/Saskatchewan Health Research Foundation

Researchers: Dr. JoLee Sasakamoose (Blackbear) and other members of the team

Amount: \$750,000 over 3 years

Title: *Iyiniw-Oskâtisak Pamihisowak: Using Indigenous Knowledge for a Healthier Aboriginal Youth*

Aboriginal youth in Saskatchewan are the focus of a new community-based research project combining arts, theatre, and storytelling to develop culturally-appropriate and cost-effective methods for improving the health of Aboriginal youth. The project is being done in partnership with File Hills Qu'Appelle (FHQ) Tribal Council Health Services, Battleford Tribal Council Indian Health Services, Inc., Northern Sport, Culture, and Recreation, and a research team from the Indigenous Peoples' Health Research Centre (IPHRC).

This research involves a series of projects that will use everything

from theatre improvisation to hip hop to empower youth and help communities address health disparities among Aboriginal young people in the province, particularly in rural and remote areas.

The IPHRC is a joint initiative of the University of Regina, University of Saskatchewan, and the First Nations University of Canada committed to Indigenous health research in the province. The research team is composed of accomplished researchers from these universities, as well as Concordia University and the University of Victoria.

Aboriginal Affairs and Northern Development Canada: Saskatchewan Cultural Connections for Aboriginal Youth

Researchers: Sean Lessard, Dr. Lee Schaefer, Brian Lewis
Amount \$40,000

Title: *Growing Young Movers*

The objective of the program is to create "Growing Young Movers"

within the city of Regina's urban Aboriginal population through after school programming that focuses on wellness, leadership, mentorship, and personal and social responsibility. Proposed programming is targeted towards meeting the diverse needs of urban Aboriginal youth and building capacity within the community. We see this as an opportunity to co-compose a program utilizing student, parent, and community voices within both the creation and implementation phases. The program is based on a mentorship model that includes 32 Grade 5 students, two high school students, and two university students.

Photo Credit: Shuana Niessen



Instructor Jean Dufresne with new Baccalauréat en éducation students at New Student Orientation

Community Recognition: YWCA Women of Distinction Award

Calvin Fehr Photography



Dr. Carol Fulton

Dr. Carol Fulton, Professor Emerita, Faculty of Education, received the 2013 YWCA Women of Distinction Award for Education and Mentorship. The recipient of this award is a mentor and/or educator

in many avenues of life and inspires a passion for life-long learning in those around her through the education system, employee training and development, community education or alternative programs. She may be developing innovative programs to meet the special needs of learners, and/or building a strong rapport with students, parents, colleagues, and the community at large to foster learning in a broader sense.”¹

Carol is involved in community projects and programs that help enrich the lives of children and parents in the core area of Regina. One of Carol’s

¹<http://www.ywcaregina.com/Information/Events/WomenOfDistinction/NominationInfo.html>

initiatives has been her leadership as a founding member and acting director/principal of Prairie Sky School, an independent school in Regina that opened its doors in 2008.

This recognition is a tribute to Carol’s profession, to the U of R, and to our commitment in this Faculty to creating a better world through service to community.



Photo Credit: Shuana Niessen

Dr. Carol Fulton leading a SIDRU seminar on Growing a School: The Birth and Development of Prairie Sky School



Photo Credit: Shuana Niessen

Dr. Nick Forsberg with students at New Student Orientation

Visiting Scholars

Visiting Scholar from University of Exeter, United Kingdom



Dr. Fran Martin of the University of Exeter was invited by Dr. Fatima Pirbhai-Illich to come to the University of Regina as a visiting scholar for a period of 3 weeks from August 18th - September 6th. The invitation was extended following several meetings in Australia when Dr. Martin visited the Australian Catholic University, Sydney, where she was acting as mentor to a writing project, and where Dr. Pirbhai-Illich was a visiting scholar. Dr. Martin is lead academic for the Re-Place research group (<http://socialsciences.exeter.ac.uk/education/research/groupsnetworks/re-place/>) at the University of Exeter, within the Graduate School of Education. She has recently completed a 3-year Economic and Social Research Council funded research project "Global Partnerships for Mutual Learning" (<http://education.exeter.ac.uk/projects.php?id=450>). Her interests

in critical intercultural learning in post-colonial contexts, and critical relational pedagogies resonated with the work of Dr. Pirbhai-Illich; hence the invitation to the University of Regina to learn, liaise, and explore the possibilities for working together. Time was spent during the 3 weeks familiarizing Dr. Martin with the work and mission of the University, meeting other academics in the Faculty of Education, putting together an application for a Canada - UK linking grant, and beginning to discuss plans for a larger Leverhulme application for an International Network Grant, involving universities in Australia and India. This collaboration supports the internationalization of the University of Regina and at the same time, as President of the International Chapter for the National Association of Multicultural Association, fulfills Dr. Pirbhai-Illich's responsibilities of forging international collaborative reciprocal learning and research projects. We hope that this will be the beginning of several international collaborative projects between our two institutions.



Dr. Mere Berryman, University of Waikato, New Zealand

Visiting Scholars from University of Waikato, New Zealand Present Sharing Our Learning: Lessons From the Te Kotahitanga Experience

Through the administrative efforts of Dr. Larry Steeves, school division sponsorships, and university staff supports, Dr. Mere Berryman and Te Arani Barrett of the University of Waikato, New Zealand came to the University of Regina to present on the Te Kotahitanga Project, which is aimed at improving the achievement of Maori students in mainstream classrooms in New Zealand.

Many parallels could be drawn regarding the ways that mainstream education is failing Aboriginal students in Canada. Educational partners and faculty attended the presentations. The U of R presentations included a public lecture and program details by Dr. Berryman and Te Arani Barrett, and a presentation by Dr. Shauneen Pete, Faculty of Education. There are plans underway for more connections with New Zealand scholars.



Participants for presentation by New Zealand Scholars

Recent Published Works and Conference Papers

Couros, A., Lewis, P., Montgomery, K., Tupper, J., & Hildebrandt, K. (2013, June 1-5). *Engaging the past to contextualize the present: Digital storytelling as historical understanding*. Spotlight Session: CSSE Annual Conference, Victoria, BC.

Couros, A., Lewis, P., Montgomery, K., Tupper, J., & Hildebrandt, K. (2013, July 11-13). *Digital storytelling for inquiry learning: Case study of Treaty education*. Paper Presented at the International Conference on Learning, Rhodes, Greece.

Hanson, C. (2013). Exploring dimensions of critical reflection in activist-facilitator practice. *Journal*

of Transformative Education. 11(1), 70-89.

Huber, J. et al. (Ed.), (2012) *Warrior women: Remaking Canadian postsecondary places through narrative inquiry*, Vol. 17. Emerald Group Publishing Limited

Nolan, K., & Tupper, J. (2013). 'Field' Trips with Bourdieu: Making Sense as Research Methodology in Teacher Education. *International Journal of Humanities and Social Sciences*, 3(6).

Schaefer, L. (2013). Narrative inquiry for physical education pedagogy. *International Journal of Pedagogies and Learning*, 8(1), 18-26.

Schaefer, L. (2013): Beginning teacher attrition: a question of identity making and identity shifting, *Teachers and Teaching: Theory and Practice*, 19(3), 260-274.

Tupper, J. (2013). "Canada Has No History of Colonialism": Treaty 4 and teacher education at the University of Regina. *Canadian Association of Teacher Education Prospectus*.

Tupper, J. (2013, May 30 & 31). *Critical Canadian Youth Studies: The future is networking*, Conference Paper: Calgary, AB

Community Involvement



Wyoming Governor Matt Mead and Dr. Lace Marie Brogden

Photo credit: Jacqueline Price, Jacqueline and Associates Convention Photographers

In her role as Northwest Regional Director 2012 – 2014 of The Delta Kappa Gamma Society International, Dr. Lace Marie Brogden chaired the DKG NW Regional Conference in Cheyenne, Wyoming, July 31 – August 3, 2013. Conference speakers included the Honorable Matt Mead, Governor of Wyoming, leadership development expert Katie Snapp, the state of Wyoming's 2011-2013 Poet Laureate, Patricia Frolander, award-winning, middle years teacher Xylena Sanders of California, and DKG International President, Dr. Beverly Helms of Florida. There were 323 attendees at the conference representing states and provinces from throughout the NW Region, including Alaska, Alberta, British

Columbia, Idaho, Iowa, Minnesota, Montana, Nebraska, North Dakota, Oregon, Saskatchewan, South Dakota, Washington, Wisconsin, and Wyoming, as well as members from other regions of the organization, including New Mexico, Texas, New York, Virginia and West Virginia. DKG International (www.dkg.org), an honour society promoting personal and professional development of women educators and excellence in education, has over 85,000 members in 18 countries including Canada, Estonia, Guatemala, Japan, and the United States. Dr. Brogden is currently serving a second term on the International Administrative Board, having also served as Area Representative, Canada from 2010 to 2012.



Photo Credit: Nicole Akam

Aboriginal Youth Leadership Camp

By Wendy Gervais, Alana Starr, and JoLee Sasakamoose (Blackbear)

The Aboriginal youth population is on the rise across the country. According to the 2006 Census, “children and youth aged 24 and under made up almost one half (48%) of all Aboriginal people, compared with 31% of the non-Aboriginal population...[and] 10% of the Aboriginal population was aged 5 to 9, compared with only 6% of the non-Aboriginal population.”¹ The 2006 Census also found that “the Prairie provinces were home to young First Nations populations [and] the median age of First Nations people in Saskatchewan was 20 years.”² These statistics demonstrate the need to engage Aboriginal youth in such activities as the University of Regina Aboriginal Youth Leadership Camp: Developing Leaders in Sport, Recreation, and Health that is held annually at the University of Regina campus.

This year, the University of Regina, Kinesiology Department teamed up with the Faculty of Education to plan its second Aboriginal Youth Leadership Camp (AYLC), held in May 2013. During this year’s camp a research project was undertaken by Dr. JoLee Sasakamoose (Blackbear) and her ED 800 Research Methods class. The statistics above rationalize the purpose of the study, which was

to determine how Aboriginal youth view health and leadership and how youth leadership camps are of benefit to foster youth health leadership development. Because Aboriginal youth is the fastest growing population in the country, it is only fitting that youth leadership camps are available to Aboriginal youth, so that this population can contribute positively to society.

Nine graduate student researchers designed and implemented research at the camp, employing a variety of data collection methods including a survey, focus groups, observations, as well as Indigenous and Participatory Action Research as guiding frameworks. Preliminary data has been compiled and analyzed and will be utilized to support a more comprehensive research report with the intent to secure funding for a larger project known as the Health Advocacy and Research Training program (HART).

Thirteen Grades 9 - 11 Aboriginal students participated in the camp. Three male and 10 female youth came from rural and urban settings in Saskatchewan. They were chosen by the adult educators/counselors at their schools to attend the AYLC. The criteria used for choosing participants varied from community to community; however, all were based on leadership, such as academic or athletic ability, displayed within their school community. Several students

were required to write an essay on their view of leadership. While attending the AYLC, participants were involved in various athletic, cultural, and social activities that encouraged and supported opportunities to display leadership in many forms.

The literature indicates Aboriginal peoples do not view health from a Western perspective, which tends to focus on physical health and the absence of disease (see Graham & Leeseberg Stamler, 2010; Poudrier & Kennedy, 2008). Some of the findings from the camp indicate that for these youth, health does not just mean one thing, such as being physically fit or mentally healthy. Students were able to discern a difference between people who may “look” physically healthy, but who may be mentally or emotionally unhealthy, such as participating in drug or alcohol misuse and abuse. Students also identified and discussed issues of spiritual health and well-being and how being in balance in those areas led one to be a better leader in the community. All students were interested in identifying ways to make change in their home communities or schools, but lacked the training, resources, and ongoing adult mentorship and support to do so. These preliminary findings are key in establishing ongoing program development to support Aboriginal youth in their health and leadership growth.

¹ Statistics Canada, (2006). *Half of the Aboriginal population comprised of children and youth* section, para. 3.

² Statistics Canada, (2006). *First Nations population youngest in the Prairie provinces* section, para. 2.