

# Education News

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**Cree knowledge keeper and storyteller, Joseph Naytowhow, Smudging with education students and F. W. Johnson Collegiate students (see p. 8)**

Photo Credit:  
Keith Adolph

**Realize.** Inspiring and Transforming Education.



# A Message From the Dean

*by James McNinch*

In early April, I had the opportunity to accompany University of Regina President, Vianne Timmons, on a fly-in tour of three northern Saskatchewan communities. In Pinehouse Lake, La Ronge, and Cumberland House, we visited schools and talked with students, staff, and community members. Each community welcomed us with hospitality and food and an openness that was inspiring. (The freshly caught and cooked pickerel cheeks and lake trout for lunch in Pinehouse were a culinary highlight).

In Pinehouse, I met the principal of the school, Rosalina Smith, whom I had taught English 100 to 20 years ago in SUNTEP Prince Albert. Rosalina, in the meantime,

had completed her Master's degree through our community-based program in La Ronge. At the Senator Myles Venne Band School in Air Ronge, I met Viviane Ruiz-Arcand who is currently enrolled in the second cohort of students in our Master's of Education program. She was particularly excited about the next course to be offered this summer by Dr. Wanda Lyons on theories and practices of inclusive education. At Churchill Community School in La Ronge, we met the principal, Martina Cain, another graduate of and strong advocate for the U of R education program. In Cumberland House, we visited with Lily McKay-Carriere, principal of the Charlebois School, another U of R Education grad who had also completed her

Master's of Education degree in the La Ronge program.

There are so many things that impressed me about these individual educators: their commitment to the communities in which they work and live, their belief that education can and will make a difference in the lives of individual students, and that education is the key to improving the quality of life in these northern communities. It was clear that in all three communities, the schools are what I have come to call the "hubs of hope" for the future. These dedicated individual educators spoke eloquently about moving a post-colonial agenda forward with their predominantly First Nations and Métis populations.

This was evident in many initiatives connecting the schools to the communities: the new preschool and early learning centres for 3- and 4-year-olds; the apprenticeship programs in the schools, innovative programming with partners in the resource and tourism sectors; the anti-bullying programs; the drug and alcohol awareness programs; the school buddy and family reading programs; the mentorship by members of the RCMP detachments to "at risk" students; the Cree immersion classes; the lunch programs; and the inclusion of community elders in the daily work of the schools.

I was both humbled by what I heard and saw and greatly inspired by it. These are individuals and



Principal Rosalina Smith with Dean James McNinch

Photo Credit: External Relations

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communities that, on a daily basis, are faced with huge challenges, including geographical isolation, poor roads, and inadequate services. And yet these educators are living our own faculty's motto of "inspiring and transforming education," one student, one family, and one community at a time. It was abundantly clear to me on this brief visit that education is relational and about building and sustaining relationships.

Many educators have written about the metaphors that define the process of teaching. They have been grouped into three categories: production, travel, and growth (Kliebard, 1975). The production metaphor is mechanical: The student is transformed from raw material to finished product by the experience of schooling. In the metaphor of travel, education is seen as a journey of discovery with the teacher acting as a guide. In the metaphor of growth, students are seen, like seeds, to be full of potential and promise that can be nurtured in a specific context. The garden is a mediation imposed on nature; it is by definition, like teaching, an intervention. The garden is not passive: Like school, a garden is replete with decisions made about what is worthy, what is

to be encouraged, and what is to be pruned and cut back.

The principal of Churchill School in La Ronge said, "I want my students to regard school as much more than just a place to 'hang out.'" Lilly McKay-Carriere noted, the school is not just a building, "it has to be a catalyst of change." As Rosalina in Pinehouse added, "We must do what we can to support the aspirations of each student; we need to help students to understand that they can, despite adversity, have aspirations to be successful and contributing members of our community."

Unlike music or sports or other media stars, teachers are largely unheralded and often ignored influences on the young. Not only does our work go largely unnoticed and unrecognized, we are often simply unaware of the difference we make in the lives of young people. We cannot, for example, begin to calculate or quantify the effect of the fly-in visit of a group of southern university educators on the students we met in these northern communities. President Timmons spoke of her own life in an isolated Labrador mining town, and of her own Mi'kmaq heritage. She also announced a thousand dollar

bursary available to any Grade 12 student who chooses to come to the University of Regina to study. Will that make a difference in an individual's life? Will such a bursary be an enabling catalyst? Perhaps.

I do know that I was witness in these communities to the passionate desire that animates good teaching; it is a form of leadership and community development. I am more adamant than ever that our educational systems cannot be self-serving to those of us who construct and then inhabit them. We must ensure that educational bureaucracies are not barriers to children's engagement in learning if their potentials are to be realized.

This edition of *Education News* continues to tell the stories of how we in the Faculty of Education and our partners are interrogating the curriculum to find new ways to engage students. First Nations, Métis, and Inuit ways of knowing continue to animate the discussions. From these perspectives, we have come to learn, as Dr. Xia Ji reminds us in her article on page 12, that teaching is an affair not just of the mind or the body, but also of the heart.



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*in education*

exploring our connective educational landscape

# Interview With Maureen Johns: Indigenizing Education

**A**n interview on Indigenizing Education with Maureen Johns, Executive Lead, Indigenization at the University of Regina since July, 2012.

**1** *How have the roles you have held during your career in education, however you define that, prepared you for the current challenge, of Indigenizing a university?*

When I reflect on the roles I've been blessed to fulfill throughout my career, I feel very fortunate to be able to contribute to shifting worldviews towards Indigenous peoples. Be it as a classroom teacher, consultant, principal, executive director, or through my current position with the University of Regina, each has served as a scaffold, providing insights. In particular, my roles that brought me close with young people and reinforced my desire to make a difference are very dear to me. The richness of Indigenous knowledge has always been recognized in many roles I've played within the education system. I see a great need to find a way for education to reflect both Indigenous cultures and that of the newcomers who have come to this land throughout North American history. I also believe it is important to respect the roles played by others, so that we will be successful in building relationships

with each other. The future generation can't wait for us to be so restricted into role descriptions that we are rendered powerless to bring about necessary change. Together, we need to motivate ourselves and empower others to be a part of Indigenization. Education is an excellent vehicle for Indigenization, opening eyes that in the past have been blind.

**2** *How is the climate of the university different from other large organizations in which you have had leadership positions?*

The climate of the University of Regina reflects the climate of the larger community within which we exist. Human beings reflect a range of beliefs and dispositions, and as such, it is expected that a diversity of acceptance of the need to Indigenize will be present. We need to expect such diversity and be strategic in the way we address it. Since the majority of the University of Regina population is "young," a certain energy is present here. This energy is reflected in interests and "causes" taken up by young people, including supporting Indigenization. I am heartened at the openness and creativity of University of Regina students in support of Indigenization. We only need to think about recent Indigenous guests who've been made to feel

welcome at the University of Regina, including; Buffy St. Marie, Wab Kinew, Sylvia McAdam, Roy Bison, Mary Spencer, Pamela Palmater, Jess Gordon and Roe Bubar, to name a few.

**3** *What does the term "Indigenize" mean to you?*

Indigenization describes ACTION in support of de-colonization of Indigenous peoples. We work "against" colonization and "for" Indigenization. Both are required for balance. Indigenization has the potential to foundationally infuse Indigenous content, perspectives, and ways of knowing within the University of Regina. Terms are always open to interpretation which is good because Indigenization is enacted both personally and publicly. Each person throughout the University of Regina has the opportunity and free will to "define" Indigenization and in doing so will bring "it" to life. It is a credit to our Indigenous ancestors to have kept the fire burning deep in our souls, even when it seemed that all had been lost.

**4** *With almost one year of experience in your position as Executive Lead, Indigenization, what have you found to be the major obstacle/s to achieving your goals?*

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Maureen Johns, Executive Lead, Indigenization

Obstacles are only hills to climb over or around. There are no obstacles to achieve Indigenization goals on campus except for those that exist in people's hearts and minds. I am so honored to be able to contribute to the University of Regina's strategic vision in support of Indigenization. The President's office has made it very clear that Indigenization is an important element of our university's Strategic Plan. "Our Work, Our People, Our Communities" identifies the need to build long-term relationships with Métis and First Nation peoples, signalling an era of inclusion and transformational change.

### **5** *Are you involved in any Indigenizing initiatives with the Faculty of Education?*

The Faculty of Education has always been a leader in supporting Indigenization. Pedagogy, research, and community engagement are increasingly being focused on with both a critical and creative lens. Undergraduate and graduate programs delivered off-campus have produced visionary educators across Saskatchewan and indeed, across Canada. We are now starting to see the legacy of teachers in classrooms who believe in social justice: What could be more important to transformational change than this kind of commitment? The

presence of Indigenous scholars, committed Faculty leadership and supporters has allowed the Faculty of Education to be involved in setting a standard for Indigenous education. I have enjoyed my association with the Faculty of Education, both as a student and in my current position, from the Dean's office, to the Faculty and staff, and to the students I have been involved with through class presentations and consultations. I admire the tenacity of the people at the Faculty of Education for bringing de-colonization, through Indigenization, to the forefront.

### **6** *With regards to Indigenization, where are we now, where do we need to go, and how soon do we need to get there?*

The Ojibway people's language has a term for the plurality of truth; so perceptions about where we are now in regard to Indigenization, where we need to go, and how soon we need to get there are as diverse as the perspectives of the people who make up the University of Regina community. Although current efforts to Indigenize are important, it is critical to remember the foundational work done by those who have walked this path before us. We have a foundation of recognition of Aboriginal, Treaty, and Indigenous rights from which to

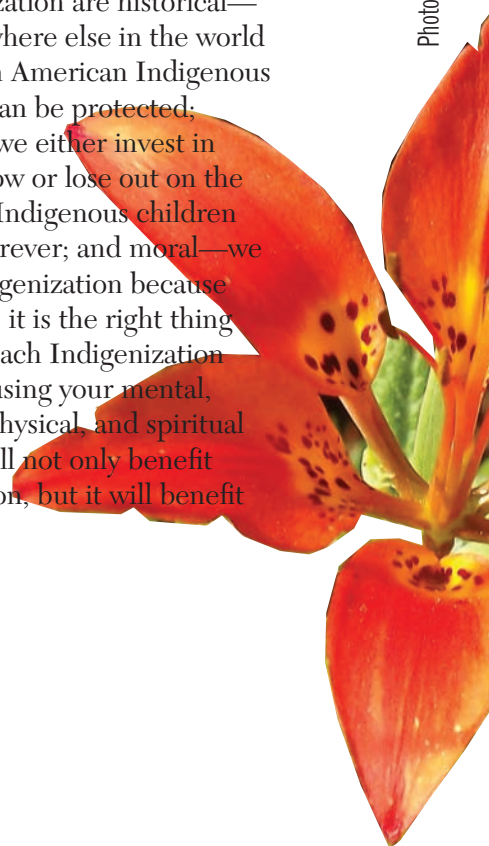
**“Indigenization is everyone's business and must be foundationally integrated within and across all education systems.”**

build a future where Indigenization achieves its full potential. We need to go there right now, each of us in our diverse roles and with renewed commitment—the current and future generations can't wait a moment longer.

### **7** *What recommendations can you make for those working in the field of education to move forwards with Indigenizing education?*

Indigenization is everyone's business and must be foundationally integrated within and across all education systems. Indigenous peoples must have an equitable voice in charting the progress of the Indigenization journey. Imperatives for Indigenization are historical—there is no where else in the world where North American Indigenous knowledge can be protected; economic—we either invest in education now or lose out on the potential of Indigenous children and youth forever; and moral—we support Indigenization because quite simply, it is the right thing to do. Approach Indigenization holistically, using your mental, emotional, physical, and spiritual capacities will not only benefit Indigenization, but it will benefit you as well.

Photo Credit: Herman Michell



# A Ceremonial Feast and Round Dance

by Shuana Niessen


On March 28<sup>th</sup>, 2013 the first Feast and Round Dance was held on campus at the U of R. Dr. JoLee Blackbear, recipient of an Indigenous People's Health Research grant, first thought of hosting the event in order to "offer gratitude and ask for guidance from our ancestors and the Creator." JoLee explains, "The teachings I have grown up with have taught me that when you receive a blessing, like the grant, you offer gratitude, often in the form of a Feast and you ask for guidance from elders when you have the potential to impact many people." JoLee took her idea to the Faculty of Education Aboriginal Advisory Circle to see if they would support the idea. She was overwhelmed by their support and interest. She then went to the President, who also supported the plan. Thus, she began looking for funding and her efforts resulted in the receipt of a

generous grant from the Regina Urban Aboriginal Strategy (RUAS). In addition, she received supports from the Offices of the President and Provost and VP(Academic), the Faculties of Education, Kinesiology and Health Studies, and Nursing, L'Institut français, the Indigenous Students' Association, the Education Students' Society, All Nations Hope, and student volunteers from both the University of Regina and First Nations University of Canada.

JoLee's seemingly simple plan to offer gratitude and receive guidance through a ceremonial feast and round dance became, as she states, "an enormous opportunity for all of us to learn about what decolonizing and Indigenizing the University of Regina really looks like in action." Though there were, "moments of profound frustration as we bumped up against policies and

procedures that were not friendly to this event," JoLee resolved to focus instead on "the fact that the upper level administrators and the U of R Strategic Plan *mâma'wohka'mâtowin* (Our Work, Our People, Our Communities) seek to Indigenize and decolonize this University." Thus, she was provided with the necessary openness to make changes and move forward. "We were able to seek the changes to make this a University in which First Nations, Métis, and Inuit (FNMI) people feel welcome, where people from all backgrounds can join together and restore the past by creating a future of opportunity and possibility for all people and stakeholders of the University of Regina," reported JoLee.

"There is still a lot of work to be done," JoLee says, noting the fact that some obstacles could not be



The Feast and Round Dance began with a pipe ceremony and prayer. Drummers and participants came from as far as Manitoba and northern Saskatchewan to show their support of the U of R taking on this initiative. Participants were honoured with the presence of the dignitary elder, Fred Saskamoose, the first treaty Indian to play hockey for the NHL.

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overcome. For instance, “there was not an existing feasting policy on campus that would allow us to cook and prepare our feast food under the proper protocols; hence, we had to cater that part of the ceremony and call it a ‘community supper’ rather than a feast.” Policies regarding personal and event smudging also proved difficult. JoLee says, “We were, however, able to meet with the appropriate administrators, resulting in new and revised policies now being drafted to make this event and other cultural events on our campus easier to hold in the future.” Of the U of R’s openness, JoLee says, “Overall, the University is open to making the necessary changes. I believe it is really a matter of those of us who know what needs to be done to take the lead in making the necessary recommendations to do so.” JoLee continues, “There are new initiatives, with FNMI faculty, staff, students, and allies working together to identify exactly what those key issues are and making recommendations to support those changes.”

As with all new initiatives, there are difficulties to overcome. JoLee points out, “Change is difficult for many people. Often there is a fear behind the change. However, if we persevere and move in a genuine and compassionate manner, and do so in ceremony as with this Feast and Round Dance, then things will move as they should.”

JoLee has already experienced blessings from this event: The highlights were working with undergraduate students, “they were amazing and we had over 50 student volunteers from a variety of cultural backgrounds,” and “connecting with some amazing female elders whom I now consider as part of my personal support system and I will be part of theirs as well.” Dr. Janice Huber, Faculty of Education, brought two children to the event. They offered their thoughts: “I loved the Round Dance because I was learning the First Nations culture through it” (Christine, age 10, non-First Nations ancestry). And, “In the Round Dance, it’s like when you are holding hands, you

are meeting new people, and it’s like a family and a connection in the world across all people” (Ellee, age 9, non-First Nations ancestry). Janice was also grateful for the experience, saying, “In my journey as a teacher, a parent, and a person who is living upon stolen land, and benefitting from doing so, I know I have many responsibilities; I also know that by participating and making relationships, I have and will continue to learn, which I very much desire.”

For future events, JoLee explains that the grant received from RUAS is a capacity-building grant. The intention is to partner with the Indigenous Students’ Association and mentor them to take on the ceremony in years to come. JoLee is also aware that “many faculty will use this event in the future as a teaching and learning opportunity for non-Aboriginal students.” As JoLee says, “Bringing any type of ceremony to campus is a win-win for everyone.”



Photo credit: Shuana Niessen

# Project of Heart With High School and University Students

*by Shuana Niessen*

**D**r. Jennifer Tupper, Associate Dean of Faculty Development and Human Resources and Associate Professor of Social Studies Education (ESST), in response to Sylvia Smith's master's thesis workshop entitled, Project of Heart (POH), and the Faculty's commitment to Indigenizing education, began to wonder how she could take up Project of Heart in her own Social Studies Education courses. Project of Heart is "an Indian Residential School (IRS) Commemoration Project that seeks to raise the awareness of non-Aboriginal people in Canada about a part of our history we know relatively little about, and which, until recently, has not been considered important enough to be a part of mainstream curriculum in our schools" (Sylvia Smith, Nov. 23, 2011, YOURblog). With the hope of involving a classroom of high school students, Jennifer called F. W. Johnson teacher, Heather Findlay, whom Jennifer was also supervising for her master's thesis. Heather was teaching an English Language Arts (ELA) 30 course, and though she had already been teaching about residential schools as part of her course, she readily accepted the invitation to participate in the project, seeing it, "as a great way to enhance my teaching in this important area," says Heather. Jennifer was also teaching an ESST 300 course with grad student Keith Adolph assisting

her as a Teaching Assistant. Keith was able to participate, support, and photograph the experience. Jennifer then contacted Sylvia Smith who sent the tiles and Project of Heart kit.

The project began in early October, with Heather's students writing letters of introduction. There were six visits to F.W. Johnson Collegiate high school. This involved some juggling because the university students' schedules did not match with the ELA 30 students' schedules. Thus, the university students came to the high school on different days and at different times to ensure that everyone had the opportunity to participate in the project. Heather noted that the F.W. Johnson students were particularly interested in the university students' stories of their personal journeys in learning about residential schools and their growth as social justice educators. The university students' stories were about how not hearing about residential schools in their K-12 education was a disservice to them. Heather says, "This allowed my students to reflect on their own school career and...what gaps they saw in their own education." Also regarding student response, Keith observed that "whenever material like this is taught, I think the most significant part is watching the transformation some of the students go through. At times, our students from the university were challenged

as much as those at Johnson." Further, he observed that, "Some students are uncomfortable with the idea that their society was involved in something as abhorrent as residential schools. There can be guilt and even anger." When students experienced these responses, they were attended to by Heather and Jennifer.

An unexpected benefit observed by Heather was that students were becoming metacognitive about their own learning. Heather says, "Because my students were aware that the university students were simultaneously learning about how to teach and deliver content, our conversations turned to pedagogy." Throughout the project, there were conversations regarding learning, and understandings developing that "learning happens in a multitude of ways that cannot always be measured through the completion of a worksheet."

On November 8<sup>th</sup>, as a culminating activity, the F. W. Johnson students spent the day on the U of R campus. During their visit, they participated in the First Nations University of Canada (FNUC) Remembrance Day service; experienced a Blessing, Smudging, and Round Dance ceremony led by Joseph Naytowhow, a renowned Cree knowledge keeper and storyteller, who was assisted by Dr. Patrick Lewis; toured the University (some for the first time); painted the

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tiles that, as part of the Project of Heart, are created in memory of the many children who died while attending residential schools; listened to Joseph Naytowhow tell of his experiences as a survivor; and observed the ceremonial Smudging of the tiles. Heather reports, “The students agreed that the best part of the experience for them was the field trip to the university.”

Both Heather and Keith recommend that teachers embrace the opportunity to participate in a Project of Heart. Heather says, “It is a wonderful tool to help teachers and students in learning about this part of Canadian history. The kit comes with so many great resources to help teachers get started.”

Jennifer says of the experience, “Facilitating and engaging in Project of Heart with the Grade 12s and the ESST students was meaningful on many levels. It challenged me to think deeply about my own pedagogical practices, settler identity, and complicity in ongoing processes of colonialism. It also created spaces to have important but difficult conversations with young people about what it means to live in a province that is still struggling to heal from the legacies of residential schooling. And ultimately, it provided opportunities to begin the difficult process of working toward reconciliation.”

***“It created spaces to have important but difficult conversations with young people about what it means to live in a province that is still struggling to heal from the legacies of residential schooling.”***



Heather and Jennifer with ESST and Grade 12 students



Participating in Remembrance Day service at First Nations University



Joseph Naytowhow drums and sings for the Round Dance



Dean McNinch observes students as they make remembrance tiles



Joseph Naytowhow with students



Tiles made by students

Photos Credit: Keith Adolph

# Indigenizing Math Education

On November 27, 2012, Education Mathematics (EMTH) 300 and 310 students benefitted from a presentation by Leading Thunderbird Lodge's Vee Whitehorse, Kelly Polanski, and Jan Seer regarding the unique way they are connecting Saskatchewan curriculum learning objectives with Aboriginal content for Aboriginal youth who are recovering from addictions at Leading Thunderbird Lodge in Fort San, in the Qu'Appelle Valley. (For more information see previous article at <http://www.uregina.ca/external/communications/feature-stories/current/fs-05222012.html>). The creation story is foundational to

all learning and ways of knowing. They reconnect students with traditional Aboriginal cultures and values, all the while making multiple connections to the curriculum. Through conversations with Dr. Rick Seaman, Vee and Kelly have envisioned a horizontal curriculum, which they are developing into resources for non-Aboriginal teachers.

**Aboriginal Perspectives and/**  
**Ain Mathematics** is a SIDRU-funded research project (2010-2012) that strives to understand and teach through the cultures and experiences of Aboriginal students. One part of the project

involves SUNTEP students designing several curriculum-based mathematics learning activities (at Grade 3-4 and Grade 5-6 levels) and introducing these activities to a number of elementary mathematics teachers through 1-day workshops. The second part of the project is a research study exploring teachers' perceptions of, and insights into, Aboriginal perspectives in the teaching and learning of mathematics. The study uses a narrative approach to explore teachers' successes, challenges, and insights into understanding and teaching mathematics curriculum through a distinctly Aboriginal content focus.

Two U of R faculty members are leading this initiative: Dr. Harley Weston (Department of Mathematics and Statistics) and Dr. Kathleen Nolan (Faculty of Education). Visit the Aboriginal Perspectives Website: <http://www.aboriginalperspectives.uregina.ca/>

Photos credit: Shuana Niessen



Vee Whitehorse, Jan Seer, and Kelly Polanski



Dr. Rick Seaman with EMTH students



Drs. Harley Weston and Kathy Nolan



EMTH students examine a drum used by Vee and Kelly for teaching math



EMTH students



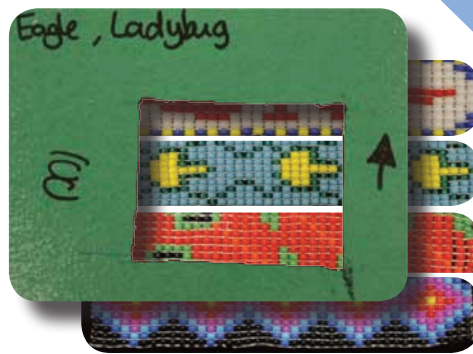
Plum tones are made of deer antler

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**M**ath on the Move is targeting its travels in 2013 to schools with a high percentage of Aboriginal students. In April of this year, MOTM will be visiting approximately 12 schools, bringing curriculum-focused, inquiry-based mathematics activities to Grade 9-10 students. Funding was obtained this year from the Ministry of Education of Saskatchewan by way of the Pacific Institute for the Mathematical Sciences (PIMS). The agreement between the government and PIMS is “to join with First Nations, Inuit and Métis communities to enhance opportunities for students and teachers in the mathematical sciences.” You can follow MOTM’s 2013 travels on Facebook <https://www.facebook.com/MathOnTheMove>

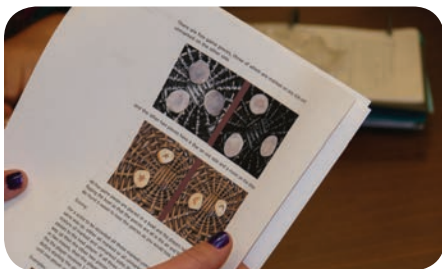
As part of the Faculty’s goal to Indigenize education, Drs. Harley Weston and Kathleen Nolan presented some Aboriginal teaching methods to Anna Lucero’s EMTH 310 students, on March 4, 2012. They introduced the Plum Stones Prediction Game, a game for Grade 4 students (see photos below). They also presented an Aboriginal perspectives Grade 6 learning activity involving beading and percentages at a SIDRU seminar earlier that day



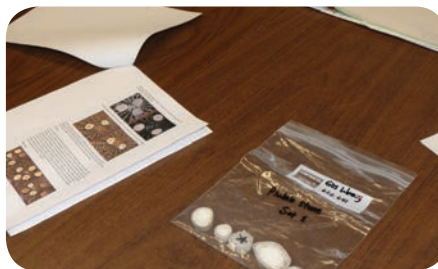
Beading and percentages learning activity



**E**MTH 351 students developed a “Math Pirate” Math Trail around the U of R, which they participated in on April 9, 2013. This learning activity was intended to help preservice teachers recognize how math can be taught authentically, connected to the real world, and out of the classroom and away from textbooks. Students visited eight locations around the campus. One student, Kelsey, wrote in her blog: “We decided to go along with a story—that our friend, Mitch, had been captured by the Math Pirate and it was our duty to follow his map and answer his questions. Once we tweeted him our answer, he sent us a letter which we then had to rearrange to answer a riddle.” Students used Facetime and Twitter, two iPhones and a Mac book, to exchange correct answers to solve the riddle of the pirate’s location. In developing the Math Trail, each student took photos of a specific location and developed math questions related to the curriculum, and connected to the location. For example, photos of objects from the location were used for questions about lines and symmetry. The students uploaded their questions and photos onto a class Jing website where Dr. Rick Seaman could interact with them individually regarding their work. Students commented that they would do this activity with their students, and that they thought it would help students to recognize math in the world around them.



Plum Stones Prediction Game instructions



Plum Stones Prediction Game kit



Instructor Anna Lucero plays the Plum Stones Prediction Game with EMTH students



EMTH students learn to play the Plum Stones Prediction game

# Reflections on Indigenizing Science and Environmental Education

*by Xia Ji, Assistant Professor, Science Education*

**T**his article focuses more on my feeling/thinking about Indigenizing science and environmental education than on my actual practice. As the German poet Goethe wrote, “To think is easy; to act is difficult; to act as one thinks is the most difficult of all.” (cited in Jickling & Lotz-Sisitka, et. al., 2006). So thinking would be the easier part of the Indigenization task, or so I thought. You can imagine my frustration when I realized that most students I work with in the science education area are not in the thinking stage of Indigenization. I feel that I might be pushing my agenda onto them. So, what do I understand of Indigenizing education – science and environmental education in particular? What does Indigenizing science and environmental education mean to me?

This wondering led me to two of the imbalances/injustices observed by Yifu Tuan (2011). One is the imbalance/injustice between the mind and the body – the mind having evolved tremendously in the last few centuries while the body remains much the same, and thus, the mind’s tendency to separate from and dominate the body. The other is the imbalance/injustice between the living and the dead – meaning that the living can say anything about the dead (the past) without fearing much consequence.

To me, Indigenizing education has the potential to restore balance and justice. Indigenous views as shared by Cree Elder Mary Lee (Four Directions Teachings, 2013), and much like my own Chinese upbringing, recognize the four interdependent parts of human beings: the spiritual, the physical, the emotional, and the mental. By being open to Indigenous worldviews and including the spiritual and the emotional aspects of our beings, we can start to restore the balance to the various aspects of being human. Indeed, as Elder Dennis Omesu shared in my ESCI 401 class, “Education without spiritual values is lethal; it can only bring confusion and destruction.” Second, by listening to historically marginalized and silenced peoples – in particular, the Aboriginal peoples of this place – we can hope to relearn and re-evaluate history and restore the balance between the living and the dead.

Specific to my work in the science and environmental education areas, Indigenizing education gives us a glimpse of hope to regain ecological understanding of the natural environment, which is being lost in communities around the worlds. There is an urgent need to conserve this knowledge and wisdom to help develop new narratives, new structures, and new practices to save the earth and its

diverse life communities, and more so, to save ourselves from our greed, ignorance, and arrogance. In my teaching, I have been introducing students to “Two-Eyed Seeing” as the guiding principle for learning, proposed by Mi’kmaw Elder Albert Marshall (IISH, 2013). That is, we need to “learn to see from one eye with the strength of Indigenous knowledges and ways of knowing and from the other eye with the strengths of western knowledges and ways of knowing, and learn to use both eyes together, for the benefit of all.” Thanks to Dr. Alec Couros, I have created an online newspaper entitled “Indigenizing Science Ed Daily” to share news and resources related to this “two-eyed seeing” practice: <http://paper.li/xiaji2/1355866312>.

In the past year, I have also learned other aspects of Indigenizing education which resonate with me and my philosophy of education. Indigenizing education means shifting from teaching from the head to teaching from the heart. In fact, the Chinese words (用心) for heart and mind to indicate “paying attention to” are the same words. Second, Indigenizing education means we can humanize education and educational experiences for all and attend to the gap—the under representation of Aboriginal students and professionals in the sciences and engineering—by

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Dr. Xia Ji and family

practicing culturally respectful and responsive teaching. Third, Indigenizing education means, as the University of Regina Executive Lead on Indigenization, Maureen Johns said, “Making the pond clear so that everyone coming here (the University of Regina) can see her or his reflection in it.”

With preservice teachers in our Faculty of Education in mind, I wonder why and how people change their worldviews, values, and practices. For some, such as one of the leaders of the Idle No More Movement, Sylvia McAdam, it is because the current situation cannot be tolerated any more—She is referring to the historical and ongoing systemic marginalization of and injustice done to Aboriginal peoples in Canada. For others, it is the pursuit of a more just and more harmonious world, a powerful and irresistible ideal. Perhaps we strive for or strive to be the change for both of these reasons: the intolerable unjust reality and the pull of an irresistible ideal. On the other hand, if people are content with the status quo and are not pulled by any specific ideal, change is hard to come by and take hold. The question is, can we afford to maintain our apathy in light of ecological crisis and social upheavals on a global scale? At this point in my journey, I feel that Indigenizing education is not just a challenge with which we are morally and

ethically compelled to engage, but it is also an opportunity for us to live more balanced, more holistic, happier, and more fulfilling lives. To end this essay, I quote Dustin Brass, a Native Studies teacher at Balfour Collegiate, who left this invitation with the students in my ESCI 401 class: “Give me a call when you decide to learn more. I don’t expect you to become an expert on Aboriginal views and practices overnight. I am still on this journey after 25 years.”

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There were 1,978 registrants along with an estimated 1,000 drop-ins, representing 75 counties, who participated in a Massive Open Online Course (MOOC) in the area of educational technology and media, headed by Dr. Alec Couros, Faculty of Education, U of R, with a number of other collaborators. ETMOOC began on January 14, and ran 11 weeks. The course was open to anyone worldwide, including students of our program, and provided the experience of independent, globally connected, online learning. The MOOC brought participants together using an assortment of tools: an aggregated blog hub, Google + community, weekly Blackboard sessions with side chat, and synchronous twitter chats. The careful selection of tools, engaging topics, and synchronous sessions allowed the community to grow, ideas to be exchanged, and significant learning to occur among participants. Topics include: Connected Learning; Tools, Processes & Pedagogy; Digital Storytelling; Multimedia, Remixes & Mashups; Digital Literacy; Information, Memes & Attention; The Open Movement; Open Access, OERs & the Future of Education; Digital Citizenship; and Identity, Footprint & Social Activism. Though ETMOOC is finished, participants continue to tweet using the hashtags #etmooc and #etmchat and there are several spin-off Personal Learning Networks developing in the form of Google+ communities. Sessions are archived as open education resources at [www.etmooc.org](http://www.etmooc.org). Truly a successful educational experiment!

# Focus on Teacher Researcher

by Val Mulholland

## **Focus on Teacher Research: Chauntel Baudu**



**C**hauntel Baudu has taught secondary English Language Arts (ELA) in Regina Catholic Schools since 2005, recently completing a Master of Education degree in 2012. Chauntel's research study was conducted in her Grade 11 ELA class and culminated with students writing autobiographies. As the title of her thesis, "Anti-Oppressive Education Through English Language Arts: A Recollecting Journey," suggests, the purpose of her research was to interrupt oppressive ideologies and practices in education using narrative and Indigenous methodologies.

Over the course of one semester, Chauntel studied how students

developed critical literacy skills and applied their knowledge by writing autobiographies that examined how their identities were produced. In her coursework with Dr. Carol Schick, she learned that when students can name and recognize oppressive issues, they can begin to address them, and thereby disrupt normative ideologies. Ultimately, anti-oppressive approaches to teaching allow educators and students to move from apathy to action, empowering themselves and perhaps others to first see oppression, and then use their awareness to close the gap between the oppressed and the oppressor.

Chauntel taught the mandated provincial curricular theme of "Recollections – A Journey Back" through an anti-oppressive lens. Her students shared their stories and reflections on the ways they saw and interacted with the world. Students articulated their struggles, epiphanies, growth, enlightenment, as well as their thoughts on their (re)produced ideologies emanating from childhood and educational experiences.

### **Interview with Chauntel**

#### **What drew you to begin graduate work?**

I always knew I was going to complete my graduate studies

early on in my career. My goal was to have it completed before I was 30. With that being said, I spent the first 7 years of my career dedicating my time to my pedagogy and teaching ELA, coaching wrestling, softball, and volleyball, being an advisor for a community improvement club, and taking classes towards completing my Bachelor of Arts with an English major. I then applied to do my graduate work, was accepted, and began my classes. I knew I wanted to complete my degree in a timely manner, so I took five courses in 3 semesters, planned, facilitated, conducted my research, and collected my data within that time, and then took one semester off from January to June of 2012, and wrote my thesis.

#### **How has doing graduate work informed your teaching practice?**

Throughout my graduate studies, my teaching practice was constantly influenced. On a weekly basis, I would take ideas, concepts, content, or strategies from my graduate studies and apply them to my senior ELA classes. My research focuses on anti-oppressive education in ELA classrooms, so I implemented theory into practice daily. Anti-oppressive education has always been my passion, and I had always "tried" to implement anti-oppressive strategies, but I felt that my graduate studies were really informing me with new strategies, conversations, spaces, ideas, and philosophies. I know that no space is neutral—nor do I want it to be—as neutrality and silence only perpetuate oppression.

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## When did you know the focus of your research?

I have always known that I cared deeply about how education affects students and have taken my platform and my vocation very seriously since I was a preservice teacher. I was very fortunate to be taught by Professors James McNinch, Carol Schick, Twyla Salm, and Valerie Mulholland during my undergraduate studies. This social justice driven team allowed me to grow and further develop my intrinsic passion for

deteriorating barriers of oppression in society. These mentors indirectly and directly supported me along my journey to address inequity and oppression in society, and therefore in our classrooms. As I began my graduate studies, I benefited from studying with JoLee Blackbear, Andrea Sterzuk, and Carol Schick. My studies allowed me to thread together all of the areas of my priorities into the components for my research: critical literacy, identity development/autobiography, and Indigenous methodology.

Chauntel's thesis was short-listed for the Language and Literacy Researchers of Canada Award (2013). Her external examiner, Dr. Lynne Wiltse of the University of Alberta commended her for the courage her thesis demonstrated.

Defended: August 2012  
Supervisor: Dr. Val Mulholland  
Committee: Dr. Carol Schick and Dr. JoLee Blackbear  
External Examiner:  
Dr. Lynne Wiltse

## Bac News

### Second Year Bac Students Present Research Projects at Université Laval

La foire de l'éducation à Québec Le 8 mars dernier, à Québec, les étudiantes de la deuxième année ont pris part à une foire de l'éducation dans le cadre de leur séjour à l'Université Laval.

Lors de cette journée de formation entre pairs, les étudiantes ont présenté, à tour de rôle, un exposé. Parmi les sujets explorés : le TDAH, les relations parents-enseignant, l'enseignement interdisciplinaire en milieu minoritaire, la musicothérapie, l'enseignement des mathématiques, la pédagogie Montessori, le perfectionnisme, la

démotivation scolaire, le décrochage scolaire, la communication non verbale, les défis de l'immersion, l'autisme, la pauvreté et ses effets sur l'apprentissage ; et bien d'autres! Au cours de cette journée spéciale, les étudiantes ont eu l'occasion de rencontrer M Lacombe, directeur général de l'ACELF, qui leur a présenté l'organisme et leur a offert une pochette d'informations leur donnant accès à plusieurs activités pédagogiques en ligne. Ce fut une journée où les étudiantes ont pu relever un défi sur le plan de la communication orale dans un cadre professionnel.

Reprinted with permission,  
*Le Talk Bac*, April 2013



The Bac students had the opportunity to meet Mr. Lacombe, Executive Director of the ACELF, the Association canadienne d'éducation de langue française

# Renewed Partnership With Nunavut Arctic College

by Shuana Niessen

## Signing Ceremony for the Renewed Partnership Agreement between the Nunavut Teacher Education Program, Nunavut Arctic College and the University of Regina, Faculty of Education

On Thursday, October 18, 2012, a signing ceremony for the continuation of a partnership agreement between the Nunavut Teacher Education Program (NTEP), Nunavut Arctic College (NAC) and the Faculty of Education, University of Regina (U of R) occurred. NAC/NTEP, Director of Education Programs Brian Manning and NTEP Program Manager Jim Legge attended the signing ceremony along with U of R President and Vice-Chancellor, Vianne Timmons. Also attending was NTEP student Laura Merritt of Rankin Inlet, Nunavut, who

was recently chosen as the winner of the Saskatchewan Teachers' Federation Prize at the fall 2012 U of R convocation ceremony. "Nunavut Arctic College, is pleased to continue our collaboration with the University of Regina. This partnership will enhance educational opportunities and address the needs of the students entrusted to our care. The contract renewal is reflective of a positive relationship with U of R that is grounded in open communication and high standards," says Brian Manning, Director of Nunavut Education Programs.

The initial partnership was formed in March 2007, when the NAC Board of Governors formally approved a partnership with the Faculty of Education, U of R after conducting a national competition amongst universities in Canada.

As NTEP's academic sponsor for the past 5 years, the U of R's Faculty of Education has engaged in the creation, support, and recognition of a distinctive NTEP Bachelor of Education in Elementary Education program which prepares bilingual (Inuktitut/English) teachers for Nunavut schools. Expanding on this Elementary Education program offering, a Middle Years concentration is being developed with full implementation planned for fall 2015.

Student exchanges have been and will continue to be an important aspect of this partnership. For the past 2 years, 3rd-year NTEP pre-interns have attended classes for a 1-week period in May at the U of R. Through these visits, NTEP students have had an opportunity to connect with each other (coming from various locations in Nunavut),



Brian Manning, Director of Education Programs, NAC presents President Vianne Timmons with an inukshuk



Laura Merritt, recent graduate of U of R B.Ed. through NTEP presents Dean James McNinch with an inukshuk



James Legge, Program Manager, NTEP presents Dr. Michael Tymchak, Community-Based Programs and NTEP Consultant with an inukshuk

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with other teacher education students and faculty from the Faculty of Education, as well as with teacher education students from Aboriginal teacher education programs such as the Saskatchewan Urban Native Teacher Education Program (SUNTEP), and First Nations University of Canada (FNUC). Another outcome of the partnership is the establishment of an annual symposium located in Iqaluit, Nunavut designed as professional development for NTEP administrators, instructors, and students, along with U of R faculty.

"I am delighted that Nunavut Arctic College has seen fit to extend its contract with the University of Regina. This latest contract is a tribute to the strong spirit of collaboration and trust that has grown up between our two educational institutions over the past 5 years (2007 - 2012). In this context, the fact that Laura Merritt, an NTEP graduate, has won the STF Prize in Education representing our most distinguished graduate in this Fall's Convocation,

speaks eloquently both to her personal achievement and to the quality of the program that is being delivered," says Michael Tymchak, who was Dean of Education when the initial partnership was formed, and while serving as Director of SIDRU worked with the partnership, and is continuing to work with the partnership as Program Consultant since his retirement in June 2012. At the initial signing Tymchak said, "Our success is determined not by the words of the document we sign, but by how we work together," and this renewed agreement bears witness to the quality of the work that has been done together.

The new agreement holds new promise. Along with maintaining the distinctive NTEP B.Ed. Program, expansions include the possibility of a Secondary program. Student exchange and visitation opportunities will be expanded. There will be opportunities developed for NTEP members to become 'Adjunct' U of R faculty and visiting scholars, as well as

U of R faculty becoming visiting scholars with Nunavut Arctic College. Technology mediated distance learning will be promoted, creating opportunities for courses, workshops and other professional development activities. The University of Regina will also explore the feasibility of other program expansions as requested by Nunavut Arctic College. "The Faculty of Education at the University of Regina has worked closely and respectfully with First Nations and Métis partners for the past 40 years. Our first 5 years working with Inuit partners in Nunavut have been mutually beneficial for everyone involved. We look forward to our continuing partnership and continuing progress in the critical field of Indigenous Teacher Education," say Dean of Education and SIDRU Director, James McNinch,



Dean, James McNinch, Faculty of Education, U of R; Director of Education Programs, Brian Manning, NTEP/NAC; President Vianne Timmons, U of R

Photos credit: Trevor Hopkins

# Grants and Awards

## Saskatchewan Instructional Development and Research Unit Funding

### Competition B: Partnership/Community-Based Educational Fund

Dr. Barbara McNeil was awarded \$3,500 for a proposal entitled, "Saskatchewan African Canadian Heritage Museum: An Allegory of Race, Place, and Museums."



### Competition C: General Research Fund

Dr. Wanda Lyons was awarded \$3,500 for a proposal entitled, "Preparing Principals for Leadership in Inclusive Schools."



Dr. Barbara McNeil and Dr. Shauneen Pete were awarded \$2,000 for a proposal entitled, "Self-Study of a Journey of Indigenization."



Dr. Shauneen Pete and Dr. Sean Lessard were awarded \$2,000 for a proposal entitled, "A Review of Indigenizing Practices in Canadian Faculties of Education."



## Social Sciences and Humanities Research Council (SSHRC) Michael Smith Foreign Study Supplement

Education graduate student, Jennifer Burton, was selected as a recipient of a SSHRC travel scholarship worth \$6,000. Jennifer is the first U of R graduate student to receive this award. Drs. Jennifer Tupper and Andrea Sterzuk supported the application. Jennifer will be going to South Korea from May to August this year and she will have a Korean co-supervisor who will support her studies while there.



## President's Fund (the local SSHRC General Research Grant)

Dr. Wanda Lyons has been awarded \$3,980 for a



proposal entitled, "Preparing Principals for Leadership in Inclusive Schools."

Dr. Lee Schaefer has been awarded \$5,000 for a proposal entitled, "In the Midst of Becoming Teachers: Storying Second and Third-year Teacher Identities."



## Indigenous People's Health Research Centre (IPHRC) New Scholar Award

Dr. Cindy Hanson was awarded \$5,000 with Community Partner: Saskatchewan Native Women's Circle for a proposal entitled, "Who Benefits: Residential School Compensation, Aboriginal Women, and Healing."



## United Association of Labour Educators Research Award

Dr. Cindy Hanson was awarded \$3,100 with Adriane Paavo (PSUW) for continued research entitled, "Sustaining Transformation: Building on the Success of the Prairie School for Union Women."



The "Dead Balloon Award" changed hands quickly this year as it was awarded to three faculty for their successful Ph.D. dissertation defences: Congratulations to Dr. Lee Schaefer, Dr. Valerie Triggs, and Dr. Michael Cappello.

## STF Award

**L**aura Merritt of Rankin Inlet, Nunavut Teacher Education Program was the winner of the Saskatchewan Teachers' Federation Prize at the 2012 Fall Convocation.

The Saskatchewan Teachers' Federation Prize is awarded to "the most distinguished student of the graduating class in the Faculty of Education who does not hold another degree."

Laura was in attendance at the Fall Convocation, held on October 20<sup>th</sup> in Regina. Additionally, Laura was recognized by the President and Vice-Chancellor, University of Regina, Dr. Vianne Timmons.

In June, Laura received the Nunavut Teachers' Association award for Top Academic

Performance in the Bachelor of Education Program for Nunavut and the Teaching Practicum Award for the Kivalliq Region. She is currently employed by Kivalliq School Operations as a Grade 5 Teacher at Simon Alaittuq School in Rankin Inlet.



Laura Merritt with President Vianne Timmons



Laura Merritt, STF Award recipient



Dean James McNinch presenting Laura with the STF Award

Photos credit: Trevor Hopkins

## Student Awards

**O**n March 14<sup>th</sup>, 2013, the annual reception honouring outstanding undergraduate academic achievement in the Faculty of Education for 2012 was held. Student representatives John Loeppky and Adrienne Dechief addressed the group.



John Loeppky

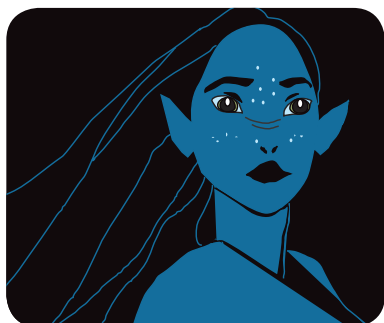


Adrienne Dechief



Photos credit: Trevor Hopkins

# Sponsored Events

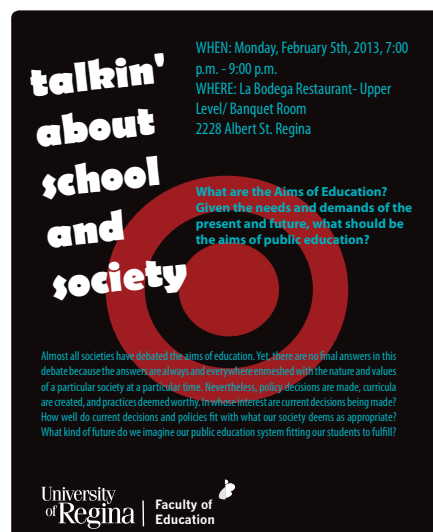


**F**ulbright Specialist, Roe Bubar visited our campus through the successful application and support of Dr. Patrick Lewis. Roe Bubar, J.D., is an Indigenous Studies Scholar and Associate Professor jointly appointed in the Department of Ethnic Studies and the School of Social Work at Colorado State University. She teaches Indigenous and Gender Studies courses. Her current research agenda considers intersectionality and sexual violence, health disparities, child maltreatment in tribal communities and Native youth and STD/STI messaging. Roe offered a free public lecture entitled, “The Erotics of Colonialism: Reinventing



Fulbright Specialist, Roe Bubar

Pocahontas as Avatar.” Roe was also provocateur at the March “talkin’ about school and society” discussion on the topic of: “A Girl’s Right to Learn Without Fear: Ending Gender-Based Violence in School.”



**T**his year the “talkin’ about school and society” series focussed conversations around the following questions:

November 20<sup>th</sup>: First Nations, Inuit and Métis Education: Where are we at? What can be celebrated about what is happening in our schools in regards to Aboriginal Education? What can we improve on?

February 5<sup>th</sup>: What are the aims of education? Given the needs and demands of the present and future, what should be the aims of public education?



**A** Winter’s Evening of **Stories in Word and Song**, organized by Dr. Patrick Lewis, took place on January 31<sup>st</sup>, 2013 at the Artful Dodger Cafe and Music Emporium. The event was well attended. Storytellers and singers included: Joseph Naytowhow, Kevin MacKenzie, Andy Shauf, Carl Johnson, and Patrick Lewis.



(L-R): Patrick Lewis, Mia Perry, and Twyla Salm

**T**he Field Placement Office celebrated 40 years of internship seminars. The first seminar was held in 1972 with only a few co-operating teachers and faculty members. Over the years, the internship seminar has become a hallmark of our teacher education program and a key element in supporting successful professional partnerships between our interns and their cooperating teachers.

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**T**wo visiting scholars, Ella Ulaya and Victor Chikoti visited the U of R campus from the University of Malawi Polytechnic, from October 24<sup>th</sup> to November 9<sup>th</sup>, 2012. Their visit was funded through the President's Office, as guests of CIET and the CIDA Malawi project team. The University of Malawi Polytechnic identified the marketing of their institution, programs, and courses as a critical need. Ella and Victor worked primarily with the U of R External Relations Office to learn about how the U of R markets its programs and courses.



(L-R): Ella Ulaya, Victor Chikoti, and Associate Dean Jennifer Tupper



CIDA Malawi Project Team, External Relations, Doug Brown (CIET), and Dean James McNinch



(L-R): Ella and Victor enjoying the snow



(L-R): Florence Luhanga (Nursing), Ella Ulaya, President Vianne Timmons, and Victor Chikoti

**The International Education Pizza & Talk Series** is a Centre for International Education & Training (CIET) initiative intended to create a space for visiting scholars, international students, Faculty of Education members, and community partners to share expertise and discuss issues in education.

In the 2012/2013 semesters, the series hosted three events: On October 25<sup>th</sup>, the lunch featured Dr. Meral Per, a visiting scholar from Abant Izzet Baysal University who spoke on the topic, "History of Arts Education in Turkey." University of Malawi Polytechnic guests were also visiting and participated in the lunch, along with a silent auction of Malawi Crafts to support Senga Primary School in Malawi. On November 20<sup>th</sup>, the lunch featured Jun Ma, Ph.D. candidate in the Faculty of Education, and Jun Wu, a visiting scholar from An Hui University who spoke on the topic of, "English Education in Chinese Universities." On March 20<sup>th</sup>, the lunch featured Martín R. López Mendivil, M.Ed., MHRD, who spoke on the topic of "My International Educational Journey."



(L-R): Visiting Scholars Hua Liu, Yan Fang Pan, Yan Zhu



(L-R): Visiting Scholars Meral Per and Jun Wu



Dr. Gerald Walton

**O**n December 4<sup>th</sup>, 2013, Dr. Gerald Walton, a sociologist and Associate Professor in the Faculty of Education at Lakehead University was invited by the Faculty of Education to present "As Obvious as the Nose on my Face: The Missing Discourse of Masculinity That Fuelled the Vancouver Stanley Cup Riots." Dr. Walton was in Regina as the external examiner for Wendy Shaw.



Dr. Patrick Lewis with Dr. Mary Young

**D**r. Mary Young, Faculty of Education, University of Winnipeg gave a public lecture entitled, "Pimosayta (Learning to Walk Together)" on November 15<sup>th</sup>, 2012 in the Education Auditorium. Dr. Young shared her thoughts on how non-Indigenous people might learn to walk together in good ways. During her visit to our campus, she sat in circle with three sections of ECE 200 who had read "In Search of April Raintree" by Beatrice Culleton Mosionier followed by a reading of Dr. Young's article, "Is the Legacy of Residential Schools Relevant Today?" (Manitoba Association of School Superintendents, Autumn 2005.)

Photos credit: Shuana Niessen

## Retirements

On December 17th, 2013, at the Faculty Holiday Celebration Luncheon, the retirements of Drs. Patrick Douaud, Carol Fulton, and donna Patterson were recognized and their achievements celebrated.



Dr. Patrick Douaud



Dr. Carol Fulton



Dr. donna Patterson

## Publications

Brogden, L. M. (2012). *CRT rewind: Teaching toward (the elusive) social justice*. Alberta Journal of Educational Research, 58(2), 246-262.

Couros, A., Lewis, P., Montgomery, K., Tupper, J., Hildebrandt, K., and Naytowhow, J. (Accepted, Forthcoming 2013), Storying treaties and the treaty relationship: enhancing treaty education through digital storytelling. *International Review of Qualitative Research*

(*IRQR*) Special Edition: Indigenous Qualitative Inquiries

Montgomery, K. (2013). Pedagogy and privilege: Reflections on the challenges and possibilities of teaching critically about racism. *Critical Education*, 4(1), 1-22. (Available at: <http://ojs.library.ubc.ca/index.php/critical/issue/view/182400>)

Montgomery, K. (2012). Shut up and teach: Collisions of nationalism, militarism, and racism in public education. In Özer, B., Caner, H., Kuter, S, and Perkan Zeki, C. (Eds.) *Proceedings of the 3rd International Conference on Educational Sciences*. Gazimağusa, North Cyprus, Eastern Mediterranean University Press.

## Long Service Awards

The following faculty and staff members received recognition for their years of service: 10 Years: Ron Martin, Scott Thompson; 15 Years: Nicole Glas, Laurie Lindsay; 20 Years: Vi Maeers ; 25 Years: Patrick Douaud, Darci McDonald



(L - R): Nicole Glas, Patrick Douaud, Dean James McNinch, Darci McDonald, Laurie Lindsay, Scott Thompson

Photo credit: Trevor Hopkins

# Trip to Honduras: An Education

by Shuana Niessen

Darci McDonald, Academic Program Advisor for Undergraduates in the Student Program Centre, had an inspiring winter holiday. She and several members of her family decided to go to Roatan, Honduras for a vacation. Darci shared her trip plans with Raelynn Moorhead, a colleague from Business Administration. Raelynn was excited to hear this because her close friend, Krissy Larsen, originally from Saskatchewan, now lives in Honduras and runs a Pre-K school called Little Learners Learning Centre on the island of Roatan. Raelynn immediately contacted Krissy, letting her know of Darci's upcoming visit, and Darci and Krissy exchanged contact information so they could meet when she and her family arrived in Honduras. Darci began communicating with Krissy so she could find out what she needed, "We'd ask her questions about what she could get there, and what kind of foods she missed from home," says Darci. Six family members were travelling, and they each filled their suitcases to the maximum weight limit with school supplies such as pencils, erasers, scissors, glue, and glitter that they purchased. Darci's niece, currently a B.Ed. student with the U of R, helped them choose the supplies, knowing from her classes how differing supplies could be used together for learning activities. The group also packed Canadian maps

and paraphernalia, toys for kids, and treats. "We carried potato chips in our carry-on from Canada so they wouldn't get crushed," recalls Darci. Raelynn also sent some items along, and the Student Program Centre donated a box of jumbo pencils.

When Darci's group arrived, they met with Krissy, who took them on a great tour of the island. She showed them the Pre-K school, which was located in the backyard of a friend's home. "The school was half the size of a garage; so small!" says Darci. Krissy was in the process of finding a new location while Darci and her family were in Honduras.

Darci was impressed by the way children on the island responded to Krissy. Everywhere she went, they were drawn to her, even children who didn't know her. Krissy teaches English to the children in the area, and promotes AIDs awareness through various activities. Parents apply to have their kids attend, and Krissy selects students based on need and how much money she has received through donations.

While Darci was there, Krissy had 12 students, but she wanted to expand to 18 and was working on

a new location, which she has now secured.

Listening to Darci tell her story, it was clear that contributing to the Little Learners Learning Centre had transformed a winter vacation into an educational experience. Darci says, "It was really an eye-opener. You can make a donation online and you never see how that donation has helped someone. But we could see it firsthand." When asked if she would do anything differently if she went again, Darci replied, "I would have taken less for me to use, and more for Krissy, fewer shoes and more supplies. I wish we could have taken loads of suitcases, just for Krissy."

For more information on Little Learners Learning Centre and how to make donations see:

<https://www.facebook.com/pages/Little-Learners-Learning-Centre-Krissy-Larsen/152259131551966>



Krissy Larsen and Pre-K Little Learners Learning Centre

# Poetry Slam

A crowd gathered for the first Faculty-hosted Poetry Slam on April 2, 2013. The event was coordinated by Marie Bidd, of the Teaching Preparation Centre, with the assistance of Rochelle Fenwick, Carolyn Montgomery, and Dean James McNinch. A panel of judges including Gillian Nowlan, Archer Library; Patrick Lewis, Faculty of Education, and Jesse Archibald-Barber, FNUC, selected and awarded the top three poets: Rhea McFarlane, Faculty of Education; Ken Mitchell, Professor Emeritus, U of R; and Devon Dozlaw. There were 18 poems submitted, and nine poets read their

poems. Keith Adolph, grad student in the Faculty of Education and Rhea McFarlane, B.Ed. student, MC'd the event. The Faculty hopes that the Poetry Slam will be an annual event to promote literacy and self-expression in the Faculty of Education.



MCs Rhea McFarlane and Keith Adolph



Panel of Judges: Gillian Nowlan, Patrick Lewis, and Jesse Archibald-Barber



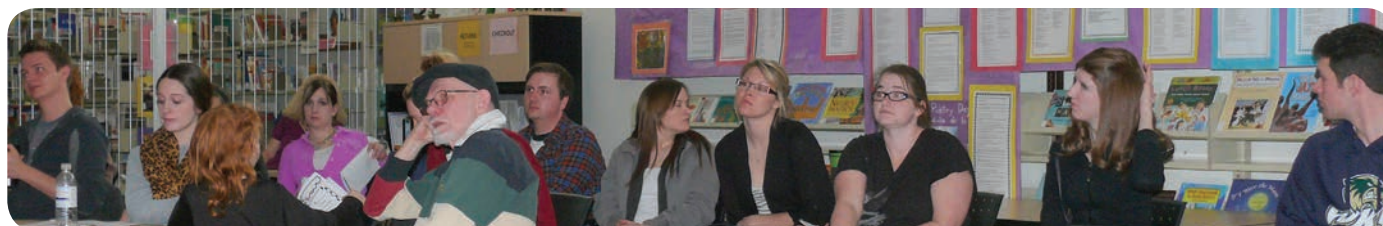
Top Poet, Rhea McFarlane



Top Poet, Ken Mitchell



Top Poet, Devon Dozlaw



Audience and Participants



Poet Nicole Behr, Campus for All



Poets Curtis Good and Helyn van Staveren, Faculty of Education



Poet Lexie Osborne, Faculty of Education



Valerie Triggs and Karen Lind enjoy the event

Photos credit: Shuana Niessen

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Editorial Board: **Dr. James McNinch**, and **Dr. Val Mulholland**