

Education News

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In her Master's thesis, Sandy Pinay Schindler explored the personal journeys of First Nations Elders and leaders for insight into moral and ethical leadership and the implications for First Nations and Western leadership models (see p. 6).

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A Message From the Dean

Many of the articles in this edition of *Education News* reference teaching and research relating to Indigenous Issues in Education. A First Nations colleague on first hearing the word “Indigenized” said, “Wow, I’ve just been verbed!” Long-time educator Maureen Johns, featured in this issue (see p. 17), is the new “Executive Lead” on Indigenization at the University of Regina. She quotes from the draft document of the U of R’s Aboriginal Advisory Circle which states in part that “Indigenization refers to 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 knowledges and practices so as to constitute an essential element of the University. It is not limited to Indigenous peoples, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability....”

In the Faculty of Education, our own Advisory Circle was formed last year to explore and plan ways we might support the President’s Aboriginal Initiative, consider our own practice in light of the goals of Indigenization, and work alongside pre-service and in-service teachers to advance these goals. At our recent Faculty retreat at the end of August, following a keynote address by returning Faculty member, Dr. Shauneen Pete, we broke into groups to ask ourselves, “What is it we are doing in our individual courses to work toward the goal of Indigenization and what might we do to enhance this goal in our programs in the coming years?”

There are many rationales for Indigenizing the University, including the demographics of this province. In many classrooms in cities like Prince Albert and Meadow Lake, the Aboriginal student population is well over 50%. There is also reason to know and to redress our colonial legacy and to reverse the decline of Aboriginal cultures and languages. This is a moral rationale to acknowledge and right the wrongs of the past. There are

obvious equity issues at hand to ensure equality of opportunities and outcomes for all members of society. There are political issues of self-determination and self-government that must be understood, too. There are issues of race and racism that need to be deconstructed. University discourses have reflected a racialized space—a White space—that has privileged some and excluded others. Indigenization can mean all of this and more. It is also about partnerships and collaboration. We are fortunate to have First Nations University on our campus as one of the Federated Colleges and to work closely with colleagues there and with the Saskatchewan Urban Native Teacher Education Program (SUNTEP) of the Gabriel Dumont Institute. As three institutions, our mandates must be seen to be complementary to one another.

In 2010, the Association of Canadian Deans of Education (ACDE) created the Accord on Indigenous Education to promote a vision in which Indigenous identities, cultures, languages, values, ways of knowing, and knowledge systems will flourish in all Canadian learning settings. ACDE recognizes that new ways of engagement are required in order to address the particular needs of Indigenous learners and to contribute to the well-being of Indigenous peoples and their communities. Canadian Deans of Education acknowledge that



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

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they and their Faculties have a role and responsibility to expand educators' knowledge about and understanding of Indigenous education. ACDE believes that this Accord:

- supports a socially just society for Indigenous peoples;
- reflects a respectful, collaborative, and consultative

process with Indigenous and non-Indigenous knowledge holders;

- promotes multiple partnerships among educational and Indigenous communities; and
- values the diversity of Indigenous knowledges and ways of knowing and learning, both traditional and contemporary.

I am pleased that this edition of *Education News* gives some insight into diverse Indigenization initiatives in this Faculty; it also gives you a sense of how far down the road we have come and just how long the journey will be.



Student Orientation



Education Student Orientation took place Sept. 4, 2012



Student volunteers helped with the Orientation



Education faculty and staff were introduced at the Orientation



Nate Polsfat and Breann Eberle gave poster presentations on community service experiences as part of ECS 200 course



Jonathan George and Gisèle Vachon presented on the BAC program



Education Students' Society (ESS) presentation by ESS President, Mark Regnier and VP of Communications, Rhea McFarlane



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Instructional Skills Workshop for Malawi Polytechnic Instructors

Submitted by Vi Maeers and Kathy Nolan

The Instructional Skills Workshop (ISW) for the University of Malawi Polytechnic (Poly) instructors took place at the beautiful Lake Malawi Sun 'N' Sand Holiday Resort in Mnagochi, Malawi from March 26-30, 2012.

This workshop was planned in advance by Faculty of Education professors, Vi Maeers and Kathy Nolan, along with two of the Polytechnic faculty, Elias Kaphesi and Vanywk Chikasanda, who came to the University of Regina from February 27-March 9, 2012. Elias and Vanwyk returned home on March 10, and Vi and Kathy spent the following week smoothing out details

of the workshop. What follows are some comments from their experience.

We arrived in Blantyre, Malawi on March 21st, 2012, and were greeted by Rabson, our amazing project leader. The following day we were taken to the Poly where we met with Elias and Vanwyk to put the finishing touches on the workshop schedule.

We had tentatively planned a short side-trip safari to Hippo lodge prior to the workshop which was to occur at Lake Malawi, but that trip was cancelled due to the death of Rabson's secretary, Violet, and the funeral service that took

place at Violet's house in Blantyre on Sunday, March 25. This was a funeral to remember forever—at least a three-hour experience, led by a fiery Pentecostal minister in a three-piece suit, in sweltering heat and humidity, pacing back and forth along the length of a city block, shouting at the top of his lungs in both English and Chichewa, to send Violet off to her heavenly home. We bought special skirt/wraps, called *chitenjes* for the occasion. Following this ceremony, we drove to Lake Malawi, where our workshop began the following day.

The workshop officially opened on March 26, 2012. We were a bit

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Elias and Vanwynk, or maybe it was because we were professors from Canada—who knows—they were a fantastic group and we were so honoured to be a part of this experience.

At the end of the ISW, we anticipated that the participants would be better:

- prepared to teach,
- able to select appropriate teaching strategies to meet learners' needs, and
- able to apply appropriate assessment techniques.

We had asked the participants to bring to the workshop a course schedule (outline), and, throughout the week, to work through this course schedule with input from the different workshop sessions and, by the end of the week, to “take away” a well-developed course schedule for one course they teach.

In our instructional skills workshop we covered the following:

- Getting to know you, sharing our experiences,
- Discussion of learning and teaching style tests,
- Learning theory,
- Course schedule development,
- Female-friendly pedagogy,
- Instructional strategies,
- Lesson planning,
- Micro teaching the same topic using different strategies,
- Scholarship of teaching and learning,
- Assessment—formative and summative, and
- Micro teaching a topic of choice to a small group.

The ISW workshop ended in splendid fashion with a formal graduation ceremony, complete with speeches and certificates. Grey Mang'anda, Projects Coordinator, Polytechnic, and also one of the

ISW participants, presented the participants with their certificates. Each of the ISW leaders made a short speech with a personal overview of the highlights of the workshop. One of the participants also gave a short speech thanking the leaders. The general sense the leaders had at the closing of the workshop was that the workshop had been very successful and had more than met the needs of the Poly instructors. We were delighted with the entire experience and are most grateful for this amazing opportunity.

For more information about this workshop, please visit the workshop wiki at <http://malawipolyteaching.uregina.wikispaces.net>

anxious about how it would all work out. We met for breakfast with our project group (Rabson, Elias, Vanwyk) and received final details on the Poly instructors who would be our ISW *students*. These *students* were all on faculty at the Poly, mostly instructors (those holding Master's degrees), with some Ph.D. students also.

The week unfolded in excellent fashion. Neither one of us had ever worked with a group of instructors who so fully participated, who threw ‘care to the wind,’ and who positively attempted every activity that we sent their way. I (Vi) was sure that much of what we invited them to participate in was quite foreign to them, different from the way in which they usually teach and learn, but for whatever reason, they totally immersed themselves into what we were asking them to do. Perhaps it was the unique resort experience, maybe they just trusted us, maybe it was because we were working with



(L-R) Kathy Nolan, Vanywk Chikasanda, Elias Kaphesi, Vi Maeers

A Teacher-Administrator Researcher Profile

Sandy Pinay Schindler is a graduate student with the Faculty of Education. Her Master's thesis is entitled: "Echoes of Voices From a Long Time Ago": A Self-Reflexive Journey of Understanding Leadership from a Personal and Indigenous Perspective. She was nominated for the Governor General's Award for Graduate Students in 2012.

Research

In her research, Sandy explored the personal journeys of First Nations Elders and leaders to provide insight into moral and ethical leadership and implications for First Nations and Western leadership models. Examining and defining how First Nations leaders find balance and guidance in challenging situations was the purpose of this leadership study. As the data was analyzed and synthesized, the findings emerged as a self-reflexive narrative. The study revealed that Indigenous methods and concepts were vital to this culturally respectful and significant research journey. The First Nations experience in Canada is complicated and there are historical impacts from a colonial presence and oppressive government acts (Episkinew, 2001). The social and leadership structure of most First Nations communities has been negatively impacted. Contemporary First Nations leaders appear to strive for a balance between spiritual, moral, and ethical leadership guided by Elders and Western influences (Ottmann, 2005). Through a combination of Indigenous and Western research processes, it was revealed that First Nations leadership relies upon place, values, and relationships to sustain moral and ethical balance. The Indigenous concept of place was significant. The leaders situated themselves in the collective and in relation to others, both physically and metaphysically. Through the Indigenous conversational method (Kovach, 2010) based on oral tradition, the First Nations leaders revealed that their place in relation to their life journeys, people, and personal development gave them the guidance to be strong and humble leaders. A spiritual, mental, physical, and emotional connection to Turtle Island, our First Nations ancestors, and our place was vital to being a strong leader. Influences of Elders, family, and connections to others were essential to leadership development and sustainability. The models of servant

leadership and moral and ethical leadership are increasingly relevant to modern organizations. The roots of this model are found in historical First Nations leadership tenets, like humility, servitude, connectivity, balance, and relationships. This is a natural, respectful leadership model that provides opportunities for reflection, responsiveness, and adaptability.

The importance of Indigenous methods combined with Western research methods emerged as a strong theme in this study. Culturally respectful protocol, methods, and data interpretation were vital to the process. The value of established, trusted relationships between the Indigenous participants and the Indigenous researcher was significant. The Western epistemologies, data analysis, and grounded theory proved to be useful tools for framing the initial research and analyzing the data, but the emergence of Indigenous themes was strong. Indigenous research methods (Wilson, 2008; McLeod, 2007; Kovach, 2009) are proper and respectful of First Nations participants and researchers to the place of their origin.

Interview with Sandy

What is your current position?

I am the First Nations/Métis Education Coordinator for Prairie Valley School Division, which has 15 First Nations communities and 38 communities. I have taught for 23 years, 20 of those in a rural K-12 school and the past 3 in a coordinator position. My responsibilities include supporting educators in Treaty and First Nations/Métis education, infusion of First Nations/Métis ways of knowing, working with the First Nations/Métis Advisory Council and collegial responsibilities for system wide initiatives, such as the First Nations/Métis Education Action Plan and student achievement plan. I am a trained Treaty catalyst teacher and I lead in-services in our school division for teachers on the history and implementation of treaty teaching.

What prompted the topic for your thesis?

In my administrative and classroom experience, there were times when I felt that my values and ethics did not correlate with the system I worked within. Years

ago, I read about the Chiefs who signed Treaties and the sacred processes around the negotiations at Fort Qu'Appelle and other areas of our province. Their leadership and resiliency at a pivotal time in our history prompted me to explore First Nations leadership in more detail. The leaders were spiritually, emotionally, mentally and physically balanced. I wondered if contemporary First Nations leadership embraced these tenets, even after the cruel interruption of our leadership and culture through the residential school era and 150 plus years of colonization.

At the same time, I noticed that Western leadership literature was moving towards a moral and ethical perspective. This was not new information. The moral and ethical leadership values that were lived by the First Nations leaders here on Turtle Island for millennia were a prime example of moral and ethical leadership. Their relationship to the Creator and to other living beings kept them in tune and synchronous with their people and environments.

How has your research helped you in your professional role?

The five First Nations leaders who were part of my conversational method were humble, generous, and resilient leaders. They exemplified all that is grand and powerful about First Nations leadership. They are part of their community and part of their people through servant leadership and humility. They do not elevate themselves above anyone. They acknowledge the wisdom of the Elders and they walk a true path that is not easy. Leadership is not an easy path. It requires strength, humility, and hard work. Every one of the leaders had experienced hardship in their life through the generational effects of the *Indian Act*, the residential school genocide, and all the social hardships that followed. Yet they emerged as strong, hopeful, resilient First Nations people.

The impact of the leaders and the research journey I experienced was a life-changing event. I experienced cultural affirmation, spiritual rejuvenation, and became closer to my Cree/Saulteaux roots. I became a stronger person through my journey of reflection and discovery, but only because of my affiliation and mentorship with these fine people.

You have spoken of your passion for Indigenous Leadership: What do you hope your research might accomplish within the educational context?

For so long, Indigenous worldviews and ways of knowing were not valued by the dominant society. The lifestyles, spirituality, and belief systems of the original people

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of this continent have significance and applicability that span the centuries and are adaptable to modern leadership and organizations. I wanted to bring this point forward and explore and elaborate upon First Nations leadership as it was meant to be. Leaders have to be part of their people. They should not elevate themselves above others. That is not natural. The closer they are physically, spiritually, emotionally, and mentally, the stronger the connections will be for the entire organization. Creating and sustaining relationships is important. The closer a leader walks to moral and ethical ways, the better they are as leaders. Relying on others for help is an important lesson. Humility is important. No one has all the answers or can claim all the knowledge. Our humble and gentle Elders share that all the time. Education is about people: Creating and sustaining relationships within educational systems is essential. We can learn the tenets of Cree and Saulteaux people from the Elders and the leadership and that will make our connections stronger for the betterment of all of society.

An Excerpt from Sandy's Thesis

At the beginning of each chapter, Sandy included a personal narrative from her life. The stories follow the tradition of oral storytelling, which honoured the Indigenous research paradigm, but they also helped her to bridge the Indigenous and Western methods of research by making meaning of the process in relation to her worldview. The following extracts include a portion of her opening narrative and a summary from her final chapter about the significance of First Nations leadership.

Opening Narrative

In the dry hills of Piapot First Nation, my Cree ancestors rest in a beautiful hillside cemetery. My memories of Piapot are few, and have dimmed over the years. How far back do memories go? What is the earliest memory a child can have? I remember the touch of my Grandma Crowe's hands on my face. I remember seeing her face and wondering how a person could have so many soft wrinkles and such bright eyes. I clearly see her little gray house nestled in a coulee on the south side of the valley and I recall climbing the front steps to visit her. The rolling, velvety hills of the beautiful Qu'Appelle valley were "Grandma's Hills." They were hers, I was sure, because she lived there and they were part of her. They were mystical and magical and the hills were connected to her. The feelings and memories she evokes today are inherently good. My mother said that my grandmother would give anyone the shirt off her back. She was a true helper of people and her generosity was endless...



My Respected Leaders and Their Sense of Place

It is important to acknowledge experiences and stories, especially for First Nations leaders, whose experiences in becoming a leader in a world that did not value the Indigenous worldview for so long needed to be told. Through my conversations with the leaders who were so gracious in their sharing, I learned that we, as First Nations people, have to rediscover our leadership. This means going back and finding oneself and one's roots among the collective. First Nations leadership is all about people and a person's place among the people. Locating oneself within a collective is a natural process. Servant leadership and serving people is truly an integral part of the leadership journey. Moral and ethical leadership is a given. The Elders are our strength and guidance. We must listen to them. There is no other way for a person to be true to themselves and lead people in a good way. Staying close to one's heart and close to people is vital.

The participants in my journey acknowledged their spirituality, their emotions, their physical locations, and their mental growth within their leadership. They recognized that they were not above their people or any other living thing. They were humble. Humility had nothing to do with humiliation. Humility was recognizing that there is only so much a person can do on her own. The strength and the courage to ask for help is part of being humble. How we humbly situate ourselves and our generosity to others is an emotional and spiritual place. Place took on another dimension when the leaders centred themselves and found their small, quiet voice, their miskâsowin. The leaders looked for and found spiritual and emotional quietness and centring throughout their leadership journeys. It could be through

ceremonies, through consultation with Elders, and through relationships to and with others, or a combination of all of these processes.

Relying upon other people and relatives to sustain you is very important. The relational web that binds Indigenous people to their spaces and communities is elastic and strong. It can sustain everyone as they contribute to the collective web of connectivity to make us even stronger.

By far, the greatest learning for me was the cultural affirmation and cultural familiarity that I experienced while talking with these respected people. We shared a colonial and grievous past, but there was no shame in it and no judgment. I did not feel a need to gloss over facts or make excuses. I heard no pity or the sad murmurings that I hear when others listen to the restrictive policies forced upon First Nations people in Canada. I felt loss, yes. Loss for what our people could have been, and what our world would have looked like had we the opportunity to keep our families intact and our communities whole, healthy, and strong. The effects of residential schools and the Indian Act affected us all as First Nations people in Saskatchewan. What I saw was the leaders' incredible strength to rise above this pain and create a better world for their communities and their people. They are resilient, admirable people who work morally and ethically every day to help their people find their rightful place. They lead with their hearts.

Defended August 2011

Co-Supervisors: Drs. Linda Goulet, FNUC; and Dr. Larry Steeves (U of R).

Committee: Dr. Marc Spooner.

External Examiner: Dr. Jolee Blackbear

Learning Through Cross-Cultural Experience: An Intern Reflects

The following contains excerpts from undergraduate student, Bryan Belous's post-internship seminar paper entitled, "Community Disconnect, Teen Gangs and Suicide: An Internship in an Aboriginal School," which he wrote for Professor Rick Seaman. In his abstract, Bryan writes, "This narrative traces the thoughts of this male, non-Aboriginal mathematics intern who is immersed in the Aboriginal culture of Loge [not its real name], a small Canadian village located north of the 49th parallel." The excerpts focus on Bryan's reflections regarding a mural in the school gymnasium which represents the history of Aboriginal education.

To begin with, Loge is a Dené community of around 2300 people of which approximately 97% are Aboriginal [First Nations and Métis]. This fact interested me because most of what I knew about Aboriginal culture was based on the Aboriginal culture I had experienced growing up in a town located close to the 49th parallel. My interactions with Aboriginal culture were primarily with people from Cree and Salteaux nations. I wondered what it meant to be Dené....

Learning about the community and culture that my students came from was vital in my development as a teacher and as a person...

One thing that sticks out most in my mind from internship is a mural. ...This mural, located across the gymnasium wall, instantly grabs my attention every time I look at it. Perhaps it is because of the inherent value of art to tell us something that words cannot. Maybe it is the fact that every time I look at it, some important truth or value pops out. Maybe it is the fact that it was created by students that attended LCS. It may be that the mural represents a story that the whole community of Loge, including the school, is inextricably bound to: a story about its past, present, and future; a story that is personal and deep; a story that is filled with emotions of joy, sadness, hurt, despair, 'unforgiveness', forgiveness, healing, and hope; a story about the history of the community and about the history of the people that have lived there; and, finally, a story that explains so much of what happens

at the school, on a deep and profound level.

The following photographs are ones that I took of the mural on my last day in Loge. They serve to challenge me to be a better teacher as they remind me about the history of Aboriginal education in our province. I will attempt to explain what I think each section of the mural represents. The mural is called "A History of Aboriginal Education..."



This first section of the mural (above) sets the stage for the rest of the story. The eagle on the left is a very important symbol in many Aboriginal cultures. According to my own research, the eagle is a sacred symbol that signifies being close to the Creator and transports prayers to the Creator for the people. I think it is important that the eagle comes first. To me, this signifies the people's original relationship with the Creator. The second major symbol in this photo is the circle. There are four of these circles in the mural, each representing a different season. As far as I can tell, this one represents summer. I think the seasons are used in this mural to indicate time going by. Each season separates major events that happened in the history of Aboriginal education. After this first circle you can see the first sign of human life: a tipi...



To me, this second section of the mural (above) signifies what we would view as "traditional" Aboriginal education: children being taught in traditional communities by parents, grandparents, aunts, uncles, elders, and the rest of the community. In this traditional view, students learn cultural values and skills that are necessary to survive in their particular society. All takes place outdoors, in the natural environment, signifying a connection with the land. Also, note the smiles on the faces of the children

and their teachers. ...Near the bottom right corner of the yellow tipi, there is a scary-looking face (with two "sub-faces") next to what is presumably a bottle of alcohol. It does not take much effort to imagine what this small gesture represents: hurt, pain, addiction, destruction, and many other terrible things. This seems to be the beginning of the interaction with "the white man."



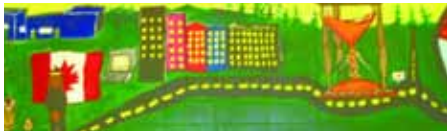
Another season goes by (above) and one can see a drastic change in scenery (more like a lack of scenery). Red bricks = school. This can only be the residential school era. One notices the cross on the church silhouette, as well as the crosses on the tipi silhouettes. The nun and priest look strikingly skeleton-like. To me, skeletons signify death, or dying, or a lack of life. I wonder what this says about the Aboriginal peoples' views of the residential school experience. [Further] observations...students are no longer in the natural environment...the ABC123 along with the chalkboard signifies a Western European education...Students are no longer learning about their own culture, their society, and their traditional way of life. Rather, they are forced to learn the white man's numbers, letters, and language.... notice the students' faces. The formerly smiling faces of the beautiful children are now just brown circles that all look the same. There is no longer any expression, emotion, individuality, or spirit. Their identities are gone. The students lost their faces. This speaks more to me about how the people feel about the residential school education than anything else. I wonder what they think about today's education system. Are we erasing the faces of Aboriginal children in our schools? What am I doing as a teacher to let Aboriginal students reclaim themselves? These questions bother me. How does teaching math and science fit in with the Aboriginal worldview? How is that worldview changing?



Another season passes (above), entering what I see as the current state of Aboriginal education in our province. It is significant to note the technological advancements since

Photo credit: Bryan Belous

the last section. There are houses with electricity now, a computer, a modern looking school building with a graduate, a Canadian flag, and a police officer. The "nurse" appears to be a modern, disguised version of the face with the two sub-faces that came along with the bottle of alcohol in a previous section of the mural. We can again see a bottle of alcohol, this time broken, along with a brown paper bag. The struggle with addictions in Loge is SO influential in so many of the things that happen within the community. I can't begin to explain the damage this struggle has caused in Loge and in many other Aboriginal communities in our province.



I think that this section (above) is a transition stage in Aboriginal education. There is a transition into the "new world." This is a world of technological advancement, patriotism, citizenship, occupations, and membership in a global society. No longer can societies remain private. They are forced to interact with the world around them. I think that this is a huge struggle in Aboriginal cultures today; the difficulty in moving

from one worldview to a new one.

This photo is an extension of the last phase. The thing that interests me most about this section is the road that apparently leads to the city. I think there is a great sadness in Loge about all of the young people that have left the community to move to the cities. They are losing their young people, and this is hard to cope with for a community as isolated as Loge is.



In this last part of the mural, (above) the final season occurs. I believe that this season is the transition from the present to the future. There is a road leading to an unknown place. I think that the Aboriginal people are unsure of what lies ahead, but there is hope. This is signified by the return of the eagle. It seems that the people have hope for a renewed relationship with the Creator and with Creation. ... This is a road of hope

that returns the people to a place of peace; a place without the trials of the past, without alcohol abuse, oppression, and assimilation; a place where they will lead the way.

This mural is almost overwhelming to comprehend all at once. It says so much about the attitudes toward education that are present within the community. I am unsure of what the ramifications are for me as a teacher. [I am confronted] with a whole new set of questions. How do I fit into this story? Should I fit into this story? Is there a way to reconcile the things of the past in order to move on to a better future? If I do fit into this story, what else must I learn in order to become part of a hope-filled future? Why has no one ever really explained this story to me before? Why am I only now learning about Aboriginal education? What needs to change in our education system? In our universities? In our European worldview? In my personal beliefs about the world around me? My list of questions goes on and on. ... I think that as I begin to start applying for jobs, I will make it a priority to look for ones in which I can continue to teach Aboriginal students. I know I have so much more to learn from them.... I will never forget my time there.

New Partnerships

MOU signed with Universidad de la Frontera (UFRO)

While conducting research in Temuco, Chile, Dr. Cindy Hanson met with the administration of Universidad de la Frontera (UFRO). Subsequent to that visit, UFRO signed an MOU to work with U of R and a UFRO delegation brought a signed copy to U of R on May 30th, 2012. In June, 2012, the U of R delivered a signed copy of the International Cooperation Agreement to UFRO. As part of this agreement, the Faculty of Education will contact Universidad de la Frontera (UFRO) to jointly collaborate in determining specific academic projects of interest.



Mr. Manuel Pardo Pino and Mr. Eduardo Diaz (UFRO)



Dr. James McNinch (Dean, Faculty of Education), Dr. Miguel Sanchez (Faculty of Social Work), and Ms. Li Liu (International Relations and Partnerships — UR International) in meetings with UFRO



Dr. Andrea Sterzuk (Faculty of Education), Dr. Xia Ji (Faculty of Education), Ms. Li Liu (International Relations and Partnerships — UR International), Mr. Manuel Pardo Pino (UFRO), Dr. Cindy Hanson (Faculty of Education)

Partnership formed with NORTEP-NORPAC to offer Community-Based Master's degree program

The University of Regina's, Faculty of Education and the Northern Teacher Education Program-Northern Professional Access College (NORTEP-NORPAC) announced a new partnership for the delivery of a second community-based master's program which started this summer in LaRonge, Saskatchewan.

The new community-based program is designed to meet the needs of the North with three streams: Aboriginal Languages, Inclusive Education, and Math and Sciences Teaching.

MOU signed with Cumberland College

On June 25th, 2012, the Faculty of Education at the University of Regina signed a Memorandum of Understanding with Cumberland College to work toward providing a 4-year Bachelor of Education program, set to commence in 2013.

Photo credit: UR International

A “Game Changer” for Aboriginal Youth

Submitted by Shuana Niessen



Volunteer and MTMS student engaged in learning

How to facilitate education and employment success for students impacted by mobility in socio-economically disadvantaged locations has long been a topic of discussion among educators. In Canada, these high-need communities often have large Aboriginal populations. Past schooling has been unsuccessful in facilitating education and employment success for many Aboriginal students. Gwen Keith, a sessional instructor with the Faculty of Education, University of Regina, senses the urgency of the need to transform schooling and support success for students impacted by socio-economic disadvantages. Keith, referring to recent government documents,¹ explains, “If you look at it in terms of high school,

only one third of the Aboriginal population are completing high school in 3 years. If you add another 2 years (completing high school in 5 years), only 50% are achieving Grade 12. What is happening to the other 50%? This is epidemic!” To be part of the solution, Keith is serving as Executive Director of an innovative and important initiative, the Mother Teresa Middle School (MTMS) of Regina, which opened its doors “to highly motivated, economically disadvantaged youth” in September of 2011.

In a press release issued in 2011, Curtis Kleisinger, Principal at MTMS explained: “The motivation behind establishing MTMS was realized nearly 15 years ago, when Paul J. Hill met with Mother Teresa along with other business leaders. Hill said, ‘Near the end of the visit, the group was so moved by her words that we asked how we could support her efforts.’ Mother Teresa exclaimed, ‘I would like you to identify a need in your community and then give of yourself and your resources to fill this need.’ Mr. Hill comments, ‘Supporting youth through education is paramount in breaking the cycle of poverty, which I believe is a need in our community.’”

Mother Teresa Middle School is designed to support primarily disadvantaged Aboriginal students. MTMS uses a NativityMiguel model which in the US where it originates, Keith says, has a “proven track record for success with 82% of eighth graders graduating from high school and 67% of these students choosing to enroll in post secondary education.” MTMS holds to some

of the NativityMiguel model’s key Effectiveness Standards: It is holistic; partners with the family; extends hours and days in school, offering structured opportunities for learning, enrichment, and growth during that time; committed beyond graduation, easing transition into high school and employment and supporting students through sponsors throughout their education; utilizing ongoing assessment and inquiry; and is actively networking through collaboration, support and development of the school’s connections with other agencies and institutions.

At MTMS the NativityMiguel model has been recontextualized to serve the needs of the Aboriginal youth in North Central, Regina. For instance, mobility issues had to be addressed. Keith says, “Mobility is the biggest problem we’ve had to solve.” To address mobility, the school picks the students up from wherever they are, whether they are at their family home, or their aunts, or a friend of a friend. The bus delivers them to school daily; thus, addressing attendance difficulties. Another important adaptation is the relationship of trust that the staff has developed with families; “We have the support of the Aboriginal grandmothers. They accept deeply what it is we are doing,” says Keith. Another adaptation has to do with MTMS being a Qualified Independent School and as such must follow provincial curriculum standards.

MTMS staff care holistically for the needs of students, overcoming obstacles to learning by coming alongside parents/caretakers for provision of food, clothing, laundry facilities, doctor appointments (i.e. vision and hearing), and help with the development of coping skills such as mindfulness in difficult

¹2011 Saskatchewan Education 2011 Indicator’s Brief

times. Jesuit principles are interwoven into the daily curriculum. Students are given opportunities for social networking and career mapping, and plans are being made towards transitions to high school and/or employment. Ron Gonzales plays an important part in student transitions in his role as Graduate Support Director. His role is developed in a unique partnership with the Ministry of Advanced Education, Employment, and Immigration. Gonzales works hard to develop relationships: He explains, "One of the key elements to make sure the students and families are successful is gaining their trust, respect, and cooperation. This starts with building a strong and committed relationship from day one. This is a partnership with the families and every day, we will take on any issues to make sure their son or daughter is succeeding at the school. We look at the total care for the student and that is what makes us so unique." With extended

hours, the staff has more opportunity to build supportive relationships with the students.

Principal, Curtis Kleisinger is passionate about the work being done at MTMS. Regarding the schools impact, he is often overheard quoting cultural anthropologist, Margaret Mead, "Never underestimate the power of a small group of people to change the world. In fact it is the only thing that ever has."

MTMS is an evidence-based school, relying on indicators and accountability measures to demonstrate student achievement, attendance, behaviour, and attitude. Affective indicators which evaluate students' hope, wellness, and engagement are also important, indicating how students perceive and experience their education. MTMS uses Gallup to assess their students: "Hope, wellness and engagement are measures that account for between one quarter and one third of the variance in

student success."² MTMS demonstrates a use for indicators and test scores which promotes social justice. Students have ownership in their school and success: They set their own goals and track their own progress; they designed their school uniform, organize events, and choose to come to MTMS.

After one year, "Our first line of accountability measures are showing exceptional progress. The first year is very strong with 97% student attendance; the matrix of hope, wellness, and engagement indicators are showing success; we've held the same 17 students from the beginning to the present, and most recently, the same 17 students came out to summer camp!" says Keith. She is excited about the results, saying, "This school is a *game changer* of tangible hope for a select population of middle years Aboriginal students of Regina, North Central!"

² B. Busted, Exec Director of Gallup Ed, 2012

First Year Education Students Present at IQRC 2012

First year Education students, Anna Ogenchuk, Megan Rumpel, Nick Jonassen, and Kurtis Decker, with Professor June LeDrew (Kin 180) presented "Use of a Flash Mob to Engage 1st Year University Students - A Case Study" at the Innovations in Qualitative Research 2012 Conference.

In their presentation, they explored childhood obesity linked to sedentary lifestyles and screen time (e.g., watching television, playing computer games and the use of social media tools), as a public health concern. This is particularly problematic with children who are

in optimal periods of physical growth and motor development. Recent research from the Heart and Stroke Foundation of Canada suggests that children will live a shorter lifespan than their parents primarily as a result of sedentary lifestyles (2011). This case study shared the journey taken by a university instructor teaching a first-year growth and development course with 130, first-year students. A 'flash mob' (gathering of people together in a public place to act in a certain way for a specified amount of time and then quickly disperse) was the vehicle for knowledge

translation of course content. Instructor and students' reflections on the variety of student engagement contexts (student to content, student to instructor, student to student, student to community) were discussed.



(L-R) Professor June LeDrew, Kurtis Decker, Anna Ogenchuk, Nick Jonassen, and Megan Rumpel at IQRC 2012



Nirach Suapa

Thai Canadian Graduate: A Perfect Fit for an Aboriginal Open Learning Centre

Submitted by Shuana Niessen

Dr. Nirach Suapa, a 2011 graduate of a Ph.D. program in Adult Education and Human Resource Development at the University of Regina, and a landed immigrant to Canada from Thailand, is now working as a facilitator with the Aboriginal Resources and Open Learning Centre, located at the Thompson Rivers University (TRU), Williams Lake campus and housed within the Gathering Place. The Open Learning Centre provides First Nations communities in the surrounding area with access to hundreds of courses and programs.

In his role as facilitator, Suapa says, “I work with students to develop an individual learning plan and help with the process of registering for Open Learning courses and applying for Open Learning programs. I also serve as a transitions point for Aboriginal students into other campus program offerings.” He is responsible for initiating, organizing, and promoting activities supporting the success of the Learning Centre

and the students accessing the centre: “I liaison with local and regional First Nations bands and community organizations, the Williams Lake community, TRU campus, and Open Learning Student Services and program staff in the marketing, promotion, and delivery of courses and programs through the Learning Centre,” says Suapa.

Suapa was born in Phichit, a northern province of Thailand. He moved to Bangkok, the capital city, to complete his B.Ed. at Ramkhamhaeng University (Open University) and also worked as an elementary school teacher. He then completed a Master of Education in Human Resource Development and Master of Public Administration while working as an import/export officer for Japanese and Taiwanese companies. Next, he started a Ph.D. in Human Resource Development program at a Thai university. However, this was an international program and English language skills were a requirement—his dissertation was to be written in English. “I realized that I definitely needed to improve my English skills in order to graduate from the Ph.D. program,” says Suapa.

“I researched a lot about ESL programs and doctoral programs in HRD in Canadian universities. I ended up in the ESL program at

the U of R in the winter of 2005 and started a Ph.D. in Education (AE/HRD) in fall of 2007,” says Suapa. Three factors influenced Suapa’s decision to come to the U of R: personal contact, a unique program, and quality of education. At an international conference in Bangkok in 2004, Suapa met Dr. Rosetta Khalideen, who, at that time, was the Director of AE/HRD for the Faculty of Education. After meeting Dr. Khalideen, Suapa contacted her and she gave him helpful advice regarding the U of R, Ph.D. admission requirements and process. Second, the U of R offered the unique program that Suapa was interested in: “I selected the U of R because of the AE/HRD program. It was what I wanted to continue my education,” Suapa explains. And third, Suapa believed that Canadian universities offer a high quality of education, education that is not, as he says, “a commercial industry.”

The title of Suapa’s dissertation is “Workplace Learning Programs and their Outcomes: A Hermeneutic Phenomenological Study of an International Organization in Thailand.” Through the study, he sought to discover participants’ definitions of success and factors that they associated with the success and failure of workplace learning programs in an international organization in

continued on page 13

Thailand. The findings were used as the basis to offer suggestions for best practices in workplace learning programs. Both external and internal factors were associated with the success or failure of workplace learning programs. Suapa's recommendations related to the critical roles and responsibilities of administrators, managers, HRD personnel, and employees in enhancing the success of workplace learning programs. Dr. Khalideen and Dr. Abu Bockarie, current director of the U of R AE/HRD program, were his mentors and co-supervisors.

Although he completed his research in Thailand, Suapa says "the knowledge and experience gained from the research is definitely applied to my current job... My work experience from Thailand and my dissertation provided a good understanding of the nature of industrial workplaces. In addition, I understand how people in organizations perceive the advantages of workplace learning programs [and] how those employees, as adult learners, need and learn new skills."

A Thai background can be considered both an advantage and a disadvantage, according to Suapa. One advantage is that he can be a role model for his students. Suapa says, "I overheard some of my Aboriginal students talking to each other and to other work colleagues saying 'Look at Nic; (my nickname here) he is not a native speaker, but he graduated with his Ph.D. from a Canadian university. If he can do it, so can you [Aboriginal students] do it!'" Another advantage is, "I understand how difficult it is for people who learn English as their second language, like some First Nations students. I could help them to overcome those difficulties. I am not claiming I am English instruc-

tor; however, I know where they get stuck and how to help them to overcome because I have already experienced those difficulties," says Suapa. Other TRU employees see an advantage in Suapa's Thai background because he does not hold a Canadian-, European-, or First Nation-centric viewpoint. Suapa says, "My background provides me with an unbiased view with First Nation students. I believe that my unbiased perspective is my greatest strength in this job."

Still, Suapa explains that his Thai background can also have disadvantages: "Some white students may feel uncomfortable with my pronunciation, enunciation, word choices, or grammar. This limitation affects a few white students at first; however, once they have listened to my lecture, they seem to become more comfortable with the class. I solved this problem by using more written content such as PowerPoint along with my lecture. This helps a lot."

Suapa has now been in Canada for 7 years. He has benefitted a great deal from his education and work experiences. While working with the Learning Centre, "I taught many Aboriginal students on campus and went to teach members of First Nations Bands for months. I have gained great understanding of how Aboriginal people perceive, respond, and approach their education. I have learned their culture and perspective toward their life and their education. I have learned about how to deal with their life context and difficult situations, especially when they want to progress in their education from basic education, to university preparation and continuing to their certificates, diploma and degrees," says Suapa.

A strong educational background has equipped Suapa for his current

position. He says, "In terms of education, I have a B.Ed., M.Ed., MPA, and Ph.D. in Education. With this educational background, many people think that I should be a perfect fit to the position. However, I think the course: ED870 Trends and Issues in Aboriginal Adult Education that I took at the U of R with Dr. Shauneen Pete was definitely a benefit to me for work in this position."



In July 2012, the Academy of Education Arts and Sciences announced that the **first National Education Tweetup** has attracted some of

the most influential micro-bloggers in the field of education. The list includes prominent online thought leaders like Harvard alumna Shelly Blake-Plock, co-executive director of the Digital Harbor Foundation; **Alec Couros, professor of educational technology and media at the Faculty of Education, University of Regina**; Kyle Pace, instructional technology specialist; Shannon Miller, award-winning teacher and librarian; George Couros, Division Principal of Innovative Teaching and Learning for PSD70; and Eric Sheninger, principal of New Milford High School (NJ), member of the Academy of Education Arts and Science and ambassador of the Tweetup. Though not household names, each of these individuals is an influential and prominent member of the education Twitterati, with 14,000 to 23,000 educators following their daily tweets.

Dance Beat

Submitted by Ann Kipling Brown



The Arts Education program invited high school students to participate in a Youth Dance event, titled Dance Beat. The dance event was initiated through a request of a graduate of the Arts Education program, Cheryl Dakiniewich, who teaches at the Tommy Douglas Collegiate in Saskatoon. She wanted her dance students to have the same experience as sports teams do – a chance to travel and show their skills to others! And so, the idea was born in 2011 – to bring high school students together to dance and learn more about dance! In addition, it would give university dance students an opportunity to work with high schools students and hopefully promote dance in our schools as well as support the Arts Education curriculum.

Cheryl wrote after the event this year “I was so grateful for the opportunity to bring my students to Dance Beat. I appreciate all the hard work Ann Kipling Brown and the arts education students did for my dancers. The workshop sessions at the conservatory were incred-

ible and the arts education dance students did a great job teaching the students choreography. It was very special for me, as an Arts Ed alumnus, to see my students learning in the U of R atmosphere. My students and I had a wonderful experience!”

The event was held March 21 – 23, 2012 in the dance and drama studios on the second floor of the Education Building and the dance studios and Darke Hall theatre in the Conservatory of Performing Arts. The students who participated were from Tommy Douglas Collegiate, Saskatoon and Campbell Collegiate, Regina.

On Wednesday and Thursday the program consisted of sessions in selected dance forms of Hip Hop taught by Brittany Murrison, Indian Classical Kathak Dance taught by Rosa Mirijello-Haynes, Tribal Belly dance taught by Carolina Smith, Creative Dance taught by Chancz Perry; and in related areas Daysha Shuya presented a session on healthy life style and injury prevention for the dancer and Richard Zimich lead a session on the correct way to prepare for dance class and the performance context.

Additionally, there was an opportunity for the university dance students to teach choreography that had been prepared in their choreography class. The theme they explored for the choreography was Identity and each university student arranged a short section of choreography to be learned and/or added to by the students. These were presented at the end of the session with great encouragement and support.

On Friday the Tommy Douglas Collegiate students presented their performances of various dance forms, including Ballet, Hip Hop, Lyrical, Jazz, Contemporary, Mu-

sical Theatre and Bollywood to invited elementary and high school students. The pieces had been choreographed by their teacher, the students themselves, or guest choreographers.

Some student comments:

I really liked when we had the different workshops, especially the belly dancing. (Kaylan Bird)

...the workshops kept me interested throughout the trip. I wish I had another opportunity like this! It was so great; way worth it! (Maron Ditalban)

I learned ... how to prevent injury by warming up your muscles properly. Learning different types of dance was really fun. It made me want to go to school there! (Sara McGregor)

I learned about my muscles, how to stretch them and take care of them. I also learned new styles of dance and met new people. Our dance class really bonded and had fun! (Melissa Stevens)

...It was also an awesome time bonding with our team! (Allison Rogalsky)



For the first time ever, the Business Education Students' Society and the Saskatchewan Business Teachers' Association forged a new relationship to create an innovative business experience for Saskatchewan high school students in the form of a high school business case competition, held March 1 - 2, 2012 in Melfort, Saskatchewan.

In this intense and energetic event, eight high school teams from across the province were given the opportunity to showcase their business skills through a business case analysis. Students were provided with first-hand expertise and knowledge, provided by two prominent guest speakers: Bruce Anderson, a strategy and policy instructor with the Faculty of Business Administration at the University of Regina, and financial literacy pro, Julie Tsui, with the Certified General Accountants of Saskatchewan.

After a "prep" session on how to deconstruct a business case, led by experienced JDC West competitor Joel Graham, the students were expected to create a business solution in a "pressurecooker" situation, given only 3 hours to deconstruct a case and create a PowerPoint presentation of their business case analysis.

Students then presented their case to expert industry judges, in which they were timed, evaluated, and questioned on their proposed solution, based on real-life business solution criteria. The 2012 University of Regina JDC West coach, Bruce Anderson, stated that the skills and abilities exhibited by the students were "very impressive."

After an initial elimination round, three teams made it to the final: Melfort and Unit Comprehensive

First Annual High School Business Case Competition

Submitted by Saskatchewan Business Teachers' Association and the Business Education Students' Society



(L-R) Business Education Students Danielle Gomersall, Kristen Blackwell, and Austen Anderson

From day one, I have been amazed at the creativity, organization, and commitment demonstrated by this group of education students. Their energy and enthusiasm quickly spread to the high school students that participated in this terrific event in Melfort.

*Dr. Cyril Kesten
Professor of Education*

sive Collegiate, Campbell Collegiate Alpha, and Campbell Collegiate Beta. In the end, Regina's Campbell Collegiate Alpha was the winner, taking home the title "Business High School of the Year."

Next year's event, to be held in Regina, is currently in the initial

stages of planning. In 2013, the following changes will be incorporated into the Case Competition: 15 schools from around the province will be invited to compete, an additional case in the subject of personal finance will be added to the competition, and further integration with the business community will be achieved.

While students competed in the Case Competition, accompanying Business Education teachers had the opportunity to take part in social and professional development events at the Saskatchewan Business Teachers Association Spring Conference, held concurrently with the Case Competition.

Lifetime Achievement Award



Photo credit: Don Hall

William (Bill) Knight B.A.'69, B.Ed.'70 is the recipient of the Lifetime Achievement Award. Trained as a teacher, Mr. Knight's career spans 40 years as a parliamentarian, civil servant, and business leader including more than six years as Presi-

dent and CEO of Credit Union Central of Canada. Knight is the recipient of the 2012 Alumni Lifetime Achievement Award, which recognizes an alumnus for a lifetime of achievement and for giving back to society on a regional, national or international basis.

After graduating with a Bachelor of Arts in 1968 and a Bachelor of Education (Dist) in 1970, Knight took a teaching position in Weyburn, Saskatchewan. Though active in politics, he had no plan to run for political office until he was persuaded to seek the New Democratic Party (NDP) nomination in the federal seat of Assiniboia when it became vacant. He won the seat in a by-election in 1971 and was re-elected in 1972, but defeated in subsequent elections....

In 1989, Knight left politics to join Credit Union Central of Canada and in

1995 became its President and CEO, a position he held until he was appointed the first commissioner of the newly-created Financial Consumer Agency of Canada in 2001. ...He is a designated Corporate Director and currently serves on a number of Canadian boards, as well as playing an advisory role both in Canada and internationally.

Though he has not lived in Saskatchewan for many years, Knight still has strong ties to the province and the University of Regina. He credits his Saskatchewan roots, his parents and the influence of the University of Regina for providing him with the strong underpinnings on which to build his career.

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Distinguished Humanitarian and Community Service Award

Vera Tourangeau B.Ed. (IND Ed) '90 is the recipient of the Distinguished Humanitarian and Community Service Award which recognizes an individual who has contributed service that has made a difference to the well-being of others. In her book *Miss, It Hurts*, Vera Tourangeau shares the heartbreaking journal entries of the First Nations students she taught. ...She later used the manuscript as the text for her first-ever public speaking engagement, a short address at the opening of a national conference on bullying in 2005, and moved the audience to tears.

It was a role she had never imagined for herself, but it was the beginning of her emergence as a voice for First Nations people, especially the children. Today, she is widely known as an inspirational speaker, educator, literacy worker, community volunteer, writer

and, most recently, a playwright.

She received her Bachelor of Education in 1990 from the University of Regina. This was the first step on a path that has allowed her to make a difference, first as a teacher and administrator at Peepeekisis First Nation, then as a community engagement consultant with the Treaty 4 Student Success Program and more recently as a writer and motivational speaker. She says the University provided a good foundation of knowledge, skills and best practices that she could apply to any classroom or organization.

Tourangeau says *Miss It Hurts* began in 2003 with a cry in the night, as if someone was calling to her, and a vision of the plight of the First Nations people from historical times to the present. The next morning, she learned that a boy she had taught 10 years earlier had committed suicide.

"This cry literally woke my heart to feel, and it challenged me to fulfill what I was called to do for my people, my

nation," Tourangeau says. Though she had little public speaking experience, she began speaking out on behalf of First Nations children....

Tourangeau says she tells young people to hold on to their dreams, to believe they can do anything they want to do, to have the courage to resist when tempted by alcohol, drugs and gangs and to fight the fight of a true warrior. (*Reprinted in part with permission from <http://www.uregina.ca/alumni/aa-aca-vt.htm>*)



Photo credit: Don Hall

Vera will deliver a public address on Oct. 9, 10:00 - 11:15 a.m in the Education Auditorium.

Canadian Teachers' Federation Outstanding Aboriginal Educator Award

Maureen Johns, an educator based in Regina; alumna of the SIFC Education Program and the Faculty of Education, University of Regina; and newly appointed Executive Lead, Indigenization, for the U of R is this year's recipient of the Canadian Teachers' Federation (CTF) Outstanding Aboriginal Educator Award. Nominated by the Saskatchewan Teachers' Federation (STF), Maureen Johns has been described as a passionate champion for the authentic inclusion of First Nations and Métis voices in education.

"We are delighted to honour Maureen who, throughout her career, has exemplified what it means to be an exceptional teacher and leader," says CTF President Paul Taillefer at the Federation's

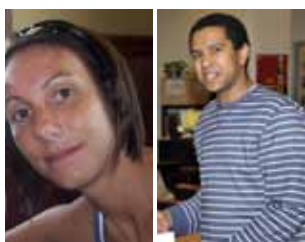
Annual General Meeting currently underway in Halifax. "Maureen epitomizes the essence of this award with her achievements throughout her career as a classroom teacher, school principal and as a senior level administrator." Taillefer also notes that Johns has a vast array of experience having worked with the Federation of Saskatchewan Indian Nations in providing provincial leadership for First Nations education development. She has also been the provincial representative for the Assembly of First Nations' national education system development. In Saskatchewan, Johns has worked in various capacities, including her position as the Executive Director of the Ministry branch responsible for First Nations and Métis Education.



Photo credit: UR External Relations

*Quoted material retrieved from
<http://www.ctf-fce.ca/Newsroom/News.aspx?NewsID=1983984764&lang=FR.2012>*

Grants and Awards



Saskatchewan Teachers' Federation Convocation Prize was awarded to **Stéphane Jacques** (no photo available); the National Association of Business Teacher Educators Awards of Merit was awarded to **Jennifer Thomas** and The Prairie Gold Chapter of Sweet Adelines International Academic Award's recipient is **Richard Wade-Cummings**.



Cindy Hanson, Assistant Professor of Education, recently attended the 53rd Adult Education Research Conference in New York where she was honored with

the **Phyllis Cunningham Award for Social Justice** for the paper she wrote and presented on the Prairie School for Union Women. The paper selected should reflect Phyllis Cunningham's belief in participatory democracy and her belief that adults' primary site for learning is found in social movements directed towards the goals of safe habitat and equitable distribution of resources.



Doug Stewart, Professor of Education (Emeritus), University of Regina, was recently honored by the Canadian Philosophy of Education Society

(CPES) with the **CPES's Distinguished Service Award** at its annual conference held this year at Wilfred Laurier University in Waterloo, Ont. CPES is a subgroup of the Canadian Society for the Study of Education (CSSE) which meets each year during the Congress of the Humanities and Social Sciences.

Grants and Awards



Miali-Elise Coley of Iqaluit and **Lynn Kilabuk** of Pangnirtung are the recipients of the **Jose Amaujaq Kusugak Scholarship** and will each receive **\$5,000** toward their studies. Miali is pursuing her Bachelor of Education at the University of Regina. Lynn is pursuing her U of R Bachelor of Education in Pangnirtung through the Nunavut Teacher Education Program at Nunavut Arctic College.



Jacqueline Belhumeur, a Métis graduate student in the Faculty of Education, has been awarded **\$21,000** from the **Indigenous Peoples' Health Research Centre (IPHRC)** for the IPHRC graduate award for 2012-2013. Jackie's research explores workplace wellness and contemporary Aboriginal issues. This study will focus on the work life experiences of Aboriginal people and their perception of how their identity is received in post-secondary institutions.



Jennifer Burton, a student in our MHRD program, has been awarded the **\$10,000 Bombardier Canadian Graduate Scholarship**.



Kathy Nolan, Associate Professor, received an **SSHRC Insight Grant** award of **\$128,155** over 3 years for mathematics education research. This

qualitative research program seeks to strengthen connections between teacher education, curriculum reform, and mathematics education research. The objectives focus on challenging the traditional images of mathematics teacher education programs as places to *train* and *prepare* mathematics teachers. In reconceptualizing teacher education programs, this research initiative studies the interplay of three different perspectives of teacher education: the pre-service, or PROspective, creating a multi-dimensional model for the internship experience; the RETROspective, informing and reforming programs through enhanced university-school partnerships; and from the perspective of a teacher educator, the INTROspective, including a critical self-study inquiry into the pedagogical and curriculum choices that a mathematics teacher educator faces in her own practice.

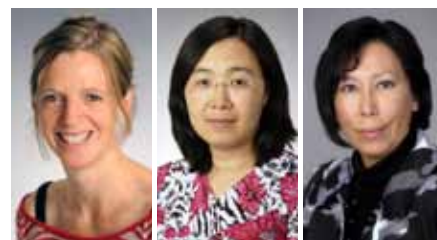


Cindy Hanson, Assistant Professor, received a grant for **\$74,000** over 2 years. The **SSHRC Insight Development Grant** is called

Learning in Indigenous Textile Communities of Practice. The study will explore intergenerational knowledge transfer in Aboriginal/Indigenous textile communities of practice from two locations - Chile and Canada.



Val Mullholland, Associate Professor and **Shauneen Pete**, Assistant Professor, are collaborating with an Elder and 25 classroom teachers in a **Dr. Stirling McDowell Foundation** funded study (**\$9380**) entitled, "Interconnected Wellness in Young Mothers and their Children."



Mia Perry, Xia Ji, and Shauneen Pete, Assistant Professors, have been approved for the **SSHRC Cohort Development Grant Program**. They will participate in workshops and a formal review process to support the development of their applications to the SSHRC and each has been awarded a grant of **\$1000** to support their research.

Recent Publications

Hanson, C. (2012). Indigenous research methodologies [Review of the book by Chilisa Bagele] *International Journal of Critical Indigenous Studies*, 5(1), 93-95.

Hanson, C. & McNeil, B. (2012). Faculty understanding and implementation of internationalization and global citizenship. *Collected essays on learning and teaching (CELT)*, Volume V.

Hanson, C. (June, 2012). *Community-based participatory research with Prairie School for Union Women*. Proceedings of the 53rd Annual Adult Education Research Conference. Saratoga Springs, New York. Available online at <http://www.adulterc.org/Proceedings.htm>

Kolenick, P. (2012). Global perspectives on Adult Education. In Ali A. Abdi and D. Kapoor (Eds.) *Canadian Journal for the Study of Adult Education*. New York: PalgraveMacmillan.

Kolenick, P. (2012, May) *Two worlds, four directions: A view of adult education, communities and the just learning society*. Paper presented at the Canadian Association for the Study of Adult Education Conference at the University of Waterloo.

LeDrew, J., Ogenchuk, A., Rumpel, M., Jonassen, N., & Decker, K. (2012, June 12th). *Use of a flash mob to engage 1st year university students—A case study*. 3rd Innovations in Qualitative Research Conference in Saskatoon, SK.

Nolan, K. (2012). Dispositions in the field: Viewing mathematics teacher education through the lens of Bourdieu's social field theory. *Educational Studies in Mathematics. Special Issue: Mathematics Education and Contemporary Theory*, 80(1-2), 201-215. doi: 10.1007/s10649-011-9355-9

Tupper, J. A. (2012). Treaty education for ethically engaged citizenship: Settler identities, historical consciousness and the need for reconciliation. *Citizenship, Teaching and Learning* 7(2), 143-156. doi: 10.1386/ctl.7.2.143_1

Tupper, J. A. (2012). Review of "Teaching about hegemony: Race, class and democracy in the 21st century." *Democracy and Education*, 21(1).

Faculty of Education Recognized by Saskarie



Shelby Adams and Jack MacKenzie

On August 12th, 2012, at a celebration honouring Saskarie's 40th Anniversary, the University of Regina's Faculty of Education was recognized by Saskarie for its past and present contributions to the project. Shelby Adams attended the 40th Anniversary and accepted the recognition award on behalf of the Faculty of Education. Adams is a graduate of the Faculty of Education (Physical Education Major) and was a student in

the H.O.P.E. Association. She is currently teaching in Wawota.

Saskarie was a vision of Jack MacKenzie, and Don and Nora Stewart. It is a unique facility which "has been used by groups; many of them school groups. It has been in use year round allowing for a unique experience where people are able to live and learn outdoors. It provides a setting for anything to be done such as building quincees [winter survival shelters], learning about plants, studying marshes, and enjoying the outdoors in general."¹

Faculty of Education students have enjoyed the use of this facility, even creating a club with the acronym H.O.P.E. (Health, Outdoor, and

Physical Education). "Having a residential outdoor education centre such as Saskarie is critically important given the reality that less and less of today's children and youth are actively engaged in the out-of-doors. Saskarie provides our student teachers from the H.O.P.E. subject area an opportunity to *experience* teaching and learning beyond traditional classroom walls. The unique setting of Saskarie in the Moose Mountains as a curriculum site is a constant reminder that we all have a responsibility for the wise use of the out-of-doors and the prominent place the out-of-doors should play in all of our lives," says Dr. Nick Forsberg, professor in the H.O.P.E. program at the U of R.

¹ Kelly Running, (2012, August 17). Forty years of Saskarie. The Observer. Retrieved from <http://www.carlyleobserver.com>

Campus Events



A **Year-End Showcase** celebration of **Campus For All (CFA)** students took place on April 30th, 2012.

The Campus For All (CFA) program is an Inclusive Post Secondary Education (IPSE) program that enables individuals who have an intellectual disability to participate in an authentic university experience.

CFA graduates Jarred MacDonald, David Ferner, Crystal McKenzie, Lorna Simpson, and Deana Pitzel were honoured.



Life giving you dilemmas? Make di-lemonade... Dr. Marc Spooner offered free lemonade to U of R students, staff, and faculty for an end-of-term lemonade extravaganza on April 11th, 2012.



On March 2nd, 2012, the first of the **International Education Pizza & Talk Series** took place. Dr. Vanwyk Chikasandra and Dr. Elias Kaphesi, Visiting Scholars from the University of Malawi, Polytechnic presented on the topic of Teaching & Learning at the University of Malawi.

The International 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 May 2012, **Year 3 Iqaluit campus NTEP students took ERDG 215 at the University of Regina.**

Their time in Regina included classtime with Instructor, Karen Lind, along with field experiences such as visits to Mother Teresa

Middle School and Albert Community School. Students also enjoyed tours of Gabriel Dumont Library, First Nations University of Canada.



A celebration of the **New and Improved Teaching Preparation Centre (TPC)** took place on April 27th, 2012. Thanks to Librarian staff and Faculty of Education faculty and staff, the TPC has completed a significant materials cataloguing project and renovated the library which includes Children's and Young Adult's literature, both fiction and non-fiction; English and French collections; and study spaces with laptop outlets.



Kristina Lee, Secretary to the Associate Dean, Student Services & Undergraduate Programs, convoked in

June 2012 with her Bachelor of Adult Education and Training Degree with Great Distinction.

Retirement Celebrations



On April 27th, 2012, an **Arts Education 30th Anniversary celebration** was held with a surprise tribute to **Dr. Norman Yakel** on his retirement.



On June 21st, 2012, a **university-wide retirement celebration** took place for **Denise Lindenbach**, Faculty of Education Administrator, who retired from the University of Regina after more than 36 years of service.



On June 20th, 2012, **Dr. Michael Tymchak** was honoured by his colleagues and friends on his retirement.



On June 5th, 2012, the Faculty recognized on their retirements: **Denise Lindenbach, Juanita Modeland, Michael Tymchak, Norm Yakel, and Garth Pickard** for their many years of service to the Faculty of Education.



New Faculty and Staff



Shauneen Pete

Dr. Pete received her B.Ed. from the University of Saskatchewan's ITEP program in 1989, her M.Ed. from

the U of S in 1998, and her Ph.D. in 2001 from the University of Arizona. Her dissertation explored the experiences of Aboriginal faculty members in the Academy. Dr. Pete has worked in the Faculty of Education at the U of S, and the U of R, as well as in the Department of Women and Gender Studies at the U of R. She was Vice President Academic at the First Nations University of Canada from 2007-2009, and interim President at FNUC from 2010-2011. In 2010 and 2011 Dr. Pete was nominated as one of Canada's Top 100 most powerful women. She has extensive teaching experience in the K-12 system, has supported graduate students through committee work, and is a sought after keynote speaker and story-teller in Saskatchewan and throughout Canada. Currently, Shauneen is teaching ECS 350 and EC&I 804 in support of pre-service and in-service teachers. We are delighted to welcome Dr. Pete back to our Faculty to teach and research in the field of Indigenous Education, and Core Studies.



Lee Schaefer

Lee completed his dissertation defense at the University of Alberta on September 14th, 2012. His dissertation titled *Shifting*

from Stories to Live By to Stories to Leave By: Conceptualizing Early Career Teacher Attrition as a Question of Shifting Identities focused on the experiences of early career leavers. Lee also completed his Masters at the University of Alberta in which he narratively inquired into the experiences of early career physical education teachers. Lee was a graduate of the University of Regina, Faculty of Education and has experience teaching middle years health, physical education, outdoor education, and social studies. He has also taught Secondary Physical Education Curriculum and Instruction courses at the U of A. He was a recent SSHRC Doctoral Fellowship recipient and has published numerous refereed articles, both sole and co-authored, and presented his work at many national, provincial and international conferences. It is a pleasure to have a graduate of our B.Ed. program return to our Faculty as an accomplished university scholar and teacher. Lee will be working in the H.O.P.E. and Core Studies area.



Valerie Triggs

Valerie is completing her doctoral dissertation at UBC. Using an interdisciplinary and environmental lens,

she has examined the significance of art in schools and in teacher education by exploring ecologically activist art education. She completed her M.Ed. in Curriculum Studies at UBC in 2003. As a mature student, she completed the Middle Years B.Ed. program in the Faculty of Education here at the University of Regina in 1993. She has 5 years of experience as a classroom teacher in Manitoba and Alberta and served for 8 years as the K-12 Curriculum Co-ordinator for Southwest Saskatchewan School Divisions, now amalgamated as the Chinook School Division. During this time, she collaborated with the Saskatchewan Arts Board, Nekaneet First Nation and the Office of the Treaty Commissioner. While at UBC, she has been a Teaching Assistant, a Research Assistant, and project manager and writer on several large-scale SSHRC funded research initiatives. While doing her doctoral work, she has published five sole authored articles, five collaborative articles and two book chapters and made dozens of refereed conference presentations nationally and internationally. We welcome Valerie back to the Faculty of Education.



Sean Lessard

Sean is currently a doctoral candidate in elementary education at the University of Alberta where his dissertation

research is a narrative inquiry into the stories of Aboriginal Youth and Families in an Urban School Setting. He is the recipient of the Provost's Graduate Scholarship along with numerous other awards. Sean received his M.Ed. in educational psychology from the U of A in 2010, his B.Ed, also from U of A in 2000 with a major in social studies and a minor in Native studies. He began his education program in ITEP at the U of S in 1998. Currently, Sean is the Aboriginal Education consultant with the Edmonton Public School Board, and also an Educational Consultant with the Montreal Lake Cree Nation in Saskatchewan, which is Sean's home community. Sean has extensive K-12 classroom teaching experience in Edmonton and Saskatoon, and has presented his work at provincial, national and international conferences. He has also co-taught graduate courses in elementary education at the U of A, including Life in the Elementary Classroom and Narrative Inquiries with Children, Youth and Families. Sean will be joining us January 1st, 2013 and will make significant contributions to our Elementary Program and Core Studies offerings.



Jenn de Lugt

Jenn is an experienced and published teacher and scholar and plans to defend her dissertation this year. Her dissertation

explores how appropriate reading intervention strategies may be used to ameliorate emotional and behavioural disorders in children. She has been fully supported at the Master's and Doctoral level by SSHRC Fellowships. She has a Bachelor of Science from Trent and a Master of Science from the University of Alberta. Her B.Ed., M.Ed., and Ph.D. have all been at Queen's University over the past decade. She has been a Graduate Teaching Fellow at Queen's, teaching courses on "Children and Youth with Exceptionalities" and supervising pre-service teachers in the field. She has been a research associate, and is the principal investigator on a SSHRC funded community outreach project. She has experience teaching in public schools and working with students with behaviour exceptionalities, autism spectrum disorder, and developmental and behavioural disorders. She is a prolific writer with half a dozen refereed publications as first author and another half dozen as co-author. Jenn is a great addition to our Faculty.



Tatum Cruise

Tatum accepted an Academic Advisor position and started in the Student Program Centre on

Wednesday August 15th. Tatum comes to us from the Faculty of Arts where she has been an Academic Advisor for the past 8 years and prior to her time in Arts she worked at Luther and Campion College.



**New Faculty Administrator:
Rochelle Fenwick**

Rochelle has 10 years of experience at the U of R (including her recent position as

Program Advisor in the Faculty of Education, Student Program Centre) and a Business Administration degree with many courses in finance and human resources. She knows and appreciates the culture, operations, and the individuals in this Faculty.



Amber Fitz-Gerald
is taking on the role of Financial Assistant in the General Office during Lindsay Perez's leave.

Math on the Move

Submitted by Kathy Nolan



(L-R, back row): Kathy Nolan, Christina Schmidt, Regan Bompais, Danielle Gomersall, Harley Weston (L-R, front row): Samantha Douglas, Eric Crosbie

In April and May 2012, Math on the Move visited seven Saskatchewan communities with inquiry-based activities for Grades 9 and 10 students. The Math on the Move crew consisted of two faculty members and five students. The faculty members were from mathematics (Dr. Harley Weston) and mathematics education (Dr. Kathy Nolan) and the students were education students, majoring in mathematics.

At each of the schools visited, the Grades 9 and 10 students were divided into four teams and the teams

rotated through four activities. The activities were designed, and facilitated by the University of Regina education students. Points were awarded to the teams at each station and the half day of activities ended with a collection of short problems for each team, culminating in naming a winning team for the half day of activities. To see more photos, please visit the MOTM website: <http://mathonthemove.uregina.ca/>. Thanks to the Faculty of Science and the Faculty of Education for their financial support this year!

Dance, Young People, and Change —Diversity in Action

Submitted by Ann Kipling Brown

The collaboration between World Dance Alliance (WDA) and Dance and the Child International (daCi) produced one of the biggest global dance summits ever held—*Dance, Young People and Change*, held July 14-20, 2012. Hosted by the Taiwan National University of the Arts (TNUA) in Taipei, the event attracted young people from North and South America, Europe, the UK and most Asia-Pacific nations. The five conference themes were: Dance and social justice, Teaching dance, Dance learning, Curriculum and Education of dance teachers and

artists. The summit was a multi-layered event that included performances, keynote addresses, master classes, workshops, forums, project dialogues and paper presentations that focused on one or more of the themes.

Among those attending were four Arts Education students, Kym Primas, Devon Stolz, Lacey Tourney and Garrett Yee, who assisted in the Creative Meeting Points workshops for the young delegates. Additionally, a graduand of the Arts Education program, Alexis Kennedy, was also involved as a leader in this program.

As a co-chair of this summit,

I (Ann) was busy the two years previous to the summit with budget, paper and presentation selections, design and development of program and choice of teachers. It was a pleasure to see the event happen, to see the excited faces of the young delegates as they presented their dances and became involved with other young dancers from other countries, to witness the exchange of ideas and commitment to dance education of scholars and educators, and to immerse myself in dance yet once again.



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