

Education News

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Project of Heart tiles created by
SUNTEP students (see p. 6)
Photo Credit: Christina Johns

Realize. Inspiring and Transforming Education.



Dean's Message

Reading this issue of Education News, I am reminded once again of the many directions and endeavours in which the University of Regina's Faculty of Education is deeply engaged. We are only able to capture a few highlights representing "the tip of the iceberg" so to speak. As a Faculty, what is our primary purpose? Ultimately, the well-being of the school age population of Saskatchewan is the *raison d'être* for the education we offer for pre-service and in-service teachers at the undergraduate and graduate levels.

This Spring's provincial budget allocation to the post-

secondary sector amounted to a 4% increase. At the University of Regina this translated into a budget increase of less than 2%. As a result, each unit on campus, from the President's office down, has been required to take a 3% cut in the coming fiscal year. How this will impact the delivery of quality programs is at this point not yet clear, although it is obvious that we will continue to be required to do as much (or more!) as usual, with less. This trend has continued over the past 4 years of my tenure as Dean of the Faculty. Both our university and our government continue to expect "greater efficiencies" in the way we do business.

There are some ironies in such a stance. For example, the Ministry of Education, through the Board of Teacher Education and Certification (BTEC), has recently approved an after degree (B.Ed.) certificate in Early Childhood Education (ECE). This year of additional teacher qualification, focusing on the needs of children ages 3-5, reflects the inclusion 3 years ago of

ECE into the mandate of the Ministry of Education and away from the purview of the Ministry of Social Services. At the same time, there is a real shortage of affordable quality early learning spaces in this province. There is no question that early learning experiences of young children are critical for long-term successful development of every individual and community. Teachers working with that age group need to be prepared to provide them with the best learning environments possible. A similar story can be told about the need for teachers working in the burgeoning field of inclusive/special education, the pressing needs of teachers working with students for whom English is an additional (second or third) language, as well as the need for skilled teacher-librarian/resource specialists and for teachers working with distinct adult populations with unique literacy and social needs.

While the Ministry of Education understands and promotes additional qualifications in these fields, no



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

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additional funding has been made available to achieve these goals. It falls upon the Faculty of Education, with ever-shrinking budgets, to prepare teachers to try and meet as best they can the diverse needs of children in public schools. The issue of bullying in schools has received national attention and puts pressure on education programs to prepare teachers to “fix” this problem. The current debate about the kind and quality of mathematics education (and the place of rote learning and repetition in a learning environment of discovery and inquiry) serves as yet another example of the tensions inherent in preparing pre-service teachers to teach in Saskatchewan schools. Today’s reality is that teachers are increasingly asked to teach subjects and grades of which they have little knowledge, expertise, or exposure. In the meantime, governments across Canada, including Saskatchewan, are looking for significant improvements in retention rates and “learning outcomes” as measured by standardized testing for all students and particularly for First Nations

and Métis students who have been poorly served by our colonial heritage.

How does a Faculty of Education respond? I have space to outline just one example: our major undergraduate Program Renewal curricular process enters its fourth year this September. Now all students receive at least an introduction to the following: principles and practice of inclusive/special education; a foundational understanding of racism and white privilege; a celebratory approach to embracing difference, including sexual orientation; specific understandings of the theory and practice of assessment and evaluation; and an appreciation for the significant role of ministries and local authorities in determining what schooling is like for children in Saskatchewan. In addition, other mandated and elective courses provide students with an understanding of the impact and use of technology and social media on learning, on the relationship between environmental sustainability and education for all, and on the importance of creativity, art, play, and recreation in

building healthy individuals and communities.

Will we ever get all of this right? Will teacher education and public education ever be the panaceas for all of society’s stresses and ills? Of course not. Trying our best to meet complex and diverse needs and expectations is part of the mandate of any Faculty of Education. This issue of ***Education News*** provides some examples of a variety of ways we work for an equitable society where every individual is able to succeed.



Dean James McNinch
April 2012

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Prime Minister's Award



Joanna Sanders Bobiash

2010-2011 Prime Minister's Awards for Teaching Excellence

Graduate of the University of Regina, Faculty of Education's Baccalauréat en éducation program (05), Joanna Sanders Bobiash, is the recipient of the Prime Minister's Awards for Teaching Excellence. The Governor General's Awards for Excellence is Canada's way of recognizing our best teachers, promote what they have achieved, and share their innovative and successful teaching practices.

Joanna is currently a teacher-librarian and Grade 6-8 teacher at École Wilfrid Walker School. She has 7 years of teaching experience.

Interview with Joanna

Describe a teaching moment especially encouraging for you.

I love to see a student get excited about learning, when they can explain what they have learned, how they learned it, and what they would do better next time to improve their learning. Learning is for life. It is essential that we develop critical thinking in our students so that they can look at the world around them, question what they are seeing, and then embark on their own solutions for our world's problems.

What is your 'guiding thought' when it comes to teaching and students?

It is possible to get all students excited about learning. Some get excited right away, while others are a challenge. To reach all students in my class, it is essential to seek out and understand each student's interests and learning style and have them understand them as well. Giving students options and the ability to make informed choices about their learning are important to their success as learners. They will become much more engaged in what we are learning about if they feel that they

have made the choice to learn about it.

What would you like to say to encourage other teachers?

Take risks with your students and learn along with them. Many teachers I know feel that they need to be the expert, that information only comes from one source, from themselves to the students. I find if you spend the time helping students to understand how they learn and why they learn the way they do, they become much better learners. If they get to see you as a facilitator of learning, and that you are still learning yourself, they will have a wonderful role model for life-long learning.

Was there anything specific about your education at the U of R that has contributed to your success as a teacher?

The opportunities given by the U of R to go out in the field as a pre-intern and intern contributed the most to my success as a teacher. I got to work with real students and receive constructive feedback on my teaching. It helped me grow as a learner and as a teacher because it gave me practical experience and confidence to grow into my profession.

Governor General's Award



Sylvia Smith

2011 Governor General's Awards for Excellence in Teaching

Faculty of Education, University of Regina, grad student, Sylvia Smith, is the winner of the 2011 Governor General's History Award for Excellence in Teaching.

The Governor General's Awards for Excellence in Teaching Canadian History were created in 1996, by Canada's National History Society. Teachers, who excel at bringing history to life for their students, are honoured with this award.

Sylvia Smith is a teacher at Elizabeth Wyn Wood Alternative High School in Ottawa,

Ontario. Her work, *"Project of Heart, is an innovative educational tool kit designed to engage students in a deeper exploration of Indigenous traditions in Canada and the history of Indian residential schools. Through introducing aspects of the medicine wheel, the kit facilitates a holistic journey for understanding through the heart and spirit, as well as the mind, with facts and dates.*

Indigenous concepts of education and literacy, such as Grandmother and Grandfather teachings and reading the environment, are fully integrated into the curriculum. Elders from First Nation, Métis, and Inuit communities become regular participants in classroom presentations and discussions. Students lead many of the project outcomes, demonstrating their learning through videos, multimedia presentations, and decorating small wooden tiles. Each tile becomes a meaningful artifact, representing one of the thousands of young lives lost due to the effects of the Indian residential schools system.

A key objective of the program is to encourage "ownership" of this historic injustice by enacting gestures of reconcili-

*ation for the past and continued oppression of Aboriginal people in Canada. Project of Heart continues to be shared with elementary, secondary, and post-secondary schools in other regions of Canada. It was showcased at the Truth and Reconciliation Commission's first national event, held in Winnipeg in June, 2010."*¹

Sylvia received her award during a 2-day Canada's History Awards Event in Ottawa, December 11 and 12, 2011. Dr. Marc Spooner, Sylvia's thesis advisor, also attended the ceremony.

¹Retrieved from www.canadashistory.ca/Awards/Teaching/Articles/2011/Sylvia-Smith.aspx



Photo credit: Shuana Niessen

“Project of Heart” Brings Hope, Humility, and Healing to SUNTEP



Photo Credit: Christina Johns

*Submitted by Christina Johns
SUNTEP Faculty*

Armed with Sharpie markers, small wooden tiles, a legacy to honour, and the “heart” to make a difference, SUNTEP Regina students went to work to preserve and reclaim the memory of the many Métis and First Nations children who attended and lost their lives in residential schools. All SUNTEP students participated in the artistic social justice project entitled *Project of Heart* over the past 2 semesters.

Project Coordinator Sylvia Smith, a high school teacher from Ottawa, describes *Project of Heart* (P.O.H.) as a “hands-on, collaborative, inter-generational, inter-institutional artistic endeavour. Its purpose is to commemorate the lives of the thousands of

Indigenous children who died as a result of the residential school experience.” After learning about the truths of Indian residential schools in Social Studies class, Sylvia Smith’s students wanted to do more to bring greater public awareness to the large number of deaths that had occurred in residential schools across Canada. Along with their teacher’s help, they developed a social justice project that is now growing in recognition and has recently been awarded the Governor General’s Award for Excellence in Teaching.

A key objective of P.O.H. is to encourage “ownership” of this historic injustice by the non-Indigenous community. By doing so, non-Aboriginal Canadians can then be moved to take

responsibility for the continued oppression of Indigenous people in Canada, and be inspired to take action. Smith also explains that the project “commemorates the families and communities to whom those children belonged. It is designed to bring awareness both to the settler community of predominantly European Canadians and communities of new Canadians from other parts of the world.” Many students of all ages, all across Canada have been involved in the project, by decorating tiles, doing research, visiting with Elders and becoming more aware of the effects of residential schools on generations of Indigenous people.

Project of Heart also seeks to expand the opportunities

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available for the wisdom of Aboriginal Elders to be heard within mainstream, educational/religious institutions. By joining with other groups who are making a space for Indigenous knowledge, institutions can help to change attitudes and behaviours—hearts and minds—as Elders give voice to the traditions that were suppressed by residential schooling.

During their involvement in this unique social justice project, SUNTEP students shared stories of people and relatives they knew who attended the residential school. Some were stories of pain, some were stories of relationships that developed while in residential school and some were humorous anecdotes passed down from grandparents and great-grandparents. Through the sharing of stories, we gathered together as students, teachers, artists, and activists to remember the forgotten and piece together this influential, yet poignant part of Canadian history. Being able to talk about the residential school experience has been painful to some students, but in some ways it started a healing process aided by research, the sharing of the experience with family members, the smudging of the tiles and visits with an Elder/residential school survivor. On this journey for understanding through heart and

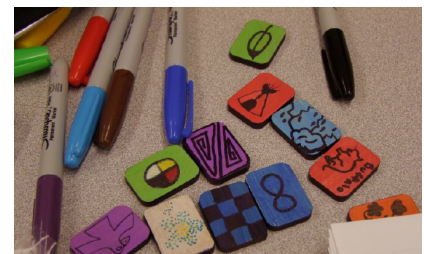
spirit, SUNTEP students decorated 10-12 tiles each (400 in total), with imagery, words and symbols created in memorial to the Aboriginal culture, language, and self-esteem stripped away by assimilation and racism embodied at residential schools. Through their art, SUNTEP commemorated Ile-a-la-Crosse, a Northern Saskatchewan community with a high Métis population. As evidence of the project's lasting impact, as the social justice activism component of the project, SUNTEP students have developed lesson and unit plans to use in their field placements so *Project of Heart* will continue to be shared and honoured.

The project's goal is to have 50,000 decorated tiles, each one representing a life lost in the many residential schools across Canada. Although the future and final resting place of the tiles is still uncertain, there is a possibility of an installation of the tiles as a part of the new Canadian Museum for Human Rights in Winnipeg. This is only a small gesture of reconciliation for the past and continued oppression of Aboriginal people in Canada.

Art has the power to bring together people from all ages and all walks of life. It can bring about awareness and understanding, promote criti-

cal thinking and can also work towards healing. Drawing on tiles will, of course, never erase the horrors of residential schools or reverse the damage done to families and communities, but it can bring about hope; hope that we can someday eradicate the perils of hatred, racism, and ethnocentrism. Sylvia and her students had the vision to bridge the emotional and spiritual power of art to bring about healing to communities who are still in crisis despite governmental “apologies.” This art project is a demonstration of the resiliency of Aboriginal people and their resistance to the cultural collision between Canada's Aboriginal peoples and European colonizers. We are still valiantly fighting to reverse the devastating impact that years of oppression has had on Canada's Aboriginal cultures and traditions. We hope that the inter-generational damage will not be forgotten but used as a reminder that this cultural genocide must never happen again!

You can check out the SUNTEP Regina's tiles and more about the program at projectofheart.ca.



Student Awards



Lindsay Millar

President's Medal

The President's Medal is awarded to the student who has shown academic excellence, as well as leadership and commitment to extra-curricular activities.

Lindsay Millar

Saskatchewan Teachers' Federation Prize

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

Lindsay Millar was the recipient of both the President's Medal and Saskatchewan Teachers' Federation Prize at the Fall 2011 Convocation.

While an Arts Education student, Lindsay provided leadership for many projects. She was the fundraising director for her class trip to Toronto, Ontario and a volunteer in 2008 at the Elementary and Early Childhood Off-Campus Recreational Experience. Her teaching internship allowed Lindsay to become involved in a school community, helping with activities such as supervision of the senior choir, school dances, and a career fair. Lindsay helped design the lighting for the school musical, working closely with the students responsible for running

the show. She and one of her colleagues started a pottery club that focused on different modes and constructions of ceramics for all students. In addition to her volunteer work, Lindsay was a member of the University of Regina Chamber Singers for 5 years.

As a volunteer, Lindsay engaged with a diverse number of community organizations, working locally, nationally, and internationally. Lindsay volunteered with Girl Guides of Canada and the World Association for Girl Guides and Girl Scouts. As a volunteer leader with girls aged 5-9, she was the national and international representative for Canada at events in Toronto and Costa Rica. Lindsay worked with a daycare in San Cristobal, in the Galapagos Islands, Ecuador working with underprivileged children. Other volunteer commitments included working as a ceramics instructor at the Caring Hearts Camp, Planned Parenthood Regina with Youth Educating about Health, and at the Mackenzie Art Gallery. Lindsay was also a co-organizer of the Walk for Darfur in Saskatchewan with the Regina Women's Community Centre and Sexual Assault Line. Even with all her volunteer efforts, Lindsay graduated with Great Distinction.

Student Awards Reception

The Student Awards Reception, celebrating students' outstanding academic achievement, was held Thursday, March 15, 2012 in the Teaching Preparation Centre.



Student Award Winners



Student Speaker: Justin Freitag



Dean James McNinch and Student Denine Peterson



Children from the After School Program (hosted by ERDG 425 class) enjoyed the reception

Teacher-Researcher Profile



Kyla Wendell McIntyre

Kyla Wendell McIntyre's Master's Thesis: *Attending to the Lives of Saskatchewan Students Learning English as an Additional Language: A Narrative Inquiry*

Research Abstract

This narrative inquiry explored the life experiences of an EAL student in Saskatchewan who attended school in an urban context. Over a 4-month time frame, I engaged in audiotaped research conversations with the student participant during which time we discussed tensions she and I experienced in and out of schools in Saskatchewan. I then drew upon our research conversations to create found poems (Butler-Kisber, 2002)¹ which were shared back with the student participant to ensure resonance. This

sharing back often shaped subsequent conversations and storytelling between us, which continued to add to our found poems. Since each found poem was gradually co-composed in this way, all of our found poetry expresses the lived experiences of both the student and me. After our co-constructing of our found poems, I worked with them as interim research texts which I then inquired into as I wrote my thesis. This layer of narrative inquiry (Clandinin & Connelly, 2000)² was also negotiated with the participant.

This study highlights the importance of listening to and inquiring into the stories told by students who speak English as an additional language. This thesis gives voice to the complexities experienced

by one student learning English as an additional language in Saskatchewan.

(The following is reprinted with the permission of the Saskatchewan Teachers of English Language Arts)

Interview with Kyla Wendell McIntyre

Where have you taught before settling in Regina?

Before settling in Regina I taught in Germany, Mexico, and Ecuador. These experiences were valuable to me as they helped me develop compassion and empathy for the daily struggles my EAL students encounter as they learn another language. It's hard to live in a culture in which you do not speak the dominant language. – Really hard, and humbling too.

Did your research help you in your teaching?

Absolutely. Research allowed me to critically examine my practice and use my methodology, narrative inquiry, to better understand myself, my students, and how I teach.

Would you recommend other teachers to do school-based research?

I would. Sometimes there can be a gap between what goes on in research and what goes

¹ Butler-Kisber, L. (2002). Artful portrayals in qualitative inquiry: The road to found poetry and beyond. *The Alberta Journal of Educational Research*, XLVIII(3), 229-239.

² Clandinin, D.J., & Connelly, F.M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass.

on in the classroom. School-based research helped me better understand the context I work in everyday; thus, the insights I gained can be applied to my current practice.

How do you manage family, personal life, work and research?

Well, that's a tough one. At the present time, in addition to my work as a teacher, I also have a 3 and half year old and a one year old and I've just defended my thesis – so it's a balancing act. I think the important thing is to stay organized and make time for the things that matter the most. Just as I like to view students holistically, I think it's also important for teachers to view themselves this way and make time for all areas of our lives. Yes, even time for ourselves.

An excerpt from Kyla's thesis

Note: Throughout this found poem, Patricia's* voice is represented in regular text and my (Kyla's) voice is represented in italics. (*pseudonym)

Inclusion

When I'm in the regular classes
I don't just get up and say whatever I want whenever I want
I'm a totally different person

It's not that bad
With the Canadian students
There's some girls –

they are always nice
The teachers are welcoming you
And making you feel like everybody else

Sometimes I just feel like I don't fit in
I don't even try to say anything
Unless I have to
If I needed something or didn't have a pen
I wouldn't ask any student
If a teacher asks something I wouldn't bother to put my hand up or anything

Just sitting
Not talking
Too shy

I'm the only EAL student there
In my other classes
There's no one person from the ESL classroom there
I just don't feel comfortable there
I don't like the feeling I get when I'm there
When the teacher gives us the paper and the projects
You have to do this thing, and do this thing, and do this thing
And sometimes I just don't even know what she's talking about
Kinda big words
I don't even know what to do

Can I go to the ESL classroom?
Then I give it to one of you
Then you guys explain it
And then it just <snaps fingers>
I understand the whole thing

In the ESL classroom if you pronounce a word wrong,
They won't make a big deal out of it

In the ESL classroom
I just say what I want whenever I want
I just feel comfortable here
I get help
You guys will listen

When I'm in the ESL classroom
I'm myself
I kinda know almost all the students here
I'm kinda close to my ESL teachers
Like letting go
I like it in here
It's really fun to be here

All I know is the ESL classroom is where I belong in this school

If there was no EAL classroom in this school?

Wow!
Without the ESL help
ESL teachers' help
I'd probably fail all of my classes
I would probably move to a different place I guess

(Found poem interim research text, Spring, 2010)
Defended December 2011
Supervisor: Dr. Janice Huber
Committee Members:
Dr. Val Mulholland and
Dr. Andrea Sterzuk

Education Career Expo 2012



The Education Career Expo took place January 23, 2012. Carla Harris, Events Coordinator, and her team from Career Services organized the Education Career Expo. This event has been held for the past 13 years with approximately 40 school divisions attending on an annual basis. Kevin Bolen, Director of Student Employment and Engagement, says, "The event gives U of R Faculty of Education grads a unique opportunity to network on campus with decision makers (Superintendents, Directors of Human Resources) from various school divisions recruiting for positions across Canada and around the world." The event and preparatory workshops are promoted by the Faculty of Education Student Program Centre's, Darci McDonald.



Jolie Brewer, Ashley Pennington, and Teresa Thrun (SUNTEP, 4th year students) found the Career Expo helpful because it allowed them to "attach faces to the School Boards and School Divisions." This group was asking one specific question: "Why should I work for you?"



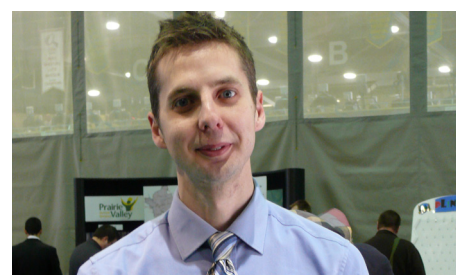
Chelsey Skibinsky (Faculty of Education, 4th year student) attended the Career Expo to hand out resumes. She felt she had benefitted from the Expo by receiving information about how to apply.



Kyle Webb (Faculty of Education, 4th year student) attended the Career Expo and said, "It was good to talk to people, to interview them. I had conversations about their views on assessment and technology. I dropped off a few resumes and I have had some offers since then."



Erin Toppings (Faculty of Education, 4th year student) gained a lot of knowledge about the application process through the Expo. She says that "some students were getting interviewed right on the spot" and that "the Expo is especially helpful if students are looking for a position in a rural location."



Kirk Fiege (Faculty of Education, 4th year student) found "hints for what to consider when applying for jobs and preparing for an interview." He found the Expo had an "exhibition atmosphere" with employers "inviting us to play the game." His strategy: "Be selective."

Photos credit: Shuana Niessen

Technology in the Classroom

Submitted by Shuana Niessen

Kyle Webb, a 4th year Education student, returned in December from his international internship feeling enthusiastic about technology and its use in the classroom. Kyle is finishing his Secondary Education degree, with a major in math and a minor in science. What makes him unique is his interest and ability in blending technology, especially social media, with teaching mathematics and chemistry. Kyle says “the most difficult classes to blend are mathematics and chemistry.” When he first started to incorporate technology and social media into his classes, he received some mixed feedback. Kyle says, “I was doing something outside the box and trying to share it with everyone because it works so well.”

Kyle had a unique opportunity to try his ideas for teaching with technology through his internship at St. Louis, Missouri with the Mary Institute and Saint Louis Country Day School (MICDS), an independent college preparatory for students in Grades K-12 which has integrated technology in the classroom. He heard about this school, in which each student receives a tablet and stylus for use in the classroom, through Dr. Alec Couros and Instructor, Dean Shareski. Kyle found

freedom to try his ideas because the teachers, administration, and students were open to innovative use of technology in the classroom. His goal in incorporating technology into lessons was to teach students how to use social media in a positive way. “Once you show students a positive way of using social media, they begin to do productive things with it.” Kyle wants to see more use of technology in the classroom because, he says, “students are already using technology every day, and they find it engaging.” They are excited to learn that they can use it productively; for instance, they can look up a certain element in chemistry, or use their cell phones to look up an equation. Kyle says, “It is a different medium to deliver content; one that kids find engaging.” Kyle felt well prepared for his internship, especially in regards to technology, “I had taken the ECMP classes, both 355 and 455, which really launched me in the right direction.”

When asked about technology being a distraction to students, Kyle responds, “Yes and no. If you aren’t aware of the possibilities, kids could be shopping or worse during class time. But if you are using the computer for learning, once you show them that learning can be fun and

engaging through computer, they are on task. There are going to be kids who are napping or playing but this is more than a technology problem.” The school Kyle interned with used software to monitor students, and Kyle discovered that if you project that onto the smart-board, students will monitor each other.

Kyle received a thank you letter from the school headmaster, Scott Small, following an engaging talk he presented to students about ensuring that their visual identity online is positive. Small wrote, “Your sincere and thoughtful presentation this morning engaged kids and made them think about their own lives and what is meaningful to them...” Since his internship, Kyle has been engaged in more technology talks, twice with the Education Students’ Society and at WestCAST. His enthusiasm for using technology in the classroom will continue into his profession as a teacher.



Kyle Webb (left) with MICDS teachers and students

Inspiring Education

Submitted by Shuana Niessen

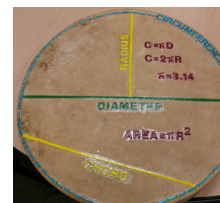
Dr. Rick Seaman, Associate Professor of Mathematics and Computer Education, has a unique opportunity to use his Math Education expertise to assist two teachers, Vee Whitehorse and Kelly Polaski, in the work they are doing with youth at Leading Thunderbird Lodge, located in Fort San in the Qu'Appelle valley. Vee and Kelly teach Saskatchewan curriculum to male youth who have come to the Lodge to heal from difficulties related to drug, alcohol, and solvent abuse. Alongside their healing process, the youth work on their education. Though the youth have First Nations or Métis background, Vee says, "The boys who come here have great diversity among

them. They come from all across Canada, from reservation and urban locations, and from a variety of cultural backgrounds." Their education is also diverse with some who have never attended school to those who have with different levels achieved. This makes teaching a challenge.

Through their ongoing conversations with Dr. Seaman, they are realizing a new vision for the curriculum they teach. Rather than trying to teach subjects separately, they have envisioned a horizontal curriculum that cuts across subjects, something suggested to them through their meetings with Dr. Seaman. This horizontal curriculum allows

them to look at what they are already doing with students and recognize curriculum objectives, common essential learnings, and subject strands within the activities in which the students engage. "We try to connect everything to the curriculum, to make it relevant so that the material we produce can be used by any school in Saskatchewan," Kelly explains.

For instance, one of the activities they do with their students is to make a drum.



The youth learn the process from the sweat before the hunt, the killing and the offering, to the preparation of the hide and the cutting, measuring, and constructing involved in the final product, the drum. The preparation of the hide requires that the student measure out the proper amounts of deer or elk brain, the oil from the feet, water, and soap. Through scraping the hide, applying the mixture, stretching and jumping on the hide, the fibres are separated and this softens the skin for use. Smoking the hide is also important for keeping the fibres apart. Throughout the proj-

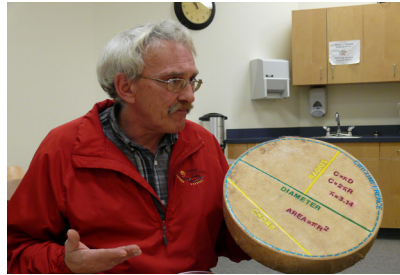
Photo credit:
Shuana Niessen



Vee Whitehorse and Kelly Polaski presenting sweet grass and tobacco to Dr. Rick Seaman

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Kelly Polaski
explains math
connections in
drum-making
activity



ect, students learn and demonstrate various math skills including: radius, circumference, and angles. They learn to identify parts of the animal and aspects of its habitat. When the project is finished, Vee explains to the students that they have been doing math. The youth are surprised that they have shown ability and competence in math, something they may have seen as irrelevant as a subject in school. Vee and Kelly are working to develop chemical formulas for the process of tanning the hide. They are developing resources, lesson plans, and collecting pictures so that anyone in a public school system can teach in the same way.

Vee is careful to show how the creation story frames all of his lessons and stories. His lessons emphasize values such as respect, wisdom, and humility. For instance, each spring the students raise a teepee. Each pole of the teepee represents values that are necessary for a good home, for good relations. While learning the traditional stories, students are represent-

ing what they learn. As an example, while learning the story of the Corn People, students are growing traditional, sacred corn in the classroom, measuring the growth, and eventually grinding the flour and making it into food.

Field trips are also an important element of their curriculum. They travel to historic monuments around Fort Qu'Appelle, and ask questions about treaties. Kelly has done some research and has found where Treaty 4 was signed. He has found that there were supposed to be 16 Chiefs who signed Treaty 4 but he can only find 13 signatures. "This is a research project for any kid in any school—investigative learning, this is it!" says Kelly.

As they continue envisioning a horizontal curriculum, they are excited by the possibilities. Kelly says, "Rick gave us a challenge: Relate the curriculum to Native culture and to the present....None of this would have happened the way it did without our conversation with Rick--He led the way."

Canada's Influential Edutweeters

Dr. Alec Couros, Faculty of Education, U of R (and his brother in Alberta) as well as on-going Sessional Instructor, Dean Shareski, are at the top of the list of "Some of Canada's Influential Edutweeters" in an article by Max Cooke in Education Canada (Spring, 2012, p. 21-22). The article is also on the Education Canada website.

Graduate Summer Institute in Education

Anti-Oppressive Education & Teacher Activism: How Far Will You Go? July 3 – 24, 2012

Common Morning Course:

EC&I 822: Anti-Oppressive Education and Teacher Activism
with Dr. Carol Schick

Each student will choose one of three afternoon courses that will be linked thematically to the morning course:

ED 800: Introduction to Educational Research
with Dr. Mia Perry

EC&I 804: Curriculum Development
with Dr. Xia Ji

EC&I 808: Instruction: Theory and Practice
with Dr. Shawn Holmes

Registration form: <http://education.uregina.ca/assets/documents/edgrad/Courses/2012/SummerInstitutePoster.pdf>

Nurturing Métis Knowledge: SUNTEP Regina

*Submitted by Russell Fayant
SUNTEP Faculty*

It is not uncommon for University students of other faculties and programs to wander over to SUNTEP Regina's offices to inquire about the possibility of taking SUNTEP classes. Smaller class sizes and quality instruction are important factors, yet both of these may be accessed in any of the University's three Federated Colleges. What makes SUNTEP Regina unique is its innovative nature and its drive to make Métis knowledge and traditions accessible in an academic setting.

In 1980, it was recognized by SUNTEP's builders that the general education program lacked a class wherein students could learn to understand, deconstruct, and combat the social 'ism's that

plagued our communities. In response, ECCU (or Cross-Cultural Education) was designed and implemented by SUNTEP faculty. The class was so effective that it became foundational to our programming and has since been expanded into two separate ECCU classes.

It was in this context of innovation and adaption to our students' needs that SUNTEP Regina recently developed a new course entitled ESST 190 (Métis Traditions and Knowledge). The theoretical basis for the class was established by Program Coordinator, Joanne Pelletier and Researcher, Dr. Sherry Farrell-Racette, and is instructed by faculty member, Russell Fayant. The primary objective of the class

is to re-introduce students to prominent Métis traditions while giving them the skills to incorporate those same traditions into provincial school curriculum. The need for the class came out of observations of both our students and the university at large. For our students, who are increasingly urbanized and lacking in opportunities to engage in their culture, the class offers opportunities to get to know Métis cultural carriers such as Norma and Joe Welsh, Erma Taylor, Maria Campbell, John Arcand, Sherry Farrell-Racette and Wilfred Burton. As Farrell-Racette observed, "Unlike First Nations students, there are no Métis-controlled elementary and secondary schools, and no home communities/territories



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outside of northern Saskatchewan. Increasing urbanization, and the ongoing impact of colonizing/inferiorizing practices embedded within mainstream media and education are complicated by the emphasis on First Nations content and history. It is possible that this class will be the initial phase in assessing and further strengthening Métis knowledge and practice throughout the program.” (Farrell-Racette, 2011)

In class, students participate in Métis traditions such as rug braiding, beading, constructing a Red River cart, Métis dance, Michif speaking, oral storytelling and cooking. Students are introduced to these traditions by community experts who often employ the ‘listen, watch, do’ technique of teaching. The result is that students can begin the cultural reclamation process while learning how to help their future students in elementary schools do the same. They learn how a Red River cart can be used to teach geometry, how a Métis recipe can be used to teach measurement, how re-telling a story can involve analysis and synthesis, how de-coding historical pictures can deconstruct societal biases, and how a Red River jig is a great way to culturally

engage children while getting a workout! The benefits for themselves and their future students are endless. For the University of Regina at large, ESST 190 contributes to the greater movement to “decolonize the academy.” In other words, to assert our cultural presence and to make the University a more welcoming and inclusive place for Métis students and Indigenous knowledge in general.

The creation of ESST 190 is just a small step in a larger process that is seeing SUNTEP grads make significant cultural, economic, and social contributions to the Métis community and to the Province of Saskatchewan. In the words of Dr. Farrell-Racette, “This is not learning about, this is learning to become—with the specific goal of citizenship and leadership development within the larger context of sovereignty and self-government.” (2011) As SUNTEP Regina students and faculty continue to engage in the decolonization process, it is hoped that like a braided rug, the knowledge gained in ESST 190 will be woven into the mosaic of school-based learning, adding all the richness, colour, and depth of Métis knowledge and traditions.



First year students learning to bead



First year student beading



ESST stories 2012



Students jigging

The Saskatchewan Urban Native Teacher Education Program (SUNTEP) is a program of the Gabriel Dumont Institute. The goals of the program are to ensure Métis people are adequately represented in the teaching profession and to ensure that SUNTEP graduates are educated to be sensitive to the individual needs of all students and particularly those of Aboriginal ancestry. In partnership with the University of Regina, SUNTEP offers the University of Regina's Bachelor of Education degree.

Campus Events

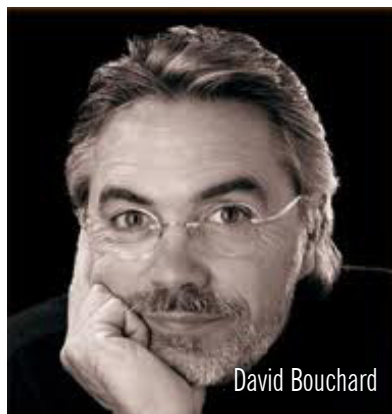
Photo credit: Don Hall Studio



First year Education students organized a flash mob for their Kinesiology 180 course with Professor June LeDrew. The performance of the flash mob took place on March 6, 2012 in the Administration Humanities Building Pit at the University of Regina and was filmed by 11 iPhones. Grade 8 students from École Wilfred Walker School were invited to participate in the flash mob. The resulting video is posted online at <http://youtu.be/89JMsZAbtI>

The message of the project is about children's health: Children need to engage in physical activity. The organizers of this project are hoping to communicate specifically with children who are spending several hours online each day. Their larger goal is to have as many YouTube hits as there are people in Saskatchewan (1,063,535) by the end of term.

Arts Education Program's Dr. John Steinecker Memorial Lecture took place on Thursday, March 1, 2012 in the Education Auditorium. David Bouchard, British Columbia's best-selling author of over 40 books and sought-after speaker, presented "The Gift of Reading." David was a teacher and principal for 28 years. He is a champion of children and literacy and promotes his Aboriginal culture with passion.



David Bouchard

The Creature in Me Art Exhibition took place on March 21, 2012. This is an exhibition inspired by the work of Jack Sures. Dr. Norm Yakel's EVIS 101 students and MacNeill Elementary School's, Mrs. Wittal's Grade One students worked together to produce the art.

Paying special attention to how Jack Sures incorporates his signature creation—the bandicoot—students imagined possibilities for their own signature piece. The interaction with the elementary school class, along with research gathered from www.artsask.ca, and a visit to the MacKenzie Art Gallery helped guide the fabrication of the EVIS 101 students' signature pieces.

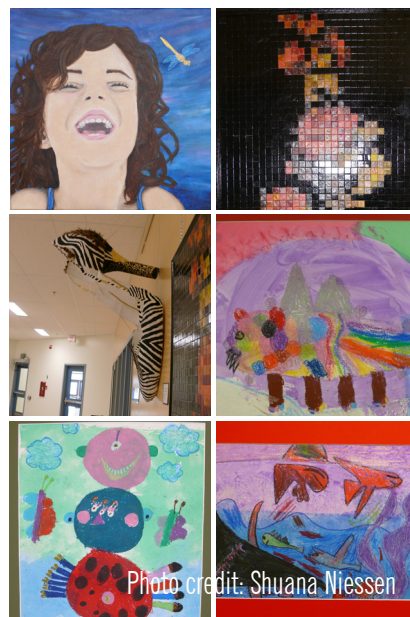


Photo credit: Shuana Niessen

President's Award: Team Award for Innovation

Photo credit: Don Hall Studio



Chris Taylor and Ron Farnel, Technical Analysts in the Faculty of Education Computer Centre, are the

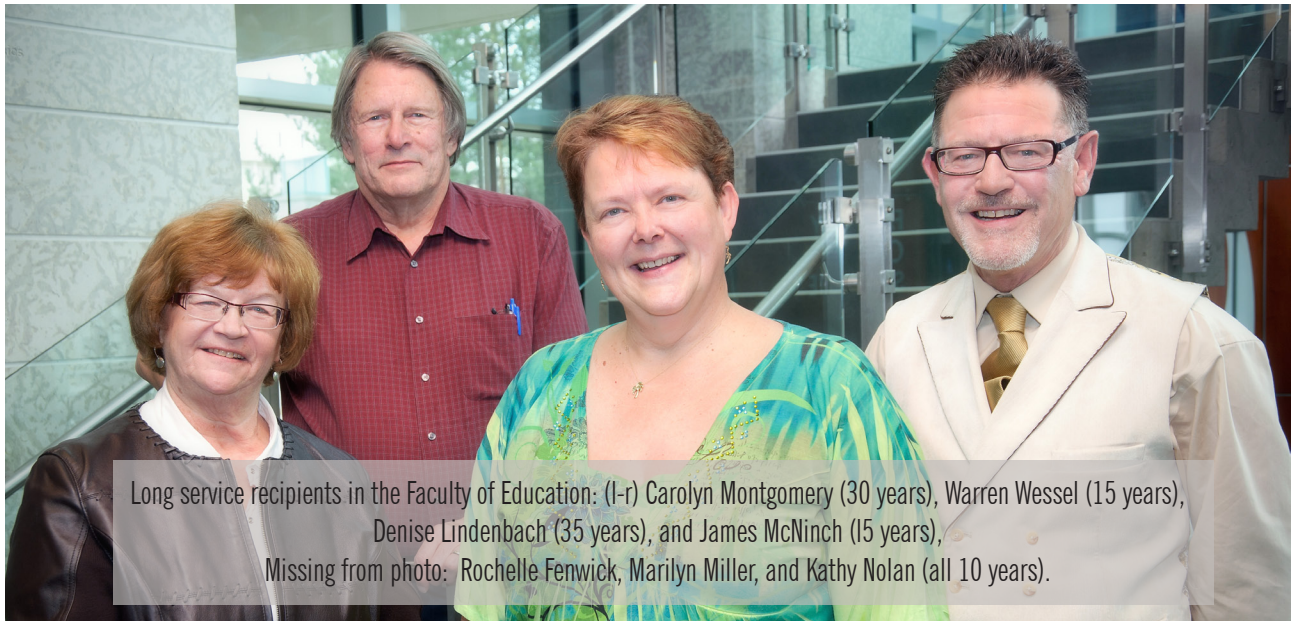
recipients of the 2011 President's Award: Team Award for Innovation. This award is given to teams which develop

innovations that improve an educational, administrative, or other organizational process through creative approaches which advance the reputation of the University of Regina internally, locally, provincially, and/or nationally.

Chris and Ron received this award at a Faculty and Staff Awards Celebration on Thursday, November 17, 2011 at the Wascana Country Club.

Long Service Awards

Photo credit: Don Hall Studio

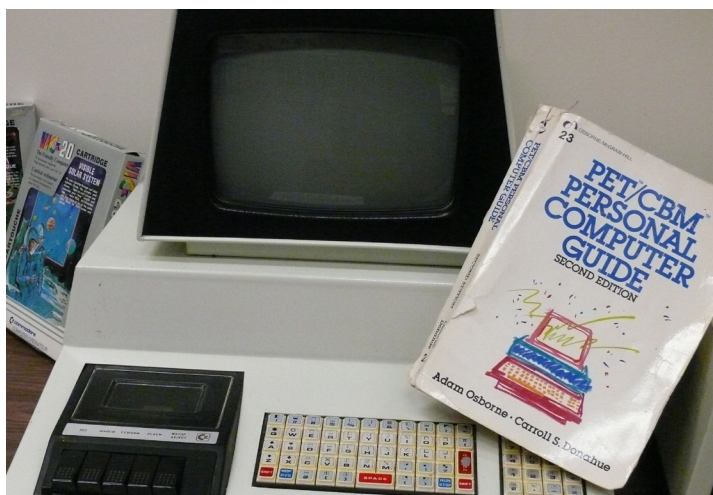


Long service recipients in the Faculty of Education: (l-r) Carolyn Montgomery (30 years), Warren Wessel (15 years), Denise Lindenbach (35 years), and James McNinch (15 years).
Missing from photo: Rochelle Fenwick, Marilyn Miller, and Kathy Nolan (all 10 years).

Technology in the Last *100 Years*

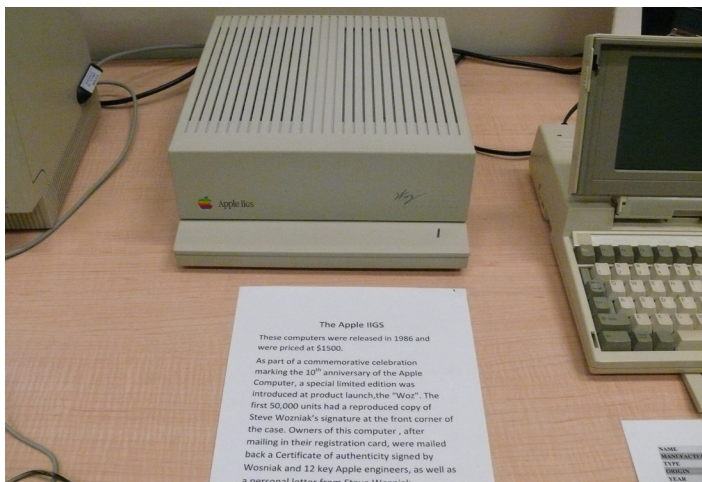
The Faculty of Education sponsored a display for the University of Regina's Homecoming 2011 Celebration. The technology museum was open for viewing from September 29 to October 1, 2011. Visitors could see the technology change from comptometers to typewriters to the start of computer age leading to where we are today. There were hands-on displays with brief histories to outline type, original cost, technical specifications and age of each unit. Ron Farnel and Chris Taylor gathered the items for the display with the help of Denise Lindenbach. A video record of the display can be seen at <http://education.uregina.ca/index.php?q=techmuseum.html>

Photos credit: Shuana Niessen



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International Student Event



Photos Credit: Donna Braun

Dr. Heather Ryan, Associate Dean of Student Services and Undergraduate Programs, provided an introduction to Canadian farm life by hosting an International Student Event at her farm on September 25th, 2011. The event was organized by Donna Braun, A/Director, Residence Services



Dr. Paul Hart also participated in the International Student Event



Students enjoying bales of hay

Recent Faculty Grants

Saskatchewan Instructional Development and Research Unit (SIDRU) 2011 Research Fund Competition

Competition B: Partnership/Community-Based Educational Fund

Dr. Cyril Kesten and Dr. Valerie Mulholland

The Balfour Project—Transitions: Moving into a school; Moving into Internship
Funding: \$5,000.00

Competition C: General Research Fund

Dr. Lace Marie Brogden

Thinking with artifacts: Creating resources for teaching

and learning with Aboriginal objects in rural Treaty 4
Funding: \$3,500.00

Dr. Mia Perry

Masks or meaning?: A survey of existing practices and initiatives relating to Arts Education in Regina and the surrounding districts
Funding: \$3,500.00

Dr. JoLee Blackbear

Catalysts for Change: Faculty Initiatives in Indigenous Education
Funding: \$3,500.00

Centre for Teaching and Learning Funding Award: President's Teaching and Learning Scholars

Michael Cappello (Co-Investigator with Michelle Stewart)

Power and the Classroom: Countering Oppression and Privilege Through Course Instruction and Design
Funding: \$1,600.00

Dr. Val Mulholland and Dr. Cyril Kesten

The Balfour Project—Transitions: Moving into a School; Moving into Internship
Funding: \$3,275.30



Michael Cappello, Ph.D Candidate, is a lecturer in Core Studies/Social Stud-

ies. A University of Regina graduate from the secondary education programme (B.Ed, 1998), Michael brings an M.Ed in Adult Education and Community Development from the Ontario Institute for Studies in Education (2002). His work is in anti-racism and anti-oppressive education, and educational foundations, especially in the history of teacher education. He taught

for 5 years in high schools in Ontario and Saskatchewan, working in both private and public settings. Michael's current interests involve exploring/critiquing the constitutive relationship between teacher education and white racialization. He is also involved in a research project investigating the potential for anti-oppressive teaching in the university setting.

New Faculty

Recent Faculty Publications

Undergraduate Student:

Ritenburg, Emily. (2011). Teachers as mediators of social construction: Heteronormativity. *Sprinkle: A Journal of Sexual Diversity Studies*, 4, 29-35. (<http://freireproject.org/content/2011-sprinkle-vol-4-published-ready-read-share>)

Faculty:

Blackbear, J. (2011). This is who I am. In D. Pointer (Ed.), *Bleed me a river: A domestic violence anthology* (pp. 64-71). Nashville, TN: Westview, Inc.

Hanson, C. (2012). Innovations, opportunities, and challenges: The story of the Prairie School for Union Women. Retrieve from: <http://www.sfl.sk.ca/uploads/File/News%20PDFs/2012/PSUW%20Report.pdf>

Lyons, W., & Thompson, S.A. (2012). Guided reading in inclusive middle years classrooms. *Intervention in School and Clinic*, 47(3) 158-166.

Mulholland, V. (2012). For all students in this place. In K. Donehower, C. Hogg, & E. E. Schell (Eds.) *Reclaiming the rural: Essays on literacy, rhetoric and pedagogy*, (pp. 190-206). Carbondale, IL: Southern Illinois University.

McNinch, J. (2012). Que(e)rying Canadian manhood: Gay masculinity in the twenty-first century. In J. Laker, Ed. *Canadian perspectives on men & masculinities - An interdisciplinary reader*. Toronto, ON: Oxford University Press.

Mueller, R., Carr-Stewart, S., Steeves, L., & Marshall, J. (2011). Teacher recruitment and retention in select First Nations schools. *in education* 17(3).

Sterzuk, A. (2011). *The struggle for legitimacy: Indigenized Englishes in settler schools*. Bristol, UK: Multilingual Matters. (<http://www.multilingual-matters.com/display.asp?k=9781847695178>)

Sterzuk, A., & Mulholland, V. (2011) Creepy White gaze: Rethinking the diorama as a pedagogical activity. *Alberta Journal of Educational Research* 57(1), 16-27.

Thompson, S.A. (2012). Thrice disabling disability: Enabling inclusive, socially just teacher education. *International Journal of Inclusive Education*, 16(1), 99-117.

Thompson, S.A. (2011). A queer circle of friends, indeed! The school social as intervention or as movement. *International Journal of*

Inclusive Education. doi:10.1080/13603116.2010.538864

Tupper, J. A. (2011). Disrupting ignorance and settler identities: The challenges of preparing beginning teachers for treaty education. *in education*, 17(3).

Tupper, J. A., & Cappello, M. P. (2012). (Re)creating citizenship: Saskatchewan high school students' understandings of the 'good' citizen. *Journal of Curriculum Studies*, 44(1), 37-60.

Dr. Cindy Hanson's SIDRU-funded report *Innovations, Opportunities, and Challenges: The Story of the Prairie School for Union Women* was released by the Saskatchewan Federation of Labour (SFL) on March 8, 2012 (International Women's Day). The study shows that one of the SFL's long-standing initiatives, the Prairie School for Union Women, provides important benefits to the working women of the province.

Talkin' About School and Society



Photo: Dr. Michael Apple
with Dr. Patrick Lewis

Talkin' About School and Society is a public forum hosted by the Faculty of Education which brings Faculty of Education professors and guest speakers together with interested participants to discuss relevant topics in education. The lectures and discussions are organized by Drs. Mark Spooner and Patrick Lewis.

Critical Pedagogy: Dr. Michael Apple presented a public lecture on campus, Monday, September 26th, 2011 in the Education Auditorium. Professor Apple also participated, together with Dr. Paul Orlowksi, in the *Talkin' About School and Society* evening session at La Bodega Restaurant. Dr. Apple is a critical theorist in education and an author of several books and scholarly articles.

Politics, Sexuality, and Education: Dr. James McNinch, Dean, Faculty of Education; Krista Baliko, Co-Instructor of Schooling and Sexual Identities course, Faculty of Education; and Dr. Brenda Anderson, Assistant Professor, Women's & Gender Studies, Religious Studies, Luther College, U of R were the presenters/provocateurs for this evening session on Monday, November 21st, 2011.



Dr. Brenda Anderson, Krista Baliko, and
Dr. James McNinch

Environmental Education: Where are we?: Dr. Marcia McKenzie, Faculty of Education, University of Saskatchewan; Dr. Herman Michell, Executive Director, NORTEP-NORPAC; and Dr. David Greenwood, Canada Research Chair in Environmental Education, Lakehead University (joining the session through Skype) were the presenters/provocateurs for the January 30th, 2012 session.

Burn All the Schools: Is School Reform Possible?

Dr. Vianne Timmons, President, U of R; Dr. Jennifer Tupper, Associate Dean, Faculty of Education, U of R; and Dr. Patrick Lewis, Faculty of Education, U of R were the presenters/provocateurs for the March 26th, 2012 session.

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