

Education News

THE FACULTY OF EDUCATION'S NEWS MAGAZINE



Honouring and showing support of those
who attended Indian residential schools
#OrangeShirtDay2017

Photo Credit: Shuana Niessen



University
of Regina



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Acting Dean's message



The Faculty of Education has experienced a lot of changes in 2017, many of which we see reflected in this autumn issue of *Education News*. With the departure of Dr. Jennifer Tupper, after three years as Dean, we have begun the search for a new leader of the Faculty of Education. In the meantime, I have the honour of serving my faculty, and the educational community at large, as the Acting Dean until June 30, 2018.

ABOUT ACTING DEAN ANDREA STERZUK

In June 2017, Dean Jennifer Tupper resigned her position at the University of Regina to take on the Dean role at her alma mater, the University of Alberta, Faculty of Education. Following consultations, the University appointed Dr. Andrea Sterzuk, Associate Professor, Language and Literacy Education as Acting Dean of Education for a one-year period effective July 1, 2017.

Dr. Sterzuk holds a PhD in second-language education from McGill University and joined the Faculty of

This summer we also welcomed a new associate dean to the Education leadership team – Dr. Twyla Salm, Associate Dean of Graduate Programs and Research in Education. We also have another faculty member in an entirely new leadership role. Dr. Anna-Leah King is the first Chair of Indigenization of the Faculty of Education. As our faculty experiences changes and growth, a strong leadership team is important. I am grateful to Twyla and Anna-Leah for their commitment to serving the faculty in these important leadership roles.

We are also undergoing changes in programs and even in our physical spaces! We are in the final changes of construction on two projects: the Faculty of Education Student Services space and the Nanâtawihowikamik Healing Lodge and Wellness Clinic.

Education, University of Regina in 2007. Prior to her academic career, she worked as a public school teacher in rural Saskatchewan and in the Canadian arctic. She served as the Acting Associate Dean of Research and Graduate Programs in Education for 15 months from 2015-2017. Nationally, she is the president of the Canadian Association of Applied Linguistics.

Dr. Sterzuk teaches in the areas of linguistic diversity in schools, second language pedagogy, and issues

Living through renovations of any space is never easy, but these changes are sure to improve teaching and learning in the Faculty. This summer, we also introduced an important new certificate program—Teaching Elementary School Mathematics. New faces in the Faculty is another area of transformation. We welcome Ian Matheson, Anne Lauf, Jolene Goulden, and Shauna Beylefeld to their respective roles as well as our newest Elder-in-residence, Cecile Asham.

The next few months will continue to be a period of transition as we work to respond to recommendations from an external review of the Faculty and as we prepare for the new dean. I am proud of the Faculty of Education, the work that we do, faculty, staff, and, most importantly, the students. I look forward to the exciting changes ahead.

Andrea Sterzuk
Acting Dean, Faculty of Education

of power, identity, and language in education. Her current research projects include a mixed methods study of the development of language beliefs in teachers and a study of language policy and planning in higher education. She is the author of a book on the topic of English language variation and colonialism.

Dr. Sterzuk enjoys gardening and learning languages. During the summer months, she can be found participating in cycling, running and swimming clubs, local triathlons, and several road races.

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Congratulations Spring Class of 2017



In May 1966 (51 years ago), in the Faculty's second year of operation, the first Bachelor of Education degrees (1-year certificate program) were conferred at convocation by the Faculty of Education, Regina Campus (University of Saskatchewan). The 4-year B.Ed. program was launched in 1966-67, and its distinctive feature was the semester-long internship that still exists today.¹

¹Pitsula, J. (2006). *As One Who Serves: The Making of the University of Regina*. McGill-Queen's University Press

Spring convocation awards

SASKATCHEWAN TEACHERS' FEDERATION PRIZE

Photo courtesy of Michela Olson (Adlem)



At each University of Regina convocation ceremony, the Saskatchewan Teacher's Federation (STF) awards a prize to the most distinguished student graduating with their first degree in the Faculty of Education who has the highest grade point average and an overall internship rating of "Outstanding."

The Faculty of Education was pleased to present the Saskatchewan Teacher's Federation Prize to Michela Adlem, a distinguished fall 2017 graduate in the Faculty of Education.

Michela graduated with a Bachelor of Education in Elementary Education with Great Distinction from the community-based program offered by the Faculty of Education in partnership with Cumberland College in Nipawin, SK. During her studies, Michela was the recipient of the Academic Silver Prize in 2013, 2014, 2015, and 2016, in each year of the program. She was also named to the Dean's Honours List in Fall 2014, Winter 2015, and in 2016.

Born and raised in Nipawin, Michela began her Education degree by taking university courses via distance through Cumberland College. In 2013, she joined the new Bachelor of Education community-based cohort in Nipawin. Michela was grateful to be able to complete her degree in her hometown.

Michela credits the community-based cohort program for allowing its students to learn collaboratively and develop friendships with future colleagues. She feels that their shared experiences stimulated learning, built confidence, and offered support. The diversity of her cohort provided a great range of opinions, experiences, and knowledge to apply to this educational experience.

Michela describes herself as a life-long learner who loves to try new things and will continue to do so throughout her teaching career. Her goal in the classroom is to help students discover who they are going to be. She contends that education is a journey that never ends; it constantly finds new roads. Since graduating, Michela has married and moved to a new small town, where she has her name on the sub list, and is awaiting a job.

The graduating class of 2017 from the Bachelor of Education community-based program offered by the Faculty of Education, University of Regina in partnership with Cumberland College in Nipawin, SK. Photo courtesy of Cumberland College.



BACHELOR OF EDUCATION AFTER DEGREE PRIZE

Photo Credit: Cornerstone Photography



At the fall 2017 convocation, the Faculty of Education presented the BEAD Convocation Prize to Matthew Mickleborough, a distinguished graduate in the Faculty of Education.

Matthew graduated with a Bachelor of Education, Secondary Education, with Great Distinction. He majored in English education with a minor in social studies education. During his studies in the Faculty of Education, Matthew was the recipient of the Academic Silver Scholarship (Fall 2016) and the Joe Duffy Memorial Prize for Excellence in English Education (Winter 2017). He was also named to the Dean's Honours List in Fall 2015, Winter 2016, and 2017.

Matthew received a BA Honours in English from the University of Regina in 2012. His passion for, and commitment to, social justice led him to apply to the Faculty of Education. Nothing else seemed so able to combine his love for learning and language with his desire to build a better world. Education changes lives. Matthew is committed to working within Saskatchewan to make it open, equitable, and just for all.

The Bachelor of Education After Degree (BEAD) Convocation Prize was established by the Faculty of Education to encourage and recognize BEAD students.

The BEAD Convocation prize is awarded to the most distinguished graduate, with an overall internship rating of "Outstanding" and the highest grade point average in the program.

Giving sincere thanks to everyone who supported him during this degree, Matthew in particular expressed his gratitude to teaching professionals Chauntel Baudu, Heather Findlay, Keith Adolph, and Dr. Val Mulholland. Their knowledge, wisdom, and guidance were invaluable, and they modeled what education can and should be. Since graduating, Matthew has been hired to teach ELA with South East Cornerstone's online school division "Cyber Stone."

The Faculty of Education offers Bachelor of Education After Degree Programs (60 credit hours) in Early Elementary (K - Grade 5) and Elementary Education (Middle Years) as well as Secondary Education in Biology, Chemistry, Physics, General Science, English, Health, Mathematics, Music, Physical Education, and Social Studies. To be considered for the Secondary BEd After Degree (BEAD) Program, a student must have an approved university degree that includes at least 21 credit hours of approved courses in a school teaching major and 12 credit hours of approved courses in a school teaching minor. For more information check out the undergraduate calendar at <https://www.uregina.ca/student/registrar/publications/undergraduate-calendar/assets/pdf/2017-2018/education.pdf>

DECOLONIZING PLACE

THE NANĀTAWIHOWIKAMIK HEALING LODGE AND WELLNESS CLINIC

A new decolonized early career counsellor-training clinic and healing and wellness lodge

Drs. JoLee Sasakamoose and Angela Snowshoe have worked countless hours since they began their Saskatchewan Health Research Foundation (SHRF)-funded research into understanding the role of place in determining the mental health and well-being of First Nations youth. The project took over two years to complete, and included the development of a Faculty-funded decolonized clinic on the second floor of the Education Building at the University of Regina.

Purpose: Effective Health Intervention

Sasakamoose says that consideration of historical context is crucial when working with Indigenous peoples of Canada. The legacies and trauma of colonization and of Indian residential schools are embodied in the lives of Indigenous peoples through direct experience and intergenerational transmission. She says, "Healthcare professionals are often not cognizant of the ways in which colonization and intergenerational trauma translate into poor health outcomes for Indigenous people. Despite positive intentions, current mainstream health programs are not effectively meeting the unique psychosocial and spiritual needs of Indigenous peoples. Consequently, it is felt by many that culturally based healing programs, rooted in the land and traditional knowledge, spiritual values, and ceremonial practices, would present a relevant approach for those whose needs are not being met by mainstream programs."

"The Lodge was designed as a radical departure and disruption of current academic strictures in order to facilitate culturally responsive training and emerging forms



of research, particularly those guided by decolonizing methodologies. The process required essential shifts in the university culture," says Sasakamoose.

The Indigenous Cultural Responsiveness Theory (ICRT), developed by Indigenous peoples in Saskatchewan, was used to design the Lodge. ICRT validates and supports Indigenous histories and inherent rights, and reframes, renames, reclaims, and restores Indigenous approaches to health and well-being.

Three main concepts in the ICRT model guided their understanding of the process: (a) restoration of Indigenous community-based health and wellness systems; (b) establishment of a "middle-ground"¹ for engagement between mainstream and Indigenous systems and worldviews to support a mutually beneficial co-existence and foundation for reconciliation and respectful engagement; and (c) transformation of mainstream service delivery to become culturally responsive by guiding research that continuously improves the health, education, governance, and policies of Indigenous peoples.²

Sasakamoose says, "Our space design seeks to implement effective health intervention strategies following the ICRT framework drawing on the strength and resilience of Indigenous people and are inclusive of Indigenous ways of promoting spiritual wellness and healing."

The space creates opportunities for training, healing, and capacity rebuilding within communities.

Planning a Decolonized Space

Decolonizing a space within a Western institution has many unique factors that would not be encountered, for

¹Ermine, W. (2007). The ethical space of engagement. *Indigenous Law Journal*, 6(1), 193–203.

²Sasakamoose, J., et al. (2017). Miyo-pimātisiwin developing Indigenous Cultural Responsiveness Theory (ICRT): Improving Indigenous health and well-being. *The International Indigenous Policy Journal* 8(4).doi: 10.18584/iipj.2017.8.4.1

Effective health intervention strategies following the ICRT model draw on the strength and resilience of Indigenous people and are inclusive of Indigenous ways of promoting spiritual wellness and healing.

instance, within a First Nation's community. In every aspect of the planning, Sasakamoose and Snowshoe were careful to engage with elders, knowledge keepers, community members, students, and faculty. Sasakamoose says "Every decision made regarding this space has been guided by our ancestors and spiritual keepers who sit at the directional doorways of East, South, West, and North." Even the name for the Lodge has come out of ceremony. Sasakamoose says, "Early in 2016, we offered Noel Starblanket tobacco and cloth and he went into ceremony with other Treaty 4 and 6 Elders to vision a name for the space that would engage the work of all our efforts."

Sasakamoose and Snowshoe have utilized the concept of *two-eyed seeing* (*Etuaptmumk* is the Mi'kmaw word for two-eyed seeing), meaning to see from one eye with the strengths of Indigenous knowledges and ways of knowing, and from the other eye with the strengths of Western knowledges and ways of knowing. This concept originated through the work of Mi'kmaq Elders Murdena and Albert Marshall from Eskasoni First Nation.

Sasakamoose says, "We believe that this space allows us to grapple with each other's cognitive universes and learning, to see through the minds of each other's work for generations to come."³ She points out that the Canadian Institutes of Health Research (CIHR) Institute of Aboriginal Peoples' Health has adopted the two-eyed seeing concept with the goal of transforming Indigenous health and figures it prominently in its vision for the future.⁴

³Newhouse, D. (2004). Indigenous knowledge in a multicultural world. *Native Studies Review*, 15(2), 139–154.
⁴Canadian Institutes of Health Research (CIHR) Institute of Aboriginal Peoples' Health. (2011, March). *Aboriginal peoples' wellness in Canada: Scaling up the knowledge. Cultural context and community aspirations*. Retrieved from http://www.integrativescience.ca/uploads/files/2011_Aboriginal_Peoples_Wellness_in_Canada_scaling_up_the_knowledge.pdf; Hall, L., Dell, C. A., Fornssler, B., Hopkins, C., & Mushquash, C. (2015). Research as cultural renewal: Applying two-eyed seeing in a research project about cultural interventions in First Nations addictions treatment. *International Indigenous Policy Journal*, 6(2). doi: <https://doi.org/10.18584/iipj.2015.6.2.4>



Artwork on doors and inner window ledge is by Cliff Dubois, an artist from the Pasqua First Nation



Counselling students meeting in The Nanātawihowikamik Healing Lodge and Wellness Clinic. Photo credit: JoLee Sasakamoose

"The Nanātawihowikamik Healing Lodge and Wellness Clinic is in effect a middle ground space for healing, wellness, and for truth and reconciliation to begin."



Photos Credit: Shuana Niessen



Photos Credit: Shuana Nielsen

"If it is performative, it has to work within the parameters of its artistic discipline. It has to work as music, as a play, and as research."

(Photo L-R: Kelley Jo Burke and Scott Thompson)

Cutting-edge, arts-based research explores experience of autism through a play with music

Cutting-edge, arts-based research explores the trauma and transformation of being a parent of a child with autism through a play with music.

As a seasoned researcher and prolific author, Dr. Scott Thompson, a full professor in the Faculty of Education at the University of Regina, throughout his career, has been involved in a broad range of research into inclusive education, including SSHRC-funded research projects and a pan-Canadian disability policy study.

However, Thompson had reached a stage in his career where he was looking for new research avenues and methodologies to explore inclusive education. After a conversation about arts-based educational research (ABER) with colleague Dr. Valerie Triggs, an assistant professor in arts education, Thompson says, "I began reading in this area and...it was

surprising to me that there was this whole other way of doing research. I had known of music therapy; I had known of the relationship between music education and math, and taking bits of music and making it a therapy, but...this [ABER] is a whole different way of constructing research."

On the side, under the name Scott Anthony Andrews, Thompson has been developing his love of music through singing and song writing, and he is about to release his third CD, *I Don't do Lazy Like That*. Other artists have told Scott Anthony that his songs have a musical/theatrical bent. However, Thompson points out, there is a huge difference between people saying this and actually writing music for a play.

When Thompson saw the award-winning playwright Kelley Jo Burke

perform, *Ducks on the Moon*, a one-woman performative memoir based on her traumatic and transformative experience as a parent of a child with autism, he recognized a way to bring his academic interests and his song-writing abilities together: He was inspired to write a musical reproduction of Burke's play.

"Kelley Jo is a powerhouse [and] I knew there was power in the story," says Thompson. So, he contacted Burke.

Alumna Kelley Jo Burke (BEAD, 1990), after many years as a host and producer of CBC Saskatchewan's radio arts performance hour, *SoundXchange*, had moved on to complete a Master's of Fine Arts in playwrighting and dramaturgy (MFA, 2013), and, using her educational background, had developed and argument for

**"But ABER is not aimed toward a quest of certainty.
Its purpose may instead be described as the *enhancement of perspectives*." Barone, Tom, & Eisner (1997)**

performative memoir as an arts-based research methodology for her thesis. Burke says, "The *Ducks on the Moon* process is ongoing research. I did the show and processed the reception, and then it became a documentary for CBC, and later it became a book." Burke finds that each new iteration is "a massive education." For example, when she produced the documentary, Burke interviewed the heads of the Canadian and British autism centres: "Those interviews informed the newest iteration of the play, and the book, and the way the documentary was received, informed me, too. Now, I'm getting the reception from Scott. That's what Scott's song writing is, an arts response that is in fact a qualitative research."

Thompson hasn't seen any arts-based educational research in the area of inclusive education. He notes that music as research still requires academic rigour. Thompson explains, "There is the authority and necessity, maybe not necessity, but if a play with music is going to be under the trope of academic research, there are certain things you have to adhere to. What makes this research? It is the collecting of data from the interviews that Kelley Jo and I are conducting with each other, the reflections on those, and connecting to the themes of the play—there are some salient themes around students with autism and also a lot around parent/professional relationships. Families, professionals, and interactive teaming: these are key parts of what it means to do inclusive practice in schools. When students have a disability, they have a guaranteed relationship with the helping professions. The parent/guardian perspective is much valued in that they are part of the team, ideally."

There are other challenges to consider with music as research: Thompson says, "If it is performative, it has to work within the parameters of its artistic discipline. It has to work as music, as a play, and as research. In other words, bad music does not make credible educational research."

Arts-based educational research, according to Barone, Tom, and Eisner (1997), is aimed towards "*enhancement of perspectives*" rather

than certainty (see quote above).¹ Thompson outlines how his research enhances, "or creates the possibility for enhancing," perspectives on autism and inclusive education.

First, "this research really enhances the perspective of the parent, in particular in those first years when the parents or guardians are coming to terms with the diagnosis and coming to understand the exceptionality that their child has."

Second, Thompson has learned that it is okay to try new things, to "take a chance." As an example, Thompson points to one of the songs, "Guess I Missed Those Cumulonimbus Clouds (Wendy the Weather Girl)," the only metaphorical song in the play. He says, "One of the things we are trying is to animate autism in the sense of using an analogy. So many children with autism are fascinated by the weather network: What it means to have autism, and the learning characteristics of ASD, often suggest that one is very visual, and if you think about the weather station, it is visual. One can see the temperatures going up or down over the week, see the wind speed, see the weather maps and the different colours, with red the most intense. I've found that kids just really like it [but] I don't know if the audience will connect with that. Metaphorical language is not often used in research, particularly in inclusive education, where the charge is—and responsibility is—to determine and use evidence-based practices, knowing what works with students with autism. This is a very different way of thinking about research."

Third, the research has enhanced Thompson's perspective of the listener. as a listener. "Is there enough variety in the songs, ... enough lyrical, melodic, and harmonic contrast through a 75 - 90 minute piece?"

A fourth salient aspect is that Thompson has learned to honour and respect the courage of a co-writer in a new way: "We always do that, but this goes to *enhancing the perspective*. It's one thing to interact with parents (as

I did for many years), and teachers, and students with autism, it's another thing to interact with a parent who has encapsulated her experience in a theatrical way. It enhances that perspective. In a sense Kelley Jo and I have a parent/professional relationship, as well as an artistic relationship. I would say that we are both artists with a particular goal. She is also a parent of her son with autism and I am also a professor in inclusive education."

This relationship is one reason Thompson feels so invested in this research. "I'm connecting with a parent who has told her story so well, and so honestly, that it is a bit daunting to be entrusted with that. We are definitely in a partnership and we have roles: She is the playwright and actor, and I am the song writer. There is a reverence, or perhaps deference, a regard for Kelley Jo as a mother, as a performer, and as a playwright." Thompson finds Burke's use of language to be "deeply elucidating." He says, "She is someone with an artistic sensibility, and the way she describes things can be quite powerful, can convey the feelings behind."

Burke agrees, "I'm a pretty vigorous performer and I kind of go there, and people will get worried. Saskatchewan is an emotionally conservative culture; large emotions, strong demonstrative stuff are quite uncomfortable and I tend to go real hard because that is my disposition."

The music adds another emotional dimension, according to Burke. She says that Thompson's musical iteration of her play lends an undercurrent of emotion that wasn't there before. "The very first thing I noticed is that the show becomes instantly kinder because of the musical response. When I was writing it, I had real anxieties around the one-woman show. ... The danger of any self-research is that it becomes really self-indulgent and whiney. I was anxious that that would be how it would be received. When I was first putting it together with the late Michele Sereda, she said, 'You are SO mean to yourself in the script. You have to ease off or the audience won't feel like they can like you.' But I wanted to be rigorous. I didn't want to justify. I didn't want to

¹Barone, Tom, & Eisner. (1997). Arts-based educational research. *Complementary methods for research in education* 2 (p. 96)

say, 'Yes, I made mistakes, but, but, but there were reasons.' I just wanted to talk about the mistakes, and what I figured out, and how I had figured it out, and to make it funny because that was the emotional process of experiencing the first five years of my son's life. I would have these terrible experiences and I would go off and turn them into funny stories for my friends and that was how I survived it and how I processed it. I wanted to share that process of finding the funny in what...I mean the whole family was treated for post-traumatic shock," says Burke.

Through music, "it is possible to touch something deep," says Thompson. He cites, as an example, one of the songs in the musical, "All is Calm Now.":

*All is calm now.
This house a moment of truce.
All time is measured mete.
With all the firsts and thens complete.
All is calm now.*

"And then, it moves to a calming technique: 'Blow one candle out, blow two candles out,...'"

"In between these two sections, there are some crunchy chords, an f9 with a flat 5, and I think it's kind of an uncomfortable chord ... So everything is calm, and we don't need to label something upsetting; the music speaks that and we do feel it, and then we go to this calming down technique. ... The music can touch something that words alone can't," says Thompson.

When Burke first heard "All is Calm," she thought, "this is the opening of the show; I can hear that is the beginning of the show... It's a much kinder beginning than I would ever have written. The song is really about the longing and the trying to hold on to the very few calm times, and the desire to believe that you are progressing toward a time when everything's going to be calm. His reception, then, reframes the whole experience."

Burke says, "I can't wait to try to perform this with music, because it will be the first time I experience it

with that emotional undercurrent of understanding in the script."

In the past iterations, the audience supplied the emotional undercurrent for Burke. There has always been somebody in the audience offering a hug. But the music, Burke says, provides "these breaths and these moments of stepping back and thinking 'it's far enough in the past that there's actually a song about it,' so everyone can take a breath together."

For Burke, performance of *Ducks on the Moon* has always been "a community experience." For instance, when Burke was very ill at a show in Brandon, she says, "The audience literally held me up through the show." Her experience became a metaphor for "what community can mean to people who are dealing with these very common experiences."

She adds, "My experience is comparatively easy. It would be wildly inappropriate for this to be about me. It has to be about us. My experience becomes a story by which we celebrate us."

Thompson says, "This is the strength of the arts-based research approach, that the community is involved more than in writing up a journal article. The community engagement is so salient."

Burke says, "There are also songs that Scott's written that express more of the mania and self-criticism as well. Some of it steps back, and there are a couple of songs that are quite funny, and everyone can lean back. I've never had that in the show before, that level of understanding underpinning the script. I think that is going to profoundly change how I perform."

Burke says, I think the experience coming out of this musical is going to be more hopeful."

The two researchers plan to perform part of the musical for Thompson's students on December 5. Student feedback will inform their process. After that, they hope they can take the play with music into schools.

View Burke's TedxRegina Talk "Nights with ducks-Why I memoir" at <https://www.youtube.com/watch?v=UNTKKBYHfFk> Thompson's reflection process throughout the research of writing the musical is documented online at: <http://scottanthonyandrews.com/sing-ducks-sing/>

By Shuana Niessen



Scott Thompson receiving feedback on some lyrics from colleague Denise Morstad

Reconceptualizing the role of high school counsellors

A TEACHER-COUNSELLOR-RESEARCHER PROFILE



Dr. Sharlene McGowan recently superannuated as a teacher and high school counsellor, having spent 31 years in the K -12 public education sector. She is currently a sessional lecturer for the University of Regina and First Nations University of Canada as well as a mental health therapist for Homewood Health. Sharlene worked on her doctoral research while she was a full-time teacher and counsellor. Her successfully defended doctoral dissertation is the result of persistence and the support of her husband, Thomas Scott-McGowan, and other family members as well as her co-supervisors and doctoral committee.

Research abstract

Sharlene designed her doctoral research to acquire authentic data about the roles of practicing high school counsellors. Through a qualitative collective case study design, twelve practicing high school counsellors were interviewed about their perceptions of their role. Using open and axial coding, data were thematically reported and analyzed and were embedded in three conceptual frameworks: an interpretivist approach, elements of Durkheim's structural functionalism, and principles of grounded theory. The results demonstrated that school counsellors perceived tension in 10 of 11 thematic topics: advocacy practices, role ambiguity, the overwhelming demands placed upon them, their work as front-line mental health workers, parental communication, the unpredictability of their work day, collaborative practices, their support of school staff, involvement in crisis, and self-

care. Counsellors did not perceive tension in supporting students for post-secondary or other academic assistance. Implications for future research were identified, which may further reveal the work of high school counsellors, work that may be frequently clandestine to school stakeholders because of the confidential nature of the school counsellor's role.

What prompted the topic of your dissertation Sharlene?

As a high school counsellor, I puzzled about the anachronistic discourse of guidance counsellor. I felt the role had transformed considerably in the past decades to become a demanding role that is characterized by complexities, tension, and ambiguity, which were no longer reflected in the former discourse. The clandestine nature of the role pushes understandings of the role by the educational establishment further into obscurity. Secondly, I wondered if high school counsellors in Canada function as social justice advocates for or with students, a role which is represented by an enormous body of American research but is under-researched in Canada.

How has your research helped you in your professional role?

It helped to widen my vision insofar as grounding my own experience and the experiences of my research participants in the academic discourse related to the role of high school counsellor. My research also helped me to consider that school counsellors may be embedded in the social structure of the school and therefore players in the rituals and status quo of the larger systemic ecology and its competing complexities.

What do you hope your research might accomplish within the educational context?

I hope my research may spark conversations within the educational establishment that the role of high school counsellor should be reconceptualized to reflect a truer understanding of the role. Rather than

being a marginalized extravagance to support the school's function as an institution for teaching and learning, I would like to have it acknowledged that high school counsellors are integral to supporting students in several key areas, most notably in their mental health needs. Counsellors are vital liaisons between students and their parents or guardians as well as agencies external to the school. Finally, high school counsellors have the capacity to serve as social justice advocates for or with students in the face of systemic inequities.

A salient excerpt from Sharlene's dissertation

"Present-day counsellors feel conflicted about their role and are frequently at odds with the demands placed upon them by their administrators, colleagues, and even by students' parents. Within the school and systemic structures in which they must work, counsellors feel torn between their role as employees and their role as advocates for and with students, specifically when both roles seem to have opposing interests."

One significant finding from this research was that high school counsellors are front-line mental health workers in the lives of students and assist during times of crisis. They save student lives through routine suicide interventions."

This study has demonstrated that the current roles of high school counsellors are considerably different from the historical construction of vocational and personal guidance counsellors. What has emerged from this study is the need to critically reconceptualise the role of the contemporary counsellor and to have the complexity and tensions of these roles acknowledged, understood, and appreciated by the educational establishment."

Date of defence: August 2, 2017

Supervisor/s: Drs. James McNinch and JoLee Sasakamoose

Committee: Drs. Donalda Halabuza, Val Mulholland, and Larry Steeves

External examiner: Dr. Natalee Popadiuk, University of Victoria

Hey teachers—math got you puzzled? New program may be the key

If you have unpleasant memories taking mathematics in elementary school, you're not alone. Your teacher may have felt the same way.

Surveys show that less than 30% of elementary teachers and preservice elementary teachers describe their own experience of learning mathematics as positive.

Teachers confided in one survey as feeling “high anxiety over mathematics” and struggling to “explain things in different ways if students ‘don’t get it.’ ”

Now, the University of Regina is offering a new certificate program – Teaching Elementary School Mathematics. It’s a 10-course, 30-credit hour, certificate designed primarily for elementary (K-8) school teachers who teach mathematics.

“This certificate responds to the limited educational means previously available at the U of R or elsewhere in the province to address teachers’ concerns,” says Dr. Kathleen Nolan, Professor of Mathematics Education at the Faculty of Education.

Nolan, in consultation with colleagues from the mathematics education subject area and the Faculty of Education student program office, designed the certificate program.

Nolan is well aware of the anxieties faced by some elementary school mathematics teachers. She sought feedback in a research study, which was funded through an Insight Grant from Social Science and Humanities Research Council of Canada.

In that study, Nolan surveyed three school divisions in southern Saskatchewan as well as some stakeholders connected with mathematics education, including parents, to understand perceptions of teaching elementary school mathematics

The study showed that only about half of the teachers and preservice teachers surveyed relayed feeling very comfortable with the mathematics concepts they were expected to teach.



Dr. Gale Russell (l), Assistant Professor of Mathematics Education and Dr. Kathleen Nolan (r), Professor of Mathematics Education, recently taught two courses in the new Certificate in Teaching Elementary School Mathematics. Photo by Trevor Hopkin, U of R Photography

In fact, most respondents expressed some level of discomfort.

“A majority from each stakeholder group we contacted thought it was very important that teachers develop a deep understanding of the mathematics they teach. This was the prevailing view especially among parents of children in grades 6 to 8,” says Nolan.

Nolan thinks the certificate program will provide welcome professional development opportunities.

“There are many benefits in connection with more professional development in mathematics for K-8 teachers,” says Nolan. “These benefits include additional qualifications, expertise and confidence, as well as positive attitudes toward and a passion for mathematics.”

This past July, Nolan and Russell each taught one of the 10 courses to officially launch the certificate program— a course in culturally responsive pedagogy and one in mathematical modeling and representation.

Other courses in the program include:

- Implementation and assessment of problem-solving in mathematics.
- Mathematics in the inclusive classroom: Assessment and intervention
- Number sense for the elementary school mathematics teacher.

Please visit the Faculty of Education website for more information on the Teaching Elementary School Mathematics certificate program. Current Faculty of Education students are also encouraged to apply, either for the full certificate program or to take program courses as electives in their current program of study.

For more information please contact the Faculty of Education Student Program Office.

By Costa Maragos

Book offers new theory for teaching and learning mathematics



Dr. Gale Russell

Dr. Gale Russell is the author of a new book released this summer entitled *Transreform Radical Humanism: A Mathematics and Teaching Philosophy* (Sense Publishers).

The book is based upon Russell's doctoral dissertation in which a methodological collage of auto/ethnography, Gadamerian hermeneutics, and grounded theory was used to analyze a

diverse collection of data related to mathematics and the teaching and learning of mathematics. Data considered in the book includes the author's evolving relationship with mathematics; the philosophies of mathematics; the "math wars"; the achievement gap for Indigenous students in mathematics; some of the lessons learned from ethnomathematics; and risk education (as an emerging topic within mathematics curricula).

Foundational to this analysis is a new theoretical framework proposed and implemented by Russell that encompasses an Indigenous worldview and the Traditional Western worldview, acting as a pair of voices (and lenses) that speak to the points of tension, conflict, and possibility found throughout the data. Analysis of the data sets resulted in the emergence of a new theory, the Transreform

Approach to the teaching and learning of mathematics as well as the transreform radical humanistic philosophy of mathematics and teaching.

Within the book, mathematics, the teaching and learning of mathematics, hegemony, and the valuing of different kinds of knowledge and ways of knowing collide, sometimes merge, and most frequently become transformed in ways that hold promise for students, teachers, society, and even mathematics itself. Throughout, the incommensurability of the two worldviews is challenged, and new possibilities emerge. Russell hopes that readers will not just read this work, but will engage with it, exploring the kinds of knowledge and ways of knowing that they value within mathematics and the teaching and learning of mathematics and why.



Photos Credit: Shuana Niessen

The new Faculty of Education **Student Services** centre, located on the third floor of the Education Building, brings together the faculty and staff from the General Office, the undergraduate Student Program Centre, the Office of Research and Graduate Programs in Education, and the Professional Development and Field Experiences Office, making this a one-stop point of access for students, staff, and faculty. General Administrator Rochelle Fenwick, who oversaw the construction of the new space, says, "Already students, staff and faculty have commented on how convenient the new Student Services is."

Play, art, and narrative (PAN): A three-way symbiosis



Play, Art, and Narrative (PAN) work together in a tripartite reciprocity, a three-way symbiosis, reflecting the journeyed experience of becoming human.

Play, Art, and Narrative (PAN) is the title of the integrated graduate education experience during the Early Childhood Education (ECE) Summer Institute offered through University of Regina's, Faculty of Education, Graduate Studies.

PAN is a pedagogical practice that has evolved from the research, teaching, and expressive art therapy work of Karen Wallace and Patrick Lewis. The three elements of PAN are often

theorized, researched, practiced, and/or taught separately. However, in Karen's and Patrick's work over the past 30 years, they have found that the three are, in fact, not separate; they work together in a tripartite reciprocity, a three-way symbiosis, reflecting the journeyed experience of becoming human.

The summer institute draws upon the plethora of play, art, and narrative research that continues to augment

the importance of PAN in the lives of children and adults.

Teaching professionals who enroll will be introduced to the theoretical underpinnings, research evidence, and practical implementation of PAN with children and practitioners.

Students will learn the importance of this approach to the holistic development and learning of children in early childhood and beyond.

Drawing upon recent brain research, life span psychology, ToM, narrative research, play research, pedagogical research, and research in the expressive art therapies, Wallace and Lewis demonstrate how PAN facilitates and nurtures the development and learning of children.

In previous summer institutes, practicing teachers from University of Regina, University of Saskatchewan, University of British Columbia, and University of Alberta have joined the ECE Summer Institute.

Wondering what to do next summer? Consider enrolling in the Play Art Narrative ECE Summer Institute!

For more information contact Dr. Patrick Lewis at patrick.lewis@uregina.ca



Photos Credit: Patrick Lewis

What does my digital identity say about me?

UNDERGRADUATE STUDENT JENNY BROUWERS REFLECTS ON DIGITAL IDENTITY

From a very young age my mother told me that I need to do my best to make sure that anything I post online is professional. Since this was something that was told to me from the moment I got my first social media account when I was in elementary school, I have always tried my hardest to make sure that anything I post would be something I would be okay with my parents seeing online.

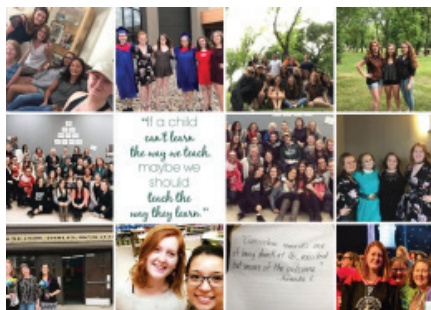
But the question I wanted to ask myself in today's blog post is "what does my digital identity say about me?" By this I mean, if I were an employer and I were to look at my online profiles, what kind of person would I think I am? The reason why I wanted to think about this is because often the presence we create for ourselves online is what people think of us, sometimes before they even meet us.

So that led me to research myself. I started with Google search, and the first thing I noticed was my Facebook account popped up.

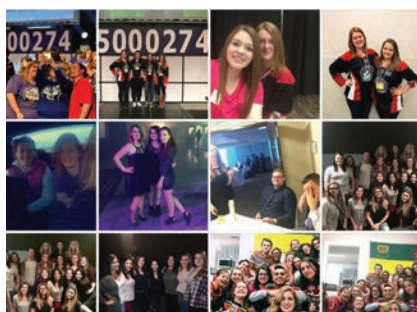


When looking through my Facebook, the first thing I noticed was the fact that 95% of what I post is photos. However, luckily for me I have no photos that are the typical teenager photos of us doing things that aren't the brightest when we were younger. The reason for this is that from a very young age I remember telling my friends that I don't want any dumb photos of me on Facebook because I didn't want to come back and ruin my chance at getting a job some day.

When looking at my Facebook in a glance it looks like this:



Now because my Facebook has been something I have had since 9th grade, it is not something that I use for professional reasons. But it also isn't something that I think will hinder me in any way. I believe that my Facebook shows I am an active person in my community and that I care about my friends.



Next I decided to look through my Twitter feed. The reason I wanted to do that was because I use Twitter for the exact opposite reason that I use Facebook. My Twitter is used for strictly professional reasons. I only have had my Twitter account since part way through University and because of that I decided that it was going to be used strictly for professional/educational reasons. When looking at my Twitter the following is what you would see:



The majority of my posts on Twitter are educational because I think it is a great tool for me to use as a teacher; so I have decided to keep it as a tool I use for educational purposes. My hope is that potential employers will see that I am using Twitter in ways that could further education for students.

When looking online it is important to remember that you are looking at only a part of who a person is. You can't always tell what a person cares about, what their sense of humour is like, or who their idol is, but instead we are only given a glimpse of who they are. I really hope that the glimpse I have shown the world is a positive one.

Jenny Brouwers is in the 4th year of her Elementary Education program. She served as the Education Students' Society President in 2016-2017. This reflection was part of a weekly blog assignment for her Ed Technology 300 course.

"...often the presence we create for ourselves online is what people think of us, sometimes before they even meet us."

Treaty Walk

"The Treaty Walk allowed us to think collectively about what is rendered in/visible in common spaces (streets, schools, and places of remembrance)" ~Jesse Bazzul



"We are all treaty people" is an oft-quoted reminder (first spoken by Frank Weasel Head to a group of undergraduate students at the site where Treaty 7 was signed) of every Canadian's obligation to the negotiated numbered treaties.

First Nations and the Crown entered into treaty agreements between 1871 and 1921. However, there were different understandings of the intent and purpose of the treaties. For the Crown, the treaties provided license for settlement of land, and later, for resources. Treaties differ in detail, but many offered First Nations (in exchange for land and resources) provision of reserve lands, annuities, protection, hunting and fishing rights, medicine, and education. For many First Nations, treaties were a last resort after the decimation of the buffalo threatened starvation and settler encroachment threatened traditional territories and ways of life. Treaties were viewed as solemn promises of protection.

Indian residential schools (such as Lebret/Qu'Appelle Indian Residential School) are one example where education was offered as per treaty agreements, but not on-reserve as promised. The intention of the schools, to assimilate and enfranchise by removing children from the influence of their families and cultures, did not honour the spirit of treaty agreements. For example, on the last day of Treaty Four negotiations, Kamooses, a First Nations spokesperson asked, "Is it true that my child will not be troubled for what you are bringing him?" Alexander Morris, lieutenant-governor of the North-West Territories, assured him, "the Queen's power will be around him."¹ Residential schools brought great trouble to Indigenous children and families and are just one example of broken promises.

Reconciliation involves working towards good relations by respectfully honouring our agreements, our solemn promises. We all have an obligation to understand

¹<http://www.thecanadianencyclopedia.ca/en/article/treaty-4/>

the history, rights, and responsibilities of treaty. Treaty education has, therefore, become a central focus for the Faculty of Education.

As part of this focus, in spring, faculty and staff were invited by Dr. Michael Cappello to take part in a Treaty Walk at Fort Qu'Appelle and Lebret (Treaty 4), an idea that originated with Sheena Koops, a teacher at Bert Fox Community High School. Fort Qu'Appelle is the location where Treaty 4 was entered into on September 15, 1874. The photos above and below show some of the historic points of interest over which faculty and staff engaged in conversations.

"The treaty walk reminded me that it is all about the land. As Thomas King said in the Inconvenient Indian, it has always been about the land. The land embodies the stories of the treaties both past and present and we need to begin to listen to the stories of the land beyond simple territorial acknowledgement; we must take up the calls to action." ~Patrick Lewis



Photos courtesy of Patrick Lewis

New Chair of Indigenization



The Faculty of Education's commitment to Indigenization is reflected in our strategic plan. In light of our commitment, the position of Chair of Indigenization was created. The Chair of Indigenization has been offered to **Dr. Anna-Leah King** and she has accepted.

Among other responsibilities, Dr. King provides leadership; oversees the implementation of the Faculty Indigenization commitment; liaises and supports the work of Elders, old ones, knowledge keepers; provides guidance to faculty, staff, and students with respect to protocols, and creates opportunities for faculty and staff to engage in learning and professional development with Indigenization.

Pre-interns participate in treaty education



270 pre-interns, 10 OTC facilitators, 10 elders, and 10 faculty and staff. Photo courtesy of Julie Machnaik

Before third-year pre-interns go into schools for their field experiences, they participate in extensive professional development. Treaty education is a significant part of their learning experience.

This fall, on September 13, three bus loads of pre-interns went to the Treaty 4 Gathering at Fort Qu'Appelle and while there students experienced the Kairos Blanket Exercise along with Treaty 4 cultural activities and a tour of the Lebret/Qu'Appelle Indian Residential School site.

On September 23 and 24, 10 facilitators from the Office of the Treaty Commissioners (OTC), 10 elders, and 10 faculty and staff worked with 270 pre-interns at the University of Regina. Students were given opportunities to interact with Elders and received instruction on treaties and treaty education.



Students at Treaty 4 Gathering. Photos courtesy of Julie Machnaik. More photos online <http://bit.ly/2geX6tq>



Students receiving instruction from elders and facilitators from the Office of the Treaty Commissioners.

An ecological overview of a career in environmental education



Dr. Paul Hart

As a faculty member since 1979, **Dr. Paul Hart** has witnessed 38 years of the Faculty's 53-year history. His association with the University extends longer because he was also an undergraduate student at the U of R, achieving his Honours BSc in Biology, and a B.Ed. Then, after teaching a couple of years, (Moose Jaw Central Collegiate and Regina Grant Road School) he did his M.Ed. at the University of Regina.

Environmental Education has been the passion and focus of Hart's career. As the first Canadian to do a PhD in Environmental Education (SFU), Hart has done much to contribute to the development of the field of environmental education. Hart says his, "entire career has focused on human identity and environment education, and to finding educational ways to challenge taken-for-granted beliefs and values." Hart's multiple publications and awards bear this out.

As a biologist, it is not surprising that Hart describes his career progression in ecological terms: "Everything is connected to everything else. One thing led to the next: from local to provincial, to the national, and then to international work."

His local work included his 8-year role as Director of Saskatchewan Instructional Development and Research Unit (SIDRU). From this role, Hart learned much from the staff about the time and effort involved in publishing research. He applied business skills learned from his father to develop research contracts, and thereby enjoyed the success of building a strong financial base for the unit. Through this role, he made new connections with stakeholders in the

field of education. Those connections led to the publication of the Instructional Strategy Series, developed in partnership with Saskatchewan Professional Development Unit (SPDU).

Provincial connections also developed out of his SIDRU role. One of the highlights for Hart was his work with the Ministry of Education. "I was seconded to write the background papers for the new K -12 Saskatchewan science education curriculum, and this became the framework for the pan-Canadian science education curriculum." But one of his most significant accomplishments, he says, "was having environmental education institutionalized into the core program in our Faculty."

With experience writing grants developed through his work in SIDRU, Hart began to receive SSHRC grants in which he was Principle Investigator: three, 3-year grants in succession (and he was a researcher on several others). With the grants, work began to flow "from multiple directions"; for instance, he was invited by SSHRC to sit on Adjudication Committee 12 (psychology and education grants), which he did for three years, and chaired for two years. Hart also sat on the boards of several environmental education journals, and eventually took on the role of Executive Editor with the *Journal of Environmental Education (JEE)*. In the beginning, research in environmental education was quantitative, but Hart and his colleagues argued that "for the kind of pedagogy in which environmental education was engaged—interdisciplinary work—the action research collaborative relational epistemological model" was better suited to the questions being asked in the field. Qualitative methods were eventually accepted in environmental education research.

As a founder of the now federally funded *Eecom*, Hart was invited to do international work with UNESCO, which included trips to Malta, Egypt, Japan, and Korea. After UNESCO, Environment Canada invited Hart along with several others to write a document the Minister would take to the UN Johannesburg conference.

Hart emphasizes relationships and connections as key to successful academic careers. He mentions as significant his relationships with the five faculty who were in science education with him in the early years such as Evelyn Jonescu, and colleagues such as the late Lyle Benko and Brian Selinger as well as his relationships with Biology department faculty such as Dave Shepard, George Mitchell, and Roy Cullimore. He has also enjoyed developing relationships with undergraduate and graduate students. While a faculty member, he supervised interns and enjoyed hearing from them about how the Faculty could improve their internship experience through practical education. Attending environmental education and research conferences led to international connections and work with key thinkers in the field, such as Charles Hopkins, Milt McClaren, and the late Bill Stapp. He was invited by Bill Stapp to be on the board for the expansion of the North American Environmental Education Association, which then included Canada and Mexico.

Hart retired in June 2017, but he says not much has changed since retiring: He is still on 15 graduate student committees; he continues to do research seminars with grad students in Switzerland, Australia, New Zealand, and China; he is a section editor for the methodology section of a new handbook on ChildhoodNature; and as one of the Editors of *JEE*, he is writing an historical piece for the upcoming 50th anniversary.

His advice to the Faculty is to keep a balance between theory and practice, and to "be careful who you put on search committees; it's crucial. Hire the best people you can."

By Shuana Niessen



Photos Credit: Shuana Niessen

Retirements and farewells



Dr. Paul Hart



Dr. Marilyn Miller



Dr. Jennifer Tupper



Dr. Ken Montgomery

Dr. Paul Hart, Professor in Science Education (Environmental Ed) and Dr. Marilyn Miller, an Associate Professor in Adult Education since 2007, who came to the Faculty from a 6-year term as Director for the Centre for Continuing Education (U of R), retired in June 2017. The Faculty also bid farewell to Dean Jennifer Tupper, who is now Dean at the University of Alberta, and to Associate Dean Ken Montgomery, who is now Dean at the University of Windsor, Ontario.



Photos Credit: Shuana Niessen

Successful defence



Congratulations to **Dr. Joel Thibeault**, who successfully defended his doctoral dissertation, *Regard socioconstructiviste sur le développement de la compétence lexicomorphogrammique qui permet l'accord du verbe en nombre chez des élèves de la fin de l'ordre élémentaire dans le Sud-Ouest ontarien*, on June 27, 2017, at the University of Ottawa. Joel's chair was Dr. Alain-François Bisson

(Faculty of Law – Section Civil Law). Thesis supervisors were Dr. Carole Fleuret and Dr. Pascale Lefrançois (Université de Montréal). The External Examiner was Dr. Marie-Andrée Lord (Université Laval, by videoconference) and the Examiners were Dr. Francis Bangou, Dr. Alain Desrochers, and Dr. Michel Laurier.



Joel receiving the "Dead Balloon Award;" a long-standing tradition in our Faculty is to present this award to those who successfully defend their doctoral dissertation while a faculty member. Photo courtesy of Val Mulholland

Elders-in-residence



Elder-in-Residence Alma Poitras



Elder-in-Residence, Cecile Asham

The Elders' Office is now located in ED 234. Elder Alma Poitras (Peepeekisis First Nation) is in the office on Mondays and is available after 10:00 a.m. Elder Cecile Asham (Pasqua First Nation) is in the office on Thursdays.

New faculty and staff



Ian Matheson

Ian Matheson is currently completing his Ph.D. in Education (cognitive studies) at Queen's University, and joined the University of Regina in July 2017. He is certified as an elementary school teacher, and has worked as an occasional teacher as well as an instructor in specialized programs with adolescents who struggle with literacy.

Ian currently teaches in Inclusive Education, where his courses focus on understanding the cognitive and neurocognitive underpinnings of a variety of exceptionalities, and in using research-based practice to support all learners within the inclusive classroom.

His research reflects his teaching, but specifically focuses on non-academic supports for students with high-incidence hidden exceptionalities (e.g., Learning Disabilities), and examining how students build comprehension with different styles of text. He has also examined the induction and mentoring of early career teachers across Canada with a team of researchers at Queen's University and the University of Saskatchewan.



Anne Lauf

Anne Lauf joined the Faculty of Education in May 2017. Prior to joining to the Faculty, she worked with the University of Regina, Centre for Continuing Education, Career and Professional Development as a Business Development Consultant.

Anne grew up in Regina and completed her Bachelor of Business Degree at the University of Regina majoring in Human Resource Management. She participated in the Co-operative Education and International Exchange Programs as part of her undergraduate degree. While working in Regina's business community, Anne completed her Master's Certificate in Business.

Anne believes the University of Regina is where people get a chance to grow, share their gifts, and be appreciated for doing so. She is enthusiastic, student-service oriented, and passionate about teamwork, development, and mentoring.

Having spent the summer preparing for her August wedding, Anne is looking forward to spending more time with her dog, Bokso, exploring city walking trails. You might also find her ballroom dancing with her father, or in her garden.



Jolene Goulden

Jolene Goulden recently joined the Faculty of Education as a Program Administrative Assistant. Her start at the University of Regina began a year and a half ago in the Faculty of Arts, Department of Psychology where she worked as an Administrative Assistant. Previously, Jolene worked in a communications capacity at the Saskatchewan Communication Network and the Petroleum Technology Research Centre. She's attended the SIAST Business Admin Diploma program in Moose Jaw, has over 15 years of administrative experience, and is currently working on obtaining her B Admin. In her spare time, Jolene spends time with friends and family.



Shauna Beylefeld

Shauna Beylefeld recently joined the Faculty of Education Student Services as an Administrative Assistant in Education Graduate Studies. After completing her Bachelor of Arts in Psychology from the University of Regina, Shauna worked in various positions in Regina before returning to campus to join the Housing & Hospitality team. Though she has lived in several other cities, including her travels overseas, Shauna feels most at home right here in Regina!



Associate Dean, Dr. Twyla Salm

Dr. Twyla Salm is the new Associate Dean for the Office of Research and Graduate Programs in Education.

The Office of Research and Graduate Programs in Education has the largest graduate program at the University of Regina. It offers Master's and Doctoral Programs in Educational Administration, Educational Psychology, Curriculum and Instruction, Adult Education, Human Resource Development as well as a Master of Education degree in French. We also offer a range of routes to complete Master's degrees designed to match the needs of students.

Published research

Armstrong, A. (2017). Using 'tapestries' to document the collective mathematical thinking of small groups. *Qualitative Report*, 22(6), 1673 - 1692.

Armstrong, A. (2017). Bricolage in middle years school mathematics. *For the Learning of Mathematics*, 37(2), 19 - 24.

Ballinger, S., Lyster, R., **Sterzuk, A.**, & Genesee, F. (2017). Context-appropriate crosslinguistic pedagogy *Journal of Immersion and Content-Based Language Education*, 5(1), 30 - 57.

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Mulholland, V. L., & Salm, T. (2017). "It doesn't feel like a natural fit": Co-operating teachers account for their evaluation and assessment of pre-service teachers' efforts to fulfill social justice indicators. *AJER*, 63(1).

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Russell, G. (2017). *Transreform radical humanism: A mathematics and teaching philosophy*. Netherlands: Sense.

Sasakamoose, J., Bellegarde, T., Sutherland, W., **Pete, S.**, & McKay-McNabb, K. (2017). Miyo-pimātsiwin developing Indigenous Cultural Responsiveness Theory (ICRT): Improving Indigenous health and well-being. *The International Indigenous Policy Journal*, 8(4). Retrieved from: <http://ir.lib.uwo.ca/iipj/vol8/iss4/1>

Snowshoe, A., Crooks, C. V., Tremblay, P. F., & R. E. Hinson. (2017). Cultural connectedness and its relation to mental wellness for First Nations youth. *The Journal of Primary Prevention*, 38(1-2), 67- 86.

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Triggs, V. (2017). Theme 1 Introduction: Gathering an artful curriculum. (p. 3 - 6). *Studies in Curriculum Theories Series* (W. Pinar Ed.). New York, NY: Routledge.



Our Faculty is host to the open access, online *in education* journal. Check it out at www.ineducation.ca

Research funding and awards

Canadian Association for Educational Psychology's (CAEP)



Jenn deLugt is the recipient of the Canadian Association for Educational Psychology's (CAEP) G.M. Dunlop

Distinguished Contribution Award for her doctoral thesis, entitled *Beyond Words: How Learning to Read and Mental Health are Related for Struggling Readers*.

National Indian Brotherhood (NIB) Trust Fund Grant

JoLee Sasakamoose is the recipient of a National Indian Brotherhood (NIB) Trust Fund grant in the amount of \$117,422 for her project "Indigenous Wellness and Land-Based Therapies."

2017 President's Research Seed Grant

Alayne Armstrong was awarded \$4,920 by the 2017 President's Research Seed Grant for her research, which examines, "The Learner's Perspective: Adapting Technology for Middle School Students with Mathematics Learning Disabilities Through the

Emergent Technological Practices of Post-secondary Students with Mathematics Learning Disabilities."

Pamela Osmond-Johnson was awarded \$4,999 by the 2017 President's Research Seed Grant for her research on "Implementing the TRC Calls to Action: The Strategic Advocacy of School Leaders in Saskatchewan."

Congress 2018 Community Connections Grant

Cindy Hanson was awarded \$2000 from the Community Connections series for Congress 2018 for her project called "Learning from Labour: Experiments in Equity and Learning from Turtle Island."

New resource for teaching and learning about Indian residential schools in Saskatchewan



Out of its commitment to the National Centre for Truth and Reconciliation's Calls to Action, the Faculty of Education, among other projects, has recently published, *Shattering the Silence: The Hidden History of Indian Residential Schools in Saskatchewan*. This ebook is an informative and accessible online resource developed to facilitate teaching and learning about the history of Indian residential schools in Saskatchewan.

Shattering the Silence graphically lays out Saskatchewan school-specific information extracted from the National Centre for Truth and Reconciliation reports, archived school files and photographs, community and church histories, and research as well as incorporating links to survivor stories, news clippings, scanned historical documents, and artistic and commemorative projects.

The Government of Saskatchewan supported the project through the preparation of curriculum links and inquiry starters.

Commissioned Author: Shuana Niessen
Publisher: Faculty of Education, University of Regina
Date: July 2017
110 pages



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