

EDUCATION NEWS

The Faculty of Education News Magazine | Spring 2018

The UR Educators Event “shows how much the University cares about its students, how important it views us getting our degrees. As someone who has got one degree from the University before, I acknowledge that the University really does care for its students.”

~Jamie (BEAD/Arts ed)

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University
of Regina



Faculty of Education



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Photo credit: Shuana Niessen

The cover image was taken at the UR Educators event. President and Vice-Chancellor Vianne Timmons, Saskatchewan Teachers' Federation President Patrick Maze and three first-year students look at the UR Educators pin.

UR Educators pin: As a Faculty, we are committed to anti-colonial education. This commitment is reflected in our pin design, which includes Indigenous elements. The pin is circular: The circle is embraced by Indigenous peoples because it symbolizes and mirrors the cycles in the natural world. In some communities it is a symbol of equality. The textured segments of the pin's outer circle incorporate Inuit art (top right), beadwork (bottom right), Métis sash (bottom left), and prairie wheat (top left). Our Faculty values our partnerships with Indigenous Teacher Education Programs. The inner circle represents the cultural concept of the Medicine Wheel and a holistic approach to education. The butterfly in the center emerges from the Faculty of Education logo and our motto: *Inspiring and Transforming Education*.



Notre Faculté s'engage à offrir une éducation anticoloniale. Cet engagement se reflète d'ailleurs dans notre épinglette, qui inclut des éléments provenant des cultures autochtones. Cette épinglette est de forme circulaire, car le cercle, dans les cultures autochtones, symbolise les cycles du monde naturel. Dans certaines communautés, il représente aussi l'équité. Sur le bord du cercle se trouvent des œuvres d'art inuit (en haut à droite), des objets perlés (en bas à droite), une ceinture fléchée métisse (en bas à gauche) et du blé des Prairies (en haut à gauche). Notre Faculté accorde une valeur importante aux liens qu'elle a tissés avec les programmes d'éducation autochtone. Le cercle central de l'épinglette désigne le cercle d'influences et symbolise une approche holistique de l'éducation. Le papillon au milieu prend son envol à partir du logo de la Faculté, laquelle vise à revaloriser et à transformer l'éducation.

Tea and Cree



Elder Alma Poitras

Indigenous Chair Dr. Anna-Leah King organized a new opportunity for faculty, staff, and students to enjoy Tea and Cree with Elder Alma Poitras on Mondays, beginning in January this year. Dr. King says she plans to continue to offer this opportunity in the future.

Awards

Acting Dean's Message



This spring issue of *Education News* feels like an exclamation mark (or a happy face emoji) at the end of a busy and successful academic year. The Faculty of Education's many celebrations are reflected in this issue. We are proud of our accomplishments and excited to share these successes with our extended community of readers.

Students are at the centre of what we do. This issue showcases Faculty of Education undergraduate and graduate students and their many achievements in teaching, research, and service. From student awards of excellence in athletics and academics to the student-led *#TreatyEdCamp* event, this issue highlights just some examples of ways that the Faculty of Education students and alumni are making great contributions to school communities and beyond.

We have some new faces in our Faculty: Dr. Alexandra Stoddart joined us in January 2018 and is teaching in the area of Health, Outdoor, and Physical Education. Arlysse Quiring and Linda Jiang have recently joined the Faculty of Education Student Services

Office. And one of the most important pieces of news is the announcement of the new Dean of the Faculty of Education, Dr. Jerome Cranston. The Faculty will look forward to welcoming Dr. Jerome Cranston when he joins us on July 1, 2018 from the University of Manitoba.

I am proud of the Faculty of Education, the work that we do, faculty, staff and, most importantly, the students. I have learned a great deal over the past year in my role as Acting Dean. I am grateful to the Faculty of Education and to the University of Regina for this opportunity of professional and personal growth.

Andrea Sterzuk
Acting Dean, Faculty of Education

University of Regina Female Athlete of the Year

In mid-April, Education student Kyanna Giles was named the U of R Female Athlete of the Year for the 2017-2018 season. Kyanna's achievements on the Women's Basketball team (Guard) are outstanding. The Cougar's website states: "After guiding the Cougars to a U SPORTS bronze medal and the school's first Canada West championship since 2013, Giles, a Canada West first-team all-star and second-team All-Canadian, was the leading scorer (17.1 points per game) and rebounder (7.8 per game) as the Cougars finished the regular season with an 18-2 record."



Ed student Kyanna Giles



Ed student Kyanna Giles (R) with Andrea L. Ward (nee Gottselig) (L), the 1998 recipient of this award and 2000 alumna of the Faculty of Education and 2011 U of R Sports Hall of Fame Inductee.

Photo credits: Arthur Ward of www.arthurimages.com

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President's Distinguished Graduate Student Award

Photo: U of R Photography



President and Vice-Chancellor of the University of Regina, Dr. Vianne Timmons (B.A., B.Ed., M.Ed., Ph.D.) with Sylvia Smith (M.Ed.), Founder of Project of Heart, who received the President's Distinguished Graduate Student Award at the 2017 Fall Convocation.

Sylvia Smith, founder of Project of Heart (www.projectofheart.ca), received the President's Distinguished Graduate Student Award at the 2017 Fall Convocation. This award recognizes outstanding academic performance and is granted to a student whose graduating thesis, exhibition, or performance and the corresponding defense was deemed meritorious by the examining committee.

In an interview for an earlier issue of *Education News*, Sylvia discussed the obstacles she had faced that had delayed the completion of her Master's degree. She had started her degree in 2011 and was interested in finding out about teachers' perceptions of Project of Heart, an inquiry-based learning project that examines the history and legacy of Indian residential schools in Canada and commemorates the lives of former students who died while attending Indian residential schools. The project had grown out of students' demands for more information on this neglected aspect of Canadian history. Sylvia had finished interviewing her participants when, she says, "we had an illness in the family and I became very over-stressed. My work suffered." Sylvia had to put her thesis work on hold, and by the time she came back to it, Sylvia says, "the landscape had changed so much. When I'd started, materials on Indian residential schools were almost nil...And Project of Heart had grown exponentially!" Her initial vision, which was to be a "snapshot in time," had become much more, and she had to face the challenge of figuring out how it would all come together.

Despite the challenges, Sylvia finished her thesis and was the recipient of this prestigious graduate student award. Sylvia

says it feels great to be finished. "I can't believe it's actually finished. I've never really thought of myself as an academic and certainly, with 'life' intruding the way it tends to, I never thought I would finish.... I'm just so lucky to have had a wonderfully supportive spouse and thesis committee (Dr. Carol Schick actually came out of retirement to help out) because they certainly didn't have to do what they did."

What excites Sylvia about her thesis, she says, "is that my findings have already been referenced to support work being done around reconciliation and the necessity of teaching *for* justice and more practically, *doing* it."

Sylvia's master's thesis is called: *Teachers' Perceptions of Project of Heart, An Indian Residential School Education Project*

Abstract: The purpose of this study was to gain insight into how settler teachers took up an arts and activist-based Indian Residential School Commemoration Project called Project of Heart. More specifically, it sought to assess whether or not the research participants were led to transformation, demonstrated through disrupting "common sense" (racist) behaviours of teachers and students as well as through their engagement in social justice work that Project of Heart espouses.

Since 2007, Ontario school boards have been required by Ministry policy to teach the "Aboriginal Perspective" in their high school courses, yet at the time of the study (2010), there were still very few resources available for educators to do so. There were even fewer resources available to teach about the Indian Residential School era. Project of Heart was created by an Ontario

teacher and her students in 2007 in order to address this egregious situation.

The study was guided by grounded theory methods and the findings suggest that while Project of Heart did not achieve "transformation" in its participants as assessed through teachers' lack of completion of the social justice requirement, teachers indicated that both students and teachers benefited greatly because of the relevance of the learning.

Defended: April 2017

Supervisor: Dr. Marc Spooner
External Examiner: Dr. Cindy Blackstock, McGill University
Thesis committee members:
Dr. Ken Montgomery, University of Windsor, and Dr. Carol Schick, University of Regina

Read more about Sylvia and the Project of Heart here: <http://www2.uregina.ca/education/news/disrupted-studies-a-teacher-researcher-success-story/>

The Bachelor of Education After Degree Convocation Prize

The Bachelor of Education After Degree (BEAD) Convocation Prize was established by the Faculty of Education to encourage and recognize BEAD students. The prize is awarded to the most distinguished graduate, with an overall internship rating of "Outstanding" and the highest grade point average in the program.

The Faculty of Education is pleased to present the 2017 Fall Convocation BEAD Prize to **Adam Maurice Laforet**, a distinguished graduate in the Faculty of Education. Adam graduated with a Bachelor of Education in Elementary Education with Great Distinction. During his studies, Adam was the recipient of the Academic Silver Prize in 2016 and 2017 Spring/Summer. He completed his degree in Iqaluit through the Nunavut Teacher Education Program, a partnership between Nunavut Arctic College and the University of Regina. Adam was engaged as Grade 6E Homeroom teacher at Aqsarniit Ilinniarvik Middle School for the 2017-2018 school year.

Awards
Awards

2017 Pat Clifford Award



Photo: Shuana Niessen

Dr. Pamela Osmond-Johnson presented with the Pat Clifford Award by Associate Dean, Dr. Paul Clarke

Q & A WITH DR. PAMELA OSMOND-JOHNSON, ASSISTANT PROFESSOR OF EDUCATIONAL LEADERSHIP, FACULTY OF EDUCATION, UNIVERSITY OF REGINA, RECIPIENT OF THE 2017 PAT CLIFFORD AWARD

1. As an emerging researcher, how did you feel when you heard you were the recipient of the Pat Clifford Award?

It was great to have my work around teacher professionalism recognized. Broadening understandings of the work of teachers and the valuing of teacher voice in educational policy is critically important to the future of the teaching profession and I was pleased that the awards committee placed value on that area of scholarship.

2. What commonly held assumptions do you attempt to disrupt in your research?

The idea that teachers simply deliver curriculum, that a teacher stands in front of students and teaches all day. Teaching is surely the most important work they do but it's their involvements during the regular school day in extra-classroom work that will really serve them in the work they do with students: their involvement in high quality professional learning, in mentoring other teachers, in curriculum development, and in collaborative work with their colleagues. Those experiences build professional capital and capacity to not only be better teachers themselves, but also to aid others in being better teachers.

3. What is the state of educators' professional learning in Canada?

Teacher professional learning is certainly a hot button topic in Canada, particularly in tough economic times. It's often the first item cut from budgets since it "doesn't directly impact the classroom" (which is so far from the truth). That being said, we have some very strong teacher federations in this country who are

advocating for access to relevant and practical professional learning (PL). Across the country, there are many innovative and exciting learning opportunities for teachers but they are not always equitable in terms of ease of access. Teachers working in the north,

in rural areas, and French educators seem to have more difficulty identifying quality PL, either because of the high travel cost or the lack of qualified facilitators.

4. What is your definition of the teacher role? What practical differences will result from redefining the teacher role?

For me, the work of teachers extends beyond the work they do directly with students. Teachers should also be engaged with the broader context of schooling—as leaders, as learners, as innovators, as mentors, and as collaborators. Their voices should matter in the creation of our policies and how we go about defining what is important in education. Practically, reconceptualising the work of teachers in this manner means rethinking the daily schedule for teachers. In Canada, we place the most emphasis on teaching time, which constitutes anywhere from 100% to 80% of teachers' work during regular school time. This leaves little time for any of the extra-classroom work that I mentioned. In other countries, teachers spend much less time actually teaching (less than half their day in Singapore, for instance) and spend much more time working with their colleagues and participating in governance. This would be a huge paradigm shift but one that could potentially really improve education in terms of honing the skills of individual teachers while simultaneously developing the capacity of the profession to contribute to educational decision making more broadly.

5. In your own experience as an educator, what was a defining moment, when you knew that the way educational policies and the system defined your role as a teacher was inadequate for the practical realities of your role?

I had just finished my Master's and was asked by the University to come to a conference and present a paper I wrote. The school division

wouldn't grant my request for leave. It sent a clear message to me that my research and my voice didn't matter. I decided then and there that I would spend the rest of my professional career advocating that these things do matter.

6. What has surprised you most about the findings in your research?

The resiliency of teachers to continue to exert their voices and to continue to strive to be heard in the face of a mountain of challenges. Participants in my research tell me they do what they do because they know it helps them better their practice and improve teaching and learning, not only in their own classrooms, but beyond to the classrooms and schools of others. They give up their weekends and evenings, and they drive hundreds of kilometers, just to continue their learning and extend their professional networks because they consider it a professional responsibility to always be learning from and with other teachers. And yet, they also tell me they feel guilty for doing so because they are missing class time. That's the saddest part for me: hearing the stories of guilt. If these experiences were embedded in their daily work and accepted as part of the role of teachers, perhaps they wouldn't feel so bad? This is an area the profession certainly needs to continue to work on.

7. Has the focus of your research changed since you began your study? If so, how and why?

Somewhat. In the beginning, I was specifically focused on teacher involvement in action research. Now my work is much broader and focuses on teacher engagement in a host of extra-classroom work—I see the boundaries of the work of teachers in a much bigger way than I did 10 years ago when I started this journey.

8. What are your plans for overcoming systemic obstacles to redefining the role of teachers? (How do we empower educators in Canada?)

I think the teacher federations' professional agendas are an important piece of this puzzle. They have a legal mandate to advocate for the profession and so I see their work in supporting this reconceptualization as incredibly important. This doesn't mean strikes and traditional labour action typically associated with unions. Rather, I see advocacy as being a little more outspoken and proactive on policy issues, particularly around professional learning and other issues of professionalism, than has been the case for some federations. However, the onus also falls on current teachers to become involved in their federations, to add to that collective capacity. *"Individually, we are one drop. Together, we are an ocean"* (Ryunosuke Satoro).

Student awarded 2017 TriSask Coach of the Year



Photos: Shuana Niessen

Sean Hooper, 2017 Saskatchewan Triathlon Coach of the Year Award.

SEAN HOOPER, A 3RD-YEAR ELEMENTARY EDUCATION STUDENT, WAS RECIPIENT OF THE 2017 SASKATCHEWAN TRIATHLON COACH OF THE YEAR AWARD.

Sean Hooper, born and raised in Regina, has been coaching for six years with Regina Multisport Club's FUNdamentals, a program that he and his father started in 2012. "We noticed that a lot of kids, as young as 3 or 4, had never done anything like [triathlon races] and they were turned off by the experience, or really anxious and crying" Sean explains, "We wanted FUNdamentals to be something that would prepare kids for an event like the Icebreaker, now called the Brent Gibson Memorial Icebreaker." And, they wanted kids to have fun at the same time.

Sean and his father also hoped to change the way sport programs for children are offered: "At this age, the whole concept of the program that we would like to support is the long-term athlete development model." Sean believes this model is why Canada has such a strong athletic community despite our population size. "We do so many sports as kids, and we have that physical literacy that we can apply to whatever we are passionate about later on."

Triathlon itself incorporates cycling, swimming, and running. But Sean encourages the athletes to try other sports. "We only have practices twice a week. We are trying to move kids and parents to do multisports, such as hockey, basketball, and soccer....We have parents say, 'my kid is really good at running,' and they think that their child should focus on running. I say, 'let them test the water; let them make

the decision.' That is where athletes come from; they have internal motivation," Sean says.

Coaching is what led Sean into the field of education, though he didn't start there. "I've been going to University for a while. I started in the Arts, went to Kinesiology, then I took some science. After third year, I sat down to figure out what I wanted to do. What is the career I want to go to every day? Education was what I decided on. I was in Kinesiology initially because I really enjoy coaching and fitness, but I thought more about the rudimentary aspect of coaching. It was about being able to see people grow based on my teachings, and about the relationship...that was really important to me and motivated me in my coaching," says Sean.

Sean finds coaching influences his teaching philosophy. As with sports and needing to have a good experience, Sean says, "people learn best when the subject matter is associated with emotion. The lessons I remember best from school are when I did an activity or had some kind of experience from it." For his 3-week pre-internship experience, Sean says, for "each of my lessons, I've tried to add an activity or something interesting so that students can take the information and apply it or gain some kind of experience from it." Like sport literacy developed through multiple experiences, Sean views learning styles as something you develop in children: "The brain is malleable, and it is my job as a teacher to open avenues to different methods of thinking. I don't think kids should be taught in one way, because they have potential to learn in many ways. Making those variations is what's important instead of putting kids on a track where they are comfortable."

As a competitive triathlete since the age of 13, Sean draws on former experiences with coaches to inform both his coaching and teaching practices. "Good coaches are humble and work in tandem with their athletes: they're not too controlling and they communicate. I think an educator has to be the same. If you are too controlling in your classroom, then you are going to have students who resent you, or feel pressured, almost like they're not the ones who want to do the learning. A good coach inspires the athlete to want to do better, and that comes from building relationships. When you establish a relationship, students are more likely to want to learn what you need to teach them."

As with any relationship, respect is important. Sean says, "Respect is an abstract term; even saying it is kind of

weird. It's all about the subtleties in your actions, how you talk to people and how you respond to them and their questions and the way they perform."

One of Sean's favourite sayings comes from one of his former coaches, Steve Davis, "Do no harm." As an athlete, Sean knows that you can be hard enough on yourself, and it is not necessary for a coach to get upset because you are doing that anyways.

Another life lesson Sean has drawn from his experience as an athlete is something another coach taught him, "Don't focus on your pain; focus on your technique. Focus on something that is going to make you faster instead of the pain. When applied to life this means, if you are going through hard times, why focus on the negative things? That will just slow you down. Do something that helps you overcome the pain. That's what I try to tell kids. Pain is going to happen. Never stop running. Never give up."

In the past six years, Sean has coached more than 300 athletes. One of the athletes from his program made this comment, "Sean is a great coach. He makes our training fun by adding games and challenging us to go faster. He keeps us focused. I am much stronger and faster now and that is awesome." (Quote from Regina Multisport Instagram account.) Sean received his award in March, 2018.



Sean Hooper with his 2017 Saskatchewan Triathlon Coach of the Year Award.

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Injury does not stop baton twirling champion named a Finalist for the 2107 Sask Sport Athlete of the Year

Photo: Shuana Niessen



Second-year Elementary Education student, Jasmine Runge, Finalist for the 2017 Sask Sport Youth-Female Athlete of the Year Award.

IN JUNE 2017, WHEN JASMINE RUNGE, A BATON TWIRLING ATHLETE, WAS INJURED BY HER BATON CAUSING PERMANENT BLINDNESS IN HER LEFT EYE, SHE THOUGHT SHE WAS SEEING THE YEARS OF PRACTICE AND TRAINING GOING TO WASTE.

"I was definitely heartbroken; it happened at a competition and I didn't know what to do. Usually, when I get hurt, people ask 'Are you okay?' and I say, 'Yeah, I'm okay. It's fine,' but this was the first time I replied, 'I'm not okay!' So I knew it was serious in that moment and it was heartbreaking to know that I might not come back from this. Lots of people thought I was done for the year, even my coach. It was hard because I had put my whole life into baton ... It always came first because that is what I loved and what I excelled at," Jasmine says.

After Jasmine received the news from her optometrist that she would be able to twirl again, but that it would be hard, Jasmine thought, "I'm a role model in this sport, and if I quit now, with the two biggest competitions of the year coming up—all the work from the age of 7 was building up to these competitions, and to not complete it—I knew I had to push for it, and do what I wanted to do and achieve the goals I had set for this year."

Jasmine did compete at the International Championships despite the injury, and she brought home a Gold Medal in 3-Baton. "I got a lot of attention because I had to compete with an eye patch. My sport is all

about vision! I don't have depth perception, so it is a harder struggle now," she explains. The following are the list of titles Jasmine received in 2017, after her injury:

- 2017 Canadian Baton Twirling Federation (CBTF) Athlete of the Year - Overall
- 2017 Athlete of the Year - Senior Female
- 2017 Grand National Duet Champions
- 2017 Grand National Solo, 2-Baton, and 3-Baton Champion
- 2017 Sharon Holliday Memorial Award for Sportsmanship
- 2017 Finalist in the Youth-Female Athlete of the Year for the Saskatchewan Sport Awards, an annual awards program of Sask Sport designed to celebrate and promote the outstanding achievements of Saskatchewan amateur athletes, coaches, officials and volunteers.

"Lots of people were surprised with how well I did. My coach said it is muscle memory. All the practicing I had done from September to December and everything I have learned up to this point had benefited me."

A defining moment, when Jasmine really knew that this was her sport, was when she was performing at Grand Nationals, where there is a winner at every level, and where you compete against each other until one winner becomes the Grand National Champion. "I was Grand National Champion of solo, 2 baton, 3 baton and duet with my partner Julee Stewart. I thought, 'This is me, I just came off that big injury and was still able to push through and win these awards. This is meant for me.' But topping it all off for Jasmine, was winning the Sharon Holliday Memorial Sportsmanship award, because the sportsmanship award meant that Jasmine had competed and won the awards she had wanted to win since she was young, all the while showing respect and fairness to her competitors.

When asked how it feels to be a Finalist in the Youth-Female Sask Sport Athlete of the Year Awards, Jasmine replied, "It's a big achievement in baton. It's been quite a while since we've been in these nominations. Sask Sport takes athletes from all the different sports in Saskatchewan. It's pretty big for our sport to be recognized over other ones, considering we aren't well-known."

One thing Jasmine wishes people understood about her sport is "the difficulty of it. It is actually a sport. Some

people think because it is not in the Olympics, it doesn't count as a sport. I've been to six World Championships: those are our Olympics." It's hard to think otherwise when considering the amount of time Jasmine spends training: "I practice two hours Monday, Wednesday, and Friday mornings and after university Tuesday and Thursday, all day Saturday with my team, Sundown Optimist Buffalo Gals (Martin School of Dance and Baton Twirling) and all day Sunday on my own." Jasmine squeezes in University homework time around class time and practice time. "Baton has really helped me with time management and organization," she explains.

With regards to teaching, Jasmine feels baton has taught her about managing active children. Her studies have helped her understand her own experience in school: "I didn't know there were different styles of learning, like active learners. I always got in trouble at school for being fidgety. It wasn't until my University courses that I learned that I'm an active learner. For me to remember stuff, I need to be moving and doing things. I couldn't ever remember my school work, but could always remember my baton routines and tricks. ...I struggled a lot in elementary and high school." Now Jasmine also realizes she needed more encouragement and so she says, "I want to be a teacher, so I can help the kids who are struggling in the same way I was."

As for future baton plans, Jasmine intends to keep competing and hopes to make it to Worlds again, "which is an outstanding feeling," she says. Jasmine plans to retire in her 10th year, which will coincide with her final year of her Education degree, so she thinks that will be a good time to retire from competitions. After retiring, she would like to coach baton: "I want to give back all that it has given to me. I want to encourage and help girls and boys to achieve their goals."



Alumni recipients of Governor General's History Award for Excellence

Photo credit: Serge Cloutier



(L-R) Naomi Fortier-Frêçon, Noel Starblanket, and Leia Laing Bac alumna and current PhD candidate Naomi Fortier-Frêçon (BE'd '07) and Bac alumna Leia Laing (BE'd '08), who are teachers working in French in Regina, were presented with the Governor General's History Award for Excellence in Teaching by Governor General Julie Payette at Rideau Hall in Ottawa in November 2017.

The award recognized Fortier-Frêçon and Laing for co-founding the Treaty4Project in 2014, a response to the realization that their students were responding academically to Saskatchewan-mandated treaty education, rather than as a reality to be lived out. Laing says, "We were troubled [because our students] weren't necessarily applying their knowledge in their lives. In other words, they seemed to know the 'right answer' on paper, but unfortunately that reality was not reflected in their actions or relationship with their friends and the community around them."

Seeking a solution, the teachers approached Calvin Racette, the Indigenous Education Coordinator with Regina Public Schools. Racette was supportive and suggested they consult with Noel Starblanket, Lifespeaker and Knowledge Keeper at the University of Regina, and Sandra Bellegarde, Indigenous Education Consultant with Regina Public Schools. Starblanket says that when he met the teachers, what he appreciated was that "they were genuine." He adds, "These teachers themselves did not know this history, so when they were asked to teach it they searched out people like me who have been in advocacy for many decades. We are very happy to help them, to spend many hours with them, and in their classrooms and schools. That to me was the most significant aspect of all of this."

Once Racette, Starblanket, and Bellegarde were involved, news spread and Monique Bowes, Hillary Ibbott-Neiszner, Dr. Angelina Weenie, Dr. Kathleen O'Reilly, Ray Keighley, and Lloyd Dubois joined the effort, forming a group of elders, Indigenous artists, university professors, and educators who became the founding committee. "Together we started to imagine the Treaty4Project," says Fortier-Frêçon.

The Treaty4Project is a multi-school educational project that gives "students opportunities to explore the idea of treaty citizenship in order to understand the role of their generation in Treaty 4 in Saskatchewan today and in the future" (<http://treaty4thenextgeneration.blogspot.ca/>).

Laing initiated the use of art for exploring the meaning of treaty, which resulted in two murals: One mural created by Cree-Métis Artist Ray Keighley at Regina's Scott Collegiate in 2015 and a second mural by Cree-Ojibway Artist Lloyd Dubois with 200 elementary students, created in 2017. The artwork is on display in the resource centre at École Elsie Mironuck Community School in Regina. Starblanket assisted with proper protocols in the installation of the artwork. Fortier-Frêçon's and Laing's Treaty4Project roles have expanded to include the management of these murals.

The Treaty4Project founding committee organized what has now become an annual youth conference, which gives students an opportunity to learn from and develop relationships with members of the community, such as elders and Indigenous artists, who share their personal stories with the students. Starblanket says, "The project is very visual, very hands on, a lot different than just a person standing up in front of a class and speaking or teaching." By the end

of May, more than 700 students will have participated in a Treaty4Project activity since its inception in 2015.

Noel Starblanket was central in guiding the teachers in their understanding of treaty and the history of relations between Indigenous and non-Indigenous peoples. Fortier-Frêçon says, "His presence allowed us to learn in a personal way about the importance of treaties. He also guided us regarding the respect of Indigenous protocols and offered support to our students." Because of his essential role, the teachers invited Starblanket to go to Ottawa with them to receive the Governor General's History Award. Starblanket says, "I didn't expect to go. I was merely doing my job, helping out the students and the teachers and I didn't expect any recognition or acknowledgment. When they asked me to go, I was thrilled." Starblanket was also happy the teachers were being "recognized for what they were doing for treaty education in the province," especially because of where they were teaching, in a middle-class school in which the majority of students were non-Indigenous. "I was pleased to help them understand and to impart what I have acquired over the years about treaty. ... I hold them dear and close to my heart. What they do—they are very generous. I love them, both of them," says Starblanket.

Starblanket was included in the McDowell-Foundation-funded research conducted by Fortier-Frêçon and Laing to explore students' experiences with the project. Starblanket says, "To hear the students talk about what they had learned was truly instructive for me, and I talk about that experience to this day as I talk to students: high school, university, even elementary students." One student who volunteered to participate in the research particularly impressed Starblanket: "One young lady ... had heard a lot of the discussion about missing and murdered Indigenous women and girls, but she hadn't realized the full impact until she participated in this project....She learned a new respect about how to treat other people, specifically Indigenous people, so she will not sit idly by anymore and listen to sexist or racist remarks about Indigenous people. That was her commitment from that teaching. That really struck me, really moved me. She was genuine and sincere, honest. I could feel that from her. I'm sure she will continue with that in her lifetime." It was particularly impacting for Starblanket to listen to the students who participated in the research talk about what happened to them from the experience of the Project, what they had learned, and how they are carrying it forward with renewed commitment to developing better relationships with themselves, their communities, and Indigenous peoples.

"Four years later, we are amazed to see how the project has evolved. The collaboration

continued on next page

Awards

between the committee, teachers and our partners is what we believe is the true meaning of reconciliation," says Fortier-Frémon. And the project continues to grow and evolve, "We are now planning a collaborative project between students from Regina Public Schools and the Conseil des écoles francophones. The purpose of this activity is to allow students to meet with students from another school (and another school board) to start building relationships and reflecting about the meaning of 'We are all Treaty People.' During this time, students will learn about

the Métis culture in Saskatchewan with Calvin Racette." This year there will be a language component, with Historian Laurier Gareau presenting on "the historical place of languages in Saskatchewan and the presence of assimilation politics that unfortunately removed all languages except English in the province 100 years ago."

Treaty4Project was made possible thanks to the support from Saskatchewan Arts Board, First Nations University of Canada, Faculty of Education (U of R), The McDowell Foundation, and Regina Public Schools.

The teaching team since 2015 are all Faculty of Education alumni: Heather Findlay, Tamara Ryba, Tana Mitchell, Tiffany Agopsowicz, Janine Taylor, Jessica Moser, Elizabeth Therrien, and Tracey Ellis.

Education faculty such as Drs. Anna-Leah King, Michael Cappello, Shauneen Pete, and Jennifer Tupper have participated in the youth conferences and UR S.T.A.R.S. (Education students) offered the Blanket Exercise in 2016.

UR Educators Event

The second annual UR Educators Event took place on October 4, 2017 at the Innovation Place Atrium. The UR Educators event brings first-year students together for the first time in their journey as educators. Students are awarded a Faculty of Education pin, and they hear from leaders in the field of education. The University of Regina, President and Vice-Chancellor, Dr. Vianne Timmons and the President of Saskatchewan Teachers' Federation Patrick Maze encouraged students to think about the importance of their future role as educators in ensuring that all students receive the best education possible. Dr. Timmons, herself an educator, offered advice for their journey, challenging students to "be idealistic, believe you will make a difference." Alumnus Patrick Maze reminded students not only of the rewards of teaching, but also the responsibilities. "Teaching is a major commitment," he said. "Teachers are entrusted by the public to guide and care for children, the most impressionable and vulnerable people in Saskatchewan. Because of this, teachers are held to a higher moral, ethical, and legal standard than many others in society are." Giving students an opportunity to consider their educational path as professionals-in-the-making is important for realizing that teacher education isn't just about going to class and excelling academically, it is also about *becoming*, about being inspired and transformed along the way. This event was possible through the efforts of Dean Andrea Sterzuk, Jolene Goulden, Shauna Beylefeld, Kristina Lee, Lindsay Perez, and Wanneta Martin.



U of R President Vianne Timmons



Shauna Beylefeld and Jolene Goulden



STF President Patrick Maze



Dean Andrea Sterzuk and Associate Dean Val Mulholland

STUDENT COMMENTS ABOUT THE VALUE OF THIS EVENT:

"It was significant in the fact that it is acknowledging that we are making a path for ourselves, and becoming, you know like, lifelong learners in the sense that we are going to be educators. I think it is awesome that they recognize that and they recognize that we are going to have to have anti-oppressive and anti-racist education." Portia (Secondary English)

"I think it speaks to the professionalism of this program and there is a reason why we chose to be here, and they are welcoming us in, and telling us about values so early on, that's really important." Talia (Elementary, middle years)

"I really liked the fact that [Dean Sterzuk] mentioned the First Nation land and kind of made us realize that we are still on First Nations land, and we still kind of owe it to them for their kindness." Jacques (Secondary, English/Fine Arts)

"I thought that it was an honouring experience, eye opening, the impact we'll have on students and it makes me really excited for the future." Alaina (Secondary)

"It shows how much the university cares about its students, how important it views us getting our degrees. As someone who has got one degree from the university before, I acknowledge that the university really does care for its students." Jamie (BEAD/Arts ed)

"I thought it was really kind of touching, hearing all the stories, and how important they think we are, and so that makes it easier for us to think that our job is going to be important as well." Aurora (Elementary/Pre - K to 5)

Photos: Shauna Nissen

Over 400 attended #TreatyEdCamp 3.0



Photo credits for photos posted to Twitter: Brenna Pacholko, UR S.T.A.R.S., Amy Martin, Claire Kreuger, Ms. Olson, Sarah Reimer, Vanier Treaty 4, Maytland Mallo, Bill Cook, Raquel Bellefleur.

UR S.T.A.R.S. organized the third annual #TreatyEdCamp, professional development for teachers and preservice teachers, with over 400 educators voluntarily attending this year. The organizers brought in local area Chiefs to speak about Treaty Education, as well as teachers and Elders who spoke about different aspects of Treaty Education. The support the #TreatyEdCamp receives allows UR S.T.A.R.S. to offer the camp free of charge. New this year was a special preconference speaker, Edmund Bellegarde, Tribal Chief of the Hills Qu'Appelle.

Tribal Council, who presented on the evening of October 20, 2017, as well as joining a panel including Michael Starr, Reila Bird, Sarah Longman, and Joanna Landry. On October 21, Elder Alma Poitras started the camp in a good way, offering prayer. Keynote Charlene Bearhead spoke on keeping the truth in truth and reconciliation. Participants had multiple choices for concurrent sessions throughout the day. Participants could purchase and enjoy a bannock burger, made available for lunch by Scott Collegiate High School.

Organizer Katia Hildebrandt says, “We are looking forward to hosting the 4th TreatyEdCamp in the fall of 2018, and we would love to see more Faculty of Ed pros and instructors participating and/or offering sessions. As well, we received a lot of positive feedback about the open-space conversations held during the afternoon at the last event, so we are planning to include those again in the fall.”

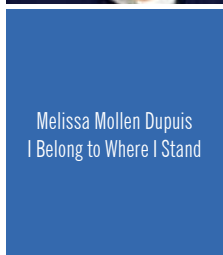


Inaugural Indigenous Speaker and Film Series



Dr. James Daschuk
Clearing the Plains

Dr. Sherry Farrell-Racette
Burning Buildings and
Strong Women: Painting
Stories for the Road
Allowance



Melissa Mollen Dupuis
I Belong to Where I Stand



Dr. Dwayne Donald
Kikway enohte
ohpinaman?
Holism as Pedagogical
Guide



David Garneau
Joseph Boyden may not
be an Indian, but he
is Indigenous: On the
Indigenization of the
University and Canada



Dr. Angelina Weenie
Askiky Kiskinwahamākwēwina:
Land-Based Education



Indigenization Chair, Dr. Anna-Leah King (R) in collaboration with Dr. Heather Phipps (Le Bac) (L) organized a strong line up of speakers and films for the inaugural Indigenous Speakers and Films Series. Dr. King arranged the following Speakers: James Daschuk, Dwayne Donald, Sherry Farrell-Racette, Angelina Weenie, and David Garneau. Each presented around the theme Whisperings of the Land, moving attendees toward understanding Indigenization and knowing our close relationship to land cognizant of its historical desecration. The inaugural Indigenous Film series included *Elder in the Making* (Chris Hsiung), National Film Board films, *Trick or Treaty* (Alanis Obomsawin), *Birth of A Family* (Tasha Hubbard), as well as *Muffins for Granny* (Nadia McLaren), and some Wapikoni Mobile Short Films (Melissa Mollen Dupuis, who also presented as part of the Speakers Series).

Ging Zhou (Andy), a visiting scholar from China to the U of R Department of Economics, attended the film *Elder in the Making*, directed by Chris Hsiung, a Chinese-Canadian who is new to Canada. In the film, Hsiung sets out to rediscover the shared heritage between Blackfoot Aboriginal people and Chinese people. Ging says, "Watching the film, I felt particularly impressed by Hsiung, how he processed integrating into the community. At the beginning it was a bit hard, but it got better after a bit of understanding [gained by] the immigrant in how to adapt to a new environment and better understand and communicate with the local people...Understanding the context of Aboriginal First Nations better. Because the film character reflects the Chinese people, I was very interested in that."



Photo: Shuana Niessen

Conversations about reconciliACTIONS

There were three sections of Treaties in the Classroom (ECCU 400) this semester and all three hosted events: Audrey Aamodt's class organized the Roads to ReconciliACTION, which took place on March 26, Evelyn Poitras' class held a Talking Circle on April 5, and that evening Vivian Gauvin's class held a "Treaty Walk in the Village" off-campus.

ROADS TO RECONCILIATION

ROADS TO RECONCILIATION

JOIN US FOR AN ENGAGING CRITICAL ANALYSIS OF THE INTRICATE RELATIONSHIPS BETWEEN FIRST NATIONS, INUIT, METIS AND WHITE-SETTLER CANADIANS. HELP US TO MEND, REPAIR AND SPEAK THE TRUTHS OF CANADIAN HISTORY AND IDENTITY

Photos: Shuana Niessen

On March 26, Education students from Audrey Aamodt's ECCU 400) section overcame their own discomfort to engage in conversations with peers and profs in the hallways at the University of Regina about the many ways of taking action towards reconciliation. Aamodt says, "Students decided to host these conversations in the halls of the University to remind themselves/us that they not only belong, and have a responsibility, to the more intimate Faculty of Education, but are also part of this larger learning community and beyond."

Bert Fox High School students and their teacher Sheena Kooops, as regular facilitators of the Blanket Exercise, travelled from Fort Qu'Appelle to join the conversations and raise awareness about the Kairos Blanket Exercise, an activity in which "participants take on the roles of Indigenous peoples in Canada. Standing on blankets that represent the land, they walk through pre-contact, treaty-making, colonization and resistance" (<https://www.kairosblanketexercise.org/about/>).

SUNTEP students and their instructors Brenna Pacholko and Russell Fayant visited the stations, offering "critical and courageous conversations with students and myself," says Aamodt. "We extend gratitude for their generosity, wisdom, and patience with us."

At all the stations along the Roads to ReconciliACTION, visitors who took a selfie and posted it to social media with the hashtag #ReconciliAction were eligible to win a Roads to ReconciliAction t-shirt. Donations made are going to Justice for our Stolen Children.

Reflecting on what the students learned, Aamodt says, "I think the most important overall learning that could potentially come out of this experience for us was that listening to and reflecting on critiques

takes practice and is necessary. Treaty education, along with potentially associated reconciliation, decolonization, indigenization, and social justice efforts should always be submitted to critical reflection and none are without tension. So, we ask who benefited from this event and if it was truly 'action.' Perhaps it didn't amount to anything of significance, except to make us feel good. Then, we reminded one another about Pam Palmater's claim that "if it feels good, it's not reconciliation" (Woodrow Lloyd Lecture, Feb. 15, 2018).

As for her own learning, Aamodt adds, "I have learned how I might better invite students to consider who might be the right people to talk about particular issues, some of the problems with being perceived as positioning ourselves (settler-Canadians) as experts about MMIW, residential school legacies and intergenerational trauma, FNMI identities-histories-cultures-communities, FNMI languages, reconciliation, decolonization, indigenization, and even treaties."

What follows are student comments about what they were doing, what they thought about its importance, and how prepared they felt for treaty education in their future classrooms.



100 Years of Loss Exhibit: Jalyssa Woloshyn says, "We are making people aware of the past and what has happened—and making sure we understand the past and are not turning a blind eye to it. At some points it is uncomfortable to be learning this, but if you are uncomfortable you're learning more because you are embracing the stuff that you don't know. I came into university knowing none of this. It's not taught much, so getting this out here now for other people that aren't in the Education Faculty is important."



Taking Action Cookies (and selfies): This group of students offered cookies labeled

with one of the 150 Acts of Reconciliation intended to suggest reconciliatory actions, even small ones, such as learning the land acknowledgment. Zach Renwick said, "It may just be one small thing you can do, but it builds towards having an understanding of where you stand in society. One person may look at this list and say, 'you know, I can do a couple of these things.'... We need to face these controversial topics, different ideologies, and I need to step out of my own comfort zone to talk about it." (See <http://activehistory.ca/2017/08/150-acts-of-reconciliation-for-the-last-150-days-of-canadas-150/>)



Red Dress Exhibit: No more Stolen Sisters in Regina. Cassidy Hanna explains, "This is an installation of the REDress Project started by Jamie Black (See <http://www.thereddressproject.org/>). The red dresses symbolize each of the women from Regina that are missing or murdered. We have 16 missing or murdered women from Regina exhibited here, and only two have been resolved. So, we are trying to bring awareness of this and also to the MMIWG inquiry." Logan Schmidt says, "I started four years ago at the University, and I had no First Nations classes and no idea about any of this. My four-year degree has really opened my eyes to how many inequalities there are between First Nations and us settlers." Tristan Badger says, "Being First Nation, I've always been afraid to use my voice. So, this class has made me feel more empowered to use it, and not be afraid of being put down because of my colour. This class has made me be more activist for First Nations and Indigenous people."



Linking relationships: (L-R) Chastity Peigan and Erin Schmidt were located in the busy Riddell Centre, so they chose an activity that would be quick and not hold people up. Passersby were invited to write their name or an action on a piece of construction paper that was then added as a link in the chain, a visual about "building relationships or connecting with one another—just

Continued on next page

something simple. You might simply go to the other stations as your action."



Road to Métis Identities: Kendell Porter says, "We wanted to focus our exhibit on Métis people, on the four main communities in Treaty 4 (Lebret, Lestock, Willow Bunch, and Fort Qu'Appelle). Métis people are often left out of the conversation, and we also wanted to address some of the myths and stereotypes people believe about the Métis."



Being a Treaty Person: (Photo (L-R): Kelsey Hintze, Daicy Vance, and Kaitlin Corbin) Kaitlin Corbin says, "We mapped out the prairie provinces and then the treaty areas. We have a game to see if you can put the treaty numbers down on the map." Kelsey Hintze says, "The biggest thing is just for people to understand that everyone who lives in these provinces is a treaty person: everyone lives within numbered treaties." Kaitlin Corbin says, "I'm still anxious about teaching about treaty, but I am a lot more ready than I used to be. This wasn't part of my education growing up, so coming here... it's a lot more useful."



Telling the Truth about Residential Schools: (L-R) Hailie Logan and Kate Paidel wanted to raise awareness about Indian residential schools, and the importance of adding resources, such as *I am not a Number*, which can be used with Grade 3 students, into the curriculum throughout the grades and subject areas. Kate says, "I have learned way more than I thought I ever could. I know taking this into the classroom is still going to be uncomfortable for me, but I know I am not going to stop...It's important to me." Hailie says, "For me it is important for my

students to feel represented. I want all of my students to feel that they matter, and that they have a place on this earth and in my classroom."



Road to Connecting Languages: (photo includes Instructor Audrey Aamodt). Zakk Tylor (R) and Amy Arnal (Front L) set up a guessing game to promote languages. Amy says "Our table is about making relationships between Settler Canadians and Indigenous people through languages. On our campus, we have three towers named Kišik (Saulteaux word for 'sky') Paskwāw (Cree word for 'prairie') Wakpá (Dakota word for 'river')." Zakk explains, "We see people taking these names for granted and they don't know what they mean. The three names reflect the three aspects on the Treaty 4 flag that remind us that the Treaty lasts as long as the grass grows, the sun shines, and the rivers flow." Reflecting on her education with the Faculty of Education, Amy says she is "keeping the growth mindset and always learning. We're not pretending to be experts, but we do feel equipped to teach about reconciliation." It was organizer Shelby Vandewoestyne's (holding map in photo above) job to hand out maps to the Roads to ReconciliACTION and in her words, "entice people" to visit the booths. From her experience, Shelby says, "I was able to see different perspectives at the University: people who are really interested and people who aren't. This shows me that there is going to be resistance going into schools in the future. In the spaces we will be working, we will need to create inclusivity and work to break down those barriers."



Organizers: Getting coffee and Timbits, setting up stations, and handing out maps; this crew of organizers, (L-R) Ashlyn Paidel, Keigan Duczek, and Jessica Weber, were holding this event together while promoting conversations about reconciliation. Jessica says, "We are trying to spark conversations." Keigan says, "So by doing this we are coming out of our box and

making ourselves uncomfortable." Ashlyn says, "The hope is for the discussion to at least be started about reconciliation and what our aim, reconciliAction is all about." Keigan adds, "We've been promoting the hashtag #reconciliAction just to keep the conversation going after today."

Blanket Exercise: Teacher Sheena Koops and several students from Bert Fox High School came to the event to talk about the Blanket Exercise. Sheena Koops says, "We've been invited here today as people who facilitate the Blanket Exercise regularly, to have conversations about the Blanket Exercise. Our booth is called Complicating the Canadian Story: Conversations with the Oski-pimohatahtamawak, a name given to us by Elder Alma Poitras."



Michael Starr-Desmonie (L), a Bert Fox Grade 12 student, has been leading the Blanket Exercise for almost a year. "I love doing this. I love doing the Blanket Exercise, so people can understand what my people actually went through...I do this for my elders. Last year someone said, 'Your people are invisible these days.' I said, 'I'm going to prove you wrong.' People went through a rough time at residential schools, sexual abuse, physical abuse...they didn't eat normal food; they ate leftovers. They were tired, starving...My family went through that same stuff. [Residential school] put impacts on our history, as kids growing up—what we went through as children—made us stronger, made us who we are today. I'm very proud and honoured to do [the Blanket Exercise] each and every time, and speak my heart out to people. I've done the Blanket Exercise about 20 times; it's emotional. Each exercise, we have a talking circle. The circle means a lot to us. It's a comfort zone. All around you, the circle of life, a big family that supports you. It takes lots of guts and strength, and lots of heart as well. I gain a lot of respect these days."

Bert Fox student, Shandan Peigan (R) says, "We want to share our history, get it out there, because no one really learns about it in high school. I think we should get it in our education system by Grade 9 or end of Grade 8, so people know where they come from and know what happened in the past. We can't do anything about it, but we can talk about it and learn from it. It feels good leading [the Blanket Exercise] but it's not just me leading: we are a team. We all have

Continued on next page

Conversations about reconciliACTIONS

something to do. A lot of people say good things about what we are doing. We've been told that they are proud of us because we are young and we are making an impact on people."

TREATY WALK IN THE VILLAGE



First-year student Brandy Burns attended the Treaty Walk in the Village, located at Orange Tree Village, on the evening of April 5th and wrote the following reflection on her experience entitled, Respectful Relations:

Treaty Walk in the Village was a rich and inspiring learning journey. Education students from the University of Regina created an interactive environment to engage people in what they have learned and are passionate about in regards to Canada's less spoken and dark history (and continuation) of oppression and abuse of Indigenous people. Not only did the students bring awareness to this occurrence, they also shared valuable ways to contribute towards reconciliation. Every single display was well presented and meaningful. I will highlight four of the displays that were especially meaningful to me.



My first stop in the room was a board explaining White privilege. The presenter first explained what White privilege is not. Some of the examples of what it is not were, “shaming, blaming, or suggesting White people are guilty” and “suggesting that all White people have had it easy or have not faced challenges.” The fact the presenter felt he must address this before even talking about what White privilege is, reminded me of the term ‘White fragility’.

The display then moves into defining what White privilege is and why we should learn

about it. A point that stood out to me was the quote, “Biological race is a fallacy that only indicates how far from the equator our ancestors were born, while racism is real and tangible in both historical and modern systems and structures” [Michael Cappello, 2018, It’s Still Okay to Be (Against) White(ness)]. When I read the points explaining why [we should] talk about it, I was deeply moved by a point quoted from a University of Regina Professor. Dr. Michael Cappello: “Guilt is what you feel for something you’ve done. Responsibility is what you take because of the kind of person you are... it is our responsibility to undo the generations of work that have created the unequal outcomes that surround us.”



The card in orange has the TRC Call to Action #75 printed on it, “We call upon the federal government to work with provincial, territorial, and municipal governments, churches, Aboriginal communities, former residential school students, and current landowners to develop and implement strategies and procedures for the ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites at which residential school children were buried. This is to include the provision of appropriate memorial ceremonies and commemorative markers to honour the deceased children.”

The presenters showed pictures of the industrial school before it was destroyed by a fire. They shared their own experience of trying to find the cemetery. There was no signage indicating where it was, what it was, or who was buried there. The only marker was one for the first headmaster of the school. The cemetery was surrounded by a painted white fence and nothing else. I agree this falls very short of honouring the Call to Action.



Another moving display shared the book, *Secret Path*, by Gord Downie and Jeff Lemire. The book is a heart-breaking and moving story based on the historical account of one boy's attempt to escape an abusive residential school. Sadly he dies before making it home. The journey of 600 miles was too far in the extreme weather. This is just one of many lives lost because of residential schools. The presenters encouraged people to think about what they can do by completing the sentence "My reconciliation includes..."

My reconciliation includes becoming familiar with the TRC Calls to Action and to share them with other people. (Please read http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)



The last display I want to talk about was titled, "Walking with our Sisters." Walking with our Sisters is a commemorative art installation for the missing and murdered Indigenous women of Canada and the USA (<http://walkingwithoursisters.ca>). The tops of moccasins are beaded and then intentionally not sewn into moccasins. They represent the unfinished lives of murdered and missing Indigenous women. The presenters shared there is an ongoing investigation by the government about the common occurrence of Indigenous women being murdered and going missing but there does not seem to be a lot of findings on this matter. They shared the hashtags #wecare and #MMIWG to show these women are not forgotten and something must be done to end this violence.



(L-R) Brandy Burns with Instructor Vivian Gauvin

I enjoyed the conversations and am so encouraged to be working with these future educators in my career. I would also like to thank the professor of my ECS 110 class, Vivian Gauvin. She teaches with incredible vulnerability and compassionate wisdom to guide us future educators through these tough yet very necessary conversations.

~Brandy Burns



Photo: Vivian Gauvin

Treaty Walk in the Village team.

Indigenizing math concepts



Photos: Shana Nissen

Sessional instructor, Shana Graham, with some of the Saskatchewan Urban Native Teacher Education Program (SUNTEP – Regina) Year 1 preservice teachers and their Mathematics 101 Mini Math Fair (final project) posters.

On December 11, 2017, Math 101 students held a mini Math Fair, presenting their posters which reflected the Indigenization of mathematics concepts. (see photos above)

education, Shana Graham has been studying Indigenization and decolonization so as to inform her dissertation research which involves (re)imagining possibilities for mathematics education.

The concept of Indigenization is identified as “one of the University’s two overarching areas of emphasis” within the 2015-2020 Strategic Plan (<https://www.uregina.ca/strategic-plan/priorities/indigenization.html>). Depending upon the definition consulted, Indigenization may or may not be considered the work of settler/immigrant Canadians for it involves first-hand revitalizations of First Nations, Inuit and Métis languages, legal systems, and ceremonies, among many other aspects. Indigenization, however, lies in relation with decolonization and thereby challenges all Canadians to work at disrupting and changing current institutions and systems, including those educational. Thus, as a doctoral candidate of mathematics

The idea for the implementation of a Mathematics 101 final project as poster and Mini Math Fair was informed by Show Me Your Math: Connecting Math to Our Lives and Communities, a program developed by Dr. Lisa Lunney-Borden and Dr. David Wagner (<http://showmeyourmath.ca/>). While a final poster project is not unusual within education courses, it is unique to a Mathematics 101 course. Decolonization, however, encourages considerations of context/community, which for this particular mathematics course involved only preservice teachers from the Saskatchewan Urban Native Teacher Education Program (SUNTEP-Regina). Thus, in adapting/decolonizing curricula for context/community, the

arguments presented for changing the Mathematics 101 final evaluation from exam to project were accepted by Dr. Shaun Fallat, Head of the Department of Mathematics & Statistics. The support of Dr. Fallat and the Dean of Science, Dr. Farenick, need be acknowledged for reconciliatory acts may not otherwise be possible without the support of such powerful individuals.



International graduate students bring diverse viewpoints on decolonizing adult education

Photos by Costa Maragos



The Education graduate class – Trends and Issues in Indigenous Adult Education – includes students from Brazil, Canada (including Nunavut and Quebec), Nigeria, Pakistan, South Africa, and Sri Lanka. The class was led by Dr. Cindy Hanson (front left), Associate Professor of Adult Education in the Faculty of Education. Seated next to Hanson is elder Alma Poitras, a speaker in the final class.

Graduate students with diverse backgrounds came together with a common goal of decolonizing adult learning. The graduate course, Trends and Issues in Indigenous Adult Education, led by Dr. Cindy Hanson, explores research, theory, and the practice of trends, issues, and perspectives in Indigenous learning. Students in the class were from six countries: Brazil, Canada, Nigeria, Pakistan, South Africa and Sri Lanka. The diversity speaks to the higher number of international students who are choosing to further their studies at the University of Regina. Having such a mix of backgrounds and viewpoints in one class made for some eye-opening perspectives on trends and issues involved in decolonizing adult learning in order to improve Indigenous education.

“The class was important in this case because it was a coming together of international and Indigenous students in a very organic way and with a broad range of understandings regarding history, culture, and politics in Indigenous Adult Education,” says Hanson. “The course offered an opportunity to put this into practice. Experiences from the field of adult learning were built into the content.”

Students appreciated the participatory approach to Hanson’s class, allowing for discussions, in which they could exchange ideas on indigenization of education from their perspectives.

José Wellington Sousa is from Brazil and is working on his PhD in Adult Education at the U of R. He has earned a BA in Economics and a Masters of Science in Administration at the University of Amazonia in Brazil.

“The class was a great example of what is going on in Canada right now. I can see the diversity in the classroom. We can learn from each other. We had many nations and sharing and reflecting

on Indigenous education,” says Sousa. “In Brazil, we are kind of behind in the discussions of decolonization. So we are not even talking about reconciliation and addressing the injustice. I see this class as an opportunity to understand and learn.”

Issah Gyimah, who earned his Bachelor of Education at the University of South Africa, grew up in the post-Apartheid era. He’s taught in South Africa, South Korea, and Saudi Arabia. He started his studies at the U of R in September. “Coming from Africa and knowing about Apartheid, colonization, and racism, I have learned a lot from here and this class,” says Gyimah. “It has changed my perspective on how I see things. This class is a good foundation.”

Gyimah points out that adult education in South Africa is a growing area and a field that is not completely developed. “We’ve been looking at children, but adults have influence on the children. There is a backlog of adults who did not get an education so this has left a big gap in South Africa,” he says.

Pauline Copland earned her Education Degree from Arctic College in Nunavut. She’s working towards her master’s in curriculum and instruction at the U of R. Her first language is Inuktitut. “From the readings and talking to my classmates, I learned things about our Canadian history, even my own history, like residential schools. It affected who I am without knowing,” says Copland, who appreciates the class diversity. “Compared to where

I went to school, coming here looks like the whole world is here. The diversity is really nice, meeting people from different countries.”

Chantelle Renwick has a Business Degree from the U of R and a graduate diploma in teaching from New Zealand. It was her experience in New Zealand that started her passion for Indigenous education. She’s working on her masters in Indigenous Education. “What we hear over and over is that colonization has happened in so many part of the world and that Indigenous people have been dealing with the loss of culture and language,” says Renwick, who is an instructor of Office Administration at Saskatchewan Polytechnic in Regina.

“You realize with such a diverse class the different history and different feelings and perspective that the adult learners bring to the classroom. You become more conscious about the impact colonization has on people.”

The final class, held on December 5, in the presence of elder Alma Poitras, featured a discussion about what the students learned and how it could be applied to their workplace or personal lives.

Other classes throughout the term also featured speakers including elders, a speaker from the Office of the Treaty Commissioner, a Métis lawyer storyteller, author of *Clearing The Plains* James Daschuk, and a field trip to the Royal Saskatchewan Museum led by curator Dr. Evelyn Siegfried.

“Decolonizing adult education is a current theme in the field of adult education and a critical perspective on how to do this with a range of learners is important,” says Hanson.

By Costa Maragos



“You realize with such a diverse class... you become more conscious about the impact colonization has on people.”
-Student Chantelle Renwick

Teacher Education Programs gather for Indigenous Knowledge Exchange



Janice R. Thompson welcoming TEP members to Indigenous Knowledge Exchange



Breakfast together, an opportunity for conversations and reconnections



Dr. Sherry Farrell-Racette giving keynote address



Dr. Earl Cook brings greetings as Chairman of the Board of Governors for Gabriel Dumont Institute

For the first time since 2008, Teacher Education Programs' (TEPs) from across Canada joined together at the University of Regina on November 8 and 9, 2017, for an Indigenous Knowledge Exchange.

Faculty, directors, and program heads (SUNTEP, ITEP, NTEP, and YNTEP) gathered in the new Nantawihowikamik Healing Lodge and Wellness Clinic to hear presentations and engage in discussion.

Hosted by the University of Regina, Faculty of Education, the Indigenous Knowledge Exchange gathering "provided an opportunity for participants to advance and strengthen relationships between one another, engage in transformative Indigenous education, and collaborate and plan for the future," says SUNTEP Regina coordinator, Janice R. Thompson. Thompson was involved in organizing and planning along with Associate Dean, Dr. Val Mulholland, Associate Dean's Assistant, Wanneta Martin, and Acting Dean of Education, Dr. Andrea Sterzuk, and others who assisted with this event.

The day was hosted by Thompson and began with opening prayers by SUNTEP

Regina's Elder Erma Taylor and opening remarks by Acting Dean, Dr. Andrea Sterzuk. Chairman of the Gabriel Dumont Institute (GDI) Board of Governors, Dr. Earl Cook, brought opening greetings on behalf of GDI. Dr. Sherry Farrell-Racette, professor in the Department of Visual Arts, MAP, brought a keynote address.

Over the course of two days, the group explored themes that emerged from discussions such as "similarities and differences between the TEP programs and establishing a safe space for us to examine our work," says Thompson. Scheduled theme discussions included TEP's philosophy, TRC Calls to Action, Indigenous pedagogy and research (land-based pedagogy), language development and preservation, and successes and challenges.

Thompson says, "This invaluable two-day experience continued to demonstrate our commitment to Indigenous teacher training in the academy, and we are humbled by this. We look forward to gathering in the near future, and not another 10-year wait!"



Keith Adolph and Associate Dean Val Mulholland



Wanneta Martin registering participants



Early Childhood Education – New Certificates

Photos: Shuana Niessen



Dr. Christine Massing with BEAD Elementary Education program students



On Thursday, March 22, Awasis Childcare Centre children joined with Dr. Christine Massing's Education students who are taking Experiential Learning for Young Children, an Early Childhood Education course. Awasis children had the opportunity to enjoy the experiential learning stations set up by students as part of their course work.

THE FACULTY OF EDUCATION IS NOW OFFERING TWO EARLY CHILDHOOD EDUCATION CERTIFICATES

Extended Studies in Early Childhood Education certificate (30-credit hours)

The Faculty of Education is now offering a Certificate of Extended Studies in Early Childhood Education. This 30-credit-hour certificate offers teachers, educators, and those individuals who are employed in other helping professions, who have a B.Ed. or equivalent, the opportunity to develop or further enhance their knowledge and skills as early childhood educators. It is designed for teachers and early childhood educators who wish to fulfill specific employment requirements, augment or expand their understandings of the field of early childhood, or seek career advancement through further studies.

Certificate of Early Childhood Teachers and the Helping Professions (15-credit hours)

The Faculty of Education is now offering a Certificate of Early Childhood Teachers and

the Helping Professions. This 15-credit-hour certificate offers teachers, educators, and those individuals who are employed in the helping professions the opportunity to advance their professional learning. Students in the certificate program will, through a holistic lens, develop knowledge and skills that can be applied to the specific context of their practice.

The certificate is designed to meet licensing or certification requirements of employment in early childhood education and care, and also offers career mobility. This certificate also provides a bridging or laddering to pursue further university studies, including teacher education.

Extensive research in the field of early childhood development and education generally has found that the most important years of development and learning happen from birth to 8 years of age. Consequently, it is vitally important that early childhood educators, teachers, and those in the helping professions have easy access to quality professional learning

programs that enhance their understanding of, and practice with, young children.

The structure of both certificate programs offer teachers, educators, and others working in the helping professions a holistic approach to professional learning and development in early childhood education. Courses on the topics of approaches to play, trauma informed practice, the arts, expressive art therapies, early literacies, as well as supporting elective courses are all included in the program.



Elementary Education student Camryn says, "My friend is going to take her ECE certificate because she wanted to get the Elementary K - 5 degree but also loves the idea of adding on the ECE certificate."

New Dean of Education Appointment



Dr. Jerome Cranston (Source: University of Manitoba)

Dr. Jerome Cranston of the University of Manitoba has accepted appointment as Dean of Education at the University of Regina, effective July 1, 2018.

Dr. Cranston is presently the Executive Director, Student Engagement & Academic Success, and Associate Professor of Educational Administration at University of Manitoba. He holds a PhD from the University of Manitoba, an MEd from the University of Lethbridge, and both the BEd and the BSc from the University of Alberta. Prior to assuming his current role as Executive Director, he was Associate Dean (Undergraduate Programs) in the Faculty of Education at the University of Manitoba.

He is also an adjunct in Peace and Conflict Studies there, and a research associate with the Mauro Centre for Peace and Justice, and serves on the Advisory Board and as a research affiliate for the Centre for Human Rights Research at the University of Manitoba. Dr. Cranston also serves on the Board of Directors for the Gonzaga Middle School in Winnipeg, a new school developed on the Nativity School model.

Before beginning his career at the University of Manitoba, Cranston spent 16 years in the K-12 education system as teacher, principal, and superintendent in a career that spanned across three provinces: Alberta, Saskatchewan, and Manitoba. Dr. Cranston is a scholar, practitioner, and learner in the broad field of educational administration, management, and leadership. He researches and teaches as part of a transdisciplinary international community of enquiry on topics of education, social injustice, peace, and human rights education.

Cranston's work on teachers' conceptions of peace in post-genocide Rwanda earned him a 2015 American Educational Research Association award in Peace Education.

Dr. Cranston characterizes himself as "an immigrant descended from tribal and Anglo-Burmese ancestors and Scottish forebears." He writes that he is "both colonizer and also colonized, but

consummately Brown and committed to building healthy and reciprocally respectful relationships across diverse communities. I am fortunate to have married my best friend and contributed to the development of three amazing grown children."

Thanks to the members of the Search Advisory Committee for their commitment to a thorough search process: Alec Couros, Jenn de Lugt, Rochelle Fenwick, Emily Grafton, Xia Ji, Tish Karpa, Kristina Lee, Barbara McNeil, Pamela Osmond-Johnson, and Michelle Sorenson. Thanks also to Nancy Kazeil of Human Resources and Bryanna Butz for their key contributions to the success of this search.

By Dr. Thomas Chase, Provost and Vice-President (Academic)



Long Service Awards



Andrea Sterzuk (10 years), Scott Thompson (15 years), Laurie Lindsay (20 Years). Missing from photo: Doug Brown, Barbara McNeil, and Larry Steeves (10 years); Ron Martin (15 years); Nicole Glas (20 years); Darci-Lynn McDonald (30 years).

Appointment Renewal



Photos: Shuana Niessen

It is with pleasure that we announce the renewal of Dr. Valerie Mulholland to her role as Associate Dean, Student Services and Undergraduate Programs for an additional two year term (ending June 30, 2020). The Review Committee commented that Dr. Mulholland is an integral part of the success of the faculty.

Globe Theatre performers and playwright perform and discuss *Us* musical for Arts Ed students



Photos: Sitwana Niessen

A make-shift theatre in the round set the stage for Globe Theatre actors to perform short excerpts of *Us* for Arts Ed students and faculty.

On Friday, March 2, a make-shift theatre in the round in the Faculty of Education drama room set the stage for Globe Theatre Actors Daniel Fong, Angela Kemp, David Light, and Kaitlyn Semple as well as Performance Pianist Craig Salkeld to perform two short excerpts from the *Us* musical, which was being performed at the Globe Theatre Main Stage.



"*Us* is a heartwarming, brand new musical that explores what happens when LGBTQ+ youth come together in a group of peers at

a summer camp. Created by award-winning playwright and radio producer Kelley Jo Burke and internationally renowned singer-songwriter-pianist Jeffery Straker, *Us* is an uplifting play about "coming in"—finding acceptance within yourself and in your community" (Globe Theatre).

Arts Ed students were privileged to be part of this up-close performance and discussion as part of their PLACE experience. Alumna Kelley Jo Burke talked about her experience at Camp fYrefly, where she had made herself available to listen to any LGBTQ+ youth and counsellors who wanted to talk about their experiences of coming together at summer camp, the research she drew on in writing the script for this fictional play. Other members of the creative team, such as Director and Musical Director Valerie Ann Pearson and Set and Costume Designer Wes D. Pearce, discussed the thought behind decisions made in each of their areas of development of the musical.

A panel presentation followed the performance moderated by Dr. Kathryn Ricketts. Panel participants discussed the importance of the play (and summer camp) for youth who have identified as LGBTQ+, who are needing to find an "Us" to which they belong, and the group also addressed current issues around diversity and inclusion.



Playwright and alumna Kelley Jo Burke talked about her experience at Camp fYrefly, where approximately 30 LGBTQ+ youth and counsellors accepted her invitation to listen to them talk about their experiences of coming together at summer camp, research she drew on in writing the script for this fictional play.



Participants in the panel discussion included Professor Emeritus James McNinch (director of Camp fYrefly), members of the creative team, and educators.

Successful defence



On February 28, 2018, Dr. Ian Matheson successfully defended his dissertation *Unpacking Reading Comprehension by Text Type: An Examination of Reading Strategy Use and Cognitive Functioning in Poor and Typically-Achieving Comprehenders* at Queen's University, Faculty of Education.

Dr. Derek Berg (Queen's University) served as Ian's Supervisor and the following were his committee members: Dr. Nancy Hutchinson (Queen's University) and Dr. Don Klinger (Queen's University). External to Faculty was Dr. Valerie Kuhlmeier (Queen's University), Head/Delegate was Dr. Kristy Timmons (Queen's University), External to University was Dr. Dawn Buzza (Wilfrid Laurier) and the Chair was Dr. Anthony Goerzen (Queen's University).

In his study, Dr. Matheson examined how students build comprehension with different types of text. Poor comprehenders and typically achieving comprehenders, as determined by a standardized measure for general reading comprehension, were compared in their reading comprehension and reading strategy use across narrative, expository, and graphic text. Ian also examined the influence of cognitive functioning on reading comprehension, and to what extent cognitive functions

can explain the difference in reading comprehension between poor and typically achieving comprehenders. This research was partially exploratory, where he aimed to validate existing research on cognitive functions, reading strategies, and reading comprehension of text, as well as to contribute new research that distinguishes between text types. Past research has shown that cognitive functions predict reading comprehension and that poor comprehenders have poorer cognitive functioning and use fewer reading strategies than their peers. However, no research to date has made distinctions between different types of text, specifically graphic text, and how cognitive functioning and reading strategy use relate to comprehension.

Community engagement



Cast: Chance, Furaha, and Mapendo Buhendwa; Emily Katende; Caleb Masambombo; Charlotte Mirember; Delphine Sendze; Christopher Ssemmambo; Jemimmah Yango. Costumes: Delphine and Julius Sendze, Carol Lafayette-Boyd; Production support: Nadia and Holly

The play *Once a Flame* by Beau Dixon, was produced by the Saskatchewan African-Canadian Heritage Museum (SACHM) and the African-Canadian Resource Network (ACRN) as part of the Canada 150 Celebrations, in order to ensure that the history of Black African-Canadians were included in the discussion. *Once a Flame* follows the 1734 trial of the slave Marie-Josèphe Angélique, who was accused of burning down 1/3 of Montreal. The play was also produced in order to give youth involved with the SACHM and ACRN an opportunity to perform and learn about theatre and history. Alumnus Dr. Thomas Jing, Teacher Julius Sendze, and the Faculty of Education's Assistant Professor Dr. Sara Schroeter co-directed the play.



Photo credits: Abinyah Walker

Campus Regina Public students receive U of R IDs



Photo credit: Shuana Niessen

High School students taking Education Core Studies (ECS 100) through Campus Regina Public as part of their Early Childhood program, visited the University of Regina (U of R) to get their student IDs with Dr. Twyla Salm, who teaches the ECS portion of their course. Campus Regina Public students are admitted to the University of Regina through the High School Accelerated Admission Process and receive a university credit when they successfully complete ECS 100. The University provides a scholarship, which covers the cost of tuition so every Campus Regina Public student has the opportunity to experience a university course without the usual expense.

New faculty and staff



Alexandra Stoddart

Dr. Alexandra Stoddart recently completed her PhD in Kinesiology at the University of Saskatchewan before joining the University of Regina in January 2018. Prior to her PhD, she completed her Masters of Kinesiology specializing in Motor Learning from the University of Western Ontario and her Bachelor of Science in Physical Education from Eastern Michigan University. She is a certified Michigan teacher in K-12 Physical Education, Grades 6-12 English and a certified Saskatchewan teacher.

Dr. Stoddart currently teaches in the Health, Outdoor, and Physical Education (HOPE) subject area. She enjoys the opportunity to work with students in both the elementary and secondary programs. As well-being and mental health become prominent topics in today's society, the value of the HOPE subject area becomes more evident. Living an active, healthy lifestyle affects the whole 'self', and the HOPE subject area is fortunate to work with students in this capacity.

Stoddart's research focuses on physical literacy, and more specifically developing physical literacy through physical education. She has had the pleasure of working with several school divisions, administrators, teachers, and students in the province. Physical literacy affects all individuals, and Alexandra looks forward to continuing her research on how to assist everyone along their physical literacy journeys. Since physical literacy can be developed in various ways, her future research will also involve developing physical literacy through the school, the home, and community avenues.



Arlysse Quiring

Arlysse Quiring joined the Faculty of Education Student Services in November, 2017. She completed her Bachelor of Music in Bassoon Performance in 2008 at the University of Regina.

Following her graduation, Arlysse worked in operational roles including administration for the Regina Public Library Film Theatre and management of the Regina Symphony Orchestra. Prior to the Faculty of Education, she worked in the Faculty of Engineering in Undergraduate Services.

Arlysse teaches music lessons in her home studio, specializing in bassoon, beginner voice, beginner piano, music theory and history, as well as teaching master classes and workshops in schools across the province. She continues to play bassoon with both the Regina Symphony Orchestra and her co-founded classical pop quartet, Artime (<http://artimemusic.ca/index.html>). Arlysse also volunteers with local music groups like the Regina Community Orchestra.

In what little spare time remains, Arlysse can be found dabbling in commissioned artwork and jewelry, freelance writing, or with her nose in a book.



Linda Jiang

Linda Jiang joined the Faculty of Education as Graduate Program Coordinator in February 2018. Prior to the Faculty of Education, Linda served in a number of positions at the University of Regina, including UR International, Faculty of Graduate Studies and Research, and Faculty of Engineering.

Linda completed her Bachelor of English Education in Anhui, China and pursued her Master of Education at University of Western Australia. Linda has extensive international educational experience in higher education. For example, she has worked as International Program Coordinator for Anhui Provincial Government, China as well as designing and implementing programs for the Confucius Institute here at the University of Regina.

Linda and her family moved to Saskatchewan in 2011, quickly coming to recognize Regina as her home. Linda loves the availability of space and clean air Regina has to offer. For Linda, Regina has provided the opportunity to develop and mature in both personal and professional facets of her life. Growing up in a family of educators has made teaching and learning her passion, and she welcomes each new opportunity to participate in community life.

Education Students' Society



The Education Students' Society Executive was extremely active this fall and winter terms, hosting numerous events including Pancake Breakfasts, a Free Bowling Party, Halloween Beer and Pizza in the Lounge, Winter and Spring Galas, Texas King and Question Period at the Owl, and Becoming a Yogi. Thank you for all your hard work!

Published writing

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HOPE Students' Association



HOPE Students' Association held their annual Bike-A-Thon, "Peddling for Change," on October 31, 2017, to raise money to buy gear for St. Michael's Community School's physical education program.



On March 3, 2018 HOPE offered their annual PD Day, with Corey O'Soup, Saskatchewan Advocate for Children and Youth as the keynote.



e in education
exploring our connective educational landscape

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

Research funding

SIDRU RESEARCH FUNDING



Dr. Alexandra Stoddart
Preparing for Physical Literacy:
Exploring Post-Internship
Students' Understanding of
Physical Literacy and its Role
in the Saskatchewan Physical
Education Curriculum
\$4,065.00



Dr. JoLee Blackbear
Indigenous Wellness and
Traditional Medicines'
\$10,000.00



Dr. Angela Snowshoe
Indigenous Ways of Knowing
and Being: Story Sciencing with
the More-Than-Human World
\$10,000.00



Dr. Kathy Nolan
More Math in the Middle:
Exploring TIFA Internship Learning
Communities for Middle Years
Teachers of Mathematics
\$7,135.00.



Dr. Alayne Armstrong
Emergent Technological Practices
of Middle School Students with
Mathematics Learning Disabilities
Who Use Mobile Technology
\$8,800.00



**Dr. Anna-Leah King and Dr.
Andrea Sterzuk**
A study of land-based and
ceremonial mentor-apprentice
approach to Saulteaux language
revitalization
\$10,000.00

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL (SSHRC)

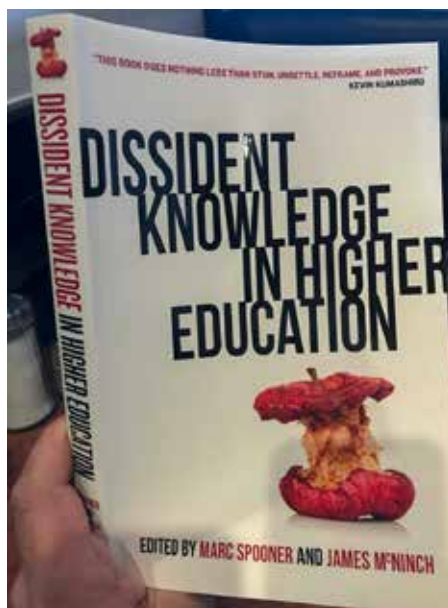


Dr. Cindy Hanson is the
successful applicant for a SSHRC
Insight Grant. Co-applicants
on the grant include Dr. Leah
Levac (Guelph) Dr. Amy Bombay
(Dalhousie), Dr. Raven Sinclair
(U of Regina) and Cynthia Stirby (SFU).
Reconciling Perspectives and Building Public
Memory: Learning from the Independent
Assessment Process
\$268,000.



Dr. Andrea Sterzuk is the
successful applicant for a SSHRC
Partnership Engage Grant. Co-
applicants on the grant include
Dr. Anna-Leah King, and Cheryl
Quewezance, Yorkton Tribal Council
in partnership with Keeseekoose First Nation.
A study of a land-based and ceremonial
mentor-apprentice approach to Saulteaux
language revitalization
\$25,000

New Book: Dissident Knowledge in Higher Education



Book Cover (Photo: Marc Spooner)

Hot off the press, *Dissident Knowledge in Higher Education*, edited by Drs. Marc Spooner and James McNinch, pulls together the papers and discussions presented at the Public Engagement and the Politics of Evidence pre-symposium (2014-2015) and symposium (July, 2015) hosted by the University of Regina. Along with the preface and introduction by Marc Spooner and James McNinch, *Dissident Knowledge* includes a foreword by Leonardo Zeus, and chapters by Noam Chomsky, Linda Tuhiwai Smith, Yvonna Lincoln, Norman Denzin, Michelle Fine, Budd Hall, Patti Lather, Marie Battiste, Eve Tuck, Sandy Grande, Rosalind Gill, Joel Westheimer, Christopher Meyers and Peter McLaren, which "delve into the effects of colonialism, neoliberalism, and audit culture on higher education" and offer "promising avenues of resistance" (University of Regina Press).



Noam Chomsky



Norman Denzin



Leonardo Zeus



Patti Lather



Marc Spooner



James McNinch



Rosalind Gill



Linda Tuhiwai Smith



Yvonna Lincoln



Peter McLaren



Christopher Meyers



Sandy Grande



Eve Tuck



Michelle Fine



Marie Battiste



Budd Hall



Joel Westheimer

Spooner, M., & McNinch, J. (Eds.).(2018). *Dissident knowledge in higher education*, Regina, SK: University of Regina Press (352 pages).
<https://uofrpress.ca/Books/D/Dissident-Knowledge-in-Higher-Education>