

Education News

Faculty of Education | University of Regina | Spring/Summer 2014

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University
of Regina



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Dr. Jennifer Tupper, Acting Dean

The fall is an exciting time at the University and the Faculty of Education, as we continue the important work of undergraduate and graduate teacher education. Our first year students are at the beginning of actively considering the complexities of teaching and learning in their education classes and in their first field placements. Second year students will be participating in-service learning opportunities in their Education Core Studies (ECS) 200 classes. These opportunities include a myriad of local organizations that support a variety of clientele, including new Canadians, disadvantaged youth, and women entering the work force. Our third year students are working hard to prepare for their pre-internship experience in the winter, and our fourth year students are well into their internship placements. Graduate students are taking classes, writing proposals, conducting research, and engaging in scholarly teaching.

I recall vividly my first fall semester at the U of R a decade ago and the amazing students, staff, and colleagues I worked alongside. Many of the students I taught in that first semester are now accomplished teachers working in a variety of contexts all over the world. It has been wonderful to stay in touch and witness the tremendous contributions these individuals are making to the education of young people. I often ask teacher candidates and graduate students I teach to carefully consider the kind of teacher they are or want to become; whether they want to be the kind of teacher who transforms the system or the kind that is satisfied with reproducing it. Overwhelmingly (and to my great relief), they are on the side of transformation! Yet this is not always an easy side to be on. We live in a time when the language of accountability places enormous pressures on teachers for such things as “closing the achievement gap” or increasing students’ scores on standardized tests at the expense of educating the whole child and being alongside

ACTING DEAN’S MESSAGE

students on their learning journey in more authentic and meaningful ways. Teachers are increasingly being asked to do more for the students they teach with fewer resources at their disposal. However, these are not insurmountable challenges. Rather, if faced with determination, passion, and a commitment to beliefs about teaching and learning, teachers are well positioned to do amazing things in their teaching lives.

The work of teachers is among the most important and challenging work in any society and I deeply appreciate the commitments of the Faculty of Education to providing leadership and support in this respect. This is one of the reasons why I agreed to take on the role of Acting Dean for a year as we launch a national search for a permanent dean and one of the reasons why, 10 years later, I remain in this Faculty, at this University, in this province. I can think of no other place I would rather be in light of the talents, commitments, and contributions of all who walk through our doors. As a Faculty, we continue to support the actualization of treaty education in classrooms throughout the province, work with students to enhance digital literacy, encourage teaching for sustainability, consider how we might foster ethically engaged citizenship, take seriously the challenges of early childhood education, support and grow an aesthetic approach to education, value additional language learning, and the list goes on. Of particular note is this Faculty’s commitment to indigenization initiatives in light of the ongoing processes of colonialism that continue to shape teaching and learning in Saskatchewan and throughout the country. In her award winning Master’s thesis (2014), “‘Just a Pepper in a Bunch of Salt’: Aboriginal Students’ Stories of School,” Heather Findlay, a teacher with Regina Public Schools, calls us to account for the lived experiences of Aboriginal students in unfriendly and uninviting spaces. She argues that moving forward in a good way requires the difficult work of decolonization and indigenization. Nelson Mandela once said “Education is the most powerful weapon which you can use to change the world.” Teachers have this power; they are educated people who are educators of young people. During my tenure as Acting Dean, I look forward to continued work with faculty, students, staff, and partners in the field as we live our motto of “Inspiring and Transforming Education.” It is my privilege to serve the Faculty, University and education community in this role.

By Jennifer Tupper



Cover Photo: Tipi logs from tipi raising at the Fred Sasakamoose Aboriginal Youth Leadership and Wellness Program, hosted by the Faculty of Kinesiology on May 29-31. Mentors from the Health Advocacy and Research Training (HART) Program were involved in this program as part of their practicum (see p. 4)



Education students and faculty engaging in teaching and learning experiences

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2014-2015 faculty and staff

Photo Credit: Don Hall



Chris Taylor and Ron Farnel (Technicians) in the newly updated Computer Lab

Photo Credit: Shuana Niessen

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Photo (Front Row, L-R): Wendy Gervais (Teacher and Grad Student), Alicia Gervais (Mentor), Tishemia Tootoosis (Mentor), Cassie Fisher (Program Assistant) (Second Row, L-R): Derrick Sasakamoose (Ahtahkakoop First Nation), JoLee Sasakamoose (Assistant Professor, Faculty of Education), Joan Stumborg (HART Trainer), Tyler Gervais (Mentor), Dale Flett (Mentor), and Nicole Akan (Mentor).

HEALTH ADVOCACY AND RESEARCH TRAINING PROGRAM

With high hopes, five mentors are embarking together on a professional journey as they are mentored as mentors for leadership and wellness in Aboriginal youth through the Health Advocacy and Research Training (HART) apprenticeship.

Dr. JoLee Sasakamoose, Assistant Professor, Faculty of Education, presented the following five Health Advocacy and Research Training (HART) Mentors during a media announcement on April 9, 2014: Nicole Akan (Journalism student, U of R), Tyler Gervais, (SUNTEP student), Alicia Gervais (SUNTEP student), Dale Flett (FNUC student from Opaskwayak Cree Nation in The Pas, MB), and Tishemia Tootoosis (Community-based mentor from Pound Maker First Nation outside of Lloydminster, SK), along with Program Assistant, Cassie Fisher (SUNTEP student). The Health Advocacy and Research Training (HART) Program, is funded by the Saskatchewan Community Initiatives Fund, and the Saskatchewan Health Research Foundation, which is a group grant administered by the Indigenous Peoples' Health Research Centre (IPHRC). The IPHRC is a joint initiative of the First Nations University of Canada, University of Regina, and University of Saskatchewan.

These post-secondary and community-based mentors were selected through high recommendations by programs and communities. HART mentors serve as positive role models for Aboriginal youth and implement Health Advocacy training modules with various youth throughout the province.

The following five main objectives of the HART program are to:

- sustain, improve, and expand strengths-based, Indigenous and expressive arts-based health interventions targeting Aboriginal people in Saskatchewan communities, including rural and geographically isolated;
- analyze, refine, and advance research methodologies dealing with Aboriginal youth health and formulate best practices for future research;
- empower Aboriginal youth to understand, explain, and address the complexities of health in their lives, communities, and schools;
- increase Aboriginal health capacity by providing health advocacy and research training to, and support for, multi-year cohorts of Aboriginal health advocates and research apprentices who will have a positive impact on the overall health of

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Labyrinth: Meditation Stations



Holistic Artistic Representations



Physical Activities



Time with Elders

- their communities and schools; and
- utilize strengths-based expressive arts to increase Aboriginal youth capacity and foster the development of health-based interventions from a youth perspective.

Dr. JoLee Sasakamoose says, *"The overall purpose of this program is to utilize strengths-based interventions to promote healthier relationships and develop youth leadership skills in the area of health advocacy in order to increase youth engagement, connectedness, and overall well-being. This program's focus is on the development and delivery of a series of directed experiences for Aboriginal post-secondary and community-based health advocates who will, in turn, engage and involve youth in the research, planning, development, and implementation of health interventions for their schools and communities. This community-based, participatory-action program uses culturally appropriate approaches, including ceremony, sport, recreation, photography, art, music, drama, and other expressive activities to engage youth. Multiple approaches facilitate participants in making positive 'healthier' choices while building capacity for leadership and connections to positive role models. Our program emphasizes a holistic approach, including mental, physical, emotional, and spiritual elements of wellness."*

In May 2014, the mentors took part in a 4-day Health and Wellness Training program and then engaged in a Level I Practicum experience with the Fred Sasakamoose Aboriginal Youth Leadership and Wellness Program (FSAYLWP), hosted by the Faculty of Kinesiology on May 29-31. FSAYLWP annually hosts about 24 Aboriginal youth, ages 14-17, from communities throughout Saskatchewan during a 3-day program. Beyond this practicum, Dr. Sasakamoose says, "This group of mentors can also be called on to do workshops and training for Aboriginal youth in local communities."

During an interview, the mentors discussed their vision for this program. Their individual hopes that they brought to this program had a common theme: Holistic connection. The group hopes to help Aboriginal youth, both urban and rural, to reconnect with their cultural and traditional identities, their communities, and with themselves and each other.

They desire to be family support through the HART program, and to learn from each other. This, they hope, will have a ripple effect, expanding the circle to include more youth mentors for future generations. The HART mentors jointly desire to be the role models that they needed while they were growing up. Their sense of responsibility and passion for the next generation of Aboriginal youth was evident as they spoke about their vision for the HART Program.

Following the summer months of training and activities, the mentors shared what they learned. Self-awareness and holistic renewal were common themes:

Tishemia Tootoosis says, *"My experience with the HART mentor training program was unforgettable. ...The HART program helped me to recognize and connect with my best self as well as confront issues and experiences in my life that I needed to acknowledge in order to move forward. Having the opportunity to gain self-awareness in a restorative environment was a gift for me, and for the mentees that I worked with during my practicum at the FSAYLWP. I experienced healthy transformation and gained awareness during the mentor training, and I was inspired by our trainers to want to further my education and knowledge base in the field of wellness. HART helped me gain strength and pride as an Aboriginal woman, and I felt that I was able to pass on some of that strength to the youth I mentored during the camp."*

Tyler Gervais says, *"Looking back on my experience with HART, I can say that it was an eye-opening, pivotal stepping stone in my personal growth as a Métis man, step-father, mentor, teacher, and coach. Through my HART training, I embarked on a transformative journey of mind, body, and soul, becoming much more aware of myself as a whole person. Through spiritual revival, personal and professional goal setting, and holistic reflection, I experienced an awakening of who I am and where I plan to go with my life....The HART training incorporated smudging, yoga, and self-care activities, such as the labyrinth, which all facilitated the internalization of the significance of discovering who I am and who I am meant to be. This understanding is crucial to my identity as an Indigenous man and a spiritual being....I was somewhat nervous and anxious*

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to apply what I had learned during my training in combination with my life experience, but I realized that I could never be fully prepared for the greatness that our youth have to offer. I developed an excellent rapport with some of the youth in my group, often spending time talking with them about their life experiences, both positive and negative. I felt that I could help and support them through reflection and understanding of what positive choices can look like. The training taught me to take a step back so that I could really listen to what the youth were trying to tell me.

With honesty, sincerity, and compassion, I have been able to maintain a level of trust and communication with some of the youth. I was amazed that by approaching them with trust and compassion, I could create a feeling of safety, allowing them to feel comfortable sharing and reflecting with me. This is something that I feel many of our youth lack today: The ability to feel like they belong to something that is all-loving, understanding, and forgiving. I am tremendously thankful for the experience that I have had and hope that I can continue my HART training to further inspire, mentor, and care for our Indigenous youth. Ekosi”

Alicia Gervais says, “Taking part in the HART Program and FSAYLWP at the University of Regina were amazing opportunities and experiences for which I feel an abundance of gratitude. Collectively, these experiences aided in my professional and personal development and helped to improve my overall well-being. Through my HART training, I experienced immense growth in my own self-awareness. I have always had the tendency to be focused on other’s well-being, while ignoring my own. HART made me more aware of how valuable my own well-being is, especially if I want to help others. This training allowed me the time, space, guidance, and resources to reflect on my own self-concept in all four directions of the medicine wheel: physical, mental, spiritual and emotional....As part of our HART training, a 40 hour practicum (Level 1) experience was required, which was completed at the FSAYLWP....I had six youths to mentor who were under my supervision throughout the camp days. At one point, the youth were interviewed and asked whom they saw as mentors and positive role models. During this process one young man from my group said that the mentor he was with during the camp was a positive role model for him. That was the moment I realized I had been having a positive impact on the youth....Making strong connections with youth and finding ways to keep those connections strong can help guide young people into a bright future of being positive role models themselves. Our youth need to know that people care about their well-being and see the gifts they have to offer.”

Regarding the research that her team is conducting on the HART program, Dr. JoLee Sasakamoose offers the following findings:

“Research on the HART program has identified Aboriginal youth’s views on the needs and challenges that are important for developing culturally appropriate strategies (Archibald, Christian, Fellner, & Hare, 2011). Our pilot study investigated Aboriginal youth’s perspectives on leadership and health. A combination of Indigenous and participatory action research techniques were employed to collect data. Results revealed a considerable influence of culture on Aboriginal youth’s perspectives on leadership and health. Values identified in a good leader were very similar to those mentioned in the traditional seven grandfather teachings. Health was viewed holistically, which was similar to the concept of health mentioned in the medicine wheel and different from the Western concept of health. This definition of health served as a conceptual framework and the effectiveness of sports was evaluated in reference to this framework. Interestingly, youth also mentioned yoga (an activity based on holistic concept of mind and body relationships) in their action plan for maintaining good health rather than other popular activities that are targeted to improve physical fitness in the Western culture. Youth perspectives of health and wellness are crucial in order to move forward in developing programs that nurture, sustain, and support capacity building. These findings support ongoing adaptations to the HART program.”



Mentors and youth at Fred Sasakamoose Aboriginal Youth Leadership and Wellness Program

By Shuana Niessen

#DCMOOC

A MASSIVE OPEN ONLINE COURSE ON DIGITAL CITIZENSHIP

From an Interview With Katia Hildebrandt, Co-Facilitator of the #DCMOOC

In the winter of 2014, Associate Professor Dr. Alec Couros and PhD candidate and Sessional Instructor, Katia Hildebrandt were contracted by the Ministry of Education to write a set of digital citizenship policy guidelines to help principals and other administrators throughout Saskatchewan to develop school-based plans to integrate digital citizenship instruction into all grade levels. This work came out of the 2013 report by Jennifer Campeau entitled “Saskatchewan’s Action Plan to Address Bullying and Cyberbullying,” which included the recommendation that all K-12 students be taught about appropriate online behaviour.

In order to support the upcoming policy guidelines, Joanna Sanders, the Ministry of Education’s Digital Fluency Consultant, contracted with Alec Couros to run a Massive Open Online Course (MOOC) about digital citizenship, geared primarily towards Saskatchewan teachers, but open to anyone in the world (see stats on participants at <http://dcmooc.ca/course-stats-3/>). Alec then brought Katia onboard to help co-facilitate the #DCMOOC.

The experience of participating in the MOOC was eye-opening for Katia. She says, “It allowed for many rich conversations to take place around the idea of digital citizenship and educational technology. However, it also brought to light many of the difficulties inherent in these types of large courses. With over 800 participants registered in the course, it became clear that we needed many supports in place (various community spaces such as a Google Plus community, blog hub, and weekly Twitter chats) to ensure that those involved in the course did not feel isolated or lost. The varying degrees of technological savvy brought to the course by different participants was also a challenge—it meant that we had to build in extra supports (such as an introductory Twitter session and an introductory blogging session) to bring everyone up to a level where they felt able to participate.” Further, Katia says, “This lack of technological skills among some educators will be an even bigger challenge as schools attempt to integrate digital citizenship throughout the curriculum—the

“Digital citizenship isn’t just about recognising and dealing with online hazards. It’s about building safe spaces and communities, understanding how to manage personal information, and about being internet savvy—using your online presence to grow and shape your world in a safe, creative way, and inspiring others to do the same.”¹

teachers who took part in #DCMOOC were motivated to learn and to acquire the requisite skills, but the bigger challenge will be helping those teachers who are perhaps more reluctant to learn about technology.”

The feedback on the course was quite positive overall. Participants enjoyed the many resources that were shared. Many also commented on the ability they found through the #DCMOOC to build connections with other teachers through platforms like Twitter.

An interesting difference from the 2013 #ETMOOC was that #DCMOOC was sponsored by the Ministry of Education. Katia says, “We worked closely with Joanna Sanders throughout the duration of the course.” The Ministry also offered a Certificate of Completion for those who completed particular assignments and a summary of learning activity. Katia believes, “The Ministry’s involvement was crucial in bringing in many teachers from across the province and in providing motivation for some reluctant participants, through the Certificate of Completion.”

For Katia, the experience of co-facilitating this MOOC with Alec raised the question of how this type of networked learning might be leveraged in our own Faculty, especially given the increase in online course offerings. She notes, “The course’s use of many distributed tools and open online spaces, rather than a central learning management system, allowed, in my opinion, for a much higher degree of connectedness amongst participants as well as opportunities for serendipitous learning, both peer-to-peer and with complete strangers. In turn, this allowed the instructor to facilitate learning, rather than control it. This type of pedagogical model might provide an interesting addition to some of the existing courses being offered online.”

Katia believes it is also important to think about the implications for our Faculty in light of the government’s push for integration of digital citizenship instruction. She says, “Much like mandatory Treaty Education, if preservice teachers are expected to effectively integrate digital citizenship into their future classrooms, we need to think about how we can best prepare them to do so while they are in the program.”

¹ From <http://old.digizen.org/about/>

IMPACTS OF THE SIX-YEAR CIDA (DFAI)

In June 2008, the 6-year Canadian International Development Agency (CIDA, now named Department of Foreign Affairs, Trade and Development, DFATD) Malawi TEVET Reform Project began the work of building the capacity of the Technical, Entrepreneurial, Vocational Education and Training (TEVET) system, specifically the Malawi Polytechnic. Capacity building was accomplished by designing, delivering, and renewing programs, and by developing and training managers and teachers to meet the challenges of poverty reduction and socio-economic growth in Malawi, which is located in southeast Africa. Capacity building in this context was defined as the ability of individuals and institutions to perform functions, solve problems, and set and accomplish goals and objectives. President Vianne Timmons believes this capacity-building goal held the greatest impacts: *"Helping build capacity at the University of Malawi Polytechnic was what I would consider the most significant impact of this project because that will have an important educational and socio-economic impact on the entire country of Malawi for years to come."* In August 2014, the project came to completion and though many impacts are yet to develop, the project team at this time is able to report many significant impacts, both planned and unanticipated, resulting from and through this project.

Planned Project Impacts: The TEVET system's capacity to plan, manage, renew programs, offer technical teacher training, and engage in applied research has been strengthened. A new strategic

plan for the Malawi Polytechnic has been developed and implemented. Sustainability is assured because the Malawi Polytechnic team has already assisted other institutions in developing strategic plans. Programs have been redesigned to ensure relevance, to address issues of access and success, and to prepare technical teachers to train students for employment and self-employment. Also, two new Bachelor's programs were developed. Further, Malawi Polytechnic faculty who received training in outcomes-based curriculum methodology are now assisting other faculties to renew their programs. TEVET managers completed seminars in effective management. Faculty were trained in distance education program development and delivery and a new distance delivery option for the Malawi Certificate in Education was developed. In addition, a graduate degree in technical and vocational education was developed and a second cohort has been recruited. Regarding these impacts, Doris Mtemang'omba from Malawi Polytechnic says, *"The project has been an eye-opener to the value of our programs at the Poly and to what more we need to consider in addressing the needs of Malawi. This has been a success through the curriculum review process and the development of a master's program in technical and vocational education. Through the project, we have been able to rethink our teaching practices...and learn from how our friends in Canada are utilizing current philosophies in teaching and learning."*

Early in the project, gender equity was perceived as critical to socio-economic development,

and thus, was included in the project as a cross-cutting theme. With the Forum for African Women Educationalists in Malawi (FAWEMA)'s support, the project designed strategies, such as the establishment of Mother Groups, which supported and fostered education for young girls by encouraging them to stay in school and to excel in subjects that provided the basis for scientific and technical training in later years. In addition, the project developed and implemented a Bridging Program for female students who were entering the Polytechnic and provided gender-sensitivity training for faculty and staff. Hyder Kazmi, Senior Marketing Advisor, U of R, was glad for the opportunity to participate in reducing the gender gap with his marketing and branding expertise. He says, *"The Malawi project gave me an opportunity to offer my knowledge and expertise in marketing and branding and to help change preconceived notions that parents and students in Malawi have regarding technical education. These notions directly impact enrollment. Through marketing and branding, female students can consider technical education as an option for them."* Doris Mtemang'ombe notes, *"The project has influenced girls' interests in technical and vocational programs. In the Technical Education department, we have achieved a 50-50 gender balance in-take and retention into our programs and we hope that the marketing skills we acquired through the project will help us to attract more females*

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(TD) MALAWI TEVET REFORM PROJECT

into the engineering programs.”

President Vianne Timmons’s and U of R Board of Governors’ Chair, Dr. Susan Barber’s participation in the workshop in Malawi relating to access, retention, and success of female students and faculty in higher education institutions contributed to important gender results.

Further impacts include minimizing the significant effect of HIV/AIDS through awareness training for faculty, staff, and students. As well, environmental protection through safe disposal of pollutants common in technical training institutions was highlighted through appropriate program and course design, and new environmental policy was developed at the Malawi Polytechnic.

Unanticipated Project

Impacts: Beyond these planned outcomes, several unanticipated outcomes developed.

Memorandums of Understanding for continued cooperation in areas of mutual interest were signed between the U of R and Malawian institutions; faculty and staff utilized new knowledge, skills, and abilities to train colleagues in other faculties, departments, and TEVET-based agencies; a mobility fund available to the Polytechnic beyond the timeframe of the project was established at the U of R to allow visiting scholars to visit and study a variety of topics; the Teaching and Learning Unit at the Polytechnic was revitalized; and the Malawi Polytechnic experienced increased influence within the TEVET system.

In addition, the twinning of an elementary school in Regina with a primary school in Malawi, along with a book drive have increased awareness about Malawi’s development challenges. Partly as a result of the increased awareness created by the project, faculty members in the Department of Technical Education have decided to pursue graduate and doctoral studies, with funding support from the African Development Bank and the World Bank. Another unanticipated outcome is that Canadian Project Manager Elaine McNeil was selected by the European Union Delegation in Malawi to conduct a feasibility study on TEVET in Malawi in preparation for the development of a Euro 160 million TEVET project. These significant achievements show, as Dr. Kathy Nolan says, *“the importance of international development work—it counts and is valued by individuals on many levels.”*

Collaboration was critical to the success of this project. Dr. Kathy Nolan says, *“In my mind, the biggest impact of the project rests in the relationships and collaborations built between University of Regina faculty and the University of Malawi Polytechnic faculty. I don’t think CIDA has yet found a way to measure relationships on their impact scale, or else there would be more funding available for projects like these.”* A number of collaborators were involved with this project. Beyond the two lead institutions, the Adult Education and Human Resource Development Program, Faculty of Education, U of R and the Technical Education Department, Faculty of Education, and Media Studies, University of Malawi Polytechnic,

additional partner institutions included Saskatchewan Institute of Applied Science and Technology (SIAS, now named Saskatchewan Polytechnic); University of the Fraser Valley (UFV), Ranch Ehrlo Society; Malawi’s Ministry of Education, Science, and Technology (MoEST); Forum of African Women Educationalists of Malawi (FAWEMA); Malawi’s Technical, Entrepreneurial, Vocational Education and Training Authority (TEVETA); and Malawi Confederation of Chambers of Commerce and Industry (MCCCI).

The project team found the support from the top administration of each lead institution was critical to the success of the project. Further, the close partnership between the project team members at the U of R and those in Malawi was essential to the enhancement of commitment to the project by the teams and management at the lead partner institutions in both countries, and to the quick resolution of issues which arose from time to time. Doris Mtemang’ombe says *“I am delighted to acknowledge the partnerships that have developed out of the project. We have built an extended family and the links are ongoing; it is as if the Poly has another Faculty of Education at the U of R.”* Understanding institutional cultures, including bureaucratic and administrative systems, helped to limit the frustrations caused by reporting delays. As Dr. Margaret Dagenais (SIAS) says, *“Enhancing cross-cultural understanding and learning how some aspects of our lives are similar and how our experiences differ”* was a major impact of this project. For example, she adds, *“we may have similar*

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CIDA MALAWI TEVET REF

aspirations (to live productive lives, maintain cultural integrity, and contribute to the growth and well-being of our country), but how we go about achieving them can be quite different. Often we as Canadians will focus on difference and miss the factors that unify us because the details of differences grab our total attention. When one of the participants was questioned about the challenges experienced with living and working as a Muslim, this educator responded 'We are Malawians first and Muslim second.'" Doris Mtemang'ombe also says, "We worked together and shared experiences; we had problems but we never lost hope; the Canadian team encouraged us to fight on, and here we are." Doctoral student and Malawi Project Manager, Rabson Mgawi says, "The project provided the Polytechnic with a chance to create better and lasting relationships with its partners."

Flexibility was also seen as critical for the success of this project. Margaret Dagenais says, "Flexibility is critical. To enjoy an international assignment and to learn from the experience, I had to be flexible about my expectations with regard to almost everything." Rabson Mgawi also notes, "I learnt that teaching and learning processes are complicated and as such required preparation, flexibility, and use of various methods to ensure effective and efficient delivery." Margaret says, "Learning takes time and needs opportunities

to use the concepts in multiple ways." She learned to "listen to the participants and to respond to their needs. Paying attention often meant revising the strategies to achieve the project goals." She further notes, "communication was critical to addressing the taken-for-granted assumptions that North American educators had about

the instructional space and the educational leadership, which led to miscommunications and unmet expectations."

What did this project mean for the U of R? President Vianne Timmons says, "The Malawi project was a significant learning experience for faculty, staff, and students at the U

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CIDA Tier 1 Grant Announcement (2008)



Curriculum and Policy Study Tour (June 2009)



Research Unit Study Tour (Oct 2009)



Project Steering Committee Meeting (Feb 2009)



Gender Study Tour in Canada (Sept 2010)



Curriculum, Gender, and Grad Study Tour (Sept 2010)



Management Workshop (July 2011)



Marketing Workshop with President Timmons (June 2011)



Instructional Skills Workshop (April 2012)



Visiting Scholars at the University of Regina (Oct 2012)

FORM PROJECT GALLERY



Curriculum and Policy Study Tour (June 2009)



Curriculum Stakeholder Focus Groups (July 2009)



Malawi Visiting Scholars (2010)



Instructional Skills Workshop (July 2010)



Project Steering Committee Meeting (Jan 2010)



Management Workshop (July 2011)



President Timmons's visit to Malawi (June 2011)



At Senga School in Malawi (June 2012)



Container full of books and teaching resources donated by the U of R and SIAST (2014)



(L-R) Carla Johnson (Administrative Coordinator), Rabson Killion Mgawi, (Project Officer), Elaine McNeil (Project Manager), Dr. Abu Bockarie (Project Director), (May 2013)

of R, in part because it demonstrated the global reach our work in Saskatchewan can have. Perhaps more importantly, members of our academic community learned that in circumstances where a shortage of monetary or material resources poses a serious challenge to education, innovation and creativity become the most important

resources we have." Hyder Kazmi also noted the impact of "seeing the contentment of faculty and staff despite the many challenges they face and how they make the most of limited resources."

What this project meant to Malawi Polytechnic is summed up by Rabson Mgawi, who says that for him, every aspect of the project, "from the birth (collaboration) to the end (reporting of achievements) was a thrust; however, I look at the skills and knowledge gained and shared with the local communities, for example Masubi in Mulanje and Senga in Dowa. In Masubi, the project supported the bringing back of girls to school through training of Mother Groups. In Dowa, the project initiated the re-introduction of vocational in the primary schools through the development of curriculum, the training of teachers, and the purchase of equipment and materials for the model school. Other thrusts include the Management and Entrepreneurship training sessions and their impact to the Junior Managers in TECVOC institutions and students. Feedback indicated that it would be good to have a repeat, so that more people could benefit."

The final report and participant reflective comments make evident the sheer magnitude of this project: the number of qualified researchers and participants involved, the numerous partners, and the extensive goals and achievements. The project was, in the words of Rabson Mgawi, "an unforgettable journey."

"An unforgettable journey"

By Shuana Niessen

TEACHER-RESEARCHER PROFILE

Photo Credit: Shuana Niessen



Tana Burrows is a social studies and history teacher at Balfour Collegiate High School and a sessional instructor for the Faculty of Education, U of R. She successfully defended her dissertation in November 2013. Her dissertation was deemed meritorious and worthy of an award. The following is an interview with Dr. Burrows.

1 What was the intent of your research?

The intent of my research was threefold: First, I hoped to gain a deeper appreciation of the ways in which students who are categorized or racialized White in a senior high school social studies classroom perceive their racialized identity and its connections to privilege. Closely related to this exploration, I examined my assumptions and understandings as they have developed over time due to my racialization and other aspects of my subject positioning (such as socio-economic class, language, gender, sexuality, etc.). Third, I examined how I, as a racialized White teacher, contributed to the students' perceptions, critical or otherwise. This inquiry was informed by Critical Race theory (CRT) and related approaches to critical race studies and was conceptualized as a qualitative ethnographic and auto-ethnographic study. The analysis of the student- and teacher-generated data involved critical discourse analysis.

2 What circumstances led you to research the topic of your dissertation?

I became interested in this research area for a number of reasons. First, I was increasingly uncomfortable with the seemingly uncritical acceptance of dominant discourses and nationalist narratives in my social studies classroom (a space wherein I hoped students

would learn or continue to be critically engaged, life-long learners). For example, students often readily construct Canada to be a tolerant and accepting nation even though together we examine several historical and contemporary non-examples of these claims (like the devastating experiences of many First Nations peoples at government sanctioned residential schools, racist immigration policies, and inequitable economic, legal, social, and educational realities today). It has been my experience that even after these examinations, we seem to almost naturally perpetuate a pride in ourselves and in the nation as students often note how great Canada is and how lucky they feel to be Canadian. Even in the face of overwhelming evidence to the contrary, rather than rethinking their glowing recommendations of Canada as a peaceful, kind, and caring nation, students often either dismiss these negative events or issues or view them as minor blips in an otherwise spotless record, thereby essentially "whitewashing our racist history" (Lund, 2006, p. 206). While I can appreciate the desire to be proud of one's nation, these nationalistic claims often precluded more critical examinations of our histories and contemporary society that required interrogations of the nation and its policies. Hence, rather than encouraging the development of critically engaged thinkers who acknowledge the complexities and inequities within society, it seems as though our shared experiences often enabled the perpetuation or (re)inscription of a nationalistic and inequitable status quo.

Second, with respect to educational policies and practices, it was becoming increasingly evident to me that the ways in which we were approaching teaching of and for diversity (often under the umbrella of multicultural, Aboriginal, and/or treaty education) and teaching for equity in mainstream educational spaces were not meeting with success (as defined by our stated goals such as equitable graduation rates or equitable access to programming). We were not (and still are not) ensuring equitable opportunities and outcomes for all students, nor were we reaching other social justice ideals like equality or the elimination of racial discrimination. While I was not able to articulate why we were falling short of these goals, I was beginning to appreciate that something significantly more than what we were doing was necessary. Hence this research inquiry grew from my desire to address the seemingly uncritical acceptance of the status quo in my classroom and to problematize my own pedagogical understandings and practices (as they reflect dominant approaches to teaching of and for diversity and equity in this province) so that I could

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develop a greater appreciation of the inherent structural racialized issues involved with these traditional understandings and approaches.

3 How has your research affected you professionally and personally?

My research has fundamentally affected many aspects of my life, both professionally and personally. Professionally, I have become more critically aware of the role I play as both a hegemonic and counter hegemonic agent within my classroom and the school at large. I am more aware of the structuring forces at work (many of which I am complicit in) that protect and (re)inscribe Whiteness in order to ensure its hegemony (and my privilege). Thus, my pedagogy is morphing into understandings and practices that are more critically and thoughtfully committed to the disruption of dominant racialized systems, towards more socially just ideals.

Perhaps even more fundamentally, this research has deeply influenced my personal identity as it has shattered the very way I see and understand myself and the place I occupy within society. The ways in which I understand myself (as a racialized White, middle class, English speaking, heterosexual, able-bodied, female teacher and mother in Saskatchewan) and the many privileges I enjoy at the expense of numerous others have changed significantly. While I have begun this process of developing a more critical consciousness, I imagine the enormity of these new-to-me realizations will likely have ongoing repercussions for many years to come.

4 What do you hope your research might accomplish in the field of education?

Beyond my own classroom and school space, I hope this research can inform the broader work of social studies education, development of educational policies and practices, and the professional growth of practicing and preservice teachers. Because social sciences courses often represent the primary places in which students engage with topics of power, privilege, the social construct of race, and processes of racialization, this research demonstrates the need to critically consider when and how these issues are included in the formal (and enacted) curricula, the impetus to thoughtfully and critically analyze pedagogical understandings and approaches for the ways in which they may (re)inscribe Whiteness and its corresponding privilege, and the call to authentically include and embed multiple and diverse

Photo Credit: Shuana Niessen



Tana Burrows with students from Balfour Collegiate High School

knowledges, perspectives, and ways of knowing within the curricula and within classroom practice.

Even though this research speaks to particular issues within my classroom, and more generally within social studies education, it may also inform broader educational policies and practices like multicultural education. Traditional approaches to multicultural education have often served to (re)produce perceived nationalist traits like equality, tolerance, and fairness, rather than to engage students in critical analysis and reflection of their own identities and corresponding connections to privilege or their interdependence with others who are diversely produced. It is my hope that this research adds to the growing volume of work, illustrating the need to take a more critical approach to educating of and for diversity and social justice within Canada.

This research also has the potential to inform the professional development of practicing teachers and the preparation of preservice teachers in ways that encourage (even require) them to (re)consider their own subjectivities and to examine the ways in which schools and education systems as a whole ensure the ongoing production of Whiteness. As I discovered intimately through this inquiry, the dysconscious perpetuation of Whiteness through mainstream educational practices only serves to maintain the status quo complete with its systems of privilege and oppression. Thus, this research helps to illustrate the impetus to adequately prepare practicing and preservice teachers to engage critically and thoughtfully with issues of power, privilege, the social construct of race and processes of racialization (and their places within these relationships), and to give them the necessary time and support to engage authentically with multiple aspects of critical

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pedagogy and self-reflection. Only then may teachers be able to recognize and critique the systemic forces at play within classrooms, schools, and society as well as their own subject position within these spaces, and thus be more equipped to thoughtfully and effectively plan for learning experiences that may encourage students to do the same.

This study clearly demonstrates the multiple ways in which teachers and schools (through curricula, practices, and policies) continue to perpetuate the status quo through the ongoing acculturation of students into mainstream society. It is my hope that this research adds to our understanding of why it is critical to ensure schools (teachers, administrators, policy makers, and of course the students) to critically consider and disrupt dominant discourses, nationalist narratives, and the structuring forces of Whiteness in order to disrupt the perpetuation of systemic, racialized inequities. If we continue to approach diversity and diverse peoples in normalizing ways, inequity will continue to be inadequately addressed in schools. Rather our schools will continue to actively oppress, to actively marginalize, to actively colonize peoples who are racialized non-White and ensure the continuation of positions of privilege within this racialized society.

5 Was it difficult to achieve your research goals? How did you overcome obstacles, whether personal or professional?

The greatest difficulty I faced in this research journey was striking the balance required to manage the arduous workload and to maintain personal relationships. Too often, I did not successfully negotiate a reasonable work-personal life balance and consequently, sacrifices were needed. Unfortunately these sacrifices often came at the expense of my time with others, including my family and friends. I was fortunate to have the generous and unwavering support of my husband and daughter as well as my extended family and friends. Their dedication to and support of me was the most critical aspect of my success. Some argue it takes a village to raise a child. I would argue it also takes one to complete a dissertation! I am so thankful for my generous and supportive village.

I was also incredibly fortunate to have a number of people make substantive contributions to this work and to my professional growth. The invaluable support, expertise, and compassion of my supervisor, Dr. Jennifer Tupper, and my committee members (Dr.

K. Montgomery, Dr. P. Lewis, and Dr. M. Anderson) were critical to the successful completion of this research.

In addition to the support of my family, friends, and colleagues, I was fortunate to have the financial support of my primary employer, Regina Public Schools. I received release time from my full-time teaching responsibilities to complete aspects of this work. This financial commitment made me feel valued as a professional and enabled me to complete this work at less of a tremendous cost to my family.

The Heart of the Research

The following excerpt illustrates one of the major themes that emerged from the data.

Of particular interest for this study were the ways in which students were able to overtly and implicitly dismiss inconsistencies or discrepancies of these nationalist discourses (i.e. the tolerant and multicultural nature of Canada). A common thread seemed to be that others are ruining it for us and these others seemed to be older Canadians, people living in particular regions, provinces, or less metropolitan areas, and just generally intolerant people (who do not seem to be us). Some participants seemed to acknowledge that we have contributed to some of these inconsistencies but we generally do it without meaning to, we are better than we used to be, and we are better than many other places and people. Through the dismissal or displacement of these inconsistencies or disruptions to the nationalist discourses, the dominant national identity of Canada and Canadians remains relatively intact, reinforced by and through the prescribed and negotiated social studies curriculum. Rather than acknowledging these inconsistencies and thus problematizing the nationalist discourses, these discursive strategies serve as (re)structuring forces that (re)inscribe Whiteness. As Hytten and Warren (2003) identify, "the excessive use and reiteration of these rhetorics ultimately serve to maintain and protect whiteness's discursively dominant cultural location" (p. 69).

Supervisor: Dr. Jennifer Tupper
Committee Members: Dr. Ken Montgomery,
Dr. Patrick Lewis, Dr. Mark Anderson
External Examiner: Dr. Darren Lund (U of C)
Defended: November 2013

TIME OUTDOORS PROMOTES PHYSICAL ACTIVITY IN YOUTH

Photo Credit: External Relations



Dr. Lee Schaefer of the Faculty of Education is part of the research team that found that being outdoors increases fitness levels of young people.

A team of prairie researchers has made an interesting discovery from their study of the activity and fitness levels of more than 300 children between the ages of 9 and 17 years of age.

The team: Dr. Lee Schaefer of the University of Regina, Dr. Jon McGavok Associate professor in the Department of Pediatrics at the University of Manitoba, and research colleagues from the University of Alberta, recently had the results published in the Journal of Pediatrics at the Cincinnati Children's Hospital Medical Center.

Research has shown that only 34 per cent of youth achieve the 60 minutes of moderate to vigorous physical activity (MVPA) each day, as recommended by the World Health Organization. While students get some physical activity during school hours, Schaefer et al.'s research shows that increased time outside for children is essential for students to meet recommended physical activity guidelines.

"Having our work published in a high-profile journal that often supports pertinent medical research affirms that our work around the outdoors and its impact on physical activity levels is important. The fact that this is an international journal also reflects that the research we are working on is transcendental and can be picked up broadly," says Dr. Schaefer, an Assistant Professor in the Faculty of Education at the University of Regina.

One of the ways that children often get more exercise is by spending more time outdoors after classes end. While there are many variables, including weather and types of activities, generally speaking when children are outdoors, they are more likely to participate in MVPA.

The research found that 17 per cent of students surveyed did not spend time outdoors after school. These students had 21 fewer minutes per day of MVPA.. They also spent an additional 70 minutes per day of sedentary behaviour, compared to those who spent most of their time outdoors after school. Young people who reported spending most of their time outdoors after school were three times more likely to meet guidelines for daily physical activity, and had significantly higher cardiorespiratory fitness levels than those who did not spend time outdoors.

"The support of the University of Regina and specifically the Faculty of Education has allowed me the time and resources to engage in research that is both important to me and the broader research community. Being published in the Journal of Pediatrics portrays that the supports being provided for scholars at the University of Regina are helping them to engage in research programs that are internationally recognized," Dr. Schaefer adds.

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EDUCATION STUDENTS' SOCIETY

Photo Credit: Val Mulholland



Photo above: At Student Welcome Week (L-R): Breanne Eberle, Education Students' Society (ESS) President, Tenille Kirtzinger (preK-5), Bryston Luxton (ESST), Eden Sampson (MYR). Top Right: ESS on the Green. Bottom Right: ESS Free Pancake Breakfast.



BEADING BETWEEN GENERATIONS



The "Beading Between Generations Exhibit"



Dr. Cindy Hanson, U of R, and Elder, Mary Naytowhow
from Sturgeon Lake



Larissa Dustyhorn, Beader
from Kawacatoose First Nation

The *Beading Between Generations Exhibit* ran from June 17 to July 4 at the Mann Art Gallery in Prince Albert, SK. This exhibit emerged from knowledge generated among eight Saskatchewan beaders, ranging in age from 24 to 95 years old, and representing Cree, Métis, and Saulteaux backgrounds, who participated in the study, "Intergenerational Learning in Indigenous Textile Communities of Practice." This research is part of a larger inquiry involving Mapuche weavers in Chile. The project was funded by Social Sciences and Humanities Research Council of Canada (SSHRC) and led by University of Regina, Faculty of Education, Associate Professor, Dr. Cindy Hanson, with student, Dakota Fayant-McLeod.

The beaders who came together to laugh, learn, and create as part of this study are Patsy Naytowhow, Andrea McDonald, and Mary Smith, Montreal Lake Cree Nation (who represent 3 generations of the same family); Larissa Dustyhorn, Kawacatoose First Nation; Bernice Hammersmith (Daigneault), Isle a la Crosse; Debbie Thomas, (Chitek Lake) Pelican Lake First Nation; Cecilia Mususkapoe, Ahtahkakoop Cree Nation; and Irene Campbell, Patchuanak Dene Nation. Artists used both contemporary and traditional design motifs in their works.

Dr. Cindy Hanson, researcher and curator, invited those who attended the exhibit to think about how the pieces tell stories of tradition, love, healing, resilience, and sharing. She says, "The pieces in this show demonstrate[d] appreciation for what happens when the mind, the heart, and the hands work together." Regarding the value of this exhibit, Dr. Hanson says, "As a community-based researcher, I see value in sharing the knowledge generated in a study with the community involved. When I asked the participants how they wanted to share the knowledge generated in the study, they decided that they would like to have an exhibition. This was the result of that decision." The exhibition was well attended and exposed knowledge about intergenerational learning in beading to a wider audience—academic, community-based, collectors, artists, and the public. The women who participated were validated for their work and in several cases networks and requests for further work surfaced.

There are many beautiful photos of the exhibit to view at <http://www.panow.com/node/457926>

STUDENT AWARDS



Catherine Ready, (photo above with grandfather, Chancellor Ready) a distinguished graduate in the Faculty of Education, was the first recipient of the newly created Bachelor of Education After Degree (BEAD) Convocation Prize. This prize was established by the then Dean, James McNinch, Faculty of Education in March 2014 to award, recognize, and encourage BEAD students. The BEAD Convocation Prize is awarded to the most distinguished graduate who has achieved an Outstanding in their internship and who has the highest program grade point average and compliments the only other award of the Faculty of Education, the STF prize.

Catherine graduated with a Bachelor of Music Education (minor in Social Studies) with Great Distinction. During her studies, Catherine was the recipient of the Academic Silver Scholarship (Fall 2013), and the City of Regina Henry Baker Scholarship (Fall 2013). She was also honoured by being on the Dean's List in fall 2012. Catherine has been actively involved in the community throughout her studies, including being a Skate Canada Official, a committee member of the RCMP Charity Ball for Creative Kids SK., and a volunteer accompanist for Dr. A. E. Perry School Choir. Catherine is currently employed with the Regina Public School Board at Coronation Park Community School and Grant Road School as the Arts Education Teacher (K - Grade 8). She also teaches piano, voice, and theory to students preparing them for Royal Conservatory of Music exams.



Mindy Anderson, (photo above with daughter) a distinguished graduate in the Faculty of Education, was the recipient of the Saskatchewan Teachers' Federation Prize. At each University of Regina convocation ceremony, the Saskatchewan Teacher's Federation (STF) awards a prize to the most distinguished student of the graduating class in the Faculty of Education who does not hold another degree.

The Faculty of Education was pleased to present the Saskatchewan Teacher's Prize to Mindy Anderson, who graduated with a Bachelor of Education in Elementary Education with Great Distinction. She completed her program through the Yukon Native Teacher Education Program (YNTEP), a partnership between the Faculty of Education and Yukon College.

During Mindy's studies, she was the recipient of the Academic Silver Scholarship (2011), Academic Gold Prize (2012 and 2013), and the Superannuated Teachers of Saskatchewan Scholarship (2013). She brings innovation, creativity, motivation, and confidence into the classroom. She is blessed with instintual qualities that make her a wonderful teacher, enhanced by a strong education program.



The Education Students' Society (ESS) has a new logo design. Clothing with the design is for sale through the ESS Executive. Check out their social media pages for up-to-date ESS information and events:

facebook: <https://www.facebook.com/reginaess>

twitter: <https://twitter.com/ureginaess>

or

<http://education.uregina.ca/ess/>

RECOGNITION OF ACHIEVEMENT



Assistant Professor **Sean Lessard** successfully defended his doctoral dissertation in December 2013 at the University of Alberta. Sean's supervisor, Dr. Jean Clandinin, indicated that Sean passed without revisions and that it was a privilege to be part of his significant achievement.



(Left to Right) Sessional Instructor, **Tana Burrows** (Supervisor—Jennifer Tupper); former YNTEP colleague, **Lori Eastmure** (Supervisor—Carol Schick); and former Secondment, **Shannon Kell (Funk)** (Supervisor—Nick Forsberg) received their Doctor of Philosophy degrees.



(Left to Right) Bac Secondment faculty member, **Claire St. Cyr-Power** (Supervisor—Laurie Carlson Berg) and Sessional Instructor, **Krista Baliko** (Supervisor—Ken Montgomery) convocated with a Master's in Education, and **Tatum Cruise**, Manager, Student Program Centre, received her Master's in Administration (Leadership).



2014 MEd graduate, **Heather Findlay**, was honoured with a \$2000 Saskatchewan School Boards Association Graduate Student Award for her work entitled, "Just a Pepper in a Bunch of Salt: Aboriginal Students' Stories of School."

**The First Western Canadian Conference on
American Sign Language (ASL) and English Bilingual Education
October 17, 2014
Faculty of Education, University of Regina, Ed 228
Registration 8:30 - 9:00 Reception 4:30**

**Conference Theme: "The State of the Art in Language and Literacy Education for
Deaf and Hard of Hearing Students"**

Guest speakers include Jim Cummins (OISE, University of Toronto), Robert Hoffmeister, (Boston University), Kristin Snoddon (Carleton University), and Charlotte Enns (University of Manitoba).



**For more information about the conference, see website:
<http://aslenglishbilingualconference.wordpress.com/>**

NEW FACULTY AND STAFF



Kathryn Ricketts has been working for the past 28 years in the field of dance and visual arts. Her work has been presented

throughout Europe, South America, Africa, and Canada. Kathryn ran her own company (ricketts dance co) in Copenhagen Denmark for 10 years and later, a 3 year professional dance training program called MainDance, as well as her professional company Plan B Dance Productions. For the past 10 years Kathryn has been focusing on social/political issues in her work with schools, galleries, and community centers, using movement, creative writing and visual art as the languages. She completed her Masters at the University of British Columbia on the topic of identity and place with personal stories interpreted through embodiment. Her Doctoral degree at Simon Fraser University furthered this research into areas of literacy, embodiment, and cultural studies with a method she has coined Embodied Poetic Narrative. She has recently arrived from Vancouver where she was an associate member of the Faculty of Education and Faculty member in the Teacher Education Department at the University of Fraser Valley. Kathryn is excited to take up her position in the arts education program of the Faculty of Education with her focus in dance. She and her husband are thrilled to be in Regina and soon hope to produce a visual and performing arts series in their newly acquired loft in the John Deere Tractor Building.



Gale Russell has been involved in the teaching and learning of mathematics for more than 20 years. After completing a BSc (Honours) in

Mathematics and BEd (with Great Distinction) at the University of Saskatchewan, she taught for 8 years in two rural Saskatchewan (SK) communities. During this time, Gale was a pilot teacher and then implementation leader for renewed Grades 10 – 12 mathematics in SK. Ultimately, these experiences led Gale to become the province's first Educational Consultant for K-12 Mathematics. In this position, Gale worked with math teachers within the province as well as represented SK in interjurisdictional endeavours. During this time, Gale also received her MEd from the U of R. Rounding off nearly 12 years at the Ministry of Education, Gale authored the renewed mathematics curricula for Grades 2 - 12 as well as co-authoring the curricula for Kindergarten and Grade 1.

Gale is now in the process of completing her doctoral dissertation in Curriculum Studies at the University of Saskatchewan, which is a theoretical study of an Indigenous worldview, mathematics, and the teaching and learning of mathematics. Gale has had publications within national and international mathematics education journals, is co-editor of a soon-to-be published book celebrating the first 50 years of the Saskatchewan Mathematics Teachers' Society, and was a contributing author in *Probabilistic Thinking: Presenting Pluralistic Perspectives*.

Recently stepping down as the president of the Saskatchewan Mathematics Teachers' Society, Gale has now taken on the role of journal editor for the society. In her spare time, along with spending time with family and friends, Gale dotes on her two dogs, Euclid and Chevy, and is gradually getting back to playing the bagpipes—a passion of 40 years.



Crystal Schmalle has been working at the University of Regina for 8 years. She has held positions on campus that have allowed

her to work with students, faculty, and the University of Regina's leadership team.

Crystal joined the Faculty of Education, Student Program Centre in August 2014, taking on the role of Assistant to the Associate Dean of Student Services and Undergraduate Programs as well as Program Assistant to the Nipawin Cohort students. She has an Office Education Certificate from SIAST and is currently completing her Degree in Business Administration at the University of Regina. In addition to working full-time and being a part-time student, she is married, has two children, and is the Head Coach of her daughter's soccer team. Crystal enjoys traveling, live music, and cheering for the Saskatchewan Roughriders. She is pleased to start a new adventure with the Faculty of Education and is looking forward to working with new colleagues and students.

RETIREMENTS



Carolyn Montgomery retired after 33 years. “My 33-year career at the U of R began at University Extension (CCE) where I worked



for 10 years before coming to the Faculty of Education in 1991. I worked for three Associate Deans and three Deans before retiring in



July 2014.” Carolyn says, “The decision to leave was made difficult because of the wonderful staff and faculty that I worked with during the past 23 years.” Carolyn received a standing ovation as heartfelt appreciation and recognition from the faculty and staff for her valued presence and work in the Faculty of Education.



Dr. Rick Seaman retired in June 2014, but Rick sees retirement as a continuum, part of a journey, rather than an end. Along the way, he has taken on multiple roles (professor, coach, mentor), but really everything he has done, and is doing, comes down to one role: a teacher. The highlight of his time with the Faculty of Education has to do with, in his words, “the people one meets on the journey.”



He especially appreciates staff for the intelligence and skills they bring to the work of the Faculty. As a math teacher, Rick enjoyed challenging his students’ abilities to think. “I used mathematical content as the vehicle to develop the students’ minds,” he says. A highlight of his time as a professor was in challenging his students to think across curriculum. Rick especially enjoyed building social



media into his classes. Regarding the value of the work we do in the Faculty, Rick speaks of his vision for continual program renewal. He believes that a continual renewal based on continual research, hearing from others, and building on the great ideas that came from the 70s and 80s, will allow a grad program that is “second to none,” with a dynamic faculty who “are the program.” Rick has his PhD on the wall in his office, a symbol of achievement, but what he points to when he thinks of achievement is the sweetgrass that is placed above his PhD: “It is a symbol of everything I have worked towards,” he says.

WORKSHOP ON ABORIGINAL PERSPECTIVES IN MATHEMATICS



Drs. Kathy Nolan (Faculty of Education) and Harley Weston (Department of Mathematics and Statistics Emeritus) were invited to conduct a workshop on Aboriginal Perspectives in Mathematics with K-8 teachers in Yellowknife Education District No. 1 on August 27, 2014. This was Kathy’s and Harley’s third visit to Yellowknife in the past year to work with YK1 teachers on linking K-8 Dene Kede curriculum outcomes with the mathematics outcomes of their Western and Northern Canadian Protocol (WNCP-based) curriculum. The photo shows (L-R): Harley Weston, Kathy Nolan, Scott Willoughby (Aboriginal Education Coordinator), Mattie McNeill (recently retired Aboriginal Education Coordinator), and Sheila Stewart (Aboriginal Language and Culture Teacher and Dene Kede Facilitator).

REFLECTIONS OF OUTGOING DEAN



Regina in 1996 to establish a Teaching Development Centre. This initiative was made possible by the Faculty of Education and the then Dean, Michael Tymchak, and Associate Dean, Meredith Cherland. These two individuals, who knew of my work with the Gabriel Dumont Institute and the SUNTEP program, believed that I had something to contribute to the University of Regina.

I have learned that a Dean epitomizes the ultimate in "middle management": mediating and negotiating the views and imperatives from the Central Administration of the University with the initiatives and beliefs of the Faculty and its members and programs and values. As a professional Faculty, we have more than our own disciplinary concerns to champion; we have responsibilities for the teaching profession in the research and teaching we do at both the undergraduate and graduate levels, and ultimately to the children and youth of this province.

I hope I have been able to make some contribution to the continued vibrancy of this Faculty and to public education in this province. Dr. Carol Schick has said that my championing of sexual and gender minority youth encouraged colleagues here to be "out and proud" about their own passions and concerns. Program and Faculty renewal must continue. Individual faculty members and the current leadership team and support staff have never been stronger. The late Maya Angelou has written "I've

learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." Ultimately any Dean is only as good as his or her Faculty and in this respect I have been very fortunate to work closely with some wonderful people. Thank-you. I look forward to my tenure as Director of Saskatchewan Instructional Development and Research Unit (SIDRU) for the next years and contributing to the vitality and vibrancy of our Faculty reflected in the articles of this issue of *Education News*.

By James McNinch

2008-2014

My tenure as Dean began in 2008 when two members of the search committee asked me to consider applying for the position, even though I had been appointed to the Associate Dean's position only the previous year. I considered myself the "accidental Dean" because I had never aspired to such a leadership position. The decision to throw my name into the hat was predicated by the incredible level of support I had received from this Faculty since I first came to the University of

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CAMPUS EVENTS

“The **good** teacher explains...the **great** teacher **inspires.**”

William Arthur Ward



Open House day, May 9, 2014, brought an unexpected number of students to campus. The Student Program Centre staff were busy with program advising sessions, and an Education booth in the EXPO where passers by were invited to participate in a modified board game based on the “Who’s Smarter Than a 5th Grader” game.



The Student Program Centre (SPC) hosted a **Student Accessibility Workshop** for faculty and staff, presented by the Centre for Student Accessibility on Wednesday, June 11, 2014. The workshop explained what the Centre for Student Accessibility does on campus, the duty to accommodate students, and the kinds of disabilities and conditions with which students register. They discussed how to accommodate students and reduce the barriers students face. Accordingly, the Student Program Centre now has qualified students who are able to serve as scribes, readers, proctors, and invigilators to support the students who qualify for accommodation. The SPC office can also manage requests such as separate rooms for exams. Wendy Campbell is the coordinator for these services and can be contacted through email: Wendy.Campbell@uregina.ca

RESEARCH SYMPOSIUM

"Public Engagement and the Politics of Evidence in an Age of Neoliberalism and Audit Culture"

July 23-25, 2015

Faculty of Education, University of Regina

This symposium will examine accelerating trends in higher education: neoliberalism, the politics of evidence, and the audit culture. In an age in which value is often equated with accountancy, we will examine the place in the academy for public intellectualism, community-engagement, Indigenous epistemologies, and how the impact of our scholarship is, and ought to be, justly assessed. Invited presenters will provoke lively discussion, but going beyond discussion, and blurring the lines between presenter and audience member, participants will be invited to engage actively with other presenter/participants in attendance for the purpose of effecting changes at their home institutions. Opportunities will be available for reconsidering and strategizing academic issues such as faculty criteria documents, measurement rankings, traditional impact factors, and other academic matters affected by the politics of austerity, neoliberalism, and new management technologies. Action will also be encouraged through submissions to a special issue of *in education* (the University of Regina Faculty of Education's peer-reviewed online journal), potentially collaborating on an edited book, TED-style dissemination videos, producing a list of recommendations, developing examples of inclusive faculty criteria documents, possibly developing a community impact factor as an alternative to journal impact factor metrics, and further actions as collectively discussed at the symposium.

Questions to be explored include the following:

- What counts as scholarship and why?
- How do we achieve accountability in an age of accountancy?
- How do we measure research impact, (i.e., journal impact factor vs community and policy impact)?
- Impact for whom?
- Who and how do we determine whose evidence and what research is legitimate?
- What can be done? How do we effect change to university practices?

Confirmed speakers include the following:

- **Dr. Marie Battiste**, University of Saskatchewan
- **Dr. Nick Carleton**, University of Regina
- **Dr. Norm Denzin**, Urbana-Champaign [by video]
- **Dr. Michelle Fine**, City University of New York
- **Dr. Chad Gaffield**, University of Ottawa
- **Dr. Rosalind Gill**, City University
- **Dr. Budd Hall**, University of Victoria
- **Dr. Yvonna Lincoln**, Texas A & M, Texas College
- **Dr. Marcia McKenzie**, University of Saskatchewan
- **Dr. Peter McLaren**, Chapman University
- **Dr. Christopher Meyers**, California State University
- **Dr. Leigh Patel**, Boston College
- **Dr. Andrea Smith**, UC- Riverside
- **Dr. Linda Tuhiwai Smith**, The University of Waikato
- **Qwul'sih'yah'maht, Dr. Robina Thomas**, University of Victoria
- **Dr. Eve Tuck**, State University of New York at New Paltz
- **Dr. Joel Westheimer**, University of Ottawa

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