



Faculty of Education

NEWSLETTER

Winter/Spring 2008

Just Communities



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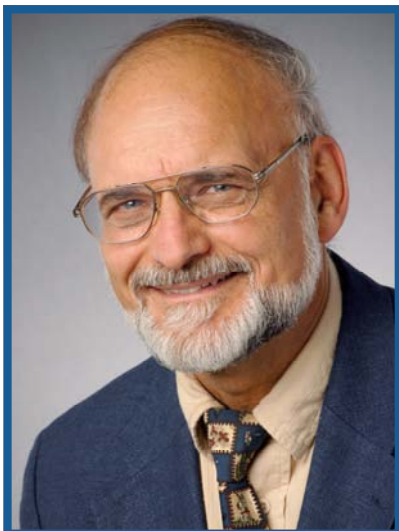


UNIVERSITY OF
REGINA

Inspiring and Transforming Education



Dean's Message



Dr. Michael Tymchak
Dean, Faculty of Education

Welcome to another edition of the Faculty of Education Newsletter. Once again we are treated to a broad range of activities, people, programs and places - the reach of the Faculty of Education at the University of Regina is really quite amazing! But reach and impact are not necessarily values in themselves, nor does the Faculty attempt to "do more"

simply for its own sake. Rather, as this edition of the *Newsletter* illustrates so well, reach and impact reflect our fundamental direction and purpose: the deep values we are committed to include, most emphatically - social justice and community development. This is the theme woven throughout the text, pictures, and articles you will find in this edition: whether it's the article on the (E)merging Professionalism Conference, held at the beginning of term, the exciting Tier I CIDA Project with Malawi, the WESTCAST Conference's "From Many People's Strength", the remarkable "Community-Based Master's of Education Programs" (partnered with NORTEP and the North West Regional College), or the Summer Institute planned for this summer (July) with its theme, "Anti-Oppressive Education and Teacher Activism: How Far will You Go?", not to mention the unique internship experiences and the research and other awards earned by our

faculty. All speak eloquently, each in its own way, to this deep commitment. Teaching and teacher education are both an art and a science; they are also a cause and a mission - influenced, informed and propelled by a shared commitment to justice, communities and a better world. Please join us in "full-spectrum teacher education" as you read this instalment of our *Newsletter*!



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In a Fall 2007 SIDRU Seminar presentation, Arts Education students represent, through dance, the concept of 'learning disabilities' in organizations, from Peter Senge's book, **The Dance of Change**.



A Successful Second Annual (E)merging Professionalism Conference for Pre-Interns



Faculty of Education Pre-interns were welcomed back for their winter semester on January 7 and 8 by participating in the second annual (E)merging Professionalism Conference 2008.

Eunice Cameron, principal and CEO of Cornwall Alternative School, opened the conference with an inspirational keynote, and Dr. Shauneen Pete closed the conference, taking the role of storyteller, and keeping the participants spell-bound with her own life story. One student described the keynote speakers as, "well spoken, providing beneficial insight into what being a teacher is about."

Pre-interns from two Aboriginal Teacher Education Programs, the Northern Teacher Education Program (NORTEP) based in La Ronge, and the Saskatchewan Urban Native Teacher Education Program (SUNTEP) in Regina, also participated in the conference. NORTEP students' comments about their experiences were positive: *The conference should be recommended to all other pre-interns...an excellent opportunity...The Student Association and the U of R were very welcoming to us...an enjoyable, worthwhile learning experience...It was great to meet with other pre-interns. Thank you for the opportunity.* SUNTEP students concurred, saying the conference was "a valuable experience," and they "hope other students will get to participate." The U of R students also gave positive



feedback and many students offered suggestions for improving future conferences. This conference provides an opportunity for Pre-Interns to participate across programs in professional development.



CIDA-Funded Project: Working Together to Improve Technical Education in Malawi



Congratulations to Dr. Rosetta Khalideen, Project Chair and Director of Adult Education and Human Resource Development (AE/HR); Dr. Abu Bockarie, Project Associate, AE/HR and Dr. Rod Dolmage, Director, Centre for International Education and Training (CIET), for their success in securing a Canadian International Development Agency (CIDA)(UPCD) Tier 1 grant in the amount of \$3,790,981 (over 6 years), to promote socio-economic development in Malawi through the TEVET Reform Project. The intent of the project is to support the Government of Malawi's goals of poverty reduction and socio-economic development through appropriate technical vocational policy and programming initiatives. The project represents an important new educational initiative for our Faculty, for the University of Regina and for the people of Malawi.

Rosetta Khalideen described the project as "a journey". Many others accompany Dr. Khalideen on this journey. In

particular, Elaine McNeil, from SIAST, who, through her technical education work in Malawi, was able to make a connection between the University of Malawi Polytechnic's Technical Education Department and the University of Regina's Adult Education program. Dr. Abu Bockarie, also a sojourner on this project, assisted with the formulation of the project structure. He was also a member of the team on the second visit to Malawi and has since been involved in the development of the project. The Centre for International Education and Training (CIET), in the Faculty of Education, provided financial assistance, advice, guidance and moral support. Bev Ross from the Office of International Cooperation and Development (OICD) continues to be helpful, especially with her budgeting skills. Two people who assisted in getting this project off the ground are Dr. Allain Boutet, the former Director of the OICD and Dr. Allan Cahoon, our former Vice-President Research and International. It was their belief that the U of R could fulfill an important need in Malawi that al-

lowed Rosetta and Elaine the opportunity to make that first, promising visit to the University of Malawi Polytechnic and its many partners. The result is the launching of this project that is significant to the U of R's internationalization strategy.

Dr. Khalideen writes,

What is noteworthy about this project is that it was initiated by the people of Malawi and not by the Canadian partners. A delegation from the Malawi Polytechnic visited the U of R in 2004 to ask for assistance with restructuring the institution's technical education undergraduate program and developing a Master's program. Through a number of follow-up communiqués, we learned that Malawi needed assistance not only with the development of programs at the Polytechnic, but that the Technical Entrepreneurial Vocational Education Training (TEVET) system needed to be streamlined. The Government of Malawi had identified in its 2000 Millennium Development Goals, its 2001 Poverty Reduction Strategy Paper and its 2003 Economic and Growth Strategy the importance of the reduction of poverty in the country through the development of critical workforce skills of its people. The Growth Strategy identified that the technical education system was not producing enough graduates to meet the current economic and social needs of the country and that the available technical training was inadequate and not appropriate to the labour market needs. The TEVET system was therefore not as effective and efficient as it should be. From our meetings with the key stakeholder groups in the TEVET system: the

(Continued on page 5)



University of Malawi, the Polytechnic, the Technical Entrepreneurial Vocational Education and Training Authority (TEVETA), employer representatives from the public and private sectors, the Ministry of Education and the Ministry of Labour, the project was designed to include the following activities:

- developing a strategic plan for the Malawi Polytechnic
- designing and implementing management training for the leadership within the TEVET system
- developing appropriate programs (both undergraduate and graduate) at the Polytechnic
- designing a ten-course technical education certificate program for distance delivery
- establishing a research unit at the Polytechnic
- designing new curricula for technical vocational education from basic to tertiary level

These activities will result in a restructured and renewed TEVET system and will facilitate the development of competencies necessary for employment and self-employment, thereby contributing to the eradication of poverty and the promotion of socio-economic development in Malawi. The outcomes of the project will be:

- a sustained capacity for planning at the Malawi Polytechnic
- enhanced leadership and capacity building in the TEVET system through management training
- improved coordination among TEVET partners

- trained technical vocational education instructors for various levels of the system
- increased access to technical training at the Polytechnic (particularly for women) through distance delivered courses
- a bridging program for women at the Polytechnic
- trained researchers and applied research activities to inform policy and decision making
- the dissemination of research results to the entire Southern African Region
- faculty at the Polytechnic trained in program re-design

these problems.

Over the next six years, this project will make a significant difference to the lives of the people of Malawi and again we are so very pleased that CIDA has provided us the opportunity to work with the people of Malawi to assist them to enhance their economic and social well-being.

-Rosetta Khalideen

Interspersed within the project are activities that would allow us to address CIDA's cross-cutting themes of HIV Aids, gender inequities and protection of the environment. Malawi faces many challenges in terms of these concerns and we are hopeful that some of the actions in the project would have an impact on





WestCAST 2008 Conference: Hosted by the Faculty of Education

The Faculty of Education, University of Regina, hosted the 40th annual WestCAST conference, February 13—16th, 2008. This conference, devoted to the preparation of student teachers, has a strong history and a loyal following across Western Canada. Each year one of the Teacher Education Programs west of the Ontario/Manitoba border agrees to host 3 days of presentations and workshops that serve to highlight the professional development of pre-service teachers.

ing diversity within schools has profound implications for pre-service teacher education.



**"Becoming a Teacher"
presentation by Arts Ed Players**

It would be an understatement to say that the challenges for educators have never been greater. This year the Faculty of Education, U of R took as our theme for WestCAST the provincial motto of Saskatchewan: **"From Many Peoples Strength"**. This was done with a purpose – to ensure that the diversity of the students in the K-12 systems we work with is celebrated and addressed in meaningful ways. Recognizing

Educators can no longer be satisfied, if they ever were, with simply replicating what has gone before us.

The hard-working and talented key-note speakers: Dr. Sherry Farrell Racette, Dr. Lee Gunderson, and Joan McCusker, helped to set the tone for the conversations that developed regarding educational change. Their knowledge and expertise inspired participants

to think beyond everyday concerns.

This conference is unique in that it invites pre-service teachers to engage first-hand in their own professional development as presenters and conference participants. Many faculty, staff, and student volunteers worked hard to make this conference a success.

"From Many Peoples, Strength" implies many things: each individual has something to contribute to the lives of others, each of us can learn from others, all of us need to learn to work together, and strength comes not just in numbers all the same, but in accentuating our many differences.

The motto of the Faculty of Education at the University of Regina is **"Inspiring and Transforming Education"**. This conversations focused on the transformations that are needed and how we can all make a difference. WestCAST 2008 was inspiring and transformative in unique ways for everyone involved. The next WestCAST conference will be held in Victoria, British Columbia by the Faculty of Education at the University of Victoria, February 18 —22, 2009

~James McNinch,
Conference Chair



Best Buddies Blues Band

See website for more pictures:

<http://educationaltechnology.ca/westcast2008/>



From Many Peoples, Strength



Caribe Steel Orchestra



Dr. Lee Gunderson



Erin Nystrom, ESS



Joan McCusker



Dr. Sherry Farrell Racette



Dr. James McNinch
Conference Chair



WestCast 2008



Aboriginal Knowledge in Teacher Education Symposium



The Saskatchewan Instructional Development and Research Unit (SIDRU) received \$50,000 from The Canadian Council on Learning for the project entitled, "Aboriginal Knowledge in Teacher Education". The project was also awarded \$30,000 from the Catherine Donnelly Foundation, through a partnership with the Centre for Northern Research and Graduate Study Education (CeNRGe), based at NORTEP in La Ronge. A further \$35,000 has been granted by the Aboriginal Learning Knowledge Centre.

The 'Knowledge Exchange' project involves ten Aboriginal Teacher Education Programs (TEPs) from across Canada, who presented findings of a 'Self-Study' at a Symposium held at the University of Regina May 26 -28, 2008. The goal of the symposium was to build an intentional, sustainable, collaborative community while

exchanging knowledge gained through the self-study. TEPs were encouraged to bring faculty and students to participate in the symposium. For some, the symposium was the first time they had ever been on a university campus.

Keynote speakers were: Dr. James [Sakej] Youngblood Henderson, Professor and Research Director of the Native Law Centre of Canada at the College of Law, University of Saskatchewan; Dr. Michael Tymchak, Dean of the Faculty of Education, University of Re-

gina; and Rita Bouvier, poet, teacher, and coordinator at the Aboriginal Learning Knowledge Centre Canadian Council on Learning at the College of Education, University of Saskatchewan. Sakej addressed the issue of indigenous languages and knowledge historically dismissed as the wrong kind of knowledge. He encouraged Aboriginal people to feel confident in the indigenous knowledge they have, and also in their ability to make contributions to science and to plans for sustainable development. A key point he made was about the purpose of learning: that of becoming human. Dr. Michael Tymchak provided a framework for understanding both the history of Aboriginal Teacher Education Programs, and also the value of coming together, and building a learning community. Rita Bouvier brought reflections on what she had heard during the presentations, and made connections regarding community and the centrality of language in knowing.



Learning is about being human
Sakej Henderson

Dr. Alec Couros gave a brief presentation on digital community building and participants were encouraged to sign up and participate in an ATEPnet social network website.

A panel of three: Dr. Herman Michell, First Nations University of Canada, Sarah Longman, consultant for the Regina Board of Education, and Peesee Pitsiulak, Dean of Nunavut Arctic College, talked of how Indigenous knowledge has enriched their lives, or in some cases how the lack of it was impoverishing.

The final planning session revealed an enthusiasm for carrying forward the work that had been done through the knowledge exchange project. A committee was formed that will meet to determine the location of the next symposium. The seeds of a new professional learning community have been planted. Dr. Michael Tymchak is the Project Director, Dr. Alec Couros and

Lori Eastmure are Project Associates, and Shuana Niessen is the Project Facilitator. Dr. David Friesen also joined the working group to give leader-

ship with the budget and to assist with the symposium design and planning.





Unique Internship Experiences

Digital Internship Project 2.0

The Fall 2007 internship semester saw 34 interns from the elementary, middle years, secondary, and arts education



programs along with their cooperating teachers participate in the Digital Internship Project 2.0. Funded by the Ministry of Education, the Digital Internship Project was designed to provide more than the usual support for interns to focus on the integration of Information and Communication Technologies (ICTs) in the teaching and learning process. This action research project was led by Dr. Alec Couros who worked collaboratively with a research team consisting of Dr. Vi Maeers, Dr. Marc Spooner, and Ashley Quark.

Preparation for the Fall 2007 Digital Internship Project began in the Spring of 2007, with members of the research team visiting pre-internship classes. They were asked to



describe the project and solicit volunteers to participate. In soliciting volunteers, the Digital Internship Project 2.0 team was not necessarily looking for students with technological expertise but, rather, wanted students who were interested in professional development and the use of ICTs in the classroom. As a result, interns who participated in the project had a wide range of technological experiences and abilities, from those who could only type on Microsoft Word and email to those who had experimented with blogging and podcasting. These interns were then paired with cooperating teachers who, similarly, were not necessarily technological experts, but who would support their interns' technological endeavours.

To prepare interns to use ICTs effectively in the classroom, interns participated in four "call-back" days throughout their internship to make students aware of the technological tools available as well as pedagogical approaches to integrate these technologies in the classroom to enhance student learning.

Workshops were led by members of the research team as well as various guest speakers, including technology consultants Dean Shareski, Stu Harris, Marnie MacMillan, and

Shelly Lowes, classroom teachers, Milissa Gavel, Kathy Cassidy, and Ev Sillers, and University of Regina faculty Julie Machnaik and Dr. Norm Yakel. Also, a digital online community was established at www.digitalinterns.ca to provide a forum for digital interns, their cooperating teachers, and other members of the educational community to share ideas and resources, ask questions, and offer support. Furthermore, to facilitate their growth and provide maximum opportunities for learning, every digital intern had access to a laptop for the duration of their internship.

Through classroom visits,



individual interviews, and focus groups, the research team witnessed tremendous growth from digital interns. Their willingness to grow as professionals and explore various ways to engage students in learning will allow them to become leaders in their school communities throughout their teaching careers.

Submitted by Ashley Quark



Unique Internship Experiences *continued*

Alternative Internships for Education Students

Five Faculties (Education, Nursing, Justice Studies, Kinesiology & Health Studies and Social Work) concerned with health and social care are exploring how to best integrate services aimed at not only improving intervention strategies, but also learning to work together in fostering health promotion and learning in schools.

The purpose of this study is to explore the experience of 40 pre-service professionals who engaged in a 14 week, full-time interprofessional internship in elementary schools. The research team sought to un-



derstand how an interprofessional practicum might alter the silo effect of professional practices by exploring issues related to communication and knowledge transference, how the students learned with, from

and about each other through collaboration and how the practicum was perceived to impact quality of care for children and youth.

~Submitted By Twyla Salm

U of R Partnership With Malaysia's Ministry of Education



Students from left to right: Eldon Irvine, Doug Possberg, Carlena Bulicz, Nancy Cooper, Vanessa Jeworski, Tianna Adams

An agreement made, December 2007, between the U of R, Faculty of Education and Malaysia's Ministry of Education creates a unique opportunity for 4th year, U of R Education students, who can now finish their final semester in Malaysia. Six students, between January and May, were in Malaysia at the institute Perguruan Persekutuan Pulau Penang in the city of Georgetown. The students spent time in both urban and remote

areas of Malaysia.

Preparing teachers to make transitions into cultures not their own, is a good idea. Not only will this experience in Malaysia be beneficial to students as a cross-cultural, international education experience, but also this experience will help students develop transferable skills and understanding for teaching in other culturally and ethnically diverse environments including communities in rural and northern Saskatchewan.

"We've got remote communities in Saskatchewan's North and some of them are desperate for teachers," says David Gray, instructor and contact

for the students while they were in Malaysia. "I think that by seeing remote communities in Malaysia, that's one way we can start better equipping Saskatchewan students to teach in Canada's North." Students in this program take a Malaysia-Saskatchewan comparative education course online to assist them in recognizing connections.

Three faculty, Rod Dolmage, Meredith Cherland, and David Gray were awarded \$3500 by the International Strategic Opportunity fund (ISOF) to help fund this pilot project.





Education for Sustainable Development Workshops

A series of five Education for Sustainable Development Workshops for Pre-Interns were held this past February and March, 2008. Over 100 Faculty of Education pre-intern teachers in the Elementary and Secondary Science and Social Studies programs attended the custom designed post-intern lead workshops.



Kris Gendall, Sara Smith and Lyle Benko



Student Leadership Luncheon: Students across Teacher Education Programs Join Together



On November 30, 2007, student leaders and faculty representatives from the Faculty of Education, the Saskatchewan Urban Native Teacher Education Program, and the First Nations University of Canada joined together to talk about their distinct Teacher Education Programs and field experiences. The students discussed ways in which they could work collaboratively in the future. Afterwards, the students enjoyed a lunch together.





Schooling and Sexual Orientation Workshop

On Wednesday March 26, 2008 Jana Wlock and Ashley Stark, fourth year education students, presented an interactive workshop to Faculty of Education students, instructors, and members of the community, called "How to Incorporate Gay, Lesbian, Bi-, and Transgender (GLBT) Literature, and Discussions into the Secondary English Language Arts Classroom."

The focus of the workshop was to create a discourse surrounding sexuality in education, as well as provide educators with practical information and resources to be used in the classroom. Participants were able to leave the presentation with a broader knowledge base concerning topics such as heteronormativity and were offered useful ideas to guide

them in creating an inclusive and safe environment for all students.

For Jana and Ashley, this presentation was a way to further their own professional growth by expanding on and sharing their knowledge of an educational issue that can no longer be silenced.

*-Submitted by
Ashley Stark*



Student Awards Reception 2008



Faculty of Education students attended the annual Spring Awards Reception Recognizing Outstanding Academic Achievement on Wednesday, March 27, 2008 in the Terrace Building on campus at Research Park. Dean of Education, Dr

Michael Tymchak and Associate Deans, Dr. Nick Forsberg and Dr. James McNinch were in attendance for the event. Faculty and staff were also on hand to represent the various Education programs including SUNTEP, First Nations University, and the

Baccalauréat en éducation. Each student was presented with a certificate recognizing academic achievement over the past year. Congratulations to all students!



The Community-Based Master's Program: Rethinking Graduate Education



**Dr. David Friesen with students in the
Community-Based Master's Program**

Let me start by giving you a brief overview of this exciting new graduate program. We have 19 educators in the northwest region of the province taking the program through our partnership with North West Regional College, and 24 educators in the north taking the program through our partnership with NORTEP in La Ronge. Between the two sites the students come from about 15 different communities. The 2-year Curriculum and Instruction program is offered on-site and consists of 8 courses and an action research project. Innovative delivery includes weekend classes, on-line classes, summer institutes, and weekend/on-line blended classes. The community-based action research project is the focal point of the program and is started in the first class. The major content themes for the program include: community oriented schools, collaborative leadership, aboriginal knowledge in education, expanding the north through IT, and action research and change. Instructors in the program

include members of the Faculty of Education, and experienced and qualified sessional instructors. Each host institution guarantees 20 seats so that there are resources to run the program on-site. The Centre for Continuing Education partners with the Faculty of Education to deliver the program.

How are things going? Students are nearing the end of their third course. So far they have studied action research, curriculum theory and practice, and leadership for community schools. They have submitted their draft proposals for the action research project, and are preparing ethics applications to proceed with their research. The research questions are fascinating. All of the projects are linked to the local community and involve collaboration beyond the school.

What are students saying? We have designed an extensive questionnaire to administer in the spring to both cohorts. However, we have heard enough anecdotal feedback

to convince us we are on the right track. At a recent advisory meeting in La Ronge, student representatives told us that they didn't think anyone in the cohort would be able to complete a masters degree without this program. They see it as a program that is integrated—the project is part of every class—and is directly linked to their professional practice. They experience strong support from their peers. Recently a student wrote to me and said that he is "so grateful for the program" and that "I am learning so much about myself." Another student had the opportunity to speak to the President of the University of Regina at a reception and tell him about the program. Another student told me about the unwritten motto of the northern cohort—"we are getting through this together; no one will be left behind." Another good sign: both sites have asked for new cohorts to begin as early as summer 2009.

The program presents new possibilities for partnerships with school divisions and First Nation school systems. For example, in the northern cohort, the Northern Lights School Division sponsors 15 teachers, 4 of whom were selected by the Northern Areas Teachers' Association. As well, a number of students are sponsored by First Nation education systems.

Some are asking if we can still maintain a strong University of Regina identity in such a program where students don't set foot on campus? I believe we can. The students have strong direct connections with

(Continued on page 15)



Inclusive Education Award

the library to support their research and assignment activities. They receive instruction from faculty and sessionals who are identified as University of Regina people. The courses are from the Faculty of Education's graduate listings. The more important issue is providing students with a quality, integrated, and relevant program. What students see is this program coming to them from a University that is innovative, daring, and supportive enough to take the program beyond its own physical borders.

~ Submitted by Dr. David Friesen; Director of Community-Based Master's Programs

Three faculty members: Darlene Solie, Val Mulholland, and Denise Morstad, were honoured with the Distinguished Agency Award by Regina and District Association for Community Living (RDACL), for their inclusive practices in their classrooms, which help to ensure that people with intellectual disabilities can participate fully as valued citizens in our community. Each instructor has volunteered to bring Campus For All students into their classrooms. Campus for All students audit university level education classes and partner with at least one student. Campus For All hopes to expand this program in the Faculty of Education and other Faculties on campus.



Roxanne Cherpin (Campus for All),
Denise Morstad (Faculty of Education), and
Val Mulholland (Faculty of Education)



Denise Morstad (Faculty of Education),
Roxanne Cherpin (Campus for All)
and Darlene Solie (Faculty of Education)

STF Leadership Transition

On Thursday, April 10th our Faculty hosted a reception and partnership event to honour **Lyle Vinish** and **Gwen Dueck** on an important leadership transition in the Saskatchewan Teachers' Federation. Lyle retired this year from the Federation in his role as General Secretary, and Gwen Dueck, former,

Assistant General Secretary, took on the role of General Secretary as of April 1, 2008. During the reception both Lyle and Gwen discussed "Transition Reflections," comparing and contrasting their perceptions of the changes which are occurring both in the leadership and in the vision of the STF.



Lyle Vinish



Gwen Dueck



Awards, Research Grants, and Recognition

Research, as one form of scholarly activity in the university, is highly valued by the Faculty of Education. During this past year several members of Faculty and Doctoral students have been successful in securing awards and grants to advance their research. Several of these grants come from the Health and Social Sciences, reflecting an increased emphasis on inter-professional collaboration.



Dr. Scott Thompson, was awarded \$75,751 from the Social Sciences and Humanities Research Council (SSHRC) New Scholars award. Scott also received a \$2,646 Research Time Stipend.



Dr. Laurie Carlson Berg, as part of a team of researchers, including several professors at Collège universitaire de Saint-Boniface, was awarded funding in the amount of \$1 million from the Community-University Research Alliance (CURA) and \$250,000 from Community Partners for a project to study francophone education and schooling in Western Canada.

Dr. Carlson Berg was also the recipient of a Humanities research Institute course release stipend.



June Zimmer, a member of the BAC program and a doctoral student at the U of R, was awarded a Doctoral Research Award of \$66,000 from the Canadian Health Research (CIHR) for a project entitled: "Assessing the 'in motion' initiative: Children's physical activity promotion in Saskatchewan elementary schools."



Dr. Ron Martin, as part of a team of researchers, headed by Dr. Thomas Hadjistavropoulos, was awarded a grant of \$2.4 million by the Saskatchewan Health Research Foundation (SHRF). Their project is entitled, "Research and Community Alliance for Quality of Life in Long Term Care". Dr. Martin was also awarded a total of \$162,845 along with a Research Time Stipend of \$18,000 by the Social Sciences and Humanities Research Council (SSHRC).



Dr. Cyril Kesten, was awarded \$10,500 by the Campus Saskatchewan Policy, Programs, and Planning Committee for a TEL project, EC&I 809—Program Evaluation.



Dr. Larry Steeves was awarded \$10,500 by the Campus Saskatchewan Policy, Programs, and Planning Committee for a TEL project, ED870AR-Introduction to Human Resource Management in Education.



Dr. Rod Dolmage was awarded \$4,500 by the International Strategic Opportunity Fund (ISOF) for a project entitled: "Leadership Seminar for Senior Educational Administrators in Rural Guyana."

Dr. Dolmage was recently elected President of the Canadian Association for the Practical Study of Law in Education (CAPSLE) at its 2008 General Meeting.



Dr. Fatima Pirbhai-Illich was awarded \$4,939.30 from the President's Fund (SSHRC General Research Grant Fund) for the project entitled, "Engaging Urban Aboriginal Adolescents in Critical Multiliteracies".

Dr. Pirbhai-Illich received an additional \$2,135 from the SIDRU Educational Research and Professional Development Funding for this project.



Dr. Barbara McNeil



Dr. Paul Clarke

Dr. Barbara McNeil and Dr. Paul Clarke received \$5,000 funding from the SIDRU Educational Research and Professional Development Fund for a project called, "School Leadership for Literacy and Social Justice".



Dr. Patrick Lewis received funding in the amount of \$1,200 from the President's Fund (SSHRC General Research Grant Fund) for the project entitled, "Remembering a Good Teacher (Looking for a Good Teacher)?"



Dr. Ann Kipling Brown was awarded \$3,100 from the SIDRU Educational Research and Professional Development Fund—Professional Development for her project, "Learning Beyond the Walls. The Fine Arts, Community, Technology, School and University as Collaboration for Learning: Phase II"

SIDRU (Saskatchewan Instructional Development and Research Unit)

The research arm of the Faculty of Education since 1985; proudly serving the educational community by conducting research and engaging in development activities that contribute to improvement of the quality of education in Saskatchewan.

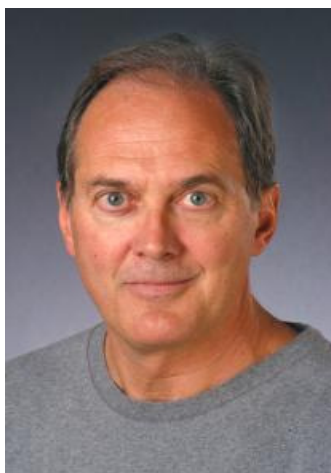


Awards, Research Grants, and Recognition cont'd



Dr. Lace Marie Brogden was the winner of the 2007 HRI Student Essay Prize. Humanities Research Institute presented this award to her on Tuesday, November 6, 2007.

Dr. Brogden also received \$1,800 funding from the SIDRU Educational Research and Professional Development Fund for her project, "(Auto)ethnographic Re:inscription (s) of Linguistic Norms Through Pre-service Field Experiences."



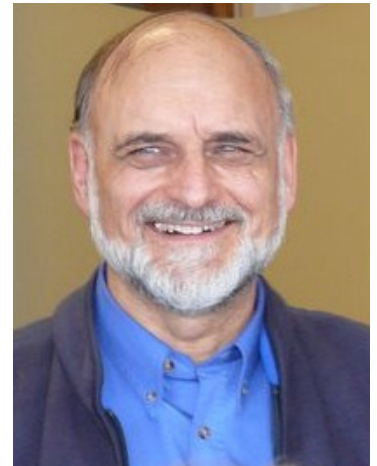
Dr. Patrick Douaud published, **The Western Métis: Profile of a People**. Dr. Douaud served as the general editor, and also wrote a chapter in the book which features a wide variety of articles on the Métis people and their important place in Western Canadian history and politics.



Dr. Kathy Nolan, during her sabbatical year in 2007, published two books: authoring **How should I know? Preservice teachers' images of knowing (by heart) in mathematics and science** and co-authoring **Opening the research text: Critical insights and in (ter)ventions into mathematics education**.



Dr. Nick Forsberg was honoured at the Faculty and Staff Achievement Reception for the 2007 R. Tait McKenzie Honour Award that he received in May 2007.



Dr. Michael Tymchak is the recipient of the Arbos Award for Distinguished Support of Education and the Teaching Profession. The Saskatchewan Teachers' Federation awards individuals who have made outstanding contributions to education and who have brought honour to the teaching profession. The Arbos, awarded only occasionally by the STF Executive, is the highest honour that the Saskatchewan teaching profession can confer. Michael was presented with the award in Saskatoon at the STF's Annual Council Meet on April 25th, 2008. With the Arbos Award comes honorary life membership in the STF.



Phyllis Fletcher, received the 2007 University of Regina President's Award for Service Excellence at the Faculty and Staff Achievement Reception.



Farewell and Best Wishes



Dr. Norbert Witt

Dr. Norbert Witt resigned from his position as Assistant Professor in December, 2007. Norbert returned to Ontario.



Dr. Rosetta Khalideen

Dr. Rosetta Khalideen has tendered her resignation from the position of Director of the AE/HRD Program, effective June 30, 2008, in order to take up the position of "Dean of the Faculty of Professional Studies" at the University College of the Fraser Valley in British Columbia. Rosetta has made a wonderful contribution to the Faculty over many years.



Vicki Minhinnick

Vicki Minhinnick retires after more than 30 years of service to the University of Regina. Vicki started at the University in 1978 in the Faculty of Fine Arts as a Clerk Steno. In April, 1979, she went to Social Work and started working as a Clerk Steno II, beginning a long and valued journey working with students. She came to the Faculty of Education 1995 as a Clerk Steno III in the Department of Vocational/Technical Education. Along with this Department she assumed the responsibilities of the Graduate Program in 1998. In 2000 she became the Program Coordinator for the Research and Graduate Programs in Education. Vicki anticipates taking July and August off to garden and golf before considering her future.



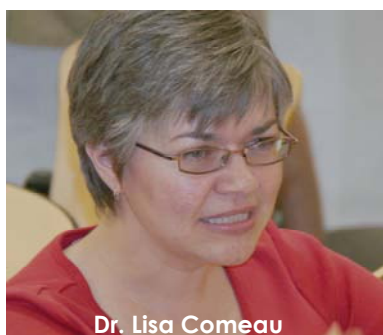
Twyla Mensch

Twyla Mensch, Instructor in the Early Childhood Department resigned from her position in December, 2007. Twyla moved to a new opportunity, accepting a position with the Ministry of Education as an Early Childhood Education Consultant.



Dr. Margaret McKinnon

Dr. Margaret McKinnon, colleague and former Dean of the Faculty of Education, has decided to retire effective June 30, 2008. She had been seconded (on a half-time basis) from the Faculty of Education to The Centre for Teaching and Learning, where she has been applying her understanding and experience to the Centre's work in the area of the scholarship of teaching. Margaret served the Faculty as Dean from 2000 – 2006.

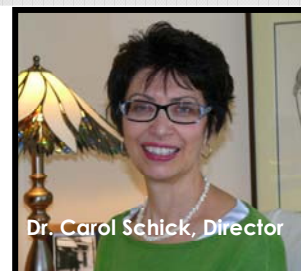


Dr. Lisa Comeau

Dr. Lisa Comeau leaves the Faculty to take a new job with the Federal Government in Ottawa. She has been working at the Centre for Social Justice and Anti-Oppressive Education for the last 3 years.

Farewell

The Centre for Social Justice & Anti-Oppressive Education



Dr. Carol Schick, Director

in conjunction with the Faculty of Education and the Education Graduate Office, is hosting a three-week Summer Institute for master's students:

July 2 to July 23, 2008 ***Anti-Oppressive Education and Teacher Activism:*** ***How Far Will You Go?*** **Summer Institute**

The purpose of the **Centre for Social Justice & Anti-Oppressive Education** is to promote, support, and conduct research in anti-oppressive education. Social justice is the overall aim of the Centre as supported through academic writing, teaching, dissemination of information, research and practice, especially as found in education settings.

The Summer Institute is a dedicated time of engaged teaching and learning for people completing graduate degrees. The Institute will focus on critical education theory and practice for teachers and community leaders. All those interested in addressing issues of inequality, especially through schooling, are encouraged to attend.

Students will register in two closely co-ordinated courses to earn six credit hours toward their graduate degree. All registered students will be enrolled in a newly created common course held in the morning: ED 870AI Anti-Oppressive Education and Teacher Activism. This core course will be led by **Dr. Carol Schick**. Students will also choose one afternoon course that is linked thematically to the morning course: ED 800: Introduction to Educational Research: **Dr. Marc Spooner** ; EC&I 804: Curriculum Development: **Dr. Barbara McNeil**; and EC&I 808: Instruction: Theory and Practice: **Dr. Lace Brogden**.

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