



Faculty of Education

NEWSLETTER

Spring 2007

Dean's Message

Welcome to the latest incarnation of our Faculty of Education *Newsletter*. I know that you will find it interesting, informative and, I hope, inspiring. The range of articles and the activities and projects covered in this first edition of the newsletter is really quite amazing. I want to congratulate the Editorial Board, James McNinch, Val Mulholland, and Carol

Fulton, on the fine work they have done and the Managing Editor, Shuana Niessen for the superb job she has done. The 'community-building' theme of this edition captures the spirit of so much of what we have been about as a Faculty over the past academic year—building partnerships, engaging in collaborative ventures, and reaching out

to many, diverse communities. Be prepared for a good read!



Dr. Michael Tymchak

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COMMUNITY-BUILDING

Unique Partnership Creates a Community-Based Master of Education Program

Commencing July 2007, a Community-Based Master of Education degree program will be delivered to educators in off-campus locations as a result of a unique partnership between North West Regional College, NORTEP and the University of Regina, Faculty of Education. "This program," says Dr. David Friesen, currently the Associ-



Dr. David Friesen

ate Dean of Education and soon-to-be Director of the Community-Based Master's Program, "will make a special effort to bridge theory and practice so as to more effectively address local educational issues and practices." While addressing local educational issues, the program is also designed to accommodate the professional life of teachers by offering two Summer Institutes and week-end delivery of courses with on-line components during the spring and fall, as well as two on-

line courses during the winter. The program will be offered at two sites in 2007-09: North West Regional College, Meadow Lake/North Battleford, and NORTEP, La Ronge.

For more information contact: Dr. David Friesen

David.Friesen@uregina.ca

A Publication of the
Faculty of Education
University of Regina,
Saskatchewan CANADA

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Inspiring and Transforming Education



(E)merging Professionalism Conference Highlights



A 3rd-year pre-internship conference sponsored by the U of R Faculty of Education, FNUC, and SIDRU was held January 8 and 9, 2007.

This was an exciting opportunity for education students to join together from the U of R, SUNTEP and FNUC, and experience a wide variety of sessions in a professional conference format.

The spirit of School^{PLUS} was evident in the structure of the conference which included professionals from the community presenting seminars and keynote speeches, and attempting to meet diverse learner needs through a broad range of learning modules.

Students selected from topics such as: bullying, Aboriginal education, drug awareness, multicultural education, arts education, core french, homophobia, exploring FASD, science education, youth violence, outdoor education, ateliers en français, and School^{PLUS}.

Denise Morstad's session, "Heartbeats: Using Drum Circles to Build Community in the Classroom," was one of the many interactive educational experiences offered to participants at the conference.

"The drum circles were fantastic." (Student comment)



Keynote speaker, Cal Johnson, Chief of Police, gave an engaging, philosophical speech about professionalism. His talk allowed students to consider the concept of professionalism from the point of view of another profession. Students were able to identify ways in which they as teachers will be working towards similar goals as other professionals in the community. Elder Isodore Pelletier inspired students with his personal story, challenging students to be the teachers that would accept the hard work and responsibility for shaping a new future that listens to the stories of all peoples, and of working to ensure that people are not discriminated against.

Engagement and participation was high. Students seemed to appreciate the professional atmosphere, and the plethora of topics from which to choose their sessions. One secondary student commented that the "opportunity for new learning was great because sessions offered were on topics not often addressed in classes." A SUNTEP student

really liked the conference because students were able to meet other students in the education program at the university.

Kathleen Badali, chair of the Emerging Professionalism Conference, gave this comment. "The (E)merging Professionalism conference was an exciting way to begin the winter semester. It helped to focus the students on educational issues and/or strategies and gave the students the opportunity to be responsible for their own professional development. The conference also provided the faculty an important opportunity to meet and to connect with educational partners in the community, and it gave the students an opportunity to meet and interact with their educational peers in different programs and in different faculties. In addition, the students were able to make choices for themselves and were able to demonstrate their commitment to their own professional development, and their willingness to take an active role in their profession."

New Edition of *Policy and Practice In Education*: A Journal Addressing Issues, Research and Practice in the Education of Teachers

A new edition of the Faculty of Education's journal, *Policy and Practice In Education* has been released. Volume 12's articles explore the importance of quality education and the ongoing dialogue between teachers and learners. You will benefit from articles

and reviews written by Faculty members and by contributors from as far away as Australia.

The next edition, Volume 13, will be a digital, paperless journal, free of charge to anyone with access to the Web. The journal will remain peer-

reviewed and broadly focused on issues of interest and concern in education. *Policy and Practice in Education* is a great place to publish your work, too. You can make submissions to Juanita Duncan, Editorial Assistant, SIDRU: Juanita.Duncan@uregina.ca



New Middle Years Program takes Students to Fort Qu'Appelle

Rural Schools Welcome Middle Years Pre-interns

Twenty-eight pre-interns and three instructors in the new Middle Years Teacher Education Program at the University of Regina were welcomed into three schools from October 16-27, 2006 in the newly formed Prairie Valley School Division. The staff and students at Balcarres School, Fort Qu'Appelle Elementary Community School, and James Hamblin School in Qu'Appelle provided rich learning and teaching opportunities for the pre-interns during the day, while the Calling Lakes Centre (formerly

Prairie Christian Training Centre or [PCTC]) provided a home away from home in the evenings. Instructors Meredith Cherland, Carol Fulton, and David Gray stayed in residence with the pre-interns in the evenings to provide guidance and support as the student teachers planned their lessons.

The new Middle Years Program emphasizes "teaching for a better world" by helping teacher education students learn to examine and address social and environmental issues, as well as become active citizens who work toward change. The rural school settings provided the teacher education students

with experience working in community schools which attempt to meet the needs of Aboriginal and non-Aboriginal students. Although the student teachers felt they were on a steep learning curve, they understood this immersion experience was extremely valuable. This was the second year of the newly designed Middle Years Program.

By Dr. Carol Fulton



Student Leaders' Luncheon

A Student Leader Luncheon, hosted by Dean M. Tymchak, was held Feb. 6, 2007. Invited to the Luncheon were students from Education Students' Society Executive; Students from Saskatchewan Urban Native Teacher Education Program (SUNTEP); and First Nations University of Canada students. Nick Forsberg and Janice Thompson, SUNTEP Coordinator, also attended.

The purpose of the Student Leaders' Luncheon was for students to meet other student leaders from Education, SUNTEP, and First Nations

University to discuss initiatives and provide updates of ongoing activities. The luncheon also provided the opportunity for the Dean to present the Canada Millennium Scholarship for 2006 to two education students - Jeremy Sundeen and Erin Mcivor.



Campus For All: Building a Diverse Learning Community

In February the ELNG 450 education class and Campus For All held a potluck lunch with Campus For All facilitator, Joan McCulloch, and faculty participants, Val Mulholland and Denise Morstad, celebrating a successful year of working together. While advocating the benefits of this alliance, Denise Morstad states that Campus For All is a “win, win, win” situation because it benefits everyone: Campus For All students, teacher education students, and professors. Campus For All students audit education classes and partner with at least one teacher education student as a tutor. Rox-



Denise Morstad, Faculty of Education, and Roxanne Cherpin, Campus For All student, demonstrate their positive experience together.



anne Cherpin, a Campus For All student, is excited about this opportunity to develop new friendships, and social skills. As well, Campus For All students have full access to opportunities and privileges as students of the university. Life-long relationships are formed through the tutoring relationships. This opportunity gives students new skills, experiences and contacts. In addition to forming great relationships with Campus For All students, teacher education students and professors develop new skills for teaching and working with students with learning disabilities, so essential for their careers in education.

This is the first program of its kind in Saskatchewan. Denise Morstad enjoys the opportunity to not only teach about diversity in the

classroom, but also to model this in her own classroom at the university.

When teacher education students are asked whether they feel that Campus For All students slow the pace of university classes their unanimous reply is “No.”

Campus For All students are also a benefit to their classes especially because they model great attitudes toward learning. Joan McCulloch, Facilitator, hopes to bring students into other programs at the university in the future. She says there is a long waiting list of students who would like to benefit from the program.



Joan McCulloch, Facilitator

READers

Twice weekly during the fall and winter semesters, READers gather in the library of Imperial Community School. For the primary grade students, READ is considered an after-school treat with snacks, a story, and time to read with their reading partners – “joyfully literate” adults. These reading role models include teacher education students from the Faculty of Education, community volunteers, and seniors with time to share their love of books with an eager but inexperienced reader.

The READ program was developed in 1999 by educators

to provide additional opportunities for pleasurable and nonpressured reading time for selected students in Grades 1 and 4 inclusive. With reliance on volunteer tutors, READ offers these students personalized attention as the student/volunteer pairs enjoy the informal conversations and personal connections that reading provides.

READ, as an acronym and a program, represents the essentials for every reader’s lifelong connection to reading which include:

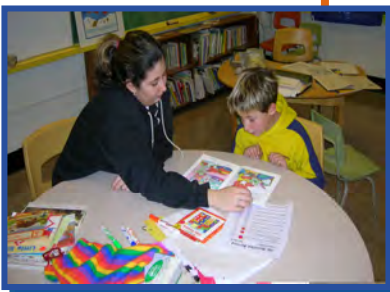
- Time to **Read**
- **Enjoyment** of the universal

pleasures of snacks and shared stories

- **Appreciation** for a reading mentor or role model
- **Discussion** with opportunities to make personal connections between books and the reader’s experiences.

Ultimately, READers discover the endless pleasures of books to read, enjoy, appreciate and discuss.

By Karen Lind, Coordinator of the READ program, Instructor, Faculty of Education



Kyle Spiers
(Student READ program)



Greystone Centre for Interprofessional Collaboration in Education

In 2006, Greystone Managed Investments Inc. donated \$100,000 to the Faculty of Education to



Greystone Managed Investments Inc.
Board of Governors

create the Greystone Centre for Interprofessional Collaboration in Education (G-CICE). This centre is being used to help future teachers and human-service professionals work collaboratively to meet the needs of students.

G-CICE endeavours to address and break down the barriers that have prevented human service providers from working together to benefit students and the community. Projects co-ordinated through the centre engage students in real-life, problem-based interventions under the supervision of academic and field professionals. One such project is the



Twyla Salm, Director of Greystone Centre (left); Michael Tymchak, U of R, Dean of Education (middle); Rob Vanderhooft, CEO Greystone Managed Investments Inc. (right)

Interprofessional Internship/practicum.

Dr. Twyla Salm, Director of the G-CICE, works with a cohort of six students for a 13-week period. This group consists of teacher education students, nursing students, kinesiology, human justice and social work students. The collaborative group work with students and youth from St. Mary's School in Yorkton, St. Francis School in Regina, and Ranch Erhlo in Regina, making comprehensive assessments of children, their family systems, and their cognitive and physical conditions. Students present workshops on relevant issues, such as dealing with bullies, or working together to solve problems.

G-CICE also offers a workshop to school representatives such as teachers, social workers, nurses and parents involved in working with students in schools. The workshop gives participants the opportunity to identify best practices for overcoming barriers to collaboration, establishing a network or learning community with individuals, organizations, and communities; and to investigate and contribute to the knowledge base regarding issues of social justice and interprofessional collaboration in schools. This workshop will be held April 26 and 27, 2007 at the University of Regina campus.

Greystone Managed Investments' donation provides teachers and social workers with opportunities to bring teams of professionals to the U of R to participate in 2-day, ALL-EXPENSES-PAID workshops. The purpose of these workshops is to build collaborative teams in participants' schools.

Another teacher workshop will be held in October.

To apply, or for more information, email: Twyla.Salm@uregina.ca



Interprofessional students and faculty develop skills in planning, delivering, and evaluating interventions with, from, and about other professions.

Upcoming Event!

February 13 to 16,
2008

University of Regina

WestCAST 2008

*From Many Peoples,
Strength*



WestCAST will be held at the Ramada Hotel and Convention Centre
1818 Victoria Ave.
Regina, Saskatchewan
Toll Free:
1-800-667-6500

WestCAST 2008



Faculty Recognition

In January, several of the faculty were recognized for their academic contributions and achievements. Here are some of the highlights.

Books and Reports Recently Published

Dr. Meredith Cherland co-authored, with Helen Harper, a book entitled: *Advocacy research in literature education: Seeking Higher Ground*.

This book reviews research addressing social justice, equity, and democracy with the distinct purpose of social transformation through literacy education.

June Zimmer
Des enfants: a bouge! A children's alphabet book.

Dr. Michael Tymchak
"Innovation, Determination, Impact: The Impact of NORTEP/PAC After 30 Years." This is a report on the impact that NORTEP/PACs impact on northern Saskatchewan people—their

education and schools; language and culture; careers and leadership; governance and program authority; and the socioeconomic impacts on northern Saskatchewan.

Articles Recently Published

Dr. Ron Martin contributed nine chapters to a manual entitled: "Pain Management for Older Adults: A Self-Help Guide."

He also wrote an article:

- "A Longitudinal Investigation of Fear of Falling, Fear of Pain, and Activity Avoidance in Community Dwelling Older Adults," *Journal of Aging and Health*.

Dr. Scott Thompson

- "Straight-Up and Flat-Out Advocacy: Research Directions Inspired From D'Augelli & Grossman" (with G. Walton), *Journal of Gay and Lesbian Issues in Education*.
- "A Community Just for Practice: A Case Study of School/Community Collaboration in Inclusive/Special Education," *Canadian Journal of Education*.

Dr. Cyril Kesten (Editor: *NABTE Review* and *Business Education Forum*)

- "Educating the Whole Child: One Canadian's Perspective," *Business Education Forum*.
- "Student Investment Clubs: Real World Experience with Financial Markets" (with Teresa Yohon), *Business Education Forum*.
- "Business Educators' Assessments of Trends, Assumptions, and Actions Affecting Practice in the Field" (with Judith J. Lambrecht), *Business Education Forum*.

Dr. Paul Hart (Editor: *Reflective Practice in Teacher Education*)

- "Respecting Teachers' Ways of Knowing and Learning," *Reflective Practice in Teacher Education*.
- "Requisite Variety: the Problem with Generic Guidelines for Diverse Genres of Inquiry," *Environment Education Research*.

Research Grants and Funding Awarded

Lace Brogden

- "Not Quite Acceptable: Re:Reading My Father in Qualitative Inquiry," *Qualitative Inquiry*.

Lace Brogden and J. Dufresne

- "De nouvelles voies pédagogiques: Les romans pour la jeunesse font bonne route dans la collection voix didactiques—Auteurs," *Canadian Children's Literature*.

Dr. Twla Salm

\$100,000 to found The Greystone Center for Interprofessional Collaboration. In addition, she received, \$91,000 in grants from Health Canada.

Dr. Norm Yakel

\$300,000 for ArtSASK project: creating on-line digital resources, and \$500,000 for second phase of the project.

Dr. Ron Martin

New Investigator Establishment grant from Saskatchewan Health Research Foundation.



Research

Dr. Rosetta Khalideen

\$30,000 CIDA grant for Malawi Project. She was asked to proceed with the development of a \$3.5 million Malawi Project proposal. Also, she received \$4000 for a proposal that explores the experiences of adult learners and instructors in on-line distance education.

Dr. Marc Spooner

\$4000 granted for proposal: Inter-Institutional Collaborations and Learning-Enhanced Representations of Lectures.

Dr. James McNinch

\$4000 granted for proposal: Gauging Congruence Between Statements of Teaching Philosophies and Instructional Practice: Implications for Faculty Teaching and Student Learning.

Dr. Ann Kipling Brown

Funding from SIDRU for Educational Research and Professional Development project: Learning Beyond the Walls. The Fine Arts, Community, School and university as Collaboration for Learning.

Dr. Rod Dolmage

Funding from SIDRU for Educational Research and Professional Development project: Investigating the Impact of Student Services Offices in International Settings as an Approach to Improving Gender Equity: Phase One.

Dr. Scott Thompson,

Funding from SIDRU Educational Research and Professional Development project: Enabling Inclusive

Teacher Education Through Disabling Theory.

Dr. Patrick Lewis

\$750 funding from SSHRC General Research Grant Fund for project: Collage Journaling with Pre-service Teachers.

Awards

Dr. Nick Forsberg

received the 2007 R. Tait McKenzie Honour Award from the Canadian Association for Health, Physical Education, Recreation, and Dance.

Dr. Bernard Laplante

received the Prix Rezansoff Award, a lifetime achievement recognition presented on behalf of the Association des professeurs de français de la Saskatchewan/Saskatchewan Association of Teachers of French.



Dr. Vi Maeers has been appointed Director of the merged Teacher Development Centre and the Centre for Academic Technologies. She is seconded from the Faculty of Education, January 1, 2007 to June 30, 2011.



Jerry Cozine, Del Fraser, Don Gartner, Ron Folk, Pat Pantel, and Irene Zampese were recognized for their dedication, participation, and contributions to the Internship Seminar leadership.

Farewell

Colleagues and students at the University of Regina, Faculty of Education will soon bid Associate Professor, **Dr. Liz Cooper** a fond farewell. Her open,



Dr. Liz Cooper

receptive, appreciative stance is going to be missed. Liz counts it a privilege to retire while still loving what she is doing. Her passion is for students and for learning. She is going to miss watching and affirming the growth and development of her students and the faculty. Fond memories include hearing a young woman reading *Yertle the Turtle* to her classmates and a young man explaining a concept from feminist theory to his class. Her career in education, extending more than 40 years, has seen some sorrows but mostly laughter.

Over the span of her career, Liz has witnessed many changes. Thus, while she feels sadness about racism and sexism, she has still seen positive changes that encourage her, such as *being* on a faculty at a university, and being part of a faculty where half the members are women, and seeing people talking openly about discrimination or sexual orientation. Liz considers it a great privilege to witness and contribute in some way to change.

Liz says that a career in education is not for the faint-hearted. "It is the most adventuresome of lives . . . being a teacher is a life filled with risk." Liz has imprinted the Faculty of Education with a challenging legacy of taking risks and questioning the status quo. Where will Liz go from here? She approaches her future in the same way as she has approached her successful career: She has a strong sense that "life is

short and precious and we meet it head on and try our best to enjoy it." Not one to plan ahead, Liz imagines she will respond well to opportunities that arise in which she can be useful and accessible to those around her. She is considering spending time in West Africa, and continuing her support with Carmichael Outreach for which she is presently the Board chair.

Phyllis Fletcher,

of the Student Program Centre, is retiring in June. Her colleagues and the students she has assisted and supported will miss her greatly. Phyllis's trademark is her personal touch with students. She has acted as a confidante, advisor, and surrogate mother to students. When a colleague asked Phyllis if she would please hold off retirement for another 20 years, Phyllis gave no reply. She is looking forward to having a choice in how she spends her time.

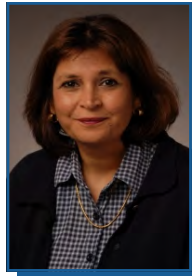


Phyllis Fletcher

New Faculty Members

Editorial Board:

Dr. James McNinch
Dr. Val Mulholland
Dr. Carol Fulton
Managing Editor:
Shuana Niessen



Dr. Fatima Pirbhai-Illich

Fatima is an Assistant Professor in the Faculty of Education at the University of Regina. She obtained her BA in Sociology from Concordia University, Montreal, and her MA Linguistics (TESOL) from the University of Surrey (UK). She completed her doctoral studies at the University of British Columbia, where her research focused on the educational outcomes and pathways of ethnic and linguistic minority students.

Fatima is currently teaching both graduate and undergraduate courses in the area of literacy education, specifically the area of reading and second-language acquisition. She comes to Regina from the Faculty of Education at the University of Massachusetts, Amherst; The National Institute of Education, Singapore; and the University of British Columbia. Fatima's present research focuses on literacy and social justice and, in particular, the relationship between literacy ability and educational outcomes.

Fatima volunteers at Cornwall Alternative School and she offers her knowledge in ESL to aid the integration of new immigrants/refugees to Regina. She conducted an ESL literacy workshop for the Regina Public School Board and presented a workshop at the Treaty 4 Education Conference on April 4, 2007. She has been invited to give a keynote address at the SCENES conference in May of this year.



Dr. Marc Spooner

Marc is an Assistant Professor of Educational Psychology in the Faculty of Education at the University of Regina. Previous to his current appointment, Marc was a part-time professor (2000-2006) in the Faculty of Education at the University of Ottawa where he also received his doctorate. His degrees include a MA (Education), a BA (Honours) Psychology, and a BED with basic qualifications in primary, junior, intermediate, and senior levels.

His research interests involve interdisciplinarity, creativity, deviance, "at-risk" youth, social justice, advancing teaching and learning, and qualitative research methods. His past and present research focuses on fostering creativity in educational environments, bringing constructivism into the 21st century, homelessness and other "at-risk" or otherwise marginalised populations, and public interest participatory action research (most notably our campus's newly created Saskatchewan Public Interest Research Group—SPIRG). He has published and/or made scholarly presentations both nationally and internationally on each of the aforementioned topics.

Marc's interests extend into the community. He is currently involved in a homelessness and those at risk to be homeless study for Regina and for Service Canada. Also, Marc is involved with SPIRG, a student-community participatory action research project aimed at instilling agency and empowerment and community responsibility in our students.

In conclusion, it should be widely known that Marc is very curious, likes to smile, and tries to comb his hair only once a day.

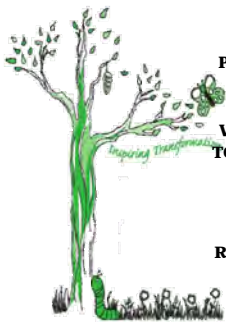


Dr. Ronald Martin

Ron is an Assistant Professor of Educational Psychology in the Faculty of Education at the University of Regina. He completed his Masters' degrees at the University of Victoria and his doctoral training in Clinical Psychology at West Virginia University. After completing a 1-year clinical internship at the University of Rochester School of Medicine and Dentistry, he embarked upon a 2-year post-doctoral fellowship in the Department of Psychology at the U of R. He began his career as a faculty member in the Psychology Department at the U of R, then accepted his current tenure-track position in the Faculty of Education.

Ron is currently a Board member of the Alzheimer Society of Saskatchewan. Recently, he became a Registered Doctoral Psychologist through the Saskatchewan College of Psychologists. He has maintained an emphasis on health research throughout his career. He was awarded a New Investigator Establishment grant through the Saskatchewan Health Research Foundation. The purpose of this research is to investigate the sources of negative stress and work engagement among teachers (K-12) in Regina and Saskatoon, and the relations between these factors and subsequent health problems, intentions to retire early, and work-related commitment. He has published numerous health-related research articles and book chapters (mostly pertaining to seniors) and presented his research at national and international conferences.

Upcoming Events!



Early Childhood
Professional Develop-
ment Opportunity

WONDROUS PLACES
TO LEARN AND GROW

May 4-5, 2007

Regina, Saskatchewan,
Canada



Crossing Boundaries

Investigating the nexus of the arts, education and community

May 9 -12, 2007

University of Regina
Regina, Saskatchewan
CANADA

DreamCatching 2007

May 2-5, 2007

University of Regina
Regina, SK



Faculty of Education
University of Regina