

Newsletter

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Cover (Left to Right): Stephanie Jones, Kristal Stocki, Brittany McDonald, Erin Toppings, Sarah Todas

Photo by Trevor Hopkins

Realize. Inspiring & Transforming Education



Dean's message

Photo: Shuana Niessen

I have recently been in discussions with the Saskatchewan Teachers' Federation (STF) and the First Nations, Métis and Community Education Branch of the Ministry of Education regarding how we, in the Faculty of Education, assess and evaluate the work we do in preparing preservice teachers to enter the teaching profession.

How do we gauge the effectiveness of the work we do? On an annual basis we conduct a survey of our graduates to find out what kind of employment they have secured. We also ask them to critique the Faculty and ask for advice about how to improve their experience in the programs. We meet regularly with our educational partners including the STF, the Ministry, the Board of Teacher Education and Certification, as well as School Boards and their administrators responsible for hiring new teachers. Professional teachers acting as cooperating mentors during internship ultimately gauge our effectiveness when they determine whether student-teachers have successfully completed their 4-month

internship in schools. We take all this feedback seriously to ensure that newly certified teachers have the appropriate skills, knowledge, and aptitudes for the challenges they will face in the field of education.

In 2006, educator Linda Darling-Hammond summarized research on six key indicators of strong teacher education programs. They are:

1. A strong and well-articulated vision and philosophy that is acted upon.
2. A strong, common core curriculum for all students, regardless of program.
3. An enquiry and reflective approach to theory and practice.
4. Extensive and significant opportunities for field experiences in schools and community.
5. Strong professional partnerships with schools and teachers.
6. Assessment based on actual performance (which acknowledges the critical role of the classroom teacher during internship).

Student awards 2010

By these criteria, our teacher education programs in the Faculty of Education remain vital. There are, however, real challenges to be met. We continue to receive many more applications for our programs than we can accept—from direct-entry, transfer, and after-degree students. In addition, the professional development needs of teachers who seek a degree at the graduate level continue to grow and further stretch the resources of our faculty. Faculty members devote half their time to teaching; the rest of the time is devoted to other scholarly work, including research and dissemination of that research and participation in the administration and governance of the Faculty and the University. Our budget continues to shrink as our numbers continue to grow. All of this means we need to continue to foster strong alliances with our educational partners. If these links are broken, our programs, our students, and the teaching profession will suffer. This Newsletter highlights some of the recent initiatives and accomplishments of our students and faculty. The bottom line is that children really are our future, and we work in the field of teacher education to make the world a better place.

James McNinch



Photo: Trevor Hopkin



SUNTEP Award Winners, Jolie Brewer, Jenel Markwart, and Coralie Potetz

Photo: Trevor Hopkin



Dr. James McNinch, Dean

Photo: Trevor Hopkin



Rosa Mirijello-Haynes and Dr. Heather Ryan

Photo: Trevor Hopkin



Associate Dean, Heather Ryan, and Richard Wade-Cummings

The Student Awards Reception was held Friday, March 4, 2011, at the Terrace Rotunda, Innovation Place.



Outstanding Aboriginal educator award

This past summer, Beverley Cheechoo (nee Fosseneuve) was granted the 2010 Outstanding Aboriginal Educator Award by the Canadian Teachers' Federation at its national conference held in Edmonton, Alberta, on July 15, 2010.

Beverley has achieved many "firsts" in her career as a teacher. She was a member of the very first graduating class at NORTEP, in La Ronge, in 1979. She went on to become the first NORTEP graduate to complete her BED Degree (1984, University of Regina). After completing her teacher education program at NORTEP, Beverley taught for nearly 30 years at Charlebois School in Cumberland House, located in Northern Saskatchewan. She was extremely active in the life of the school, in the Saskatchewan Teachers' Federation, and in her community. One example of her leadership is Beverley's service as Link Chair (STF bargaining process) for 15 years.

The citation given at the award ceremony at the Canadian Teachers' Federation Conference reads as follows:

The Outstanding Aboriginal Educator Award is presented to a teacher who has demonstrated leadership in Aboriginal education and excellence in teaching that reflects an Aboriginal culture.

Bev Cheechoo is a member of the Moose Cree First Nation who has taught for nearly 30 years in a public K-8 school in Cumberland House, Saskatchewan. Working at the grassroots of northern education, she has developed Cree language materials and provided communications seminars and workshops for first year teachers. She has also brought a strong Aboriginal and northern perspective to the teaching profession through active leadership in the Saskatchewan Teachers' Federation at every level. She has served many years as a school staff representative, councillor for the Northern Area Teachers' Association, chair of the local bargaining committee and member of the STF Advisory Committee on Provincial Collective Bargaining.

Bev's professional life has never been separate from her community life. In Cumberland House she has played numerous roles,

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STF fall convocation prize



Bev Cheechoo

all of which served to further the education of Aboriginal youth and support the work of the school in her community. For example, she has been president of the day care, coordinator of the Remembrance

day [sic] service and community feast, a Justice of the Peace, and a fund-raiser for the hockey team. She has also chaired or served on boards for the Housing Authority, Head Start Pre-School Program, Legal Aid, and the North East Métis/Aboriginal Women's Corporation Youth Education Program.

Bev Cheechoo is an authentic voice for Aboriginal peoples who has won great respect for her ability to forge enduring ties between schools, teachers, and the communities they serve. In 2006, she received the Commemorative Centennial Medal for her many contributions to education and northern Saskatchewan.

Marc Drolet: Recipient of the STF Fall Convocation Prize

During the graduation ceremony, which took place October 16th, 2010 at the Conexus Arts Centre, Marc Drolet, a former Bac student, was awarded the prize from the Saskatchewan Teachers' Federation. Mr. Drolet, named the most distinguished student of the Faculty of Education, was hired by the Conseil des écoles fransaskoises and is presently teaching Grade 5 students at École Monseigneur de Laval.

Reprinted with permission from "Talk le Bac"

award for humanitarian and community service

Doug Folk believes hockey and other athletic pursuits give young people important life skills and has spent countless hours putting that belief into action.

Folk is this year's recipient of the Distinguished Alumni Award for Humanitarian and Community Service, which recognizes distinguished community or voluntary service that has made a difference to the well-being of others.

He was nominated for his contribution to elite female hockey, an involvement that goes back to 1995 when he began coaching his eldest daughter's hockey team. He brought with him experience as a player, hockey school instructor, educator and coach in high school basketball and track.

"I had an interest in hockey, an interest in coaching and an interest in working with youth so it was a good fit for me," he says. "My daughter started out playing hockey so it was an opportunity for us to do something together."

In 2003, he coached for the first time at the provincial level and in 2006 began coaching the Regina Rebels, Regina's team in the newly formed Saskatchewan Female Midget (AAA) League. As he con-

tinues to head coach the Rebels, he is also an assistant coach for the Saskatchewan Female U18 team that will compete in the Canada Winter Games in Halifax in February 2011.

"The elite game is important to help other young females aspire to get into the game," he says. Once they are involved, he says, sport becomes an opportunity to pass on knowledge and skills such as fitness, healthy lifestyles, getting along with others and the preparation and hard work required to prepare for an event. He said these are transferrable skills youth can use in other parts of their lives.

Folk first attended the University of Regina in 1972 when he had just graduated from high school and was playing junior hockey in Regina. He then transferred to the University of Saskatchewan, where he played for the Huskies, completed his Bachelor of Education and began taking courses towards a Bachelor of Science in Physical Education back at the University of Regina. He spent another two years playing for the U of R Cougars, while earning credits towards his Science degree.

After he began teaching in Regina, he attended the University of

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Doug Folk

Photo: Don Hall

Regina on a part-time basis, graduating with a Diploma in Educational Administration in 1989 and a Master of Education in 1993. His 30-year career in education, the majority with Regina Public Schools included stints

as principal at Sheldon Williams, Balfour and Thom Collegiates.

Folk says the personal relationships he developed at the University, both with fellow students and with instructors, was one of the most important takeaways because they provided a lasting network and support structure.

Another takeaway, he says, was the organizational skills he developed. He says the ability to research, formulate ideas, present ideas, accept other people's ideas and merge them with yours were among the skills he developed and honed.

"Those transferrable skills that you can take out into the workplace and your community work is invaluable," he says.

able," he says.

Folk says receiving the Award for Humanitarian and Community Service is a tremendous honour. He believes alumni have an obligation to share what they have learned to benefit others, both in their professional lives and in their communities.

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<http://www.uregina.ca/alumni/e-acaag-adhcs-df.htm>*

balfour project: integrated teaching and learning

Bells, crowded hallways, intercom announcements, and groups of students were what greeted 30 English and Business Education preinterns and their professors during the 2011 Winter semester at Balfour Collegiate. Dr. Valerie Mulholland and Dr. Cyril Kesten set up this off-campus, in-school experience for their preinterns so that high school classroom experiences and ‘real high school life’ could be integrated into their Education courses.

Through this project, Drs. Mulholland and Kesten hoped to offer their teacher education students a continuous, mediated, and authentic experience in a functioning school context. Balfour Collegiate was the ideal location for this project, with its diverse student population, its location in downtown Regina, and its history of embarking on a number of innovative programs. Of particular interest is the projects focusing on Literacy and English as an Additional language.

Authentic experience requires integration. Dr. Kesten commented, “Our goal was to be in the school and of the school, integrating teaching and learning experiences.”

In order to be “present, active participants, contributing to the ongoing life of the school” Kesten and Mulholland asked the Regina Public School Board and the administration and staff of Balfour Collegiate if they could ‘move in’ for the winter semester. These requests were quickly and generously approved. Two Balfour classrooms were dedicated to this project and the staff made it abundantly clear that everyone involved was welcome anywhere in the school – classrooms, hallways, staffrooms, and work rooms.

Flexibility, adaptability, and a consistent return to the desired outcomes for the semester guided the students and professors as they navigated this experience. Dr. Mulholland commented “It was valuable for students to experience the school.” Mulholland and Kesten report that it was also valuable for them to experience school life. Mulholland points out that “No matter what we taught in our classrooms, our students saw real-life application just outside the door.”

Although the semester is nearing an end, the excitement surrounding this project is still apparent.



Dr. Cyril Kesten and Dr. Val Mulholland

bac to the 70s: “on the cusp of change”

L'expérience 'apprentissage hors campus (EDAC, version « Bac » de PLACE) des étudiant.e.s de 3e année du programme du Bac a eu lieu à l'automne 2010, pendant les Journées du patrimoine (Heritage Days) à Gravelbourg.



Les étudiant.e.s ont célébré l'histoire fransaskoise des années 70, costumés à la mode de l'époque et ont activement participé aux différentes activités comme guides de nombreux groupes d'écoliers. Certains se sont dévoués comme bénévoles durant toutes les festivités.



Ces journées sont organisées par la Société historique de la Saskatchewan en partenariat avec plusieurs bailleurs de fonds, notamment la Direction de l'éducation française, Le ministère du Patrimoine canadien et le Conseil culturel fransaskois.



Ils en gardent des souvenirs mémorables:

For the 2010 off-campus experience, the Bac Program's students were a big part of the Journées du patrimoine (Heritage Days) which took place in Gravelbourg. Our role was to help young students from all over the province discover life in 1972 through interactive theatre. Our students dressed in 70's fashions and served as guides and actors during the event. What better way to address subjects like official bilingualism, changes in rural communities, “designated schools”, French media and social transformations?

The Journées du patrimoine are organized by the Société historique de la Saskatchewan in partnership with many stakeholders, notably the Direction de l'éducation française, part of the Ministry of Education, le ministère du Patrimoine canadien and the Conseil culturel fransaskois. Below is a sample of our students' remarks about this off-campus experience with school-aged students:

**«Le passé, le présent et l'avenir...une journée très plaisante pour tous les âges»...
«J'ai beaucoup aimé travailler avec les jeunes ce jour là. Je leur demandais des questions et je leur parlais beaucoup. J'ai aussi aimé comment les élèves me voyaient et me traitaient comme une personne en charge»...La journée du Patrimoine, ma vie a changé!».**

Wascana playground project

In the summer of 2008, I (Carmen Danyluk) had just finished my 2nd year in Education and was working as a groundskeeper for the Wascana Centre Authority. My responsibility included care of a mostly enclosed courtyard at Wascana Rehabilitation Centre (WRC), which had an aging playground and picnic area in it. One day, when my co-worker, Laura Stark, and I were trying to clean up the area, we talked about how we rarely saw kids playing there. Finally, I turned to her and said, “Why don’t we just build a new one?” Laura looked back and said, “Yeah!” “Yeah?” “Yeah.” And with that, it was decided.

“Our dream was to make the area accessible, therapeutic, and fun.”

We asked another friend, Meghan Cross, to join our team; she had volunteered at the WRC children’s program for years. With her background in finances, Laura’s background in health, and my background in education and communications, we each had something to bring to the project.

Our dream was to make the area accessible, therapeutic, and fun. We wanted it to be an intergenerational area that would challenge and excite kids of all ages and abilities. Visions of sensory-integrated play equipment danced in our heads, but first, we had to

make some practical moves. We contacted therapists at WRC and asked if our idea would be useful to them. Their answer was a resounding, “Yes, please!” Their dream, like ours, was to have a playground that could serve as a fun challenge to their young clients. They also contributed several suggestions that would make the courtyard more welcoming for elderly residents.

Because the courtyard had several stakeholders, we contacted representatives from each to gain approval for the project. These partnerships proved invaluable as members from each organization eventually sat on our steering committee. At this time, we also registered as a non-profit organization because we wanted to maintain financial accountability.

The first 8 months of the project was largely spent in meetings, as we tried to get people to believe that we were for real. I reflect on how we must have seemed to the people and organizations we approached: we were young and almost entirely lack-



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ing in project management experience. I have to laugh at our audacity. But, we often reassured ourselves that this was a real need, and we three had been in a unique position to see it and do something about it. So we pressed on.

The steering committee was formed, and we began applying for funding.

“Visions of sensory-integrated play equipment danced in our heads.”

There were many challenges and waiting periods during the funding process, but it was also very encouraging. Even on days when it seemed we were at a dead end, we’d hear from (or about) someone who was thrilled with our idea, and also longed for it to become a reality.

In November 2009, public funding was offered for our project. In the months that followed, we kept receiving good news: Private donors and organizations stepped up to ensure the project would be completed, and completed well. With advice, resources, and encouragement, we planned for a summer 2010 installation. De-

construction was completed in the late spring and on some of the hottest days of the summer, friends, family, strangers and staff volunteered their time to install the new playground and picnic area. The week-long build was a success.

During the build, I saw a little girl walking past the courtyard with her parents. She wanted to know what was happening outside, and her dad told her, “They’re building a playground for you.” She stopped, stared out the window in awe and said, “They’re doing all that? For me?” More than anything else, we wanted these kids (and their parents) to know that someone recognized the challenge of being a kid with extraordinary hurdles, and had done their best to make life a little more ordinary. When the project was done, we were delighted to watch these kids thrill over every detail in the playground. They had waited and watched though the whole project, often pressed up against the windows. Now, now it was their turn to play.

Submitted by Carmen Danyluk, who is currently in her last semester of an education degree program.

Special presentations



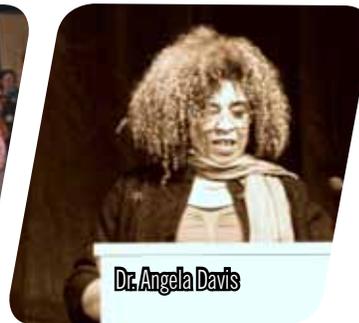
Dr. Angela Davis



Dr. James McNinch



Dr. Angela Davis and Dr. Marc Spooner



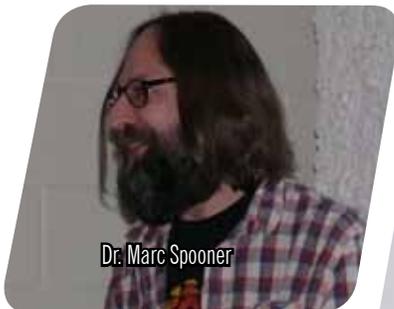
Dr. Angela Davis

Through the efforts of Dr. Marc Spooner and Dr. Patrick Lewis, and with financial assistance from a number of campus sources, we were fortunate to welcome **Dr. Angela Davis** to our campus on Monday, March 7th, 2011. Dr. Davis is an American political activist, educator, and author. She spoke of the need for international solidarity on issues of oppression and social justice, especially in regards to multinational companies and their role in displacing people from their land, and the damaging effects of strip mining to biodiversity.

The **Dr. John Steinecker Lecture** was presented by the Arts Education Program in the Faculty of Education on Thursday, March 3rd, 2011. This year's speaker was **Dr. Mark Runco**. Dr. Runco presented on "Creativity in Education and for the Well-Being of Communities." An introduction was given by the Dean, Dr. James McNinch. Dr. Marc Spooner thanked Dr. Runco for his presentation.



Dr. James McNinch



Dr. Marc Spooner



Dr. Mark Runco



Dr. Mark Runco

Science and environmental education: WestCAST 2011 presentation

At WestCAST 2011, 14 students and 3 instructors from the Science and Environmental Education subject area traveled to Brandon University to present a workshop – *POEs and Other Ways to Engage Students in Science*. The students created the POE (Predict, Observe, Explain) activities as part of their course work. The workshop was attended by about



35 students as well as faculty who were attending the conference from other western Canadian universities. At each site, participants carried out a short activity as directed. Once completed, our students explained the rationale and science behind each activity's design. The audience and students enjoyed the interchange. The goal of attending WestCAST 2011 was to provide students with a professional development experience such as they could have in their professional careers. Students created the POEs, secured funding for their travel and accommodation, and applied to

the conference for approval. As a workshop finale, members of the group performed six spectacular

demonstrations, concluding with the ever-popular "Elephant Toothpaste" demonstration. Each participant in the workshop was given a CD containing the instructions and visuals of all POEs and demonstrations. The experience of attending WestCAST



2011 was valuable to the students on many levels, including presentation skills development and networking with education students from other institutions. The Science and Environmental Education subject area has accompanied students to WestCAST conferences in the past and intends to continue the experience.

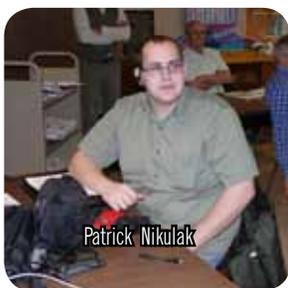
By Warren Wessel

m ath education and social media



Regan Bompais, Cassie Eskra,
Lynda-Rae Schmale

Throughout the Winter 2011 semester, Dr. Rick Seaman gave his EMTH 351 class an opportunity to explore social media. This project was intended to help students find and create ways to use social media in their preinternship, internship, and future classrooms, as well as a means for developing professional learning communities with other educators.



Patrick Nikulak

Education student, Kyle Webb, provided guidance for the project. Together the class decided to share their findings through a presentation on March 8. The class divided into four groups which explored: “Quick Response (QR) codes”; “What can you do with this?;” “Flip-Thinking”; and “Social Media in the Classroom.”



Kyle Webb

The QR group—Samantha Douglas, Nicole VanCaesele, Amber Merritt, and Sarah Thibeault—explored how QR codes can be used to store pertinent information that students need, and can be easily accessed through the camera program on a cell phone. The “What can you do with this?” group—Cassie Eskra, Regan Bompais, and Lynda-Rae Schmale—connected with social media and math expert, Dan Mayer, to learn new teaching strategies for using social media with an emphasis on turning everyday, real-life situa-



Samantha Douglas, Nicole Vancaesele,
Amber Merritt, Sara Thibeault

tions into engaging math discussions and problems. They also explored the use of social media for connecting with other educators, creating professional learning communities online. The “Flip-Thinking” group—Patrick Nikulak, Kristine Kostyniuk, and Alyssa Nostadt—suggested that students be given a lesson to learn at home, and that class time be used for doing assignments. This reverse order strategy gives students support in doing their assignments. The “Social Media in the Classroom” group—Kyle Webb, Ryan DeCosse, Rachelle Lee, and Corrin Cross—spoke about connecting through social media such as Facebook and Twitter. Special thanks to Dr. Alec Couros for his presentations and discussions about the potential for network/social learning in teacher education.

By Shuana Niessen



Dr. Rick Seaman

published works

Brogden, L. M. (2010). Book review: "Betweener Talk: Decolonizing Knowledge Production, Pedagogy & Praxis." [Review of the book *Betweener Talk: Decolonizing Knowledge Production, Pedagogy & Praxis* by M. Diversi and C. Moreira] *[narrative] in education*, 16(2). Available: <http://www.ineducation.ca/article/book-review-betweener-talk-decolonizing-knowledge-production-pedagogy-praxis>

Brogden, L. M. (2010). Book review: Barbara E. Bullock and Almeida Jacqueline Toribio (Eds.). (2009). The Cambridge handbook of linguistic code-switching. *Revue canadienne de linguistique appliquée/ Canadian Journal of Applied Linguistics*, 13(2). Available: <http://ojs.vre.upei.ca/index.php/cjal/article/view/306/419>

Carlson Berg, L. (2011). *Document de réflexion sur le Symposium Metropolis National au sein du colloque de la Fondation canadienne sur la revitalisation rurale*. Ottawa, ON: Metropolis National.

Carlson Berg, L. (2010). Experiences of newcomers to Fransaskois schools: Opportunities for community collaboration. *McGill Journal of Education*, 45(2). Avail-

able: <http://www.erudit.org/revue/mje/2010/v45/n2/045609ar.pdf>

Carlson Berg, L. (2010). Inclusion en milieu scolaire fransaskois: Perspectives multiples. *Cahier de la recherche actuelle sur l'immigration francophone au Canada*. Ottawa: Heritage Canada.

Hanson, C., & Hanson, L. (2010). Unpaid work and social policy: Engaging research with mothers on social assistance. *Action Research*. 8(4) Available: <http://arj.sagepub.content.early/2010/12/23/14767503088053.full.pdf>

Hanson, C. (July 2010). *Gender Equality in VietNam Provincial Environmental Governance (VPEG)*. Technical report for CIDA-funded project. (VietNam and Canada).

Hanson, C. (June 2010). *Gender mainstreaming planning for food security and economic development in Beneshungal Gomez, Ethiopia*. Section 10 of technical report funded by Oxfam Canada and CIDA. (Ethiopia).

Pirbhai-Illich, F. (2010). Aboriginal students engaging and struggling with critical multiliteracies. *Jour-*

artmaker: art display

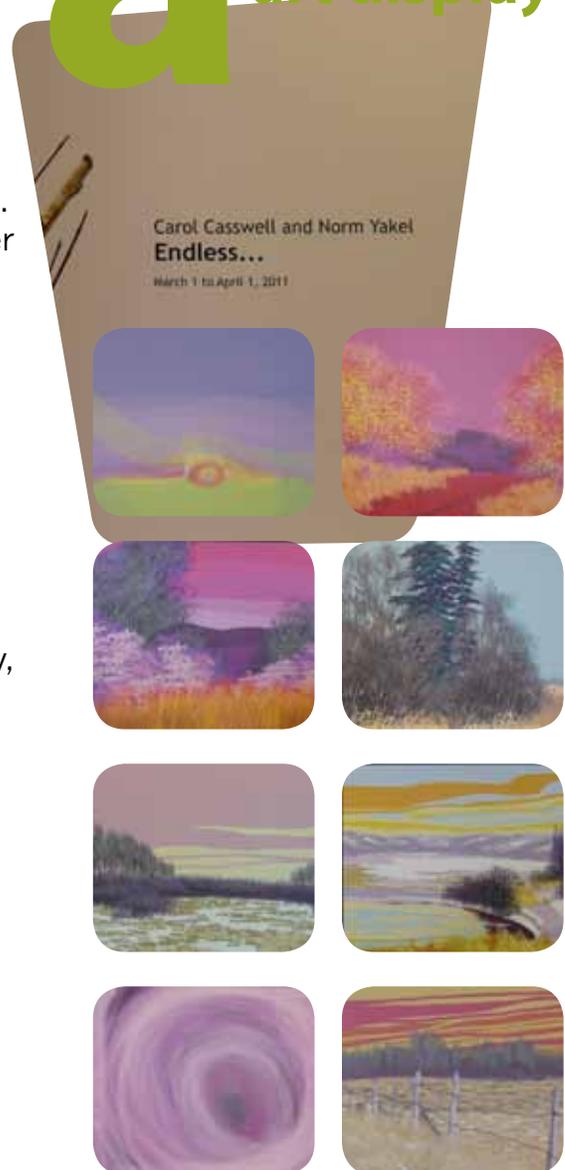
Journal of Adolescent & Adult Literacy 54(4) 257–266.

Salm, T., & Brogden, L. M. (2011). Cooking “hickory soup” and other ways to develop successful inter-professional internships for pre-service teachers. In A. Cohan & A. Honigsfeld (Eds.), *Breaking the mold of pre-service and in-service teacher education: Innovative and successful practices for the 21st century* (pp. 167-175). Lanham, MD: Rowman and Littlefield.

Tupper, J., Cappello, M. & Sevigny, P. (2010). Locating citizenship: Curriculum, social class and the ‘good’ citizen. *Theory and Research in Social Education*, 38(3), 336-365.

Tupper, J. (2010). Review of “Challenges and Prospects for Canadian Social Studies.” *International Journal of International Social Studies*, 1(1), 44-47.

Tupper, J. (2011). Review of the book *The Rose that Grew from Concrete: Teaching and Learning with Disenfranchised Youth* by D. Wishart. *Alberta Journal of Educational Research*, 57(1).



Medium: Inkjet print on canvas
Norm Yakel and Carol Casswell
 developed the artmaker application for ipad. Check out their website:
<http://www.artmakerapp.com>

faculty awards and funding

ACE Award of Merit



Dr. Norman Yakel and Carol Casswell, as well as other members of the ARTSask Development Team

Norm and Carol, from our Faculty, received an ACE Award of Merit for their contributions to the ARTSask.ca website. This is an educational website designed to provide students and the public with access to contemporary visual art collections.

SSHRC Full Doctoral Fellowship Award



Heather Ritenburg

This scholarship is awarded to students who demonstrate a high standard of scholarly achievement in the social sciences and is evaluated, among other criteria, as to its potential contribution to the advancement of knowledge. With this award, Heather will be able to devote herself full time to PhD studies.

SSHRC 4A Funding Award, Office of the Vice President (Research), and Office of the Dean (Faculty of Education)

**Lace Brogden
\$5,000**



A core without French: Mapping in/equities of access to bilingual citizenship through French immersion education

This study investigates access and discourse pertaining to French immersion education based on geographic proximity, socio-economic status, race, citizenship and maternal language(s). As a mixed-methods study, it combines descriptive, demographic statistics with a discursive analysis of linguistic duality and political policies relevant to publicly funded French immersion offerings in western Canadian (prairie) cities.

**Jennifer Tupper
\$5,000**



Treaty Education for Justice Oriented Citizenship

In fall of 2008, the Provincial

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Government of Saskatchewan announced mandatory treaty education for all students attending Grades K-12. In support of this mandate, the Office of the Treaty Commissioner created Treaty Essential Learnings (TELS) to be implemented at each grade level. The TELS make explicit what students should know and understand about treaties, the treaty relationship, the historical context of treaties, First Nations worldviews, symbolism in treaty making, and contemporary treaty issues (Office of the Treaty Commissioner, 2008). Prior to the announcement of mandatory treaty education, and despite the concerted efforts of the Office of the Treaty Commissioner to support teachers, there was not widespread attention to treaty education in schools (Cappello & Tupper, 2006). While the legislation of mandatory treaty education in Saskatchewan is to be celebrated, especially because this is a province entirely ceded through treaty, a central concern exists regarding its implementation in all classrooms.

It is the intent of this research to explore, in-depth, the realization of mandatory treaty education for all students in Saskatchewan.

Specifically, this research asks and attempts to answer: How and to what extent are teachers implementing treaty education? How is treaty education influencing students' understandings of the relationship between First Nations and non-First Nations people in Canada? and, How does treaty education influence students' sense of themselves as citizens of Saskatchewan, particularly in light of the citizenship discourse on offer in schools, which emphasizes the realization of equal rights and freedoms for all citizens of Canada?

Andrea Sterzuk
\$5,000



Statistics Canada currently attributes two-thirds of Canada's current population growth to immigration. This level of immigration means that many Englishes (both global varieties of English such as Jamaican English or Indian English, as well as the Englishes of children who are learning it as a second or additional language) co-exist with local Canadian Englishes in Canadian schools. Innovations in communications technology and a unified global market mean that

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Realize Success

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English has become a network of interrelated Englishes and strong communication skills today need to include the ability to navigate linguistic difference and tolerate ambiguity in communication. These global and local changes have curricular and pedagogical implications for schools, particularly in the area of English language arts and communication. While schools are sites of linguistic pluralism, English language variation can often be viewed as a detriment by teachers, something that gets in the way of acquiring literacy skills and mastering subject material. Teacher education programs must respond to English language variation in order to prepare teachers for the times in which we now live. This study examines the influences of teacher preparation and transition to school communities on pre-service teachers' views of language and literacies education, English language variation, and communication.

There are several reasons why instilling a more inclusive, expansive and lasting view of English and language arts pedagogy in pre-service educators may be difficult and, as such, important to examine so that improvements

in teacher education can ensue. First, schools tend to be places where narrow views of “proper” English are encouraged, not countered. Pre-service teachers enter teacher education with 13 years of experience as students in traditional K-12 instruction; it is difficult to erase the largely prescriptivist views of language they have encountered in school, views from which they have often directly benefited. Second, pre-service teachers' field experiences include influence from mentor teachers, a role that strongly influences perceptions of pre-service teachers. Evidence indicates that the mentor teacher can *wash-out* the influence of university teacher preparation programs. Finally, as pre-service teachers transition fully to their in-service roles, school administrators, curriculums, other educators, parents, and speech and language practitioners are other sources of influence.

2011-2012 President's Teaching and Learning Scholar Award Winners (administered through the U of R's Centre for Teaching and Learning)

SSHRC Cohort Development Grant



Dr. Cindy Hanson (Principal Investigator) and **Dr. Barbara McNeil** (Co-Investigator)
\$2500



Knowledge-sharing for improved pedagogical practices in global citizenship



Dr. Alec Couros
\$1600

Open Classroom Project-Phase2

President's Fund and SSHRC General Research Grant



Dr. Larry Steeves
\$3000

The Kokum Connection: Leadership for Improving Student

Learning in a First Nations School (Chief Kahkewistahaw Centre)

2010 SIDRU Research Fund Competition:

Envelope A: The Field Experience Fund

Professor, Fadila Boutouchent
\$3500



Moving from a Minority to a Majority Context: A Study of Pre-service Teacher Education Experiences as Fertile Ground for Understanding Professional Development

Dr. Kathleen Nolan
\$3375



E-Volving as an E-Advisor in Secondary Mathematics Teacher Education

Envelope B: The Partnership/Community-Based Educational Fund

Dr. Cindy Hanson
\$4995



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n ew faculty

Innovations, Opportunities and Challenges in the Story of the Prairie School for Union Women

Prairie Metropolis Centre



Dr. Laurie Carlson Berg
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Enhancing Inclusion Through Critical Dialogue with Students

Conference Funding



Dr. Paul Hart
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In support of the EECOM conference, “Exploring the socioecological in Education and Culture: Becoming Active Participants in Change”



Dr. Marc Spooner and Dr. Patrick Lewis
\$1500

In support of the “Talkin’ about School and Society Discussion Series”

Shelley Barthel

currently holds a joint Instructor position with the Faculty of Education and the Faculty of Kinesiology and Health Studies. She has taught as a sessional instructor at the University of Regina in the areas of health and physical education. Prior to moving to Saskatchewan, Shelley was the Project Coordinator of Schools Come Alive, a special project of the Alberta Teachers Association, and also taught with the Calgary Catholic School District. Shelley’s work is focused on supporting the implementation of high-quality health and physical education programs in schools, in collaboration with government ministries, provincial and community organizations, health regions, and school jurisdictions.



Fadila Boutouchent is currently

a Lecturer for the Programme du Bac and pursuing her PhD in education within Francophone minority contexts with the Faculté des sciences de l’éducation of the Université de Moncton (NB). Her doctoral research explores



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motivations behind learning and associated relationships with maintaining French as a second language in Canada, studying Anglophone students' intentions in majority language contexts. She holds a BSc in Agronomy from the Institut National Agronomique D'Alger (INA- Algeria) and a Master's degree in Biology from the Université Rennes I (France).

Since 2003, Fadila has had many experiences in educational and research contexts, notably at Université Laval (QC), at Campus Saint-Jean of the University of Alberta (AB), and at the Université de Moncton (NB). She was a professor of Biology at the Université Mouloud Mammeri (Algeria) from 1993-2003, having started her professional career as a research assistant at the Institut National de Recherche Agronomique (INRA- Algeria) from 1989-1993.



Shannon Funk has been teaching for 6 years with Regina Public Schools at Thom Collegiate in north Regina. This is her 1st year at the University of Regina in the Faculty of Education as a secondment in the Health, Outdoor, and Physical Education (H.O.P.E.) subject area. Currently a doctoral student, her areas of interest in-

clude pre-service teacher education in Physical Education and the dynamics of mentoring at the student, teacher, and faculty levels. She believes in maintaining connections between schools and the program and has enjoyed working both as a cooperating teacher in the field and as a faculty advisor with pre-service teachers.

Dr. Cindy Hanson



is an educator whose work includes both formal and non-formal education in a variety of learning contexts – locally and globally. Her work history includes teaching in secondary education, working as a consultant in international development, Aboriginal education, and multiple contracts in community colleges, university departments, and recently a term appointment teaching in the Faculty of Education at UPEI before joining the Adult Education and Human Resource Development team in the Faculty of Education at the University of Regina. Her doctoral work in Educational Studies at UBC was informed by her work in gender equality internationally and her passion for participatory pedagogies.

Her work in the past two decades
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also included international development consultancies in over 12 countries. She is particularly interested in participatory, intersectional, and transformative forms of learning and facilitating. Her research includes learning in communities of practice and internationalization.

n ew staff

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