

Education News

Faculty of Education | University of Regina | Fall 2014/Winter 2015

BEARING WITNESS THROUGH THE “WITNESS BLANKET”

See Page 4

STUDENT REFLECTIONS ON THE “MOVING FORWARD, NEVER FORGETTING” EXHIBIT

See Page 14

PLUS

**An Exchange Student From Finland Reflects on her
Educational Journey**

See Page 11

Science and Camp: A Great Combination

See Page 13

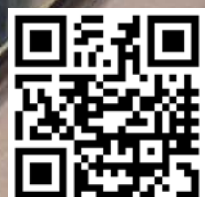
**SUNTEP Students Indigenizing Curriculum: Moving
Beyond Beads, Bannock, and Buckskin**

See Page 10

University
of Regina



Faculty of Education



DEAN'S MESSAGE

Photo credit: University of Regina Photography



In April, Dr. Jennifer Tupper was appointed Dean of Education by President Timmons based on strong support from faculty, staff, and students in the Faculty of Education.

One of the aspects I most value about the Faculty of Education at the University of Regina is the ongoing commitment to social justice through varying and often challenging pedagogical and theoretical processes and practices. Throughout this issue of *Education News*, you will read the insights of teacher education students as they learn about and through the difficult history of residential schools, often alongside Aboriginal educators, knowledge keepers, and elders. You will read about the important work of teachers in the field who are challenging traditional ways of thinking about curriculum and pedagogy. And you will read about members of this Faculty committed to inspiring and transforming education.

Aboriginal scholar and teacher educator Susan Dion (2009) calls us to learn from the stories of Aboriginal peoples so that more equitable relationships may be fostered. The voices of the students included in the pages that follow speak to how deeply meaningful

their learning has been, and the impact it will undoubtedly have on their own classrooms when they are teachers. The *Witness Blanket* exhibit, the *Moving Forward, Never Forgetting* exhibit, and Joseph Naytowhow's two-week residency in our Faculty created opportunities and invitations for supported learning in the midst of difficult histories.

SUNTEP students recently presented to their colleagues at the 2015 WestCast conference in Saskatoon, encouraging deeper thinking about what it means to indigenize a curriculum. The work of these students extends indigenization beyond superficial and often stereotypical approaches that tend to do more harm than good because they fail to account for the complexity of "teaching and learning from [our] shared histories" (Dion, 2009, p. 5).¹

Participants in Heather Findlay's research, profiled in this issue, remind us of the importance of interrogating our own teaching practices if we ever hope to change the material and psychic conditions of schooling for Aboriginal learners. These voices also speak to the critical role of teachers in a more socially just education. Indigenous scholar Eve Tuck (2015)² describes the ongoing erasure and assimilation of Indigenous peoples in educational spaces and expresses concern that schools remain ongoing sights of suffering for Aboriginal students. While I share her concerns, the narratives herein

¹Dion, S. (2009). *Braiding histories: Learning from Aboriginal people's experiences and perspectives*. Toronto, ON: UBC Press.

²Tuck, E. (2015, April). *The meaning and matter of materialist (anti)racisms in education research*. Paper presentation at the American Educational Research Association (AERA) 2015 Annual Meeting, Chicago Illinois.

suggest that a different and more equitable future might be possible.

My own journey to becoming a teacher was vastly different some twenty years ago. For the most part, what was absent in my education classes were conversations about other ways of knowing, being, and doing, and invitations to interrogate dominant narratives that I so willingly subscribed to as a hopeful teacher-in-the-making. While I could produce well-crafted and sometimes creative lesson plans, I rarely thought critically about the curriculum I was being asked to deliver. I'm pretty sure that I never once considered how I stood within my own fictions of what it meant to be a teacher, learner, citizen of Canada, and so forth, nor how I reproduced dominant knowledge systems in and through my teaching.

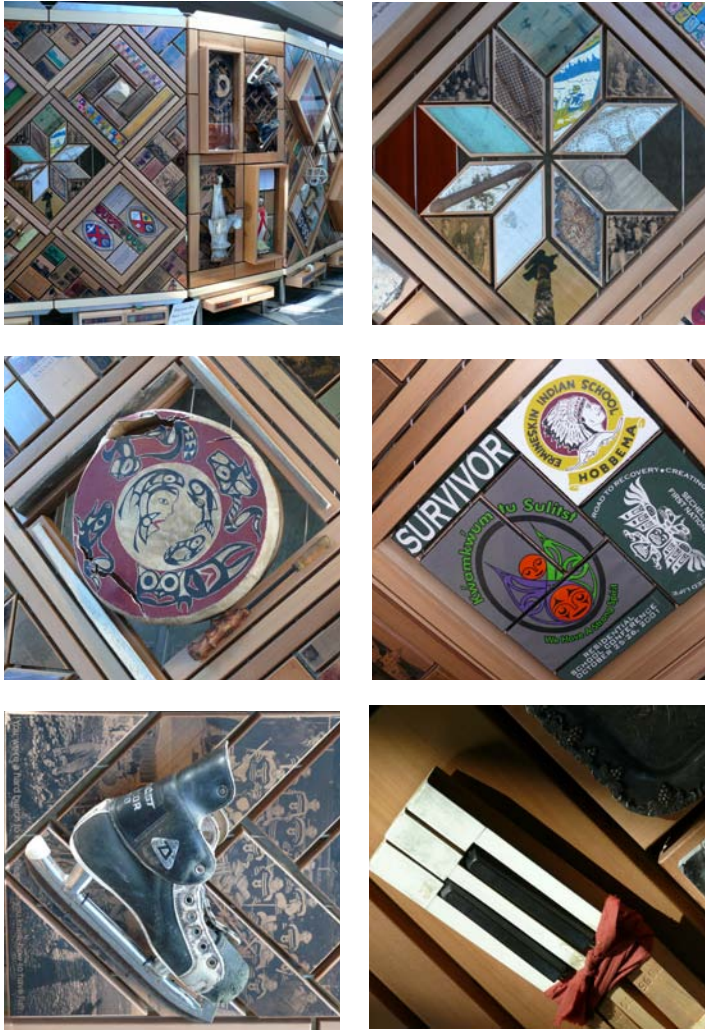
I often wonder what sort of educator I might have been in the early days of my career if my university classes had challenged my knowledge about the past, understanding of the present, and aspirations for the future. How would I have taught differently if I had learned about the history and ongoing legacies of residential schools in Canada? If I would have had the opportunity to learn from and through Aboriginal perspectives? As Dean of this Faculty, as a teacher educator committed to anti-oppressive education, and as a parent of two children in the public school system, I am proud of the teaching and learning that is happening in teacher education at the University of Regina and heartened by the leadership of teachers and administrators in schools in transforming educational experiences. ■

By Jennifer Tupper

Inside This Issue

The “Witness Blanket” installation at the University of Regina (Cover Photo)

Photos credit: Shuana Niessen



Dean’s Message	2
Meeting in the Middle.....	3
Bearing Witness Through The “Witness Blanket”	4
Teacher-Researcher Profile	6
A SAFE Conference Outcome: STARS Regina Student Society..	8
HOPE Student Association Supports Community Programs and Provides Professional Development.....	9
SUNTEP Students Indigenizing Curriculum: Moving Beyond Beads, Bannock, and Buckskin.....	10
An Exchange Student From Finland Reflects on her Educational Journey	11
Arts Education Students Perform.....	12
Science and Camp: A Great Combination.....	13
Student Reflections on the “Moving Forward, Never Forgetting” Exhibit	14
Emerging Elder-in-Residence.....	16
Alumnus Honoured as Top Principal	17
Retirements	18
New Faculty	19
Recognition of Achievement.....	20
Funding.....	20
Awards	21
Published Works.....	22
Campus Events.....	23
Summer Symposium	24

Photo credit: Valerie Mulholland



“Meeting in the Middle”: University of Saskatchewan and University of Regina Faculty of Education administration met together at Davidson School in January, 2015. Photo (L-R): Paul Clarke, Laurie Hellsten-Bzovey, Jennifer Tupper, Ken Montgomery, and Beverley Brenna (with Valerie Mulholland taking photo). Davidson School treated them to a potluck lunch from the teachers and staff.

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BEARING WITNESS THROUGH THE “WITNESS BLANKET”



Photo Credit: Shiliana Niessen

Je me sens vraiment fière que l'Université de Regina a donné aux étudiantes et aux publiques l'occasion de voir cette œuvre si importante à notre identité canadienne, peu importe nos relations avec les écoles résidentielles.

I feel very proud that the University of Regina provided its students and the public the opportunity to experience this work of art that is so important to our Canadian identity, no matter our relation to residential schools.

~Student Carly Scherr, Bac program

Students, faculty, and staff bore witness to the history and narratives of the residential school era at the “Witness Blanket” installation at the University of Regina. This artwork honours the lives of Aboriginal residential school survivors, telling a lost and untold history, and moving survivors and witnesses towards healing and reconciliation. The following are excerpts from students’ reflections.

Michael Schienbein (Year 3, an extraction from Michael's narrative inquiry) recounts his *Witness Blanket* Project journey: *“Finally, there are the Pieces of History themselves: each fragment, a silent witness to some part of this story. Individually, they are paragraphs of a disappearing narrative. Together they are strong, collectively able to recount for future generations the true story of loss, strength, reconciliation and pride.”*
~*Pieces of History*, www.witnessblanket.ca

I knew that the *Witness Blanket* was a representation of the pain and suffering of residential schools, but I did not know what each piece of history truly meant. The story behind those pieces of history was left to my own assumptions and misconceptions and the truth behind the history was only based on what I believed to be true. In reality, the same can be said about the true history of our land. Many of us grow up believing that the history of our land begins with European settlement. However, the true history goes far beyond European settlement and the stories of what happened to the occupants of this land deserve to be told. As a future educator, knowing that our land's true history is often a misconception began to bother me. I started to develop a passion not only for educating my future students about our history, but also for truly beginning to understand it for myself. It was this personal discomfort and newly found passion that led to the inspiration for my *Witness Blanket* Project journey, a journey dedicated to educating my future students to become their own pieces of history that represent our land's true story.

...Through the stories of others, I was determined to create my own story. I decided to create a personal narrative inquiry about why it is important to teach about treaties and residential schools, two key components to the history of our land.

By organizing personal interviews and interactive activities I was able to generate narratives from three different and unique perspectives. [Michael interviewed Joseph Naytowhow, Dr. Sean Lessard, and Grade 8 students from his pre-internship at Douglas Park Elementary School.] These narratives allowed me to realize the importance of teaching about treaties and residential schools in the most appropriate and meaningful way. It is through these narratives that I was able to construct my own narrative and work towards properly educating about the true history of our land. I soon realized that before I can educate others, I must truly begin to educate myself.

From Joseph Naytowhow, I learned: “In order to meaningfully teach about residential schools, we must start slowly and build towards being able to meaningfully discuss them. As educators, we cannot force fear upon our students and scare them away from discussing the impacts of residential schools,” and I learned that “in order to educate others, we must first begin to educate ourselves.”

From Dr. Sean Lessard, I learned the importance of “teaching softly through positive relationships. In creating those safe spaces for our students,

continued on page 5

“To bear witness, or to show by your existence that something is true, is to pay tribute to all who have been directly or indirectly affected by Canada’s Indian Residential Schools.” ~Witness Blanket

we establish relationships that allow us to meaningfully discuss important topics,” and that “we must work to shift the focus from guilt and privilege to finding a way to heal together.”

From Grade 8 Douglas Park Elementary students I learned what students wanted to know about treaties and residential schools: A repeated question was “Why did Europeans feel that they were superior to the original occupants of this land?” The students’ detailed questions and comments allowed me to see the power that challenging dominant narratives can have. . . .These students have begun to challenge the dominant narratives of our land’s history by asking meaningful and appropriate questions. This is not only a contribution to my own narrative, but also an important stepping stone in the creation of each student’s individual narrative.

Most significant learning in my journey was that I must first educate myself before I can begin to educate others. . . .I always knew that teaching about treaties and residential schools was important, but I did not necessarily know why. . . . I was certainly aware that [treaty education] was now a mandated part of our curriculum. The problem I had at the beginning was that I associated treaty education with every other subject,...as just another subject that I was required to teach, *end of story*. . . .Our students have to learn treaty education as well, not because it is mandated, but because it is the history of where we stand today. This is not a realization I have always had, it is a realization I gathered from my *Witness Blanket* journey.

The *Witness Blanket*, the three narratives, books, movies, photos, and resources have all contributed to the pieces of my narrative. Most important, I will always remember the conversations and relationships that I had with the people with whom I have worked. ■■

Brandi Ottenbreit (Year 3, from Brandi's blog): I registered my middle son for kindergarten last week. It was an emotional day in a young mother’s life. I thought about the joys, fears, and worries I had for him as he started school. . . .Last week was also the week I visited the *Witness Blanket*. . . .It struck me as incredulous that many of these children were

taken away at the very same age as my son. My worries about his new adventures in school seem menial in comparison. The artifact that resonated with me the most was the picture of the Inuit children entitled, “We were so far away.”



Photo credit: Brandi Ottenbreit

This feeling of distance includes geographical, emotional, spiritual, and mental [separation]. Our parents are often our first and most influential teachers. . . . I think of the feeling of complete loss and heartbreak that the students, parents and communities would have felt during this time. ■■

Kendra Leier (Year 3, from Kendra's blog): My focus as I examined the artifacts was not really about the actual things that the students were taught, but about the place in which they were learning. Many of the building artifacts are manufactured pieces and include things like glass, shingles, door knobs, and this striking piece of tin (see photo). It was these pieces that spoke to me the most. These buildings were such foreign places to the students who were forced to attend them, but they completely influenced their experiences and their education. I am realizing that curriculum is not just about what you learn, but how you learn it, and the experiences that go along with that learning. ■■

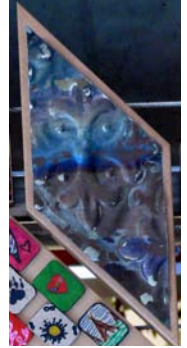


Photo credit: Shuana Niessen

Meagan Dobson (Year 3, from an interview): Meagan chose to make the *Witness Blanket* part of her pre-internship experience, bringing her Grade 6 Henry Braun students to view the *Witness Blanket* after 3 weeks of preparing them and building anticipation. Meagan herself never learned about treaties in her K-12 schooling. “I didn’t learn about treaties or First Nations until Indigenous Studies 100 here at the U of R,” she says. Meagan also learned with her students. She didn’t want to teach about treaty directly, but from a gentle and relational standpoint, as guided by Joseph Naytowhow, emerging Elder-in-Residence. She taught about relationships with the land, and what it means in terms of treaties, and after students viewed the *Witness Blanket*, they engaged in art expressions of that experience. Meagan says, “Overall, this whole experience [teaching treaty education] has given me more confidence within an area that I felt inferior. I’m glad I took the risk, disrupting narratives around White privilege, stereotypes, and racism that were in the classroom.” In her blog, Meagan distinguishes between witness and tourist, with the latter being undesirable in terms of learning discomfoting histories. She writes, “In order to truly become a witness, one must acknowledge all that has happened wholeheartedly (physically, mentally, emotionally, and spiritually).” ■■

Meagan with Henry Braun Elementary School students



Photo credit: Shuana Niessen

TEACHER-RESEARCHER PROFILE

Photo Credit: Shuana Niessen



Alumna Heather Findlay is a teacher at Martin Collegiate. On April 3, 2014, she successfully defended her master's thesis, "Just a Pepper in a Bunch of Salt": Aboriginal Students' Stories of School." The thesis was deemed meritorious of an award. She was also awarded a \$2000 Saskatchewan School Boards Association Graduate Student Award.

Abstract: Mirroring national trends, the Saskatchewan education system is failing its Aboriginal students. The situation is urgent, evidenced by low rates of Aboriginal students transitioning through the grades, their lower results on provincial assessments, and the significant gap between Aboriginal students and their non-Aboriginal counterparts graduating from high school. In light of these issues, this research explores high-school aged Aboriginal students' stories of school and in particular their stories of place, curriculum, teachers, and administrators. The research recognizes schools as White spaces where dominant identities are affirmed through place, spaces, curriculum, and pedagogy. Data was collected through four semi-structured interviews with five adolescents who self-identified as Aboriginal. A Critical Race Theory framework, with its emphasis on counter stories, was used to analyze the data, paying particular attention to the reproduction of dominance. The stories of these five participants highlight the need for teachers and administrators, the majority of whom are White, to take actions to promote the success of Aboriginal students in the classroom. Important to the participants is the creation of a sense of belonging to a place through the inclusion of Aboriginal artifacts and the actions of teachers to support those objects in meaningful ways. Additionally, the students articulate that teachers should authentically infuse Aboriginal content throughout core curriculum. Finally, teachers and administrators need to overcome their disconnect with Aboriginal students by developing close personal

relationships with them and engaging in processes of decolonization through critical self-reflective work.

1 What was the intent of your research?

My research focused on listening to five Aboriginal students tell stories about their experiences in school. Specifically, I had the students tell me their stories of place (environment), teachers and administrators, and curriculum. Data were collected using four semi-structured interviews using narrative as the collection method. I then used Critical Race Theory to analyze the data, ever mindful of the production of dominance. Infused throughout my research was an examination of colonialism and decolonization and of myself as a White educator and my lived experiences in order to critically interrogate my own "Eurocentric ideas, prejudices, assumptions, actions, and privileges" (Costello, 2011).¹

2 What circumstances/situation led you to research the topic of your thesis?

Throughout my undergraduate degree and my first years of teaching, I was constantly aware of statistics surrounding Aboriginal education: The Aboriginal population was increasing while the non-Aboriginal population was decreasing, and that Aboriginal students are not performing as well in school as their non-Aboriginal peers, as evidenced by poor performance on provincial and division assessments as well as by lower graduation rates. I compared those with the experiences I was having working alongside Aboriginal students in my classroom and the stories—both positive and negative—I was hearing from them. I wanted to examine, in a more formal way, the lived experiences of Aboriginal students in order to provide context and interpretation to the statistics. Furthermore, through classes at the undergraduate and graduate level, I became aware of privileges that I held as a White educator in schools and society, and so I knew that any examination of Aboriginal students would require a simultaneous examination of me and my school experience as a White student and educator in order to contrast my lived experiences with theirs.

3 How has your research enhanced your professional life as a teacher?

The classes I took at the graduate level and the

¹Costello, B. (2011). *Coming full circle: non-Aboriginal teachers' narratives of their engagement in urban Aboriginal education* (Unpublished master's thesis). Lakehead University, Thunder Bay, ON.

continued on page 7

I wanted to examine, in a more formal way, the lived experiences of Aboriginal students in order to provide context and interpretation to the statistics. ~Heather Findlay

research process itself have been invaluable to my growth as a teacher as they have allowed me to critically reflect upon myself and my practice. Now that I have a better understanding of the lived experiences of my Aboriginal students, I am better able to meet their needs. I can further share my understandings with my colleagues as well as with preservice teachers when they come into the school for internship experiences. My work has allowed me to investigate the effects of colonialism today, and I have come to understand how the processes of education further reproduce systems of dominance and marginalization. Now I can work to dismantle these processes along with other Allies.

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

I believe my research is applicable for different groups in education: from pre-service teachers to faculty and to those working at the Ministry, school board, and division office levels. The research is relevant because, as stated previously, the stories from the five participants provide context to the statistics. As well, because each of these groups is involved in education in some form, each needs to become aware of the effects of colonization in schools and work to decolonize education in their context.

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

It was not difficult to achieve my goals because I had the support of so many people. First, I had an amazing supervisor, Dr. Jennifer Tupper, who was always available as a sounding board for ideas and potential problems throughout the process. As well, the feedback from my committee members, Dr. Ken Montgomery and Dr. Janice Huber, was helpful in causing me to think deeply and critically about methodology, theoretical framework, and to determine if I was perpetuating discourses of dominance through my work. In addition, I had the support of my colleagues at Regina Public Schools who allowed me to conduct my research in their schools as well as provide me with the support to allow me to teach full-time while perusing my graduate work. Finally, the support of my family and friends was invaluable.

An Excerpt From Heather's Thesis

I think that all of this history needs to be turned into Canada's history. Not Native American history... We're separate but we're the same country but

we're separate. And I don't understand. There's Native American history and then there's Canadian history. And they're kept different. Even though residential schools and Native Americans being here before Christopher Columbus and all of this is Canada's history. And it's kept different right now. Is that when people teach it, they still keep it different. They keep it separate.... I feel like a lot of Canadians don't take into the matter that residential schools is our history. Not just Native American's history.... But people need to just understand that this fact happened. And it's not going away if you just ignore it. Because it's issues going down and down generations.... And people, who keep these separate, the Canadian history and Native American history separate, they are ignorant (Toni, May 2013, p. 8-9).

In her statement, Toni recognizes the partial history of the country that is presented in social studies classes. Her concern is supported by Razack (2002) who notes that the Canadian national story told in educational institutions "has largely rested on the idea that peoples of European origin are the country's original citizens and the ones who are largely responsible for its development" (p. 199). Consequently, Toni is calling for teachers to acknowledge the ways in which Canadians and the Canadian government have oppressed Aboriginal peoples in the past and to rewrite the history of Canada to include Aboriginal peoples. Her appeal echoes the participant in St. Denis' (2010) study who called for teachers to "teach Aboriginal content as Canadian content" (p. 29). Additionally, Toni's sentiment echoes the requests from the Aboriginal students in Kanu's (2002) study who maintained the curriculum should include Aboriginal perspectives, histories or traditions, and interests, all of which have been largely denied to them in the school system. Tupper and Cappello (2008) support Toni's beliefs about the separation of social studies from Native Studies noting that the separation of the two classes further marginalizes the lives and experiences of Aboriginal peoples. Donald (2004) similarly agrees remarking that the tendency to separate the stories of Aboriginal and non-Aboriginal peoples in the school curriculum is "one symptom of the legacies of colonialism and paternalism that have characterized schools and Canadian society" (p. 23).

Supervisor: Dr. Jennifer Tupper

Committee: Dr. Ken Montgomery and Dr. Janice Huber

External Examiner: Dr. Dwayne Donald (University of Alberta)

Defended: April 3, 2014 ■

A SAFE CONFERENCE OUTCOME: STARS REGINA STUDENT SOCIETY

By Shuana Niessen

In October 2014, 3rd-year education students had the opportunity to attend the SAFE (Social Justice and Anti-Racist, Anti-Oppressive Forum on Education) conference, organized by Dr. Michael Cappello, Dr. Valerie Mulholland, Kristina Lee, and Crystal Schmalle. SAFE is a Special Subject Council affiliated with the Saskatchewan Teachers' Federation. Its goal is to promote equality and respect for diversity in Saskatchewan. The conference,

work to understand, identify, and address individual and systematic forms of oppression based on race, gender, sexuality, socio-economic status, religion, age, disability, and other socially constructed categories. As a group, we will analyze the roots of inequality in curriculum, school, and society; critique norms; and work to deconstruct our common sense notions of school. Additionally, we work to recognize privilege and power relations and focus on ourselves in relation to others, recognizing that our positionality affects our teaching. We aim to normalize conversations about oppression within the teaching profession and to help our peers to see the importance of anti-oppressive practices. Finally, we understand that anti-oppressive teaching is not something one can ever achieve; rather it is an ideal and a goal we must continually work towards. (See: www.starsregina.ca)

guest speakers Professor Claire Carter, University of Regina, Women and Gender Studies, and Leo Keiser, Executive Director of UR Pride Centre for Sexuality and Gender Diversity, (attended by over 70 people).

Photo credit: Shuana Niessen



Attendees and presenters of the SAFE conference gather to hear keynote speakers, Dr. Mike Cappello and Dr. Shauneen Pete

held at the University of Regina, emphasized the shared work in anti-racism and anti-oppression in teaching and activism, and ended with meetings "to imagine and declare"¹ the paths forward. For an excellent student summary of this conference, see student Cassandra Hanley's blog post at <http://bit.ly/19wXquJ>

One of those paths forward was the development of the STARS Regina student society. STARS is an acronym for Student Teachers' Anti-Racist/Anti-Oppressive Society. STARS Regina's **Vision Statement is as follows:**

STARS Regina promotes anti-oppressive education in the Faculty of Education at the University of Regina. We

By the end of March, STARS Regina had hosted two events: The Sharing Circle, on January 29, with facilitators Dr. Sean Lessard and Dr. Michael Cappello, (attended by approximately 25 people) and "Let's Talk About Sex(uality, Gender, and Support in our Schools), Baby!" with

"Let's Talk About Sex(uality, Gender, and Support in our Schools), Baby!" STARS Regina

In her blog about the Sharing Circle, Cassandra Hanley, a member of STARS Regina, writes that one of the purposes of this event was to help people begin to feel comfortable talking about oppression. She recounts the story told to Dr. Sean Lessard by his mentor about the type of shoes worn by the Dalai Lama. The mentor explained the meaning of this story, saying, "It doesn't matter where we come from, what we do, or even who we know—if we really want to have a conversation with someone, no matter how different their beliefs and values may be from ours, we can always find common ground." The purpose of the Sharing Circle was achieved for Cassandra who writes that for her "one of the most powerful aspects [of the Sharing Circle] was that it opened up room for conversations to occur."

STARS Regina's membership is up to 10, with others expressing interest. To join, students can email starsregina@gmail.com for information on the next meeting. ■

Photo credit: Cassandra Hanley



"The Sharing Circle" STARS Regina event

¹ <https://sites.google.com/site/saksafe/home/conference>

HOPE STUDENT ASSOCIATION SUPPORTS COMMUNITY PROGRAMS AND PROVIDES PROFESSIONAL DEVELOPMENT

By Shuana Niessen



Photos Credit: Brian Lewis

Youth and mentors from the Growing Young Movers (GYM) program participated in the HOPE Bike-a-thon

This academic year, HOPE has been active in its support of community programs. Dr. Lee Schaefer, faculty liaison for HOPE (Health Outdoor Physical Education) Students Association, explains its purpose: “Hope was created over 10 years ago and is a student-run organization focused on providing quality physical education experiences to youth.” HOPE, through a variety of fundraisers, has provided equipment as well as resources to a number of community schools and initiatives. “This year, HOPE organized a bike-a-thon that raised \$1780 dollars. Given their involvement in the Growing Young Movers (GYM) program, they chose to use this money to purchase running shoes for each of the students in the Growing Young Movers Program,” says Schaefer. On this experience, Nicole Sinclair, a HOPE member writes, “With this bike race, we gathered together to ride stationary bikes, [to] raise awareness and funds for a worthwhile cause. We had the pleasure of having some of the youth and high school

mentors from the Growing Young Movers program come to the University and ride with us.” HOPE members are also working to provide movement opportunities for youth with Ranch Ehrlo and the new Seven Stones school in Regina.

Along with fundraising and involvement in community initiatives such as GYM, Ranch Ehrlo, and Seven Stones school, HOPE members host and organize professional development opportunities for their members as well as the community. On March 21, they held their annual Professional development Day, which included provincial organizations such as

Saskatchewan Physical Education Association (SPCA), Saskatchewan Health Education Association (SHEA), and Saskatchewan Outdoor and Environmental Education Association (SOEEA). Physical and Health Education Canada’s, Dr. Stu Robbins was the keynote speaker. ■



Photo Credit: Melissa Gavel

HOPE teaches Seven Stones School students to play frisbee



Photos Credit: Jason Grayston

SUNTEP STUDENTS INDIGENIZING CURRICULUM: MOVING BEYOND BEADS, BANNOCK, AND BUCKSKIN

By Jennifer Reid-Vandevord, SUNTEP Faculty

Photo credit: Jennifer Reid-Vandevord



Photo (L-R): Doug Jarvis, Elsa Ramos-McKenzie, and Crystal Norris, Year 2 SUNTEP at 2015 WestCAST conference in Saskatoon.

The Saskatchewan Curriculum is packed with many opportunities to authentically integrate purposeful First Nations, Métis, and Inuit content and perspectives. On February 19 and 20, three 2nd-year students and one faculty from Saskatchewan Urban Native Teacher Education Program (SUNTEP–Regina) had the opportunity to attend and present at the 2015 WestCAST conference in Saskatoon.

Often as teachers, we are uncomfortable or unaware of how to integrate First Nations, Métis, and Inuit content beyond the stereotypical and historical topics. As much as the intentions are good, sometimes we further build stereotypes unknowingly.

Throughout the workshop, we provided hands-on opportunity for participants to work with their outcomes, and in small, common-graded groups to indigenize each subject.

As preservice teachers, each facilitator had examined the Kindergarten to Grade 8 cross curricular outcomes. We indigenized outcomes by going beyond the stereotypical beads, bannock, and buckskin.

The workshop was done collaboratively with the participants as we guided and helped provide the tools to reduce racism and bring awareness to others in the education field.

Each participant walked away with indigenized cross curricular outcomes and the ability to introduce indigenization as a professional development opportunity for their workplaces.

The WestCAST theme was “Engage. Empower. Inspire.” Accordingly, during this time, we worked together to build a strong, purposeful, and indigenized curriculum. ■



AN EXCHANGE STUDENT FROM FINLAND REFLECTS ON HER EDUCATIONAL JOURNEY

By Shuana Niessen

Photo Credit: Shuana Niessen



Jenna Balk is an exchange student from the University of Eastern Finland. She is in her final year of a 3-year B.Ed. degree, taking three courses at the University of Regina.

“Snowy and great” are the two words that Jenna chooses to sum up her time here in Regina as an exchange student from Finland.

Jenna started her Bachelor of Education program in 2012 at the University of Eastern Finland (UEF), located in the city of Kuopio, close to the Russian border. Jenna is in her final year of a 3-year program, and will transition directly into a 2-year master’s program. As a teacher in Finland, she is required to have a master’s degree.

Jenna knew from an early age that she wanted to be a teacher. She started school at the age of 7, attending an elementary school in her home community for Grades 1-4. She then moved into secondary school. While in secondary school, as part of her workplace experience, she spent two years working in an elementary school. Jenna says, “I knew I liked teaching before I even started high school.”

After secondary school, Jenna could choose to go to high school or professional school. Jenna says, “High school used to be the route students chose if they planned to go to university, but now students can enter university whether they take high school or professional school.” Thus, Jenna says, “more students are choosing the professional school route so that they can gain a vocation before going to university.” Jenna chose the high school route, however, where she studied psychology. “In Finland,” Jenna clarifies, “high school marks do not count towards university entrance. Post-secondary candidates must pass an

academic, multiple choice exam, and then they are interviewed and given a group task to see how well they work together with others.” Postsecondary education is publicly funded in Finland, so anyone can attend, but candidates must go through a rigorous entrance process, and the number of seats open are based on professional and labour force demands.

When Jenna graduated from high school, she travelled for a year before going to university. After travelling, she knew she wanted to do an exchange program. Thus, Jenna says, “I looked up the exchange options and took extra classes my first and second years so that my program wouldn’t go longer.” It was difficult to find an exchange program, “because programs are quite specific and not all universities take exchange students,” Jenna explains. But then she found the International Student Exchange Program (ISEP),

which gave her the option of going to Canada, to one of four universities. Jenna says, “I looked into the Canadian universities where I could study both English and education. I chose the University of Regina because I could study both English and education, and I had more options (not just 100-level courses) to choose from.” Jenna is glad she came, and recommends ISEP to other students. The process of applying took a year, but ISEP managed some of that process and set up accommodations for her in Luther College dorm. Living in the dorm was good because it helped her to make friends. “If I lived off campus, it would have been hard,” says Jenna.

A highlight for Jenna while at the U of R was a road trip to Edmonton and Banff with a group of friends. She also enjoyed her EPSY 400 (Working with Diversity and Difference) course with Instructor Carrie Dutkiwch. “There was lots of discussion, and many students sharing from their own experiences. Now I can take students with special learning needs into better consideration.”

Jenna still has the travel bug and wants to travel more after she finishes her master’s program. “I want to see the world. I like to learn different cultures; you have to actually live in a country to learn more,” says Jenna. The exchange has been beneficial for Jenna. As the only foreign student in her education class, she says, “I have realized my own socialization process is different than others. And, I can be more empathetic when someone has trouble with language, because I’ve experienced that.” ■

ARTS EDUCATION STUDENTS PERFORM

By Donna Nikiforuk

On February 13, the ECS 312 Arts Education students organized and performed a Valentine’s Day show for the residents at Wascana Rehabilitation Center. The key focus was on the importance of giving back to the community as well as helping future teachers think about and prepare for taking their own students out to a venue to share presentations from each of the Arts Ed strands. Together we discussed in our class concepts such as preparing students for an audience such as this, how to help students with their performances, the enriched learning that occurs during field trips, and students’ awareness of the Arts community in which they live.

The students opened and closed with a group musical number. Some performed individual singing/musical instrumental pieces. Others worked in small groups to tap dance, perform a poetic reading with dramatization, perform with technological applications, and dance responsively to different eras of music. The students planned their contributions to the show collaboratively. This was a very rewarding experience. The following are some quotes from the reflections our Arts Ed students:

“The performance at Wascana was a wonderful learning experience, which gave me many wonderful ideas for my future students.” ~Amanda Moisuk

“Our ECS312 class performance at the Wascana Rehab Centre was a great experience. It helped me as a performer to step outside of my comfort zone, but what is more important, it helped me as teacher and performance coordinator to witness and experience the planning and preparation processes that goes into a concert like this.” ~Christopher Merk

“Thinking about ways to talk about generosity is in a way very easily explained but very difficult to live out, especially as a group. Realistically, our society is not about giving back, it’s more about taking.” ~Alex Lohnes

“Students learn the importance of being an active part of the community- someone who is concerned with others and is trying to bring joy to people who need it. Doing kind acts makes you feel good. It’s that simple. Programs and performances such as this allow people to experience what doing a good deed feels like.” ~Amy Koskie

“After this experience I have decided, as a teacher, I would make it a ritual to expose my students to people in need. This would make them responsible and sensitive towards their community. This will change children’s perspective not only to focus on themselves but others in the community.” ~Roxan McAtee

PhotoCredit: Donna Nikiforuk



Megan Mossman, Danielle Beuker, and Alex Lohnes dancing to a medley



Chris Merk, Jesse Miller, and Deborah Nikkel demonstrating a tech loop song



Rob Neufeld singing acapella



Amanda Corbett and Jessica Hickie tap dancing to “Happiness”

SCIENCE AND CAMP: A GREAT COMBINATION

By Shuana Niessen

Photo Credit: U of R photography



Education Grad Student and
EYES Coordinator, Ben Freitag,

Regina-born Ben Freitag, a 2009 graduate of the Bachelor of Education After Degree (BEAD) program, current Master's of Education student, and full-time coordinator for EYES, thinks there is nothing better than combining science and camp!

EYES (Educating Youth in Engineering and Science) is a science and engineering education program for youth in Grades 1 - 8 in Regina and southern Saskatchewan, hosted at the University of Regina. Ben started coordinating the camp one week after graduating from the BEAD program in 2009. "Combining science and camp seemed like a perfect idea to me," says Ben. His previous work with summer camps, year with Katimavik, along with his education gave him the qualifications and experience necessary to do this work.

As the EYES coordinator, Ben is responsible for writing grant proposals and finding sponsorships, preparing and scheduling school workshops, administrative duties (budget, registration, etc.), hiring, supervising, and training staff,

logistical organization of EYES programs, and he is the main liaison between the parents and staff. Ben also maintains the programs's relationship with the Actua national office in Ottawa. Actua is a national network of science organizations. Ben says, "We support one another because there are not that many science programs around."

EYES runs year round with workshops for elementary schools in May and June, camps in July and August, school engagements in fall, and club in the winter months.

A new initiative that Ben finds exciting is the coding camp. "Our mandate is to spark curiosity and to develop interest," says Ben. "So far, EYES has been solid on science and engineering programs, but we wanted to add technology into the program."

EYES camps develop positive self-concepts in youth towards science, helping youth believe in their ability to do science. "This is challenging to do in schools, with a set curriculum, making it tough to reflect the dynamic nature of science," says Ben.

EYES hosts an all-girls camp as well because there is "still a disproportionate number of females entering into science and engineering fields," says Ben. "Our camp has been sold out every year that we've offered it."

Since taking on his role as coordinator, Ben has seen the program grow to two and a half times what it was when he started.

Ben's outreach work is focused on increasing the number of low-income, Aboriginal, rural, female, refugee and new-to-Canada youth attending the EYES science programs. "We are trying to get an EYES camp within half an hour of everyone in southern Saskatchewan," says Ben. (EYES' sister camp, Sci-Fi, takes care of the northern Saskatchewan.) Ben's success in growing the program has meant that staff has also increased from 8 to 22 since 2009.

Ben is passionate about his work; "I love working with a team to create a powerful experience for kids. I love the creativity and being able to build new programs to address challenges," he says. The highlight for Ben is working with the staff. "They are amazing people, with passion and creativity." EYES camp hires students, mostly education students, in the summer to teach the camps.

Ben is currently working on his master's thesis, which explores how ideas/concepts of science and technology change as EYES instructors (university students) gain confidence in teaching.

For Ben, the memorable moments are "not the science shows or big explosions, but the smaller moments of seeing twenty kids chasing their instructors because of a game they made up." ■



"I love working with a team to create a powerful experience for kids. I love the creativity and being able to build new programs to address challenges." ~Ben Freitag

STUDENT REFLECTIONS ON THE “MOVING FORWARD, NEVER FORGETTING” EXHIBIT

Photo credit: Shuana Niessen



In March, many education students had opportunity to view the “Moving Forward, Never Forgetting” exhibit at the Mackenzie Art Gallery. This exhibit is curated by David Garneau and Michelle Lavalée and features art works, performances, and stories that portray Indigenous people’s experiences in residential and public school systems as well as other experiences of assimilation. Below are student responses to viewing the exhibit.

Photo credit: Ryan Salter



“Aapaskaiyaawa: They Are Dancing” (2002) by artist Faye Heavyshield

Ryan Salter (Year 3): *I was drawn to this work [photo above] because it literally stood out, or I guess it was hanging but that’s besides the point. At first I examined the cones forming a line, the wind in the gallery made them spin, like they were dancing. I think this could be a ceremony or dance rich in culture, but mourning loss. The hanging hoods, which reinforce the ritualistic nature, never bounce up and down, but only swirl around, steadily and never out of control. I was then drawn to the shadows that mimic their movement. The light is intentionally placed and the shadows remind me of a clock. A clock that symbolizes time past and the countdown to a new world where history is not forgotten. When reading about the artwork and the artist I was happy to discover that it was appropriately named, “They Are Dancing.”* ■

Michael Schienbein (Year 3): *What I will remember from this experience is the time I was given to walk freely and understand the art through my own interpretations and thoughts. I was immediately drawn to one piece from the exhibit titled, “Fringe.” I first noticed this piece from across the room and from a distance it appeared that the girl was bleeding from her wound. The initial visual was shocking and led me to*

wanting to know more about the piece. I approached the piece and tried hard to gather my own understanding before reading the corresponding description. I noticed that the wound wasn’t dripping blood, rather it was traditional beads that were hanging from the stitches. This visual made me believe that the First Nations individual in the picture had their traditional culture healing their wound. I really started to assume that this piece was representing the reconciliation of the damages caused by residential schools. But, why was the wound on the back? What is the true story behind the beads? Although I felt confident in my own interpretation, I still wanted to know more.



Photo credit: Shuana Niessen

“Fringe” (2013) by artist Rebecca Belmore

Having the opportunity to hear the true story behind the art from a story keeper was an opportunity for which I was very thankful. I was moved by the fact that the wound was on the back because First Nations peoples often didn’t see the damage coming. That reality was a difficult learning experience for me. It was also incredibly shocking to hear the story behind the beads. The beads were inspired by a true story of an Aboriginal woman being sewn together with beads. Apparently, the surgeon thought it was a bright idea to assume that his patient would appreciate that. That realization was mind boggling to me. I thought that it was a perfect example of our often poor attempts

continued on page 15

Moving forward is not about “forgiving and forgetting... we need to understand and remember what happened and work hard to ensure events like this never happen again.” ~Student, David Brown

at reconciliation. I believe that racial stereotyping and hurtfulness through attempting to reconcile is a common mistake that is made in our society.

It must be known that this overall experience wasn't limited to the one piece that I write about extensively. Moving Forward, Never Forgetting is a compelling exhibit that is an important representation of our land's true history. ■



Photo credit: Shuana Niessen

"The Phone Call" (2014) and "At the Feast" (2014) by artist Audrey Dreaver

mother. Later, the grandmother dies, and the mother feels the void in her life. The grandmother held all this cultural knowledge at her fingertips and in her heart. There is a huge void in this family's life.

I can relate firsthand to this story. My grandmother, my mentor, has very little time left on this earth. She has been an inspiration to me over my lifetime. She is the strong matriarch, the one who held the family together and has all the knowledge of our cultural history and traditions. She lost her spouse early in life, but she kept forging ahead with strength, and learned to do all the things he used to do.

I have called her on many occasions for her recipes, for borscht and apple strudel and to talk to her about home remedies and how to make them (my personal favourite—mustard plasters for a bad chest cold). No one else in the family holds this wisdom. What will we do when she is gone? Why did we take her for granted for so long? Why is old world knowledge not passed down in our culture? Why does it often take the back seat to new technologies, new ideas, and new ways of doing things? Do we truly believe this knowledge is not as valuable?

My grandmother used to say, “You know, Brandi, everything old becomes new again.” She would also say, “There is nothing I haven't seen before in my lifetime.” As an educator, I want to work to bridge that intergenerational divide and to ensure that traditional knowledge and culture is past down to future generations.

Art invokes emotional response that calls us to action in a very real way. ■

Visual Arts Ed students partnered with Grade 11 students from Monseigneur de Laval for their tour. Dr. Valerie Triggs says, "Both groups of students were impacted by the testimonies of resilience in the art. The opportunity for collaborative artmaking and discussion in response to this powerful display of art was significant for the students in terms of experiencing a conceptual and visceral introduction to the ways in which current contemporary artists are grappling in the present with past injustice." ■



"Old Sun" (2006) by artist Adrian Stimson

David Brown (Year 3): A piece that resonated with me is one that is depicted [above]. This piece lifted [my] sadness and provided me with the moment I sought: serenity. This artwork created many questions for me. Not all emotionally charged, I should add. I had practical questions ranging from, “How did he create the piece so the shadows lined up perfectly?” to thoughtful questions, such as “How can we create harmony, instead of putting our 'stamp' on society?” When I looked at this piece I could sense the stamp that the settlers placed upon our First Nations people. The imprint of the Union Jack on the fur lining of the structure showed me the impacts of world views on society. What this sparked for me is that it is up to us, teachers of the current and future generations, to dispel the hatred and work towards that harmony. We need to help remove the stamp placed upon First Nations people and help them move forward. We also need to teach our students about these events and tell the true story, so we can never forget how world views have such a tremendous impact on our society and our future. ■

Brandi Ottenbreit (Year 3): Feeling moved, touched and challenged by the exhibit is an understatement. I chose to comment on only one art piece and the emotional response that was awakened within. I connected to many pieces and could have easily commented on more.

The art piece I chose included a series of speech balloons between a mother and her two sons [see next column]. The two sons were chefs and they were calling their mother for more information on how to describe certain recipes and meals in Cree. They were trying to tie back to their roots. The mother, in turn, answered that she needed to ask her own

Photo credit: Shuana Niessen

EMERGING ELDER-IN-RESIDENCE

Photo credit: Shurana Niessen



Emerging Elder, Cree knowledge keeper, storyteller, musician, and artist, Joseph Naytowhow did a residency at the University of Regina with the Elementary Education Program as part of PLACE from January 26 to February 6. Joseph is knowledgeable of treaty, oral history, storytelling, protocol and much more. He was at the U of R to work with faculty, sessionals, and students in the Year 3 of the elementary program. Joseph made himself available and accessible to students who wanted to talk with him. The following are excerpts from those interviews.

Brandi Ottenbreit: Interview with Joseph Naytowhow

What influence does place have on your identity? “It is a big question. Place is where you need *to be*. When the Cree people were placed out here, it was because it was a place that they could thrive, as a people, as a culture, where they could practice their ways. They were given exactly the place that they needed *to be*. That is how we understand it. We are blessed by the Creator, a kind God, to live where we are. The direct translation from Cree is that we are literally ‘dropped into this place.’ That is one way of understanding place and that is where your identity would come from.”

What can we learn from the land? “For me, because we have a relationship based on the language, the land replenishes us, in different ways, whether it is food or whether we just need to have some time to ourselves.

As a child, I learned that land will provide the medicines for physical, mental, or spiritual disease. I learned that in the early stages of my life. The land is a very important place where you go to perform ceremonies—outdoors. You can make a good life out of understanding the land and what it has to give.

If you have a relationship with the land, as your mother, which is how I was raised, you have a unique relationship, so you take care of this land. You don’t destroy it in any way, which probably happens today, as

it has happened since the day I was born. If you don’t respect the land, it won’t provide you with what you need or with what your children need in the future. You have to really take care to honour and respect the land. Before you take anything you offer something, whether it be tobacco or prayer.

I was asked as a child, ‘What would you like to be when you grow up? Bus driver, fire truck driver, police officer?’ Hmmmm. That didn’t make much sense to me. I’m not sure what I want to be. I just want to be at peace. I just want to be happy. Why do you have to be something to determine who you are? I learned much later in life the things that are important to who I am, that I walk this land and I am given what I’m given from the land, and whatever I’m given, I share with the rest of the world. It is not for me to hang on to.” ■

Meagan Dobson: Reflects on her interview with Joseph Naytowhow

“During our conversation, I asked Joseph if he would be willing to share some insight surrounding ways in which to teach about challenging (discomforting) topics in a middle years classroom. His response was geared towards kind and gentle teaching, specifically using the arts as a way to communicate content and experience. This was something that I had not previously considered and I am wondering why I have overlooked this approach. As Joseph continued to share his personal narrative and pedagogy, I felt strong emotions welling up from within myself—I was honoured to receive this knowledge and greatly appreciated his courage to share his experience. Joseph speaks of his experiences with such eloquence and forgiveness. Despite all of the unfortunate things that have occurred in his life, he is dedicated to creating a future filled with love and respect for all people. Joseph’s pedagogy moves far beyond an “us and them” mentality (I think this perspective is something that ALL educators...going even further, ALL PEOPLE...could benefit from embracing), which I think is vital if we are to meaningfully move forward, united as one—through the process of healing and reconciliation. His selfless demeanour was inspiring; he shared with us that ‘out of tragedy comes beauty’—an empowering statement that reinforces the importance of resilience and something I will keep with me as I continue navigating through the challenges in my journey.

Thank you, Joseph for sharing your narrative with me—your words will continue to inspire the ways in which I learn and live. I will share your teachings with my future students as a way to honour your story.” ■

ALUMNUS HONOURED AS TOP PRINCIPAL

By Costa Maragos, External Relations

Photo credit: U of R Photography



Alumnus James Wahl, Principal, St. Francis Community School, Regina, SK

Alumnus James Wahl (B.Ed. '95) has been recognized as one of the top principals in Canada.

Canada's Outstanding Principals Awards are presented annually by The Learning Partnership, a national charitable organization with a mandate to support, promote, and advance public education in Canada. Wahl is one of 40 principals from across Canada to receive the award this year.

In addition to Wahl's numerous innovative initiatives, The Learning Partnership says Wahl has shown that "learning is about the journey rather than the destination."

He is currently the principal at St. Francis Community School, which is part of the Regina Catholic School Division. Prior to this position, Wahl served as principal at St. Jerome School and St. Michael Community School.

"I understand that winning any award is a team effort. I have always been fortunate to work with caring individuals who want success for students," says Wahl.

At the University of Regina one of those people was Dr. Dave Friesen, professor Emeritus and Associate Dean of Faculty Development and Human Resources.

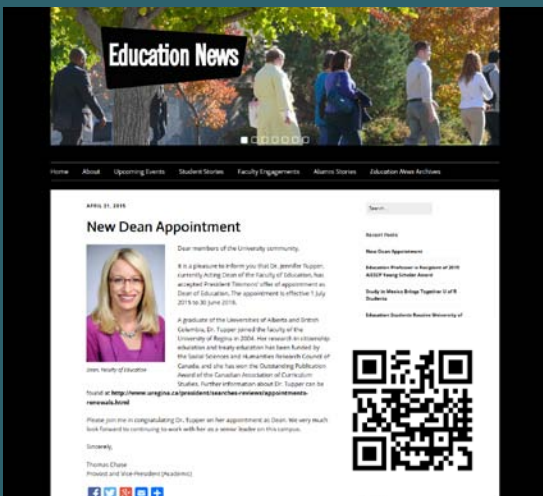
"I had the honour of working with many good people at the U of R," says Wahl. "Dr. Dave Friesen was the key education professors for me. I owe a lot to Dave and think of him often."

For Wahl, one of the most important things an educator can do is build a space conducive for learning.

"We need an environment that focuses on the individual learning needs of the student," said Wahl. "My job as principal is to create the necessary relationship with staff, students, parents and greater community to make all of this work."

The University of Regina is committed to student success as outlined in its Strategic Plan. For information about the Faculty of Education and how you can take part in its program offerings please visit: <http://www.uregina.ca/education/>

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RETIREMENTS



Dr. Warren Wessell retired in December, 2014 after 20.5 years with the Faculty of Education. Photo (L-R): Dr. Paul Hart and Dr. Warren Wessell

Warren Wessel can look back on his career at the U of R with a sense of accomplishment, especially on two memorable involvements. First, he was a part of the rebuilding of the science area labs. These changes led to the science methods classes being taught in a different manner, using both the classroom and the lab area, making more efficient use of the space. Second, during his 8-year tenure as a Chair, Assistant Dean, and Associate Dean of the Faculty's graduate program, the first doctoral students completed their programs and convocated. Notably, during that time, he saw the program essentially double in size to about 400 graduate students.

In the science subject area, Warren worked with colleagues to provide students with a different kind of experience in hopes that they would change the manner in which they teach science in the field. Warren says, "We have worked hard to provide many inquiry-based and hands-on approaches to science teaching from Kindergarten to Grade 12 science classes. My colleagues and I have a reputation for providing 'thinking' experiences as we teach, and ensuring that students had to present many experiences for their colleagues."

Warren also led the 6-year CRYSTAL (NSERC funding) project where more than 30 classroom teachers and several graduate students benefited from meeting with him to plan changes in the way that they taught science in their school classrooms. This project was a direct attempt to work with practicing teachers in professional development aimed at providing them with opportunities to collaborate with each other to work with colleagues to change their instruction.

So far, Warren's retirement has felt more like a holiday, with momentary twinges of guilt over the idea of not getting up to go to work. Besides focussing on family, friends, and travel, Warren will complete the supervision of five graduate students as an adjunct professor. He also has four grandchildren to enjoy.

As advice to others, Warren says, "Do what you love doing and if you don't love doing what you are doing, find something else. Most of the success I have had is because I can see humour in most situations, and have shared it with colleagues." ■■



Dr. Vi Maeers retired in December, 2014 after 22 years with the Faculty of Education.

Vi was born on the isle of Bute in the Firth of Clyde, Scotland. In the 60s, she responded to a Canadian teacher shortage, and found

herself in Tribune, Saskatchewan. After 6 months, she returned to teach in the UK, but she would return to Canada in 1971, to teach at Payepot School, Piapot First Nation. While there, she finished her B.Ed., specializing in remedial reading. Next she moved to Iqaluit and taught at the Nakasuk School, a connection that has allowed Vi to support the current U of R partnership with Nunavut Arctic College, Nunavut Teacher Education Program.

In 1991, Vi returned to the South and completed her Master's of Science in Mathematics at the University of Calgary. After graduating, she began her Ph.D., and in 1992, received her first appointment in the Faculty of Education at the U of R in Mathematics Education. She completed her Ph.D. in 1996.

Vi has been described as a good citizen, with her energetic participation in the life of the Faculty. In 1999, Vi received a University of Regina Alumni Association Award for Excellence and in 2002 she received the prestigious national 3M Teaching Fellowship award from the Society for Teaching and Learning in Higher Education.

Vi has been quoted saying, "recognition is important, but I'd rather be remembered as a good teacher. It doesn't matter how long you have taught or how good your last class was, every new semester brings a new set of challenges. But once I started teaching I knew it was what I was meant to do."

In 2003, Vi became full professor and also the Director of the Centre for Academic Technologies. She served there until 2007, and then after administrative leave, returned to the Faculty to take on the Community-Based programs with SIDRU. ■■

continued on page 19



Dr. Rod Dolmage retired in December, 2014 after 19 years with the Faculty of Education.

Rod came to the U of R, Faculty of Education in 1995, where he has taught educational administration in the undergraduate and graduate programs. Rod has held a variety of positions in his time here, including Chair of Educational Administration subject area, Chair, and later, Associate Dean, of education graduate programs, President of the Canadian

Association for the Practical Study of Law in Education, and Director and Chair of the Centre for International Education and Training (CIET). With CIET, Rod was actively involved in international development projects, particularly in China, as well as working along with others to keep CIET alive, despite increasingly constrained parameters. Rod also authored *So You Want to Be a Teacher: The Guide to Teaching as a Career Choice in Canada*.

Rod's involvement with the growth and development of the faculty's education graduate programs, specifically the Ph.D. programs was a highlight for him. Rod says, "I had the opportunity to work with some incredibly bright and talented graduate students."

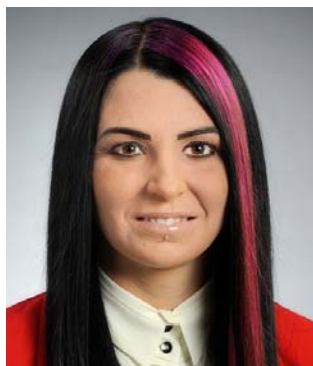
Another noteworthy accomplishment is Rod's writing

of the University's Intellectual Property Policy, work he found both "challenging and rewarding."

Rod's work in the faculty reflects his view of the value of the work done with the Faculty: "We attempt to prepare people who will have a profound influence on the development of the next several generation of Canadian citizens... and Canada desperately needs several generations of citizens much more aware and thoughtful than those who came before them (and yes, that includes us). What could be more significant?"

A main goal for his retirement is to "stop living the deadlines, to relax, to work in my shop, and to go fishing." As advice to his colleagues, Rod says, "When you have sabbatical, leave, get out of town!" ■■

NEW FACULTY



Angela Snowshow, Lecturer in Educational Psychology

Angela Snowshoe is a proud member of Ojibway and Métis Nations from Northwestern Ontario. She is currently completing her Ph.D. in Clinical Psychology at the University of Western Ontario. Angela has an ideal balance of clinical and research experiences with youth and adults from diverse and underserved populations in

community and school environments. Her strong orientation to social justice issues and decolonizing agendas is evident in her work as a professor, clinician, and researcher. Her research interests include the role of cultural connectedness in promoting mental wellness among First Nations youth, their families, and their communities. Her doctoral dissertation involves the development and validation of a cultural connectedness scale for First Nations youth in Canada. Angela is particularly keen in blending quantitative and Indigenous methodologies to increase the relevance of her research for First Nations communities. She is recognized by her colleagues for her practical guidance on conducting strengths- and community-based research and therapy with First Nations peoples.

Angela currently sits on the Board of Directors for the Canadian Women's Foundation and works towards ending violence against girls and women in this capacity. Angela is honoured to be part of the Faculty of Education at the University of Regina and is looking forward to working with her new colleagues and students. Angela and her fiancé's new acreage will soon be home to an extremely rare Lac La Croix Indian Pony. ■■

See website for **Special Issue Indigenous Education Call for Submissions**



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RECOGNITION OF ACHIEVEMENT

Photo credit: Jessica Lena Photography



SASKATCHEWAN COUNCIL FOR INTERNATIONAL COOPERATION (SCIC) GLOBAL CITIZEN AWARD

A First Nations lesson, “we are all related,” is what shapes Dr. Pete’s understanding of global citizenship.

Dr. Shauneen Pete, an associate professor in the Faculty of Education and Executive Lead on Indigenization at the University of Regina, was among those recognized for leadership in global and Indigenous education at the Saskatchewan Council

for International Cooperation (SCIC) Global Citizen Awards on February 3rd.

Dr. Pete, originally from Little Pine First Nation, is a teacher/professor, storyteller, public speaker, writer for RezX Magazine, and co-producer of The Four television show. In all her roles, Dr. Pete is committed to anti-racist and anti-oppressive education, to undoing and healing the damage that years of violence and silence, resulting from systemic racism and colonialism. Dr. Pete works with students, audiences, colleagues, and readers to develop allies for First Nations peoples. In her interview with the Saskatchewan Council for International Cooperation, Dr. Pete refers to a First Nations way of thinking, “We are all related,” as the idea that shapes both her understanding of global citizenship and her actions towards others.

Dr. Pete views sustainability as one of the biggest challenges facing our global community. She relies on Indigenous values as her guide in the area of sustainability, as well: “Take only what you need.” For a full interview, see <http://ow.ly/MbhRj> ■

Photo credit: U of R Photography



2015 AIESEP YOUNG SCHOLAR AWARD

Dr. Lee Schaefer is one of five worldwide recipients of the 2015 AIESEP (Association Internationale des Écoles Supérieures d’Éducation Physique /International Association for Physical Education in Higher

Education) Young Scholar Award. The intent of the award is to support the participation of early career scholars at AIESEP events and to recognize their scholarly promise.

Eligibility is confined to those members who plan to or have recently embarked on careers as researchers. Prize-winners receive a waiver of their registration fees and formal recognition at the 2015 Madrid AIESEP Conference. ■



Retired Education Professor and University of Regina Rams receivers coach, Dr. Rick Seaman was named **Canada West’s Outstanding Volunteer Coach** in November, 2014. Dr. Seaman has been a dedicated volunteer coach for nearly 50 years. ■

FUNDING

SIDRU RESEARCH COMPETITION

Dr. Marilyn Miller: An Exploration of the Issues Underlying Accessing Sustainable Funding at the Regina Immigrant Women Centre—\$3,500.00

Dr. Fatima Pirbhai-Illich: Understanding Hospitality and Invitation as Dimensions of Decolonizing Pedagogies When Working With Marginalized Youth—\$3,500.00

Dr. Spy Dénomme-Welch: Disrupting Colonial Landscapes: A Song Cycle—\$3,500.00

PRESIDENT’S TEACHING AND LEARNING SCHOLARS GRANTS FOR 2015-2016

Dr. Michael Cappello (Principal Investigator), Faculty of Education; Dr. Claire Carter, Women and Gender Studies; Leo Keiser, UR Pride; and Krista Baliko, Centre for Continuing

Education—Queering Teacher Education: Enhancing Teacher Understanding to Support Gender and Sexually Diverse (GSD) students—\$2,970.00 ■

AWARDS

Photo credit: U of R Photography

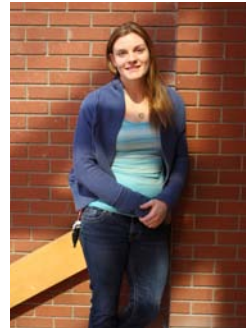


Alyssia Kajati, Faculty of Education student, received recognition as **Women's Basketball MVP** at the University of Regina's Athletic Awards, held in April 2015.



Molly Glass, Faculty of Education student, received recognition as **Women's Soccer MVP** at the University of Regina's Athletic Awards, held in April 2015.

Photo credit: Shuana Niessen



Alumnus Kayla Brodner, and graduate student (fall 2015) received recognition as **Women's Wrestling MVP** at the University of Regina's Athletic Awards, held in April 2015.

LONG SERVICE AWARDS

Photo credit: U of R Photography



Photo (L-R): Kimberly Muhr, Laurie Carlson Berg, Jennifer Tupper, Tania Gates, and Carol Schick.

Long Service Award Recipients:

10 Years:

Tatum Cruise, Patrick Lewis, Jennifer Tupper,

15 Years:

Laurie Carlson Berg, Paul Clarke, Alec Couros, Tania Gates, Kimberly Muhr, Carol Schick,

25 Years:

Louise Laverdiere

35 Years:

Paul Hart



SASKATCHEWAN PROJECT OF HEART WEBSITE

The Faculty of Education is sponsoring the Saskatchewan Project of Heart website, which offers resources and information on the Project of Heart learning experience, and stories about Project of Heart activities in Saskatchewan. Project of Heart is an inquiry-based artistic journey, seeking truth about the history of Aboriginal people in Canada.

Let us know if you are engaging in a Project of Heart: Jennifer.Tupper@uregina.ca and Shuana.Niessen@uregina.ca

Website: WWW.PROJECTOFHEART.CA/SK



PUBLISHED WORKS

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- Gleddie, D., & **Schaefer, L.** (2014). Autobiographical educative narratives of movement and physical education: The beginning of a journey. *PHEnex Journal*, 6(3), 1–15.
- Hanson, C.** (2014). “I learned I am a feminist”: Lessons for adult learning from participatory action research with union women. *The Canadian Journal for the Study of Adult Education*, 27(1).
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- McNeil, B.** (2014, October). *Moving Canada forward: Information literacy in a time of indigenization*. Proceedings from the Second European Conference on Information Literacy, Dubrovnik, Croatia.
- McNeil, B., & Pete, S.** (2014, August). *Self-study of a journey of indigenization*. Proceedings from the 10th International Conference on S-STEP—Changing Practices for Changing Times, East Sussex, England.
- McNinch, J.** (2015). Book review: Psychodynamic perspectives on working with children, families, and schools. *in education*, 21(1).
- McNinch, J.** (2015). Working against the grain. In S. E. Elliott-Johns (Ed.), *Leadership for change in teacher education: Voices of Canadian deans of education*, pp. 73–79. Rotterdam, NL: Sense Publishers.
- Nolan K., & Plummer, E.** (2014, July). *Having a passion for mathematics: The role of mathematics specialist teachers in Grades 6–8*. Proceedings from Psychology of Mathematics Education (PME 38), Vancouver, BC.
- Nolan, K.** (2015). Reflections on bright moments in teaching through inquiry. *for the learning of mathematics*, 35(1), 42–44.
- Nolan, K., & Weston, H.** (2015). Aboriginal perspectives and/in mathematics: A case study of three Grade 6 teachers. *in education*, 21(1).
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- Salm, T., & Mulholland, V.** (2015). Building a sustainable structure to support the Adaptive Mentorship Model in teacher education. *International Journal of Mentoring and Coaching in Education*, 4 (1), 53–68.
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- Tupper, J. A.** (2014). The possibilities for reconciliation through difficult dialogues: Treaty education as peacebuilding. *Curriculum Inquiry*, 44(4), 469–488.
- Pete, S.** (2015). Indigenizing the academy: One story. *aboriginal policy studies (aps)*, 4(1), 65–72.
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CAMPUS EVENTS

The **First Western Canadian Conference on American Sign Language (ASL) and English Bilingual Education (EBE)** was held October 17, 2014 at the Faculty of Education, U of R. The conference theme was “The State of the Art in Language and Literacy Education for Deaf and Hard of Hearing Students.” Guest speakers included Jim Cummins (OISE, University of Toronto), Robert Hoffmeister, (Boston University), Kristin Snoddon (Carleton University), and Charlotte Enns (University of Manitoba). Special thanks to Dr. Fatima Pirbhai-Illich whose support made this conference possible. ■



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Photos credit: Shuana Niessen



Dr. Val Mulholland and Kristina Lee



Nicole Strandlund, Prairie Valley SD

Val Mulholland, Michael Cappello, Crystal Schmalte, and Kristina Lee organized the **SAFE (Social Justice and Anti-racist, Anti-Oppressive Forum on Education) Conference**, held October 24, 2014. Third-year undergraduates from Elementary, Arts Education, and SUNTEP programs attended as part of their PLACE experience. The conference was supported by the University of Regina President’s Conference Fund, the Faculty of Education, and SAFE. ■



Associate Dean Ken Montgomery and Dean Jennifer Tupper



Keynotes: Dr. Michael Cappello and Dr. Shauneen Pete



SAFE Sessions

Photos credit: Shuana Niessen



Dr. Patti Lather



Lecture attendees



Dr. Patti Lather Lecture



Drs. Jennifer Tupper, Patrick Lewis, and Patti Lather



Dr. David Malloy, VP Academic, and Dr. Patti Lather, provocateurs

Photo credit: Patrick Lewis

talkin’ about school and society hosted a lecture by Dr. Patti Lather who presented “Against Proper Objects: Toward the Diversely Qualitative” on March 24, 2015. The lecture was followed by a discussion on “The Messy Politics of Research with provocateurs, Dr. Patti Lather with Dr. David Malloy, VP Research, U of R, and Dr. Michelle Stewart, Justice Studies, U of R. ■

SUMMER SYMPOSIUM

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

July 23-25, 2015

University of Regina

QUESTIONS TO BE EXPLORED:

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

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Confirmed speakers include the following:

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

For more information please contact:

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For registration and more information see website: www.politicsofevidence.ca