

# EDUCATION EXCHANGE

NEWSLETTER

## Education Student Teachers' Association: Building Memories and Community

**M**aking every student's experience at the Faculty of Education memorable is what the Education Student Teachers' Association (E.S.T.A.) is all about.

E.S.T.A. is comprised of 11 enthusiastic Faculty of Education students, elected by and for the students, for the 2015-2016 academic year. They are a diverse group with different backgrounds and majors, but they share a common passion: building community.

"Our goal is to offer events and opportunities that make our time here enjoyable, educational, and memorable," explains E.S.T.A. Co-President Ashley English. "We are about building and celebrating our community, as we know our time here goes by fast. We also want to give back to the community, through fundraising and volunteerism in schools."

During the Fall semester, the group organized a well-attended "meet and greet" social for students and faculty to kick off the academic year.

They also rolled out a Lakehead Faculty of Education clothing line, featuring customizable jackets, shirts, pants, and totes to build community and promote school pride. The clothing can be ordered in various colours and designs, with casual to more professional options available.

E.S.T.A members and other students at the Fall Meet-and-Greet social

### Dodgeball, Breakfast Clubs, and an Enchanted Masquerade in the Works

A mix of fundraisers, volunteer opportunities, and celebratory activities are planned for the Winter semester.

A dodgeball tournament will take place in January, featuring teams of 6-8 students. The \$5 per person entrance fee will be put toward a donation to the Heart and Stroke Foundation.

E.S.T.A. is also organizing volunteer opportunities at breakfast clubs in Thunder Bay schools. Alicia Marinis, Volunteer Coordinator for E.S.T.A., says this idea was prompted by a desire to be more involved in school communities.

"Helping out with breakfast clubs is a great way to connect with students and participate in a very worthwhile cause," she explains. "This opportunity is open to all Faculty of Education students and doesn't require a huge commitment — even if a person can only help out once or twice a month, we'll make it work."

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E.S.T.A. Co-Presidents Aaron Stephens and Ashley English

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The final event of the year will be an Enchanted Masquerade, which will take place February 26.

Open to all students in the one-year and two-year programs, along with their dates, the Enchanted Masquerade will be a fundraiser for missing and murdered Aboriginal women in Canada. Attendees are encouraged to wear a red item of clothing to show their support – whether that is a corsage, tie, bracelet, hair clip, dress, or any other item.

The event will be a celebration of the academic year and, for some, a final chance to spend time with their peers before they go on placement.

“Some of us are going home to southern Ontario for our last placement, and it’s been a long journey for all of us,” explains Danielle Gosselin, an E.S.T.A. member who is helping to organize the event. “We are almost teachers; we’re almost there, so we’re going to celebrate together!”

For more information on any of the E.S.T.A. planned events, please visit [www.estalu.com](http://www.estalu.com)

## Faculty of Education Alumni *What Are They Doing Now?*



### Jonathan Kakegamic

#### Principal, Dennis Franklin Cromarty High School

Graduate of the Bachelor of Education and the Native Teacher Education Program, 1994 (Thunder Bay campus)

I am from Keewaaaywin First Nation and have been the principal at Dennis Franklin Cromarty (DFC) High School for the past six years. DFC provides secondary education to students from 24 First Nations communities. Our school has about 120 kids and we are very connected to them, from the time they come to us in September to the time they return to their home communities in May.

We’re much more than a high school here, and we’re different from other schools in the city. In other schools, at the end of the day, teachers go home and that’s it, because the students go home to their families. Here, it’s not like that. The students come to us from remote communities and we are like parents to them while they’re here. They are in our care 24/7. Our school stays open until 9:00 at night and many students choose to stay here until then, before going home to their boarding families.

DFC’s vision is “a world in which First Nations people succeed without the loss of their identity, and have the courage to change their world according to their values.” We engage our students to be successful and encourage them to make positive and healthy choices. We have an Elders program, with Elders from the communities we serve, and they play a huge role. That’s how the true essence of culture and identity is passed down, with Elders passing on what they’ve lived. We’ll do arts and crafts, where everyone sits around talking, people are telling their stories, and it’s therapeutic. Sometimes personal stuff comes up and there’s a lot of openness. It’s healthy.

We have culturally relevant programming, and we add a “Nish” (Anishinabek) flavour to our courses from the Ministry. We also have a very solid program with Dilico Anishinabek Family Care, with youth workers who come to our school from 3:00-9:00 each day to work with the kids. All of our teachers, administration, and other team members have the students’ safety and well-being in mind. I believe our school is getting more successful and I believe the people of Thunder Bay appreciate that. We have up to 20 students who graduate each year.

It is good to see growth in the Aboriginal programs at Lakehead University. My parents went to Lakehead, my brother and sister graduated from Lakehead, my wife did too, and now my son is in his second year (English honours), and my daughter will be applying for Indigenous studies. Education is awesome, because you have a chance to make a difference every day.



**Dawn Burleigh**  
**Assistant Professor, Faculty of Education, University of Lethbridge**

Graduate of the Bachelor of Education program, 2005, and the Master of Education program, 2007 (Thunder Bay campus)

After completing an undergraduate degree from the University of Western Ontario, I headed north to begin my Bachelor of Education degree at Lakehead. Coming from a large institution in an urban area, I immediately noticed the difference at Lakehead. Smaller classes, an amazing sense of community, and excellent outdoor opportunities began to shape my perspectives on teaching and learning. Specifically, classes on the philosophy of education with Don Kerr and outdoor education with Bob Jickling opened my mind and heart to new ways of understanding and knowing the world. Along with a strong Aboriginal education component in the program, I began to explore the role of teaching in First Nations communities. Completing my Master of Education degree was an incredibly rewarding experience, supervised by Lisa Korteweg, and eventually led to teaching secondary school in the remote First Nations community of Attawapiskat, North Eastern Ontario.

My time in Attawapiskat extended, and sometimes challenged, what I had learned about teaching, but I was well-equipped to work through the challenges and delve into life in the North. My students in Attawapiskat were the reason I pursued a PhD. I believed they deserved the same opportunities as other students across the province and I experienced the disparities and inequitable educational conditions they were living and learning in. Working with First Nations youth has solidified my position as a learner and a teacher, and fuelled my passion for equity and social justice efforts in education.

I began a PhD at Western University and found that my teacher education and masters programming at Lakehead prepared me well, for not only research but also teaching at the post-secondary level. While at Western I explored several areas of research, taught undergraduate and graduate level courses in Aboriginal education, and drew continuously on the foundational elements of teaching practice that I learned at Lakehead.

Currently I am an Assistant Professor in the Faculty of Education at the University of Lethbridge. I am privileged to work with Education students who have majors in Aboriginal education, and to learn more about the Blackfoot territory and people. I continue to research the work of teachers in remote First Nations communities, along with research methodologies that attend to narrative approaches to teaching and learning.

I loved my time at Lakehead because it demonstrated to me that my passion for people, community, education and the North can be brought together — and it is awesome when that happens!

**Michael Richardson**

**Owner and Operator of CHALLENGES**

Graduate of the Bachelor of Education program, 2007 (Thunder Bay campus)

Outdoor education has always been my passion. As a student at Lakehead, I experienced it first in the Outdoor Recreation program (graduating in 2006) and then in the OE3 (Outdoor, Ecological, Experiential Education) program while completing my Bachelor of Education (graduating in 2007). Now, as the owner and operator of CHALLENGES, I see individuals benefiting each year from the adventure and skill development that outdoor experiential education offers.

Outdoor education “levels the playing field” for all students. It doesn’t matter what a person’s socioeconomic background is, or what their learning style is — when you take students into a new environment, provide them with the tools they need to thrive, and give them an authentic challenging experience, you are going to see growth, engagement, empowerment, and a strengthened community. Whether you’re backcountry canoe tripping in the Ontario wilderness, hiking the West Coast Trail of BC, scaling the cliffs of Quebec, or exploring inner-city green spaces, the mental



and physical health benefits of immersing oneself in the natural world are invaluable.

In my role as a Challenge Agent with CHALLENGES, I oversee year-round programs accessible to all ages in both wilderness and urban environments. We utilize the green spaces in and around cities for our programming, such as conservation areas, parks, and waterways for programming, as well as accessing more remote areas in the wilderness. The concept is simple: we discover who we are when we’re

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challenged, and we become who we want to be when we overcome our challenges. In this role, I am fortunate as I get to see people at their best.

I've lived in Toronto for the past three years but remain connected to Thunder Bay, the university, and its wholesome community. Now I hire Lakehead students and am consistently pleased with the quality of their education.

The number one reason that Lakehead was a great school for me was because of its smaller size and incredible faculty. As a student I was encouraged to question and develop my own perspectives. I attribute much of my success in the recreation and education industry to my time and education from Lakehead. The professors I had valued having me in the classroom, and kept me engaged. They created a community, and I developed relationships within that community that continue today. I am pleased to be practicing a similar educational philosophy with my participants and students.



### **Nikki Frumau**

**Long-term Occasional Teacher; currently teaching Grade 1 at Couchiching Heights Public School, Orillia**

Graduate of the Bachelor of Education program, 2011 (Orillia campus)

Going back to school in my late 30s was a leap of faith. My goal was to become a teacher, and through Lakehead's Bachelor of Education program in Orillia, I achieved it. My professors were always accessible and very interested in helping students achieve their goals. I also found that the small classroom sizes created a real "family feeling" at the school.

At present I am working as a long-term occasional teacher, working with Grade 1 students. I love working with kids and seeing the light in their eyes as they learn to read, write, and problem-solve. I teach at a smaller school in Orillia called Couchiching Heights Public School. There are 20 students in my classroom, about half of whom are higher needs students. I'm glad I had the chance to work as a Special Education Resource Teacher (S.E.R.T.) during my time at a previous school, and the training and courses I have taken since graduation have enabled me to work with students, Educational Assistants, and school S.E.R.Ts to find strategies that help my students achieve their potential.

In particular, I enjoy teaching math. It's a subject that many students dislike and lack confidence in. Students ask "when will I ever use this?" I want to provide culturally relevant math and get students excited about it. I was inspired by Ruth Beatty, my math professor at Lakehead, who changed my attitude toward it. Her enthusiasm for the subject is infectious!

Last year I headed up the Ontario EcoSchool application for the previous school where I was teaching, and I am working to get Couchiching Heights certified as well. Ontario EcoSchools is

an environmental education and certification program for school communities that develop environmental practices and reduce their environmental footprint. To achieve this, the school works as a team on issues like environmental curricula, recycling, energy audits, and garbage audits.

I have had other careers before this one. I worked as a legal secretary/bookkeeper across Canada, and worked for an Aboriginal law firm in Vancouver. I also worked for Air Canada in Montreal. For a new chapter in my life I decided to follow my love of learning and go back to school to become a teacher. Now, it is my students who teach me so much — every day. I feel very blessed to be doing exactly what I love doing!



### **Rick Clace**

**Associate Dean, School of Aviation, Engineering Technology and Trades, Confederation College**

Graduate of the Bachelor of Education program, 2002, and the Master of Education program, 2009 (Thunder Bay campus)

I have been at Confederation College since 2002, in a few different roles. I started out as a full-time faculty member in the School of Engineering teaching Mathematics, Science and Computer Programming, and later served as the Math/Science Coordinator in that school. In 2013, I took a position as Chair for the School of Business, Hospitality and Media Arts, and the following year I moved into my current role: Associate Dean of the School of Aviation, Engineering Technology and Trades.

Confederation College is a great place to work and the success of our students is important to all of us who work here. My role is an interesting one because I don't know from one day to the next what I will encounter. Whether it's dealing with the complexities involved in the Aviation industry (the College has a program that teaches students to fly), or hearing from students in our Technology or Trades areas who are enthusiastic about their program, every day is different. I wake up each morning and never know what surprises lie ahead. I oversee programs in three different buildings so there is lots of diversity to the job. Fortunately, I work with three great, competent Chairs in addition to top notch faculty and support staff who fully endorse and support both the students and programs in the Schools.

Education has been a constant in my life; I love to learn and continue to be a life-long learner. Initially I graduated with a diploma in Electrical Engineering Technology and then followed up with a diploma in Biomedical Electronics, working several years in the hospital sector. Going back to

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school, while working full time, I earned a Psychology degree in 1996, then an Honours Bachelor of Arts in Psychology and a Bachelor of Science degree in 1998 from Lakehead. I then pursued my Adult Education Degree from Brock University in 2000 and my Bachelor of Education Degree from Lakehead in 2002. This was then followed up by two Master degrees from Lakehead: the MEd program in 2009 and the MBA program in 2011. I believe my education and background have provided me a solid base of knowledge upon which to draw on in my current role.

I have also been fortunate enough to have had great mentors. In my Master of Education program, for example, I investigated the influence of role models and mentors at different time periods of a person's life. Mentorship is a way of socializing individuals into a new setting, and it's a strategy that I have benefited from enormously. Two such mentors are Doug Cole and Dr. Wayne Melville. I am now privileged to give back to others, as I recognize that it has been mentorship that has provided me with the opportunities to move to where I am in my career today!

## Award-Winning Students

PhD candidate **Doe O'Brien Teengs** has been awarded the *Indigenous Learning Pathways to Prevention Student Award*, funded by the Ontario HIV Treatment Network (OHTN), for her project entitled: "Developing Research from Within: Building Research Ideas with Ontario Aboriginal HIV/AIDS Strategy (OAHAS) Staff."



Doe's community-based project will conceptualize and prioritize research ideas regarding Indigenous peoples in Ontario who are living with HIV.

She explains that "many people in Canada have forgotten about HIV in their daily lives: the advent of medications have turned a terminal infection into a manageable health condition, changing the urgency surrounding HIV. And although having anti-retroviral therapy has been saving lives, not everyone has access to care in the same way. It is estimated that more than one Indigenous person per day in Canada is still getting HIV."

She adds that "receiving this award allows me to continue to work with my Indigenous brothers and sisters and develop our research priorities and ideas together. The award allows me to support the meeting costs to engage in meaningful community based research, which I find extremely satisfying."



Master of Education student **Melissa Twance** has been awarded the *Scotiabank Student Excellence Award*. This award is given to Anishinabek students at the post-secondary level for their outstanding academic excellence and community contributions.

Melissa, a member of the Pic Mobert First Nation, is in her second year of the Indigenous Education specialization of the Master of Education program, and plans to write a thesis. She explains:

"I completed an Honours thesis in Indigenous Learning for my undergraduate degree and looked at the meaning behind Ojibwe beadwork patterns. I've always been interested in the history of my people, our relationship to the land, and learning our language, so doing my Masters is a chance for me to extend that knowledge. Right now, I'm considering writing my thesis on pictographs within Northwestern Ontario and exploring how they can be understood through Indigenous epistemology."

She adds that receiving the Scotiabank Student Excellence Award was an honour.

"To have my achievements recognized through this award means a great deal to me and I hope that I might serve as a role model for other Indigenous students out there."



# Humanities 101:

## Removing Barriers and Opening Doors to Education

**F**or some people, it is difficult to even imagine setting foot inside a university.

There are people in our community — people who face economic, social, or other barriers to higher education — that may never consider that post-secondary education is an option for them.

It is for these people that the Faculty of Education's Humanities 101 program was created.

Founded by Dr. Christina van Barneveld, Humanities 101 is a community outreach program that runs from both the Thunder Bay campus (since 2004) and Orillia campus (since 2012).

It allows community members with a love of learning to access a university-level educational experience, despite barriers in their lives.

Dr. van Barneveld explains that the program — a semester-long, non-credit program that is free to participants — was created by “going to community service agencies and potential students and asking them what they needed to make this outreach program work.”

The answers they received were that students needed to have the tuition costs removed, and for school supplies, bus transportation, and childcare costs to be covered as needed.

From these initial conversations, an Operational Planning Committee was established to put a plan for Humanities 101 into motion. Today, the program runs with the help of many people within, and outside, the university, and has seen numerous individuals graduate and develop personally, professionally, and academically through their experiences.

“I cannot express the joy I have experienced working with the professors, staff, community service agents, students, family, and friends who have contributed to the administration of such an important and successful program,” Dr. van Barneveld explains.

“The outcomes for alumni of Humanities 101 are as diverse as their individual stories: stories that are amazing and powerful.”

### Students Recommended from Partnering Agencies

Students who participate in Humanities 101 are recommended into the program by a community service agency. Currently, there are over 35 agencies that recommend students.

One of these agencies is Faye Peterson Transition House in Thunder Bay, an organization that assists women in domestic abuse situations.

Irene Lal Din, an outreach worker at Faye Peterson, explains

that Humanities 101 has provided an invaluable experience to the women she has recommended.

“It helped build their self-confidence, self-esteem and self-worth. The women are empowered by the program and it encourages them to pursue their education. Some have gone on to become nurses, social workers, and dental hygienists after having had the opportunity to attend,” she says.

Personal development is another outcome of the program, she adds.

“Students share thoughts and feeling about themselves, and they have opportunities to get support in a welcoming environment. The profs are fabulous, the food is a good drawing card, and the graduation is such a special time, allowing participants to share in their success with family, friends and workers. We are very grateful to Lakehead University and all the volunteers who have made this program possible.”

### A Diverse Curriculum and Dedicated Team

During the program, students attend one evening class per week, and each class is devoted to a different topic, such as Social Work, Aboriginal Studies, English, Music, Political Science, Women's Studies, or Environmental Education.

A diverse curriculum is used to introduce students to a range of ideas, and instructors encourage students to consider how the information might be applied to their own lives.

“Our instructors are experts in their fields who volunteer their time to provide interesting, fun, and thought-provoking lessons,” Dr. van Barneveld explains.

Running the program is a team effort, made possible by the dedication of core team members Dr. Christina van Barneveld (Founding Director), Dr. Linda Rodenburg (Director of Orillia's program), James Czank (Program Assistant), Rylly Lang (Administration Assistant), Nadine Hedican (Support Assistant), and numerous professors, community activists, and educational leaders who deliver the weekly lectures and facilitate follow-up discussions.

Humanities 101 Mentors, who are alumni of the program (see sidebar — Vanessa Magee) also volunteer their time to help new students adjust to the program.

This team effort has led to 11 years of graduates who have been given a chance to experience post-secondary

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James Czank, Nadine Hedican, Gillian Siddall, Christina van Barneveld, Linda Rodenburg, and Doug West.



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education, complete with a graduation ceremony at the end, where they celebrate their successes.

Serena Dykstra, who graduated in 2008, notes that her hope is that the program “will continue to be successful, so that no one need ever think that they aren’t the university

type, or that they wouldn’t fit in. I hope Humanities 101 continues to open doors and create educational opportunities for the many students who will continue to walk through the door, if just given the chance.”

## Vanessa Magee: Humanities 101 Graduate Now a Fine Arts Student and Mentor



Vanessa Magee, alumna of the Humanities 101 program (2011), says it is “hard to put into words how much the program has done for me.”

A big part of the program, she says, was about shattering the misconception that post-secondary university wasn’t a place for her.

“I was overwhelmed with my preconceived notions of what post-secondary education was, and because I had negative experiences in high school, I didn’t think university was for me. It was a totally foreign world where I didn’t think I belonged.”

Humanities 101 changed that perception and enabled Vanessa to recognize herself as both a post-secondary learner and an artist.

“In one of the Humanities 101 classes we had the option of doing a presentation, and I brought in a portfolio of my paintings,” she explains. “I had never thought of myself as an artist, even though both my mom and dad were painters. Christina mentioned to me that Lakehead has a wonderful visual arts program, and that was the beginning of me pursuing my Fine Arts degree. After graduating from Humanities 101, I had enough confidence to enroll in the program.”

Vanessa is now in her second year of the Fine Arts program. The artwork she produces is diverse, and won multiple awards

at the University’s Annual Juried Student Art Exhibition last year where Vanessa took home the Pottery House Award, the President’s Award, and the Alumni Association Award for Outstanding Achievement in Art.

The image to the right — entitled “Doggie Bag” — won the Alumni Association Award and became part of a permanent university collection, while other pieces she created were installed at the Thunder Bay Art Gallery as part of an exhibition.



### From Student to Mentor in Humanities 101

Vanessa is now a Mentor in Humanities 101, meaning she is a model of a student who successfully completed the program and is available to help others, whether that is giving them a campus tour or being there on the first day of classes to offer support.

“The first day of class is crucial,” Vanessa explains. “It’s really hard to walk into the classroom, into a room full of strangers in a world where people don’t feel they belong. As a mentor, I am there as an example of someone who has gone through the program, and who can tell them it’s a safe place.”

This helps students become more comfortable, she says, and to gain the confidence to engage in the program.

“Humanities 101 is doing something real for the people; it’s making a real difference,” she says.

“To everyone involved in the program — volunteers, mentors, and professors — your hard work and volunteered time is greatly appreciated. This course is doing great things for our community.”



## Spotlight on Jamie Gerow

**M**usic and education, it would seem, are in Jamie Gerow's blood. The classically trained musician, educator, retired school principal, and current student notes that he was encouraged to sing from a young age — his mother was a budding opera singer — and both of his parents were teachers.

"It seemed only natural I would end up pursuing music and teaching," he says of his two careers that have spanned the better part of 50 years.

Over the years he has had many significant accomplishments. His musical performances and work with children, adults, and seniors has had an impact on the culture, people, and educational systems in Northwestern Ontario, leading to him being recognized — three times — by the City of Thunder Bay as a Citizen of Exceptional Achievement.

### Part of a Musical Institution

Around the Thunder Bay region, Jamie is well-known as a member of "Flipper Flanagan's Flat Footed Four," a four-man band that plays a unique brand of "progressive pub music" blending Bluegrass, Celtic, rock, and other influences.

"We have evolved into writing the kind of music that allows people to join in, clap their hands and stamp their feet," he explains.

The band — whose music features guitars, banjos, mandolins, bouzoukis, and kitchen instruments like spoons and washboards — has played at many notable events over the years. Under their belts are numerous festivals in the region, charitable events (such as concerts for Habitat for Humanity or Shelter House Thunder Bay), and the groundbreaking of the Thunder Bay Community Auditorium. They have also opened for big-name musicians such as the Irish Rovers.

Much of their music demonstrates their love of the region.

"We like to take a page from Stan Rogers' approach, spending a lot of time researching each story," Jamie explains.

"Our song "My Hometown" is a tribute to Thunder Bay, for example, while "Damn Big Lake" was written about Lake Superior,

in response to David Bouchard's *If You're Not From the Prairie* book. Because if you're not from the shores of Lake Superior, you don't know what it's like to be out there in a 14-foot boat in a dead calm, and five minutes later you are holding on for dear life when a white squall hits!"

### The Grumpy Grandpas, a Children's Musical Group

About 10 years ago Flipper Flanagan's love of children, education, and alliteration led to creation of "The Grumpy Grandpas," a popular children's entertainment group that incorporates fun and learning into their songs.

The Grandpas, who regularly play at holiday concerts, school literacy nights, and Teddy Bear Picnics, most recently played at Lakehead's Faculty of Education Homecoming event on the Thunder Bay campus.

They have produced two CDs: *Talk, Walk, and Rock* (featuring Christmas songs and songs used to help kids with literacy, with part of the proceeds going to the George Jeffrey Children's Foundation), and *Stop, Drop, and Roll*, a project sponsored by the Fire Department that features children from Harbour Youth Service.

"I love making music for children because we know that it has a profound impact on their brains, and can be used to help them with literacy and learning to read," Jamie explains.

"And, we have a lot of fun doing it. My sister once listened to a song we were making and asked us, 'Are you five years old?' So I keep that in mind and yeah, in my heart, I'm about five. I keep my inner child alive."

### "The Greatest Profession in the World"

Teaching and education have been as consistent as music in Jamie's life.

Born and raised in Thunder Bay, he graduated from Lakehead University in 1972 with a Diploma in Education and began teaching the following year. This marked the beginning of a career as a classroom teacher, special education teacher,

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vice-principal, and eventually principal at three Thunder Bay schools: Sir John A. MacDonald, Kingsway Park, and Hyde Park.

“Teaching is the greatest profession in the world,” he says. “You get to touch the future. Something I might do today while teaching a student could result in them teaching it to somebody else in the future, and it just keeps rolling along. It isn’t necessarily technology or a word I’m talking about, but an attitude or a sense of support for working together, which is so important.”

Jamie retired from his role as elementary school principal in 2005 but continued connecting with children as an artist-educator through the “Learning Through the Arts” program, established by the Royal Conservatory. The program brings artist-educators into Lakehead District School Board schools to deliver arts-based teaching and to make learning engaging, relevant, and fun.

Following that he joined the “Living Through the Arts” organization, using the arts to encourage self-expression and creativity in people with brain injuries.

Today he still finds time to go into classes to volunteer and share Pioneer music and Medieval music with young students, while also teaching at Lakehead.

### **Coming Full Circle: Teaching – and Learning – at Lakehead**

Jamie is now in his 11<sup>th</sup> year at the Faculty of Education as a contract lecturer.

Working with teacher candidates and teaching “PPODs” (Professional Program On-site Delivery) that provide practical teaching experience on-site at schools in Thunder Bay, his teaching focuses on literacy, language arts, music, classroom management, and inclusive education.

He explains he is coming full circle in his career: he can draw on his vast experiences to share what he knows with teacher candidates who are eager to learn.

“I’m always impressed with the quality of students here,” he says. “They are good people and understand the

***“I know it sounds cliché, but do what you really love to do, and everything else will take care of itself. It’s about finding those passions and pursuing them without fear.”***

importance of wanting the best for children. I come to work very happy every day.”

In addition to teaching at Lakehead, Jamie is a student himself. Having completed his Grade 10 at the Royal Conservatory of Music, he is currently working on an Honours Bachelor in Music (Voice Major) on a part-time basis.

He also recognizes the love of teaching in his family: his wife was a teacher, his eldest daughter is a Grade 8 teacher, and his youngest daughter completed a Master of Education degree at Lakehead and is currently Administrative Assistant in the Music department at Lakehead.

“I am at a point in my life where family is very, very important to me, and it’s wonderful to see my family all committed to this, in their own different ways.”

### **Doing What You Love to Do**

Reflecting back on his life and career, Jamie stresses the value in following your passions.

“I know it sounds cliché, but do what you really love to do, and everything else will take care of itself. It’s about finding those passions and pursuing them without fear,” he says.

He adds that it is important to invest in the future: “and the future is not the economy, it’s not border security... it’s the children. It is so very important that we take care of each other.”

# NEW FACES IN THE FACULTY

*Welcome to the newest faculty members in Education!*



## Meridith Lovell, Assistant Professor, Orillia campus

**Research interests:** Reading development, technology use in education, teacher pedagogy

**Currently Teaching:** Language Arts Curriculum and Instruction; Teaching Early Literacy; Early Reading

**Fun fact:** “I’m going to be getting married in February — which is really exciting!”

**Impressions of Lakehead:** “I think what strikes me most about the Faculty of Education is how open and friendly everyone is. The amount of help that has been offered is phenomenal.”

## Angela van Barneveld, Assistant Professor, Thunder Bay campus

**Research interests:** Online learning, instructional and learning design, professional education, problem-based learning

**Currently Teaching:** Introduction to Research Methods; Issues and Trends in Distance Education and Technology; How Learning Works; Social Media for Learning

**Fun facts:** “At 5’10”, I am the shortest of my siblings! And, I absolutely love making jams and jellies!”

**Impressions of Lakehead:** “Wow, where do I start? I appreciate the camaraderie, collaboration and support that I receive as a new faculty member, from the Dean, the professors and the staff!”



## Paul Cormier, Lecturer, Thunder Bay campus

**Research interests:** Indigenous worldview, Indigenous learning, peace-building in Indigenous contexts

**Currently Teaching:** Aboriginal Education; the Honours Project in the HBEd; Year 3 Field Placement

**Fun facts:** “My hobbies and interests include competitive mountain biking (I’ve been to Moab and completed a 100-mile race in Lutsen, Minnesota, last June), I am a singer and songwriter, a full-time hockey coach, and I love being a father and husband. My mother is a graduate of the Native Language Instructors Program and my aunt was a teacher in the program.”

**Impressions of Lakehead:** “I really have loved the openness and collaborative nature of the faculty. Everyone has been so supportive and willing to offer me any assistance. I appreciate the inclusion of Aboriginal education within the faculty and enjoy meeting the Aboriginal students.”

# Contribution to Teaching Awards

Congratulations to Dr. Wayne Melville and Matt Roy on their recent Contribution to Teaching awards! Wayne and Matt were presented with the awards by Dr. Moira McPherson, Provost and Vice-President (Academic) and Dr. Brian Stevenson, President and Vice-Chancellor, at a recent Senate meeting.



Students have praised **Dr. Wayne Melville** for cultivating their abilities to “integrate, understand, and interpret the curriculum objectives,” and for his continual efforts to improve as a teacher. For Dr. Melville, teaching involves three key components. The first is a deep understanding of the key concepts of the subject. Second, a teacher must also possess a variety of strategies for teaching those key concepts to students with different learning styles and needs. Third, and most important for Dr. Melville, he wants students to understand that teaching is primarily a moral activity, “as we are dealing with people, their learning, growth and development. The driving force behind my teaching then, is to engage my students in a dynamic, ongoing and challenging conversation around these notions.”



**Matt Roy** was praised for the innovative aspects of his teaching and the many techniques he uses to keep students engaged, and reach them outside of the classroom.

He explains that his teaching philosophy is “pretty simple: I listen to my students. I find lots of different ways (both anonymous and named) to solicit student feedback, and then I think hard about how I can change things to be more helpful. This requires keeping my ego in check because I’ll sometimes hear that something that I thought was great really isn’t working.”

He adds that teaching is a lifelong learning process.

“You’re always building your craft. You won’t ever be perfect and lots of things will go wrong, but that’s because you’re learning and improving. It’s part of the process. At the end of the day, if you can say ‘I did a good thing for someone else today,’ then you’ve had a good day.”

## Son Honours Father’s Commitment to Education

When Alexander (AI) Maine’s father passed away last year at the age of 91, AI knew he wanted to honour his father’s memory in a way that reflected his courage, intelligence, and sense of duty.

Born in England in 1923, Arthur Edward Maine aspired from early childhood to be an engineer. Through determination and a commitment to apprenticeship programs, he achieved his professional engineering designation, launching a successful and satisfying career that included time served in the war



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as a staff sergeant, working for the DE Thailand aircraft company, and being recognized as a space pioneer during his time with Spar industries in Canada and Aviation Electric.

“My dad and his team helped design the Apollo space ship capsule’s homing beacon and lunar module landing gear,” Al explains. “He was truly a man of many talents.”

A father of four, Arthur impressed upon each of his children the value of education and the pursuit of knowledge. When Al — Arthur’s youngest son — graduated from Lakehead University in 1997 with his Bachelor of Arts degree, his father beamed with pride as he acknowledged that all of his children had now gone to university.

Al said goodbye to Thunder Bay in 1999 to pursue a career in the Waterloo region where his parents and family had already moved. Years later, Lakehead University reconnected with Al through the Alumni Association, reopening a chapter in his life that he thought had closed long ago. In Al’s words, “the University remembered me, after all this time.”

To support his alma mater and honour his father’s appreciation of education, Al Maine has made a gift to the Faculty of Education in his father’s memory to purchase an Ellison Die Cut machine. Housed in the “Makerspace” area of the Education library, the Die Cut machine creates lettering for bulletin boards and displays,



Alexander (Al) Maine



Arthur Edward Maine

and will be of great benefit to Education students and staff.

A growing number of schools are reinventing their library spaces into “Makerspace” areas to provide students and faculty with the tools required to promote group learning, building, and problem-solving. Alexander Maine is one donor making a big difference. His father would be proud.

For information on how you can support the Faculty of Education, please contact Lee-Anne Camlin, Philanthropy Associate at (807) 346-7792, or via email at [rlcamlin@lakeheadu.ca](mailto:rlcamlin@lakeheadu.ca).



“We included Lakehead University in our Will because we believe in the transformative power of education.”

Dr. Bill Heath, Professor Emeritus, Lakehead University  
Ms. Betty Heath, Lakehead Alumna

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For information call Lee-Anne Camlin, Philanthropy Associate (807) 346-7792 Email: [rlcamlin@lakeheadu.ca](mailto:rlcamlin@lakeheadu.ca)

Lakehead University · 955 Oliver Road · Thunder Bay · ON · P7B 5E1

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