

# EDUCATION EXCHANGE

NEWSLETTER



Barbara van Hatten (left) and Carol Rasmussen worked together as PPOD leaders during the 2019-2020 academic year.



## Message from the Dean

Care and resilience. Two words that mean so much at this time. In the confusion and challenges that have accompanied the Covid-19 pandemic, we are all facing our own unique set of circumstances. From health and family concerns, to employment and financial insecurity, to the completion of the semester under trying conditions, these are unprecedented times. Our response to the times must, however, be based on looking after each other and ensuring that we work together to overcome the issues that we face.

For our students, we are still here to help answer questions and address your concerns. If there are any issues with courses, please contact your instructors. Student Health and Wellness is still operating, so make use of their services and supports as necessary. The Student Relief Fund is also available to provide emergency financial assistance.

Our administrative staff, full-time faculty and instructors have responded to the changes with a tremendous generosity of spirit and professionalism. On behalf of the entire faculty, thank you, and keep up the good work. This time will pass, and when it does, we will be ready to move into the future.

Finally, look after yourself and your loved ones by following public health directives. Care for each other and stay in contact with family, friends and neighbours. And remember that physical distancing does not mean that we have to face problems alone. If in doubt, reach out.

**-Dr. Wayne Melville, Dean, Faculty of Education**

## Developing Effective Teaching Practice: “PPOD” Students Gain Professional Experience in Schools

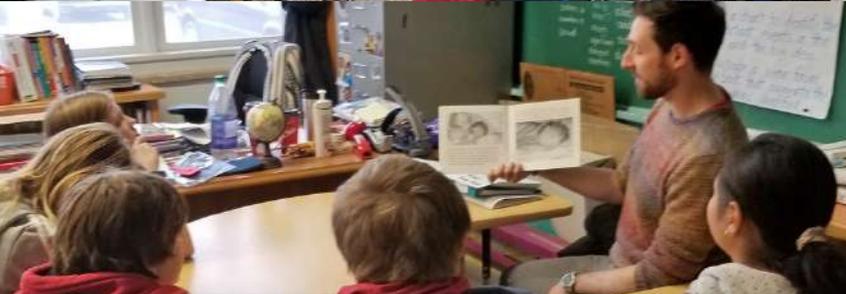
The Professional Program On-Site Delivery (PPOD) schedule offers teacher candidates in the Primary/Junior program in Thunder Bay a unique way to learn: they become part of a supportive “pod” community, complete some of their Education courses at a local school, and get a chance to work with students in the school to develop their practice.

“The PPOD stream allows teacher candidates to gain real-world experience in education,” explains Dr. Laurie Leslie, Professional Experiences Coordinator in Thunder Bay. “They become involved in all aspects of a school community, immersing themselves in the rituals and routines of the school and participating in extra-curricular activities like coaching and clubs.”

Three partnering schools in Thunder Bay host the pods: Kingsway Park school (led by Lakehead University instructors Carol Rasmussen and Barbara Van Hatten, with a focus on literacy), St. Pius school (led by instructors Susan Kainulainen and Heather Wark, with a focus on mathematics), and Algonquin Public School (led by instructor Jill Greenwood and focused on literacy).

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## Teacher candidates work with students to develop literacy skills, as part of the PPOD experience.

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We sat down with two experienced PPOD instructors, Barbara Van Hatten and Carol Rasmussen, to learn about their impressions of this part of the program.

### ***You both bring a great deal of experience to your work as PPOD leaders. Tell us a bit about your background.***

Barbara: I'm a retired principal from the Thunder Bay Catholic District School Board, a former JK – 8 Curriculum Coordinator and a CPCO consultant for both the Leading Student Achievement provincial project and the Catholic Board's principals and high school instructional leaders. I have led a PPOD program for the past six years.

Carol: I'm a retired teacher from Algonquin Avenue Public School and taught 10 years as a Literacy Coach and Resource Teacher. I've also taught Language Additional Qualifications courses at the university, am involved in the Public Board's New Teacher Induction Program (NTIP), and am in my fourth year as a PPOD instructor.

### ***What prompted your decision to work together and share a pod this past year?***

Carol: We have similar backgrounds and experiences in teaching and consulting and operate from the same philosophical and pedagogical stance. The idea of sharing a pod benefited us both—we're lucky to have found each other! Sharing a pod gives us half-time flexibility and a teamwork model that allows us to integrate the courses effectively.

Barbara: Our students also see that teamwork model in action, which is valuable for them to experience as all staffs should be collaborative teams. The shared arrangement allows us to each bring our strengths when planning together.

### ***What does your PPOD teaching schedule entail?***

Carol: We teach multiple courses: Social Differences in Education, Planning and Evaluation, Classroom Management, Curriculum and Instruction in Language Arts, Inclusive Education, and Student Teaching. I have responsibility for the language course that includes literacy coaching. Our courses take place on-site at the school and we integrate them so that aspects of each are addressed across all the courses and assignments. We're also both Faculty

Advisors for the students, working to prepare them for their practicum experiences.

Barbara: I focus on classroom management, planning, and assessment, and I manage the planning and delivery of the Grade 5/6 student lessons. We both take responsibility for and integrate the other courses. The PPOD experience is incredibly authentic. Candidates use the theory to plan lessons for students, practice classroom management, write "student report cards," and practice reading assessments in the Grade 1/2 class. Candidates take what Carol and I teach and use it with "real" primary and junior students.

### ***What strategies do you employ in your teaching?***

Barbara: We incorporate teaching, learning, assessment, community building and classroom management strategies they will see in classrooms. Videotaping is a high leverage strategy we use for planning. Candidates deliver lessons in pairs and exchange phones: one teaches a group of Grade 5/6 Kingsway students while the other videotapes. They watch their own video and use success criteria to identify strengths and personal goals for the next lesson.

Carol: We also focus on a lot of high-leverage practices and strategies like leading a group discussion, which can entail explaining and modelling content, practicing strategies, eliciting students' thinking, setting up and managing small group work, and building respectful relations. We always build in a lot of opportunities for peer feedback and self-reflection, along with instructor feedback. Generally, we focus on what it's like to be in the classroom.

### ***What's it like being at Kingsway Park School?***

Barbara: We were lucky to be given a dedicated classroom for our classes. We want to give a big shout-out to Principal Darren Lentz, and his entire staff, who are so supportive! We are allowed to organize the space in a way that works well—we can model strategies like creating groups and using the bulletin boards as a "third teacher" by posting relevant word walls, anchor charts, and message boards.

Carol: A real community developed at Kingsway, within the pod and with the school teachers and students. We brought

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**The Faculty is grateful for the PPOD partnerships established with St. Pius School, Kingsway Park Public School, and Algonquin Avenue Public School in Thunder Bay.**

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snacks, we worked together, and we created an atmosphere that was welcoming and inclusive.

**How do the teacher candidates respond to the PPOD?**

Carol: Many teacher candidates told us that Tuesday (our Kingsway day) was their favourite day of the week! A real learning community developed—there was a lot of sharing of ideas, listening, and promoting learning. We were also impressed by how deeply teacher candidates were engaging with Ministry documents and resources, even reading ahead because they're very interested in learning.

Barbara: To see the growth and change over time in candidates is so rewarding. Students who started out saying, 'I can't teach that' now have the confidence to do so. At the beginning of the term one candidate said she was terrified about placement—now she says she knows she can do it because she has practiced.

**What do you want teacher candidates to take away from the PPOD experience?**

Carol: It's all about the children! As a teacher you can't control what's going on outside the school, but you're everything to these students when they're at school. Children need to feel valued, trusted, and hopeful about their time and place in the world. They need to know you care about them and you are there for them.

Barbara: Ultimately, I want teacher candidates to experience teaching as a way of being, as a vocation and not just a profession. They need to be reflective and life-long learners. This program gives them a taste of what is really important about being a teacher; the program's structure allows us to embed it.

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*Lakehead's Orillia campus plans to offer a PPOD schedule during the next academic year.*

# Faculty of Education Alumni Profiles

## What Are They Doing Now?



### Danielle Chandler

**Theatre in Education  
Director, Magnus Theatre**

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

"I never imagined that teaching would lead me to the exciting and fast-paced world of professional theatre, but the hands-on training I've received along the way in directing and the technical elements of production has been phenomenal. Having a team of professionals, like a Wardrobe Designer, Stage Manager and Props Coordinator working on the shows I direct is a drama teacher's dream.

I've held the position of Theatre in Education (TIE) Director at Magnus Theatre since August 2014. I primarily work with teenaged students, but I also oversee the department and am responsible for programming classes and TIE productions, writing grants, booking a province-wide Theatre for Young Audiences tour, and creating study guides that link our productions to the Ontario curriculum. Directing a show for our Mainstage is as fun for me as it is for the students!

I am especially passionate about our annual Collective Creation Project, which is a no-cost program for teenagers that we revived in 2015. A group of students from local high schools gather twice a week from November-May to develop an issue-based script with me, which we then stage and perform (this year's project is about reconciliation). Past projects I've led include GOOD TIME, CHARLIE (about consent); MIGRATION PATHS (about the experiences of newly-landed Syrian teens in Thunder Bay); INVISIBLES (about invisible disabilities, including autism, learning disabilities, anxiety and depression) and BLOCKED (about bullying).

Theatre is an incredible vessel for self-discovery, which makes it especially pertinent when working with teenagers. It allows students to develop their self-confidence, social awareness, and empathy—all qualities that contribute to them being the best members of our community they can be. I really value the opportunity to develop a unique rapport with my students through creating theatre. I, like many teachers, have had the privilege of getting to see them blossom as people over a number of years, developing their specific interests and taking a variety of paths after graduating high school.

After graduation, I went to York University to study theatre and then went abroad to teach. I have taught in Tenterden, England; Melbourne, Australia and Siem Reap, Cambodia, and I volunteered as a teacher in South Africa and with a training program for local teachers in India."

## Tara Hahkala-Crawford

**2020 Point-in-Time Count  
Coordinator, Lakehead Social  
Planning Council / Community  
Justice Worker, John Howard  
Society of Thunder Bay**

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



“After graduating from the BEd program, I spent five years supply teaching in Fort Frances, Ontario. I then had a baby, moved back to Thunder Bay and decided to work at home as a daycare provider—a job I loved doing! Eight years later, I decided to change career tracks again: I wanted to work with adults from vulnerable populations. This led me into the social services field, and my degree-in-progress in Psychology.

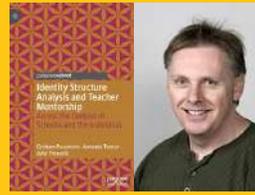
Currently, I’m involved with various organizations in social service work, and find it incredibly rewarding. I work for the John Howard Society of Thunder Bay and am a Transitional Youth Support Worker with Community Living. Another project I am coordinating is the 2020 Point-in-Time Count: a 24-hour enumeration of homelessness in Thunder Bay. This is a huge, coordinated effort among many social service agencies, overseen by Lakehead Social Planning Council and funded by the Thunder Bay District Social Services Administration Board. We have conducted two counts in previous years, and in our last count (2018) we surveyed 474 people experiencing homelessness in the region. We use the information to evaluate progress toward ending homelessness, advocate for needed services, and continue the dialogue about homelessness with organizations, government, and community members.

Another favourite project of mine that is coming up this spring is the Butterfly Egg Project. It was inspired by my grandmother’s love for butterflies. We bring in butterfly eggs for individuals and families to raise. Butterflies are biological organisms, but also contain a lot of symbolism that I’ve used in addictions counselling. The process of metamorphosis is cool to see physically, but also figuratively inspirational. A caterpillar dissolving into goo and coming out as something completely brand new and beautiful is a great parallel for pulling strength and renewal out of struggle.

Doing frontline social service work, I hear stories of almost unimaginable struggle, but I also witness an incredible level of resilience. This work shows you all of the suffering but also all of the strength of humanity. My approach to it is not unlike the approach I took in teaching, which involves a commitment to putting positive energy in the world through small acts and interactions.

Working in the social service field has allowed me to glimpse the adult outcomes of struggles that students experience in classrooms across Canada. It has also allowed me an unadulterated, ground-level view of the impact of residential schools on Indigenous peoples. We have a lot of work still to do across sectors to repair the harms that have been done. I think that as professionals, with a dedication to developing a growth mindset and a commitment to lifelong learning and understanding diversity, we’re up to the challenge.”

## New Books Published By Faculty



**Dr. Graham Passmore  
and Co-Authors Publish  
New Book: *Identity  
Structure Analysis and  
Teacher Mentorship***

A recent book co-authored by Dr. Graham Passmore (Associate Professor, Faculty of Education) examines the benefits of applying Identity Structure Analysis (ISA) to teacher professional development.

Co-authored by professors Amanda Turner and Julie Prescott (University of Bolton, UK), the book notes that “at present no government, local authority or school is actively applying Identity Structure Analysis to monitor school improvement. In a profession where turnover is extremely high, ISA is framed as a way for professional development to meet the needs of the specific teacher.”

The book provides practical advice on how ISA may be used in conjunction with mentoring to offset teacher turnover. As such, it will be of particular interest to scholars and researchers studying teacher identity and professional development, alongside policymakers interested in reducing teacher turnover.

*Identity Structure Analysis and Teacher Mentorship: Across the Context of Schools and the Individual* (2019) is published by Palgrave Pivot.

**Dr. Sonja Grover Publishes Two  
New Books Pertaining to the  
Democratic Rule of Law**

Dr. Sonja Grover (Professor, Faculty of Education) has published two new books, both pertaining to democratic rule of law.

*Peremptory International Legal Norms and the Democratic Rule of Law* “explores the risks to the democratic State inherent in the attempt to divorce the notion of democratic rule of law from respect for and adherence to peremptory international legal norms which allow for no derogation therefrom, such as the prohibition against torture and against inhumane treatment or punishment by the State” (Routledge). This book will be of interest to scholars of international law, human rights and democracy.

*Judicial Activism and the Democratic Rule of Law: Selected Case Studies* is a book that “(a) discusses judicial activism on the left and the right; (b) argues that judicial activism in respect of the protection of human rights and due process is an essential feature of the democratic rule of law as opposed to being ‘judicial overreach’ and (c) discusses selected contemporary US Supreme Court, Canadian Supreme Court and European Court of Human Rights cases illustrating that these courts have, at times, engaged in judicial activism in the service of providing equal protection of the law and due process to the powerless but have, on other occasions, employed legalistic but insupportable strategies to sidestep that obligation” (Springer).



## Alumni Special Feature

# Living and Learning in a Hyphenated Space:

## A Conversation with Nepali-Canadian Dr. Laxmi Pathak

**D**r. Laxmi Pathak came to Canada from Nepal in 2010, and graduated from the Joint PhD in Educational Studies program in 2017. An educator with three decades of teaching experience, Laxmi now works as a Contract Lecturer in Lakehead's Faculty of Education, an ESL instructor, and a writing coach for graduate students at the university. His teaching and research are focused on multi-cultural education, character education, cultural competency education, language and linguistics. Here, Laxmi shares insights on his experiences of living with a "hybrid" identity across two cultures—and the challenges and opportunities presented to all international students who live biculturally.

### A New Beginning in Canada

"I arrived in Brampton, Ontario in May 2010 and began my life in Canada, working overnight reception at an Orillia hotel. Coming from Nepal where I had taught for many years at all levels (primary, elementary, high school, and in colleges and universities), I knew I wanted to continue my education and pursue my passion for teaching. I eventually connected with Dr. Frances Helyar (Associate Professor, Faculty of Education) at Lakehead's Orillia campus and was invited to speak to her class about Eastern philosophies and methodologies of teaching. This was the beginning of my connection to the university, which led to me and my family moving to Thunder Bay (despite the rumours I heard about how cold it can be) to complete the Master's program in Education (2013) and then the PhD program (2017)."

### Negotiating Difference: Eastern and Western Philosophies

"I am very much influenced by Buddhist philosophy, and my education (including previous master's degrees in Philosophy and Literature) allowed me to explore it deeply. Coming to Canada, I became very interested in the similarities between Eastern and Western ways of thinking. I spent a lot of time trying to conceptualize Western liberal philosophy as part of my doctoral studies, which focused on understanding how students and teachers from diverse backgrounds learn from each other in multi-cultural settings. What emerged from this research is the great potential for the development of character in these spaces, but this development requires a negotiation across differences. I think this is important in a democratic society with cultural, linguistic, and ethnic diversity. Canada's classrooms are getting increasingly diverse with a continuous flow of immigrants from across the globe, and in this context, I think the findings of my research have practical implications for teachers."

### Living in a Hyphenated Space

"Ted Aoki's work on multiplicity, and dwelling in between two spaces, formed a conceptual framework for my studies. The idea of existing in an "in-between space," a liminal or third space, resonates with my Nepali-Canadian identity. I walk in two worlds every day, as does every international student.

There are significant challenges to living biculturally. First, there is a very serious homesickness and a need to balance two identities. Living in Thunder Bay with my wife and two daughters, we live with two sets of values. My wife and I want our daughters to grow with what we value and to understand what Nepali life is like, but also to know what Canadians value and to live with those values as well.

There are also challenges with language. I began studying English in Grade 4. With my studies in school I found I was



Laxmi and family

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Laxmi (centre) with Dr. Wayne Melville, Faculty Dean (right) and Rosemary Melville (left) in Nepal, 2018.



comfortable with formal, classroom English, but a challenge for me, and all English language learners, is colloquial English. Sometimes we find everyone is laughing at a joke, but we don't get it. Learning this side of English is ongoing work, and pursuing a post-secondary education in a non-native language is challenging for any ESL student. It has been a surprise for friends and families to see me now working as an educator and teaching English in Canada."

### Working with International Students

"What I value most in working with international students is their success. I know they need supports and that it takes time to grow, to open up to a new culture. International students are often very quiet. Likely, they are experiencing multiple challenges. For example, some are well-funded but others have to work and make a living. The language challenges mean they need more time to complete assignments and many need an extra course to dedicate to their academic writing. I am pleased to see some strong supports at the university, through Lakehead International and a course in the Education graduate program dedicated to helping international students understand the Western academic system.

One thing I have learned in my work with international students is that it's very important to listen to them as much as possible, and to listen carefully. When you listen intently to a person, that person feels light, they can put their burden down and experience a sense of relief in being heard. There is an expression about how people with knowledge speak, while people with wisdom listen. I try to remember this. When we truly listen to newcomers, they bring some flashes of light. We can all gain from listening."

### Keeping Connected across Cultures

"My family keeps connected to Nepal in various ways. When we moved to Thunder Bay, there were only four or five Nepali families in the community, and now there are over 60 of us in total, and we all know each other. Many are international students and families who have stayed with us. My family often takes the lead to host Nepali and Canadian festivals each year to practice both home and host

culture traditions. Then the hosting of different festivals goes in a circular way, that is, other Nepali families in Thunder Bay do the same at their convenient times. However, we are thinking of running the festive occasions at a community house in the times ahead as the number of Nepali families and friends is growing. There is a huge sense of respect in the community; we help each other find the ground again in a new culture.

With technologies like Messenger and Skype, we also keep closely connected with family back home. We return to Nepal when we can. It is a long journey home with over 20 hours air time! I visited Nepal in 2018 with Dr. Wayne Melville, my doctoral supervisor who completed a 17-day trek, popularly known as the Annapurna Circuit, with his wife Rosemary. Dr. Melville and I conducted a writing workshop with graduate students of Padma Kanya Campus, a women's college under Tribhuvan University. Upon our return to Thunder Bay, we presented and shared our experiences with colleagues in the Faculty of Education."

### Personal Philosophy

"I believe life is a one-time gift so you must love your life and live happily—whoever you are, wherever you are, and whatever you are doing. Trust yourself to be a good human being. I try to trust myself to be a good teacher in my classroom, a good person when I meet and interact with others, and a good dad and husband at home. My family is what makes the sense of my life, and my living in the world.

As an educator, I love reading biographical books, researching, and writing. However, my passion lies in teaching itself! My deepest goals as an educator are to be open-minded, to keep educating myself as a life-long learner, and to make the best possible effort to make a difference in my classroom. Living between cultures and in a multi-cultural environment requires not only admitting the differences we have, but also investigating opportunities to build relationships, practice tolerance, develop a strong sense of respect, and share the common ground we all have as human beings."

# Graduate Students Share Research Visions and Findings at Annual Conference



This year's Faculty of Education Graduate Student Conference, which took place in March, highlighted the innovative and diverse research taking place within the Faculty of Graduate Studies. With an impressive number of graduate students presenting—15 in total, across the PhD and MEd programs—the full-day conference was a clear demonstration that the next generation of scholars and researchers are asking deep and diverse questions within the educational field, from the practical to the political to the transformational.

The day began with keynote speaker Dr. Lisa Bayrami (pictured above), Executive Director of the Self-Regulation Institute, a not-for-profit organization at Trent University that aims to enhance the health and wellbeing of children, adults, and communities through integrative research relating to self-regulation. Self-regulation, she argued, is foundational to changing the landscape of well-being and connects to empathy. As she explained in her presentation, titled *School-Based Research: Exploring Self-Regulation, Empathy, and Well-Being*, “the ability to self-regulate is central to the development of the whole child, and optimal self-regulation, as indexed by physiological regulation, has been associated with more positive social behaviours, including empathy.”

Throughout the rest of the day, graduate students presented on innovative research plans, creating space for productive discussions of new ideas and research findings. Below, seven graduate students who presented at the conference share their thoughts.



**Sacha Dubois,  
PhD student**

*Exploring the Relationship between Anxiety and Academic Performance in Post-Secondary Health Sciences Learners*

“As an educator in the field of statistics, I witness reactions to this subject matter that are best described as anxious. To date, I’ve used my intuition to help learners transform their anxiety into growth opportunities, and now have embarked on a PhD in Educational Studies to academically inform this approach. As a first step in this journey, I took a systematic approach to reviewing the

literature to seek evidence that certain amounts, i.e. doses, of anxiety might benefit academic performance. Although research examining dose-response is scarce, there is some indication that anxiety can be facilitative under certain circumstances.”



**Zheng Ma,  
MEd student**

*‘Re-Education Camps’? A Critical Analysis of Muslim Education in the People’s Republic of China*

“Re-education camps are in the recent headlines of western media reporting on Muslim education in the People’s Republic of China (PRC). However, “re-education camps” is a simplified description of Muslim education in the PRC. I approach my research from a unique perspective—I am a Chinese Hui Muslim, a researcher, a coordinator, and a translator—and I am conducting a critical analysis of English and Chinese literature on Muslim education in the PRC based on three themes: Sinicization, ethnicity, and sexual equality.”



**Michael Lyngstad,  
MEd student**

*At Home with the Renegades: Student and Teacher Perspectives on Transformation at an Alternative Secondary School*

“Alternative education is a well-established realm and is expanding more and more as the need for innovative and individualized methods of learning are being sought by parents and students. The focus of the research I undertook for my Master’s thesis is on student and teacher perspectives of the transformative potential of a course in Choice Theory at an alternative secondary school. The general findings were that the use of Choice Theory at this school created an atmosphere of positive change in both students and teachers. My tentative future PhD research revolves around transformation through holistic education in alternative school environments.”

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**Usha Sharma, MEd student**

*Internationalization of Higher Education and the Polarization of Global Wealth*

“My research is on the effects of capitalism, and neoliberal approaches, to the internationalization of higher education. I review a number of sociopolitical and socioeconomic perspectives on the process of internationalizing higher education,

which is taking place globally without an acknowledgement of its harmful effects. The internationalization of higher education furthers the transformation of the economies of northern or developed countries into knowledge economies. I critique the mobility of knowledge and resources in international higher education as going in one direction, and the increasing distribution gap in the global economy. My main concern is to work towards realizing policies and practices for the internationalization of higher education that better support the socioeconomic and sociopolitical growth of developing countries.”

**Courtney Strutt, MEd student**

*Confronting a Crisis of Values: Climate Action Movements in Settler-Colonial Hub Cities*

“Climate change is human-caused, already happening, and getting worse. As an educator passionate about local action and community learning spaces in response to climate change, my

research approaches the climate crisis from the perspective that its underlying cause is the crisis of values beneath the systems of capitalism and settler colonialism. As a scholar-activist, I am interested in understanding how social change movements can decolonize their approaches to addressing the underlying crisis of values, using Thunder Bay as a case study that brings Indigenous and Settler activists together in discussion.”

**Lucas Johnson, PhD student**

*Chasing our EdTech Tails in Ontario: An Exploration of How School-Based Technologies are Selected and the Effect on Faculties of Education*

“My proposed research explores the economic and societal effects related to the selection of technology within Ontario Boards of Education.

Who makes the decisions about school technologies? How do they decide? What evidence guides or informs those decisions and what policy and procedure do school boards have to support the implementation of the new technologies? I am

interested in exploring the factors that influence the decision-makers in the selection and implementation of technologies in schools. Are decisions surrounding technology selection and implementation based primarily on economic factors or on research-based, pedagogically sound principles aimed at improving measurable and trackable student learning outcomes? How might technology providers impact the decision process? In what ways do the selected technologies and vendor access to learners affect learner perceptions about technology and, ultimately, society?”



**Carmen Vella, MEd student**

*Montessori Approaches to Early Childhood Education: Pedagogy and Early Literacy*

“Dr. Maria Montessori developed an educational method that holds promise for early learners today who

have varied learning styles. My literature review examined the evidence-based research supporting the Montessori approach to early childhood education, and how literacy practices are supported in alignment with the Kindergarten Program Document for Full-Day Kindergarten. Montessori programs have a strong emphasis on literacy education, and the intersection of these practices and how they align with the Kindergarten Program in a Montessori setting was examined in depth. My research offered insight into how the Montessori curriculum supports literacy development and how it is supported in the classroom.”

Eight other graduate students also presented at the conference:

- Jimmy Avoseh (PhD candidate): *A Comparison of Teachers’ Perspectives of Using Representation to Teach Mathematics in Ontario and Lagos*
- Anna Bosanac (MEd student): *A Study on the Impacts of Journaling on Anxiety in Chinese Adolescents and the Subsequent Academic Benefits*
- Robin Faye (MEd student): *Where are we? Art and Mindfulness in Building Personal Territorial Acknowledgements*
- Kaylin Kainulainen (PhD student): *Exploring New Approaches to Student Transfer in Ontario*
- Jay Kennedy (PhD student): *Questioning Masculinities in Outdoor Education*
- Shelley Miller (MEd student): *Environmental Education and Land Use Planning: An Opportunity for Collaborative Action*
- Holly Tsun Haggarty (PhD candidate): *Metaphysics of Research*
- Ruiqi Zhang (MEd student): *Sci-fi Movies as Gateways to Empower Women Students in STEM Majors*

Thanks to all graduate student participants, and to faculty and staff who helped organize the event. A special thanks to Dr. Tanya Kaefer and Bonnie McDonald for their work in bringing the conference together.

# New Appointments



## Kevin Dempsey

**Director of Professional Development in Education, Thunder Bay campus**

Kevin Dempsey has recently joined the Faculty as the new Director of Professional Development in Education. He joins us after serving most recently as the Principal at Keewatinook Internet High School, which is based in Thunder Bay, and has classrooms in 14 First Nations in the region. Kevin brings a wealth of experience in online learning environments and has worked with a range of education authorities across

northern Ontario, and federal and provincial government agencies. Welcome, Kevin!



## Dr. Meridith Lovell-Johnston

**Chair of Graduate Studies and Research (effective July 2020), Orillia campus**

Dr. Meridith Lovell-Johnston (Assistant Professor, Orillia) joined the Faculty in August 2015, and effective July 2020 will be the new Chair of Graduate Studies and Research.

Meridith notes that “in the time that I have been at Lakehead, I have been really impressed at how the program coordinates between campuses and

also draws in online learners from many places around Ontario and the world. When I decided to submit my name for the position of Chair of Graduate Studies and Research in Education, I felt that it would be an interesting challenge because I have not held an administrative position before and I am excited to see what is possible.

My main vision for my time serving as Chair is threefold. First: I think it is important to build on the sense of community that already exists in the program by supporting initiatives that bring students together across the campuses and online spaces. As our programs continue to grow both online and face-to-face, we have opportunities to make connections, support student agency, and enrich the student experience. The second part is to find ways to support student success in academics and as researchers. This may look like mentoring new instructors, offering workshops for writing, or finding ways to involve more graduate students as research assistants in faculty research. Third: I would like to find ways to expand our programming in partnership with local and international partners.”

## Dr. Paul Cormier

**Chair of Aboriginal Education (effective July 2020), Thunder Bay campus**

Dr. Paul Cormier, a member of Lake Helen First Nations, the Red Rock Indian Band (*Opwaaganisiniing* — Place where the pipestone comes from), lives in Nipigon and is a member of the Wolf Clan. He has actively been involved in Indigenous relations across Canada for over two decades and continues to volunteer in his community, the Ogjimaawin Governance Council at Lakehead University, and in the Superior Greenstone District School Board as an Indigenous trustee and Director on the Ontario Public School Board Association. He has a long-term connection to the Faculty of Education and the Native Language Instructors program, as his aunt and Godmother Wanda White was the coordinator of the program for many years and his mother, Mona Cormier, is a graduate of the program. Effective July 2020, Paul will be the new Chair of Aboriginal Education.

Paul explains that “being in the Chair’s position provides me an opportunity to help Indigenous communities with initiatives of critical importance like language preservation/revitalization and culturally congruent teaching practices. Our Aboriginal Education Department should reflect Indigenous community values and feel more like a family than an educational institution. Our strength lies with our community centered approach. When I think of the future of the Department, it is this collaboration with communities, and working with students, that I look forward to the most.”

## Sarah McIsaac

**Placement Officer, Faculty of Education, Orillia campus**

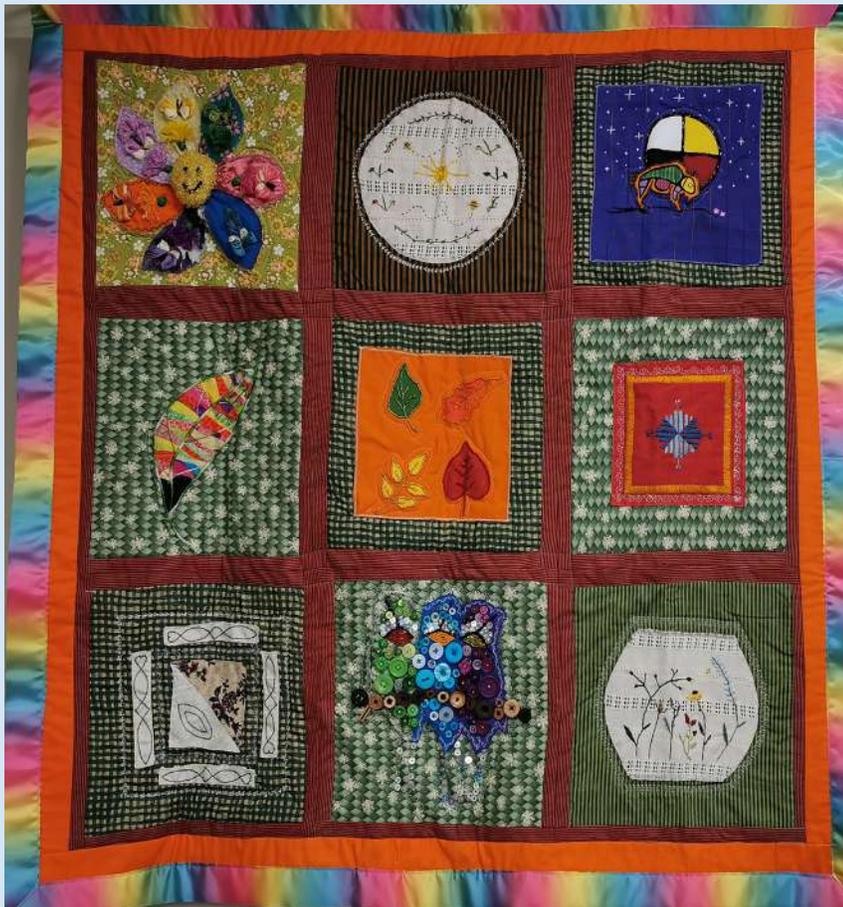
Sarah McIsaac joined the Faculty in Fall 2019. She explains the scope of her position entails securing placements for all of our Teacher Candidates in the two-year Bachelor of Education program, and working directly with coordinators, teachers, and principals associated with various school boards.

She adds that “the most meaningful part about this work is connecting with students and teachers in the community. I love working with people to create connections, solve problems and work towards positive experiences for our students. I have thoroughly enjoyed being a part of the Lakehead team so far, and I am looking forward to my future career here.”



## Tenure and Promotion in the Faculty

Congratulations to Drs. Meridith Lovell-Johnston, Leisa Desmoulins, and Paul Cormier on their successful applications for Tenure and Promotion to Associate Professor (effective July 2020). This is an important milestone in their careers, and the culmination of many years of work across the three areas of teaching, research, and service. All three have made tremendous contributions to the Faculty and wider university, and we wish them well for the future and look forward to seeing their careers continue to flourish.



## “Piece by Piece” Quilt Represents School Improvement

Students in the Master of Education “School Improvement Planning” course created “Piece by Piece,” a fabric mosaic hung in the Thunder Bay Faculty of Education library.

Led by Dr. Christina van Barneveld, MEd students Ayna, Correen, Guminder, Sam, Theresa, Marlee, Gabrielle, and Janki created the quilt project to represent the interconnectedness and uniqueness of individual perspectives in school improvement planning.

Christina explains, “Each member of the class was responsible for one block. As we quilted, we thought about how little bits of improvement (much like little bits of fabric or thread or beads) can come together to make a whole that is greater than the sum of its parts. We hope that the result is an improvement to our own school and is an inspiration to those who see it. Our mission was to create a collaborative artistic expression that represents our vision of school improvement, which involves enriching the learning environment by nurturing a diverse and inclusive community that promotes well-being.”

# Faculty Awards: Research and Innovation Week

**R**esearch and Innovation Week is an annual University event focused on knowledge sharing, partnerships, and engagement between the University and the community. Congratulations to Dr. Ruth Beatty (Associate Professor, Orillia) and Dr. Pauline Sameshima (Canada Research Chair in Arts Integrated Research, Thunder Bay), who were granted awards in recognition of the innovative ways they are conducting research to foster community connections.

Conference (May 2019); co-presentations at provincial, national and international academic and practitioner conferences; successful grant applications; co-authored book chapters; and the incorporation of work into the mathematics curriculum and instruction course for preservice BEd students at the Orillia campus. The research team is also producing a culturally responsive math education webinar series, available at <https://www.nelson.com/learningonline/pl.html>



Ruth Beatty (left) with Colinda Clyne.

## Dr. Ruth Beatty: Community-Engaged Research Award

“Our goal has been to make math meaningful and relevant to First Nations and Métis students by creating explicit connections to their community, and to provide an opportunity for all students to experience culturally sustaining mathematics instruction.”

That’s how Dr. Ruth Beatty describes the First Nations and Métis Math Voices Project—a project for which she and colleague Colinda Clyne (Curriculum Leader for First Nations, Métis and Inuit Education for the Upper Grand DSB) were awarded Lakehead’s Community-Engaged Research Award. This project sees research teams comprised of Anishinaabe and Métis leaders, artists, and educators working with non-Indigenous educators to explore the mathematics inherent in First Nations and Métis cultural practices. All elements of the research processes, from goal-setting to dissemination, are done in partnership with community.

“This project has had profound effects. Students expressed the importance of learning from community to make cultural connections, and learning math in context. Teachers valued the opportunity to work in collaborative partnerships to uncover exciting math concepts and build student engagement. And, most importantly, community partners shared their evolving perceptions of themselves as mathematical thinkers and teachers,” Ruth explains.

To date, capacity building outcomes of the project have included the Indigenous Education and Mathematics

## Dr. Pauline Sameshima: Building Research Capacity Award

Dr. Pauline Sameshima’s award recognizes her work over the past years in transforming the University space—quite literally—through the establishment of six art gallery spaces on campus, as well as one virtual gallery. Known as GALLERIES@LAKEHEADU, the Galleries promote University wellness by enhancing the physical environment through aesthetic and intellectual enrichment.

Showcasing creative works of Lakehead researchers, students, and community artists, the galleries promote interdisciplinary research and social responsibility. Past exhibits have included projects relating to climate change, food sustainability, Indigenous knowledge, methamphetamine addiction, and dementia. The exhibitions are juried, engaging both community artists and academics and including international jurors and researchers.

“Current research attests to how innovating working spaces improve happiness, productivity and wellbeing,” Pauline explains. “The galleries are intentional means to mobilize research, develop partnerships across disciplines, share research across campus, invite mingling across communities, create university community engagement, and promote and celebrate Lakehead research.”

Dr. Wayne Melville, the Dean of the Faculty of Education, notes that “the importance of the Galleries lies in their position as evolving cultural products that can, by turns, challenge and facilitate thought and (re)shape how we represent reality. The narratives that they engender cut across cultural and disciplinary boundaries, and open opportunities for learning about both ourselves and others. The Galleries have also opened new opportunities for how the Faculty, in both Thunder Bay and Orillia, views space—from a physical space bounded by walls to a greater vision of places for building relationships across cultures, disciplines, and hierarchies. And this may be the greatest capacity building legacy of the Galleries.”

Visit <http://galleries.lakeheadu.ca/> to view the Galleries website.





## REMEMBERED: Dr. Ethel Gardner

*The Faculty of Education acknowledges the work of Dr. Laura Buker and Professor Emerita Peggy Smith, both of Lakehead University, for organizing this tribute.*

A respected Indigenous leader has passed away into the arms of the ancestors on January 23, 2020. Dr. Stelomethet Ethel B. Gardner is a member of the Skwah First Nation in Chilliwack, British Columbia.

Dr. Gardner came to Lakehead University in 2006 and was brought into the Faculty of Education by Dean Julia O'Sullivan. When our community here in the Fraser Valley heard from her that she was interviewing as the first Chair of Aboriginal Education at Lakehead University, we knew that this prominent university in Thunder Bay would be receiving one of the brightest minds in all of Canada with her expertise and knowledge of Indigenous education.

From 2006-2010, Dr. Gardner became the first Associate Professor and Chair of the Department of Aboriginal Education. She would steer the policy and approval of the Honours Bachelor of Education (Indigenous Teacher Education) at the Faculty of Education. This innovative program, which is certified by the Ontario College of Teachers, was a first in Ontario and placed Lakehead as a leader for Indigenous programming, curriculum development, and research.

Ethel knew that Indigenous community involvement is key to building strong post-secondary programs. She initiated an Indigenous education committee that included Indigenous faculty, Indigenous business people, Indigenous tribal leaders, social workers, Indigenous student representatives, and local and regional Indigenous cultural and language knowledge keepers.

Dr. Gardner applied her research expertise to garner a prestigious Social Sciences and Humanities Research Council grant that was a partnership between Lakehead and Treaty 3. The grant was titled, "Language Planning for Anishinaabe / mowin Revitalization." Over a three-year period, new ways of teaching and learning the Treaty 3 language were explored through the innovative use of Indigenous culture and art, digital technologies, and Elder-apprentice programs. Again, it was Dr. Gardner's approach to build strong Indigenous involvement in all aspects of this pioneering research project that was completed successfully in 2010.

Ethel has many friends in Thunder Bay, and other Indigenous communities throughout northern Ontario. I know they will have fond memories of the years that she dedicated her energies to the success of Lakehead University's Indigenous Honours Bachelor of Education program and the research programs she led. I believe that what they will most remember is how she treated people with respect and generosity, and her commitment to Indigenous student success.

Our Nation and community are mourning the passing of this woman, who was a warrior of Indigenous education, language, and the environment. She has left a legacy of innovation in Indigenous education throughout Canada, and, especially, at Lakehead University.

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IT'S EASIER THAN YOU THINK.

I maintain a strong belief in the importance of education for everyone. Empowering students of diverse cultures and ethnicity with the tools needed to pursue a higher education is my vision for a brighter future. **A gift in my will...it's that easy.**

~ Bud Dilling

Charitable Registration # 11900-2681-RR 0001

For information on how you can include a charitable gift in your will to Lakehead University, please contact Lee-Anne Camlin at:

T: (807) 346-7792 | E: [rlcamlin@lakeheadu.ca](mailto:rlcamlin@lakeheadu.ca)

All requests remain confidential with no obligation

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