

Congratulations to Recipients of the Teacher Education Research Fund Award

The 2022 Teacher Education Research Fund Award was established to support research projects on teacher education across the Faculty. This year, five individuals/teams were supported through the award, which is open to graduate and undergraduate students, Contract Lecturers, and faculty alike.

“Seeding Garden-Based Learning”

Researchers: **Jacob Kearey-Moreland** (MEd candidate, Orillia) and **M. Nowick-Rigelhof** (BEd, Orillia)

“We are founding members of the Lakehead Farm Club, developed in 2019. This club is actively engaged in promoting sustainable agriculture, garden-based learning (GBL) and the



“Build it in ‘Beta’: ePortfolio Use in Teacher Education in Orillia”

Researchers: **Helen DeWaard** (Contract Lecturer and PhD Candidate, Orillia), **Steven Secord** (Contract Lecturer, Orillia), and **Lucas Johnson** (Contract Lecturer and Doctoral Student, Thunder Bay)

“The goal of our research project is to evaluate the practice of using electronic portfolios (ePortfolios) in sections of the “Planning, Evaluation and Classroom Management” course in the BEd program in Orillia. Specifically, we are examining student and faculty levels of satisfaction, and perceptions of efficacy, of using ePortfolios for course work and placement reflections. We are surveying faculty and students to gain insight into the usage, perceptions, and supports needed in affiliation with the use of this web publication technology.

While ePortfolios have been integrated into teaching and learning for over 20 years, an impact review of their use in our Faculty has not been conducted since they were integrated into the

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The proposals were judged on their strength, their potential for seeding further research, and their likelihood of illuminating interesting questions in teacher education.

creation of a Recreation, Research and Education Farm (RREF) on the Orillia campus. The club provides hands-on, farm-based experiential learning opportunities for students from pre-Kinderergarten to post-secondary.

As part of our research project, we are creating professional development opportunities for fellow educators to participate in and develop curriculum-linked, GBL programming for schools and the broader community. We have partnered with Lakehead University, the Council of Outdoor Educators of Ontario, Ontario Society for Environmental Education, Simcoe County District School Board, Simcoe Muskoka Catholic District School Board, and others to support teachers bringing GBL into their classrooms. We are concurrently developing a Farm School and learning centre at Bass Lake Farms, alongside the RREF, which can serve as a place for continuing research and education in this field.

We invite everyone to [sign a petition](#) for the protection of 20 acres of heritage farmland on the northwest portion of the Lakehead Orillia campus.”



Year One course three years ago. It is well-known that ePortfolios can provide space for students to exhibit their knowledge, skills and competencies, while contributing to identity building, meta-learning, and digital literacies. From these Award funds, a graduate student (Taylor Laurin) was able to provide support for our survey creation and distribution, as well as data coding and analysis. We aim to contribute to the existing body of knowledge by evaluating the use of ePortfolios in the Faculty.”

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“Mathematical Representations for Secondary Classrooms”

Researcher: **Dr. Ann Kajander** (Professor, Thunder Bay)

“The purpose of my research project is to study and develop visual, interactive, concrete environments suitable for teacher mathematics learning at the secondary level. Literature suggests that an important but underdeveloped area of specialized mathematical content knowledge for teachers is the use of representations and reasoning. Generally, such resource development

does not exist beyond the Grade 8 level; this research will support resource development well into the secondary grades. The resources have already been developed and pilot-tested with teachers in our Intermediate/Senior Curriculum and Instruction in Mathematics course, with very positive responses.

Environments that involve visual, active learning, and spatial reasoning and motion align beautifully with culturally appropriate ways of learning and knowing mathematics. As such, these environments have important potential in terms of preparing teachers to support Indigenous learners in mathematics.”

“Too Much, Too Little, Just Right: Student Workload in the Faculty of Education”

Researchers: **Dr. Christina van Barneveld** (Associate Professor, Thunder Bay) and **Dr. Angela van Barneveld-McCarragher** (Assistant Professor, Thunder Bay)

“The purpose of our research is to describe perceived and actual student workload in our Faculty of Education programs. Anecdotal evidence suggests that student workload in our Faculty programs varies by student, program, and course delivery method. While the problem of student workload has been ongoing for a number of years, there has yet to be a systematic investigation of it.

We are collecting data from three sources: student perceptions, instructor perceptions, and student workload



estimates based on review of course syllabi, which we are calculating using a **student workload estimator** created by Wake Forest University. The student workload estimator helps to determine how many hours of work students can expect to put in, outside of class hours, to complete tasks associated with the course such as reading and assignments. Using such a tool can help instructors plan an appropriate

workload for their students. We have hired Graduate Assistant Julian Rossi to assist with data management and analysis of the project. The data will help to make evidence-informed recommendations to programs, which in turn can help faculty with course planning and help students with workload management.”

“Decolonizing Global Citizenship in Teacher Education: A Pilot Study for a Critical, Collaborative Experience between Canadian and Ethiopian Students”

Researchers: **Dr. Gary Pluim** (Assistant Professor, Orillia) **Dr. Leigh-Anne Ingram** (Contract Lecturer, Orillia), and **Dr. Solomon Belay Faris** (Assistant Professor, Addis Ababa University)

“We are conducting a case study of a virtual, cross-national course on Global Citizenship Education between our undergraduate teacher education program in Orillia, and the College of Education and Behavioural Studies at Addis Ababa University, Ethiopia. This case study will use participatory research methods (autoethnography and photovoice) to examine a central research question: *How can an international, online collaboration between related teacher education courses affect participants' perspectives on decolonizing Global Citizenship Education?*

Despite a globalizing world, the education of teachers has remained a largely nationalist enterprise. In addition, recent research suggests that teachers, including those student teachers



at our participating universities, need to develop a more global lens in their practice.

Student participants in this research will form cross-national working groups, take photos, and reflect on the courses' key themes: *global perspectives, global histories, global futures, and global actions*. The groups will share, discuss, and reflect upon their work throughout this process. A central goal of our research is to identify effective means to teach global citizenship in a critical way that embraces complex global histories in the service of peace and greater equity. Our hope is that what we learn through the execution of this case study will inform the successful implementation of a longer-term study.”

New Faces in the Faculty



Ashley Fretz **Scheduling and Administrative Assistant for Undergraduate Studies in Education, Thunder Bay campus**

"I'm really excited to be joining the Faculty of Education! I will likely be the first person you see if you are visiting the Bora Laskin building on the Thunder Bay campus. I am in the office in-person full time, so I look forward to being a point of contact for our Undergraduate programs.

I provide administrative assistance to our Chair of Undergraduate Studies in Education, Dr. Donald Kerr. I will also be scheduling course sections for our students and coordinating teaching loads for Faculty and Contract Lecturers.

Previous to joining the Faculty of Education I worked for Lakehead University Residence and one thing I've always enjoyed is interacting with and helping our students. We have great students here!

A little bit about me: I was born and raised in Thunder Bay and also lived in southern Ontario for about a decade. I was in the French Immersion program all through elementary and high school and am proud to say that I have kept up with my French skills. Thunder Bay is home for me so although I moved away for a time, it brought me back. I enjoy downhill skiing, jogging, and spending time with my family, which includes two tabby cats."



Maeghan Chassé **Administrative Assistant, Anishinaabemowik (formerly Indigenous Language Instructors' Program), Thunder Bay campus**

"In my role with Anishinaabemowik (formerly the Indigenous Language Teacher's Diploma program), I am the first point of contact for the program's students and their families and communities. I work to support students in their transition to post-secondary school life, particularly when it comes to our

Indigenous Language Summer Institute. I work in-person out of the Bora Laskin building in Thunder Bay, so feel free to drop by the offices/student lounge to say hello/boozhoo! Anishinaabemowik has an exciting future and I am looking forward to helping the program grow.

I grew up along the North Shore of Lake Superior and moved to Thunder Bay to attend university. I graduated from Lakehead in 2017 with an Honours Bachelor of Arts in History and English and with a Bachelor of Education, then lived in St. John's, Newfoundland and Labrador while completing my Master of Arts in Folklore and Language at Memorial University.

Most recently, I worked at the Thunder Bay Art Gallery as their acting Education Coordinator. I also supply teach in local schools, and in my free time enjoy reading, cross country skiing, swimming, listening to podcasts, and doing embroidery."



Heidi Berry **Placement Assistant, Orillia Campus**

"In August 2021, I returned to Lakehead Orillia, working with the Faculty of Education team at our downtown campus. Prior to this, I worked as the Executive Assistant to the Director of Education at the Simcoe Muskoka Catholic District School Board. The Faculty of Education has an important connection to school boards as they prepare and graduate teacher candidates to help address the teacher shortage in the province. There is much work that goes into the planning and delivery of the curriculum for future teachers and the hands-on experiences they receive during placements.

Lakehead Education Orillia is a bustling and thriving learning environment that attracts future teachers in southern Ontario to pursue a program that has a focus on equity, diversity, and inclusion. Social justice is at the heart of our program, which

includes an emphasis on Indigenous pedagogy and practice.

I worked at Lakehead Orillia from 2006 to 2013, initially working with the Director of Operations, implementing the opening of Lakehead University's Orillia Campus in Simcoe County in 2006, which was an incredible opportunity and experience. Throughout the years, I helped to manage the growth of the campus which included coordinating finance and human resource activities. I particularly enjoyed engaging with students and the community who supported the growth of the Orillia Campus.

As for my personal life, I am an avid tennis player throughout the year and also enjoy skiing and golf. A little dream of mine came true last year when I was finally able to purchase a boat: a 19-foot bowrider which allows for wonderful getaways with family and friends.

I have worked in Education for close to 20 years and have learned so much about supporting and engaging students, faculty, staff and the community. I particularly enjoy managing and solving new challenges. There is much work to do in the Faculty of Education in Orillia since our program is growing astronomically. I am proud to be a member of the Education team that supports each other and that works hard to manage our new growth opportunity for the future."

Faculty Establishes Three Advisory Committees

The **Flourishing as a Faculty** document, which is discussed on the next page, lays out the values that the Faculty aspires to achieve. Those values also need to lead to actions that promote flourishing. To this end, three Advisory Committees have been

created to address the issues that we have identified as important to the life and work of the Faculty: The Contract Lecturer Advisory Committee, the Equity, Diversity and Inclusion Advisory Committee, and the Environmental Sustainability Advisory Committee.



Jill Greenwood, Faculty Contract Lecturer, is a member of the Contract Lecturer committee.

Contract Lecturer Advisory Committee

Contract Lecturers make an invaluable contribution to the teaching and learning of the Faculty. However, the Faculty's *Contract Faculty Report*, which was released in February 2021, revealed that this contribution has often been overlooked by the Faculty as a whole. While some of the issues highlighted by the report, such as the increasing casualization of higher education, are beyond the influence of the Faculty, the new committee will be working towards addressing the issues that we do have influence over. These include improving representation in the

decision-making of the Faculty, making the hiring process more equitable and transparent, and developing mechanisms whereby Contract Lecturer concerns can be resolved as amicably as possible. We are looking to having this committee formally operating in time for the start of the new academic year. In shaping the committee, the Faculty owes a debt of gratitude to a large number of Contract Lecturers, and in particular to Jill Greenwood and Lucas Johnson for their role in co-facilitating the meetings that have led us to this point.

Equity, Diversity, and Inclusion (EDI) Advisory Committee

The University adopted an Equity, Diversity, and Inclusion (EDI) policy in 2019, with the vision of institutionalizing "equitable and inclusive principles and practices to realize a University where diversity thrives." Working in tandem with this policy, this committee will work to shape a Faculty based on inclusion and respect for all people: students, staff, Contract Lecturers, and full-time faculty. The scope of this work is extensive, from ensuring that physical spaces

are welcoming to ensuring that the policies and practices of the Faculty reflect the principles of EDI and the recruitment and retention of a diverse community with the Faculty.

The membership of this committee draws from across the Faculty and University, and includes staff, undergraduate and graduate students, Contract Lecturers, full-time faculty and Dylan Mazur, the Director of the University's Office of Human Rights and Equity. Dr. Pauline Sameshima (Professor and Canada Research Chair in Arts Integrated Studies) will be facilitating the work of this committee.



The University's EDI Action Plan, *Accessing Excellence Together*, is available online.



Community garden plots, located at the Orillia campus, connect to the University's commitment to sustainability.

Environmental Sustainability Advisory Committee

Similar to the EDI policy, a University **Sustainability Plan** was released in 2019, with the vision of "encompassing human and ecological health, social justice and equity, Indigenous rights, secure livelihoods, workplace wellbeing, and leadership for vibrant and resilient communities." Working at the Faculty level, this committee will be looking to provide environmental leadership across the entire scope of the Faculty's operations: from administration and governance, to research, to teaching and learning, to our community partnerships, and facilities.

Again, the membership of this committee draws from across the Faculty, with the University represented by Ledah McKellar, an alumni of our graduate program and the University's Sustainability Coordinator. Dr. Paul Berger (Associate Professor) will be facilitating the work of this committee.

Given the strong relationships between EDI and environmental sustainability, the committees will frequently be working together, recognizing that for all to flourish, we must commit "to caring for each other, the places we inhabit, and ultimately the planet" (*Flourishing as a Faculty*, p. 3).



Flourishing as a Faculty Released

In May 2020, the Faculty released the *Improving Learning* document, setting out a plan to reform the work and life of the Faculty through to 2024. Working from the Faculty's 2018 *Strategic Plan*, a central tenet of the document was the need to articulate a clear sense of the values of the Faculty, and the meanings that are attached to those values. Within the education research literature there is a well-researched understanding that organizations are strongest when they express their “purposes, values, norms, and obligations in their everyday activities” (Sergiovanni, 2005, p. 112). With this in mind, the Faculty embarked, in September 2020, on the journey that has led to the *Flourishing as a Faculty* document.



Over a period of 14 months, guided by the work and expertise of Paul Berger, Ellen Field, David Greenwood, Lucas Johnson, Wayne Melville, Connie Russell, and Gerald Walton, a number of conversations were undertaken across the Faculty. From these conversations, the Faculty has identified and come to understand the values that will promote sustainability and human dignity such as equity, diversity, inclusion, reconciliation, and empowerment,

both within the Faculty and in its relationships with the wider world. A diversity of issues and challenges, both tangible and intangible, are discussed in the document, alongside pathways for change at both the individual and Faculty level.

Developing an understanding of the values that the Faculty aspires to, and the work that will be required to realize those values, commits the Faculty of Education “to helping create the conditions by which all humans, all life, and the land can flourish. We strive to work and act

in accordance with these values for the benefit of all” (p. 2). An early example of this work to translate these values into practice is in the development of a number of Advisory Committees, as discussed on the previous page.



Reference

Sergiovanni, T. (2005) The virtues of leadership. *Kappa Delta Pi International Honor Society*, 69 (2), 112-123. <https://doi.org/10.1080/00131720508984675>

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STEPHANIE SALINAS, Recipient
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Award-Winning History Instructors



The Governor General's History Award honours excellence in teaching, and promotes the sharing of best practices and innovative teaching ideas.

Rachel Collishaw and Nathan Tidridge are both Contract Lecturers teaching Intermediate/Senior History courses in the Faculty of Education—and both have received the prestigious Governor General's History Award for Excellence in Teaching. Here, they discuss prominent shifts they have experienced in History teaching, as well as their educational commitments and experiences working with preservice teachers in the Faculty.

Rachel Collishaw

"There's been a huge shift in recent years in how we teach History," Rachel explains. "We're approaching it now through a model of student-centered, inquiry-based learning, where we use historical thinking to uncover multiple perspectives to inform our understandings. We've moved far away from the idea of History as mainly being about learning facts from the past."

A former secondary school teacher and cross-curricular literacy coach, and now a Pedagogical Advisor at Elections Canada, Rachel brings over 25 years' experience in the educational sector to her teaching at Lakehead. Preparing the next generation of History teachers to enact this shift has been a key focus of her teaching in the Faculty.

"The teacher candidates at Lakehead have a strong desire to be engaging, awesome History teachers, and I've had the pleasure of watching them refine how they get there. Most Lakehead students haven't had an inquiry learning experience when they were students—and they all finished high school before the TRC (Truth and Reconciliation Commission of Canada) released the Calls to Action. So, we're now asking them to embrace a whole new way of teaching: one that is grounded in inquiry-based learning, democracy, and reconciliation."

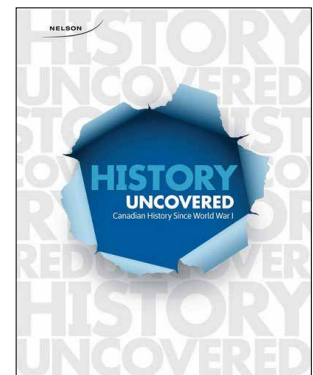
Connecting history to contemporary issues is another focus of her work.

"History education is becoming a lot more important than many people have assumed," she explains. "For example, online misinformation is a huge threat to democracy, alongside increasing social polarization, ongoing low voter turnout among youth and Indigenous populations, and many other issues. Critically examining our histories is a pathway toward becoming active, responsible citizens in our communities and addressing the issues we experience today."

Rachel's teaching excellence was recognized in 2013 when she received the Governor General's History Award. This award recognized her secondary school teaching practices, in which she asked students to inquire into historical thinking around pivotal moments in Canadian history. The students conducted active research, including interviews, to respond to a culminating question in the course: *Is Canada a country you can be proud of?*



Rachel won the Governor General's History Award for Excellence in Teaching in 2013.



Rachel co-authored the 2014 textbook *History Uncovered: Canadian History Since World War I*.

"We're asking teacher candidates to embrace a whole new way of teaching: one that is grounded in inquiry-based learning, democracy, and reconciliation."

She says that "being selected for the award gave legitimacy to the work I was doing, which was an award in and of itself."

In addition to teaching, Rachel has a lengthy history of developing curricular resources for teachers, including the Grade 10 Canadian History textbook she co-authored: *History Uncovered* (Nelson, 2014). In her current role as the Pedagogical Advisor with Elections Canada, she works with the Civic Education team to design and deliver resources to teachers across Canada. She is also President of the **Ontario History and Social Science Teachers' Association** and in that role, she worked with a team to update the Grades 4-10 History curriculum in relation to the TRCs Calls to Action. Finally, she is Founding President of the Social Studies Educators' Network of Canada: an umbrella organization of provincial and territorial Social Studies teachers' networks and associations.

She notes that working with others—teachers, students, curriculum developers, writers, knowledge keepers, and historians—drives her work. "I am passionate about teacher professional learning and historical thinking, and my various roles have allowed me to bring these passions together."



Nathan's students, and other community members, planted a canoe garden at the Souharissen Natural Area. The canoe garden honours residential school victims, survivors, and their families.

Nathan Tidridge

"Indigenous history is Canadian history," Nathan begins. "It's not a unit to be taught, but rather it is something to be incorporated across the curriculum. This is especially the case for teachers of History and Civics. We have a responsibility to tell the whole story, and to make connections to Indigenous history within our own communities."

Nathan enacts this commitment through his educational focus on decolonization and reconciliation, as both a secondary school teacher at Waterdown District High School (since 2004) and a Contract Lecturer in the Faculty of Education (since 2021). His relationship-based pedagogy enables students to make connections to the histories of the land and territories they live in.

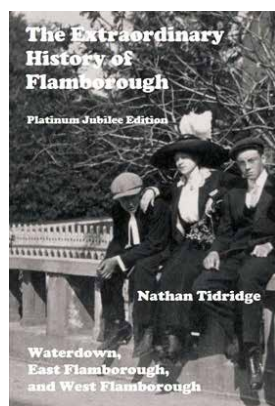
One of his notable endeavors involved his work—in partnership with the Mississaugas of the Credit and Haudenosaunee Confederacy—in developing the Souharissen Natural Area: a 55-acre outdoor educational and cultural space in Waterdown. This natural space has evolved into an outdoor classroom and inspiration for land-based projects that restore Indigenous identity and heritage to the region. Nathan's secondary school students have engaged in numerous restoration projects in the area, including creating a sacred fire marker, constructing and installing bat houses throughout the area, and planting a "canoe garden."

Through these projects, multiple cohorts of students have been able to develop relationships with their Treaty partners while spending time on the land.

His work in establishing this natural area was recognized in 2020, when he received the Governor General's History Award for Excellence in Teaching.

"It was an honour to receive the award, and to be in the company of other educators who are creating pathways to build the relationships we want to have in this country," he says.

Nathan's commitment to education that centres Indigenous history is also reflected in his research and publication record, including the publication of his textbook, *The Extraordinary History of Flamborough* (2022).



The first edition of Nathan's textbook was published in 2017; in 2022, it was published as an expanded Jubilee edition. The cover features sharply dressed teenagers from 1911.



Nathan won the Governor General's History Award for Excellence in Teaching in 2020.

"I wrote this text to ensure that local history and Indigenous perspectives are a focal part of my Canadian History teaching," he explains. "White settler history has been privileged for too long, and this textbook is about raising other histories, including treaty history, Black history, and the history of other communities that are rarely talked about."

He has also contributed to the development of numerous curricular materials, including the online textbook **Civics at Waterdown** and many other books and chapters, as outlined on his website: <https://www.canadiancrown.com/>.

Nathan notes that for him, teaching is both a calling and a privilege, and working with preservice teachers in the Faculty of Education had been an exciting new part of his career.

"As we move into student-focused learning, I'm excited to see teacher candidates shift to looking at the ethics of History and asking questions, such as *Why are we learning what we're learning? Whose stories have been privileged? What systems have been perpetuated? And how do we centre our histories in other perspectives?* Seeing teacher candidates' commitments to a transformed, decolonized educational system reminds me of the famous words of the Honourable Justice Murray Sinclair, Chair of the Truth and Reconciliation Commission, who noted that "Education got us into this mess, and education will get us out of it."

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



Left: Jacky poses in front of an ancient Maya ruin in Coba, Mexico. Middle: Jacky with Elder and Healer Taita Jose of the Cofán Tribe in Southern Colombia. Right: A screenshot from “The Adventures of Mr. Chan” educational video series, in which Jacky is exploring river caves in Vietnam.

Jacky Chan

Land-Based Wellness Teacher, Lac des Mille Lacs Education Centre (IR Churchill Elementary and Seventh Fire Secondary School)

Graduated from the Bachelor of Education program (2016); Master of Education program with specializations in Social Justice and Indigenous Education (2018) (Thunder Bay campus)

For Land-Based Wellness educator Jacky Chan, teaching is a vocation that allows him to share many facets of his identity and experiences, from his extensive global travels to his training as a Martial Arts Sensei and Laughter Yoga instructor.

“My teaching philosophy is grounded in wellness and movement-based practices, and it is experiential, land-based, and play-based,” Jacky explains. “I incorporate elements of meditation, mindfulness, and martial arts movement into all of my classes, from Kindergarten to Grade 12. It is about fostering connections: to our own bodies, to each other, and to the world around us.”

For the past three years, Jacky has worked with students at Lac des Mille Lacs Education Centre (IR Churchill Elementary and Seventh Fire Secondary School), developing his practice of outdoor, experiential learning. This includes coordinating backpacking trips, camping trips, and other outdoor adventures with his students. He also continues to travel extensively himself: seeing the world, learning, and teaching all at the same time.

During the pandemic, when teaching went virtual, he taught from remote locations, and most recently spent time in Putumayo, Columbia and Oaxaca, Mexico. In these locations he recorded videos of what he was learning from other cultures, and shared them with students so they could participate in “online field trips” with him.

The Adventures of Mr. Chan

“*The Adventures of Mr. Chan*” is a series of short videos, published on YouTube, that Jacky began in 2018. The online channel now features over 110 videos of Jacky’s travels and adventures: ziplining in Laos, backpacking in Nepal’s Annapurna Circuit, studying petroglyphs in Columbia, learning animal calls from an Indigenous community on the border of Venezuela, investigating a cave sanctuary from the Indochina war, and much more.

Jacky explains that he creates these videos to “connect with my students (and whoever else finds my videos entertaining) while I travel the globe. My mission as a teacher is to inspire young people to live their best life and to follow their own path. I believe that some of the most powerful and important lessons can be taught through travel ... it is experiential learning at its finest!”

Typically, when he is travelling, Jacky will meet students online in Zoom, and use Google Earth to show them his location. Then, they watch a video together and discuss how the content connects to outdoor education and their own planned excursions in the curriculum.

Jacky also incorporates Martial Arts philosophy, and his understanding of Zen from Martial Arts movement, into each class.

“I will start every class with a bow, and we will do some form of movement or coordination activity. This might involve stretching, meditation, yoga or Martial Arts, depending on the class. In online classes we might do eye yoga, looking at different parts of the screen. It’s about connecting with being in our bodies, even if we are separated by a screen and in different parts of the world.”

A History of Youth Leadership and Martial Arts Training

Jacky’s teaching style has been many years in development. He was co-founder and program director of Zen’s Outdoor Leadership Camp for Youth (ZOLCY)—a volunteer driven, Canadian not-for-profit organization that started in 2012, working with global underserved communities. From 2012-2018, Jacky led groups to Jamaica and Nepal to facilitate service learning programs. He intends to return to Nepal within the next year, and is coordinating plans to bring future Grade 11-12 students with him to assist in the re-building of schools and computer labs in remote regions of the Himalayan mountains on the border of Tibet.

He has also trained in Martial Arts for over 27 years. He spent several months in China, where he trained in Taijiquan, meditation, and Gongfu with the legendary Shaolin Warrior monks. He holds the title of “Sensei” as a third-degree black belt in the art of Shotokan karate-do. He is also a graduate of Mindfulness Fundamental and Mindful Educator Essentials courses, and is a trained Laughter Yoga Teacher.

In the Master of Education program, Jacky’s graduate work focused on First Nation youths’ well-being and resilience, through the embodied practice of Laughter Yoga and play-based leadership development. As part of his Master portfolio work, he became involved in running a land-based, well-being camp at Kingfisher Outdoor Education Centre. At the camp he worked with 18 Indigenous high school students as part of his research into community building and mental health leadership.

Ultimately, he says that learning, exploring, and inspiring his students to try out new ideas and take on new adventures drives him to do the work he does.

“The one thing I want my students to take away is that they can do anything they want to do.”

Allyson Lowe

Student Support Teacher, Quqshuun Ilihakvik Elementary School, Gjoa Haven, Nunavut

Graduated from the Bachelor of Education program (2015); Master of Education program (2020) (Orillia campus)

“Since graduating from the BEd program, I’ve had the opportunity to travel and teach in a couple of locations outside of Ontario. The first was London, UK, where I worked for two years, first as a supply teacher and then as a full-time classroom teacher. It was in the UK that my passion for special education, and being an advocate for students with special needs, flourished.

In 2017 I returned to Ontario to pursue a Master of Education degree, working as a graduate assistant to Dr. Sonia Mastrangelo in her educational psychology and inclusive education courses. Part of my focus was on animal-assisted interventions (particularly equine-assisted interventions) for individuals on the autism spectrum. For my research portfolio project, I developed a curriculum manual for WindReach Farm, a fresh-air farm-based learning facility with over 100 farm animals, providing therapeutic programs and services for individuals with special needs. I then continued working in the special needs field for a few years, as a homeschool teacher for a young man with Cerebral Palsy.

During the COVID-19 pandemic, I had a desire to teach in a completely different setting. This led me to Gjoa Haven, Nunavut, where I currently work in a Student Support Position at Quqshuun Ilihakvik Elementary school. Gjoa Haven is known for the incredible culture of the Netsilik Inuit, including throat singing, drum dancing and jigging. It is also known for its beautiful landscapes, with incredible sunsets (and also remarkably cold weather at times!).

The people here provide a wonderful community of support. In the North, teachers are referred to by their first name and my favourite part of the day and is coming out of my office and hearing all the students in the hallway shouting, “hi Ally!” This also happens when I go to the local grocery store or during my walks around the area.

Being a teacher in the Canadian North requires a willingness to get out of your comfort zone and put yourself out there to meet new people and experience their culture.

Being adaptable, resilient, and willing to go with the flow are essential! Just like the weather, every day is a different day when you are teaching, but you must always have the students’ best interest at heart and ensure that you are setting them up to be successful in the future (and not just for whatever grade they are going into the next year). Advocating for their rights and needed supports is part of the job! One of the things I love about teaching is knowing that you can be the one person who makes a difference in the life of a young student.”



Amanda Domjan

Grade 2 Teacher, Hillcrest Public School, Waterloo Region District School Board

Graduated from the Bachelor of Education program (2014) (Orillia campus)

“I’m currently a Grade 2 teacher, now in my eighth year of teaching with the Waterloo DSB. Hillcrest Public School is my ‘dream school’ for teaching: I went to this school myself as an elementary student, and I completed many volunteer hours here

while going through university. Being back at my elementary school gives me a sense of home, and has allowed me to build up my teaching confidence while getting involved in the school community.

My favourite part of my job is the kids (I’m sure that is no surprise, coming from a teacher!). Children make even the hardest days worth it. Grade 2 is a fun year to teach, as well, because you really get to see their little minds grow and gain a sense of independence academically.

At school I help to run our Safe, Caring and Inclusive Schools group, which includes students, families, and staff members. Together, we develop ideas and strategies to help develop and maintain a climate where everyone feels welcome, included, and safe, to help students achieve both academic and personal well-being. Prior to COVID-19, I also helped to run school assemblies where we would invite community members into the school to read books to students and talk about what they do, and how it relates to traits we are working on, like resilience and respect.

My time at Lakehead University spanned both campuses. I started my educational journey in Thunder Bay, away from my home and family, and it was an amazing two-year experience filled with outdoor adventures at Kakabeka Falls, the Sleeping Giant, Mount McKay and more. It pushed me out of my comfort zone and allowed for a lot of personal growth. After those two years I chose to transfer to Orillia to be a little closer to home. I have good memories from both campuses.

My husband and I have a 1.5 year old daughter, a golden retriever, and a golden doodle, and they all keep us very busy and happy!”

Alumni Awards

Faculty Alumni Receive Awards of Recognition from Lakehead Alumni Association

Two Faculty of Education alumni have been named as recipients of 2021 Alumni Association awards.



Legacy Award: Dolores Wawia (BA, BEd, MEd; Faculty of Education Professor Emerita— awarded posthumously)

The Alumni Legacy Award is awarded to an individual who has demonstrated exceptional commitment and contribution to the Alumni Association and University, exemplifying the highest standards of personal and professional integrity, civic responsibility, vision, and leadership. The 2021 Alumni Legacy Award was awarded posthumously to Faculty of Education Professor Emerita Dolores Wawia, who passed away in May 2020.

Dolores, who was from Kiashke Zaaging Anishinaabek (also known as Gull Bay First Nation), was one of the first Indigenous graduates of Lakehead University. She was a counsellor in the Native Teacher Education Program from 1975-1984 and became a tenured faculty member in 1989. In 2002 she became an Elder-in-Residence, a capacity in which she served for many years. In 2015, she was appointed to the Order of Ontario—the Province's highest official honour. The Order of Ontario recognizes individuals who have demonstrated a high level of excellence and achievement in any field, benefiting the people of Ontario or anywhere in the world.

This appointment recognized the lifetime achievements of Dolores, who was cited as a “leader and pioneer in native education, and storyteller who has expanded educational opportunities for Aboriginal people ... Dolores championed Aboriginal teacher education and served as an inspiration and role model for thousands of Aboriginal students.” As a trailblazer for Indigenous education, Dolores continues to be an inspiration to the Faculty of Education.



Distinguished Alumni Award: Thomas Doherty (BA, HBA, BEd)

The 2021 Distinguished Alumni Award was given to Thomas Doherty (BEd, 2006), in recognition of his outstanding commitment as a dedicated educator, both inside and outside of the classroom.

Born in Dryden and raised in Vermilion Bay, Thomas was inspired on his journey by an Anishinaabe Elder and a parish priest, who both told him that teaching was his vocation. He now teaches in Red Lake, Ontario, where he is involved in many volunteer and extracurricular activities. He coaches basketball, hockey, and soccer, and is a strong advocate for Ojibwe and Oji-cree languages and culture. He is also a member of the Catholic Teachers' Provincial Political Advisory Committee.

Thomas' commitments have not gone unnoticed. He has received numerous awards at the community, provincial, and national levels—including a 2015 Indspire National Innovative Teaching Practice Award and a 2017 Prime Minister's Award for Teaching Excellence.

“I can honestly say that the students and my love of education motivates me to be creative and produce innovative and engaging lessons,” he says of his approach. And his professional career has not peaked: Thomas hopes to obtain a PhD in education.

“That would fulfill my desires and hopes of advancing and enhancing First Nation, Métis, and Inuit education,” he says, adding that education is the path toward understanding and reconciliation.

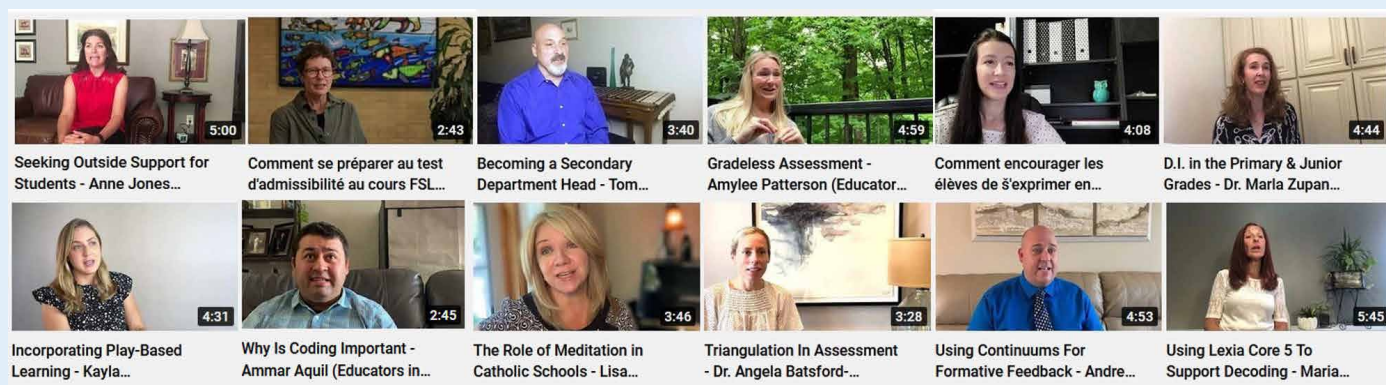


Best wishes to Lee-Anne Camlin

The Faculty of Education extends its deep appreciation and best wishes to Lee-Anne Camlin, former Philanthropy Associate of Lakehead University, as she embarks on a new career path. For 10 years, Lee-Anne has assisted the Faculty in establishing and strengthening donor relationships while securing major and legacy gifts. Since the very first edition of our Faculty newsletter in 2015, she has helped us in sharing philanthropic news. We will miss working with Lee-Anne, and wish her all the best!



Publication News

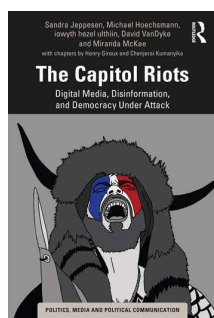


Video Series Released: *Educators in Focus*

The Department of Professional Development in Education recently launched the *Educators in Focus* video series, featuring over 50 videos of Ontario K-12 educators and administrators sharing practical insights into teaching today. An extremely wide range of topics is covered in the series, offering in-depth professional knowledge on topics including Literacy, Special Education, Equity and Diversity, Mental Health, Math, Technology in the Classroom, Assessment and Evaluation, Differentiated Instruction, Teaching Kindergarten and more.

The video library can be accessed on [YouTube](#), and a list of all videos by subject is [available here](#). The series was created to be shared with educators at all levels, including preservice and beginning teachers.

The *Educators in Focus* video series was funded by the Ontario Ministry of Colleges and Universities, through e-Campus Ontario. A huge thanks is extended to the many contributing educators, to Dr. Marla Zupan (Elementary Teacher, TDSB and Contract Lecturer, Lakehead Faculty of Education) for her monumental efforts in coordinating the contributions, and to Anthony Jeethan (Program Specialist and Contract Lecturer, Faculty of Education) for his tireless work in editing the videos.



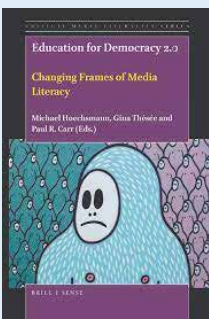
New Publication: *The Capitol Riots: Digital Media, Disinformation, and Democracy Under Attack*

A book co-authored by a team of two Lakehead professors, two MEd graduate students, and one MEd alum has been published.

Dr. Sandra Jeppesen (Media, Film, and Communications at Lakehead University, Orillia), Dr. Michael Hoechsmann (Faculty of Education, Orillia), iowth hezel ulthiin (Lakehead MEd alum), David VanDyke (Lakehead MEd student),

and Miranda McKee (Lakehead MEd student) wrote *The Capitol Riots* to follow up on ideas developed at a panel on the COVID-19 “infodemic” at Lakehead’s Research and Innovation Week in 2021. The MEd students played key roles in the project, including editorial and illustration (ulthiin), data scraping and analysis (VanDyke) and visual curation (McKee). The book also features guest chapters by Dr. Henry Giroux (McMaster, Humanities) and Dr. Chenjerai Kumanyika (Rutgers, Journalism and Media Studies).

Framing the January 6th insurrection at the US Capitol as a media event, the book draws upon raw data from social media and mainstream journalism sources, and features timelines, data visualizations, and illustrations that reconstruct the day. The authors delve into the complex, openly shared narratives and motivations of the rioters, drawn from a jumble of populist, alt-right, and white supremacy narratives, and amplified by disinformation and conspiracy theories.



Outstanding Book Award: *Education for Democracy 2.0: Changing Frames of Media Literacy*

A recent book co-edited by Dr. Michael Hoechsmann (Associate Professor, Faculty of Education), Gina Thésée (Université du Québec à Montréal), and Paul R. Carr

(Université du Québec en Outaouais) has received a 2022 Society of Professors of Education Outstanding Book Award.

Education for Democracy 2.0: Changing Frames of Media Literacy (Brill, 2021) presents a range of perspectives and projects on media education and democracy in the digital age. The book features a global group of scholars, educators, and activists—including Dr. Ellen Field of the Faculty of Education. Lakehead MEd alum, iowth hezel ulthiin, served as Editorial Coordinator.

The awards ceremony was held at the Annual Meeting of the Society of Professors of Education, which took place virtually in April 2022 during the annual AERA convention.

Seven Faculty Instructors Nominated for Contribution to Teaching Awards

The Faculty of Education is fortunate to have many exemplary instructors whose work has been recognized in a number of ways over the past years. In an impressive demonstration of the depth of teaching in the Faculty, seven instructors have been nominated by their students for Contribution to Teaching Awards. Unfortunately, some of these outstanding educators are not eligible for the award, as one of the conditions for receiving the award is to have taught at Lakehead for four semesters. This does not detract, however, from the very real achievements of being nominated.

On behalf of the faculty, congratulations to the seven nominees!

- Melanie Biesenthal – Curriculum & Instruction in Mathematics (Primary-Junior). *Melanie recognizes that this nomination is the result of being part of a collaboration with Dr. Alex Lawson and the Primary/Junior Math Team with whom she learns and works so closely.*
- Tom Boland – Planning, Evaluation, and Classroom Management; Faculty Advisor
- Jen Farrell-Cordon – Curriculum & Instruction in Social Studies (Primary-Junior)



- Sarah Gibbon – Curriculum & Instruction in Language Arts (Primary-Junior)
- Sherri Lankinen – Planning, Evaluation, and Classroom Management; Curriculum & Instruction in Language Arts (Primary-Junior); The Practice of Inclusive Education (Primary-Junior); Faculty Advisor
- Steven Secord – Critical Digital Literacy; Online Teaching; Planning, Evaluation, and Classroom Management; Curriculum & Instruction in Science and Technology (Primary/Junior); Faculty Advisor
- Brian Weishar – Planning, Evaluation, and Classroom Management; Literacy and Learning in the Intermediate-Senior Curriculum; Faculty Advisor

New Appointment

Teresa Ruberto Appointed as Administrative Assistant to the Dean

A long-time employee of Lakehead University, Teresa Ruberto was recently appointed to a new role as Administrative Assistant to the Dean, Dr. Wayne Melville. Teresa recaps the progression of her 37-year career at Lakehead:

"I started in the mailroom as a part-time worker in September of 1985. A few months later, I accepted a full-time position there, then in 1988 I moved to the Patterson Library. I worked in different departments in the Library until 2004, when I accepted a position in Undergraduate Studies in Education. Then, in January of this year, I moved into the position I'm in now, as Administrative Assistant to the Dean."

She says that the diversity of her new role, and her work coordinating many administrative facets of the Faculty, is very rewarding.

"I like to be involved, and in my new position I'm the main point of contact for the Office of the Dean, and the wider Faculty as I delegate incoming inquiries and correspondence to relevant Chairs. I also liaise with all departments across both campuses,



supporting various projects, including those involving the Ministry of Colleges and Universities, the Ministry of Education, the Council of Ontario Universities, the Ontario Association of Deans of Education, and more. I also manage full-time faculty teaching loads, assist with the Contract Lecturer hiring process, support Faculty recruitment strategies, and maintain personnel files.

I'm enjoying the different projects I'm involved in, such as CLIC (Contract Lecturer Info Central), the EDI Committee, and my work in assisting to revamp the Faculty website. Finally, I also organize and coordinate initiatives relating to the

Office of the Dean, including scheduling and travel."

Outside of her work, Teresa enjoys spending time with her family. She has three children (two daughters and a son), four grandchildren (three boys and girl), and five family dogs. She also volunteers with Northern Critters in Need Dog Rescue, "so there's always more than five dogs hanging around." She also loves the summer months and notes that "if I had my choice, I would live somewhere where it's summer all year round."