

# EDUCATION EXCHANGE

NEWSLETTER

## Fourth Annual Social Studies Festival Focused on “Our Relationship with the Land”

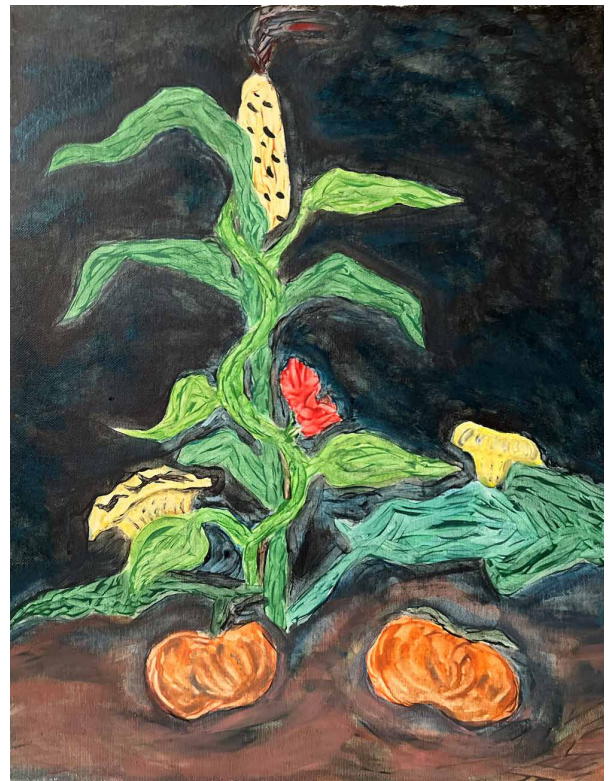
This year marked the fourth annual Social Studies Festival, a week-long festival held in March on the Orillia campus. The theme of this year’s festival was “Our Relationship with the Land.”

Dr. Sharla Mskokii Peltier (Associate Professor, Orillia), one of several people involved in planning this year’s festival, says that “a goal was to engage pre-service teachers in thinking about citizenship and Social Studies education, in relational ways of being with the lands and waters. Spending time on the land and learning about its histories, including Indigenous contributions, is so important, so that people can bring that into their teaching and really feel it with their hearts and their spirits.”

Numerous events took place throughout the week, including a trek around the on-campus *Wiigwasitig Gitigaan* Birch Tree and Medicine Gardens (led by Lakehead PhD student Jacob Kearey-Moreland) and a hike to the Mnjikaning Fish Weirs National Historic Site. There were speakers throughout the week, such as Heather McIntyre from the Barrie Area Native Advisory Circle, a webinar about *Math, Science and Literacy in our Outdoor Classroom*, and a public screening of “How We

Grow,” a documentary about young farmers building community around locally grown food.

Teacher candidates from eight cohorts of Social Studies classes in the Professional Years program in Orillia were personally involved, as each shared artifacts representing their relationship to the land and how it informs their Social Studies teaching. For example, the digital storytelling projects from Keri-Lyn Durant’s class explored the ways that teacher candidates wanted to impart experiences with land to their future pupils, especially through a decolonizing lens.



Teacher candidates created diverse artifacts representing their connection to the land.  
Above: painting, titled “The Three Sisters,” by Andrew Bradford.

Sue MacVicar (Contract Lecturer, Orillia) explains that in her Social Studies class, teacher candidates developed diverse and creative artifacts. “Some students did a narrated, videotaped walk through the woods, discussing their connection to the land. Others created beautiful pictures and artwork panels, wrote poems, and one student made a 3D sculpture,” she explains. “The festival’s Gallery Walk, where all students had a chance to view each other’s work, showcased the creativity and deep engagement of students with this open-ended assignment.”

### Festival Inspired by a Desire to Deepen the Social Studies Curriculum

The annual festival began four years ago, inspired by an idea from Dr. Leigh-Anne Ingram (Contract Lecturer, Orillia), who was looking for a way to allow students to develop a more critical, global, and post-colonial view of the world. The first year, the festival—called the Harvest Festival—was held in October, and centered around the idea of food. Through various events and activities, students considered food from diverse cultural and political perspectives, and made critical connections to global food supply chains and their implications.

Since then, the festival has branched out, with a distinct theme each year. Through the organization of Elizabeth Thomas,

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**ANDREW  
JOSEPH  
DENNE**

Childhood • Rights • Convention • Need • Warmth • Shelter • Participation • Faith • Decision • Talent • Play • Respect • Peace • Expression • Freedom • Responsibility • Well-being • Right • Shelter • Fairness • Peace • Warmth • Protection • Need • Wants • Children's Rights • Convention • National Human Rights Declaration • Universal Declaration of Human Rights • American Declaration of Independence • United States Constitution • Bill of Rights • Declaration of Sentiments • Emancipation Proclamation • Civil Rights Act • Voting Rights Act • Americans with Disabilities Act • Equal Housing Opportunity Act • Fair Housing Act • Age Discrimination in Housing Act • Sex Discrimination in Housing Act • Religious Freedom Restoration Act • First Amendment • Second Amendment • Third Amendment • Fourth Amendment • Fifth Amendment • Sixth Amendment • Seventh Amendment • Eighth Amendment • Ninth Amendment • Tenth Amendment • Eleventh Amendment • Twelfth Amendment • Thirteenth Amendment • Fourteenth Amendment • Fifteenth Amendment • Sixteenth Amendment • Seventeenth Amendment • Eighteenth Amendment • Nineteenth Amendment • Twentieth Amendment • Twenty-first Amendment • Twenty-second Amendment • Twenty-third Amendment • Twenty-fourth Amendment • Twenty-fifth Amendment • Twenty-sixth Amendment • Twenty-seventh Amendment • Twenty-eighth Amendment • Twenty-ninth Amendment • Thirtieth Amendment • Thirty-first Amendment • Thirty-second Amendment • Thirty-third Amendment • Thirty-fourth Amendment • Thirty-fifth Amendment • Thirty-sixth Amendment • Thirty-seventh Amendment • Thirty-eighth Amendment • Thirty-ninth Amendment • Fortieth Amendment • Forty-first Amendment • Forty-second Amendment • Forty-third Amendment • Forty-fourth Amendment • Forty-fifth Amendment • Forty-sixth Amendment • Forty-seventh Amendment • Forty-eighth Amendment • Forty-ninth Amendment • Fiftieth Amendment

Dignity • Respect • Freedom • Participation • Faith • Decision • Talent • Play • Expression • Responsibility • Well-being • Right • Shelter • Fairness • Peace • Warmth • Protection • Need • Wants • Children's Rights • Convention • National Human Rights Declaration • Universal Declaration of Human Rights • American Declaration of Independence • United States Constitution • Bill of Rights • Declaration of Sentiments • Emancipation Proclamation • Civil Rights Act • Voting Rights Act • Americans with Disabilities Act • Equal Housing Opportunity Act • Fair Housing Act • Age Discrimination in Housing Act • Sex Discrimination in Housing Act • Religious Freedom Restoration Act • First Amendment • Second Amendment • Third Amendment • Fourth Amendment • Fifth Amendment • Sixth Amendment • Seventh Amendment • Eighth Amendment • Ninth Amendment • Tenth Amendment • Eleventh Amendment • Twelfth Amendment • Thirteenth Amendment • Fourteenth Amendment • Fifteenth Amendment • Sixteenth Amendment • Seventeenth Amendment • Eighteenth Amendment • Nineteenth Amendment • Twentieth Amendment • Twenty-first Amendment • Twenty-second Amendment • Twenty-third Amendment • Twenty-fourth Amendment • Twenty-fifth Amendment • Twenty-sixth Amendment • Twenty-seventh Amendment • Twenty-eighth Amendment • Twenty-ninth Amendment • Thirtieth Amendment • Thirty-first Amendment • Thirty-second Amendment • Thirty-third Amendment • Thirty-fourth Amendment • Thirty-fifth Amendment • Thirty-sixth Amendment • Thirty-seventh Amendment • Thirty-eighth Amendment • Thirty-ninth Amendment • Fortieth Amendment • Forty-first Amendment • Forty-second Amendment • Forty-third Amendment • Forty-fourth Amendment • Forty-fifth Amendment • Forty-sixth Amendment • Forty-seventh Amendment • Forty-eighth Amendment • Forty-ninth Amendment • Fiftieth Amendment

than the Egyptian Pyramids, yet many people don't know about them. We did a 'reverse historical' walk through the area, pointing out various landmarks along the way—the 'Golden Leaves' sculptures of Gordon Lightfoot's songs, the Chippewas of Rama First Nation, old British hotels and railways, traditional territories impacted by Treaties and land deals, portages of Indigenous and Voyageur paddlers, locations of Huron/Wendat villages... all the way back to the extraordinary site of Mnjikaning."

ME to WE

Ecuador

Building A Connection To The Land & Water

FRENCH RIVER  
Ecovisital Park  
PURE  
Prayer Canadian Rockies

**Where Are You From?**  
An interactive storybook for children to learn about different cultures and traditions.

**BLACK CREEK PIONEER VILLAGE**  
A virtual learning library comprised of local stories and Indigenous teachings developed in consultations with youth leaders, local Elders, teachers and community members.

**All Are Welcome**  
A book about diversity and inclusion, featuring a group of diverse children.

**DIVERSITY MAKES US STRONGER**  
A book about diversity and inclusion, featuring a group of diverse children.

**Gujing Kalamdangmng: A Place for Knowledge**  
A diagram illustrating the interconnectedness of various knowledge domains, including Language, Culture, History, Geography, Science, Technology, Art, Music, and Literature.

**What If We Were All the Same?**  
A book about diversity and inclusion, featuring a group of identical children.

**THE POWER OF ONE**  
A book about diversity and inclusion, featuring a girl holding a book.

**MISHONIS BOOK**  
A book about the Mishonis people, featuring a person in traditional dress.

**HAWAIIAN HULA**  
A book about the Hawaiian Hula dance, featuring a person in a hula costume.

**When We Were Alone**  
A book about the experience of being in a residential school, featuring two children.

**A STORY OF THE PAST**  
A book about the history of the region, featuring a person in a canoe.

*Thank you to the Orillia Social Studies instructors of the 2022-2023 academic year—Rick Bowman, Keri-Lyn Durant, Dr. Amanda Hooykaas, Dr. Sharla Mskokii Peltier, Sue MacVicar, Dr. Gary Plum, and Brett Tomlinson—whose classes participated in the Social Studies festival*

## 2 Fourth Annual Social Studies Festival Focused on “Our Relationship with the Land”



## Congratulations to the Recipients of the RITE (Research in Teacher Education) Award

The RITE (Research in Teacher Education) awards were established in 2021 to support research projects relating to teacher education in the Faculty of Education. This year, four applications were supported through the award, which is open

to graduate and undergraduate students, Contract Lecturers, and faculty alike. The proposals were judged on their strength, their potential for seeding further research, and their likelihood of illuminating interesting questions in teacher education.

### “Infusing Anishinaabe Cultural Ways of Knowing and Doing into the KIE Department”

**Researcher: Dr. Leisa Desmoulins (Associate Professor)**

“My research centers around two questions: (a) What knowledge and practices do teachers need in order to infuse Indigenous education into their classrooms? and (b) How does activity-based learning from aki (land, water, air, and fire/spirit) aid teacher candidates to infuse Anishinaabe perspectives and practices into their future classrooms?”

To respond to these questions, my research describes a recent undergraduate course in the Keewatinase Indigenous Education (KIE) department, titled “Indigenous Design and Technology.” An Elder and her oshkaabewis (helper) were co-instructors to Indigenous students who participated in an experiential component of the course at Fort William Historical Park, where they learned to skin small animals and tan hides.

By videotaping the teaching and learning experiences associated with this course, gathering stories and teachings from instructors, and interviewing student participants, this research documents practices of learning from aki. As a secondary

purpose, the study also supports the revitalization of the KIE department, as we describe and learn from the local, cultural features of Anishinaabe ways of knowing and doing. Eventually, we intend to infuse these ways of knowing and doing into our KIE programs through research-informed practices of learning from Elders, knowledge holders, language speakers, the land, animals, and each other.

This award builds on my existing research agenda and several previous studies relating to infusing Indigenous education into teachers’ practice. In Canada, teacher educators are expected to bring ‘Indigenous ways of knowing and knowledge systems’ to professional teacher training. In turn, newly minted teachers are expected to bring Indigenous knowledges and content to classrooms in Ontario.”



### “Artificial Intelligence and Education: The Status of Artificial Intelligence in Education in Ontario Schools”

**Researcher Team: Darren Todd (Contract Lecturer, pictured left) and Nicolas West (Graduate Student)**

“Artificial Intelligence (AI) is pervasive in many aspects of our lives. The field of education is certainly not exempt from it, especially with the introduction of ChatGPT. With the advent of accessible AI, leaders in education—whether at the front of a classroom or as part of an administrative team—are now needing to grapple with many changes and questions in the pedagogical realm, including questions relating to ethics, policies, efficiencies,

ownership of data, plagiarism, and human interactions.

As faculty educators, we need to start preparing teacher candidates to be proactive with the AI technology that will be with them in their teaching journeys. This involves taking stock

of the current status of AI in Ontario schools, and developing pedagogical approaches to meet this new teaching environment.

I plan to survey elementary, secondary, and post-secondary teachers/professors in Ontario, to create a baseline of data on AI practices and use in education. Specifically, I will ask participants about their perceptions of AI-run programming, and their current use of such programs. By illustrating these perceptions and applications, my goal is to contribute to the forecasting of future needs for educators in relation to understanding and using AI.

Our faculty is in a position to develop and lead the way to emerging pedagogies that result from the integration of AI in classrooms, schools, and lecture halls. The creation and implementation of a survey of Ontario schools will provide necessary insight, and a baseline from which to develop new educational standards and practices. The data collected could assist with new program development, the creation of Additional Qualifications courses, and continued growth in multiple areas of the faculty and university as a whole.”





## “Teacher Candidates’ Perceptions of their Mathematics Competency and Skills”

**Researcher: Dr. Sofia Ferreyro-Mazieres (Contract Lecturer)**

“The mathematics competencies of teacher candidates who are preparing to become elementary teachers have been under a great deal of examination. Research studies reveal that many teacher candidates

struggle with long division, fractions, decimals, percentages, order of operations, and other basic numeracy concepts. When teachers have inadequate math content knowledge, they are not equipped with the concepts to teach in a deep and effective way.

To address the math competencies problem, my research is investigating the efficacy of a mathematics content course in the elementary teacher education program: “Mathematics Curriculum for Primary-Junior Teaching.” This course is offered two hours per week, over 18 weeks. Its goal is to teach elementary math

concepts, address teacher candidates’ misconceptions, and strengthen their mathematics skills. To investigate the efficacy of the course, semi-structured interviews will be used to gain an understanding of teacher candidates’ experiences, and their reflections on math content knowledge and math anxiety.

This research draws on my doctoral study, which is focused on teacher perceptions, practices, and challenges in de-tracked Grade 9 mathematics classrooms. It also extends from my 10+ years of teaching and research in mathematics, including my work in the faculty as a Contract lecturer. I will be working alongside three graduate students, who will play a particularly critical role in the research data collection, data analysis, and knowledge mobilization. The findings of this study will be of interest to educational researchers, teacher education programs, policy makers, professional learning organizations, and boards of education.”

## “OH2BH 2023: Transitioning Back to Post-Pandemic Conditions”

“This study furthers the OH2BH (**Operation ‘Happy to Be Here’**) research project that began in 2018, with its key objectives of communicating and disseminating the perspectives of Professional Program students and promoting organizational changes where possible. Since it began, the findings and recommendations from this project have spurred dozens of activities to support students, ranging from access to healthy meals on campus to sports, recreation, and mindfulness activities, pedagogical innovations, and the re-establishment of the *Education Student Teachers’ Association* in Orillia.

The particular focus of our 2023 research is to engage with students’ perspectives of the post-Covid education landscape at Lakehead. When the pandemic began in the spring of 2020, Lakehead programs immediately shifted to online learning formats, among other adaptations. When the World Health Organization declared the pandemic to be at a transition point in January 2023, Lakehead Education pivoted to a combination of pre-pandemic modes of learning and the remote learning innovations developed during the lockdown. Our 2023 student questionnaire asks students about their transition back to in-person experiences, perspectives of blended and virtual pedagogies, and lasting pandemic issues that continue to impact their learning.”

There are five main “streams” to the project’s current research, with team members taking lead positions on each stream:

1. Signs of increased ideological polarization among students within our program (Jana Semeniuk)



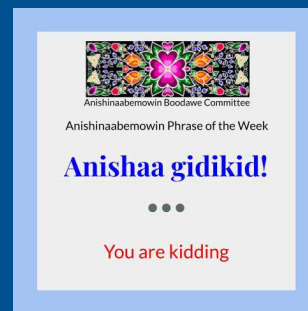
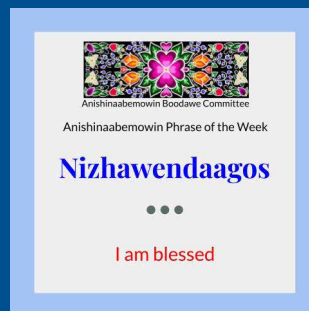
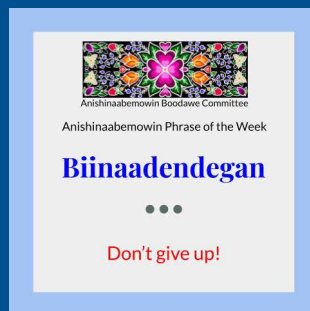
### Research Team

**Top row, left to right: Dr. Gary Pluim (Assistant Professor); Dr. Joan Chambers (Associate Professor); Erin Valenzuela (PhD candidate); Julian Rossi (MEd candidate).**

**Bottom row, left to right: Maria-Elena Alhambra; Gajenthiran Sivakumar; Aleathea Steele; and Amber Hill (BEd teacher candidates). Not pictured: Jana Semeniuk (MEd student)**

2. Promising practices for improving “social spaces” in online learning (Julian Rossi)
3. Experiences of mature students parent/caregivers in our program (Erin Valenzuela)
4. Examining the journeys of teacher education students who identify as a racial minority (Maria-Elena Alhambra)
5. Student suggestions for best short- and long-term changes (Gajenthiran Sivakumar)

For more information about the project’s history, goals, and findings to date, please visit [oh2bh.ca](http://oh2bh.ca).

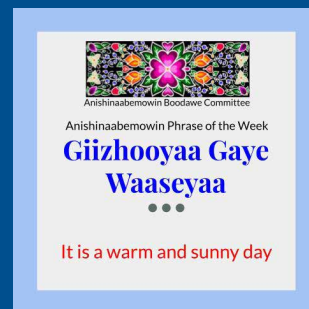


## Anishinaabemowin Phrases and Language Revitalization

*Anishinaabemowin Boodawe* means lighting the fire (*boodawe*) to keep the Ojibwe language (*Anishinaabemowin*) alive.

Language revitalization is at the heart of the work of **Anishinaabemowin Boodawe Committee**, an educational group in partnership with Red Rock Indian Band, Kinoomaadziwin Education Body, Superior Greenstone District School Board, Superior North Catholic District School Board, the Ministry of Education, and Lakehead University's Keewatinase Indigenous Education (KIE) department.

Their ongoing language revitalization initiatives include workshops and online language programs, educational program-



ming in schools, an annual language conference and gathering, and the committee's "Anishinaabemowin Phrase of the Week"—some of which are shared above.

For information on events, language revitalization initiatives happening in schools, and further "Phrases of the Week," please see their [Facebook page](#).

## Welcome Glenn Cunningham!

The Faculty's Undergraduate Studies in Education is delighted to welcome Glenn Cunningham to the role of Placement Experiences Coordinator (Primary/Junior specialization, Thunder Bay campus).

A former teacher and Principal, Glenn came out of retirement to begin this position in January. He shared some details about his previous work experience, what he is most looking forward to in his new role, and some personal details about himself and family.

### Previous Work Experience

"I have had a rewarding career in education. I was an Elementary School Administrator for 22.5 years, in 8 different schools across Northern Saskatchewan, Southern Ontario, North Shore of Lake Superior and Thunder Bay. My career has included teaching students from Grades 2-12 in traditional classroom settings, alternate education settings, and in their own homes. I have worked at the Ministry level, as well, implementing programs in Northwestern Ontario. I have also worked at the Board level for various boards, in areas including literacy, computers, and special education."

### Best Part of Working in Education

"The most rewarding part of all of my work has always been the students—seeing them grow, develop, and (most times) mature over the many years I interacted with them. Assisting angry youth, and allowing them to find their footing and believe in themselves, has been particularly rewarding. Assisting parents in their struggles

to make things okay for their children, has also been a highlight. The relationships that I had over the years is the reason I loved working in schools. I received much support, love, and kindness from students, staff, and families over the years."

### Impressions of Placement Experiences Coordinator Role

"I enjoy new learning and new challenges. This role is a great opportunity to use the experiences I have had in the past to support the faculty in coordinating placements for Teacher Candidates and schools in Northwestern Ontario. I look forward to the many interactions I'll be having with a wide range of Teacher Candidates, University employees, and all the people who work in education in Ontario."

### On a Personal Note...

"I've been married to Maureen for 37 years, have 4 children, 7 grandchildren, and too many pets (hers, not mine!). I enjoy woodworking, gardening, watching movies and playing video games. I have a great life, and it's all due to opportunities that came from Lakehead University and a career in the education sector.... and Maureen."

*Welcome aboard, Glenn!*





# Teaching Traditional Arts, Skills, and Sustainability: Devon Lee is Founder of Antiquary Folk School

The launch of **Antiquary Folk School** in 2022 was a dream come true for Devon Lee (PhD candidate, Contract Lecturer, Acting Sustainability Coordinator, and BEd/MEd alumna of Lakehead's Faculty of Education).

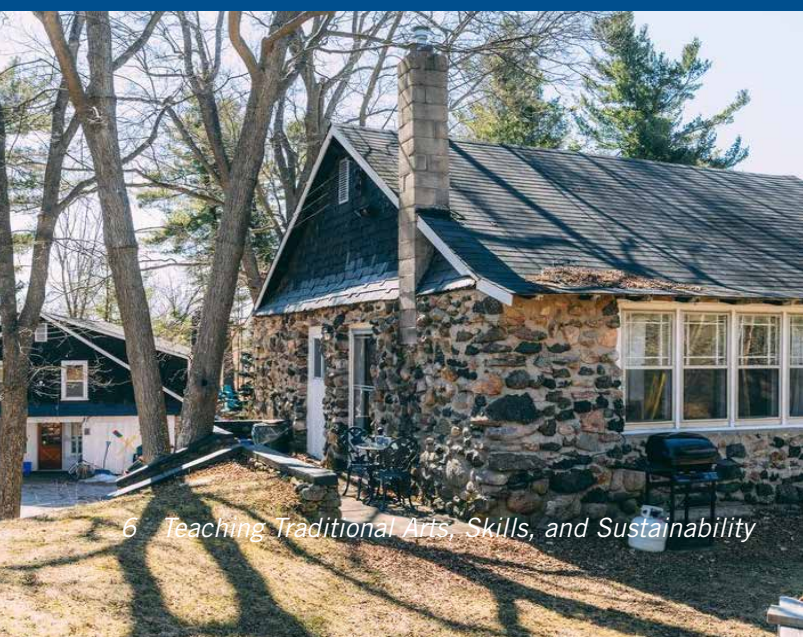
The opening of the school, of which Devon is President and Founder, brought together her longstanding passion for the folk schooling movement with her years of MEd and PhD research about it.

"I've been studying folk schooling for many years," she says. "It's a type of adult education that brings people together, in a non-competitive environment, to learn skills connected to the land and to life-sustaining processes. My PhD research is looking at the nascent folk school movement in North America from an autoethnographic perspective, drawing on my experiences working with others to develop Antiquary Folk School."

Antiquary Folk School is nestled in the heart of Tay Valley, outside of Ottawa and Kingston. It is situated on three acres of rolling hills, forest, and lake. It features a main classroom building and four meticulously restored heritage stone cottages, where people can stay, in a retreat-like environment, while taking part in multi-day classes and workshops.

The natural space allows participants to use the environment for learning, while also enjoying the lake, canoes, kayaks, a (seasonal) swimming pool, fire pits, and forest scenery. "It's a beautiful place for people to come together to unplug, to learn new skills, and ultimately, to help build a more resilient and sustainable society," Devon explains.

**Below: One of the stone cottages of Antiquary Folk School (foreground), with the main classroom building behind.**



**Devon Lee (pictured right, with her family) is a strong proponent of learning to live harmoniously with one another, and the world around us.**

## Classes Teach Traditional Arts, Skills, and Sustainability

The non-profit folk school's programming launched in Fall 2022, with 10 classes offered throughout the season. From foraging to beeswax candle making to photography to leatherwork and more (see sidebar on the next page for a list of all course offerings), the two- to four-day classes were taught by specialized instructors and local artists. Each class could accommodate up to 12 students, who came from throughout Ontario, including Toronto, Windsor, Ottawa, Guelph, Peterborough, and Kingston, as well as local communities.

Devon notes that students—about half of whom were 55+ in age—attended the folk school for a variety of reasons: "to gain new skills or sharpen old ones, to spend time with family and friends, to center wellness, or simply to get away."

One popular class focused on the joy of keeping a sketchbook and developing a daily practice of sketching the world around you. Another class, taught by an Anishinaabe artist, taught participants how to make beaded ornaments.

"All classes connect to Ivan Illich's idea of 'learning webs,'" Devon explains. "They offer students connections to others who want to learn the same skills, as well as connections to mentors who have the tools, resources, and knowledge to teach them. There is a real calling for this kind of education. Most adults have at least a couple of skills they would like to learn."

## The First Retreat-Style Folk School in Central Canada

Antiquary Folk School is the first residential-style folk school experience available in Central Canada. However, Devon notes there is currently a folk school 'revival' taking place, with a well-established community of practitioners developing it from both sides of the border. As a member of the Board of Directors of the Folk Education Alliance of America, she and other members of Antiquary Folk School recently joined a folk school meet-up in Minnesota in April 2023, the goal of which was to build capacity for the folk schooling movement.

"Being part of the Alliance and making connections with other folk schools has been a huge part of my work, as well as having deep ties to my graduate research," she says.

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Above: Pictures from the 2022 folk school classes on sketching, axe sheath making, and candle-making.

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Looking ahead, Devon notes that the school's 2023 season will begin in the late summer. The folk school is currently applying for grants to continue to expand their programming, including a specialized focus on seniors' programming and the development of an artist residency program. The organization is also looking to bring more folk schooling options to Northern Ontario, including continued support for organizing "Maker's Swaps" (a free, barter-based event of trading handmade items) in Thunder Bay.

Ultimately, Devon notes that Antiquary Folk School offers a "different kind of education than traditional adult schooling. We recognize that post-secondary education is incredibly important, but it doesn't serve everyone. Bringing learning out of institutions, and focusing on developing skills for sustainable living and relationship-building, is what we offer."

For more details on the folk school and their upcoming programming, visit the [Antiquary Folk School](#) website.

### Antiquary Folk School offered the following classes during the 2022 Fall season:

- Photographing the Great Outdoors
- The Simple Joy of Keeping a Sketchbook
- Foraging for Natural Dyes
- A Time for Gratitude: Autumn Wellness Retreat
- Intro to Beeswax Candelmaking with Molds
- Reduce – REUSE – Recycle: Upcycling Art
- Axe Sheath Making
- Beaded Ornaments
- Gifts from the Apothecary
- Intro to Leatherwork

## Alumni Profiles



### Cameron Ivall

#### Grade 3 Teacher, Pikangikum Education Authority

Graduate of the BEd Indigenous Education Program (2022)

"As a recent graduate and first-time teacher, my advice to students in the BEd program is to remember that every experienced teacher was once a first-year teacher, too! It can feel stressful seeing amazing teachers that have everything put together. As a first-year teacher, your job is to learn as much as you can from those around you. Do not stress about not being where you want to be yet, it will come with time. You just have to be brave enough to start.

I am a Grade 3 teacher at Pikangikum Education Authority, in an incredibly strong

Indigenous community. I very much enjoy working with the staff in a school where Indigenous culture is prioritized. Each class has a Native language teacher who is present in the room at all times. There is also a cultural class, where students go fishing and trapping, and spend time with an Elder each week.

This year, I started coaching a high school girls hockey team for the school. Recently, the students travelled to Thunder Bay to participate in a mentorship program. It has been an incredible experience, watching the girls improve so quickly.

What I use most from my time with the Faculty of Education are the various lesson plans that I/ my cohort/professors made and shared over the years. They are great resources, especially during the first year of teaching, as they can be tweaked to suit a class. Also, keeping a document of all the resources and websites that your professors and peers recommend is a very good idea!"



## Nicolas Kopot

**Principal, Helen Kalvak  
Elihakvik School  
(Ulukhaktok, NT)**

Graduate of the Bachelor of Education program (2010); Master of Education for Change program (2015)

"Growing up in Thunder Bay, I had a predominantly westernized education that privileged linearity and results. As I have gained experience as a teacher and an administrator, I have been consciously decolonizing my mind and my practice. I am fortunate to be in a territory that is experiencing a curriculum renewal—shifting from outcome-based to a competency and skills-based inquiry model.

I am currently in my 8<sup>th</sup> year in the Beaufort Delta of the Northwest Territories. I am privileged to work and play in a small Inuvialuit hamlet called Ulukhaktok. Ulu, as it is commonly known, is on Canada's second largest island, Victoria Island. I am a teaching principal at a school of 120 mostly Inuvialuit students. As teaching positions in the Thunder Bay region were quite sparse following my BEd, I opted to continue in the honors year of my BA (French) at Lakehead. Throughout that year, I also worked as a tutor at Scholars Education, and taught many Kindergarten-Grade 8 French Immersion classrooms across Thunder Bay as a substitute. In 2011, I accepted a full-time teaching position in Nunavut. What

a wonderful, eye-opening experience that was! I instantly fell in love with the North, the Inuit culture, and the reciprocal way of life. Many have heard the expression "it takes a village..."—I experienced this, first hand.

After some moves around the country, I returned to Thunder Bay in 2014. That summer, I had the fortune of sitting with a senior member of Lakehead's Faculty of Education. As we discussed our unique travels and shared experiences in the North of Canada, he inspired me to reflect deeply on my educational journey. With his encouragement, I chose to apply to the inaugural year of the Education for Change, Masters of Education program at Lakehead. This decision would forever change me. After working four semesters consecutively, I graduated in the summer of 2015 with my MEd, specializing in Indigenous Education. I can thank my Indigenous Education professor (among others) from my BEd year for inspiring me to take a path towards genuine community building.

I am inspired to lead a school through inclusion, collaboration, and co-regulation. Much of my time is devoted to promoting a healthy environment for my students to define success through their voice and choice. This enables our students to actively co-create meaningful learning experiences. My passion remains in place-based education where my community's values are not only reflected in the pedagogical practices of my teachers: they are the foundation for all programming. My advice for new teachers is to find a school system that fits your values. Remember: half of the equation is what you do; the other half is who you do it with. There are many teaching positions around the country; do not be afraid to find the right place for you!"



## Julie Morin

**LU Alumni**

Graduate of the HBSc Biology (2006), BEd (2007), and MEd for Change with specializations in Social Justice Education and Environmental and Sustainability Education (2022)

"I am a proud graduate of Lakehead University! The first course I took in my graduate program was Animals in Education, and it profoundly broadened my understanding of the hidden curriculum, improving not only

my pedagogy but also personal life choices and simultaneously, the lives of non-human animals. My [thesis](#) was a critical inquiry on inclusive school food practices with parents of elementary students who want or need plant-based options for their children. I presented the findings to the Director, Human Rights and Equity Advisor, and Equity and Inclusive Education Advisory Committee of Lakehead District School Board, sharing identified barriers and recommendations to better support and respect students.

This past fall, I had the utmost pleasure and honour of teaching undergrad students in the Faculty of Education! It was such a joy to offer and see how impactful experiential learning in the Environmental Education course was, as well as embed [START](#)

[training](#) (amazingly provided at no cost to our LU community) in the Health and Physical Education course, and collaborate with many brilliant minds for the successful second offering of EDUC 2050's pilot placement with Keewatinook Internet High School. Having taught K-12 for nearly a decade and as a parent of elementary students, I have a deep appreciation for the open-mindedness and enthusiasm of the next generation of teachers, who are passionate about offering a rich, inclusive education to our youth. I am also currently in my seventh year of teaching at Confederation College and its representative with the [Thunder Bay Coalition to End Human Trafficking](#).

In June 2023, I will begin an EdD program with the University of Calgary, specializing in Curriculum and Learning. My research focus will be working with school staff to gauge the effectiveness of ministry training which aims to support the newly issued policy/program memorandum [PPM 166](#) on human trafficking. Given how ubiquitous this problem is, especially in our province and the city I am proud to call home, I hope to continue being a teacher educator in Thunder Bay and conducting research to address gaps on this issue through PD, as well as revise/improve curriculum and policies. My motivation to make this my life's work stems from now knowing that anyone can be lured, and I truly believe that education is the key to preventing trafficking; informed school staff can teach effectively and notice warning signs before an innocent life is traumatized. It's our Ethical Standard of Care as educators and as my colleague and friend, Bruce Beardy, describes of Anishinaabe family, we must "all work together to ensure the upbringing of the children is met with the utmost respect and a good sustainable life" ([OCT, 2016](#)).



## Faculty News

### Faculty of Education Recognized for Environmental Education Excellence

**EECOM** (The Canadian Network for Environmental Education and Communication) awarded Lakehead University's Faculty of Education their 2022 **Outstanding Post-Secondary Institution Award**. The Faculty of Education has a large contingent of full-time, adjunct, and contract faculty members at both the Thunder Bay and Orillia campuses who are deeply committed to environmental education. Collectively, they have made significant contributions to research on a wide range of environmental education topics over the years. The Faculty also has hosted the *Canadian Journal of Environmental Education* for 20 years.

This passion for environmental education can be felt throughout all programs. The doctoral program has welcomed many students over the years who have focused on environmental education and these alumni have gone on to be leaders in post-secondary institutions across Canada, Australia and the United States. The innovative Master of Education program in Education for Change, with its specialization in Environmental and Sustainability Education, has proven to be very popular. Besides the required Foundations of Environmental and Sustainability Education course, students can choose from an impressive variety of electives, including Activism in Education, Animals in Education, Climate Change Education, Critical Food Education, Critical Indigenous Pedagogies, Ecological Consciousness, Environmental Philosophies in Education, Holistic and Contemplative Education, Outdoor Education, Place-Based Education, STSE (Science, Technology, Society and Environmental) Education, and Wild Pedagogies.

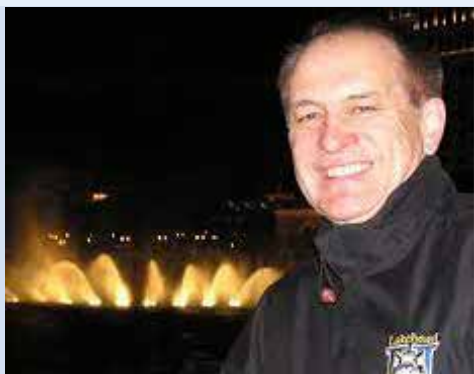
The Bachelor of Education program integrates environmental education in many ways. The Faculty of Education was the first in Ontario to require *all* undergraduate students to take our Environmental Education course. In addition, students have opportunities to take a variety of elective courses to enhance their environmental learning. The longstanding OE3: Outdoor Experiential Ecological Education specialization combined



an environmental science course with a course focused on community involvement, and has included activities such as canoe trips, outdoor education field trips, action projects, and at least one student teaching placement with an outdoor environmental education focus. Another popular elective is the Teaching Climate Change course, the only one of its kind currently being offered by a Faculty of Education in Canada. In addition, environmental education content has been integrated in a variety of other undergraduate education courses, including Indigenous education, geography, health and physical education, language arts, social studies, and science education courses.

Another exciting innovation is the development of the Faculty's Aki-based programming. Aki is the Anishnaabeg word for Land that also incorporates Earth, water, air, and spirit. First piloted in 2019 in the Master of Education program, the Faculty is now collaborating with a number of First Nations to co-develop and deliver community- and Aki-based learning in both the graduate and undergraduate programs.

As the list of the individuals in the Faculty of Education at Lakehead who deserve recognition for this award stretches far beyond what we have space for, we simply wish to congratulate all the past and current faculty and staff members who have contributed to the cumulative impact of our environmental education programs and research.



### Randy Wilkie Appointed Editor of the Ontario Association for Geographic and Environmental Education Journal

Congratulations to Randy Wilkie (Contract Lecturer, Thunder Bay), who has been appointed as Editor of the **Ontario Association for Geographic and Environmental Education** journal, *The Monograph*.

*The Monograph* shares geographic teaching resources to its membership, which includes geography and environmental teachers across Ontario.

Randy's first edited journal can be found [here](#).



## Dr. Ann Kajander Publishes *Mathematics for Intermediate Teachers: From Models to Methods*

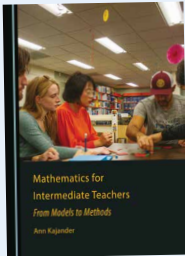
Research shows there is a need to move beyond traditional, formula-based approaches to mathematics—and Dr. Ann Kajander's (Professor, Thunder Bay) new book, *Mathematics for Intermediate Teachers: From Models to Methods*, aims to teach teachers the reasoning behind the methods.

The 2023 book is written for prospective and practicing teachers, with the encouragement of Lakehead's Bachelor of Education candidates in mathematics curriculum and instruction courses. These preservice teachers, all of whom had extensive post-secondary mathematics coursework, claimed that understanding the representations and reasoning (what the

field calls specialized mathematics content knowledge for teaching) significantly deepened their understanding of the concepts. A group of the 2021-2022 cohort even gathered for the book's cover shot in the Bora Laskin library!

As noted on the [Cambridge Scholars Publishing website](#), the ideas and activities outlined in the book "are directly transferable to classroom use, with concepts developed using visual models and representations, manipulatives, reasoning, and with deep connections to other concepts. These methods support better thinking, learning, and understanding for all students. In addition, these visual and active approaches are also much better aligned with Indigenous ways of thinking and knowing, a critical benefit for societies striving for decolonization."

Ann, who teaches mathematics education, is the author of numerous research papers, and has published five other books on mathematics education.



## Dr. Connie Russell's Special Issue on Humour and Environmental Education Released

Dr. Connie Russell (Professor, Faculty of Education and Lakehead University Research Chair in Environmental Education) co-edited, with Patrick Chandler (University of Colorado Boulder) and Justin Dillon (University College London), a Special Issue of the top-ranked journal, *Environmental Education Research*.

The issue focused on humour, an understudied topic in the field. Other related fields, like climate change communication and social justice education, have begun delving into the topic and

revealed the potential for humour to lower resistance to uncomfortable topics, increase engagement, raise awareness, and spark or sustain action. It is not without pitfalls, however, especially since what is found funny is subjective and may not be shared across cultures or generations.

The eleven papers in the Special Issue illustrate humour does have potential for environmental education. Hailing from eight different countries, the authors adopted an array of methodological approaches and theoretical frames and their inquiries were grounded in diverse sites of learning. Delving into humour led authors to push beyond the boundaries of their own disciplines and, for some, to form creative collaborations that took them not only into new academic fields but also outside their professions to work with cartoonists, comedians, actors, and game developers. The full issue is available [here](#).



## PhD student Mohit Dudeja Wins Pradeep Khare Memorial Scholarship

PhD student Mohit Dudeja has been selected as the first place winner of the **Pradeep Khare Memorial Scholarship**, a scholarship awarded to international students from India who demonstrate "exceptional leadership and community involvement, promising career aspirations, outstanding academic achievement, and a desire to continue serving the community after attaining their educational goals."

Mohit's doctoral research—tentatively titled *Transglobal Queer Identities: Experiences of Indian Queer International Students in Small Canadian Cities*—will explore the experiences of queer international research participants, with questions including: How does being queer shape your educational experiences and daily life in a small city in Canada? What support systems are available for you, as a queer international student? How accessible are the support systems to you?

Mohit plans to interview participants to learn whether they feel safe on campus to express their gender and/or sexual identity, and what resources and support systems they might need from their university.

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"Ultimately, I want to foster progressive change in the education system," he says. "Recommendations from my research will add to the emerging body of work on queer concerns in the internationalization of education. I also seek to contribute to the academic conversation on queer inclusion in education, and to provide practical and operational assistance to schools, curriculum developers, and policymakers."

Mohit has worked with various non-profit organizations in India and is the founder of **Mendlife Foundation**, a volunteer-based organization dedicated to helping underprivileged youth in Delhi attain a quality education and sustainable livelihood. Mohit has also developed a sustainable system to provide subsidized mental health services to members in marginalized communities. In Thunder Bay, he volunteers with Thunder Bay Counselling on a community youth program called "CHOICES."

Mohit's supervisor, Dr. Gerald Walton (Professor, Thunder Bay) notes that "this scholarship is a prestigious and competitive award, and I am elated about Mohit's success!"

Congratulations, Mohit!



## Dr. Lindsay Galway and Dr. Ellen Field Publish Article Describing the Emotions and Anxiety of Young People Due to Climate Change

Lakehead researchers Dr. Lindsay Galway (Associate Professor, Department of Health Sciences, Thunder Bay – pictured above, left) and Dr. Ellen Field (Assistant Professor, Education, Orillia – pictured above, right) surveyed a thousand Canadians in the 16 to 25 age group, and published their findings in an article titled "Climate Emotions and Anxiety among Young People in Canada: A National Survey and Call to Action."

Their article, and the graphic to the left, describe some interesting responses:

- Nearly half (48 per cent) think humanity is doomed.
- 73 per cent find the future frightening.
- 76 per cent think people have failed to take care of the planet, while 39 per cent are hesitant to have children.
- 71 per cent of respondents felt angry about the Canadian government's response to climate change—and 69 per cent felt abandoned.
- Six in 10 young people believe the formal education system should do more to teach them about climate change.
- 78 per cent reported that climate change impacts their overall mental health.

Despite all of those feelings, many respondents have hope that it's not too late to slow down global warming. Seventy-one per cent of respondents believe that together we can do something. Half of these young Canadians believe they can contribute.

"Responses resulted in a diversity of strategies, including the need for youth-focused support groups, more opportunities for young people to engage in climate action, and improving climate change education in schools. This really is an all-hands-on-deck moment for adults and a time for intergenerational work," says Ellen.



## Professor Emerita Appointments



### Dr. Alex Lawson

Congratulations to Dr. Alex Lawson (Associate Professor) on being appointed to the position of Professor Emerita. This honorary appointment is in recognition of Alex's teaching, research and service to the Faculty and University, since her appointment in 2000.

Alex is highly respected for her work in mathematics education. Her longitudinal research on children's development of mathematical reasoning has informed educational curriculum, policy, and teacher practice. Her textbooks have been used widely for teacher professional development, and she is much sought out by Boards of Education across the province. Her impact on Lakehead has also been significant, including her leadership in developing and implementing a math competency exam, the first of its kind in an Ontario Faculty of Education, alongside the necessary supports to enhance students' math skills prior to joining the teaching profession. Alex was also actively involved in developing the Faculty's Essential Skills policy, the design of the two-year BEd program, and served for many years on the Undergraduate Studies in Education committee and on many hiring committees. She also served as Acting Chair of the Department of Graduate Studies and Research in Education and has supervised numerous MEd and PhD students.



### Dr. Frances Helyar

Congratulations to Dr. Frances Helyar (Associate Professor), who has received the title of Professor Emerita. Hired in 2008, Frances has served Lakehead for the past 15 years, tirelessly dedicating herself to the success of our students and programs.

Throughout her tenure, Frances has demonstrated an unwavering commitment to our mission, serving as Chair of Education Programs (Orillia), offering invaluable academic advising to pre-professional concurrent education students, and generously giving her time and care to the Awards Committee. Beyond her administrative work, she has been a stalwart supporter of Lakehead recruitment initiatives where her passion for education has been palpable and infectious. She has greeted countless prospective students at open houses, preview days, application receptions, and campus tours, always sharing her passion and expertise with those who seek to learn from her. And let's not forget years of proudly representing Lakehead at the Ontario University Fair!

Her enthusiastic and unwavering support of our students has been felt throughout the faculty. Without her continued and ongoing support, we would not have the exceptional program we have today.

NEVER UNDERESTIMATE  
YOUR ABILITY TO  
**MAKE A  
DIFFERENCE**

### May is Leave a Legacy Month

Anyone with assets should have a Will to:

- protect your family and your estate
- minimize taxes
- establish a legacy and safeguard future generations

A gift in your Will to Lakehead University can:

- **CHANGE LIVES**
- remove barriers to a post-secondary education
- sustain important programs and initiatives

**A GIFT IN YOUR WILL.**  
SOMETHING YOUR FUTURE  
SELF WILL BE PROUD OF.

For more information contact Jennifer McKeown  
T: (807) 343-8010 Ext. 7792 | E: [jennifer.mckeown@lakeheadu.ca](mailto:jennifer.mckeown@lakeheadu.ca)

“The support I received through the estate of Florence Shuttleworth-Higgins has allowed me to focus more on my studies, bringing me closer to my career goals and dreams.”

MARINDA TRAN, Bachelor of Arts, Recipient of the Florence Higgins Music Scholarship



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