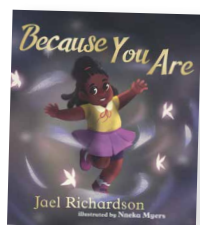


EDUCATION EXCHANGE NEWSLETTER



Education Libraries Host “Drag Queen Storytime” in Support of Gender Diversity

The Education Libraries were proud to host two ‘Drag Queen Storytime’ events in February—one at each campus. Education students, staff, and faculty were invited to join Devereaux Dolls Carmen and E’Clair in Orillia, and Mz Molly Poppinz and Lady Fantasia LaPremiere in Thunder Bay, as they read children’s books promoting themes of inclusion, acceptance, and support of gender diversity.

Drag storytime events are a form of artistic expression that combine elements of storytelling, performance, and visual artistry. The origins trace back a decade to the San Francisco Bay Area, where they emerged from a desire to promote messages of 2SLGBTQ+ pride while instilling a love of reading in children. For many individuals—especially those who may not often see themselves reflected positively in mainstream media or society—drag storytelling can be empowering and inspiring.

At the events, the drag queens read a selection of children’s books—all available through the Education Libraries—that celebrated diversity in gender expression, sexual orientation, race, and body type. In between readings, the performers shared personal stories and perspectives on the importance of creating spaces where everyone can be their authentic selves.

As Lady Fantasia LaPremiere noted, in response to an audience question of what they get from the storytelling performances: “I am doing the thing I wish I could have seen when I was a kid. I do it so that others can see that it’s okay to be different and weird, and also that it’s not weird to be different!”

Above, left: Devereaux Dolls Carmen and E’Clair read *And Tango Makes Three* at the Orillia campus, Heritage Place Commons. Right: Mz Molly Poppinz and Lady Fantasia LaPremiere share the book *Because You Are* at the Thunder Bay Education Library.

Across the two events, the following stories were read:

- *Because You Are* by Jael Richardson. Written as a letter to the author’s younger self, this book tells a story about self-esteem, self-worth, and prioritizing inner beauty.
- *Pink is for Boys* by Robb Pearlman. This book emphasizes the message that all colours are for everyone!
- *You Need to Chill* by Juno Dawson. In this rhyming story about family and acceptance, a sister proves to be an LGBTQ ally when answering questions about where her brother Bill has gone.
- *And Tango Makes Three* by Justin Richardson. This book shares the true story about two male penguins at the Central Park zoo who raise their adopted daughter, Tango.
- *My Shadow is Pink* by Scott Stuart. The story follows the journey of a young boy born into a family with a long history of blue shadows—but his shadow is pink.
- *Hips on the Drag Queen Go Swish Swish Swish* by Lil Miss Hot Mess. Playing off of the “Wheels on the Bus” song, this sing-along story is about a drag queen performing her routine for an awestruck audience.
- *I Am Jazz* by Jazz Jennings and Jessica Herthel. This story is based on the real-life experiences of transgender television star Jazz Jennings.

A special thanks goes to Gisella Scalese (Education Librarian, Thunder Bay), Chris Tomasini (Orillia Campus Librarian), and Sam Mathers (Lakehead Pride Central Coordinator) for organizing the events.

We welcome your feedback, ideas, and content suggestions.
Email us at newsletter.education@lakeheadu.ca



Lakehead
UNIVERSITY

Faculty of
Education



Anthony Jeethan Presents “Addressing Misconceptions: What’s Taught in Sex Ed?”

In April, Anthony Jeethan (Professional Development Specialist and Contract Lecturer, Lakehead Faculty of Education; Human Rights & Equity Advisor, Lakehead District School Board and the Superior-Greenstone District School Board) shared a presentation that addressed some of the myths and misconceptions surrounding Ontario’s Human Development and Sexual Health curriculum.

“Currently, Ontario’s sex ed curriculum is fueled by misinformation and disinformation,” Anthony explained. “This poses inherent harm to youth, and perpetuates stereotypes, discrimination, stigmatization and exclusion of 2SLGBTQIA+ students.”

“At the core of all education provided is a central message of inclusivity and respecting the human rights of all.”

Anthony stressed that comprehensive, inclusive sexual education is crucial for many reasons, including teaching students about healthy relationships, consent, positive self-image, gender and sexual diversity, and awareness of STBBI (sexually transmitted and blood-borne infections, which are on the rise among 15-24-year-olds). They referenced UNESCO’s findings that comprehensive sexual education can result in students choosing to delay sexual activity, and can help to keep students safe from abuse.

“Having a framework of understanding results in informed decision-making, whereas a lack of information can connect

to excusing or not reporting harassment or other forms of exploitation,” they explained.

Myths—and Realities—of the Ontario Curriculum

Anthony addressed numerous circulating myths about the Human Development and Sexual Health curriculum, such as the erroneous claim that “Students in Grade 1 look at pornography.” In reality, the Grade 1 curriculum states that students will learn to identify body parts using correct language, and learn to apply proper hygiene procedures for health promotion. Anthony also noted that this particular curriculum expectation has been in place since 1998; it is not a new expectation from the revision of the Health & Physical Education curriculum.

Another misconception addressed was the claim that “Students in Grade 8 are encouraged to have sex and experiment”; rather, the Grade 8 curriculum states that students will identify factors impacting individuals’ decisions around sexual activity (including abstinence), and understand the concepts of gender identity and sexual orientation.

Clarifying that the curriculum focuses on healthy relationships, body positivity, and understanding differences, Anthony debunked myths about the supposed “Gay Agenda” and other conspiracy theories surrounding sexual education, while also addressing the problematic logic underlying some anti-curricular movements that aim to eliminate sexual orientation and gender identity from the curriculum. At the core of all education provided is a central message of inclusivity and respecting the human rights of all.

Anthony noted that “there is a need for media literacy to combat misinformation and to emphasize the complexity of the public discourses about sex ed, including the importance of recognizing the rights of all individuals involved. It must also be recognized that particular groups of people are often negatively targeted in the news, fueling queerphobia as well as racism and xenophobia.”

Anthony—who has over a decade of experience in human rights and equity education—was asked to present on this topic by Diversity Thunder Bay, a group that aims to promote an inclusive, equitable community that is free of discrimination of any kind in the city.

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

The annual RITE (Research in Teacher Education) awards support research projects relating to teacher education. This year, seven applications were supported through the award, which is open to Faculty of Education 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. Here are some details on this year's winning research projects.



“Navigating Career Paths: Exploring International MEd Students’ Experience in Northwestern Ontario”

Researcher: Dr. Trâm-Anh Bui (Adjunct Faculty; International Student Advisor)

“The enrollment of international students in Lakehead’s MEd program continues to grow. However, many international students encounter challenges in transitioning from earning a degree to obtaining a career, and feel unsure of how they can build their career path after graduation. My study explores the questions:

1. How do international MEd students perceive careers in transition?
2. What is the lived experience of these students in developing their academic and professional skills?
3. What support system is available for international MEd students to navigate their career paths in a new social and cultural landscape?

My research employs Schlossberg’s Transition theory, which emphasizes that individuals experience transitions differently, and that factors including *situation, self, support, and strategies* play an essential role in this process. I will use Contemplation and Mindfulness-Based inquiry as a methodology I developed from my doctoral work, and will conduct focus groups that take the form of a Story Circle. In this project, I will work with a research assistant coming from our international student community.

The study’s results will suggest some directions for international students to explore professional pathways in education, and will be a starting point for various stakeholders to create meaningful resources to support these students. I will share the findings through peer-reviewed journal articles and conferences in the international education field.”



“Evaluating Teacher-Candidate Experiences of Computational Thinking and Coding”

Researchers: Dr. Joan Chambers (Associate Professor) and Gisella Scalse (Education Librarian)

“Recent changes in the Ontario curriculum include teaching coding and computational thinking, beginning in Grade 1. Through teaching and conversation with teacher candidates, it is apparent that many of our Primary/Junior students feel uncomfortable teaching coding, and need experience with it. We intend to show teacher candidates that they are capable of teaching coding and computational thinking to their students, through the support of course instruction and library workshops.

Our study aims to gain an understanding of how students can attain the skills needed to be comfortable with teaching coding, and determine how to best support their learning. After learning about computational thinking and gaining an introduction to micro:bit technology, teacher candidates were given an opportunity to use the micro:bit site, MakeCode, to learn to code. A follow-up library workshop provided hands-on practice with micro:bit circuits, and throughout the Winter 2024 term, teacher candidates had the opportunity to attend “Coding Café” workshops. We plan to survey all participants to determine the effectiveness of the learning opportunities provided to them. Do they now feel capable of teaching their students computational thinking and coding?

We will share our research findings with the Faculty’s Undergraduate Department of Undergraduate Studies and instructors, as well as with library staff at Lakehead University Libraries. We also plan to publish the research findings in teacher-centered publications, an academic journal, and at relevant conferences.”

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“Exploring the Potential of Contemplative Walking as a Supplement to Reflective Writing in Undergraduate Teacher Education”

Researcher: Michael Lyngstad (Contract Lecturer; PhD Candidate)

“Contemplative walking can support students in not only connecting to the world around them, but also in changing the location and forms of attention they use to learn. My research asks the question: In what ways does contemplative walking, paired with reflective writing, influence the learning of undergraduate teacher candidates?”

I plan to work with 20 undergraduate student-participants as they enter their Fall 2024 teaching placements. Participants will be asked to complete 10-30 minute daily walks, outdoors, for the duration of the study. Prior to the walk, they will choose an experience that happened that day in their student teaching,



and will intentionally explore this experience during their walk, allowing it to unfold as a stream of consciousness. They will then be asked to record a summary of their thought processes in a journal, after the walk is complete.

To conclude the study, participants will be asked to share their contemplative walking and journaling experiences in a focus group. The contents of their journals, and transcript of the focus group, will be analysed. Findings of the study will be shared

through relevant publications and conference presentations, and an executive summary of the research will be shared with instructors in the program to inform them of the effectiveness of the contemplative walking approach.”

Familiarizing Teacher-Education Students with Garden-Based Learning in Unlikely Curricular Areas

Researchers: Linda Grant (Contact Lecturer; pictured), Dr. Gary Pluim (Assistant Professor; pictured), Jason Kerr (Special Education teacher), and Jacob Kearey-Moreland (PhD student)

“Using the site of Orillia’s newest community garden in Lakeview Park, we are conducting a case study to examine the benefits of garden-based learning (GBL) between a Lakehead Professional Education cohort and a special education classroom at Harriett Todd Elementary School. Our aim is to explore how school gardens can enhance teacher education by integrating GBL across all subject areas, including mathematics and social studies.

Garden-based learning is lauded for its effectiveness in student learning and is rooted in Indigenous traditions and contemporary educational trends. It promotes inquiry-based learning, hands-on experiences, and connects to real-world issues including food systems, environmental sustainability, and climate change. Our research examines how familiarizing teacher candidates with GBL can impact their confidence in incorporating it into their future teaching.



Our data collection will include pre- and post-experience interviews with Lakehead teacher candidates and Harriett Todd students, along with an artifact analysis of Lakehead student assignments. We plan to share our experiences and findings through publications and conferences that will be useful for both teachers and researchers.”

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“A Synthesis of Educational Policy Issues Research Papers in a Policy Course”

Researcher: Dr. Caroline Narine (Adjunct Professor; Professional Experiences Coordinator)

“The problem I am investigating is whether educational policies meet the needs of all stakeholders. As the global outlook increasingly reflects diversity, there are growing

concerns that educational policies may not be meeting the needs of everyone. Although policymakers and implementers may have intended to cater to the needs of all stakeholders,

the outcome over the years may have been the opposite of the intended policies.

My research data emerges from graduate student work in the Master of Education course, ‘Policy and Change.’ In this course, graduate students wrote a social policy argument paper, identifying key debates around an educational policy issue. I am working with five selected graduate students to synthesize their work, using a conceptual framework to respond to the question of whether the educational policies under investigation cater to the needs of the stakeholders.

This research is important because the ideologies of policymaking often reflect the priorities of government leaders. Further, educational policymaking may attract private business-oriented entities, resulting in non-educators deciding what takes place in schools. The findings of this study are critical for educational policymakers to plan for a school environment that promotes positive social change. I plan to disseminate the findings of this study through multiple platforms, including an academic journal publication.”



“Artificial Intelligence-Powered Student Learning Assessment in Teacher Education”

Researcher: Dr. Christina van Barneveld (Associate Professor)

“In teacher education programs, assessing student learning is pivotal to prepare future teachers for their profession and to meet program accountability demands. This study aims to

investigate preservice and university teachers’ perceptions about the integration of Artificial Intelligence (AI) into teacher education programs, for assessing student learning. It also aims to identify potential challenges and ethical considerations associated with this implementation.

My research questions include:

1. What do preservice teachers and their instructors think about AI being incorporated into teacher education programs to assess student learning?
2. What advantages do AI-based assessment tools offer in terms of providing timely and personalized feedback to aspiring educators?
3. What challenges, ethical considerations, and biases might emerge in implementing AI-driven assessment tools in teacher education, and how can they be addressed?

Preservice teachers and university instructors will be invited to share their perspectives via online questionnaires and interviews. The analysis of the results will offer insights for integrating AI into teacher education and improving student assessments. The findings of this research will inform the development of a larger research proposal that will be of interest to teacher education programs, policymakers, and the scholarly community.”



“Recounting the Six-year Journeys of Lakehead’s Maple Leaf Education Students: A Snapshot of the International Student Experience”

Researchers: Dr. Gary Pluim (Assistant Professor), Michael Filipetti (Placement Experience Coordinator; pictured) and Anchu Rani Joseph (MEd graduate; pictured).

“Our study investigates the experiences of Chinese students enrolled in the Maple Leaf Education program at the Faculty of Education. We are seeking these students’ perspectives to help inform future policies, decisions, and approaches pertaining to hosting international students at Lakehead.

This inquiry is set against the backdrop of prevailing challenges confronting international students in the country, including being separated from home, speaking English as a second language, experiences of racism, developing new friends and social networks, mental health challenges, and financial constraints associated with the cost of living.

Utilizing a mixed-methods approach comprising questionnaires, interviews, and focus groups, we intend to delve into various aspects of the students’ journeys, including recruitment, expectations, challenges, and future aspirations. Our findings will inform institutional improvements and help to enhance the academic experience for international students.”

Faculty News and Awards

Lisa Michano-Courchene Honoured with Indspire Indigenous Educator Award



Congratulations to Lisa Michano-Courchene, Biigtigong Nishnaabeg Director of Education and instructor in Keewatinase (Department of Indigenous Education), for receiving an Indspire Indigenous Educator Award in recognition of her many years of work in changing the landscape of program delivery for Indigenous students.

The Indspire award recognizes educators and organizations who have made valuable contributions to community-based education, and who uphold and honour Indigenous knowledge.

Lisa has a 24-year history with Biigtigong Nishnaabeg, having started as a summer student who helped run the daycare program when she was in Grade 8. She went on to become an early childhood educator in the daycare setting, eventually transitioned into teaching older students, and then became a principal. She now serves as Director of Education.

Lisa has a similarly lengthy history with Lakehead's Faculty of Education, having graduated from the Bachelor of

Education program (2000) and Master of Education program with specialization in Indigenous Education (2022)—and having recently taught Land-Based Education courses in Keewatinase.

Lisa was nominated by her colleagues for the award, and says it is one she shares with her community.

"There's a team of people that I've worked with over the years that helped me get to the place I am at today, and I wouldn't be here without them," she says.

Biigtigong Nishnaabeg First Nation has developed its own educational curriculum that puts Indigenous knowledge at the forefront, but still includes competency requirements for math and English that align with the rest of Ontario. Lisa explains that while there is still much work to be done when it comes to overcoming colonial ideals in education, Biigtigong Nishnaabeg's curriculum has had a very positive impact on First Nations students.

"I've seen the benefits of it, first-hand. When students have that foundational piece of identity in place, getting through an educational system becomes much easier. It brings forth self-esteem and confidence, knowing you come from a very rich Indigenous culture. It's important for children, young people, and students to be able to walk through any doors with that confidence—it's a key to their success," she says.

Bonnie McDonald and Mohit Dudeja Named "WellU Champions for Mental Health"



Congratulations to Bonnie McDonald (Administrative Assistant, Graduate Studies and Research Office, Faculty of Education and Contract Lecturer, Gender and Women's Studies Department) and Mohit Dudeja (PhD student, Faculty of Education and Contract Lecturer, Gender and Women's Studies Department) for being recognized as "**WellU Champions for Mental Health.**"

Lakehead's "WellU Champions for Mental Health" initiative highlights Lakehead staff and faculty members who go above and beyond to support student mental health. Champions are nominated by students for showing compassion, encouraging a sense of belonging, inspiring health-promoting behaviours, and promoting student well-being.

Bonnie shares that "mental health is acknowledging and recognizing that life can be rewarding while also challenging. It is acknowledging that we do not always think the same or experience life the same as the person next us, and therefore we have to exhibit forgiveness and grace. I encourage students to reach out to me if they are experiencing difficulties, and I attempt to touch base with those who have indicated they are struggling. I offer alternative deadlines, reach out to student services and am willing to advocate on their behalf (if, and when, it is appropriate). As an instructor, it is not only my job to ensure success in my course, but to promote a love of learning in a supportive environment."

Mohit says "I see mental health as a state of equilibrium where individuals can navigate the complexities of life with a sense of self-awareness, emotional intelligence, and the ability to form meaningful connections with others. I am dedicated to staying attuned to the well-being of my students, which involves being receptive to their concerns, promoting self-care practices, and facilitating discussions about mental health in a manner that respects cultural sensitivities. The goal is to create an atmosphere in which students feel at ease seeking support, both within and beyond the academic realm. Ultimately, mental health is a collective journey, and as an educator, I am committed to fostering a community that recognizes its significance."

MEd Student Sidney Howlett Launches Business to Help Organizations Navigate Climate Action

Sidney Howlett, a graduate student pursuing a Master of Education in Environmental and Sustainability Education (Orillia campus), has launched **Sidney Howlett Consulting**, a new business aimed at aiding institutions in navigating the complexities of climate action.

Sidney's consulting firm offers a comprehensive array of services tailored to support school boards in their efforts towards climate action. These services include climate action planning (e.g., developing sustainability plans and policies), professional development workshops, public speaking engagements, and research assistance.

She explains that her motivation to start the business stemmed from recognizing that a significant gap exists in the educational sector's response to the climate crisis.

"The crux of the matter was when I co-authored **a report** with Dr. Ellen Field (Assistant Professor, Faculty of Education), benchmarking climate leadership practices across Canadian school boards. We found that among 380 school boards, only 4 had developed climate action plans. I realized then that the education system is not adequately responding to this crisis, and I wanted to help at a systems level, to move toward the transformation we desperately need."



Her venture was spurred by the assistance of the Ascend Accelerator program, a ten-week initiative hosted by Lakehead University's **Ingenuity** incubator space. This program is tailored for young entrepreneurs, who are also Lakehead students, by offering a blend of workshops, mentorship, and financial support to kickstart their businesses.

"From access to a lawyer to review my service contracts to guidance in developing my website, the mentorship, funding, and workshops provided were instrumental in establishing my business," Sidney says. "I have already had my first successful climate action consultation with a school board and can't wait to see the impact my services will have."



Dr. Ruth Beatty Receives Award for "Exceptional and Creative Teaching in Post-Secondary Mathematics Education"

Dr. Ruth Beatty (Associate Professor, Orillia) has been awarded the Ontario Association for Mathematics Education (OAME) 2024 award for Exceptional and Creative Teaching in Post-Secondary Mathematics. This award recognizes "a post-secondary educator who demonstrates excellence in mathematics education, contributes to the

overall development of students, and demonstrates leadership in the mathematics education community" (OAME).

Ruth was nominated for the award by one of her longstanding research partners. The award nomination letter indicated that many of the projects that Ruth has collaboratively facilitated (including the *Connecting Indigenous Knowledge and Western Mathematical Ways of Knowing* research and resulting *First Nations and Métis Math Voices Project*, as well as the *Wiidookaadying Gikinoomaagewin: Gindaaswin Kendaaswin - Relationships & Reciprocity: Indigenous Mathematics Education Conference*) have been deeply influential and transformative to

the practices of mathematics educators, schools, and boards of education:

"Ruth's work has influenced shifts in research methods and practices, as well as the teaching and learning of Mathematics in countless classrooms across Ontario, by emphasizing ethical relationality and centering instruction and the learning of mathematics through Indigenous culture.... She is a leader who leads from beside or behind, by recognizing and nurturing the strength, talents and knowledge of those around her."

It was further noted that "Ruth has a unique gift for engaging others in the wonder and rigor of mathematics. She inspires all to embrace their inner mathematician and to connect meaningfully and deeply with mathematics through their lived experience, community and culture. Relationships are at the heart of all that Ruth does and are the means through which she serves as a catalyst for change in an ongoing pursuit for excellence, respect and dignity in mathematics, research, teaching and learning."

Ruth will be formally recognized at the annual Ontario Association for Mathematics Education Conference, held in Kingston in May. She will be further honoured in an article in the September *Gazette* (a publication of OAME), and on the OAME website.



Teacher Candidate Georgia Tocheri Wins Award for Demonstrated Excellence as a French Second Language Teacher

Congratulations to BEd teacher candidate Georgia Tocheri (Intermediate/Senior division), winner of the Ontario Modern Language Teachers' Association "Helen G. Mitchell Award."

This award honours one graduating student

from each Faculty of Education in the province who best demonstrates the attributes of a potentially outstanding Classical/French as a Second Language/International language teacher.

Georgia was nominated by James Steele, a Contract Lecturer in the Faculty of Education, for her demonstrated excellence in the BEd program courses and practicums, and for applying effective second language methodologies that lead to success in the classroom.

Georgia, who graduates in June and is currently teaching in a Grade 3 French class, notes that "this award is very meaningful to me ... my mom and my previous French teachers used to attend the Ontario Modern Language Teachers' Association conferences. I am so excited to start my career as a French Teacher."

Graduate Students Mohit Dudeja and Sidney Howlett Receive Lakehead Leader Recognition Program Awards

The Lakehead Leader Recognition Program was established to acknowledge exceptional students who have made valuable contributions within the university and beyond.

In the Faculty of Education, two graduate students—Mohit Dudeja (PhD student and Contract Lecturer) and Sidney Howlett (MEd student, specialization in Environmental and Sustainability Education) received awards for their demonstrated leadership.



Mohit (left) with Dr. Rhonda Koster (Deputy Provost and Vice-Provost, Teaching and Learning).

Mohit received awards in the categories of Academic Excellence, Innovation, and Community Engagement. As a result of receiving recognition as a Lakehead Leader in these three categories, they were also named a 'Lakehead Luminary' for their work.

Mohit was nominated by their doctoral supervisor, Dr. Gerald Walton (Professor, Faculty of Education). Their nomination letter outlined details of how Mohit met the criteria for the awards, and included the following paragraph:

"Since beginning the doctoral program in 2021, [Mohit has] consistently demonstrated academic excellence, completing their PhD coursework a term earlier than their peers with an outstanding score, demonstrating a strong work ethic and time management. They received prestigious, competitive awards in 2023 such as the doctoral fellowship of the Ontario

Confederation of University Faculty Associations (OCUFA) and the Ontario Graduate Scholarship.

Their research on the experiences of queer international students in small Canadian cities is both important and timely, addressing current issues in social justice education. They actively engage in community service and leadership, fostering inclusivity through initiatives such as peer support groups at Lakehead and founding the Mendlife Foundation in India, among others. Their innovative thinking is evident in such initiatives as the Queer Graduate Studies Circle and their creative response to the housing crisis in Thunder Bay."

Sidney was named a Lakehead Leader for her contributions in the areas of Academic Excellence and Sustainability. Nominated by her supervisor, Dr. Ellen Field (Assistant Professor, Orillia), her nomination letter indicated that Sidney "maintains an A+ average in her MEd. She is an active member of clubs and committees [and] contributes to research on climate change education at Lakehead" with co-authored reports and journal papers.

The nomination letter also noted that Sidney "is on the inaugural Mental Health and Climate Change Alliance's Youth Advisory Board. She is a contributor and program advisor for the Climate Action Accelerator Program and has started a consulting business for school boards. Sidney has advanced climate action in Canada's education sector through her valuable contributions to research ... classroom guest speaking engagements, public lectures and volunteer work relating to sustainability issues, such as supporting youth eco-anxiety or addressing plastic waste. Through her personal and professional endeavours, she is creating a more beautiful, resilient world."



Sidney (left) with Linda Rodenburg (Interim Principal, Orillia campus).

Alumni Profiles



Yichen Zhang

**High School Science Teacher,
Guangzhou Huamei International
School, China**

Graduated from the Bachelor
of Education program, 2023
(Thunder Bay)

“I am a first-year high school science teacher at an OSSD-certified school in Guangzhou, China, teaching Grade 10 Science and Grade 11 Chemistry. I enjoy guiding, supporting, and questioning my students in learning science, constructively and with positivity. Building connections with students and working to understand their situations from the perspective of a caring adult, is what I love about this work.

My time at the Faculty of Education in Thunder Bay was excellent. Learning from experienced mentors, as well as my classmates, allowed me to have

countless points of self-reflection regarding my previous educational experiences and what kind of teacher I want to be. The humanistic perspective to teaching was especially a highlight for me. I learned to prioritize students as individuals and human beings, first.

My words of wisdom for current education students are to stay tuned for eye-opening perspectives that will guide you to be a good teacher. I learned from a large cohort of kind teacher candidates in the Education program, and the instructors were enlightening. Some of the “gem” classes for me were Indigenous Pedagogy of Teaching with Marlo Beaucage, Social Difference in Education with Dr. Jan Oakley, and Democracy in Education with Dr. Laxmi Pathak.

I am still completing my first year of teaching and have gained rich experience. Teaching is the most rewarding job, and building relationships with students is the highlight. My school principal mentioned that they ‘chose a teaching career for a great reason—the students!’ and these words are true for me, too.”



Heather Campbell

**Director of Education,
Rainy River School
District/Instructor of the
Supervisory Officer's
Qualification Program,
Lakehead Faculty of
Education**

Graduate of the Master
of Arts program (English),
1995; Bachelor of Education
program, 1996 (Thunder Bay)

“As Director of Education for a small northern Ontario school board, I work to bring forward the perspectives of, and advocate for, the North. There are complex changes occurring within education, with additional challenges in our region. At the same time, I encourage future teachers to consider starting their careers in a northern school board. I am so grateful to the Rainy River District School Board for the opportunities it has afforded me.

Prior to becoming Director of Education, I served as an English high school teacher, a department head, a curriculum coordinator, an elementary administrator, and a Superintendent of Education. In 2010, I became Director of Education, and in addition to being the Secretary to the Board of Trustees, I hold several portfolios, including

Indigenous Education, Mental Health, Parent Engagement, Communications, and Strategic Planning. I am active at the provincial level, serving on the Council of Ontario Directors of Education (CODE) executive, acting as the CODE liaison for the Ontario Association of Deans of Education (OADE), as well as participating on several working groups, both past and present, which have included focuses such as safe schools, anti-sex trafficking, special education, health and safety, and Indigenous Education.

The Indigenous Education portfolio is very near and dear to my heart. It is of utmost importance that our classrooms reflect the culture and shared histories of our local communities. One of the exciting projects in this portfolio is **Anishinaabemodaa**, a language revitalization strategy to help restore Anishinaabemowin back into the homes of Anishinaabe people. This project—a partnership between Rainy River DSB, Seven Generations Education Institute, SayITFirst, and several First Nation communities in the lower part of Treaty Three—supports language revitalization through free educational resources for learners from preschool to postsecondary. As Senator Murray Sinclair noted on the importance of education, “Education got us into this mess. Education will get us out.”

Student mental health, safety, belonging, equity, and success are primary points of focus in my work. The area that I live in is so rich with culture and so very beautiful. However, students in the north face particular challenges; in addition to the legacies of trauma from the residential school era, there is absenteeism relating to the need to

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travel, sometimes long distances, to access supports, specialists, or even to participate in sports. We are still working through the aftermath of the pandemic. Many First Nation and rural communities did not have adequate infrastructure at that time to support online learning, and this left many students disengaged from school and disconnected from their peers. Knowing these challenges, I see a big part of my role as advocating for increased supports for our students.

Throughout my career, I have remained connected to Lakehead's Faculty of Education and am currently an instructor of the Supervisory Officer's Qualification Program. I am extremely supportive of the development in the SOQP online as I know, coming from the north, how very expensive it can be for individuals who previously had to travel and find accommodations to pursue these qualifications. By moving the program online, those barriers have been removed, with more educators remaining in northern Ontario."



Anishinaabemowin Boodawe Committee

Anishinaabemowin Phrase of the Week

Ogidaajiwān

• • •

"Upstream"



Anishinaabemowin Boodawe Committee

Anishinaabemowin Phrase of the Week

Niisaajiwān

• • •

"Downstream"



Anishinaabemowin Boodawe Committee

Anishinaabemowin Phrase of the Week

Ziigwan

• • •

It is Spring! 



Anishinaabemowin Boodawe Committee

Anishinaabemowin Phrase of the Week

**Zaagibagaa or waabigwani
Giizis**

• • •

May moon !!!

Anishinaabemowin Phrases and Language Revitalization

Anishinaabemowin Boodawe means lighting the fire (*boodawe*) to keep the Ojibwe language (*Anishinaabemowin*) alive—and language revitalization is at the heart of the work of the 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 the faculty's Keewatinase (Department of Indigenous Education).

Above are some of the committee's recent "Anishinaabemowin Phrases of the Week." For information on events and language revitalization initiatives happening in schools, please see their [Facebook page](#).



**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

“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



All requests remain confidential with no obligation.
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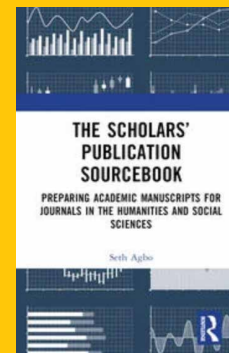
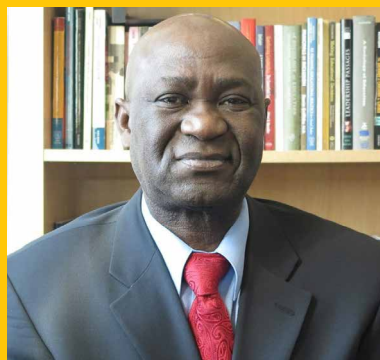
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On the Bookshelf

Dr. Seth Agbo Publishes *The Scholars' Publication Sourcebook*

Dr. Seth Agbo (Associate Professor, Orillia) has published a new book that is described as a “comprehensive guide for instructors and graduate students on preparing scholarly manuscripts for peer-reviewed journals, theses, or dissertations in the humanities and social sciences” (Routledge, 2024).

The Scholars' Publication Sourcebook: Preparing Academic Manuscripts for Journals in the Humanities and Social Sciences is a 160-page practical guide that outlines each stage of a manuscript preparation, from identification of a topic to final publication. Drawing on expertise from journal editors, editorial board members, peer reviewers, and research methods instructors, the book includes case studies from various fields to help illustrate and understand the complex world of academic publishing.



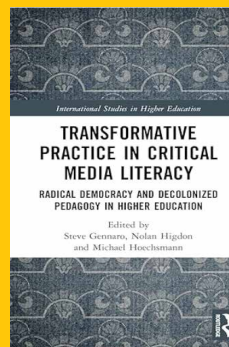
The book will be of wide interest to scholars, graduate students, and instructors seeking insight into the publishing process in high-impact journals, theses, and dissertations. It serves as a valuable resource for understanding and navigating the complex world of academic publishing.

Dr. Michael Hoehsmann and Co-Editors Publish *Transformative Practice in Critical Media Literacy*

Described by one reviewer as “[setting] the table for a rich dialogue on how post-secondary education can play a responsive role in these post-digital, neoliberal and neocolonial times,” the newly published *Transformative Practice in Critical Media Literacy: Radical Democracy and Decolonized Pedagogy in Higher Education* brings together a diverse selection of essays that examine contemporary challenges and opportunities in higher education.

The book's editors are Dr. Steve Gennaro (York University), Dr. Nolan Higdon (Merrill College and University of California, Santa Cruz), and Dr. Michael Hoehsmann (Lakehead University, Orillia). It includes 18 powerful essays, including one by Lakehead Education Contract Lecturer Dr. Helen DeWaard, which melds Latin American traditions of Edu-communication with the exigencies of teaching digital literacies in Canadian Faculties of Education.

As noted on the Routledge [website](#), “using a global and social justice lens, the book explores the transformative potential of critical media literacy in higher education. It provides real examples of



current critical media literacy practices around the globe and of successful experiences inside classrooms.”

Aimed at scholars, students, policymakers, community members, and activists, *Transformative Practice in Critical Media Literacy* will help readers rethink pedagogies and literacies in evolving post-secondary contexts and changing times.



Radio Contest Pizza Party Winners

Dr. Melissa Oskineegish (Administrative Assistant, Anishinaabemowik and External Adjunct Faculty, Education) entered an “Office Eats” radio contest, to win a pizza party for the office. The contest asked entrants to explain why their office deserved to win. Melissa says, “I explained that I was new to my position and that the Bora Laskin building is pretty quiet right now, as the school year has ended—there is just a small group of people here who would enjoy lunch. A week later, I received a call saying I had won, and pizza was delivered for us to enjoy!”

Pictured in foreground: Danny Forestra, 99.9 The Bay. Back row, left to right: Lis Bartsch Boileau, Paul Cormier, Lucas Johnson, Wayne Melville, Kevin Dempsey, and Tyler Armstrong.

Front row, left to right: Colleen Woods, Teresa Ruberto, Melissa Oskineegish, and Rain Watson.



First-Time Snowman Builders Brave Winter Chill for Frosty Fun

In late March, instructor Ghislaine Attema asked her graduate Education class, which was comprised entirely of international students, if they had ever made a snowman. Most of them hadn't ever experienced a winter wonderland—or made a snowman—before! So, in the last hour of class, Ghislaine organized a “snowman-making training” session with the students, who dove right into the adventure of crafting their own frosty friends outside of the Education building in Thunder Bay.



“Educational Research in Professional Contexts” graduate class with instructor Ghislaine Attema (Ghislaine is pictured in the middle of the group photo, waving).

We welcome your feedback, ideas, and content suggestions.
Email us at newsletter.education@lakeheadu.ca



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