

LEARNING FROM THE LAND

Inuit Pedagogies and Culturally Relevant Education in Nunavut

EDUCATION EXCHANGE

NEWSLETTER



Students paddling in *Qajaqs* at the 2017 Kivalliq Regional Science Culture Camp.

After visiting Nunavut last fall and observing the annual Kivalliq Regional Science Culture Camp, Dr. Leisa Desmoulins, an Assistant Professor in the Faculty of Education, saw the importance of sharing land-based teaching practices happening in the North.

"It's valuable to share stories of teacher practices in Nunavut, and how cultural principles and land-based learning are being implemented into the curriculum. There is much to learn from the teachers there," she explains.

Leisa's invitation to the Nunavut science camp arose from research she is undertaking with Lakehead alumnus Glen Brocklebank (BED, 2001, MEd, 2016), a Grade 9-12 teacher at Victor Sammurtoq School in Chesterfield Inlet, Nunavut. Glen was a graduate student in Leisa's 2015 online MEd course, "Indigenous Peoples and Decolonization," and given their shared research interests they began writing a series of papers on culturally relevant teaching practices in the North. They also presented a paper, *Teaching Inuit Pedagogies of Science as Everyday Acts of Resurgence*, at the American Educational Research Association conference in 2016.

Glen, who has been living and working in Chesterfield Inlet since 2001, teaches classes in science, math, physical education, wood working, *Aulajaaqtut* (student wellness), and more. He has won many regional, territorial, and Canada-wide awards for his teaching, including the Prime Minister's Award for Teaching Excellence in 2006. He explains that he aims to connect Inuit culture to every concept he teaches.

"My approach to teaching in an Inuit community involves highlighting how things that are done in the North relate to the concepts I'm trying to teach. For example, soap stone lamps called *Quilliqs* involve a tremendous amount of science, from harvesting a seal to rendering the fat to oil. I find that all my lessons that relate to the North are far more interesting for myself, and my students are more engaged. And, whenever possible, I like to take students on the land to see, feel, touch, and sense what we have learned about," he says.

Safety and Survival on the Land

Last year, Glen was Coordinator of the annual Kivalliq Regional Science Culture Camp, a four-day, three-night camp that has been running since 1999. Through the camp, Grade 10-12 students from six communities earn high school credits while gaining traditional knowledge and environmental awareness.

Their learning takes place on the area's biggest classroom: the land. Spending time on the land is an essential part of the culture of Nunavut, as well as being a natural setting for students to practise outdoor skills including First Aid training, GPS training, and paddling in *Qajaqs* (Inuit kayaks).

As part of the camp, students participate in a number of competitive team-building activities, such as a bannock bake-off and chili cook-off, judged by community Elders. The Elders, who are a part of the science camp each year, share stories with students, talk with them about safety on the land, and teach them the names of the land, water, and some landmarks in Inuktitut.



Glen (right), provides guidance to a teacher paddling in a *Qajaq*.

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Students wait anxiously as Elders (left) judge the chili and bannock bake-off competition.

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The camp is organized around topics of scientific and cultural interest, but they directly relate to survival in the North, Glen explains.

“I think it is important to understand that Inuit could not have survived and thrived in the Arctic without science – but it is important to note that it was never called science, instead it was called survival. For example, Inuit students know from a young age how to use an ice chisel to make a circular hole in six feet of ice. They know how ice cleaves at angles, and this allows it to come out in chunks, making it easier to remove. This is both science and survival.”

Lakehead Graduates in Nunavut

When Leisa arrived in Nunavut in September, she found there were several Lakehead University graduates working there – some who have been there for many years.

“There are Outdoor Recreation graduates and graduates of the Faculty of Education (including Glen, his wife Ana Leishman, and Rob Humby, Kaitlyn Proulx, and Juanita Balhuizen). It is also interesting that many of these individuals have been working there for years. We often hear the narrative of the ‘revolving door’ of teachers in Indigenous communities, but this is not necessarily the case in Nunavut.”

Teaching in Nunavut involves both implementing cultural principles into teaching practice and developing relationships with the community. Leisa explains that these practices are key for any teacher who aspires to teach up North.

“It’s important to develop relationships to the community: both the land and the people. These relationships develop over time. It is often counter-intuitive because new teachers feel that they need to spend their time preparing lessons for their classes and don’t have time for relationships outside of the classroom – but this is what is essential for success in the North.”

Glen notes that the experience of teaching in Nunavut is a deeply fulfilling one.

“The community has taught me far more than I have taught in school. I think what is truly rewarding is being given the gift of learning – Inuit have thrived in the North and I am learning skills that have helped make me a stronger and better person. I knew coming to the North that I wanted to learn Inuit knowledge, and how people could live in a land that looks devoid of life. I have been fortunate to have reached a point of living in the North where I now see resources and things that can help me survive where I once saw nothing at all. After 17 years of travelling on the land, I still learn new things from students.”



Camp participants, including a local Elder, Louis Autut (middle).



GPS training on the land.



Leisa (foreground), visiting a classroom in Victor Sammutok School.

Catching Up with the Education Student Teachers' Association (E.S.T.A.)

Building community, and helping Education students stay connected, and balanced, is what the Education Student Teachers' Association (E.S.T.A.) is all about. It is a large group, comprised of 22 Faculty of Education students, who were elected by, and for, the students for the 2017-2018 academic year. E.S.T.A. President Magdalena Tsilkas shared some of the group's goals and plans.

What is E.S.T.A.'s mandate?

"Our goal is to bring together students at all levels – undergraduate, professional year, and graduate – through social and academic events that are helpful in our journeys toward careers in education. Since we're all going through our degree programs together, we want to minimize the divisions between the different programs and build a sense of community. We are all Education students, after all, and we are all in this together."

What are some of the events that E.S.T.A. is coordinating this academic year?

"During the Fall term we had a very successful bowling night – a lot of students came out for that. We also had a Fall Social Night at Five Forks restaurant, which had amazing food and a great atmosphere. A Halloween bake sale that we organized raised a couple of hundred dollars, which we donated to the Canadian Breast Cancer Society. Finally, we also hosted a movie night in the Education Library."

In the Winter semester we're planning to hold more social events because they are so popular. We're in the midst of planning our formal, year-end event, and are looking into a 'paint and wine' night, and sporting events. We may also hold a dodge ball tournament and Zumba classes during lunch time, as a lot of students want to relax and recharge between classes. And, we'll continue our 'Munchie Mondays,' where free snacks are provided in the Library for students."

What does E.S.T.A. contribute to the Faculty of Education?

"E.S.T.A. is about creating opportunities for students and promoting events of interest that are happening in the University. Students get a lot of emails and there is a lot going on, but sometimes it is information overload. So E.S.T.A. is like the "middle person," finding information through different social media channels and passing that along to students. Overall, we are about helping everyone have a successful year in the Faculty of Education by building community."

Does E.S.T.A. have a social media presence?

Yes! Check out E.S.T.A.'s updates and latest events on the following pages:

Facebook: <https://www.facebook.com/ESTALakeheadU/>

Twitter: <https://twitter.com/estasociallu>



**Magdalena Tsilkas,
E.S.T.A. President**



**Treats for sale at the Halloween bake sale.
Proceeds went to the Canadian Breast
Cancer Society.**



At the Fall Social Night.



Bowling Night in September.



A few "bad apples" in the group...

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



Dr. Janet Dymont

Senior Lecturer and Deputy Head of School in the Faculty of Education, University of Tasmania

Graduate of the Joint PhD in Education, 2005 (Thunder Bay campus)

“Hello from Hobart, Tasmania! For those of you not familiar with this part of the world, find the

island south of Australia (that's Tasmania, aka Tassie)... and go to the southern end of that island (that's Hobart!). I've called Tassie home now for about 13 years, but my time at Lakehead was instrumental in getting me to here.

I wore a few hats during my time at Lakehead: I was a lecturer in the School of Outdoor Recreation, Parks and Tourism from 1999-2003. It was here that I fell in love with teaching in higher education and knew that I had to do my doctorate to stay working in this sector. So, I crossed the path to Education (literally) and enrolled in my PhD and was lucky enough to work with Dr. Connie Russell, who supported me through an exciting doctorate study that examined the impact of green school grounds around Canada.

I made the move to Australia in 2005 when I was hired by the University of Tasmania to develop the outdoor education course within the Faculty of Education. Over the past 12 years, we've graduated countless 'outdoor ed' students who are now working in schools around Tasmania and Australia. Tasmania is the perfect spot for outdoor and environmental/sustainability education — more than 30% of this magical island is protected as World Heritage areas! Rivers, mountains, temperate rainforest and ocean environments make for wonderful teaching spaces!

Alongside my interest in teaching, I've also become increasingly interested in the administrative side of higher education. I'm currently Deputy Head of School within the Faculty.



My research interests focus on the teaching and learning that can happen in non-traditional learning spaces, like green school grounds, wilderness areas, urban parks and, more recently, online spaces. This last interest may seem like a stretch (online teaching), but in fact more and more of our teacher candidates are electing to study their teaching degrees fully online. I'm really curious how we can make this space engaging, authentic and interactive — so this means really trying to think carefully about teaching and applying the same principles I used as an outdoor environmental educator in the online space.

Last year, I was honoured to receive the 2017 Australian Teacher Educator of the Year Award and the University of Tasmania Citation for Outstanding Contribution to Student Learning.

As the parent of two vibrant and engaging school-aged boys, I enjoy sharing a wide variety of activities with them — exploring, mucking about, and learning from, and with, nature. We like to camp out as often as we can and our favourite thing is to sleep under the stars. Personally, I have practised yoga on an (almost) daily basis for many years, have a deepening meditation practice, and I am currently rekindling a joy for vegetarian cooking. In spiriting this along, I am hatching plans for an extension to my kitchen garden.”

Chris Dube

**High School Science/
Outdoor Environmental
Education Teacher,
Lake Superior High
School, Terrace Bay
Ontario**

Graduate of the
Bachelor of Education
program, 2005; Master
of Education, 2009
(Thunder Bay campus)



“I live for the outdoors. I believe that students learn what they live, and that using the local environment as the integrating context for learning will foster greater community engagement, local activism, and well-informed global citizens. I also believe that students connect with themselves and their emotions on a deeper level when they are in nature, so there is a positive mental health element to being outdoors.

As a high school Science/Outdoor Education teacher in Terrace Bay, I am currently in my third year of teaching a double-credit class I created called 'Outdoor Environmental Science.' Students receive a credit in Environmental Science and Physical Education. The course is 100% hands-on, project-based learning, with activities including:

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- identifying edible/medicinal plants and mushrooms;
- learning about traditional plant use (medicines);
- hiking the Casque Isles Trail in Terrace Bay, practising “leave no trace” camping skills;
- carving walking sticks from Diamond willow;
- making canoe paddles using local, sustainably harvested wood;
- composting, food preserving, food planning/preparation, and aquaponics;
- learning about food miles;
- Bear/Moose/Deer hide tanning (employing traditional skills/Indigenous knowledge);
- sewing mittens from old sweaters; and
- engaging community activism (donating sewn mittens to Shelter House).

To fund the course, I applied for a SHSM (Specialist High Skills Major – Environment) funding grant with a Great Lakes focus. I am also a Great Lakes surfer, and last October hosted the first of what will hopefully be an annual event called *Waasaashkaa: The Gathering of the Great Lakes Surfers*. ‘Waasaashkaa’ is an Ojibwa word meaning ‘the lake has whitecaps.’ The goal was to get together like-minded people to share our passion of water and shredding.

During my time at Lakehead, faculty in the Sciences and OE3 (Outdoor Ecological and Experiential Education) program were pivotal in supporting my interest in my own professional learning. Dr. Connie Russell in particular introduced me to alternative programming, such as multi-credit courses, authentic learning, and outdoor education, which I now deliver in the publicly funded education system.”

Dr. Blair Niblett

**Assistant Professor and
Acting Director of the Master
of Education Program in the
School of Education and
Professional Learning, Trent
University**

Graduate of the Bachelor of Education program, 2005; Master of Education, 2008; Joint PhD in Education, 2015 (Thunder Bay campus)



“I came to Lakehead for the first time in Fall 1997 to start my undergraduate degree in Outdoor Recreation. I didn’t know at the time that I would spend more than a decade in Thunder Bay completing five degrees, including a BEd, MEd, and PhD in the Faculty of Education. Initially drawn to Thunder Bay, and Lakehead, for the breathtaking natural environments and rich learning communities, ecological and social justice formed significant ongoing pathways in my academic journey.

Both my Master’s and doctoral work explored relationships between education and social justice activism. Spurred by my own commitment to social and ecological justice principles, I wanted to understand ways that teachers who hold identities as both teachers and social justice activists understand the blending of those roles in their teaching practice. So, if we are to do activist kinds of things within educational contexts, can we do them in ways that constitute social or political activism, or do we “water it down” to be nice enough to exist in the often conservative institutions of public schooling? At the same time, is activist education merely a political soapbox for the teacher to spout their own views to impressionable youth? Or, can it be an opportunity for students to think critically about issues that are deeply important in their lives? The results of my research suggest that while indoctrination is a growing concern, careful activist-educators design their classrooms with social, political, and pedagogical savvy.

I have recently revised my doctoral work into a book titled *Social Justice Education: Stories and Strategies for Teachers*, published by Wood N Barnes Publishing (www.woodnbarnes.com). The twofold purpose of the book is to serve as a refueling stop for teachers who already identify social justice principles as part of their teaching identity, and also to offer invitations to social justice for teachers who are interested in integrating social justice ideas into their teaching. For information about buying a copy of the book, contact me (blairniblett@trentu.ca)

Currently, I am an Assistant Professor and Acting Director of the Master of Education Program in the School of Education and Professional Learning at Trent University in Peterborough, Ontario. At the undergraduate level, I teach Health and Physical Education for Primary/Junior teacher candidates, and an introductory foundations course for first-year undergraduates called Understanding Teaching and Learning. I also teach a Master’s level course titled Interdisciplinary Critical Perspectives on Educational Theory. My research continues lines of inquiry around social and ecological justice that I began at Lakehead.”

Retiring

Dr. Tony Bartley Associate Professor

"When I described my working environment just after joining Lakehead's Faculty of Education in 1994, several professors at other universities told me that I probably have one of the best science education jobs in the country because Lakehead is so welcoming and supportive. That idea has stayed with me and proved true through my time here, and all of my teaching, research projects, and other contributions," says Dr. Bartley.

In his 23 years at Lakehead, Dr. Bartley taught courses in the Undergraduate and Master's program, and in the Joint PhD program, reaching almost 2000 students. He also supervised and acted as a committee member to numerous graduate students.

One of the notable long-term projects he was involved with was the Assessment of Science and Technology Achievement Project (ASAP) in the 1990s, in which he developed performance assessment materials for the Grades 1-8 science and technology curriculum that were shared across the province. Following this, he participated in the five-year, NSERC-funded CRYSTAL (Centres for Research in Youth, Science Teaching and Learning) program, where he worked with science teachers and developed programming at Keewatinook Internet High School. From 2013 to 2015 Dr. Bartley was a member of the Ontario Education Research Panel, a Ministry committee that promotes research and evaluation. Over the past seven years he has also helped organize the annual "Science Olympics" at the University, an exciting one-day event in which high school students apply their science and engineering knowledge through timed tasks and creative challenges.

Dr. Bartley is Founding President of the Science Education Research Group, a sub-group within the Canadian Society for the Study of Education. He is also a co-author, with Dr. Michael Bowen, of the 2013 book *The Basics of Data Literacy: Helping Your Students (and You!) Make Sense of Data* (National Science Teachers Association Press).

When asked about his retirement plans, he said he is looking forward to travelling and time with his wife: "The sabbatical I took in 2015-16, in which Jan, my wife, and I crossed the Pacific Ocean and spent time in New Zealand, Australia, and Japan was an incredible experience. I have a boat I plan to use, and am looking forward to more travel."

Tony delivering a keynote presentation for the Science Education Research Group in Calgary, May 2016.



Patrick skydiving in August 2017.

Dr. Patrick Brady Associate Professor

Dr. Patrick Brady has had a long history with the Faculty of Education. He graduated from the Master's in Educational Administration program in 1991 and worked as a Contract Lecturer in the Faculty from 1992-2000. Upon completion of his PhD at the University of Sydney in 2002, he began a tenure-track position at Lakehead, and now, as Associate Professor, is entering a phased retirement.

One of Dr. Brady's research interests focused on examining the "victory lap" phenomenon in Ontario (in which students had an option to return to high school for a fifth year, during the period when the Grade 13/Ontario Academic Credit program was being phased out), and particularly its social and gendered implications.

"Returning to high school to complete a 'victory lap' often didn't make a difference academically in university, but it did make a difference socially. There was also a gendered divide, with many males choosing to return to high school to participate in extra-curricular activities, most notably sports," he explains.

More recently, Dr. Brady has become interested in what he refers to as "politically correct postmodernism" and the importance of education conveying multiple perspectives to avoid being indoctrinatory. He adds that his enduring interest in the subjects of constitutionalism and equity were spawned, in part, from the two years he spent in Africa, from 1979-1981, when he volunteered as a teacher of English teaching methods. As he explains: "The experience changed my perspective on oppression. Unless you are living under military rule, you really can't understand overt oppression on that level."

In his 25 years of teaching at Lakehead, Dr. Brady has taught various courses in the Undergraduate and Master's programs, addressing topics including educational law, finance, organizational culture, and much more. He has supervised several graduate students, and acted as committee member and internal or external reviewer to others.

His phased retirement prompted him to try a new experience last summer: skydiving.

"It was an incredible experience I will always remember," he says. "The first words when I landed on the ground were: 'Let's do it again.'"



Dr. Walter Epp Associate Professor

“How the quarter centuries fly by when you’re having a good time. I feel privileged to have been able to work with such supportive and inspiring colleagues at the Faculty of Education.

Some highlights of my time at the Faculty include:

- being part of the team pioneering the community-based Native Teachers’ Education program in Sandy Lake;
- serving as Lakehead University’s Instructional Development Advisor;
- my secondment for the Kosovo Educator Development Project, sponsored by the Canadian International Development Agency;
- being awarded Lakehead University’s Distinguished Instructor Award;
- being a team member for the establishment of the Immersive Technology lab;
- establishing a network of Thunder Bay and District History teachers for classroom exchanges and cemetery tours;
- serving as Chair of Faculty Council;
- serving as educational consultant with the Vimy Foundation and involvement in the Vimy Ridge 2017 centenary commemorations;
- teaching a special topics course with Lakehead Faculty of Education graduate students in Greece;
- researching and travelling in Eastern Europe on ‘WW1: the Eastern Front’; and
- editing Charlotte Service Longepe’s biography of her great grandfather, Robert W. Service.

Looking forward, I have combined my passions for teaching, travel, and hockey and joined the organization ‘Hockey without Borders.’ The first stop is a ‘Hockey in the Himalayas’ coaching workshop in Kashmir, in January 2018.”

Award-Winning Graduate Students

Congratulations to the following Master’s and PhD students who have won graduate scholarships!

Jacky Chan - Canada Graduate Scholarship (Master's Program)

“Laughter is a universally shared feature of non-verbal communication that is unique to all human groups throughout the world, particularly within the context of social interactions, including play, and has been used as a form of physiological and psychological therapy for the past millennia. My experience in facilitating Laughter Yoga with groups around the world has given me insight into the incredible healing powers of laughter for emotional, physical, mental, spiritual, and social well-being. My research asks the question, ‘How can the practice of Laughter-Play Yoga be integrated into schools to embody positive well-being and promote resilience within First Nations youth?’”



Allison Whately-Doucet - Canada Graduate Scholarship (Master's Program)

“*Is the Customer Always Right? An Examination of Neoliberal Ideology and its Influence on Parent-Teacher Interactions* is my Master’s thesis title. Working to better understand the constraints placed on both parents and teachers, I explore how marketplace ideologies potentially influence parent-teacher interactions. I also examine how treating education as a private commodity affects parent-teacher relationships. The question that drives my research is ‘How might neoliberal ideology shape the ways that parents behave with teachers, and what they perceive their role to be in their children’s education?’”

Martha Moon - SSHRC Scholarship (Doctoral Fellowships program)

“My research is centred on how non-Indigenous educators learn through relating with Indigenous educators and community members. It is entitled *Learning through Relationship: In-Context Development for Teachers of Indigenous Students*. Through sitting with people who are in the midst of these kinds of learning relationships and listening to the stories they share, I am learning about how these relationships develop, how they are sustained, and how they might affect teachers’ practices with respect to Indigenous students.”



Contribution to Teaching Awards

Congratulations to four professors in the Faculty of Education – Dr. Ruth Beatty (Orillia), Dr. Michael Hoechsmann (Orillia), Dr. Connie Russell (Thunder Bay), and Dr. Angela van Barneveld (Thunder Bay) – who were recently presented with Contribution to Teaching awards. Below, each shared what they enjoy most about teaching, and what winning this award means to them.



Dr. Ruth Beatty (pictured right, receiving the award from Dr. Dean Jobin-Bevans)

“The most rewarding thing about teaching is seeing the growth in confidence in students, from the time I first meet them in September to the time they’re ready to embark on their careers. Teaching pre-service students is, I believe, one of the most fundamental components for improving math teaching in this province. I work hard to support every student so that they view mathematics as something they look forward to teaching, and for which they have sound foundational understanding.

Many students who come to my course have some apprehension about their ability to “do” math, or teach math. My classes are very

hands-on because I believe that the best way to learn mathematics is to do math. It is vitally important that the students engage in activities so they can develop an understanding of problem solving and modeling mathematical concepts.

Being nominated for this award is one of the highlights of my professional career, because it has come from the students. I strive to build strong relationships based on respect and trust with all of my students, and I am so honoured that they took the time to send in a nomination. Actually winning the award is icing on the cake.”

Dr. Michael Hoechsmann (pictured middle, being presented the award by Dr. Moira McPherson, Provost and Vice-President (Academic) and Dr. Brian Stevenson, President and Vice-Chancellor).



“I love the opportunity that Social Studies courses present for interdisciplinary thinking: uniting history, geography, sociology, anthropology and political science. Increasingly, I have moved the assignments into alignment with my research interests in digital and media literacies, so my students and I are co-creating the 21st century classroom while focussing

our attention on our communities and our world.

As much as I try to orient my classroom to the future, I also embed ancient teachings into my practice. I try to encourage critical thinking in three ways: as judgment or discernment (from the Greek

root word *kritikos*); thinking against the grain (Aristotelian dialectic – i.e., if x is considered true, how, or in what ways, might x not hold true?); and committing to memory conceptual heuristics as a toolkit for thinking (Aristotle’s *topoi* or places).

It is wonderful to get this recognition from the students who nominated me and the peers who assessed my teaching dossier. Here at Lakehead, a focus on excellent teaching is part of the collective DNA, so I feel as though I was given the award much like an athlete receives an MVP. Without the team around me, I wouldn’t perform as well.”

Dr. Connie Russell (Thunder Bay)

“The urge to foster social change and fight oppression has been a guiding force in my life and is intimately bound up with my own interpretation of living a life of integrity, since I seek congruence between my actions and my desire for a world where we all – human, more-than-human, and the land – can flourish. I see my teaching as one way I can make a difference.

It is lovely to receive this award, especially given that the students who nominated me had taken one or more of my online Master of Education courses last year. It was a steep learning curve to transition to an online learning environment, but through following the advice of colleagues, trial and error, and seeking feedback from students, I have been figuring out how to take a critical pedagogy approach to online learning. I have been very pleased by the quality of student engagement and depth of discussion in these courses and, somewhat to my surprise, have enjoyed teaching online. That students also found these courses enjoyable as well as thought-provoking and useful is heartening.”



Dr. Angela van Barneveld (Thunder Bay)

“My focus is my learners and ensuring that the learning experiences I design for them are authentic, relevant, and can be applied beyond the confines of a course.

My courses are all online and I love teaching in that format. I get a much better feel for my learners in that setting, since their



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thinking is always visible. With early communication and input from my learners (before the course even starts), we start to develop the course together and establish ownership for and of learning. We successfully build our online community through engagement, presence, encouragement, and support for sharing and risk-taking. Once my learners understand the rhythm and flow of being successful online learners, their engagement and contributions to individual and group efforts are incredibly insightful, thoughtful, and inspiring – and they support each other. THAT is a learning community!

The Contribution to Teaching award is something I share with my learners, because there is a partnership there: we are working together to develop knowledge that can be applied in their professional practice. I am grateful that I can learn with and from them.”

Distinguished Instructor Award Presented to Dr. Wayne Melville

Faculty of Education Professor Dr. Wayne Melville is the recipient of Lakehead University's Distinguished Instructor Award for 2016-2017. This is Lakehead University's most prestigious teaching award, recognizing a significant contribution to teaching excellence and educational innovation and leadership over a number of years.



The citation read at the presentation of the Award was made by the President of the University. It stated:

“Since arriving at Lakehead University in 2005, Dr. Melville has demonstrated excellence in teaching, in research about teaching, and in educational leadership. He has been recognized for excellence in teaching many times, through nominations for internal University awards as well as nationally in Australia and North America. He is regularly called upon to provide peer review for colleagues wishing to improve their own teaching. His publishing record includes 46 peer-reviewed papers and two books, with more underway. His contributions to program development within the Faculty of Education and elsewhere in the University are impressive. He has provided extensive service to the Faculty of Education, our University and his profession through administrative roles, Senate committee participation and leadership, and professional associations.

For these and many other reasons, Dr. Melville is a very worthy recipient of the Distinguished Instructor Award.”

Your legacy is enriching my future.



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**, Third-Year Music Student
Recipient of the Florence Higgins Music Scholarship,
Lakehead University



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

T: (807) 346-7792 E: rlcamlin@lakeheadu.ca

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Lakehead
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ON THE BOOKSHELF

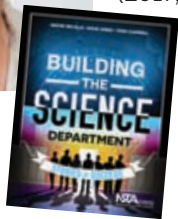
New Books from the Faculty of Education

From science education to poetry and beyond, faculty and students in the Faculty of Education have published books that make significant new contributions to their respective fields. Here are some books that have emerged from the Faculty in recent months.



Building the Science Department: Stories of Success

By Dr. Wayne Melville (pictured – Faculty of Education, Lakehead University), Doug Jones (Lakehead District School Board), and Dr. Todd Campbell (University of Connecticut)
(2017, National Science Teachers Association Press)



How can a science department become a site for developing science teachers' professional learning? *Building the Science Department: Stories of Success* answers that question through stories from teachers, at different stages of their careers, who are working to reform science teaching and learning.

In the first half of the book, Dr. Wayne Melville and co-authors examine the role of *A Framework for K–12 Science Education* and the *Next Generation Science Standards* in making the science department a place for building teacher professional learning. In the second half of the book, they analyze teachers' stories and offer key questions for improving instructional practice.

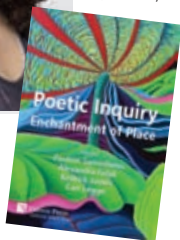
"Teachers love to tell stories of their classrooms and their practices. The stories can be about their successes, their difficulties, their triumphs, and their disasters. They can be inspiring and they can be harrowing. They can also instruct, guide, and help us learn," the authors write in the book's foreword (p. ix).

Building the Science Department: Stories of Success follows the 2015 publication *Reimagining the Science Department*, by the same authors.



Poetic Inquiry: Enchantment of Place

Editors Dr. Pauline Sameshima (pictured – Faculty of Education, Lakehead University), Dr. Alexandra Fidyk (University of Alberta), Dr. Kedrick James (University of British Columbia), and Dr. Carl Leggo (University of British Columbia)
(2017, Vernon Press)



In the tradition of a decade of bi-annual gatherings of the International Symposium on Poetic Inquiry, this volume is the fifth refereed symposium anthology. *Enchantment of Place* celebrates poetry and poetic voices—

theorizing and exploring poetic inquiry as an approach, methodology, and/or research method. Poetic inquiry has increased in prominence as a legitimate means by which to collect, assimilate, analyze, and share the results of research across many disciplines.

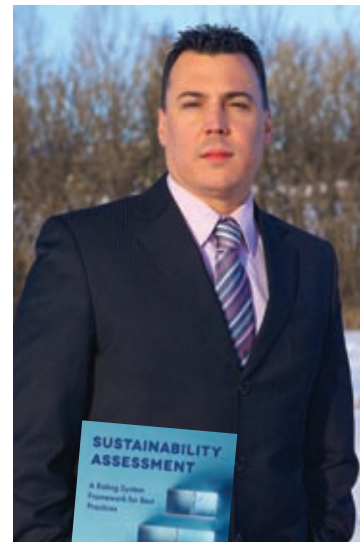
"With this collection, we hope to continue to lay the groundwork internationally, for researchers, scholars, graduate students, and the larger community to take up poetic inquiry as a way to approach knowledge generation, learning, and sharing. This volume draws attention to the ancient connection between poetry and the natural world," explains Dr. Sameshima.

"It also features writing by two PhD students in our Education program: Holly Tsun Haggarty and Maria Vasaneli."

David Jardine, a retired professor in Education, wrote the following review of the book: "The circumstances of our living always call out for a new breath, for new ways with words... These heartening writings are part of a greater breath, where the images and words surrounding teaching and learning and self-articulation are flying free of old, exhausted ways. Read it slowly. It is worth your while."

Sustainability Assessment: A Rating System Framework for Best Practices

By Dr. Cesar Poveda (Master of Education student, Lakehead University)
(2017, Emerald Insight)



While environmental and sustainability rating systems (ESRS) have assisted the development, improvement, and implementation of "green" technology and more efficient practices in the building industry around the world, other industries — including heavy industrial, oil and gas, infrastructure, manufacturing, transportation, mining and energy — beg to have such systems adopted. *Sustainability Assessment: A Rating System Framework for Best Practices* shows how this can be done.

"The book emphasizes the need for diversifying the design and use of ESRS. Through several years of practical experience, I became aware of not only the different social, economic, environmental, and health impacts carried by projects and organizations, but also the necessity for finding assessment tools to measure sustainability performance in a consistent manner," explains Dr. Poveda, who is a current MEd student, a professional engineer, and an independent researcher and consultant.

"ESRS are widely used in the construction building industry. So, I designed a rating system framework that can be adapted to other industries. The textbook takes the reader through every stage of the design and adoption of the rating system framework."

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Neoliberalism and Environmental Education

Editors Dr. Joseph Henderson (Paul Smith's College of the Adirondacks), Dr. David Hursh (University of Rochester), and Dr. David Greenwood (pictured – Faculty of Education, Lakehead University) (2017, Routledge)



This edited collection considers how the dominant economic policies and practices of neoliberalism are impacting environmental education in formal, informal, and community contexts. International contributors consider these interactions in relation to agriculture and gardening, state policy enactments, environmental science classrooms, eco-prisons, and in professional management and educational accountability programs.

The philosophies of neoliberalism, which currently dominate policy development with respect to both education and the environment, transform environmental and educational issues into economic ones. Environmental and educational issues and crises are turned into “opportunities” for entrepreneurialism and technological innovation, rather than a systematic political and cultural rethinking, and reworking, of our relationships with the environment and with learning.

The contributions collected in this volume exemplify, and expand, on these issues and challenges. They show how various forms of neoliberalism affect environmental education across the globe in different ways and at different scales, ranging from the local to the national and the global. Most importantly, the studies show how neoliberal policies are not simply transferred or adopted without modification from one site to another, but instead, are contested and modified, including in the life-worlds of the researched and the researchers.



Melissa Twance (left) with learners in the Sandy Lake cohort of the Aboriginal HBEd program.

Bachelor of Education Program Offered to Sandy Lake First Nation Community Members

The Faculty of Education, working closely with members of Sandy Lake First Nation, is offering a modified version of the Honours Bachelor of Education program to community members in Sandy Lake, Ontario. The program leads to certification as an elementary classroom teacher with the Ontario College of Teachers.

“The community of Sandy Lake has a strong commitment to education, and a long-standing relationship with the Faculty and with Lakehead University,” says Dr. Don Kerr, Acting Chair of the Department of Aboriginal Education.

“Our agreement includes a unique guarantee by the Band to ensure a minimum number of students through the first four years of the program, allowing the Faculty to be able to plan for the delivery of each year of the program, and ensuring a strong and ongoing commitment by both the Band and the Faculty to the program.”

The program, which began last September, includes an additional year to accommodate students' work schedules. As a six-year program, it includes online courses, face-to-face instruction in Sandy Lake, and courses in Thunder Bay.

Melissa Twance (MEd, Indigenous specialization, 2017 and current PhD student) is an instructor in the program who travelled to Sandy Lake in October and November to teach the Foundations in Aboriginal Education course to eight students. She says the experience was a rewarding one.

“This was my first time visiting Sandy Lake and I was excited to get to know the community. People in the community have been very welcoming and generous with their time and with the resources they have available. It's good to see Lakehead University rise to meet the needs of Northern communities!”



Melissa (standing) and learners in the classroom.



Sleeping Giant Brewery founders Kyle Mulligan (Chemistry, 1997), Drea Mulligan (BEd, 1998), and Matt Pearson (BEd, 2014).



Current students Matt Valley, Scout Wilkinson-Cocks, Magdalena Tsilkas, and alumnus Lauren Baryluk.



Faculty of Education Celebrates Homecoming Alumni Event at Sleeping Giant Brewery

Last September, the Thunder Bay campus celebrated its annual "Homecoming": a weekend of events in which alumni are invited to return to their home university, reconnect with classmates, share their achievements and relive their student experiences.

As part of the Homecoming weekend, the Faculty of Education invited alumni to the local Sleeping Giant Brewing Company for a social event. Faculty, staff, alumni and current students met at the brewery's new facility to celebrate Homecoming over snacks and a line-up of northern ale and stout offerings.

"With Homecoming this year, we wanted to provide an opportunity for alumni to socialize with both faculty and our current students. After all, we are all members of the teaching profession. Knowing that two of the Brewery's founders are Education alumni (Drea Mulligan, BEd 1998 and Matt Pearson, BEd 2014), the chance to hold the event at the Sleeping Giant Brewery was too good to pass," explains Dr. John O'Meara, Dean of the Faculty of Education.

The social event was supported by the staff at the Brewery and the work of various individuals in the External Relations department at the University.

"We are grateful to all staff at the Brewery, and particularly Maureen Mills, for making the evening a success. We are also very appreciative of the work of Lee-Anne Camlin, Anna Sampson and Mark Tilbury from External Relations," says Dr. O'Meara.

In addition to the social evening, a notable weekend event was the Alumni Awards dinner. At the dinner, Faculty of Education alumnus Darren Lentz (BEd, 1996; MEd, 2007) was celebrated with an Alumni Honour Award for his multiple achievements and successes. Darren, who was named one of Canada's Outstanding Principals in 2017 and has taught in several Faculty programs, was celebrated for his commitment to the outdoors, his innovative teaching practices, and his integration of Indigenous content into the school curriculum.

Other weekend events included Speakers Series, Open Houses, and various reunions. It was an opportunity for Faculty of Education alumni (currently numbering around 16,000) to celebrate their time at Lakehead – and enjoy the place where it all started.

Thank you to all of those who celebrated at the event. Next year's Homecoming festivities will take place September 27-29th, 2018.



Alumni and current students socialized at the Brewery over drinks and snacks.



MEd alumnus Charlotte Neckoway with Alumni award-winner Darren Lentz.



Dr. Wayne Melville, Lee-Anne Camlin, and Dr. John O'Meara helped organize the event.