

SPOTLIGHT ON

Coordinator of the Native Language Instructors' Program

BRUCE BEARDY

As Coordinator of the Native Language Instructors' Program, Bruce Beardy takes on many roles.

He jokes that it feels like there are "six Bruces" in the building: "There is Bruce the coordinator, Bruce the teacher, Bruce the curriculum developer, Bruce the translator, Bruce the artist, and Bruce the traveler," he laughs.

And yet, these diverse parts of his professional identity meld together for him, as he stresses the interconnections in life and learning.

"In my traditional First Nations view of education, everything is interconnected," he explains. "Education is holistic, combining all aspects of ourselves and integrating all subjects together."

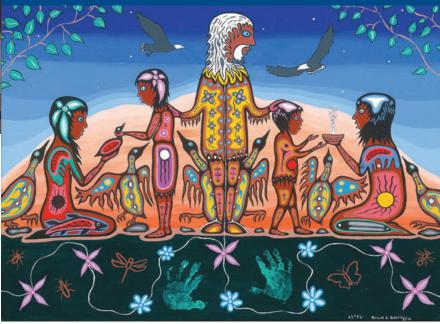
He illustrates this with an example of watching his step-father make snowshoes.

"When you are making snowshoes, you draw from many subjects. You use math for all of the patterns and measurements. You need materials that have the right properties and elasticity, and that involves lessons in chemistry and physics. There are geography lessons in knowing where to find the right wood. History is in there, too, as it is a traditional practice, and the end result is also multidisciplinary: you have created a piece of art and a mode of transportation."

This perspective on interconnection comes through in the format of the Native Language Instructors' Program (NLIP). As an education program that takes place in the summer months, NLIP gives students a unique opportunity to

EDUCATION EXCHANGE

NEWSLETTER



Bruce was commissioned by the Ontario College of Teachers to illustrate the Ethical Standards of Practice in a way that is culturally familiar to Aboriginal students, emphasizing storytelling and interconnection. Above is his painting for the ethical standard of "Respect."

learn about the language structure of Algonquian languages (such as Cree, Ojibwe, Naskapi, and Oji-Cree) and techniques for teaching it, while also experiencing traditional cultural activities such as potlucks, arts and crafts nights, sweatlodges, and ceremonies with Elders who speak the languages.

"Language Holds the Key to Culture"

Language has always been a focus for Bruce, who is a member of the Muskrat Dam First Nation (Wajashk-onigaming) in northern Ontario.

Bilingual in English and Anishininiimowin (Severn Ojibwe), he studied linguistics at the University of Manitoba after coming to Lakehead as a student himself, pursuing a Bachelor of Arts/Bachelor of Education – Native Education degree (1996).

After working in diverse fields including translation, teaching, legal education and program evaluation, he found himself back at Lakehead University once again, with a focus, once again, on language.

"Language holds the key to our culture and our identity," Bruce explains. "Within native languages there is rich terminology and detailed description; for example, in English you often use one word to describe an object, like 'fridge,' whereas in my language our word for fridge would translate into 'the place for storing food to be cold.' There is a literal description there."

He also stresses the importance of preserving language.



Above: Bruce's illustration of the ethical standard of "Trust," as commissioned by the Ontario College of Teachers.

"The origin of Native languages is here on this land. If you lose a Native language, there is no country to go back to, to get it back. So it is important to maintain it through our educational programs."

The mandate of maintaining Native languages is clear within NLIP, the purpose of which is to increase the number of Native language teachers while also preserving the culture. Established in 1984, NLIP remains the only accredited program in Ontario with a mandate from the Ontario College of Teachers to provide teacher certification in Algonquian languages.

Illustrating the Ethical Standards of Practice

A life-long artist, Bruce recently illustrated the Ethical Standards of Practice - Care, Respect, Integrity, and Trust - through an Anishinaabe Woodland style of painting.

The artwork, commissioned by the Ontario College of Teachers, illustrates the ethical standards of teaching practice in a mode familiar to Aboriginal students, emphasizing interconnection and storytelling.

Bruce explains some of the meaning behind the painting for the ethical standard of "Trust" (above).

"This painting shows a teacher being immersed in culture, the language, and the people. Children are learning from adults. There is connection to the First Nations community through smudging and drumming. Fish are present because the Fish Clan are the teachers in First Nations culture. The learning is also contextualized in the environment, which is shown through the moose, geese, and ducks."

Bruce's artwork brings new perspective to the ethical standards, while allowing a spiritual side of his identity to emerge.

"When I develop art I try to be a messenger, and listen rather than think about the art I am making," he says. "I am looking to communicate the meanings of language, culture and identity with these paintings. In this way, it is all interconnected."

Bruce lives outside of Thunder Bay in Neebing with his wife, Kathy Beardy, a Manager for Education Initiatives with Nishnawbe Aski Nation. They have three children and four grandchildren.

Faculty of Education Alumni Profiles What Are They Doing Now?



Carmelo Bono

International Secondary School Teacher, **Maple Leaf Educational Systems and** Schools, Dalian, China

Graduate of the Bachelor of Education program, 2014 (Thunder Bay campus)

As the tagline goes, Lakehead taught me to be unconventional, exceptional, and to think for myself. In the Bachelor of Education program I had a big decision to make: would I continue on and further my education, or move on to another chapter in my life? When I graduated I couldn't wait to get out and get my share of experience: to put all those years of think/pair/share to the test! So I looked abroad and found Maple Leaf International Schools in China.

I currently teach Grade 10 English and Planning on the boys' campus of the high school in Dalian, China. Teaching on this campus has given me many opportunities to develop as a person, professionally and socially. Coming to China seemed overwhelming

at first: how would I teach students who didn't speak or read English as their first language? How could I grocery shop for essentials when I couldn't read the labels? I had so many questions and initially there seemed to be few resources, but I quickly learned from the amazing group of staff and coworkers, as well as the students learning through signs, mannerisms, and other cultural "secrets" that are often unlocked by expats. Eventually, life in China becomes as easy as yi, èr, sān (1, 2, 3).

I spend a lot of my time here working, writing, marking, and adventuring. A pastime here in China for many people is nesting and/or shopping, but travelling is an obvious hobby for anyone who has moved far away from home for a long-term contract. While I was initially sad that I couldn't bring my Xbox to China, now I spend time looking for new and better travelling gear! Teachers at Maple Leaf have the full month of February off to travel or do whatever we please. It is incredibly cheap to travel from point 'A' to point 'B' in Asia, so this is something to take advantage of.

Signing up for a two-year contract with Maple Leaf International Schools was scary at first; I felt I was going out somewhere that most people don't venture and beginning anew. But both the school and Lakehead University walked with me as I developed and prepared for this journey. I highly recommend taking the plunge and putting yourself out there as a teacher and a person; you will learn so much of life and your impact on this planet as every day passes. With only so much time to make a difference in this world, it is important to try experiences to make a difference. Come to China with no expectations and this place will be a playground for the unimaginable!



Michelle Mann

Special Education Class Teacher (Lower Primary), Richard Cloudesley School, London, England

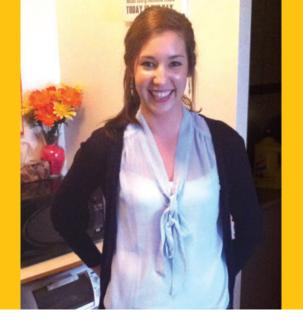
Graduate of the Bachelor of Education program, 2011 (Orillia campus)

Before attending Lakehead University for my Bachelor of Education I went to Laurentian University and completed my degree in English and Psychology. I decided to go to Lakehead in Orillia as this was my hometown and I wanted to complete my placements in Simcoe County. My year at Lakehead is definitely one I will always remember. I was a part of the best cohort; I felt supported by my peers and we all helped each other out.

Before starting my Bachelor of Education degree, I worked at a children's group home in Orillia. This experience sparked my interest in Special Education, and while at Lakehead I was interested in learning as much as I could about teaching children with complex learning needs. Dr. Sonia Mastrangelo encouraged me to explore options in Special Education, and I now have my "Specialist" designation.

I decided to begin my teaching career in London, England where the opportunities in Special Needs schools are greater. After living in London for a few months I was offered a teaching position at Richard Cloudesley School: a small country school in the heart of central London, which was exactly what I was looking for. In my five years with the school, I have developed skills in teaching children with profound and multiple learning difficulties, with a focus on communication and physical needs. I have had specialized training to support children in using communication books and in teaching literacy to children with complex communication needs. I now have the knowledge and experience to support students in developing autonomous communication, as well as giving them the skills to develop their reading and writing.

London has offered me the career that I was seeking as well as a diverse lifestyle. I am fortunate to be able to travel and have been to 29 countries and counting! (The profile picture of me was taken at an animal rehabilitation centre in Zimbabwe). I love having the opportunity to immerse myself in new cultures, meet new people, and experience all the wonders this world has to offer. I feel lucky to live in such a metropolitan city that boasts so much history. I always have somewhere new to explore with friends, while still growing and developing in my career.





Jessie Plain

Master's Student, Graduate Assistant, and Supply Childhood Educator

Graduate of the Honours Bachelor of Education (Aboriginal Education) program, 2013 (Thunder Bay campus)

I grew up in a school where I was given the opportunity to take Ojibwe language classes instead of French, and to learn about the culture and language. It was something I was very fortunate to have, as not all Aboriginal students have this option.

I was born and raised in Sarnia, Ontario before beginning my journey at Lakehead. When considering what university to choose I was a bit unsure about Lakehead due to the distance, but I began looking through websites to learn what the university, and Thunder Bay as a city, had to offer. I was interested in the Aboriginal programs and resources, as well as the nature that surrounds the campus. Thunder Bay and Lakehead have a lot to offer in both respects.

The Aboriginal Education degree taught me ways of teaching topics with cultural aspects that are relevant for students, such as using art, music and traditional ways of living to influence class material. I took courses such as literacy and mathematics that specialized in teaching Aboriginal students. I had the chance to learn from Dolores Wawia as she taught

the Aboriginal Education course, and I enjoyed gaining an understanding of the different aspects involved in her teaching, such as storytelling. I was also enrolled in many courses with Sandra Wolf and Laura Buker, who were both very positive and inspirational, always taking the time to engage all of the students in the class. They made my transition into university a lot more comfortable, and they showed me what I was capable of after finishing the program.

I started the Master of Education program in September 2013 and am set to graduate in spring 2015. This program has provided me with the opportunity to explore many topics of my interest, from picture books in a Language Arts curriculum class to mental health issues in Aboriginal youth. I have been able to bring my previous knowledge and interests from the BEd program into the Master's program, which will benefit me in teaching students in the future.

Currently I am working as a graduate assistant and volunteering with children in the public school system, as well as working as a supply childhood educator. This is ideal for me, as I enjoy working with the Primary/Junior age group in particular.

There is a need for culturally relevant education for Aboriginal students. It is important for students to be able to make connections and have an interest in class content. I hope in the future I can get students excited for learning, the way I have felt with my learning experiences.

Sean Monteith

Director of Education, Keewatin Patricia District School Board

Graduate of Lakehead University Bachelor of Education, 1994; Master of Education, 2008 (Thunder Bay campus)

Originally from Kenora, I attended Lakehead's Bachelor of Education pro gram in 1993 1994, and was hired in August of 1994 by the Red Lake Board of Education as a high school math and physical education teacher. The follow ing year, I was transferred and accepted an elementary teaching position at Ear Falls Public School, and taught grades 7/8 for the next five years until a school board amalgamation resulted in many staff transfers and relocations. Under the Keewatin Patricia District School Board, I transferred to Lillian Berg Public School in Vermilion Bay, where I again taught grades 7/8 for six years: later relocating again to Kenora, leaving as an elementary principal and assuming the same position at King George VI Public School in 2003.

Coming home to Kenora was certainly a highlight, especially as a principal, but notwithstanding ultimately the accomplishment of becoming the KPDSB Director of Education in 2013 (which in itself was a goal of mine), the professional highlight of my career to date has been becoming the principal of my own high school: Beaver Brae Secondary School in Kenora in 2005!

Returning to your alma mater with teachers there who actually taught you. and as principal, was an experience I will never forget, and one I will cherish forever.

As Director of Education, I am privileged to serve a district school board that ranges from Kenora and Keewatin in the west, to Upsala and Ignace in the East: Red Lake, Sioux Lookout and Pickle Lake in the north, and Dryden and Vermilion Bay to the south. We have approximately 5000 elementary and secondary students, across 16 elementary and 6 secondary schools.

I find that our geography, as chall lenging as it can be, is also one of our most endearing attributes. I love the north and am fortunate to say I am from the north; or as was pointed out to me recently by a colleague from southern Ontario, "you can take the boy out of the north, but you can't ever take the north out of the boy!"

The difference that Lakehead made for me was the intrinsic understanding that the Faculty of Education program was built for students and schools from the northwest and for the northwest. I don't think we should ever get caught up in the mentality that the north is greater in need or essentially greater in challenges, but rather we are different. I recall completing my field placements in Kenora, Red Lake, and Balmertown in 1993/1994, and beginning to see the lines of separation between what dis tinguished education in the north from elsewhere. Along those lines, I also think we are challenged to assume resiliency in a way that defines who we are, both as residents, but especially as educators and educational leaders.

And perhaps, as important as anything, is the belief that we need to develop our own young people into not just strong instructional educators, but equally strong administrative and princi pal leaders. We need, and have, the right people right here from the northwest, who can, and should, lead our schools in the future as principals, vice principals, superintendents of education, and ultimately directors of education. We need to grow our own and support our own!

Christy L. Radbourne

Principal, Ogden Community School, Lakehead Public Schools

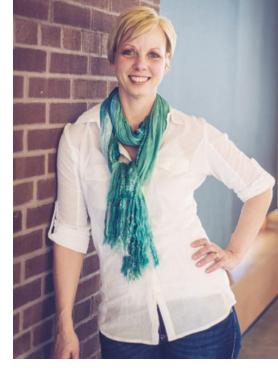
PhD Student in the Joint PhD program (Lakehead, Windsor and **Brock Universities)**

Green Party Federal Candidate: Thunder Bay Rainy River Electoral District Association

Graduate of the Bachelor of Education program 2001; Master of Education 2010 (Thunder Bay campus)

Shortly after migrating to Thunder Bay from the United States in 2000, I began a journey with Lakehead University that continues today. My daughter arrived on September 8, 2000 and I attended my first day at LU in the oneyear Bachelor of Education program September 18. I was welcomed by the faculty and students, and they continue to be an integral part of my extended family today. After graduation in 2001, I began working for Lakehead Public Schools as a supply teacher and have continued to serve the Board proudly in several capacities including Teacher, Special Education Teacher, Facilitator, Vice Principal, and finally Principal. I also served with the Lakehead Elementary Teachers Federation in several capacities, finishing as First Vice President and Secretary of the Thunder Bay Labour Council.

Throughout all of my educational and professional experiences I have been, and remain, a social justice and environmental activist. As Principal of Ogden Community School, my education with Lakehead University, which supported my socio-ecological leanings and desire to be a community ally, was pivotal in helping me to work successfully within the amazing community that is my school. Each day I strive to create a community that is accepting of diversity, grounded in relationships and a deep ethic of care, and strives for excellence. The many pivotal people



that shared in my education at LU have influenced my day-to-day activities and continue to be guides as I work to bring to life a vision of education that imagines children as authors of new narratives of social and ecological justice in their community. This work constitutes my research in the PhD program. Continuing to advocate for community, social, and ecological justice led me to accept the Green Party's nomination for candidate for the federal riding of Thunder-Bay Rainy River for the 2015 election.

Throughout my education and professional experiences, I have enjoyed the support of my two very active children, Caitlynn and Lucas, and my partner Dwayne. With both children playing hockey and lacrosse, and Lucas adding football to the mix in the fall. life is always on the run indeed! Loving our time in nature we savour our moments at camp north of the city. It is our sanctuary away from the hustle and bustle of the world and we escape whenever possible. I am fortunate. indeed, to have landed in the beautiful city and region of Thunder Bay and to work with amazing staff, students and families at Ogden. They are part of my continuing journey that began on a bright fall day in September, 2000, when my daughter was brand new and the world full of possibilities that continue to unfold today.



Dr. Sonia Mastrangelo's work knows no borders.

In recent years she has worked with children on the autism spectrum disorder in countries as diverse as the Kingdom of Bahrain, the Philippines, New Zealand and South Korea, as well as across North America.

She says her international work has made her realize that Canadians are privileged when it comes to resources and intervention programs available to children with autism spectrum disorder, along with professional development opportunities available to teachers.

"Although you often hear that working with children with special needs is difficult and that there are not enough resources, we really are privileged in Canada when you assess the situation in other countries," she explains.

"In some countries there is a stigma attached to the entire family when a child has autism spectrum disorder or the culture is not very accepting of the whole realm of disability. This means that globally, many children with special needs don't have access to any formalized intervention."

Dr. Mastrangelo is working to change this by sharing her knowledge and techniques for improving the outcomes of children with autism spectrum disorder and their families.

"To work with children and instill hope in their families—that is the motivating factor for me and my work. It is immensely gratifying to see a child making gains: speaking their first word, for example, when the family never thought their child could develop any communicative capacities whatsoever. I take away so much from this work."

Childhood Interest Sparked Career Focus

Dr. Mastrangelo's interest in helping individuals with special needs stemmed from her childhood, when her mother, who ran an in-home daycare, took in a child with Asperger Syndrome, a high functioning form of autism spectrum disorder.

"I was nine years old at the time and fascinated by his brilliant mind," she explains.

"It is immensely gratifying to see a child making gains: speaking their first word, for example, when the family never thought their child could develop communicative capacities. I take away so much from this work."

The experience stayed with her and influenced her decision to pursue a Bachelor of Education degree, which led to her first teaching position working as a special education teacher from 1997-2001 with the Dufferin Peel Board.

During her time in that role, she also pursued a Master of Arts in Education (2001) and became certified as a cognitive development therapist for children with autism spectrum disorder, trained under the "Miller Method."

The Miller Method, founded by the late Dr. Arnold Miller in Massachusetts, is described on the official website as an approach that "finds ways to build on and expand every capacity or fragment of capacity the children present in home, classroom and/or clinical settings."

Dr. Mastrangelo explains that this is a different approach than the usual behaviourist paradigm. Instead, it is a cognitive developmental approach that embraces a child's behaviours as a form of communication, rather than seeing them as out of control responses needing to be suppressed and extinguished.

"It closely aligns with principles of occupational therapy: working with body awareness, contact with surroundings, and motor movements and how they affect development. It is deeply rooted in the Piagetian and Vygotskian notions of child development and includes play and family as integral components of the intervention."

Under the Miller Method, the students she worked with experienced significant gains. This approach informed her Master's research and then her PhD studies, in which she researched the outcomes for families of children with autism spectrum disorder, with a focus on early intervention.

In 2009 she completed her PhD program and began working at Lakehead's Faculty of Education, Orillia campus.

Teaching, a New Journal, a Conference, and a Book

Today Dr. Mastrangelo is focused on sharing her knowledge widely with parents, teachers, policy makers and researchers around the world who work with children with special needs.

At home in Ontario, she teaches courses such as "Teaching Exceptional Students" in the Bachelor of Education program, and courses that focus on childhood disability in the graduate program.

"There is passion and excitement as students are learning new concepts, trying to understand how differently abled children learn and express themselves. And often, the ones who are drawn to this field have already worked in it to some capacity, at camps or through treatment programs available in the province. I am learning from my students all the time," she says.



Dr. Sonia Mastrangelo (bottom row, second from left) and staff in Changwon City, South Korea at the Sarangnamu (Love Tree) Children's Developmental Center (May 2013). The centre opened its doors almost five years ago and welcomes children and adolescents with special needs.

Dr. Mastrangelo and her colleague, Dr. Katherine Becker, have also undertaken the significant step of launching a new journal, The International Journal of Holistic Early Learning and Development. This will be the first and only open-access journal on early learning in Canada.

The pair also organized a conference to take place in May 2015, the "First Global Conference on Holistic Early Learning and Development."

Finally, she is developing a curriculum guide for teachers who work with children with autism in elementary school settings. Based on the Miller Method, the book will feature snapshots of her experiences, research, and lesson plans. She hopes it will be translated into Arabic and Korean languages, since there are several Miller Method programs underway in the Middle East and South Korea.

"This information needs to be shared globally," she explains. "We have made important gains in working with children with autism and special needs, and I want to share that widely."

Dr. Sonia Mastrangelo is an Associate Professor at Lakehead University's Faculty of Education. Outside of her work she enjoys jogging, physical fitness, and spending time with her husband and two children.



Faculty Profile: Dr. Sandra Wolf

Pr. Sandra Wolf, Chair of Aboriginal Education, will retire from the Faculty on June 30, 2015. An Ojibwe and Assiniboine scholar from Turtle Mountain in North Dakota, Dr. Wolf joined Lakehead University as an Associate Professor in 2007. During her time at the Faculty she has contributed to the development of the Aboriginal Honours Bachelor of Education degree program and taught courses at the undergraduate and graduate levels. Much of her research work has focused on the areas of identity and agency, warriorship, and language revitalization. In a conversation about her career and education, Dr. Wolf—who will have the title of Professor Emerita conferred by President and Vice-Chancellor Dr. Brian Stevenson at the May 2015 convocation—shared a few of her experiences.

Early Experiences in Teaching

"My teaching experience started in high school (in North Dakota). On the first day of my Grade 12 year I went to my English class and I could tell by the location of the classroom—it was in a trades building—that it wasn't a college preparation class. I asked the teacher about it and he explained to me that it was a remedial class for students who were struggling with English. I looked around and saw a class of American Indian and Mexican American students. The teacher explained that this was a kind of experiment the school board was trying called "tracking," where students from certain neighbourhoods were placed in the same classes.

I had always had decent grades in English and didn't think I belonged there, as I was planning to go to college, but the teacher told me I was there to be a role model, to help him teach. So I agreed to this, and he divided up the class. I had a group of 6-8 students, mostly boys who spoke Ojibwe or Spanish. I was teaching them to speak English and learning strategies of how to engage them. By the time I graduated I knew what I wanted to do: I went to teacher's college and worked on an English degree. Years later, in graduate school, I completed a bilingual special education degree."

Coming to Critical Consciousness

"Studying critical theory as a graduate student prompted me to reconsider the situation I had been placed in during my Grade 12 English class. At the time, it didn't seem like a bad thing, but I later realized I had been participating in educational practices that were in fact oppressive—practices I critique in my work today. In graduate school a friend and I were reading Paulo Freire's Pedagogy of the Oppressed, and we were coming to realize our

roles as oppressors and oppressed, all at the same time. We were both coming from a place where we had never considered these ideas before. When you have grown up in a class system and you are near the bottom, you have no way of seeing what's toward the top. So the idea that we had been the recipients of oppressive educational regimes, and my whole experience of my being denied a college preparation English class, was eye-opening in retrospect. I came to realize that the colonizing mindset can sneak up on you and hide itself as good intentions—like a trickster it can mask its true identity. When I came to this critical consciousness I began to interrogate everything I did, and that has stayed with me."

Teachings of the Medicine Wheel

"I acknowledge the importance of Marxist thought and its foundational influence on where we are today in critical theory. However, I may not be a very good Marxist, because the Marx worldview is based on the idea of material dialecticism and that the material is all that counts. I don't believe that the material is the only aspect of life that exists. I follow the teachings of the Medicine Wheel, which include the physical, the intellectual, the emotional and the spiritual. I have to acknowledge the spiritual aspects of life, otherwise I'm in denial of everything I've learned as an American Indian person. I have had the opportunity to learn from many great American Indian scholars and the more I have been given, the more I feel I have to give back."

A Career Highlight

"I have been at Lakehead for 8 years, and one of my greatest joys has been teaching in the Honours Bachelor of Education—Aboriginal program, and watching those students cross the stage at graduation. The first year of the program, Laura Buker and I were only teaching a couple of classes and we concentrated on them, doing what we could to make them the best possible classes. When that first group came to Lakehead they were like our children, coming to campus for the first time in the summer and then coming back the next year, and then the next. Watching those students graduate was such a wonderful feeling! At the graduation ceremony Laura and I decided to give them an honour beat [beating a drum four times] in recognition of their work. Since the start of the program we have had 11 students graduate, and likely



"One of my greatest joys has been teaching in the Honours Bachelor of Education— Aboriginal program."

Plans for Retirement

"Following my retirement I plan to move to Albuquerque, New Mexico, to be close to two of my grandsons, and my son and daughter-in-law. It's going to be a big adventure!

I plan to continue writing. I have so much to write about still from my research, on language revitalization, elementary-school math, warriorship and resilience. I will take time to get a household organized, but will continue to publish and contribute.

I will miss Lakehead University and the dazzling beauty of this region. And, there are so many wonderful things going on in the department with the new degrees going through and new initiatives being planned—there are important developments coming. It has been a very enjoyable career for me, working with a wonderful group of people and students who are making a difference. I have been very fortunate."

Dr. Sandra Wolf is Ojibwe and Assiniboine from Turtle Mountain in North Dakota. Her grandparents several generations past fought with Louis Riel at Batoche. When Riel was arrested and eventually hanged, the Wilkie and LaFontaine family members who had been at Batoche moved south into the Turtle Mountains where there was a level of safety from pursuit and arrest. As with many families at Turtle Mountain, family members still consider themselves to have origins in Assiniboia, in the North-West Territories of Canada.



Peter Heckadon, TESL Program Instructor

TESL: The Faculty's Newest Program

The Faculty of Education's newest program offering is the "Teaching English as a Second Language" (TESL) Certificate Program. The program prepares people to teach English to second language learners, in Canada and around the world.

In recognition of its quality, the program was recently granted "Permanent" status by TESL Canada, which means graduates of the program who already have an undergraduate degree automatically qualify for a TESL Canada Professional Standard One certificate. Having a recognized credential is increasingly important in gaining teaching opportunities in ESL programs, from Thunder Bay to China.

"Gaining a TESL certificate is a terrific opportunity for teachers to increase their skills and employability, and for others to embark on a TESL career," explains Don Kerr, Chair of the Department of Professional Development in Education.

The program is currently running through May and June 2015, and Peter Heckadon (pictured) is teaching it. Peter brings a wealth of experience teaching ESL around the world, and also currently instructs at Lakehead International.

The program consists of 100 hours of in-class coursework, followed by 20 hours of observation and practice teaching in a classroom.

The program will be offered again on a part-time basis from September 2015-February 2016, and on a full-time schedule in May 2016.

For further information, or to register, please contact Connie Anzew at (807) 346-7852, or visit the website: lakeheadu.ca/pde

An Unforgettable Mother and Daughter: Anna McGonigal and Linda Strey

Faculty of Education Media Lab Developed from Legacy Gift

The legacies of two spirited women, Anna McGonigal and her daughter Linda Strey, are shaping the careers of future teachers.

In December 2013, The Linda Strey Digital Learning Centre in the Bora Laskin Building was unveiled. This digital media lab provides a collaborative space for Lakehead Education students to undertake projects involving technology. Students have access to a SMART Board to practise presentations and equipment to shoot and edit video clips for assignments.

With the intent to honour her daughter, Anna McGonigal was able to fund the Digital Learning Centre and provide additional support for the existing *Linda Strey Memorial Education Scholarship* through a generous gift in her will. A simple gesture with a tremendous impact.

Anna passed away on May 2, 2013 at the age of 87, exactly one year after her daughter Linda.

Anna was raised by her Ukrainian-Canadian parents in Fort William (now Thunder Bay). She was industrious by nature and had a strong independent streak. Those who knew her called her a "firecracker."



L to R: Rick Strey (Linda's husband), Stacey Strey (seated) and Shelley Strey (behind) (Linda's daughters), Connie Russell, and Lee-Anne Camlin, pictured during the unveiling of the Linda Strey Digital Learning Centre.



Mother and daughter Anna McGonigal and Linda Strey.

As a young woman, Anna worked in Toronto and Calgary. She returned home to Fort William where she had a long career as the bookkeeper for the Thunder Bay Bearings company. But work didn't define her world. Anna loved socializing and gardening – enthusiasms her daughter would share. Growing older didn't dim Anna's zest. Even after she moved to the Isabella Retirement Living complex, she could often be found dancing in the main lounge.

Anna was devastated when she lost Linda to cancer in 2012 and wanted to recognize her daughter's dedication to teaching, a dedication that was born when Linda was hired as a playground supervisor while still in high school.

Linda graduated from the Lakehead Teacher's College and taught with the Lakehead Public School Board for 30 years. Although she enjoyed teaching children of different ages, she especially loved mentoring Grade 7 and 8 students. Later, she worked as a curriculum coordinator with the Ministry of Education and became known regionally for her expertise in curriculum development, assessment evaluation, and classroom management.

Then, in 1998, Linda was recruited as Lakehead University's Faculty of Education professional experiences coordinator. She ensured that teacher candidates were ready to take on the challenge of going into their own classrooms by arranging placements for them in regional schools.

The creation of *The Linda Strey Digital Learning Centre* is a fitting way to honour Linda, notes Lucas Johnson, Educational



Technologies Coordinator in the Faculty of Education. "She was passionate about technology including pushing to get teacher candidate assessments done online rather than on paper."

"Linda was remarkable," says Emilia Veltri, the current professional experiences coordinator and Linda's former colleague. "She had a tremendous influence on our protocols and policies and she was a wonderful mentor to me." Emilia describes Linda as quick to laugh, bursting with energy, and a woman of strong convictions. "You couldn't be with Linda without learning something new."

Linda also had a dramatic personal style favouring fabrics in brilliant blues, greens, and purples. Her nickname, appropriately, was "Gypsy." When Linda's husband Rick and her two daughters Shelley and Stacey held a celebration of her life, they encouraged guests to wear bright clothing because, "Linda lived her life in bold colours."

The same could easily be said of her mother Anna McGonigal. Now, Linda and Anna are giving Lakehead students the confidence to live boldly and passionately too.

Remembered: Dr. Medhat Rahim

The Lakehead community was saddened to learn of the passing of Professor Emeritus (Education), Dr. Medhat Rahim, on January 29, 2015

Dr. Rahim received his BA in Mathematics from the University of Baghdad in 1962, followed by a Master of Philosophy in Mathematics from the University of London in 1977. After coming to Canada during the late 1970s, he completed a PhD in Mathematics at the University of

Alberta in 1981, and received an Alberta Teaching Certificate (Permanent) in 1987.

Dr. Rahim joined the Faculty of Education as an Associate Professor in 1991, and was promoted to Professor in 1998.

He published primarily in the area of educational applications of geometry, and his passion for the topic was evident to students and community members. As one individual shared on a memorial page dedicated to Dr. Rahim:

"If I had learned something new about prime numbers, fractals or energy currents that take zero time to cross the universe, Medhat was the one person at church who would acknowledge the importance of new mathematical knowledge."

Dr. Philip Allingham similarly noted that "Professor Rahim was absolutely devoted to his discipline, and displayed a continuing fascination with algebra. One rarely meets one with so much passion for his subject discipline."

Mike Paularinne (MEd, 2006) shared that "Dr. Medhat Rahim was my professor and thesis advisor for the Master of Education program at Lakehead. Without him I would not have been able to complete the program. His dedication to his students and their training was evident from the beginning. I will forever be thankful for the help and guidance he gave me while studying at Lakehead."

Dr. Medhat will be missed by colleagues, friends, and students.



"We included Lakehead University in our Will because we believe in the transformative power of education."

Dr. Bill Heath, Professor Emeritus, Lakehead University
Ms. Betty Heath, Lakehead Alumna

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Dolores Wawia Named to the Order of Ontario

Dolores Wawia, Faculty of Education Professor Emerita, has been appointed into the Order of Ontario the Province's highest official honour.

The Order of Ontario recognizes residents of Ontario who have demonstrated a high level of individual excellence and achievement in any field benefiting the people of Ontario, or anywhere in the world.

The appointment, which took place at a ceremony in Queen's Park in February, recognized Professor Wawia's lifetime achievements and commitment to Aboriginal education. As noted in the official press release, she was appointed to the Order of Ontario as a leader and pioneer in native education, and storyteller who has expanded educational opportunities for Aboriginal people. She was also recognized as an educator who has "championed Aboriginal teacher education and served as an inspiration and role model for thousands of Aboriginal students.

A Pioneer of Aboriginal Education

A member of Gull Bay First Nations Reserve, Dolores was born in 1944 as the eldest of 12 children in her family. She attended St. Joseph's Indian Residential school in Fort William as a child, and graduated with a high school diploma from Hammarskjold High School in Thunder Bay.

She went on to earn a Bachelor of Arts degree from McMaster University (1974), becoming the first Aboriginal woman from northwestern Ontario to earn a BA. She then pursued Bachelor of Education and Master of Education (1982 83) degrees from Lakehead University and was once again a pioneer in the field, becoming the first Aboriginal woman in the region to earn an MEd.

Dolores joined Lakehead University in 1975, at the time of the newly established Native Teacher Education Program. She served as a teacher/counsellor in the program, developing and teaching Aboriginal education courses. She later became a tenured faculty member (1989) and Elder in Residence in the program (2003).

Storytelling with Muk Kee Queh

In the article "The Naming Ceremony" (1996, from the book *Let the Drums be Your Heart: New Native Voices*), Dolores explains how she came to be known by her Ojibwe name of Muk Kee Queh (the "Frog Lady"):

The naming ceremony has always been an important ritual among the Ojibwe people. During the time of my ancestors, people received their names by means of dreams or by the sighting of animals near the baby s tiknaagan (cradleboard). ... [My naming ceremony] happened one afternoon in late June. I was bundled up in a tiknaagan that was supported by an old armchair. Suddenly, a huge bullfrog came bounding into the front room, stopped in front of my tiknaagan and took a good look at me before leaping out through the front door again ... From that day on I was known as Muk Kee Queh (Frog Lady). With a name like that, I felt I had a mission in life.

That mission has included diverse roles, from protector of amphibians to teacher and developer of Aboriginal education in Ontario. Today, Dolores remains a highly respected Elder in the Aboriginal community, known for her lifelong commitment to Aboriginal students and culture.

Congratulations, Muk Kee Queh!

