

EDUCATION EXCHANGE

NEWSLETTER

Faculty of Education Celebrates Partnership with Sir Winston Churchill CVI School

Sir Winston Churchill CVI has long held distinguished status as a partner school of Lakehead's Faculty of Education. Now, as Churchill prepares to close its doors this spring, the Faculty of Education reflects on the success of this years-long partnership.

Churchill was a staunch supporter of Lakehead University teacher candidates for decades, hosting the largest number of teacher candidates at any one time.

"Experienced teachers play a vital role in supporting teacher candidate learning, and Churchill's Associate Teachers have always been strong teacher candidate advocates, providing quality field experiences that allowed for modeling, coaching, and constructive feedback for developing students' skills and understandings. Their commitment has always been widely respected and appreciated," says Dr. Laurie Leslie, Placement Experiences Coordinator in the Faculty of Education.

Dr. Leslie, along with Dr. Teresa Socha (Chair, Undergraduate Studies in Education) and Rita Murphy (Faculty Liaison), met with Churchill staff, including Dave Isherwood (Principal), Ryan MacDonnell (Vice-Principal), Erna Daze (Special Education Facilitator), and Doug Jones (Science teacher) in February to celebrate the lengthy partnership and express thanks to the school administration and many Associate Teachers who supported Lakehead's programming.

Supporting Intermediate/Senior Students' Learning

In addition to fostering a school culture committed to mentoring teacher candidates into the profession, Churchill



Celebrating many years of a successful partnership.

**Back row, left to right: Dave Isherwood, Ryan MacDonnell, Doug Jones, Teresa Socha, and Laurie Leslie.
Front row: Erna Daze and Rita Murphy.**

also served as a host school for Lakehead teacher candidates specializing in Intermediate/Senior education.

A literacy partnership was established at the school to give Faculty of Education students opportunities to provide weekly literacy tutoring sessions to Grade 9/10 students in preparation for their EQAO provincial exams, and assist with extracurricular activities.

Spearheaded by Lakehead Faculty Liaison Rita Murphy, the partnership, which ran from 2012-2015, enabled Intermediate/Senior teacher candidates to earn academic credit while gaining valuable experience in the school.

"Tutoring is a precursor to classroom teaching, and teacher candidates received the most wonderful experience out of it. Having that kind of opportunity allowed them to grow as teachers and form relationships with students, while also giving something back to the school," Rita explains.

Erna Daze, Special Education Facilitator and former Literacy Lead at Churchill, helped organize and prepare teacher candidates for the tutoring sessions.

Erna explains: "I would first go into the University classes that Rita taught to prepare the teacher candidates for the literacy activities. The University students would create lesson plans and bring them to the school to work with our students. Everyone would meet in the library for tutoring sessions – some days we had a full library of 30+ teacher candidates, each working with one or two Churchill students. It was awesome."

Principal Dave Isherwood explains that having so many Lakehead teacher candidates helping out was "great for the teacher

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Faculty of Education teacher candidates held an omelette breakfast program at Churchill in November/December 2017.

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candidates, but also great for our kids. From a literacy standpoint, it allowed us to provide intense interventions with students who needed extra help or one-on-one support.”

Lakehead teacher candidates also became involved in the school’s culture and diverse programming and activities, helping out with breakfast programs, clubs, and coaching.

Reflecting on all the ways the partnership with Churchill has been instrumental in the success of the Faculty of Education programming, Dr. Leslie says she hopes Churchill Associate Teachers will bring the culture of support and enthusiasm to their new schools, and continue to mentor teacher candidates from their new positions. Further, she extends best wishes to Churchill staff, in general, as they embark on various new journeys in education:

“The Faculty of Education is extremely grateful to Sir Winston Churchill CVI and its staff and teachers for their support of the Faculty’s Bachelor of Education students over the years, and we wish everyone all the best in their future endeavors.”

Faculty of Education Alumni Profiles

What Are They Doing Now?



Mindy (centre) shares a quiet moment with Brianna and Belinda Lavallee during a beluga whale harvest near Tuktoyaktuk.

Mindy Willett

Social Studies and Northern Studies Coordinator, Department of Education, Culture, and Employment - Government of the Northwest Territories

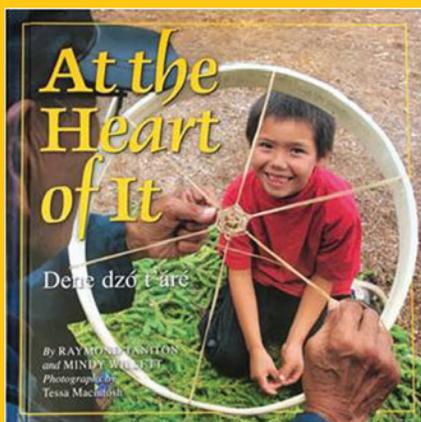
Graduate of the Bachelor of Education program, 1996
(Thunder Bay campus)

“After completing my Education degree I moved to Coppermine, Northwest Territories, which became Kugluktuk, Nunavut, where I taught for several years. My experiences there inspired me to write a series of non-fiction children’s books called *The Land is Our Story Book*, based on the stories of community members from all nine official Indigenous language groups of the Northwest Territories. My students were always asking me, ‘*why are there no books written about us?*’ They wanted stories that reflected the full complexity of their lives in modern times. So, I began writing books with co-authors from the community. For each book we would spend time on the land, in their homes and community, taking up to two years to write together until we had the story they wanted to share about themselves, their families, community and language.

During that time, I was raising my own family and moved from teaching into a consultant role, writing resources for teachers in both Nunavut and the NWT. One of the things I’m most proud of was co-writing a resource module called *The Residential School System in Canada: Understanding the Past, Seeking Reconciliation, Building Hope for Tomorrow*. I had the opportunity to work with Indigenous people from the two territories, forming important relationships and friendships with them.

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Above: one of Mindy's co-written books. Currently, Mindy is writing a book with Henry Beaver who is Bush Cree from Fort Smith. Henry's book is called *Sharing our Truth*.

Presently I am working as Coordinator for the JK-12 Social Studies curriculum and the Grade 10 Northern Studies course. The Northern Studies course is a mandatory course for graduation from the NWT. As our former Premier, Stephen Kakfwi, put it: 'You shouldn't be able to graduate from the Northwest Territories without knowing you have been here.' A big part of this course is the Practicum component, where youth are paired with a mentor of their choosing and spend time with that individual, building connections, and learning deeply from those knowledge holders and community experts.

The Northwest Territories is a very special place. I currently live on the land of the Yellowknives Dene and recognize the privileges I have. I also want all open-hearted and hardworking Lakehead alumni to know that the Northwest Territories is a great place to work – we are doing some awesome things in education!

I want to close by giving thanks – in all official languages of the Northwest Territories – to everyone who has supported my journey: *Mársi | Kinanāskomitin | Thank you | Merci | Haj' | Quana | Qujannamiik | Quyanainni | Máhsi | Máhsi | Mahsi.*"

Kyle Rostalski

Special Education Resource Teacher and Classroom Teacher, Simcoe County District School Board

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

"I'm in my fourth year as a SERT (Special Education Resource Teacher) and can honestly say that I look forward to going to work each and every day. I work with nine students who range from Grades 4-7, and run a 'functional life skills' program for them. We – the students, myself, and four Educational Assistants – get out into the community every day, doing things like bowling, swimming, shopping, or our daily community walks to practice road safety skills. In our program we aim to address the skills these students use in their everyday lives, like how to cook, use technology, and ride a bus.

Every day is a new day in the class, although we also have our routines, such as starting each day talking about what we did the previous night. We do a lot of social development as well. A strong focus of our program is hands-on activities (we just finished a fun unit on Ancient Egypt in which we created action figure 'mummies').

It's been quite a journey for me, getting to this point of working in Special Education. Prior to my education I thought about becoming a pediatric nurse, but when it came time to choosing a University I realized I really wanted to be an educator. I moved to Thunder Bay for the first two years of my degree, and then came to the Orillia campus to finish my degree and complete my placements. After graduating I began working at the YMCA before-and-after school program, and also volunteered at the two schools where I had completed my teaching placements. This allowed me to stay connected to the teaching community. Eventually I landed a spot on the supply and LTO lists, then began my full-time contract in 2014.

Teaching is a wonderful profession. I've always been drawn to working with children, and love Special Education for many reasons, including the small ratio of students to teachers. I also have an incredible team that supports me, including the Educational Assistants and school administration. I couldn't ask for anything more!

My teaching style is to 'go with the flow' and accept each day as it comes. My best advice to graduating students is to volunteer: it keeps you learning and developing your own style. Most importantly, you need to have a passion for the profession."



My best advice to graduating students is to volunteer: it keeps you learning and developing your own style.



Jan Bazaluk

Principal, Our Lady of Charity School, Thunder Bay Catholic District School Board

Graduate of the Bachelor of Education program, 1987 (Thunder Bay campus)

“I was first introduced to Lakehead University in the fall of 1978, when I arrived to attend my first year of University. I remember being apprehensive and nervous, but upon settling in I quickly realized that this University on the northern shores of Lake Superior was a hidden gem. Lakehead afforded me an education second to none, and I credit it for significantly contributing to the success I have enjoyed in my career.

Not long after graduating, my journey in education was launched. In 1988 I was hired by what is now the Thunder Bay Catholic District School Board, to teach Math and Science at St. Ignatius High School. From there I went on to teach at St. Patrick High School, then finished off the teaching part of my career with 11 years at Bishop EQ Jennings Sr. Elementary School. As a teacher, it was a small token of appreciation to annually give back to my educational roots by being an Associate Teacher for student teachers in the Education program at Lakehead.

As I was honing my skills as a teacher, I pursued Additional Qualifications courses to acquire the qualifications necessary to pursue my goal of becoming a school administrator. At that time it was a real balancing act between the passionate pursuit of a dream, and the call of family life and being a mother to two beautiful daughters. I completed the Principal's Qualification Courses (PQP Parts I and II) and shortly thereafter I was blessed with my first permanent Vice-Principal opportunity at St. Patrick High School. Over the past 14 years my administrative experiences have included being a high school Vice Principal, a Principal at St. Ann Elementary School, and now Principal at Our Lady of Charity School.

Being a Catholic Principal, despite the multi-dimensional complexity of the position, has been an extremely rewarding experience. It has taught me that the foundation to any success as a school leader lies in fostering effective relationships, not only with students, staff, and parents, but also with a multitude of other important partners. I have discovered that this in fact comes easily with passion, vision, commitment, understanding and compassion, but most importantly, a love of the job and all it entails.

In addition to my work role and responsibilities, I am actively involved in Principal professional associations. I am privileged to hold the elected position of Provincial Elementary Counselor on the Catholic Principals' Council of Ontario Executive Council, and continue to represent my colleagues as Past President of our local Principals' Executive Council.”

Alison Tremblay

Grade 5 Level Lead, International Baccalaureate Primary Years Programme - Singapore

Graduate of the Bachelor of Education Program, 2007 (Thunder Bay campus)

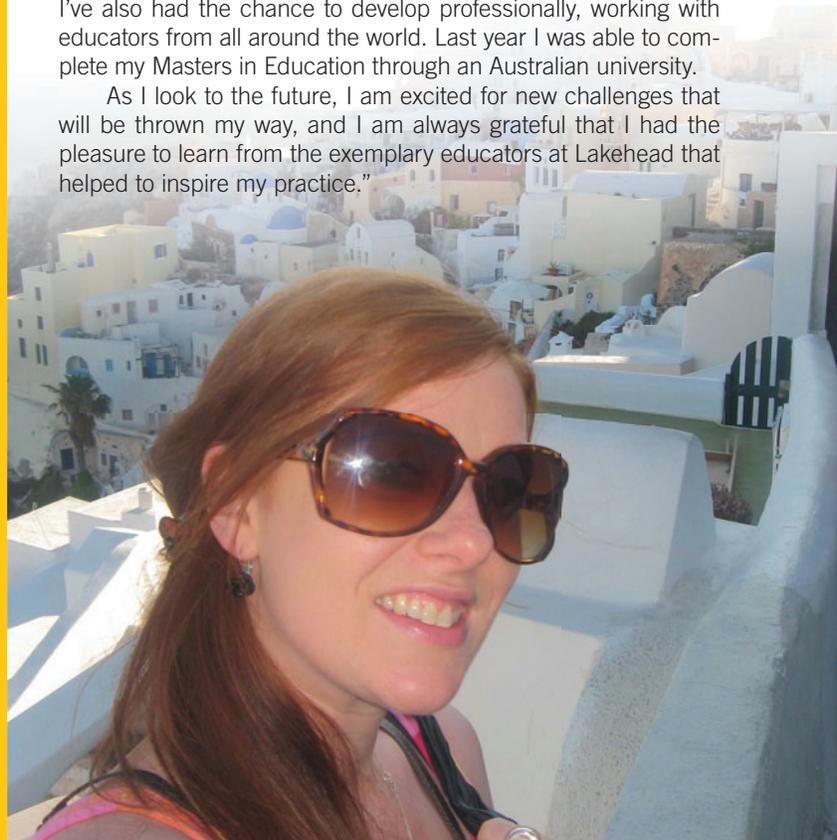
“*Nĩ hǎo, selamat pagi, vaṇakkam,* and *greetings* from Singapore. After graduating from Lakehead's concurrent education program in 2007, I haven't been able to sit still!

My first teaching job was with the Calgary Board of Education in 2008, a position I acquired from attending the career fair held at Lakehead just a year before. In October 2010, after multiple temporary teaching contracts in Calgary, I was left without a position for the remainder of the academic year. Instead of waiting for a contract to find me, I decided it was time to move again. This move brought me to London, England, working for TimePlan Education (a recruitment agency which places teachers in schools all over the city). London provided me with the opportunity to both find work and travel around most of western Europe.

Two years later, not quite ready to go home yet, I decided it was time to relocate again. I had heard a lot about opportunities for employment and a lavish lifestyle in the Middle East. I was offered a job at an International Baccalaureate school in Abu Dhabi. Ready for a new adventure, I gladly accepted the position. I worked there for two years, enjoying all the city had to offer. A few years later, I attended a job fair in Dubai, and was provided with an opportunity to move to Singapore to work at the Canadian International School, as a Grade 5 lead homeroom teacher. After the school year ends I'll be off to a new continent (Africa) and country (Angola) for the next academic year!

I feel very lucky that I get to do a job that I love and see the world. In my time abroad, I have had the chance to meet wonderful people, and have the most magnificent experiences. Last year, as a part of a trip my school organizes, I took part in building six houses in a small village in Cambodia (outside of Phnom Penh). I've also had the chance to develop professionally, working with educators from all around the world. Last year I was able to complete my Masters in Education through an Australian university.

As I look to the future, I am excited for new challenges that will be thrown my way, and I am always grateful that I had the pleasure to learn from the exemplary educators at Lakehead that helped to inspire my practice.”





Keri-Lyn Durant (left) with Dr. Kathy Kortés-Miller

PhD Student Keri-Lyn Durant and Faculty of Education Alumna Dr. Kathy Kortés-Miller Facilitate “Talking to Kids About Death” Event

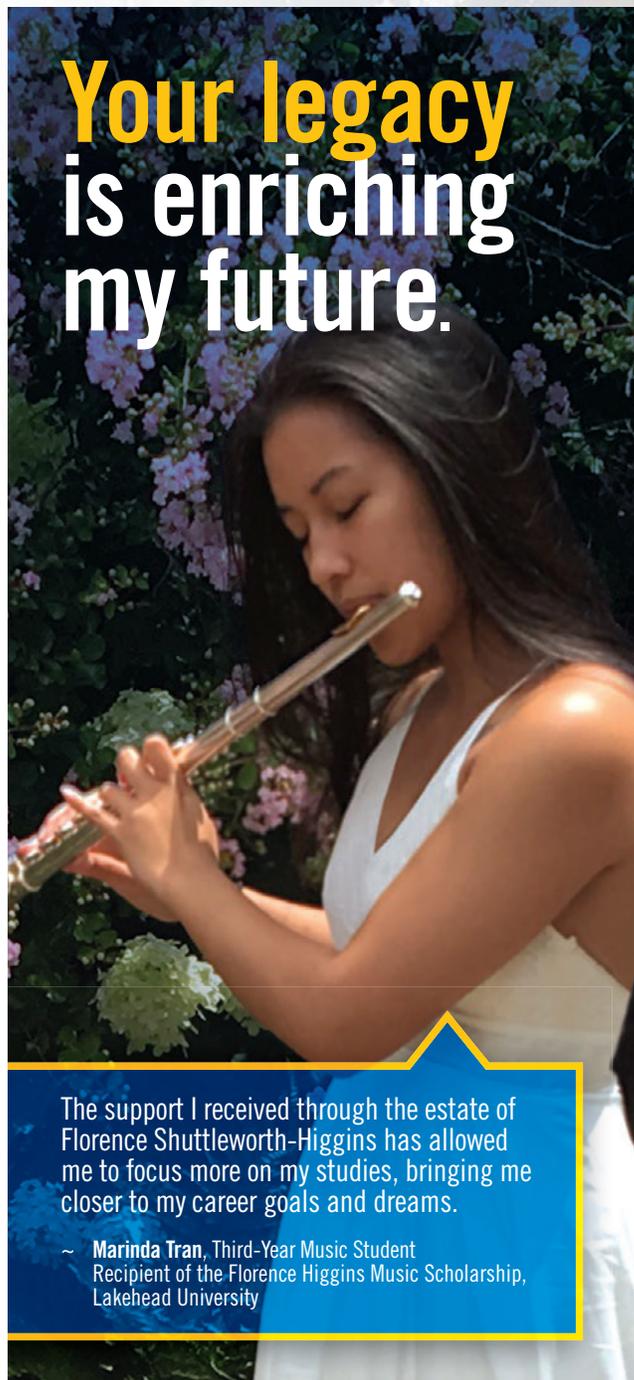
Although death is an inevitable part of life, talking about it is uncomfortable for many people. And children are not immune to the effects of loss, so when a beloved relative, friend, or pet dies, children naturally have questions – and are looking for conversation. A community event in March, with guest speaker Keri-Lyn Durant (Educational Studies PhD student) and host Dr. Kathy Kortés-Miller (graduate of the Educational Studies PhD program, 2015), entitled “Talking to Kids about Death,” helped provide context around how these conversations can happen.

The idea for the event emerged in conjunction with Keri-Lyn’s volunteer palliative care work at Hospice Northwest, a non-profit community organization that provides support to people at the end-of-life stage. Keri-Lyn, a trained theatrical arts educator, works with children with help from her puppet sloth, Phoebe, who broaches challenging topics with children through humour and questions.

The overarching message that Keri-Lyn aimed to impart at the event is that we need to trust a human being with death, no matter what age. As we continue to seek ways to support ourselves and our children in these conversations, she says, we build the foundation for better experiences of both living and dying.

Keri-Lyn modeled how she works with puppet Phoebe, and led an open community discussion about how to talk to kids about dying, death, and loss. Her dissertation proposal focuses on the public health approach to death education and suggests how curricula in elementary schools could reflect these important aspects of lifelong learning.

The event was hosted by Dr. Kathy Kortés-Miller, author of *Talking about Death Won’t Kill You: The Essential Guide to End-of-Life Conversations* (2018). Dr. Kortés-Miller, whose research and teachings focus on death education, read from her new book to share insights and stories of children’s processing of death, grief, and bereavement.



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



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AN ACT OF AWAKENING: Dr. Heesoon Bai Discusses Graduate School as “Bardo Crossing”

The Faculty of Education’s annual Graduate Student Conference took place in March, highlighting some of the diverse research work taking place in the Master of Education and PhD programs.

Exploring topics such as Indigenous education, math, trauma-informed education and medical-based programming, graduate students presented on a range of thought-provoking research areas, reflecting current issues and possibilities in the educational field.

The day began with a labyrinth walk in the gymnasium (see photo on the next page). Developed by Dr. David Greenwood, the labyrinth provided space for participants to individually contemplate while experiencing twists and turns in the walk that mirrored their own journeys of learning. This set the stage for an inspiring keynote presentation by Dr. Heesoon Bai, philosopher of Education and professor at Simon Fraser University.

In her talk, entitled “Graduate School as *Bardo*: Contemplative Inquiry, Ecology, and Justice,” Dr. Bai discussed how graduate school is often a transitional space between what has gone before in a graduate student’s life, and a new and different reality that could be actively fashioned and entered into by the person. She labelled this space *bardo*: etymologically, *bar*=interval and *do*=two, meaning interval between two, as in the period between one life and the next in the traditional Tibetan worldview.

“Graduate schools can be a perfect environment for facilitating bardo crossing for our graduate students. Everything here is designed to help us reflect, deeply – so deeply to the point of encouraging us to do soul-searching,” she explained.

“When we do this soul-searching, radical changes can happen as we are confronted by our own formation, personality structures, identity, belonging (or lack thereof) in the world, our purpose in life, and so on. It opens up possibilities of a new and different reality for our lives.”

Dr. Bai encouraged graduate students to sow existential seeds in research work and pursue topics that speak to them deeply, recognizing that this work often takes place at a time when personal life demands are complex, complicated, and stressful. This can be both exciting and anxiety-producing, she explained, but can also result in the kind of transformational learning that makes us feel more fully alive and become a change agent for healing this world that is experiencing a lot of damage and suffering.

“Graduate school: it’s the best way to do your midlife crisis,” she joked. “When you walk through the gateway into graduate studies, you may experience disorientation, but you will find guides that provide you with rich nutrients, to nourish you in your work.”

Speaking to faculty, Dr. Bai asked: if we think of graduate schools explicitly as a bardo crossing event in one’s life, how can we prepare and guide graduate students? And, how can this facilitation



Dr. Heesoon Bai

framework support research themes, such as ecology as an educational paradigm, Indigenous learning, and social and environmental justice? She underlined, and illustrated from her own life and the lives of some of her students, the power of integrating the personal work and the academic work.

Dr. Bai believes that the bardo crossing way of approaching graduate research may also discourage the forces of instrumentalism that are increasingly encroaching on education. “We need to avoid education going down the road of instrumentalism, or losing sight of the bigger meaning,” she added. “Education is not simply knowledge building, transmission, or delivery of instruction. We must wrestle against the forces of dehumanization, and engage in the struggle to prioritize empathic qualities and humane heartedness. Being present, and being attuned to reality are essential to this struggle.”

Dr. Heesoon Bai is author of several books and journal articles, and is Program Coordinator for Contemplative Inquiry and Approaches in Education MEd program at SFU. For her full profile, see <http://www.sfu.ca/education/faculty-profiles/hbai.html>. Many of her journal articles and chapters can be downloaded as PDFs here: <http://summit.sfu.ca/collection/204>



Students walk the labyrinth



Graduate Student Conference Presenters and Topics

Graduate students presented on a diverse range of research areas at the Graduate Student Conference in March.

Martha Moon: *Learning through Relating: Stories Shared by Indigenous and non-Indigenous Educators*

Jerri-Lynn Orr: *Access Program for Indigenous Students in Canada: A Case Study*

Carolyn Whatley: *Trauma-Informed Education*

Kelly Sedor: *Barriers in Grade 9 Locally Developed Mathematics*

Taylor Murie: *Resource Development for Grade 9 Locally Developed Mathematics Courses*

Angela Stewart: *Let's Talk About Number Talks!*

Pujaa Bhatia: *Impact of Teacher Preparation & Attitude on Students with Disabilities*

Wendy St. Laurent-Coutts: *Exploring Levels of Cognition about Midlife Transitions among NW Ontario Women*

Devon Lee: *Folk Schools: Slow Schools for Fast Times 2*

Kelsey Robson: *A Child's View of the Environment as the Third Teacher*

Christina Graves: *Implementing Team-Based Learning in Postgraduate Medical Education*

Christina Tremblay: *Electronic Portfolios within Competency-Based Medical Education: A Needs Assessment*

Welcome Bonnie McDonald

Administrative Assistant, Graduate Studies and Research Office

The Faculty of Education is pleased to welcome Bonnie McDonald to the Graduate Studies and Research Team.

Bonnie, who has worked at Lakehead University since 2016 in other departments in a part-time capacity, says she is excited about her recent transition to Graduate Studies in Education. She brings to the position a wealth of knowledge as a former teacher herself.

"I like the University environment. I enjoy meeting new people. There will be challenges learning about the program – I have big shoes to fill as Diana Mason was in this position for many years and had everything running like a well-oiled machine," she explains.

Outside of work, Bonnie stays busy with family and various interests.

"I have teenagers of my own, who keep me busy with their sporting activities. And recently I adopted a senior rescue dog, named Cooper, who has stolen my heart! I love to travel – the ocean calls to me at least once a year – and when I need to relax I bake or enjoy a good book while sitting outside in the summer."

Her message to students in the program is to take the time to get to know their own students, or the people with whom they are working.

"It might sound simple, but we don't all think the same way and therefore we can't be expected to learn the same way. Be creative! Think outside that box. Be a rebel. Be an advocate. Be the teacher a student thanks."



Faculty Awards



Photo by Pierre Marave

Dr. Rita Shelton Deverell Named ACTRA “Woman of the Year”

Dr. Rita Shelton Deverell, Contract Lecturer in the Faculty of Education (Orillia), has been named 2018 ACTRA National Woman of the Year.

ACTRA (Alliance of Canadian Cinema, Television, and Radio Artists) is the union of more than 23,000 professional performers working in English-language recorded media in Canada, including television, film,

radio, and digital media. Their “Woman of the Year” award is given annually, in conjunction with International Women’s Day, to an ACTRA member who uses her passion to support her fellow female ACTRA members and women within the industry.

“It is a totally energizing surprise to have this wonderful honour from my fellow Canadian media artists drop out of the sky,” said Dr. Deverell. “International Women’s Day marks a great moment for me, like ACTRA, to keep on keeping on, with relevant and delightful art, social justice, and equity for the under-represented.”

Dr. Deverell has worked as an academic, broadcaster, television producer, journalist and theatre artist, and has received numerous awards, including two Geminis and the Black Women’s Civic Engagement Network Leadership Award. She was appointed to the Order of Canada in 2005 for her pioneering work in broadcasting, and received an Honorary Doctor of Humane Letters at the Orillia Lakehead Convocation ceremony last June.



Dr. Connie Russell Wins the 2017 NAAEE “Outstanding Contributions to Research in Environmental Education Award”

Dr. Connie Russell, Professor in the Faculty of Education, was awarded the highest honour an environmental education researcher can receive in North America: the North American Association for Environmental Education’s (NAAEE) “Outstanding Contributions to Research in Environmental Education Award.”

The award is presented each year to an individual who made significant contributions to research in environmental education. As noted on the NAAEE website:

“In nearly three decades as an environmental education scholar, Dr. Russell has made substantive, innovative contributions in numerous dimensions. A leader in the field at local, national, and international levels, Dr. Russell edited the *Canadian Journal of Environmental Education* for more than a decade and is the co-editor of the Peter Lang book series, *(Re)thinking Environmental Education*. Dr. Russell is recognized and admired as a generous scholar who has been an inspiring mentor to countless students and colleagues.”



Team members Christina Ruddy, Danielle Blair, and Ruth Beatty receiving the award.

Dr. Ruth Beatty and Community Research Partners Win Indigenous Partnership Research Award

Dr. Ruth Beatty, Associate Professor in the Faculty of Education, is part of a collaborative research team that was awarded this year’s Indigenous Partnership Research Award for their community-based participatory action research project, *Connecting Anishinaabe and Western Mathematical Ways of Knowing*.

During their five-year study, the team explored connections between the mathematics inherent in Algonquin cultural practices, primarily beading, and the mathematics content found in the Ontario curriculum. The research was conducted in partnership with the Algonquins of Pikwakanagan First Nation and Eganville and District Public School.

“The team collaboratively co-planned and co-taught units of instruction based on different forms of beadwork in Grades 1-8, and documented the cultural connections and mathematical thinking that occurred. We also included instruction in Algonquin Language. Results indicate that the activities were both culturally responsive and mathematically rigorous, illustrating the power of co-designing and co-teaching mathematics as a way of creating meaningful community and classroom relationships,” Dr. Beatty explains.

The team created a four-part visual learning series as part of the province’s Renewed Math Strategy, available here <<https://sites.google.com/teltgafe.com/indigenoulearnersinmath>> and are currently designing a website, First Nations Math Voices.



Dr. Ellen Field Awarded SSHRC Fellowship for Research Exploring Teachers' Understandings of Climate Change

Dr. Ellen Field, Contract Lecturer in the Bachelor of Education program (Orillia) and Master of Education program, has received a 24-month SSHRC Doctoral Fellowship in support of her research project, "Climate Change Pedagogies in Uncertain Times."

She explains that her research "explores teachers' understandings of climate change, views on climate change education, and climate change teaching practices. The findings will provide direction for policymakers and will suggest appropriate teacher professional development for improving climate change education within schools."

Dr. Field's research will include multiple case studies focused on exemplary climate change education, to highlight pedagogies that are transformative, transgressive, and already taking place in classrooms. Dr. Field will be working with Associate Professor Dr. Paul Berger.

the impact that community-University partnerships can have on social justice and innovation," Dr. Sameshima explains.

The Forum began with a luncheon, with keynote speaker Dr. Katherine Graham (Carleton Centre for Community Innovation) speaking on the topic of "Who's in Charge Here? Community-Based Research and Social Innovation."

In the afternoon, a research conversation took place between Lakehead University researchers and community organizations, on topics of concern to Thunder Bay and the region. Recommendations from the community conversation will inform the development of a community-engaged research strategy for Lakehead University.

An evening research panel, entitled "City Limits: Addressing Social Injustice through Community-Based Research," brought together diverse local, national, and international researchers who discussed barriers to inclusion in urban environments, and how community-based research can support potential solutions. Dr. Sameshima was the panel facilitator.

"The day's events aimed to create dialogues on how Lakehead University's research capacity can be used to inform and address challenges confronting community organizations and our city. Through the Forum, we honoured the opportunities to bring community and University together," she says.



Dr. Pauline Sameshima Receives SSHRC Connections Grant for Research and Innovation Community Events

Dr. Pauline Sameshima, Professor and Canada Research Chair in Arts Integrated Studies, was awarded a SSHRC Connections Grant. The grant, matched with funding from the Office of Research Services, supported the first Social Innovation Forum — a full-day event that focused on community-based research addressing some of the most pressing social issues in our communities.

"The Forum, which was part of Lakehead University's Research and Innovation Week 2018, was designed to showcase

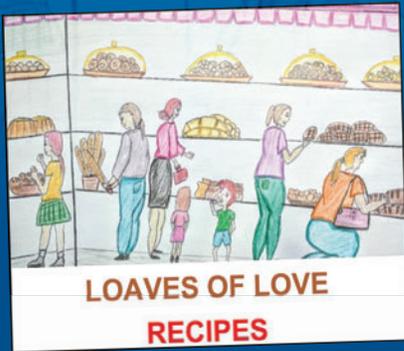


Aboriginal Education Awarded Grant for Teacher Education Programs

The Department of Aboriginal Education was awarded a grant from the Ontario Council on Articulation and Transfer (ONCAT) for their project entitled, "Lakehead University's Culturally and Linguistically Relevant Teacher Education Programs."

This grant will allow the Department of Aboriginal Education to partner with Seven Generations Education Institute and Algoma University, exploring pathways for students to enter into the Indigenous Language Teacher Diploma program, as well as the HBEd program.

Congratulations to Bryanna Scott, Indigenous Education Programs Coordinator and Brandi Shorthouse, Administrative Assistant, for their dedication and work on this grant.



School Improvement Planning Course Create “Loaves of Love” Recipe Book and Share Freshly Baked Breads with Food Bank

Bread has long been a symbol of sustenance and community building, as the expression “breaking bread together” suggests.

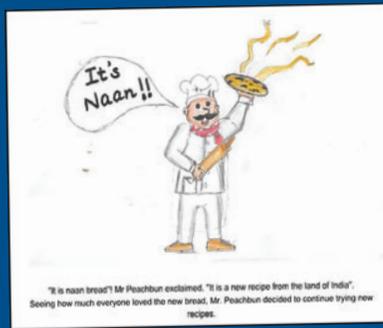
Students in the Master of Education “School Improvement Planning” course chose this symbolic food, present in cultures around the world, to make a difference in their local educational community. Together, the class of 19 students, led by Dr. Christina van Barneveld, created a storybook with international bread recipes entitled *Loaves of Love*. They also baked, packaged, and donated home-made breads to the Lakehead Food Bank.

The *Loaves of Love* storybook and recipe collection includes a bannock recipe representing the Indigenous peoples of Canada, and international bread recipes from the Ukraine, Vietnam, Finland, Nepal, India, Germany, China, Greece, Bosnia, and the Philippines. The focus on different parts of the world mirrored the make-up of the class, which was comprised mainly of international students.

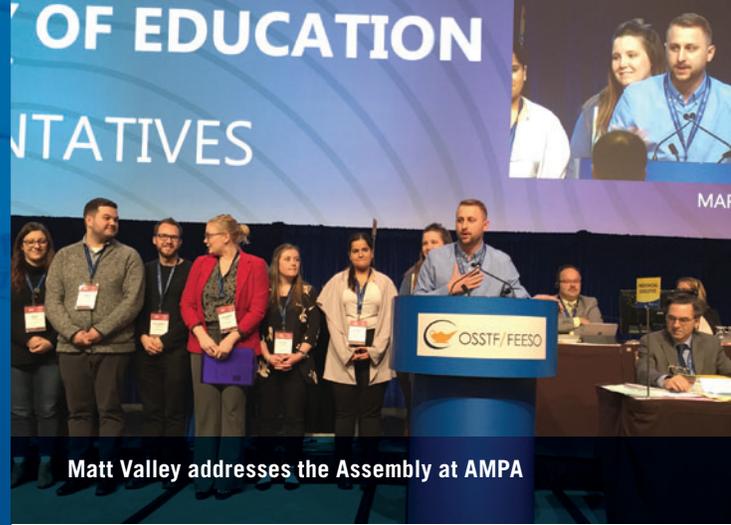
“Our mission was to create a culturally-rich and visually-stunning storybook and share a variety of nutritious bread recipes from around the world. Our vision was to increase cultural awareness and promote diversity through a creative bread approach. As a class, we defined values that were important to us such as love, creativity, acceptance, respect, inclusiveness, collaboration, curiosity, application, and communication. This storybook portrays these values,” the students wrote in the book’s introduction.

A copy of the printed book was donated to the Education library, and another will be on display in the lobby showcase in the Education building (Thunder Bay campus). Digital copies will also be distributed by the class.

The students met at Dr. van Barneveld’s home for bread-baking. She explains: “Everyone came to my house to bake bread and prepare the donation packages. It was a joy to have students to my home because it was just like a big happy family. The hard work of the class resulted in the beautiful storybook that highlights the class’s values, and a significant donation to the food bank at Lakehead University.”



Pages from the *Loves of Love* storybook, created by the class



Matt Valley addresses the Assembly at AMPA

BEd Student Matt Valley Represents Lakehead at OSSTF Annual Meeting of the Provincial Assembly

The annual gathering of the Ontario Secondary School Teachers’ Federation (OSSTF) sees hundreds of members – along with invited teacher candidates from Ontario university Education programs – come together for their most important meeting of the year: the Annual Meeting of the Provincial Assembly (AMPA).

This year, Matt Valley, a Bachelor of Education teacher candidate in the Intermediate/Senior program, was invited to attend AMPA for the March 9-12 weekend in Toronto and learn more about OSSTF.

“The weekend was an incredible opportunity for me to see, first-hand, what democracy in education looks like,” Matt explained. “Alongside other teacher candidates from across Ontario, I was given many opportunities to meet education workers and union executives, to network and ask questions.”

Delegates from across the province attended AMPA to pass motions, vote on policies, and adopt the OSSTF budget. Matt says it was exciting to see how engaged and passionate education workers become about union matters, and how they would spend considerable time at the microphones stating their cases.

“One matter being discussed concerned online courses for high school students,” he says. “Members from some southern Ontario districts had a different perspective from those in northern districts, which goes to show how diverse our school boards are in the province. We need to be cognizant of this as we implement policy in education.”

Matt also had the honour of thanking the Assembly for including teacher candidates in the event. Noting that AMPA is inclusive of all education workers in the province (including teachers, Student Support Professionals, Early Childhood Educators, University Sector Workers, and more), he stressed the importance of “young teachers getting involved in the OSSTF... since we are the future of it!”

PROM: A Night Under the Stars

The final social event of the academic year, organized by the Education Student Teachers' Association (E.S.T.A), was a prom-themed evening of dinner and dancing.

"It was a celebratory occasion for Education students to attend a formal for the last time – before they become the chaperones!" explains E.S.T.A. President Magdalena Tsilkas.

Approximately 90 students attended the "Starry Night" event to celebrate the academic year. For some, it was a final chance to spend time with their peers before they went on placement, and for all, it was a night to remember!



Pondering Nature and Culture in the Lakehead University Brand*

by David A. Greenwood, Professor and Canada Research Chair in Environmental Education



On June 20, 1959, what was then the Lakehead College of Arts, Science, and Technology was granted the Coat-of-Arms of the University by the Duke of Norfolk:

“The Lakehead University Coat-of-Arms is the official symbol of the University. The fire and candles are symbols of enlightenment. The books symbolize wisdom and knowledge. The helmet is a symbol for bravery,

and the canoe, pine tree, and water are indicative of our northern environment” (Lakehead University Brand Guide Book, sec. 2, 2014).

The motto inscribed beneath the shield reads “*Ad Augusta per Angusta*,” which roughly translates: “only by going through difficulties may we reach the highest things.”

The current (2014) Lakehead University Corporate Identity is a shield derived from the original Coat-of-Arms. The waves, book, and sun are symbols of the natural environment, knowledge, and enlightenment; each of these themes are central to the University’s mission.

Several design elements from the 1959 Coat-of-Arms, which the University continues to use, deserve comment.

The original includes a crest composed of “a canoe paddled by an Indian [*sic*] and a fur trader to represent the important role of Fort William and the fur trade, a rock outcrop with a quartz vein to represent the mining industry, and a spruce tree to represent the

forest industries” (Braun & Tamblin, 1987, p. 42). The Coat-of-Arms is thus rich with assumptions about the relationship between people and nature.

From a contemporary educational perspective, this imagery raises questions of perspectives toward nature and culture that continue to be contested, and that thus require careful scrutiny and reflection. What, for example, is the proper relationship between contemporary First Nations, Métis, and Inuit people and the relative newcomers to the land we call Canada? How should these relationships be characterized and addressed today within higher education? What is the proper balance between teaching natural resource development and learning to value natural places, other species, ecosystems, and climate systems for other purposes? What is the best strategy for teaching the relationship between cultural systems and natural systems? Given the history of colonization in North America, does the university have an obligation to decolonize its curriculum, including courses in the natural sciences? How do we as a university community support widespread learning about how to live well in our places—whether we are leaving or staying? What purposes and perspectives (e.g., scientific, aesthetic, spiritual, recreational) underlie our conceptions of nature study, and what is the trajectory of our ecological ethics?

If we are to value other-than-human nature, then we need a culture that knows how to recognize it and how to care for it in all its ideological complexity. Unless an intellectually robust and a culturally diverse approach to nature study is explicitly articulated by the university community, nature study will be eroded in the face of economic pressure and the reductionist educational program that such pressure fosters.

Lakehead’s motto provides encouragement. *Ad Augusta per Angusta*: Only by going through difficulties may we reach the highest things.

References

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