

EDUCATION EXCHANGE

NEWSLETTER



Honouring Land as Teacher: Department of Aboriginal Education Welcomes Three Student Cohorts with *Aki*-Based Programming

The Department of Aboriginal Education is excited to be working with three new student cohorts—fostered through community partnerships with Aroland First Nation, Lac des Mille Lacs First Nation, and Washagamis Bay First Nation—who are engaging in a curriculum of *Aki Gikino'amaadiwin: Land/Earth Learning/Teaching*.

Through this programming, students will engage in traditional activity-based learning on the Land, such as wild rice harvesting, beading, drum making, and other activities. Through the learning activities, the Land, local community cultural activities, and relationships are centered as core to education.

Dr. Paul Cormier (Associate Professor and Chair, Aboriginal Education) explains that *aki*-based programming “recognizes that within Indigenous culture, all of our teachings evolve from the Land. *Aki* is the word for Land in Anishnaabeg, and it means Earth, including water, air, and spirit. When we say *aki*, it is about acknowledging and celebrating our spiritual connections to the Land, and having Land as teacher.”



**Dr. Paul Cormier, Chair of
Aboriginal Education**

“The basis for our new programming and approach recognizes that a whole lot of learning happens, and relationships develop, when we work on, and with, the Land. Consider drumming for example. A Eurocentric way of looking at it would say it involves music and singing. From an *aki* perspective, the drum represents Mother Earth’s heartbeat and has metaphorical teachings behind it. All of the things we use to make a drum come from Earth, and we use ceremony when we build the drum. So drum-making is also about facilitating relationships and coming together as a culture.”

This approach, which reflects a traditional Indigenous model of education, was supported and developed through an initial partnership with the Biigtigong Nishnaabeg First Nation. Collaborating with Aroland, Lac des Mille Lacs, and Washagamis Bay First Nations has resulted in the new education framework. As a result of these partnerships, the Department will be welcoming 25-30 new students across the undergraduate (BEd) and graduate (MEd) Indigenous education programming.

Biigtigong Nishnaabeg Pilot Program as a Model of Land-Based Learning

The *aki*-based programming is modelled, in part, after a Land-based pilot program that took place in 2019, when Biigtigong Nishnaabeg First Nation collaborated with Lakehead University. Through this collaboration, a Master’s-level course was developed that saw graduate students spending time on the Land learning how to harvest wild rice



Graduate students harvested wild rice as part of the Biigtigong Nishnaabeg Master's pilot program in 2019. Photo credit: Ron Desmoulins.

at Whitefish Lake. Paul explains that the initiative piqued the interest of other communities, starting with Aroland First Nation.

"Aroland approached Lakehead with a request to implement activity-based Land learning in our undergraduate programming. As this development began, Lac des Mille Lacs approached us to see if they could be a part of it, as well, in developing a Masters-level cohort program. Then Washagamis Bay expressed an interest, so now we have three partnerships in effect, and three new cohorts of students, which has resulted in a dramatic increase in our student enrollment."

He adds that the three cohorts will be integrated to an extent, with graduate students supporting undergraduate students through a mentorship model across some core courses, such as Foundations of Education. This structure also mirrors traditional models of learning and teaching in Indigenous communities where community members would be the "teachers."

Community Stakeholders Key in Program Transformation

Aki-based programming forms part of the Department's larger strategic plan, which seeks to reorient Indigenous education programs toward the needs of communities. This entails embracing traditional approaches to Indigenous learning, Elder and community involvement, and research by, for and with, Indigenous communities.

"As we go through the transformation of our Department, there has been significant involvement of community and faculty," Paul explains. "Elders, community members, faculty and staff,

members from Indigenous education organizations, school trustees, and former students have all been involved. We have held community engagement sessions, faculty council meetings and virtual circles, and the data gathered has been very rich and informative."

The first stages of this work began back in 2016, and the reorientation of the Department continues to be prioritized, with an ultimate goal of shifting the framework and outcomes of Indigenous education in the Faculty, and infusing these learnings into other undergraduate and graduate programs.

Paul notes that "our staff are working incredibly hard at building an educational and research program that reflects Indigenous traditional values of family, community, and processes of learning that prioritize the needs of communities, that embraces language and provides opportunities for our researchers to engage with communities around Thunder Bay and Orillia."

As one example, the Department is involved in an Anishinabeg language revitalization project with local communities on the north shore of Lake Superior, including the public and Catholic school boards, the Ministry of Education, and a number of Indigenous communities.

Paul notes that "it is hoped that we will expand that approach and offer language and teacher training programs in Orillia within the next three to five years based on the community developed model."



Dr. Gary Pluim Appointed to Full-Time Faculty Position

Congratulations to Dr. Gary Pluim (Assistant Professor, Orillia campus), who has been appointed to a full-time faculty position at the Faculty of Education.

With teaching and research interests in the social foundations of education, Gary's work focuses on issues such as the nexus between global citizenship and place-based education, post-colonial and sociological perspectives in education, and various dimensions of cultural studies. His teaching includes social differ-

ences in education, global citizenship education, critical thinking in education, place-based education, democracy and education, and the K-6 curriculum for social studies.

One of Gary's current research projects is entitled "Educational Transfer Between Small States of the Commonwealth: A Vertical Case Study Analysis of the Professionalization of the Field of Youth Work." Backed by SSHRC Partnership Engagement and Development Grants, this research is an intercultural study that follows the transfer of curriculum between Commonwealth countries in the Caribbean, South Pacific, Eurasia, and Sub-Saharan Africa. A central part of this research questions common

assumptions about the nature of knowledge, the implications of sharing curriculum between countries, and the importance of place in the context of expanding globalization.

Gary has been teaching at Lakehead University since 2013. He is a member of the President's Council on Truth and Reconciliation, a Lakehead committee dedicated to implementing the education-related Calls to Action of the Truth and Reconciliation Commission of Canada. He is also the Principal Investigator of a study involving faculty, graduate students and undergraduate students entitled "Even Happier to Be Here! An Inquiry into the Student Experience in Orillia." This project seeks to better understand the student experience in Orillia, how it has changed over time, the diversities of student experiences, and perspectives on the impact of the pandemic.

Gary lives in Barrie with his partner and three children. He enjoys competing in triathlons and cross-country ski races, as well as biking, canoe tripping, and playing guitar and piano with friends and family. Over the past 20 years he has participated in several extraordinary expeditions in the Arctic, East Africa, and Australia. For a story on Gary's 2021 place-based education course, in which students explored the Huronia region by bike, foot, and canoe, see page 8.

Faculty News



Dr. John O'Meara Appointed as Professor Emeritus

Congratulations to Dr. John O'Meara on being appointed to the position of Professor Emeritus. This honorary appointment is in recognition of John's teaching, research, and service to the Faculty and University since his appointment in 1988.

John served as Chair of Graduate Studies and Research in the Faculty from 2000-2007, as Acting Dean of Education from 2007-2008, and Dean of Education from 2008-2019. As a researcher, John's research interests focused on the Algonquin languages of Ontario.

On behalf of the Faculty, congratulations to John on receiving this recognition for an outstanding career.

Royal Society of Canada Honours Dr. Ruth Beatty for Her Remarkable Contributions

Dr. Ruth Beatty (Associate Professor, Orillia campus) has been elected to the College of New Scholars, Artists and Scientists, which recognizes those who have demonstrated a high level of achievement at an early stage of their career.

Members of the College represent the emerging generation of Canadian intellectual leadership and provide new advances in understanding, resulting from the interaction of diverse intellectual, cultural, and social perspectives.

Ruth was selected for the College as a result of her collaborative and community-based research on the connections between Indigenous ways of knowing mathematics and the Western mathematics found in the Ontario curriculum.

"I am honoured to receive this award for our work, which is primarily about building reciprocal relationships with Indigenous knowledge keepers, leaders, artists, and educators as we investigate the mathematics inherent in cultural practices," she said.

Ruth, who joined Lakehead University in 2009, is a mathematics education researcher who works with Anishnaabe, Cree, and Métis communities to decolonize education. She does this by collaboratively designing culturally responsive mathematics instruction for all students, and emphasizing learning from and incorporating Indigenous pedagogical perspectives in inclusive classroom settings.

She has received a number of awards for this work, including Lakehead University's Community Engaged Research Award and Indigenous Partner Research Award and an eagle feather presented to her by Colinda Clyne, who is Anishinaabe kwe (Kitigan Zibi First Nation) and the First Nations, Métis and Inuit Curriculum Lead for the Upper Grand DSB.



Dr. Pauline Sameshima Involved in International Collaboratory Tackling New Approach to Curing HIV

Dr. Pauline Sameshima (Professor and Canada Research Chair in Arts Integrated Studies, Thunder Bay) is part of an international team of researchers recently awarded a five year, \$26.5-million (USD) grant from the National Institutes of Health (NIH) to try a new strategy for curing HIV.

Known as the HIV Obstruction by Programmed Epigenetics (HOPE)

Collaboratory, the multi-institution collaboratory will be led by researchers at Gladstone Institutes, Scripps Research Florida, and Weill Cornell Medicine. Their approach, which aims to both silence and permanently remove HIV from the body, takes advantage of knowledge about how other viruses have become naturally inactivated over time.

As a world-leading expert in education and curriculum development using the arts, Pauline will be a co-investigator

working alongside Dr. Patricia Defechereux, the community engagement coordinator at HOPE, to develop the Community Arts Integrated Research (CAIR) plan.

Utilizing the award-winning Parallaxic Praxis research model, which invites multiple perspectives and recognizes different forms of learning through artful and creative ways, Pauline and Dr. Defechereux will work with community members to create innovative CAIR approaches that will not only enable the development of an HIV cure curriculum that resonates at local levels in different countries, and among historically under-represented groups in HIV research and educational effort (women, Black, Indigenous, and transgender individuals and people who use substances), but also allow for the scientists and medical field to learn about the needs of the populations they serve. The end goal is for learning and understanding to travel in multiple ways.

More information about the HOPE Collaborative and the new approach to curing HIV can be found at <https://gladstone.org/news/new-approach-curing-hiv>.



Dr. Tanya Kaefer and Research Colleagues Receive Research Grant

Dr. Tanya Kaefer (Associate Professor, Faculty of Education, Thunder Bay), along with colleagues at New York University and West Texas A&M University, has been awarded a research grant from the Institute of Education Sciences (funded by the US Department of Education). The project is titled “Reducing Knowledge Gaps for Low-Income and Educationally At-risk Pre-kindergartners through Taxonomically Organized Books and Screen Media,” and examines how the structure of books and screen media can impact learning, particularly for general knowledge information. Congratulations to Tanya and her colleagues!

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KERI-LYN DURANT,
2019-20 award recipient Coughlin-Courtland Family Bursary

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On the Bookshelf: New Books from the Faculty of Education

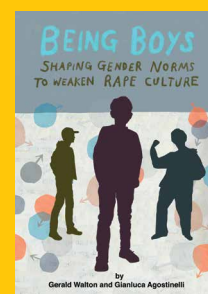
Featuring research into gender norms, children’s human rights, and media literacy and education, faculty have recently published books making significant new contributions to their fields.

Being Boys: Shaping Gender Norms to Weaken Rape Culture (2021, DIO Press Incorporated)

Authors Dr. Gerald Walton (Professor, Faculty of Education) and Gianluca Agostinelli (PhD candidate, Joint PhD in Educational Studies program)

Dr. Gerald Walton (pictured left) and Gianluca Agostinelli (middle) have recently published the book *Being Boys: Shaping Gender Norms to Weaken Rape Culture*.

The publisher, DIO Press Incorporated, notes that the book advocates for “the disruption of usual ideas about masculinity and how it shows in the thoughts, attitudes, and behaviours of boys and men. These ideas are disseminated

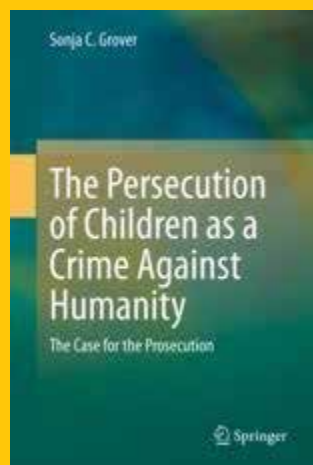


and validated through pop culture, schooling, athletics, social media, family, places of worship, playgrounds, pornography, and other sites of learning. With sharp, feminist-informed analyses of contemporary events and news stories, Walton and Agostinelli present a ‘heads up’ to boys and men: the problem of sexual violence against girls and women is ours to address and work through.”

Challenging damaging expectations of what it means to be a man in today’s world, the goal of the book is, ultimately, to prevent sexual assault through an unlearning of problematic gender norms that equate masculinity with sexual violence.

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The Persecution of Children as a Crime Against Humanity: The Case for the Prosecution (2021, Springer Publishers)

Author Dr. Sonja Grover (Professor, Faculty of Education)

Dr. Sonja Grover's most recent book adds to her work on children's human rights in the context of international law in various domains, including international criminal law, international human rights law, international humanitarian law and international refugee law.

The Persecution of Children as a Crime Against Humanity examines, through various legal

cases from international criminal courts/tribunals, examples of the persecution of children in connection with genocide, crimes against humanity, and certain war crimes *that were not charged*. The book introduces a new concept in international criminal law: the "age-based persecution of children" as a crime against humanity, and discusses the need for justice and accountability in regard to that distinct international crime.

The book discusses specific cases from The International Criminal Court, The International Criminal Tribunal of the Former Yugoslavia, The International Criminal Tribunal of Rwanda, and the

Special Court of Sierra Leone. An argument is presented as to how the legal and factual basis regarding each case would have supported a separate criminal charge of age-based persecution of children as a crime against humanity under the respective statutes of these various international criminal courts/tribunals. Also addressed are the likely reasons why such charges have not been advanced to date.

The topic of the persecution of children as a crime against humanity has in recent months come to the fore in the Canadian public consciousness with the discovery of mass unmarked graves holding the remains of missing Indigenous children who did not survive Canada's colonial residential "school" system, and also the discovery of hundreds more unmarked graves at various residential school sites that have not yet been explored forensically. This same scenario of discovering unmarked mass graves of Indigenous children is also playing out at this time in the United States.

It is Dr. Grover's view that educators greatly benefit from having an understanding of children's human rights law and its implications for practice in the classroom, including the need for and benefits of educating children about their fundamental human rights.



Education for Democracy 2.0: Changing Frames of Media Literacy (Brill, 2021)

The Handbook of Media Education Research (Wiley, 2021)

Co-Edited by Dr. Michael Hoechsmann (Associate Professor, Faculty of Education)

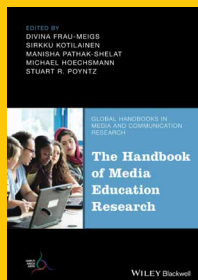
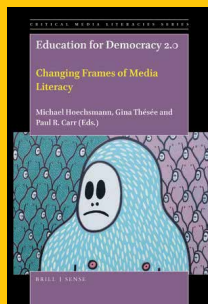
Education for Democracy 2.0: Changing Frames of Media Literacy (co-edited by Michael Hoechsmann, pictured left; Gina Thésée, Université du Québec à Montréal; and Paul R. Carr, Université du Québec en Outaouais) features a global group of scholars, educators, and activists—including Dr. Ellen Field of the Faculty of Education—who present a range of perspectives and projects on media education and democracy in the digital age.

As noted in the introduction, "given the challenges our world faces, it may seem that small projects, programs and initiatives offer just a salve to broader social and political dynamics, but these are the types of contestatory spaces, openings and initiatives that enable participatory democracy. This book provides a space for experimentation and dialogue, and a platform for projects and initiatives that challenge or supplement

the learning offered by traditional forms of education."

The Handbook of Media Education Research (co-edited by Divina Frau-Meigs, Université Sorbonne Nouvelle, France; Sirkku Kotilainen, Tampere University, Finland; Manisha Pathak-Shelat, MICA Ahmedabad, India; Michael Hoechsmann; and Stuart R. Poyntz, Simon Fraser University) explores research from around the world on the practices, theories, and tools of media education.

The editors state that "over the past 40 years, media education research has emerged as a historical, epistemological and practical field of study ... *The Handbook of Media Education Research* discusses recent developments in the field in the context of related scholarship, public policy, formal and non-formal teaching and learning, and DIY (Do It Yourself) and community practice."



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



Lino Dixon

Grade 7/8 Teacher, St. Mother Teresa High School, Ottawa; OHL Scout, Mississauga Steelheads; Associate, Norton Sports Management

Graduated from the Bachelor of Education program, 2015 (Thunder Bay campus)

“My passion for teaching started with coaching. Growing up, I coached hockey camps as a summer job in Ottawa, and I really enjoyed working with young athletes who were learning, developing, and working to get better at the game. That planted the idea that it would be great to teach and continue coaching at the same time.

I graduated in 2015 from the BEd Concurrent Education program, following completion of a degree in Kinesiology (Honours). I really liked the size of Lakehead. As a smaller university in a hockey town, there were many highlights of my time there. I played Junior hockey for four years and was captain of the “Kin Games,” an annual event of sports activities and academic challenges that universities participate in. I was also able to develop relationships with my professors. Dr. Wayne Melville’s science class was my favourite because of the way he modelled teaching, making sure every student was respected and included.

After graduation I headed to Wilcox, Saskatchewan, where I spent the next four years working for Notre Dame, a private school with a

hockey academy. I joined as a teacher and Head Coach, then transitioned into the role of Male Hockey Coordinator. In that role, I recruited players from around the world for the most prestigious program on the prairies. While in Saskatchewan, I also worked as a scout for the Seattle Thunderbirds of the Western Hockey League. It was a busy time! I travelled all over America recruiting—there were lots of great relationships and great memories made. I continue to be involved in hockey as an Associate with Norton Sport Management, an agency that represents players from the minor level to the NHL, and I am a scout for the Mississauga Steelheads.

I returned to my home town of Ottawa two years ago, and have since been teaching Grade 7/8 math, physical education, and language. After a year of virtual teaching, I’m excited to be returning to in-person interactions. Among our students, we could see that some were thriving in the virtual environment, with the ability to work independently without distractions. Others really struggled, dealing with things like internet issues, needing to share a computer with siblings, space and volume issues, or not having a parent or guardian at home to help them focus. It’s been an uneven experience among students.

My goal as a teacher is to ensure that school is a safe and positive experience for everyone. I remember one student from my first teaching placement in Thunder Bay, who came to school on a “snow day” when the school was closed. When he learned there was no school that day, he was really disappointed. At that moment I realized that school is, for some students, their fun place and their safe space. We need to ensure every child feels safe, welcomed, supported and loved.”



Dr. Robyn A. O’Loughlin

MITACS Postdoctoral Fellow, EPID@Work (Enhancing the Prevention of Injury and Disability at Work) Research Institute, Lakehead University, in partnership with the Institute for Work and Health, Toronto

Graduated from the Masters of Education program, with a Specialization in Women’s Studies, 2013 (Thunder Bay campus)

“I am passionate about social justice issues, particularly how they impact Indigenous youth. A continuous reminder of history haunts Indigenous people and they are expected to stand up and strive every day. Indigenous youth have multiple factors to overcome when they move away from family to obtain a higher education.

I graduated in 2013 from the MEd program with a specialization in Women’s Studies, after completing a double honours degree in Gerontology and Women’s Studies (both at Lakehead University). When I was in the Master’s program, I was able to tailor the program to my interests. I developed relationships with a few professors who honed my research: Dr. Lori Chambers (Women’s Studies), Dr. Gerald Walton (Education), and Dr. Connie Russell (Education).

These professors really helped me engage with social justice issues, while critically reflecting on the operation of social institutions and how organizational policies impact populations. During my Master’s program, I researched how mediators understood the Ontario family mediation process, and its impact on abused women and children’s education.

Upon graduation, I was admitted into Carleton University’s PhD program in Legal Studies. I moved to Ottawa in 2013, when I started working for the *Canadian Journal of Law and Society* (2013-2019), while also working as a Research Assistant and Teaching Assistant. After 8 years of perseverance, I graduated from the PhD program in June 2021. My dissertation work is on Ontario’s anti-bullying framework and its potential impact on Indigenous students in Northern Ontario.

I am currently a MITACS-funded postdoctoral fellow in Indigenous Workplace Studies at the EPID@Work Research Institute, Lakehead University under the supervision of Dr. Vicki Kristman. The postdoctoral fellowship is in partnership with the Institute for Work and Health in Toronto, with Dr. Monique Gignac. My postdoc research parallels my PhD work, studying how workplace bullying, violence, and harassment potentially impacts First Nations workers. This work will hone my knowledge of labour studies and help recognize how employers are moving forward the Truth and Reconciliation Commission’s calls to action.”

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Shawn Devin

Biology, Chemistry, and Leadership Teacher, Toronto Catholic District School Board

Graduate of the Bachelor of Education program, 2012
(Thunder Bay campus)

"There were many career pathways I considered when I was younger, but my decision to pursue teaching as a way to help others was the best decision I ever made. The school I teach at has a strong leadership community of students and it's incredible to see how far they have come in a few short years: academically, socially, and emotionally. Listening to, and supporting students through the good and the bad, and knowing I have some impact on bringing out the best in them, makes my work so rewarding. 'Vocation' is the word I'd use to describe my teaching, however cliché it sounds!

I currently teach Biology, Chemistry, and Leadership, and I coordinate various student mentorship and leadership opportunities in the school. It's a longstanding tradition at our school to welcome Grade 9 students by offering them a retreat experience at a camp in the Muskokas. Students have a chance to participate in activities facilitated by our Student Council and the Leadership team, encouraging them to grow and develop as active members of our community. We also participate in 'Camp Olympia,' a leadership camp in April and May that includes other high schools in our school board, and features collaborative team-building activities and cooperative games.

This past year, some of our leadership initiatives went virtual. Our student leadership team was focused on mental health and wellness, and offered online activities to try and offset the pandemic, such as 'Mindfulness Mondays' with meditation and yoga, and 'Fun Fridays' with cooking classes and Dance Dance Revolution. I also helped to coordinate a virtual student-led tutoring program, which was especially important this past year as online learning can be very difficult!

Until I started teaching, I really couldn't appreciate how much diversity and strength there is in every student. All of the different ways that people learn, and of all the different abilities people have, are strengths. The uniqueness of each person contributes to a stronger community and everyone can show leadership in their own way.

When I think about my time at Lakehead, what comes to mind is the amazing professors in the Faculty of Education who saw us not only as students but also as contributors to the program. The environment was a welcoming and inclusive one, and I was able to take a lot of great ideas and values from the program and apply them when I started teaching."



Dylan Cook

Long Term Occasional Teacher, Parkview Public School, Lindsay Ontario

Graduate of the Bachelor of Education program, 2020
(Orillia campus)

"I began a Long Term Occasional (LTO) position at Parkview Public School in Lindsay, Ontario in September. This is my second LTO at the school since 2020, and my third occasional teaching position since I graduated. I have also been taking Additional Qualifications (AQ) courses—in Special Education, Intermediate Physical Education, Reading, Math, and Teaching Students with Communication Needs (Autism Spectrum Disorders). I encourage all new teachers to start AQs as soon as possible, and even to take some during the year while teaching! I am looking forward to applying the strategies I've been learning in the classroom.

I consider myself a reflective practitioner and a lifelong learner. As a new teacher, it's important to be open to constructive criticism, and having a mentor teacher or principal observe your teaching and provide feedback is a great way to ensure that your approach is resulting in the success of all students. More experienced teachers often have strategies that you may have not considered, but that are very helpful once implemented.

Some memorable teaching experiences to date include working in PA&LS (Practical Academics and Life Skills) and AIM (Academic gap closing, Independence in executive functioning

skills for learning, and Mental fitness and wellbeing) classrooms, with AIM classrooms being primarily for students with behavioral exceptionalities. These classrooms provided me with unique sets of challenges. Working with the students was difficult at first, but as I formed connections, applied various strategies, and learned their strengths, needs, and interests, I had a really great year with them. I was lucky to have a great mentor teacher as well as the support of administration, who gave me an opportunity to meet with the school board's Behavioural Specialist on a few occasions. Working with students with exceptionalities can be very rewarding, and I saw lots of growth in the students over the course of the year.

At Lakehead, I remember working on many collaborative group assignments, and now that I'm working at a school I regularly collaborate with other teachers, Educational Assistants, and administration. Being able to work in small and large groups is a skill that's used all the time in the teaching profession, and as such I'm glad Lakehead prepared me for it. I had lots of fun at Heritage Place and will always have fond memories of my time there!"



Course Spotlight

PLACE-BASED EDUCATION IN SIMCOE COUNTY: An Experiential Course Travelling through Huronia

During the last year and a half of the global pandemic, online learning has become a dominant mode of education. But when it came to designing a Spring 2021 course on place-based education, Dr. Gary Pluim (Assistant Professor, Orillia campus) wanted to explore other ways to teach during the lockdown. The result was a course that allowed students to experience and explore the Huronia region *in person*.

"The idea behind the course was to learn about our area by travelling through it—to explore the Huronia region by bike, foot, and canoe," Gary explains. "We didn't just want to learn about the theory and philosophy of place-based education; we wanted to *experience* it in a much deeper way. By touring through significant locations of the First Peoples in the Simcoe County region, we investigated the patterns of settlement and learned about the social, geographic, and political dynamics that formed the foundation of relations in this area."

During the intensive three-week course, eight Education students (five from the Bachelor of Education program and three from the Master of Education program) accompanied Gary and his teaching partner Kory Snache to visit key sites of historic, geographic, and environmental significance. With COVID-19 protocols in place—such as a low course number, daily screenings, and distanced participation—the group participated in the experiential course to prepare themselves, as educators, to enact a place-based pedagogy.

"Many of us, whether citizens, students, and teachers, feel that we don't have a nuanced understanding of the places in which we teach. Many questions guided our experience, such as: *Who lived here before us? What key events happened here? What can we learn about the Indigenous-settler relationships in this area? What about the names of these places—what do they mean? How do the animals, mammals, and plants that*



Kayaks were used to maintain physical distancing in the course. In this photo, the group is *en route* to Big Chief Island, a sacred burial grounds and significant historic location of Rama First Nation.

are domestic to this place fit into the broader narratives? Our course focused on putting these questions into context, through in-person experiences on the land and on the waters."

Paddling, Hiking, and Biking

The first few days of the course served to orient students for the adventure components of the curriculum, through a blend of online learning and in-person training experiences. The final two weeks saw students immersing themselves in the region by paddling, hiking, and biking through it. With accessibility considerations built into the course, the group enacted a physical curriculum with days starting at 9:00 a.m. and finishing around 5:00 p.m. The course was designed so that each day began roughly where the previous ended, tracing a counter-clockwise route around the Huronia peninsula.

"Part of the philosophy was to use human power—biking, paddling, and hiking—to experience the geography and topography of the region. We chose non-motorized travel to help us connect with the land, the waters, and the ancestors of the region by fully using our senses. The pace of our travel enabled us to notice aspects of the environment, to individually reflect, and to debrief as a group that we might not have otherwise," Gary says. The overall approach to the course was holistic, in the sense that it was an intellectual, academic, and physical course, but also one that included spiritual, emotional, and communal dimensions.

Community Partners, Elders, and Knowledge Keepers

Integral to the course design was the involvement of community partners, Elders, and knowledge keepers. During the first week, the class participated in a full-day online event during which they learned about Ojibwe history through the telling of the creation story from Gertie Beaucage, a local Elder, cultural knowledge consultant and member of the Bear Clan of the Ojibwa-Anishinabek Nation.

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During the first week of the course, the class met virtually with Elder Gertie Beaucage (pictured top, third from left). Dr. Gary Pluim, course instructor, is pictured at the bottom.



The course began and ended via bicycle at the Lakehead Education campus in downtown Orillia.





Students contemplate the sculpture “The Meeting,” depicting Samuel de Champlain (right) and the Huron-Wendat chief Aenon, holding a Wampum belt as a symbolic gesture of friendship and alliance in 1615.



Kory Snache shares a teaching about the events, achievements, and migrations of the Anishinaabe in Huronia.

Throughout the main two weeks of the course, Kory Snache, a land-based cultural educator from Rama First Nation, accompanied the group on their excursions and provided Indigenous perspectives of place. This included teachings about the emergence of Anishinaabe settlements in the area, traditional hunting and transport routes, the Treaties and land deals specific to the region, and numerous events marking colonial-Indigenous relations of the past century.

The community partners were imperative in grounding the course in the lesser-known aspects of the region's history, geography, and politics, Gary says.

Through tours, teachings, and presentations by local experts and knowledge keepers, students immersed themselves in numerous significant locations, including the Mnjikaning Fish

Weirs of the Rama First Nation, Ossossané, one of the Wendat's main villages, and the mouth of the Nottawasaga River in Wasaga Beach, as well as paddling to Big Chief Island, cycling to Saint Marie among the Hurons, and hiking the Nine Mile Portage between Fort Willow and downtown Barrie. They also visited museums, installations, and monuments that demonstrated the region's varied histories.

“We became a very tight-knit group,” he notes. “The participants developed lasting relationships through their shared experiences. The in-person impact of being face to face facilitated this immensely.”

He adds that “teaching this was a dream course for me. We had an amazing group of students, which led to lots of rich conversations and transformative experiences.”



Students Ruby Allen-Powlesland, Lucas Cristillo, and Sara Layton inspect the inside of longhouse at the Huron/Ojibwa Village at the Huronia Museum in Midland.

A Student Perspective

Sara Layton, a Master of Education student specializing in Environmental and Sustainability Education, shared some of her perspectives as a student in the “Place-Based Education in Simcoe County” course.

“This experiential learning opportunity has been one of the most profound learning experiences I have ever had. Place-based education, when it encompasses Land-based pedagogies, has deep potential to extend personal limits and engage critical reflective practice. Being mindful within place-based learning allowed for more authentic experiences, socially and emotionally, with the Land.

The historic and contemporary implications of colonization were significant aspects of this course. However, these weren't just themes in a class, but rather were elements that profoundly shaped the lives of the people we were beginning to know and learn about through our growing relationship with place.

On our two-week journey, we thought critically about how we were travelling on the Land, about historic and current implications of colonialism and how we, as educators, can make a change for a better future. We biked through wetlands and peaks, and hiked and paddled in pouring rain and scorching heat. We learned about this unique ecotone and opened our eyes to the biodiversity that is grounded here, as we traveled through this Land known as Simcoe County.”

Award-Winning Students: William A. West Scholar Awards for Education

Congratulations to the recipients of the 2021 William A. West awards, awarded to the highest-ranking graduating students in each Education program.



Ben Friedman in Japan's Nara Park, where deer roam freely as national treasures.

Bachelor of Education Program

Ben Friedman (Primary/Junior Division)

"My experiences in Lakehead's Bachelor of Education Professional Program clearly elucidated the critical importance of fun, and this idea has helped form my pedagogical approach and ideology. The Professional Program classes that I remember most fondly and learned the most from are unquestionably the ones that were exciting and lively. Making an alarm using circuits in science, building 3D maps in geography, and exploring and writing about my civic identity in Democracy and Education are memories, and most importantly, learnings, that I'll not soon forget. Similarly, during my time on placement it was obvious which lessons were the most successful—they were the ones where students had the most fun.

Now that I've graduated, I plan to work for a school board in the Greater Toronto Area and get some practical, hands-on experience. I plan to teach in the GTA for a few years and then return to Lakehead to complete a Master of Education degree in an area of teaching that I'd like to further explore."



Anna Parker (Intermediate/Senior Division)

"I've learned in my time at the Faculty of Education that public education still has a long way to go in terms of providing equitable and inclusive education for all. I am grateful to have connected with some of my peers, who I'm confident will go on to influence the needed changes and have lasting

positive impacts on the youth they work with.

My future plans involve supply teaching with Lakehead Public Schools and continuing my MEd portfolio in Environmental and Sustainability Education at Lakehead."

Master of Education Program



Quinn Carter

"For the last three years, I have been working in academic administration at a post-secondary institution, and as a Master of Education student, my studies focused primarily on issues related to professional duties. Policy development and its (non-) applicability in real-world contexts became

an area of particular interest, and my degree culminated in a presentation with fellow MEd students Amanda Molnar and Rachel Brooke at the 2021 Conference of the Canadian Society for the Study of Education.

I am looking forward to applying my new knowledge (and especially my new quantitative research skills) to my professional work, and I would like to offer special thanks to Drs. Frances Helyar, Gail Kuhl, Gary Pluim, Lisa Bayrami, Lise Vaugois, and Randy Boyd for their support, guidance, and encouragement along the way. Additionally, as someone who completed degree studies entirely online, I want to express my sincere appreciation for the contributions of my classmates, who took the time to connect via email, Zoom, and (countless) D2L posts. Your dedication to scholarly discussion and debate was inspiring!"



Bronwyn MacDonald

"My time at Lakehead merged two of my lifelong passions: math education and social justice. I focused my studies on understanding how math education perpetuates systems of white supremacy and colonialism, while working towards integrating lessons in high school math classrooms that address and disrupt these

structures. I am looking forward to continuing my learning about anti-racism, through both academia and practical teaching, as I engage in actions that create change."

PhD in Educational Studies Program



Dr. Holly Tsun Haggarty

Recipient of the William A. West Educational Medal and the 2021 Canadian Society for Education through Art (CSEA/SCÉA) Dissertation Award

"I am deeply honoured by the conferring of these awards. As anyone who has finally achieved the milestone of completing a doctorate must feel, I hope that my work connects with others.

My dissertation is called *Sky to Ground and In-Between: Metaphysical Belief Systems that Underpin Epistemologies in Arts-Integrating Research*. The work, as the title suggests, is ultimately about belief, and how belief informs our understanding of knowledge and of research. More specifically, my arts-integrating study (engaging drama, dialogue, comics, poetry and propositional argument) examines and discusses the metaphysical beliefs that underpin two contrasting arts-integrating research methodologies: Elliot Eisner's *arts based research* and Rita Irwin et al.'s *air/tography*.

I'd be delighted if these awards prompt others to read my dissertation, which I think offers a rewarding aesthetic and philosophical experience, and is [available as an open access work](#). I hope that my work encourages discussion of the fundamental grounds of research, and I would be thrilled to see it used in research methodology courses."

Orillia Campus Launches Intermediate/Senior Bachelor of Education Program

The Faculty of Education at the Orillia campus is now offering a two-year Bachelor of Education program for those who wish to specialize in teaching at the Intermediate/Senior level (Grades 7 to 12). This new program builds on Orillia's BEd program offerings which, since 2009, have focused exclusively on certification for teaching at the Primary/Junior level (Kindergarten to Grade 6).

The first cohort of 35 students in the Consecutive Intermediate/Senior BEd program began in September 2021. Each student has the option to major in teachable subjects including History, Geography, English, and Social Sciences-General.

Dr. Don Kerr, Chair of Undergraduate Studies in Education, notes that the new program offering "will help us meet the growing demand for exceptional Intermediate/Senior teachers throughout Ontario, and meet the desires of some of our students to gain Intermediate/Senior teaching certification in Orillia. Further, students on both campuses will benefit from the Intermediate/Senior instructional expertise that we are tapping into from across the province."

Classroom space at the University Avenue campus has been dedicated to the new program, and there is a plan to double student



intake numbers from 35 to 70 in Fall 2023 if there is sufficient demand. Support for the new program from local school boards in the Orillia region has been strong.

Don explains that "local school boards have expressed enthusiasm for the program, as well as a hope to be able to provide teaching placements for students. We also have pre-existing relationships with the school boards, as some of our new instructors have been working for these boards for years."

Welcome to the first cohort of Orillia students in the Consecutive Intermediate/Senior program!



New Instructors - Welcome

The Faculty of Education is welcoming many new instructors in Fall 2021. Welcome to the following instructors in Education!

Master of Education Program

Kelsey Agnew
Tamara Bernard
Elizabeth Boileau
Jessica Clausen
Stephanie Fox-Comery
Tashya Orasi
Robin Persad
Pamela Toulouse
Max Vecchiarino

Bachelor of Education Program: Orillia Campus

Carol Anthony
Marissa Barnes
Lisa Bayrami
Anne Burns
Keri-Lyn Durant
Stuart Finlayson
Mary Fiore
Stephanie Fox-Comery
Wendy Gilligan
Jennifer LeClerc
Jennifer McGrath
Miranda McKee
Nadine Munro
Natalya Pak

Meagan Peters-Sebele
Franca Porcelli
Tammy Prophet Kennedy
Sandra Stevens
Cassandra (lowyth) Witteman

Bachelor of Education Program: Thunder Bay Campus and Orillia I/S

Margaret Allen
Inga Anderson-Foster
Susan Baldassi
Lisa Bayrami
Joel Biesenthal
Tom Boland
Jennifer Farrell-Cordon
Tesa Fiddler

Tracie Hicks
Kathryn Jefferies
Jay Kennedy
Jon Kibzey
Kevin Koster
Sherri Lankinen
Clark Loney
Jennifer McGrath
Nancy Petrick
Jason Pilot
Kathleen Schram
Mike Thrasher
Nathan Tidridge
Susan Tocheri Driver
Pam Toulouse
Brian Weishar
Jason Wilton

Department of Aboriginal Education

Elder Tina Armstrong
Tyler Armstrong
Marlo Beaucage
Emily Brooks
Kimberley Ducharme
Gilbert Eskweb
Audrey Fisher
Linda Grant
Ivory Tuesday
Nancy O'Donnell
Mac Orlando



BEd graduates Kaity McEwan, Meaghan Gray, and Amanda Bates



Steve Kooy, BEd, gave a valedictorian speech at the outdoor event



Meaghan Gray with Dr. Michael Hoechsmann

Graduating BEd Students Hold “Faux Convocation” in Barrie

In July, a cohort of 10 Orillia BEd graduates held a “faux convocation” ceremony in graduating student Meaghan Gray’s backyard in Barrie, Ontario, complete with a decorated “stage,” red carpet, graduation caps and degree scrolls. The event, which was compliant with the Public Health Agency of Canada COVID-19 guidelines at the time, was organized by the graduating students.

As part of the ceremony, each graduate walked across the red carpet and was congratulated by Dr. Michael Hoechsmann, Chair of Education Programs in Orillia, who also gave a speech at the event. Graduating student Steve Kooy gave a valedictorian speech to the attendees.

Meaghan explains that “the event came about as a result of a conversation with fellow student Kaity McEwan. We were talking about how we felt robbed, due to the pandemic, from having a traditional graduation ceremony, and the idea came up to hold a small party ourselves. It was then suggested we invite Michael Hoechsmann and he said he would love to attend. After that, we hit the ground running and planned a whole faux ceremony that snowballed into something none of us will ever forget! It was one last ‘hoorah’ for our cohort, to celebrate all of our struggles and accomplishments over the past two years.”



Meaghan Gray’s backyard was decorated with a red carpet, a stage for the graduates to walk across, and faux degrees and graduation caps.