

EDUCATION EXCHANGE

NEWSLETTER

Lakehead Teachers' College Alumnus Bob Welsh Reflects on His Time at LTC, 1961-1963



Bob Welsh, LTC Alumnus (class of 1963)

Lakehead Teachers' College (LTC) was the precursor to Lakehead's Faculty of Education. Its first intake of students was in 1960, and in 1961 it opened in the building now known as the Bora Laskin Building. Lakehead University was established four years later in a single, small brick building next to LTC, and in 1972 LTC joined Lakehead University and officially became the Faculty of Education.

Bob Welsh, LTC alumnus from the class of 1963, shared some memories and highlights from his time at the College and his subsequent career as a school teacher and Lakehead faculty member.

Applying to LTC: "We Were in the Middle of the Bush"

"I applied to Lakehead Teachers' College in 1961, after high school. My family scraped together the \$25 application fee, and I eventually received a note in the mail telling me I was accepted and when classes began. My first day was September 5, 1961. I walked into the building and began the process of obtaining my Ontario Teaching Certificate.

LTC took in students all the way from Kenora to Sault Ste. Marie. We were in a brand new building in what was then a rural location, in the middle of the bush, with a walking path up to the front door. Right next door was this little technical school (that became Lakehead University in 1965), and we would have hockey games and winter carnivals together.

The LTC building had been designed by a southern architect, who only understood single-paned windows – so there was a lot of condensation build-up on the windows all winter! The

building itself was heated by coal, which was shovelled into bins in the basement and then put into the boiler to keep us warm."

Daily Life at LTC

"The College was run like a school, to prepare us to be teachers. We'd start every day at 8:40 – the regulation for teachers at the time was to be in their classrooms 15 minutes before the bell would ring, so we did the same. Dress was always formal. We would have an assembly every morning at 10:05, sing the national anthem (and often our school song, 'Hail LTC, the College of the Northwest'), and say the Lord's Prayer. Classes would resume after the assembly, and we would eat lunch in the cafeteria. We had a bell system in place, and intercoms in every classroom.

In our classes we would learn the curriculum; I became certified to teach Grades 1-10. We covered all subjects – math, music, geography, art, English, science, religious studies, you name it. Some subjects were divided by gender. Male students would take Industrial Arts – we had a huge room with every shop machine you could think of – and the women would take Home Economics, learning how to use sewing machines and work in a kitchen. Our principal was Mr. William A. West and we also had a Dean of Women, Mary McKenzie, who was responsible for all of the female students.

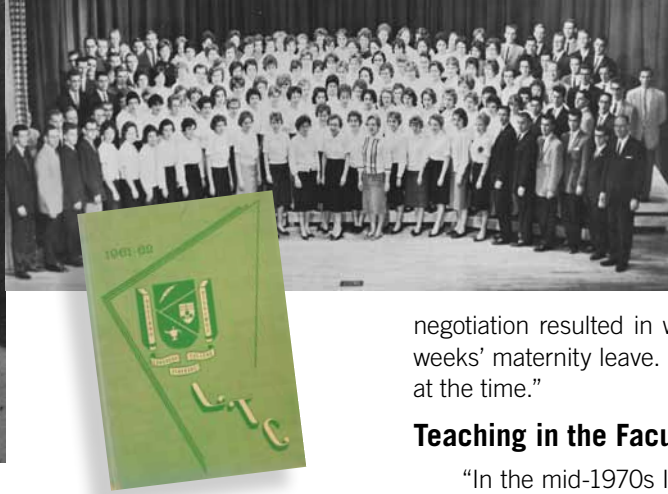
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Images from LTC, 1962: Bob Welsh as an LTC student, the graduating class, and the 1962 yearbook.

We had every kind of school club you could want: drama, debating, choir, Christian Fellowship, student council, and all kinds of sports. We had formal parties and dances in the gym, and upstairs there was a huge common room where we all smoked and played cards when we weren't in classes. The College ran from after Labour Day until June. Really, it was much like a high school, with about 375 students!"

Learning to Teach

"Our student teaching began in the fall, when we would complete five individual lessons at a local school. You would first watch the Associate Teacher teach and take copious notes, then she or he would hand you a lesson and it would be your turn. I recall one lesson at Algonquin School: I had half an hour to teach the difference between "which" and "witch!"

We also completed several weeks of placement, with two weeks teaching in out-of-town schools. I spent a week in Atikokan, teaching Grade 2, and also taught in Geraldton. The Masters (what we called all instructors from LTC) would watch you teach, along with the Associates, inspectors, and principals, who would sit at the back of the room and evaluate you."

Teaching Career and Negotiations

"In 1963 I graduated from LTC and my teaching career began in the Fort William School Board (the precursor to the Lakehead Public School Board). I taught primary and junior grades at Francis Street Public School, then Ogden School and Green Acres School (none of these schools exist anymore).

When I started teaching I received a salary of \$3,300 a year, which was good money! In 1969 the Federation asked me to be the Collective Bargaining Consultant for the Fort William School Board. One of my memorable times in that role was negotiating maternity leave. At the time, if a woman was pregnant she would resign from teaching, period, with no guarantee of coming back to a job. But

it was an interesting time, in the late 60s, with the sexual revolution ... times were changing. My negotiation resulted in women in the Board being given six weeks' maternity leave. That's not much, but it was a victory at the time."

Teaching in the Faculty of Education

"In the mid-1970s I completed my B.A. and took a sabbatical, then went to Peabody College at Vanderbilt University in Nashville to complete a Master's degree in Library Science (with a minor in Early Childhood Education). That degree led to me teaching my first course in the Faculty of Education: "Literature for the Primary and Junior Grades" in 1976.

From 1976-1988 I taught in both the school system and at the University. At the University I taught courses in the BEd program and the Specialist programs, which came before the Additional Qualifications courses we have today. I taught Literature courses (for the Primary/Junior and Intermediate Grades), Library Specialist courses, and others.

In 1988 I became full-time at the Faculty. I still "belonged" to the school board, but was on leave for what was to be a two-year position. My title was Visiting Assistant Professor. In that role I taught pre-service teacher courses including Curriculum and Evaluation, Sociology of Education, P/J Language Arts, and I did student teaching supervision and anything else that was needed. Somehow that two-year position turned into nine years, and in 1998, after what was a 35-year career, I retired."

Reflections on His Career

"Thinking back to starting out at that College in the bush in 1961 – it's

been a great 55 years!

Our class of 1963 still has a summer reunion every single summer. We have all worked in the school system and watched it change and grow over the years. Our class, and other graduating classes of LTC, went on to become the teachers, principals, superintendents, and Directors of Education throughout the whole region, from Kenora to Sault Ste. Marie. LTC produced top-notch people who were the backbone of teaching in all of Northwestern Ontario."

Bob Welsh continues to support Lakehead students today through three scholarships he has funded – one in the School of Social Work and two in the Faculty of Education.

"Lakehead Teachers' College produced top-notch people who were the backbone of teaching in all of Northwestern Ontario. Our graduates became the teachers, principals, superintendents, and Directors of Education throughout the whole region, from Kenora to Sault Ste. Marie."

Sherri-Lynne Pharand

Superintendent of Education, Lakehead District School Board

Graduate of the Bachelor of Education program (1990); Master of Education program (1998) (Thunder Bay campus)

As a proud graduate of Lakehead University and Superintendent of Education at Lakehead District School Board, I am privileged to work to support the success of the students in our community. It's an honour to work collaboratively with our school trustees, staff, students, parents and stakeholders to ensure a strong public education system.

As Superintendent of Education, my learning portfolio covers various areas of K-12 curriculum and instruction. It includes School Improvement Planning, Curriculum and Instruction, French Language Programs, Aboriginal Education, Information Technology and Research and Development. It's a very exciting portfolio because it's focused on how we can help give students opportunities to be successful, and what educators need to help those students achieve their goals. It's about making sure that kids have life opportunities, life chances, and life choices.

A big part of my day-to-day work involves working with teachers, principals, and support staff, always with the goal of how we can improve learning and teaching. One of the things that is critically important to me is evidence-based practice. A key component of student success is the ability to identify what makes a difference in student learning, to know that you are having an impact. When researchers and teachers work together on this, we can do incredible things!

For several years now, I have partnered with many researchers at Lakehead's Faculty of Education. Some of our projects have included:

- identifying promising practices in urban Aboriginal education (with Dr. Lisa Korteweg)
- working to provide professional development for associate teachers in mentoring, as their mentorship is crucial to the success of our teacher candidates (with Dr. Teresa Socha)
- improving large-scale assessment in education (with Dr. Christina van Barneveld)
- establishing baseline assessment and promising practices in junior-grade and elementary math (with Dr. Alex Lawson)
- measuring and monitoring the Academies of Learning, a Grade 7/Grade 8 project focused on experiential learning through fine arts, sports and recreation, and global citizenship (with Dr. David Greenwood)

As a BEd student, I went to Lakehead for my learning – I had a lifelong goal of becoming a teacher, and began my career as a French teacher at Sir John A. MacDonald School and Vance Chapman Public School in Thunder Bay. While completing my Masters degree some years later, I developed an interest in educational research. Today I continue to support strong partnerships between research and practice. I'm a passionate believer in life-long learning, and am grateful for my time at Lakehead and the ongoing connections it has provided. The learning never ends!



Stephen O'Brien

Special Education Teacher, John C. Yesno Education Centre, Eabametoong First Nation

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

I came to the fly-in community of Eabametoong First Nation in November 2015, to teach in the Special Education department. Eabametoong is about 350 kilometres north of Thunder Bay.

My favourite part of living and working in Eabametoong is meeting the people up here and working with the kids. The history of settlement here is relatively recent, with many families still spending lots of time in the bush and harvesting from the land. I have had opportunities to be involved in cultural outdoor-based activities, like setting up beaver traps, working on fishing nets over the winter, and partaking in community feasts of duck and caribou. Something that seems particular to this place is the feasting and the practice of generosity and giving away what you have, which is quite beautiful and nourishing for the soul. I also participate in crafting activities – there are incredible crafters here who make moccasins and birchbark baskets, for example. We are

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Lana Johnston

English as a Second Language Teacher, Adult Education, Renfrew County District School Board

Graduate of the Bachelor of Education program, 2013 (Orillia campus)

When I started university at Lakehead, the Orillia site had only been running for three years. With very small class sizes I was lucky to get to know most of the students at the school, and the professors really got to know us, as well!

I am currently teaching English as a Second Language to adults. I am excited to be on the forefront of a new shift in Ontario to implement the Portfolio-Based Learning Assessment in adult ESL classrooms – a free program for those who are eligible. The classes are very diverse in terms of levels, cultures, ages, and first languages of students. In our classes we determine achievable goals and develop an action plan, then hold students and staff accountable for taking steps towards their goals. We have lots of laughs as well!

Teaching ESL to adults has helped me become more involved with my community as I develop working relationships with many partners and wonderful individuals, including those involved with the sponsorship of Syrian refugee families. It is amazing to learn about other cultures while helping to improve students' English. I love seeing that moment when newcomers really feel secure in their environment. Building positive professional relationships is certainly something that I took from my years at Lakehead.

I spent last summer (July-September 2015) nannying for a family in Italy. I was taking a TESOL course at the same time and was able to put the strategies into practice with the three young girls I looked after. Learning another language myself gave me an amazing student perspective – including the feeling of frustration of not being able to get detailed information across effectively. This experience, along with international travel over the past years (in Europe, Peru, and Australia), has helped me to develop patience and respect for the learning processes of people from different cultures, as well as discuss with students the differences between accents and dialects in different languages.

Along with teaching and playing hockey, I also work at the Whitewater Brewing Co., which allows me to connect with talented kayakers from around the world, rafting guests, and locals who come to enjoy beverages and meals with locally grown ingredients. I certainly have the travel bug, but between my jobs I can feel like I am travelling the world without leaving home!

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on the footstep of vast boreal forest, which generously provides crafting materials.

I am originally from Southern Ontario but Lakehead's Outdoor Ecological and Experiential program was the clear choice for me. Two of my passions are outdoor-based education and First Nations education, and through Lakehead I experienced both. I had the opportunity to do two placements in First Nations schools: one with Whitesand First Nations and the other in Pelican Falls. These were enlightening and eye-opening experiences that prompted me to take the position I have now.

I love being of service to the students here and to the community. Many students struggle with literacy and a big part of my job is reading with students and finding ways to make education interesting and culturally relevant. To me there is a sense of responsibility to learn about the people who have been here on this land, and in the country much longer than my ancestors. I grew up knowing very little about the two cultures meeting, and the social and cultural challenges that resulted for First Nations people. I want to continue to learn and support the direction in which First Nations people are heading.

Overall, teaching in a remote northern community is an eye-opening experience. The living conditions are different than what I typically experience – there is poverty and a need for support and problem-solving, and teacher retention is sometimes an issue. But if you like the outdoors, and have the inclination to really broaden your horizons and learn about the people who have lived on this land for centuries, it can be a very rewarding experience.

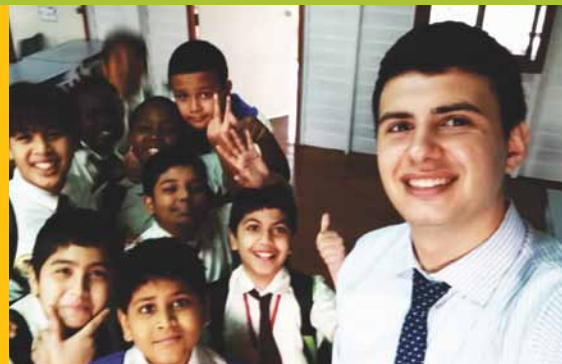
Jason Bruce

Teacher, Crescent International School, Bangkok, Thailand

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

My experience at Lakehead University was incredible. The personal and professional growth I experienced, as well as the number of doors that opened for me along the way, were priceless. Through my education degree I connected with a Lakehead alumnus who runs a school abroad. This led to me securing a teaching position at Crescent International School in Bangkok, Thailand.

Crescent International School has a diverse student population and a multi-national teaching staff. What I enjoy most about my school is how it is such a



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diverse cultural environment, with so many global perspectives. We follow the Cambridge curriculum and teach students from Kindergarten-Grade 12. We also offer classes in modern foreign languages including English, Arabic and Thai.

The 2015-2016 academic year was my first year as a teacher. I taught Social Studies and English classes to Grade 5 students, and will resume these classes in the 2016-2017 academic year. I am also fortunate to have been asked to lead the student advisory team, which involves co-ordinating the curriculum for K-12 Personal, Health & Social Education this upcoming year.

Thinking ahead to the future, I have lots of interests and dreams. I would like to continue teaching and pursue the field of Educational Leadership, with the aim of one day being a school principal. I am also interested in teaching as a part-time lecturer at a teacher's college in Canada, to help equip upcoming teachers with the skills needed to ease their transition into the teaching profession. Finally, I have a keen interest in becoming an online professor, facilitating courses no matter where I am in the world. I love the thought of being able to teach and earn a suitable living, while being able to travel as well! Though I am already an online tutor, I'd like to learn more about virtual reality products so that I can one day facilitate my own class in a virtual classroom.

David M. Thompson

Ojibwe Language Teacher, Lakehead Public Schools

Graduate of the Native Language Instructors' Program, 2007 (Thunder Bay campus)

I have always wanted to be a teacher. To be teaching Ojibwe language courses at three high schools in Thunder Bay is a very rewarding experience for me. I get touched emotionally when I see students taking their first steps to using Ojibwe words – it is the seeds of language coming to life. Within the language is Anishinaabe First Nations culture, traditions, and history.

Some of my students are not First Nations but they are open-minded in their learning. I am excited by what is happening in school boards, integrating Aboriginal cultural content throughout the curriculum. It is a better time for First Nations people now. I tell my students that we are in the midst of a rebirth, a renaissance of the people and culture. We are the children of the Seventh Fire!

I was one of the few Ojibwe students to graduate grade 13 from my high school, and after that I completed my Bachelor of Arts at Lakehead (graduating 1988). I then underwent some life changes that saw me working in different occupations for 10 years, first at the Department of Fisheries and Oceans and then at Canadian Food Inspection Agency.

I credit Wanda White, my Ojibwe mentor at the school in my home community of Rocky Bay Reserve, for building up my confidence and encouraging me to become certified through the Native Language Instructors' Program. I was raised by my grandparents who spoke Ojibwe and later by my aunt. However, over the years I had not used the language much, so I was very excited to learn that I had been accepted into the program.

The NLIP program was wonderful. I came to Thunder Bay with my young daughter, and we stayed on campus for the summer NLIP programming each July. She participated in cultural activities through the Odaminowin day camp and was learning Ojibwe, Cree, and Ojicree, including writing syllabics. Often, I would be learning from her! The phenomenal teachers, colleagues, and Elders who were a part of the program also had so much knowledge to share. I incorporate much of that knowledge in my teaching.

After completing the NLIP program I began working at the Keewatin-Patricia School Board, at schools in Ear Falls and then Red Lake. As my daughter was approaching graduation from high school, I knew she would want to look for opportunities elsewhere. It was then that I heard about the position for a permanent Ojibwe language teacher at the Lakehead Public School Board. I accepted the position and my daughter and I transitioned to Thunder Bay in the summer of 2015 – an exciting change for the both of us.

I credit going to school with opening doors and giving me the opportunity to share the Ojibwe language and culture. I tell my students that if you have lost the connection to your language, do your best to find it and relearn it. I will be relearning it for the rest of my life!



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

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A Holistic Vision of Sustainability: A Conversation with Dr. David Greenwood, CRC



David hosting a Sustainability Across the Curriculum faculty workshop at the Baggage Building arts space in Thunder Bay.

Dr. David Greenwood, Canada Research Chair in Environmental Education, understands sustainability as a holistic endeavour: an ongoing project that involves networks of related social movements.

“The metaphor I use for understanding sustainability comes from environmentalist Paul Hawken’s idea of ‘blessed unrest,’” he explains.

“This refers to all the grassroots movements of people across the world working for social justice, civil and Indigenous rights, environmental sustainability, peace, non-violence, anti-racism, and human and ecological health. I see sustainability at the intersection of all of these vital movements wherever people are addressing problems and creating change.”

Given this interconnected focus, it is not surprising that David works with diverse groups of people – throughout the university, the wider community, and internationally – to imagine and create paths toward sustainability and social and ecological justice. His work takes many forms, including researching, teaching, and writing, establishing an office for sustainability, leading workshops, and overseeing a campus-wide sustainability assessment. Though David has led several successful grants and authored numerous publications since his arrival at Lakehead in 2010, he is most excited talking about things he hasn’t yet accomplished. One of his latest passion projects involves the development of a 13-metre walking labyrinth on campus.

The Labyrinth as a Space for Mindfulness

Like the concepts of “mindfulness” and “holism,” the labyrinth, David explains, is in the midst of a cultural resurgence. In recent years labyrinths have been appearing in public spaces such as universities, hospitals, schools, public parks, and spiritual retreat areas. Aesthetically pleasing and engaging to mind and body, they invite people to walk a path and contemplate, let go, and re-imagine their connection to self and others.

“For a couple of years now I have been taking students in my classes to St. Paul’s Anglican Church to walk the classical labyrinth there, which is based on the labyrinth in the 12th century Chartres Cathedral. Students from all backgrounds are grateful for the experience and so am I. It gives us a space for reflection outside the regular classroom where we can gain perspective on the relationship between what we learn and value, and how we actually live our lives. Putting this relationship in order is at the heart of what I hope we’re achieving with sustainability education.”

Labyrinths, David explains, are ancient patterns, thousands of years old, and found all over the world. They do not belong to or promote any specific religious or cultural orientation, and thus

can serve as a meeting ground for people of any tradition. For David, building a labyrinth on Lakehead’s Thunder Bay campus is a meaningful response to what he sees as a deep need in the lives of people who every day face more examples of social unrest, ecological devastation, and all the psychic challenges these entail.

David situates the labyrinth project as part of his wider effort to promote sustainability at Lakehead. “I’m really excited about this project,” David says. “To me it is an example of a long-term, participatory action project that weaves together some of the themes I care most about: it’s outdoor, experiential, environmental, arts-based, holistic, and community engaged. Best of all it creates a public ‘place’ on campus that will in itself be an expression of transformative pedagogy.”

David is currently working with Dr. Pauline Sameshima, CRC of Arts Integrated Research, to develop the concept as an art space. Other partners at the University include the Physical Plant, and faculty members from the Northern Ontario School of Medicine, the Faculty of Health and Behavioural Sciences, and the Faculty of Social Sciences and Humanities.

Pilgrimage and the Scholarship of Engagement

The labyrinth is a symbolic form of pilgrimage, a universal symbol for our life’s journey, filled with twists and turns, much like the journey of learning. One of David’s current scholarly projects also borrows from the idea of pilgrimage as learning. He is currently writing two books: an edited collection called *Hunting, Gathering, and Fishing for Food: Place Studies and Perspectives*; and a single author volume tentatively titled *Pilgrimages of Place: Tracking the Sense of Wonder through the Lives of Henry Thoreau, Aldo Leopold, and Rachel Carson*. Both these books extend his main themes as an engaged scholar: sustainability and place.

“I’m interested in how our engagement with places shapes them – and shapes us. Consciously or not, how we relate to places makes us who we are, not only individually, but collectively. Most of the heroes of the environmental movement – Thoreau, Leopold, and Carson are great examples – were, and are, deeply connected to specific sacred places that either birthed or supported their revolutionary vision.”

For each of the books David is writing, he is doing field research in the places that have shaped such revolutionary vision – both in the lives of what he calls his “literary ancestors” and in the current lives of those at the cutting edge of environmental education and the food movement.

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David Greenwood with colleague Justin Hougham at Aldo Leopold's "Shack" in Wisconsin – one of David's research sites and the birthplace of Leopold's environmental classic, *A Sand County Almanac*.

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"As a former high school English teacher and long time environmental educator, my orientation as a scholar is primarily as a lover of great writing and a lover of the land. These have been my most powerful teachers. For the book on literary ancestors, I'm trying to develop a fresh appraisal of environmental "classics" that can enrich and guide contemporary environmental education. The food book is also about our relation to place, and as a vegan, it is really interesting for me to learn from the ecological knowledge held by people who know about living on the land through hunting, fishing, and gathering traditions."

Sustainability in Higher Education: Reaching for the STARS, and Beyond

Environmental and sustainability education, David explains, is not just some fixed recipe of ideas we need to offer students. It's something we need to demonstrate tangibly at the personal, as well as the institutional, level. Sustainability in higher education requires institutional engagement alongside the empowerment of students, faculty, and the community. He adds that working with many stakeholders has given him an opportunity "to connect with various unique approaches to blessed unrest."

These connections started when he joined Lakehead University in 2010 and began developing the Centre for Place and Sustainability Studies. Formalized in 2012, the Centre's goal is to contribute to the well-being of people and places by supporting sustainability related research, education, and action initiatives. Some of these initiatives have included convening public discussions with visiting scholars and local visionaries; supporting community-based environmental education projects with Roots to Harvest, Kingfisher Outdoor Education Centre, the Ecobus, and the Big Boreal Adventure; and conducting "sustainability across the curriculum" workshops for Lakehead University faculty members and graduate students.



One of over 200 labyrinths in Minneapolis, where David is exploring the use of the labyrinth as a learning and healing space in schools, universities, parks, hospitals, and churches.

One of the most significant accomplishments of the Centre from an institutional perspective, he notes, was the completion of the STARS [Sustainability Tracking, Assessment, and Rating System] assessment in 2014 (funded in part by two of David's SSHRC grants).

STARS is a voluntary self-assessment tool used by institutions of higher education to benchmark their sustainability progress. It is the most comprehensive higher education sustainability assessment that currently exists, and completing it was a two-year process that has already shown positive outcomes in relation to LU operations, planning and administration, community engagement, and academics.

"Participating in the STARS assessment helped draw people from diverse sectors of the university together who might not normally speak with one another," David says. "It was an enormous undertaking, but the graduate students I was working with did an amazing job, benchmarking where we are, looking into practices from other universities, and compiling a working document of current practice and possible next steps. This gave us a baseline for future efforts to examine sustainability in all areas of the University."

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The cover of the STARS report. Artwork: “Two Worlds” by Ayesha Raggi, 2014. Created as part of a Sustainability Across the Curriculum workshop led by David.



David leading a field trip on the shores of Lake Superior



Graduate students working with David get the word out on campus by creating participatory action projects.

New Structures and Funding Streams

In 2015, the **STARS assessment** prompted the development of a new sustainability governance structure at the University, including the creation of a vice-president level Sustainability Executive Committee and a much larger Sustainability Stewardship Council, as well as invitations to address the Board of Governors and other groups in government and development sectors. Working groups were also developed to carry forward the objectives identified in the report.

Also recently, an Office of Sustainability was created through the Provost’s office, alongside a position for a full-time sustainability researcher, funded with a grant David wrote with three vice-presidents to the Northern Ontario Heritage Fund Corporation. Another exciting development was the serendipitous emergence of a donor gift that resulted in a three-year funding stream for graduate student research relating to the place and sustainability themes of “water, land, and people in Ontario.”

“It’s exciting to see this kind of institutional change happening,” David says. “We are fortunate here at Lakehead to have the support of senior leadership for developing meaningful sustainability initiatives. Through all the internal work I have done at LU, I have had the chance to work and learn with people from throughout the system and feel their commitment toward this theme.”

Holism in Life and Work

David’s scholarship and pedagogy align with his broad vision of sustainability involving many stakeholders. The courses he teaches – including Place-Based Education, Holistic Education, and Foundations of Environmental Education – encourage connections through a multi-disciplinary approach.

“I bring in a lot of guests when I teach, because I don’t believe there’s one model,” he explains. “Different people are creating something new, or restoring something old, all over the place, both within and outside the academy. The work of sustainability is not limited to any single discipline or social sector, so experiencing and learning from diversity is absolutely key. I need my teaching to be grounded with a diverse network of action outside the classroom in order for it to feel authentic.”



Artwork: “Voices” by Dayna Slingerland, 2013. Created as part of a Sustainability Across the Curriculum workshop led by David.

This interconnected, experiential approach comes through in David’s writing as well. He has recently published papers and edited journals on topics such as fostering an ethic of place; environmental education in the neoliberal era; hope and agency in sustainability education; the role of digital technologies in environmental education; ecological mindfulness in higher education; and tensions between place and mobility in everyday life. All of these writings stem from relationships with others where ideas are tested and developed.

David also explains that he aims for his writing, teaching, and research to reflect the holism he is striving for in his personal and professional life. “As a scholar, I work hard attempting to integrate all parts of myself: the critical, intellectual, politicized part and the physical, spiritual, and emotional parts. I’m certainly not always successful, but I am trying to create a more holistic narrative that is a better expression of who I really am, and what I think education ought to be about. This is hard work. Institutions are not used to a holistic philosophy. But I don’t think we should cut off politics from spirituality, for example, or our emotional lives from our intellectual lives. When we do that we get fractured people and an increasingly fractured world.”

It all connects back to sustainability and its broad, holistic meanings.

“I really don’t see a separation between my research, teaching, writing, and engagement with people across campus and throughout the community,” he says. “Developing workshops and governance structures, creating opportunities for participatory engagement, or even creating a labyrinth ... it is all part of the same work for me – work toward a more sustainable future.”

If you are interested in helping to fund, or fundraise for, the Labyrinth Project, please contact David.

Dr. David Greenwood lives just outside the city limits of Thunder Bay with his wife Jill and children Eli, Kate, and Ivy. Living on wild land close to a university is part of what drew David to Canada from Washington State University in 2010 as Canada Research Chair in Environmental Education. In February 2016 his Chair was renewed by the CRC program in Ottawa.

Professional Development Department Launches *The Connected Learner* and *Online TESL* Certificate Programs

The Professional Development in Education Department is excited to announce the upcoming launch of a new certificate program – “The Connected Learner: Digital Technology & Social Media in Teaching and Learning” – and a fully online TESL (Teaching English as a Second Language) program.

“As a Department, our goal is to offer professional development opportunities that meet the needs of teachers and learners at every stage of their career and education,” Maria Vasanelli, Director of Strategic Initiatives and Professional Learning, explains.

This includes a wide range of Additional Qualification (AQ) courses, Additional Basic Qualification (ABQ) courses, Honours Specialist Qualification (HSQ) courses, and the first fully online Principal’s Qualification Program (PQP) course offered at a university – all of which are accredited by the Ontario College of Teachers.

Now, the Department is pleased to share two new initiatives.

The Connected Learner Certificate Program

In 2017, the Department will launch “The Connected Learner: Digital Technology & Social Media in Teaching and Learning” certificate program, promoting the use of technology and social media as a teaching tool in classrooms.

“We need to recognize that technology in teaching is much more than just using a PowerPoint,” Maria explains. “We’re in a time of mainstreaming social media and emerging technologies, and teachers with a specialization in this area will be better equipped to take advantage of this in their classrooms.”

Offered only at Lakehead, “The Connected Learner” is an online, three-part certificate program.

The first part will be offered as an elective to students as part of the BEd program, who can pursue the second and third parts of the program if they wish to gain certification.

The full program will also be offered to practicing teachers from anywhere in the world.

A computer – or phone with an internet connection – is all the technology needed to take the program, along with access to social media programs (such as Instagram, Twitter, and YouTube).

“Online education is about providing a level playing field for students: access to education no matter where you live and whatever your circumstance. We want to provide content and formats that are responsive to the learner’s needs,” Maria says.



Faculty and staff of the Professional Development Department, from left to right: John Pascuzzo (Program Manager, AQ/PQP Manager); Ryly Lang (Administrative Assistant); Maria Vasanelli (Director of Strategic Initiatives and Professional Learning); Colleen Woods (AQ, ABQ, HSQ and PQP Specialist); and Anthony Jeethan (Professional Development Facilitator).

TESL Program is Fully Online

The TESL certificate program, which provides accreditation to individuals who want to teach English as a Second Language, in Canada or abroad, has changed from a face-to-face program to a fully online program.

This change removes the geographic barriers of participation in the program, as learners can now participate from anywhere in the world.

As Maria notes, online learning “brings us into a social justice realm, removing the barrier of a border. It makes learning more democratic and equitable – as well as less expensive for out-of-town students who would otherwise need to find a place to live in the city while taking the program.”

The online TESL program was developed by Dr. Ismel Gonzalez, who is also the instructor for the course. The first online program will begin in October 2016.

Lakehead University Professional Development in Education is focused on customer service, relevant content, and high-performance instructors. The department provides opportunity and development for all its students. For more information on the Professional Department program offerings, visit <https://www.lakeheadu.ca/academics/departments/education/pd>



Spotlight on the Native Language Instructors' Program

One-of-a-Kind Program Preserves Native Languages and Culture



***L**anguage is the most vital expression of the people who speak it. A language expresses the uniqueness of the culture, reflects upon its spirituality, and embodies aspects of history and philosophy...It is the principle means by which culture is gathered, shared and passed on to successive generations.” (Shirley D. Leon)*

Language and culture go hand in hand, and preserving one means preserving the other.

This recognition underlies the Native Language Instructors' Program (NLIP): the only program in Ontario accredited by the Ontario College of Teachers to provide teacher certification in Algonquian languages such as Cree, Ojibwe, Naskapi, and Oji-Cree.

Students come from across Canada and the United States to attend the program, which is dedicated to increasing the number of Native language teachers.

“Graduates emerge as Native language specialists who help preserve Algonquian languages and culture,” explains Bruce Beardy, NLIP Coordinator.

“After graduation, many students return to their home communities and work as Native language teachers, teacher assistants, education coordinators or directors, curriculum developers, translators, or anything to do with languages. They are fluent speakers of Native languages, and are aware of the languages' cultural and historical importance.”

Students who attend the program are already fluent in an Algonquian language. Those who attend for four consecutive summers and complete an off-campus independent course graduate with a Native as a Second Language Diploma, while those who attend for three summers are certified by the Ontario College of Teachers to teach.

Educating Native Language Teachers

In July 2016, over 50 students attended the NLIP, gaining credentials required for second-language teaching in primary or secondary schools.

The students completed Native language and linguistics courses to learn about Native language structure, pedagogical principles, classroom management, and traditional teaching practices and beliefs.

One of the second-year students, Peter Shebagabow from Long Lake 58 First Nation, says he had been working as an Edu-

cational Assistant for four years when he was “bitten by the bug” to become a certified Ojibwe language teacher.

“Something lit up in me and I found my purpose: to work with kids and to help more kids to speak the language,” he explains. He adds that he grew up hearing Ojibwe from his grandmother, Christine Shebagabow, and is now working to teach the language to the next generation, including his three-year-old son.

He says that the program was “really challenging, and really useful. I learned a lot in terms of lesson planning, adding strands to the curriculum, and working with the Ministry of Education documents. It also led to personal growth, because the more I know about my language, the more I know about myself.”

Instructional Practice and a Day Camp for Children

One of the unique features of NLIP is that students gain on-site teaching experience by leading languages classes each morning for youth, aged 5-16 years old, through the Native as a Second Language Youth Program.

In many instances, it is the students' own children in the Youth Program, and they gain an introductory knowledge of Cree and Ojibwe dialects from the classes.



Children at the day camp participate in a drumming circle.

(continued on next page)



A pow-wow is one of the traditional cultural activities in the program.



Graduates of the Native Language Instructors' Program.



Keeping cool on a hot summer day: Children play at the Odamowin Day Camp.

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"The Youth Program gives NLIP students an opportunity to practice their teaching abilities by providing instruction to children in an environment that is safe, fun, and congruent with traditional teachings," Bruce Beardy explains.

The language classes run each morning, and in the afternoons, children can participate in the Odamowin Day Camp which features off-campus excursions and cultural activities such as arts and crafts, heritage site visits, and Elder storytelling.

Cultural Activities, Elders, and Support Workers Ensure a Holistic Student Experience

Outside of courses and teaching, students are invited to participate in cultural activities that take place in Thunder Bay and the surrounding area during the month of July.

This includes Monday night potlucks, Wednesday night arts and crafts, sweat lodge ceremonies, sunrise ceremonies, cultural jamborees, pow-wows, drum groups, and traditional feasts.

Elders and support workers are also key parts of the program, offering support for students' personal, social, spiritual, and cultural needs. Elders share in experiences with the classes and provide counselling or storytelling sessions, while support workers are available for evening tutoring or to help students access services and find their way around the University.

"The built-in supports and cultural events aim to strengthen students' understanding of Aboriginal culture, language, and heritage," Bruce explains.

"Our goal is to create a holistic educational experience, to equip graduates with the means to be leaders who are devoted to the survival of Native language and culture."

For a profile on one of the NLIP graduates, David Thompson, see page 5.



Peter Shebagabow completed his second summer in the program in July 2016.

"The more I know about my language, the more I know about myself."

PhD Program Graduates and Candidates Begin New Positions

The Faculty of Education congratulates the following individuals from the Joint PhD in Education program as they embark on their new careers!



Dr. Jennifer Holm, a Joint PhD graduate, has accepted a faculty position in elementary mathematics in the Department of Elementary Education at the University of Alberta. Her position began July 1.



Joint PhD candidate **Leigh Potvin** has accepted a tenure-track position at Cape Breton University in the Department of Community Studies, which began July 1.



Dr. Kathy Kortess-Miller, a Joint PhD graduate, has accepted a tenure-track position in Social Work at Lakehead University, effective August 1.

Humanities 101 Program Gives Students a Taste of Local Fare

Giving its students taste of higher education is a primary goal of the Humanities 101 program.

Now, Thunder Bay students in the program are also getting a taste of food from local community restaurants, who have partnered with Humanities 101 to provide one of the program's weekly meals.

Acting Director James Czank explains that every Humanities 101 class begins with students "breaking bread" together and nourishing themselves for the weekly evening class.

"Humanities 101 was created specifically for people hindered by homelessness, low-income, social isolation, long-term physical or mental illness, and/or past negative experiences with formal learning environments. Our goal is to give people a meaningful educational experience, and part of this involves starting each class with a meal," James explains.

Previously, all Humanities 101 meals were supplied by the University's food provider, but partnerships with local restaurants have broadened the menu options.

The first two Thunder Bay restaurants to partner with Humanities 101 were Tomlin and the Silver Birch. Both offer a wide selection of Canadian regional dishes, featuring delicious local foods.

"Partnering with local community restaurants means broadening connections between the students, the university, and the community, while offering diverse foods to students who might not otherwise frequent the restaurants," James explains.

"The local restaurants are partaking in something meaningful and special to the students. We are very grateful for their support."



We welcome your feedback, ideas, and content suggestions.
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