

EDUCATION EXCHANGE

NEWSLETTER

Message from the Dean



Since January 2015, the *Education Exchange* newsletter has established itself as the principal method of keeping the Faculty of Education in touch with all the people, past and present, who have contributed to making it the vibrant and influential organization it is. Our undergraduate students continue to pursue their dreams of becoming teachers, while graduate students seek to refine their knowledge across a range of increasingly multi-disciplinary specializations. Our alumni are actively involved in education, among other fields, at many levels across Ontario and across the world. Our staff continue to provide the administrative expertise that any organization relies on, while also responding to the changing context that we operate in. Our faculty, as researchers, continue to reshape our understanding of education, and how it can be used for the benefit of society. As instructors, our faculty, both contract lecturers and full-time faculty, continue to develop their pedagogical knowledge and so help prepare their students for a future that continues to evolve.

We are starting the 2019/20 academic year with a number of administrative changes. Dr. Michael Hoechsmann has taken on the role of Chair of Orillia Education Programs, and Dr. Don Kerr has accepted the role of Chair of Undergraduate Studies in Thunder Bay. I would like to thank them for their willingness to serve the faculty, and also acknowledge the work and commitment of their respective predecessors, Drs. Frances Helyar and Teresa Socha. The Director of the Department of Professional Development in Education, Maria Vasanelli, has stepped down from her leadership position and accepted a role with the Superior North Catholic District School Board. We wish her well for the future, and will soon be starting the search for a new Director. Finally, as the incoming Dean, I must acknowledge the work and mentorship of Dr. John O'Meara, who served the faculty faithfully for over a decade before stepping down from the role in June.

In the coming year the faculty will be working on a number of reforms, with the explicit aim of improving teaching and learning across both Orillia and Thunder Bay. These include reviewing our Indigenous Education programs, moving to improve the delivery of our core courses, working to reduce the space pressures at Heritage Place in Orillia, identifying the professional learning needs of staff and faculty, and continuing with the implementation of the changes we have begun making over the past three years. These tasks are ambitious, but I have no doubt that we are equal to the task. Our students deserve nothing less.

The faculty is proud of its history and achievements since its founding in 1960 as the Lakehead Teachers College. Equally, we understand that our work must change in response to the different demands being placed on us if we are to maintain the quality of our programs. This edition of *Education Exchange* reflects some of the changes we are currently experiencing, while also celebrating our people and their achievements.

Dr. Wayne Melville, Dean



Above: Group photo at the regional workshop in Thunder Bay

Amplifying the Voices of Indigenous Educators: Faculty and Graduate Students Contribute to Story-Sharing Project

“This project is about building relationships with community by amplifying the voices of Indigenous educators. It’s about supporting student well-being and sharing resources, to move Indigenous education forward in a good way.”

That’s how Dr. Leisa Desmoulins (Assistant Professor, Faculty of Education) describes the three-year project of the National Centre for Collaboration in Indigenous Education (NCCIE), for which she is Regional Lead in Northwestern Ontario.

The pan-Canadian project, which began in 2017 and is sponsored by the First Nations University of Canada (located in Saskatchewan), focuses on sharing stories about Indigenous education across Canada. Participants from Lakehead University and Thunder Bay’s regional team have included:

- Dr. Leisa Desmoulins, Faculty of Education Associate Professor (Regional Lead)
- Dr. Melissa Oskineegish, recent graduate of the Joint PhD in Education program (Research Associate)
- Current and former Faculty of Education graduate students: Kelsey Jaggard, Tyler Armstrong, MacKenzie Orlando, Anika Guthrie, Casey Leslie, and Janine Landry (Research Assistants) and an undergraduate student, Lily Desmoulins (Technology Assistant)
- Kelsie Pagacz (Thunder Bay Indigenous Friendship Centre)

Together, the team has sought guidance from Indigenous educators and Elders Mona Cormier and Norma Fawcett (Red Rock Indian Band) in collecting stories from across the region. Forty participants were interviewed over the first two years of the project, including teachers and directors of Early Childhood Education, K-12, and postsecondary education, along with leaders of community programs and Indigenous organizations.

The interviews were conducted in person by the graduate students/Research Assistants, following time spent in the

community — whether that was in Thunder Bay, Sandy Lake, Sioux Lookout, Fort Hope, Pic River, Fort Francis, or in any of the other participating communities.

“One of the core questions we asked participants was, ‘What is your vision of Indigenous education?’”, Leisa explains. “We also asked them to describe the program in which they were involved, its aims, how success is measured, and what resources are needed to meet their vision for Indigenous education.”

The research process followed protocols based on respect, reciprocity, relationship, and responsibility. When possible, interviews were conducted by Research Assistants who were already known in the community, and participants were given the research questions in advance. Some of the conversations took place in Ojibwe and Oji-Cree. Bundles of tobacco were



Mac Orlando (Research Assistant) and Solomon Kakegamie (Principal, Pelican Falls First Nation High School)

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Dr. Melissa Oskineegish (Research Associate)

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given as a gift of thanks, as appropriate, and all participants received an honorarium for sharing their time and stories.

Kelsey Jaggard, a Master of Education student specializing in Indigenous Education, says her involvement in the NCCIE project has been deeply fulfilling.

“The NCCIE project has found ways to support and strengthen relationships between the academy and Indigenous community-based programs throughout Canada. The dedication of Leisa and Melissa in supporting these community projects and initiatives within the northwestern Ontario region embodies the spirit of respect, reciprocity, and accountability to the future of Indigenous education. As a graduate student working with the project, I was provided an opportunity to conduct qualitative research in my field under the guidance of experienced and culturally attuned researchers who were very supportive. My work experience with the NCCIE is one I will always be grateful for,” she explains.

The interviews that Kelsey and others conducted across the region were either audiotaped or videotaped. Some have been published on the NCCIE website (www.nccie.ca), which hosts an extensive library of videos and stories about Indigenous education across Canada. The website is described as a virtual meeting place that privileges imagery and amplifies Indigenous voices, where individuals can search for and learn about Indigenous educational programs and experiences.

Regional Gathering Focuses on Student Well-Being and Language

As another facet of the project, a regional gathering was held in March 2019 at Lakehead University. Participants from the first two years of the project met in the Faculty of Education and discussed three overarching themes: (a) supporting Indigenous students in Thunder Bay; (b) Indigenous student well-being; and (c) maintaining Indigenous languages in Northwestern Ontario.

Many suggestions came out of the gathering. For example, participants identified the need for a life skills course to assist Indigenous students who leave home to attend school in Thunder Bay, and discussed the value of a peer mentorship program in which peers would help newcomers navigate the city and its various institutions.

Student well-being was also discussed, and defined holistically as encompassing feelings of belonging, identity, ceremony, teachings, values, and skills. Participants noted that individuals from Indigenous communities have a key role to play in teaching students about their identity, through ongoing gatherings, initiatives, and activities.

Maintaining Indigenous languages — and the ongoing need for resources in local Indigenous languages — was another focal point of discussion. Resources were shared to assist with successful language learning programs and curricula, and an idea emerged to develop an online platform for sharing resources.

Leisa explains that the group is pursuing next steps in regard to the ideas raised.

“Based on feedback at the regional workshop, we recently submitted a proposal to the NCCIE to do an environmental scan of resources available and then collect resources on language and literacy, land-based learning, and well-being. We also requested funds to complete and distribute a video of educators’ messages to Indigenous youth in Northwestern Ontario.”

On behalf of the members from Northwestern Ontario team of the NCCIE, Leisa extends a “Chii Miigwetch” to all who have shared their knowledge with the project.

“As researchers at the University, we are humbled by the knowledge shared about Indigenous education in Northwestern Ontario. The passion and commitment of participants motivate us to continue in a good way.”

The NCCIE project is entering its third year, which will include a national gathering in Ottawa, lesson plans, and a video project for Northwestern Ontario. The NCCIE project supports recommendations emerging from the Truth and Reconciliation Commission of Canada in relation to education (Calls 6-12), and language and culture (Calls 13-17).



Dr. Leisa Desmoulins (Regional Lead)



Mona Cormier (Language Instructor) and Dr. Paul Cormier (Lakehead University)

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



Above: One of Angela's art pieces, "Return of Spring."

Angela Benedict

Student Safety Coordinator, Nishnawbe Aski Nation; Artist; Entrepreneur

Graduate of the Bachelor of Education program, 2012; and the Master of Education program, 2016 (Thunder Bay campus)

"What started as a desire to teach outdoor education has detoured into politics in the Education department of Nishnawbe Aski Nation (NAN).

NAN is a political territorial organization that represents 49 First Nation communities in northern Ontario. It encompasses James Bay Treaty No. 9 and Ontario's portion of Treaty No. 5, with a landmass covering two-thirds of the province. NAN advocates to improve the quality of life for the people it represents in areas of education, lands and resources, health, governance, and justice.

My position as NAN's Student Safety Coordinator involves working with my colleagues on three main files, to:

- action the recommendations of the 2016 Seven First Nations Youths Inquest;
- implement the yearly workplans for the Emergency Education Action Plan that began in 2017; and
- implement student-safety related activities.

These files focus on NAN high school students. Many such students have to attend high school away from home, and communities and parents are often afraid to send them into a new environment at such a young age. We do the work we do because students should not have to choose between their education and safety. Some of the supports we provide include annual student

orientation gatherings, conferences to share best practices, boarding home parent training, and on-call worker training.

There is so much that I love about working for NAN, including working alongside passionate colleagues and the partnerships that have developed between organizations, school boards, and government. We have made improvements over the years but there is still much work to be done.

My work as Student Safety Coordinator can be heavy so I find time to relax with artwork. I began exploring the acrylic medium in 2015, and over the years have been developing my artistic style. While I am influenced by the Woodland Art style with its bright colours, bold lines, symbolism and storytelling, I approach my paintings with a feminine twist, evident in the flowing lines and colour choices. I also offer art classes to anyone who asks, with my participants ranging from 5-year-olds to adults. In 2018 I began painting glassware, and recently started making ribbon and fabric bouquets for weddings. This began after I got engaged last year, and has grown in to a bit of a side business, *Bouquets by Angela* (www.bouquetsbyangela.ca).

My time at Lakehead University taught me that asking for help does not make you weak. As a First Nations student in a post-secondary setting, I struggled with mental health and imposter syndrome. I am pretty sure I drove my instructors crazy with requests for more time on assignments but I am so glad I asked for the help and time I needed as it allowed me to be successful graduate and get to this point in my career.

In every part of my life I strive to do the best I can while honouring the teachings, beliefs and standards that my life experience has allowed me to develop. I believe that your path must be your own if your happiness is to be authentic."



Allison McDonald

Preschool Teacher; Author; Educational Blogger

Graduate of the Bachelor of Education program, 2003 (Thunder Bay campus)

"Presently I have three roles: I teach preschool in Bainbridge Island, Washington; I am an author of two books; and I run the "No Time For Flash Cards" blog (<https://notimeforflashcards.com>), an online resource for early education.

I love the classroom and there is nothing like being there to keep you up-to-date about what teachers and children face each day. I

get to share resources and inspire other teachers through my blog, and as an author, one of my favourite things to do is to speak about early literacy at conferences and trainings.

I've been teaching children in various capacities since 1993, so as you can imagine, I have done my fair share of crafts, songs, and circle times! I started as a day camp leader at a local recreation center while in high school. Throughout my time at University, I taught various preschool and after-school programs and worked as a reading tutor while pursuing my degree in elementary education. After graduation I ended up as a director of a large childcare center and preschool, but returned to teaching a year later as I realized I belong in a classroom, not an office.

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After my son's birth in 2006, I returned home and my love of teaching sparked the idea for my blog, "No Time for Flash Cards," which launched in early 2008. Since starting the blog I've had the opportunity to speak at conferences, help with writing a literature-based preschool curriculum, and write about family literacy while sharing hands-on ways to learn.

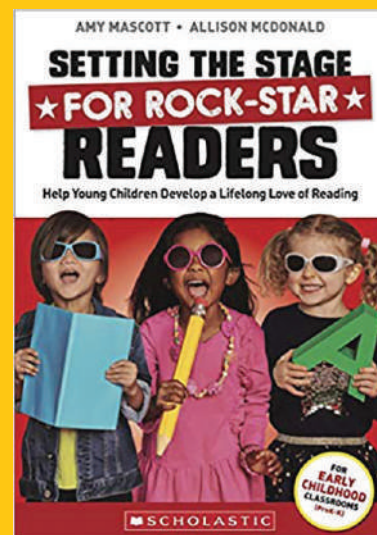
In 2014 I returned to the classroom teaching 2-3-year-olds for three years, then decided to complete my Master of Science in Early Childhood and Family Development. After completing my Master's thesis I returned again to the classroom in Fall 2018. What can I say? I really love teaching.

I have co-authored two books that feature lots of fun, developmentally appropriate activities that build oral language and early reading and writing skills. *Raising a Rock-Star Reader* (Scholastic, 2015) was the first book and the second book: *Setting the Stage for Rock-Star Readers*

(Scholastic, 2019) was just released. Written for childhood educators, these books break down the whys and hows of early literacy into bite-size pieces to help busy teachers support our youngest learners' individual development — without pushing them too hard.

When I was at Lakehead, I took a course on classroom management which I believe was the only one of its kind being offered at a teacher's college. It was invaluable to me, and now one of my favourite topics to write about, and train other teachers about, is behaviour management.

Early childhood education is my passion. Whether in a classroom or family room, I want to help adults make learning fun and meaningful for the children they care for."



Graeme Smith

Head of Outdoor Education, Rosseau Lake College

Graduate of the Bachelor of Education program, 2012, and the Master of Education program, 2014 (Thunder Bay campus)

"I am currently working at Rosseau Lake College as the Head of Outdoor Education. Rosseau Lake College is an independent day and boarding school, located along the shores of beautiful Lake Rosseau, 2.5 hours north of Toronto.

I am so grateful to be in this position it allows me to integrate my love of the outdoors into every single class I teach. This school is so very supportive of Outdoor Education, which aligns directly with my educational philosophy. We send the entire student body on week-long outtrips in the fall — where students and teachers participate in activities like canoeing, sea kayaking, hiking and survival skills — and we will be implementing week-long outtrips in the spring of 2020. I love this job as it allows me to take my passion for outdoor recreation and experiential education and deliver courses that are fun, hands on, and extremely meaningful for my Grade 9-12 students. In addition, I get to help support my colleagues in incorporating outdoor/experiential education into their classrooms as well.

I didn't rush into this position right after I graduated. I took some to gain experience



Graeme participating in a school team activity.

working for various Outdoor Education companies, and worked for a while in adventure therapy.

My time at Lakehead taught me many valuable lessons. First, it solidified my ambition to make a career working in the outdoor/adventure recreation/education field. It also taught me to appreciate the small-town feel and community vibe. The connections I made while at Lakehead have also helped me along my journey since graduation. For example, I keep in touch with my fellow classmates from the Outdoor Recreation, Parks and Tourism program and we often rely on each other for advice or job opportunities. I never hesitate to reach out for support from my former professors, as well. Lakehead has a special place in my heart and I am grateful for the time I spent there."

Dr. Carlos Zerpa

**Associate Professor, School of Kinesiology,
Lakehead University**

Graduate of the Master of Education Program, 2008;
and the Joint PhD in Education program, 2013 (Thunder
Bay campus)



"I graduated from the Joint PhD program in the field of cognition and learning in 2013. My research centred on the use of item response theory-modeling (IRT) techniques to examine the effect of low motivation on students' academic performance for high school mathematics provincial exams in Ontario. IRT is a statis-

tistical measurement technique used to examine students' academic performance, based on their ability and the level of difficulty of questions on an exam. My research findings indicated that low motivation affects students' academic mathematics performance, especially in situations when the provincial exam does not count towards their academic grade. Via IRT modeling techniques, I designed a low-motivation mathematic filtering technique to remove the effect of low motivation from the exam data, to properly estimate students' academic abilities. This consequently created an avenue to better inform policy makers who use students' academic performance in provincial exams to make changes to the high school mathematic curriculum.

I currently work as an Associate Professor in the School of Kinesiology at Lakehead University, where I teach and research in the area of injury biomechanics. This area of research allows me to combine my engineering and kinesiology background with measurement techniques learned in my PhD studies, to assess if injury occurs as a result of product misuse due to lack of user ability, failure of the tool, or poor design of the instrument. The goal is to prevent or reduce the risk of injury.

More specifically, my research focuses on the dynamic interaction of biological, mechanical and behavioural systems of the human body, including cognition and learning, to develop optimization measurement techniques for the assessment of traumatic brain injuries (TBI). My recent research in TBI, for example, has allowed me to develop new clinical testing protocols for assessing and monitoring individuals suffering from a TBI in terms of their walking, standing, and driving, with the goal of helping them return to activities of daily living. I also have developed, in combination with the Faculty of Engineering, new modeling techniques to assess helmet protective devices in mitigating impact forces responsible for causing concussions. I am actively involved with community and have developed research collaborations with clinics, research centres and academic institutions in Canada, as well as internationally, in the area of TBI."



Remembered: Andrea Holm-Allingham

The Lakehead community was saddened to learn of the passing of Andrea Holm-Allingham, former colleague and Contract Lecturer in the Lakehead Faculty of Education and Department of English at Lakehead University.

A graduate of both University of British Columbia (BA Linguistics, 1983) and the University of Victoria (Ed Admin, 1990), Andrea was a doctoral student at UBC before coming to Thunder Bay with her husband, Dr. Philip Allingham, in August 2000. During her 15 years at Lakehead University she was a Professional Year practicum supervisor, and taught courses in educational psychology and multicultural education.

Andrea's legacy lies in her hundreds of students from Prince George; Fraser Valley College; the Faculties of Education at Lakehead University, University of British Columbia, and University of Victoria; the Lakehead University Freshman Writing program, and especially her students from Golden, B.C., where from August 1992 to June 2000 she was a guidance counsellor and English teacher, as well as Freshman composition instructor at the College of the Rockies.

She recently completed her first novel, *A Wensbury House Mystery: Mine for the Taking*, published with Apple ebooks in July, 2019.

Andrea is survived by her husband of 33 years, Dr. Philip Allingham; daughters Dana, Stephanie, and Gwendolyn; son Devon; mother Gerd Evans; brothers Mark and David Evans; and her grandchildren: Kaylyn and Braeden Allingham (Nelson, BC), and Jaxon and Juno Bjornson (Langford).

She will be missed by colleagues, friends, and students, who acknowledge her many years of dedicated service to the teaching profession.

Spotlight on Graduate Student Robin Faye

Wellness, community, and visual arts have long been interwoven themes in Master of Education student Robin Faye's life. Her graduate research builds on these enduring interests: she plans to explore wellness in the University context using Arts-Integrated Research methods.

"All my life I've been making things and wanting to be an artist," she explains. "However, as the eldest child from a single-parent family, it never seemed practical as a form of employment." She thus turned her attention to natural health and community-based fields of work, including self-employment as a yoga instructor and massage therapist; involvement in grassroots environmental and social justice activism, including politics with the Green Party of Canada; and work in the not-for-profit sector. She also co-parented three (now grown) children.

Throughout Robin's diverse careers, her passion for the arts never waned. In 2010 it came to the fore, however, after a series of car accidents left her injured and unable to work.

"I turned to art as a mode of personal recovery," she explains. "I found that creating art helped to take my mind off pain, and produced the 'happy hormones' in my body to help me cope."

During this time, she opted to pursue an Honours Bachelor of Fine Arts, which she completed over eight years. The program enabled her to experiment with diverse forms of artistic expression, including mixed media sculptures and installations, and work with paper, wood, metal, ceramics, photography, and fibre. She maintained a commitment to using sustainable, low-impact, and least-toxic materials and methods.

She also adapted her yoga instruction with a focus on restorative yoga, which helps people reduce stress, manage pain, increase mobility, and adapt to life after injury.

Upon graduation from the Fine Arts program with the Dean's Award in 2018, she decided to continue her education. She is now pursuing a Master's degree in Education for Change, specializing in Sustainability and Environmental Education.

Exploring Wellness with Art

Robin's graduate research, funded by a SSHRC scholarship, will explore Lakehead University faculty's perceptions and approaches to integrating wellness interventions in their teaching. She notes that the University already has a strong focus on wellness:

"Lakehead has signed on to the Okanagan Charter [an International Charter for Health Promoting Universities and Colleges], which calls on universities to embed health into all aspects of campus culture involving staff, students, and faculty. The Charter employs a holistic definition of wellness based on that of the World Health Organization, defined as a state of complete physical, mental, and social well-being."

She adds that her research interests lie "in exploring how



wellness interventions can make teaching easier, help students learn better, and make classes more meaningful."

Alongside producing a written thesis, Robin plans to use the arts to interpret and present her findings. Through a dialogic process, she will seek information from faculty, create artwork to represent the findings, and invite co-participants to create their own varied artistic representations of the data. She will then respond to their work through the production of another "layer" of artwork. Some of the works produced will contribute to a public exhibition in 2020.

This approach, she explains, is inclusive, collaborative, and community-building, offering a collective way to explore the theme of wellness in the University. It is also a research approach she is acquainted with, having recently worked with her supervisor, Dr. Pauline Sameshima, on an Arts-Integrated research project in which her artwork (pictured above) was on display in Thunder Bay's Baggage Building Arts Centre.

"This artwork, responding to Dr. Sameshima's research work with yoga teachers, is an interactive piece about pedagogical learning spaces, in which the public was invited to gently move inside the art piece and sit on a meditation cushion to contemplate. Viewers have their own interpretations of it, but some themes include contemplation, personal growth, and internal experiences. It references a snake skin, as one of the research participants described her experience of growing as a yoga teacher to be like shedding her skin, like a snake."

Looking ahead, Robin says she would like to combine her experiences and education to become an independent curator.

"There is a strong new movement in curating that centres community. It's sometimes known as educuration. It is not an institutional or even gallery-based type of exhibition, but more of a process, originating and grounded in community. This fits well with the values I've developed through my experiences, and relates deeply to personal and social well-being."

Robin is currently a second-year student in the Master of Education: Education for Change program.



Dr. Ruth Beatty Organizes Indigenous Education and Mathematics Conference

Funded by a SSHRC Indigenous Research Capacity and Reconciliation Connection Grant, Dr. Ruth Beatty (Associate Professor, Orillia, pictured above) and co-researchers hosted the three-day Wiidookaadying Gikinoomaagewin: Gindaaswin Kendaaswin (Relationships and Reciprocity: Indigenous Education and Mathematics) conference at Lakehead University Orillia campus in May.

The event was attended by 200 participants, including community Elders, knowledge keepers and leaders, and educators and administrators from across the province. Registration filled up in a single day, and there was a waiting list of over 300 people.

“The conference was an amazing forum for everyone to develop relationships and share experiences, practice, knowledge and ideas about connections between the mathematical content knowledge of the Ontario curriculum and the mathematics inherent in Indigenous technology, design, and artistry,” Ruth explains.

Seven workshops were offered during the conference. In one workshop, entitled Cultural Mindfulness, George Couchie of

Nipissing First Nation guided learners in exploring Indigenous ways of knowing, culture, histories and perspective. In other workshops, participants learned about the mathematics and cultural significance inherent in technologies and artstries including birchbark baskets, hairbone pipe bracelets, beaded medallions, Métis finger weaving, and bead looming. Each workshop was three hours long, enabling participants to engage deeply in discussions and artistry, while also considering how incorporating Indigenous pedagogical approaches align with current mathematics instruction.

Ruth explains that the conference also provided an opportunity to explore and discuss the First Nations & Métis Math Voices Project, a comprehensive, long-term, multi-site project that has taken place in elementary classrooms around the province.

There were three main goals to the event: to engage Indigenous knowledge through highlighted research by Indigenous research partners; to mobilize knowledge and partnerships for reconciliation; and to foster mutually respectful relationships.

“It’s really about relationship building with Indigenous communities and education,” Ruth says. “The primary goal is about making respectful relationships in the spirit of reconciliation.”



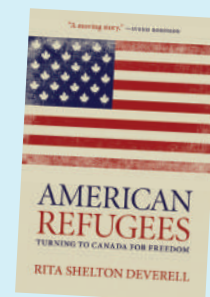
Dr. Rita Shelton Deverell at her book launch in Orillia (June)

Dr. Rita Shelton Launches New Book: *American Refugees: Turning to Canada for Freedom*

Dr. Rita Shelton Deverell, Contract Lecturer in the Faculty of Education (Orillia), recently launched her new book, *American Refugees: Turning to Canada for Freedom*.

Rita, a Texas-born Canadian, drew on some of her own history in writing the book. The book is described as follows:

“When it became clear that Donald Trump would become the new U.S. president on election night in 2016, the website for Citizenship and Immigration Canada crashed. It was overwhelmed by Americans afraid that the United States would once again enter a period of intolerance and military aggression. In *American Refugees*, Rita Shelton Deverell shows that from the Revolutionary War to the Underground Railroad through to McCarthyism and Vietnam, Americans have fled to Canada in times of crisis. Many still flee. All have sought better lives, while helping to shape Canada into the country it is today.”



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The book is comprised of profiles of American refugees from different eras, including the War of 1812, the Underground Railroad, emancipation, desegregation, McCarthyism, Vietnam, truth and reconciliation, the legalization of gay marriage, post 911, the refugee crisis, and the contemporary era. Personal anecdotes relating to the author's own stories of immigration and life in Canada are included throughout.

American Refugees can be ordered from [University of Regina Press](#), Amazon, through all bookstores, and is available at Manticore in Orillia, and A Different Booklist in Toronto.

Dr. Pauline Sameshima Co-Edits New Book in Curriculum Theory: *Ma: Materiality in Teaching and Learning*



Dr. Pauline Sameshima, professor and Canada Research Chair in Arts Integrated Studies in the Faculty of Education (Thunder Bay), has co-edited a newly published book that explores the Japanese concept of *ma* as an education curriculum.



The book describes *ma* as referring to “the interval between two markers. *Ma* is constructed by a deliberate, attentive consciousness to what simultaneously is expressed, repressed, or suppressed between two structures. In a dialectic exploration, the spaces between — private/public, teacher/student, old/new, self/other, among others are probed in ways that contribute to the significant research in teaching and learning that has been undertaken in the last decades. . . . This book investigates the intersections at the core of *ma*, engagements wherein the investigations create something new, in order to demonstrate the

layers of the teaching and learning self.”

Published by [Peter Lang](#), *Ma: Materiality in Teaching and Learning* features poetry, art, theory, and narrative writing. One reviewer noted that “in a time when binaries abound, and big data is used to label and commodify so many aspects of our lives, this stunning and diverse collection of chapters powerfully draws us to the ‘light in the cracks’ as Leonard Cohen sang. This book stirs and inspires — there are no limits as to what could be imagined and positively transformed through an awareness of *ma*. This book should be required reading in every teacher education program.”

Ma: Materiality in Teaching and Learning is co-edited by Pauline Sameshima, Boyd White (Faculty of Education, McGill University), and Anita Sinner (Art Education, Concordia University).



Tesa Fiddler, right, received a certificate from CTF President Shelley Morse after being named the 2019 Outstanding Indigenous Educator by the Canadian Teachers' Federation

Tesa Fiddler Named Outstanding Indigenous Educator

Congratulations to Tesa Fiddler (MEd, 2012), a teacher with the Thunder Bay Catholic District School Board, who was recently named the 2019 Outstanding Indigenous Educator by the Canadian Teachers' Federation. The award recognizes an educator who displays “leadership in Indigenous education and excellence in teaching that reflects Indigenous culture.”

Tesa is a member of Kitchenuhmaykoosib Inninuwug (Big Trout Lake First Nation) with family connections to Onigaming and Muskrat Dam First Nations. She has worked as an Indigenous Education Resource Teacher for the Thunder Bay Catholic District School Board since 2011.

From 2011 to 2016, Tesa was a co-instructor with Dr. Lisa Korteweg (Associate Professor, Faculty of Education) in the course “Indigenizing Perspectives and Practices in Education,” among other classes.

She also taught at Dennis Franklin Cromarty High School, Oshki-Pimache-O-Win Education Institute, and York University.

Faculty Grants

SSHRC Partnership Development Grant: Advancing Sustainability in the Lake Superior Watershed



Dr. Charles Levkoe, Dr. Constance Russell, and Dr. David Greenwood

Dr. Charles Levkoe, Canada Research Chair in Sustainable Food Systems, Associate Professor in Health Sciences, and Adjunct Professor in the Faculty of Education, is leading a partnership that will receive \$188,106 over the next three years.

The research project is entitled *Lake Superior Living Labs Network: Enhancing Capacity for Regenerative Social-Ecological Systems*. Co-investigators include Faculty of Education professors Dr. Constance Russell and Dr. David Greenwood.

This research will explore how postsecondary institutions might play a stronger role in advancing sustainability goals (including health and social and environmental justice) in the Lake Superior

Watershed by turning higher education institutions into hubs for interdisciplinary “living laboratories” that integrate teaching, research, place-based experiential learning, and community engagement.

The project brings together four universities to serve as hubs (Lakehead University, University of Minnesota Duluth, Algoma University, Lake Superior College - Duluth) and numerous community organizations and First Nations as partners through the new Lake Superior Living Labs Network. More information is available at www.livinglabs.lakeheadu.ca.



Dr. Sonia Mastrangelo and Dr. Meredith Lovell-Johnston

Dr. Sonia Mastrangelo, Associate Professor (Orillia) and co-investigator Dr. Meredith Lovell-Johnston (Assistant Professor, Orillia) are receiving \$196,268 to spend three years using research methods that have been selected in consultation with a partner organization (Kwayaciiwin Education Resource Centre) and Indigenous community members.

Their research is entitled *Supporting the Development of Young Children's Self-Regulation Capacities and Literacy Skills in Ontario's Northern Communities: Engaging Families and Educators*.

Self-regulation is crucial to healthy child development including mental health, learning, resilience, and caring relationships in

SSHRC Partnership Development Grant: Research on Self-Regulation and Literacy Development

families, schools and communities. When self-regulation is compromised, so is literacy development.

Literacy rates in the north are lower than provincial averages and there are a rising number of students dealing with mental health challenges that impact academic achievement. This project will investigate whether promoting self-regulation through culturally appropriate techniques such as storytelling will help to improve well-being, literacy outcomes and overall school success. The research study adopts a holistic approach, engaging teachers, children and community members.

Graduate Student Scholarships

Congratulations to the following Faculty of Education graduate students, who have been awarded SSHRC scholarships.

SSHRC - Doctoral Fellowships Program Scholarships



Melissa Twance, PhD, Educational Studies

The Ceremony of Place: Mazinaabikiniganan as Sites of Resistance and Renewal

"My research focuses on Indigenous ways of being, knowing, and doing that are intimately connected to both land and place. Mazinaabikiniganan, more commonly known as pictographs in settler vernacular, are visible markers of Indigenous presence on the land but have been divorced from contemporary contexts through narratives that place these images and their makers in the distant past. I'm building on previous work and investigating how these images and sacred sites encompass Indigenous epistemology and pedagogy. I'm really interested in understanding how Indigenous peoples engage with mazinaabikiniganan in contemporary land-based education practices."



Elizabeth Boileau, PhD, Educational Studies

How do Forest School Experiences Shape Children's Empathy and Care for the Environment?

"My research aims to contribute to the growing field of early childhood environmental education. My specific interest is in the affective component of environmental education at forest school programs, which is a type

of nature-based pedagogy. I am utilizing an emerging methodology called "common worlds," which aims to decentre the human element of social science and include the voice and agency of living

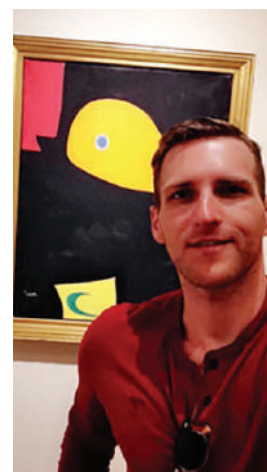
beings and non-living elements.. This research will potentially contribute to improving forest school pedagogy in Canada, to developing common worlds methodology and methods, and to understanding empathic relations between children and the more-than-human world — all vitally important in a time of environmental crisis."

Canada Graduate Scholarships -Master's Program

Bronson Carver, Master of Education

Education A+Vengers: Empowering Indigenous Students through Superheroic Re-Storying

"I am intending to explore the potential applications of Michael White and David Epston's narrative therapy in the classroom to help teach resilience to students. This study will be undertaken in local high school drama classrooms, where students will be helped to create performance inquiries—that is, their own plays—wherein they re-story themselves as comic book superheroes capable of defeating their externalized, personified problems. It is my hope that this project will help the students restore and/or strengthen their mental health and overall well-being, and provide a model for other educators to help their students do the same."



Robin Faye, Master of Education

Community Arts and Community Healing in Thunder Bay

"Lakehead University has declared a strong focus on wellness by signing onto the Okanagan Charter in 2019. My graduate research will explore faculty's perceptions and approaches to integrating wellness interventions in their teaching. Under the supervision of Dr. Pauline Sameshima and in addition to a written thesis, I plan

to use Arts-Integrated Research to interpret and present my findings. Using a dialogic process, I will seek information from faculty, create artwork to represent the findings, and invite co-participants to create their own varied artistic representations of the data. The works produced will be exhibited in a public location in 2020."

For a detailed profile on Robin and her work, see page 7.



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~ **Natasha**, 4th year BEd, HBA (English and Women's Studies) student

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PhD Student Holly Prince Awarded Pierre Elliott Trudeau Foundation Doctoral Scholarship

Holly Prince is one of only 20 doctoral students from across Canada and the globe who has received a Pierre Elliott Trudeau Foundation Doctoral Scholarship, one of the most prestigious awards in Canada in the social sciences and humanities fields.

Holly, an Indigenous scholar and Anishinaabekwe from the Red Rock Indian Band, Lake Helen Reserve, is currently a doctoral student in Lakehead University's Faculty of Education, whose research is focused on improving the end-of-life care in Indigenous communities with the active collaboration of community members.

Her PhD work is situated in Indigenous community-based educational research, interdisciplinary in its focus on accessible, culturally relevant well-being and education services, determined with and controlled by Indigenous people.

"I am extremely excited to have been awarded this honour and to become part of the new doctoral cohort in the Trudeau Foundation scholarly community," she says. "I feel both humbled and extremely responsible in my role as an Indigenous scholar, to see my doctoral work as improving the conditions for academic research with Indigenous communities."

She explains that being part of the Trudeau Foundation scholarly community "will offer great opportunities to move Canadian institutions, like healthcare and education, forward in prioritizing Indigenous peoples, communities and our knowledge systems in research. I look forward to inquiring with fellow scholars and mentors as to how academia can respectfully recognize the importance of Indigenous perspectives in the pursuit of knowledge and ideas."

For more than a decade, Holly has worked as a researcher and project manager at the Centre for Education and Research on Aging & Health. From 2005 to 2017, she co-led a research program at the University directed at improving end-of-life care with the active collaboration of First Nations community members. Since 2017, she has managed provincial-wide palliative care educational initiatives in Ontario, Manitoba, and the Atlantic provinces.

First Lakehead Student to Receive Trudeau Scholarship

The Trudeau Foundation receives nominations from top PhD candidates in the Social Sciences and Humanities fields from universities across Canada and internationally. About 300 exceptional PhD students were nominated by their home universities, but only 20 in total were chosen.

This is the first time Lakehead University has nominated a graduate student for the scholarship.

"For Holly to be awarded the renowned Pierre Elliott Trudeau Foundation Doctoral Scholarship is a phenomenal achievement and a testament to the outstanding quality of her scholarship," said Dr. Lisa Korteweg, Holly's supervisor. "It is also a tribute to the pressing need for more Indigenous research by Indigenous scholars and with Indigenous communities."

Congratulations to Holly on this significant achievement, and the national recognition of her scholarship.



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