

EDUCATION EXCHANGE

NEWSLETTER

Message from the Dean

Welcome to the 2022/2023 academic year, which will hopefully be more settled than the past two years. These years have been difficult for us at so many levels, from the personal to the professional, and for many the difficulties continue. So even as we move on from the pandemic, remaining aware of the ongoing risks, we need to continue to be mindful to look after ourselves and those around us.

This year is one in which we will consolidate many of the projects that we have been working on. That we are at a point where we can consolidate is a testament to the hope for a better future that we have cultivated over the past few years. In August 2020, despite the great uncertainty of the time, we spoke of the need to realistically face the issues confronting us, the actions needed to address those issues, and the 'activating effect' of critical hope in catalyzing the effort needed to achieve our goals.

Today, we have people—students, contract lecturers, staff, and full-time faculty—engaged in a range of major projects that will reshape our faculty over the coming years. The Environmental Sustainability Advisory Committee, and the Equity, Diversity, Inclusion and Decolonization Committee are working on policies and strategies that will bring us closer to the ideals we have set for ourselves in **Flourishing as a Faculty**. The program reviews of the undergraduate and graduate levels will make them more responsive to the needs of a changing world, reinforcing the well-researched links that exist between educational excellence and equity. The Strategic Plan for Keewatinase (the Department of Indigenous Education) continues to drive the realignment of our programs towards the meeting of community needs and Aki-based education. The Orillia Building Committee will be working with the wider Orillia Campus Building Strategy to address the space issues that impact Orillia. The Contract Lecturer Advisory Committee will continue the work of addressing the issues identified in the 2021 *Contract Lecturer Report*. And these are only the major projects that are underway.

Often hidden in the background, there are a number of other projects that, over time, will help build a more coherent, inclusive, and stronger faculty. These include policy development, improving our communications channels, developing strategies to act on the



Truth and Reconciliation Calls to Action, the development of the Kakina Nidinawe Maaganuk cultural space in Thunder Bay, and the leasing of more appropriate spaces in Orillia. Looking further ahead, we are also looking at enrolment projections and the personnel needs of the faculty over the next five to ten years.

In undertaking this work, we are enacting the words that we have committed to as a faculty in *Flourishing as a Faculty* (p. 3):

... committing to caring for each other, the places we inhabit, and ultimately the planet. Critical hope will promote a commitment to education that rejects the current binary of social justice and academic rigour. It will cause us to take stock of ourselves and our work and commit to addressing injustices. Finally, it will encourage us to do what is right if we are to reimagine a Faculty that both responds as an institution and equips its members to address the social and environmental issues that confront us.

It won't be easy, and we will make mistakes from which we will learn. Working together, however, we are well placed to share in a productive and meaningful academic year for everyone across the faculty. I wish you well for the coming year, and look forward to working with you as we strive towards making our ideals our reality.

-Dr. Wayne Melville, Dean, Faculty of Education



“Operation Happy to be Here” Focuses on Student Experiences in the Professional Program

Understanding the teacher education experience is at the heart of “Operation Happy to be Here”: a program improvement and research project that began in Fall 2018 at the Orillia campus. Led by Dr. Gary Pluim (Assistant Professor, Orillia), the project, now in its fifth year, inquires into the experiences of professional program students.

“Operation Happy to be Here (OH2BH) is an initiative that endeavors to better consider the perspectives of our teacher candidates, to deepen relationships with and among professional students, and to implement strategies and supports to proactively meet their needs,” Gary explains. “It is fundamentally about finding opportunities for student voice to strengthen the program experience.” The project seeks students’ authentic and critical input to learn of their experiences in the program and their journeys to becoming exceptional educators.

To gain insight into student satisfaction and perspectives, numerous mechanisms for student input have taken place. Overseen by a team of graduate students, sessional and contract instructors, full-time faculty, and program chairs, the research methodologies have included focus groups, straw polls, faculty working groups, conversations and brainstorming sessions—as well as an annual student questionnaire, administered each February over the past four years.

Questionnaire Yields Extensive Student Feedback

Launched in January 2019, the student questionnaire originally focused on students’ experiences in the Orillia program; in 2022 it was extended to professional program students at the Thunder Bay campus. The 2022 version was comprised of over 100 mixed-methods questions, inquiring into various domains of the program, including students’ experiences with courses and workload, their general well-being, their commitments outside of the program, the impact of the pandemic on their personal and professional lives, and more.

“The questionnaire has been the hallmark of the research over the years,” Gary explains. “It has consistently yielded important data about students’ program expectations and experiences, which we are using as a guide to improve our program.”

Completing the annual questionnaire is a voluntary, anonymous, and confidential process for students to provide candid, constructive insights from their perspective of the program. This article shares findings from the 2020/2021 questionnaires.



Questionnaire Findings

Student Demographics. Responses to demographic questions offer insight into the identities of professional program students.

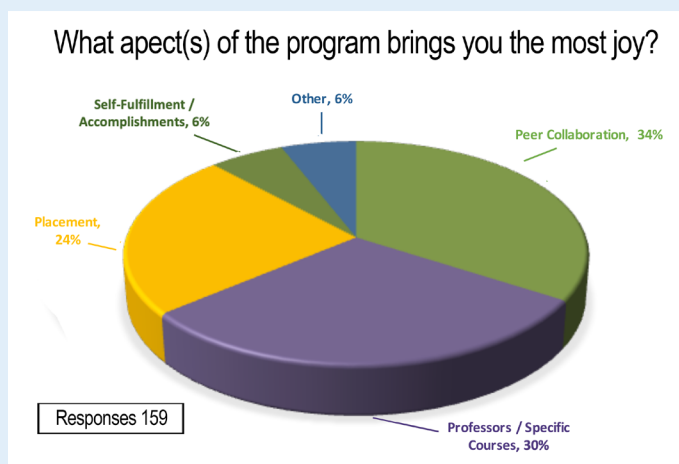
- **Gender:** 85% of students identified as women, 13% as men, and 1% as another gender; 1% chose the option to not answer
- **Nationality, language, and visible minority status:** 94% of the sample indicated they were born in Canada, and 93% named English as their first spoken language. 8% identified as a visible minority
- **Disability:** Almost one-quarter of students identified as living with a disability or health condition; 22% reported an invisible disability and 1% a visible disability
- **Mature students:** 15% of respondents were 30 years or older; 29% had pursued a career before the professional program
- **Caregivers:** 17% of respondents reported having at least one child, parent, or another person at home they were caring for

These demographic details provide insight into the challenges some students are facing, such as living with a health condition (23%), juggling the responsibility of being a primary caregiver at home alongside being a full-time student (17%), or speaking English as a second language (7%). Having an awareness of student demographics is important in order to consider ways of structuring the program to be inclusive to everyone.

Aspects of the Program that Bring Students Joy. One question asked teacher candidates what aspects of the professional program bring them the most joy. Responses were clustered into five prominent categories; following are a sample of student responses in each category:

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Peer Collaboration (34%)

- “Learning with my classmates.”
- “Meeting new people and hearing about others’ experiences.”
- “Partaking in discussion with peers.”

Professors/Specific Courses (30%)

- “How passionate and welcoming the majority of instructors are in the program.”
- “Enthusiasm and responsiveness from professors.”
- “Learning from passionate and knowledgeable professors. Learning from instructors who are connected to the classroom.”

Placements (24%)

- “Working with the students during practicum.”

Self-Fulfillment/Accomplishments (6%)

- “The excitement of earning my teaching degree and beginning a rewarding career.”
- “The promotion of diversity and inclusivity! Passion for teaching!”
- “The fact that I am finally studying for my career.”

Knowing—and preserving—elements of the program that bring students joy has been especially important in the past two years, as the research has also revealed that students have faced significant challenges throughout the COVID-19 pandemic, including heightened stress levels associated with the migration to online classes.

Migration to Online Classes: Student Experiences.

A lack of social connections was one of the most significant challenges reported in association with the migration to online courses during the March 2020-Spring 2022 period. Specifically, 65% of respondents said they felt disconnected from their peers while completing their education online. Social isolation was also connected to mental health challenges, with 49% of students saying they were experiencing ongoing feelings of anxiousness, nervousness, and having trouble relaxing.

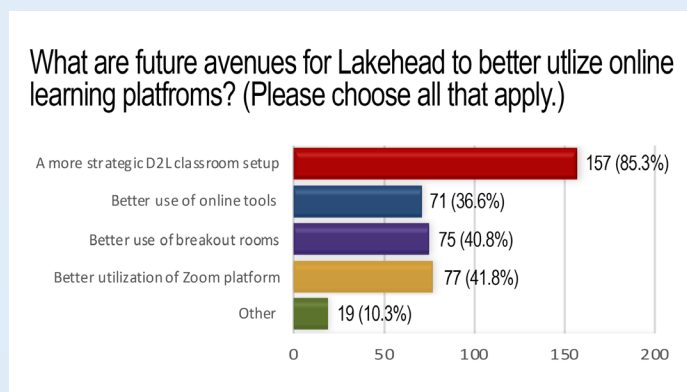
During the pandemic period, online courses took place synchronously (e.g., via Zoom classes) and asynchronously (e.g.,



using the D2L platform). Students shared feedback on both modes of delivery, as well as ideas of how Lakehead could better utilize online learning platforms (see chart below). Data analyzed by volunteer student members of OH2BH suggested the following:

Synchronous learning

- **What works well:** connecting with peers and instructors in a virtual class; providing consistency in scheduling; allowing for direct instruction
- **What needs work:** synchronous classes resulted in too much screen time a day; more effective use of Zoom is needed



Asynchronous learning

- **What works well:** allows for flexibility (e.g., “get to work and get it done on my own schedule”; “having balance allows me to do things on my own time; especially with having kids.”)
- **What needs work:** asynchronous instruction can be confusing; it can be harder to learn asynchronously; asynchronous courses can be more time-consuming than synchronous classes

Students expressed value in having a mix of synchronous and asynchronous classes, and some expressed a desire to continue with online learning, even as the professional program has switched back to primarily face-to-face instruction.

Financial Stress. Responses to questions relating to students’ financial status demonstrated that financial strain is a stressor that many are experiencing, with a majority of teacher candidates juggling work schedules outside of their education.

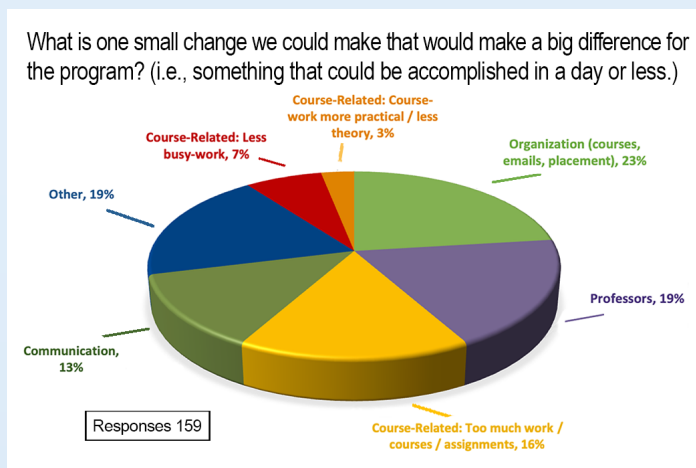
- 66% of respondents reported they received Ontario Student Assistance Program (OSAP) loans for the professional program
- 52% stated they had preexisting student debt before enrolling in the program

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- 25% reported an annual household income of less than \$20,000
- 40% said they expect to graduate with at least \$15,000 in debt
- 69% held at least one part-time job outside of the program; among these, 60% were working at least five hours per week
- 31% reported working two or more jobs during their time in the professional program
- 85% said that “working during the school year makes your success in the program more difficult”

These data show that significant numbers of teacher candidates are vulnerable to program disruptions, having to sacrifice the time they dedicate to program-related work for time working in part-time jobs. Further, the limited ability of some students to save money during the program, together with mounting debt is further indication that outside employment may be seen as necessary to mitigate these effects. “The financial constraints faced by so many of our students are important for us as faculty to consider in the expectations and relationships we have with our students,” says Gary.



“One Small Change that Would Make a Big Difference.”

The questionnaire asked students to identify “one small change” (defined as something that could be accomplished in a day or less) that “would make a big difference for the program.” Responses were grouped into categories, with some students offering details about small, yet meaningful changes they would like to see in the program.

Course-Related (too many courses, more practical, less busy-work) (26%)

- “Less ‘busy-work’ in the program.”
- “There is too much work in the program – have fewer courses.”
- “Make course work practical, with assignments we may use in practice.”

Organization (23%)

- “On D2L, under course content, post: 1) Recurring Zoom Link; 2) Course Outline.”
- “Better organized D2L sites (where is the Zoom link?)”

Professors (19%)

- “Have professors do check-ins.”
- “Have professors explain their assignments in detail (and not say ‘it is posted for you to read on D2L’).”

Communication (13%)

- “Create a forum (maybe on D2L?) where students can ask any questions about anything relating to the program. This would let all students see the questions and answers (avoids repetition for instructors).”
- “More opportunities to ask questions about the program in large-group settings with faculty and students.”

Through a synthesis of all of the data from the four years of the project, the major two recommendations involve (a) reducing the overall course weight for students in the program, and (b) improving the spaces for learning at the Orillia campus.

Next Steps: Sharing Results and Responding to Feedback

The data emerging from the OH2BH research is vast. Gary notes that many students see the questionnaire as a forum for their voices to be heard and are using it to offer constructive feedback on the program. He stresses that, from an ethical point of view, “we don’t want to ask questions without following up.” As such, the work continues with ongoing analyses and dissemination of results (including via recent conference presentations and publications, as well as two MEd portfolios), and to use the feedback to improve the program. As one example, in response to high levels of reported student stress, mindfulness initiatives were implemented into programming at the Orillia campus, alongside activities such as a volleyball tournament (see photo, below), weekly yoga and walking clubs, and cohort challenge activities.

The data is also being used to inform the work of the Orillia Building Strategies committee, the goal of which is to improve learning spaces at the Orillia campus.

“We look for longer-term, sustainable solutions to result from this research,” Gary explains. “By tuning into the student experience, listening, and responding thoughtfully, we aim to nurture a culture of care, an ethical standard that is foundational to good teaching. It is also an important pathway to ensuring that our students are, indeed, happy to be here.”



Preserving the Past and Building the Future:

Anishinaabemowik and the Education Library are Creating a Digital Archival Collection of NLIP/ILIP Program Documents

A project of digitizing the historical documents and writings of the Faculty's Native and Indigenous Language Instructors' Programs (NLIP & ILIP) is underway.

Led by Tyler Armstrong (Interim Program Coordinator of Anishinaabemowik – Indigenous Language Teachers' Program) and Gisella Scalese (Education Librarian), a central goal of this work is to preserve materials from the former NLIP and ILIP programs and make them widely available online.

"We have program materials dating back to early 1980s, when NLIP officially began at Lakehead University," Tyler explains. "This includes many valuable printed materials such as program handbooks, teaching materials, newsletters, projects, and collections of stories written by students."

Digitizing the materials and sharing them through an online resource library will give them new life and new audiences, he notes, while connecting to Anishinaabemowik's work of language preservation and revitalization.

"It's a way to honour everyone who has gone through the NLIP and ILIP programs, and made Indigenous language teaching what it is today. It also helps to preserve the writing of former students and instructors. We are at a point where we need to be sharing these resources—sharing the languages helps to strengthen them for future generations," he says.

Building a Digital Library

Education Librarian Gisella Scalese, in collaboration with University Archivist Sara Janes, has developed a site that will host the digital collection. The collection will be publicly available as an open-access site, hosted on the Lakehead University Library Archives site and linked to the website of Keewatinase — the Department of Indigenous Education.

Gisella notes that over the years, documents from the NLIP and ILIP programs were deposited in the Education Library, and in many instances the library copies are the only copies available. Making them available online will ensure the documents are preserved.

"We're excited to share these materials widely so that current students, faculty, and others around the world can access these important language resources. Digitizing them will preserve them, and sharing them can help to generate new language resources," she says.

Seeking Permission

Work is now underway to contact authors—former students, instructors, and program administrators—to request permission to publish their personal works in the digital collection (see sidebar, right). "As with any digitizing of materials, we are carefully following copyright regulations," Gisella explains.

Tyler adds that "we are also doing this in a way that follows Indigenous protocol and is respectful to those who own the stories and teaching materials. We are either reaching out to people directly to ask their permission to publish their work online, or in other cases, if the people have passed on, we will try to reach out to family members, or someone connected to them, who can give us permission. We want to

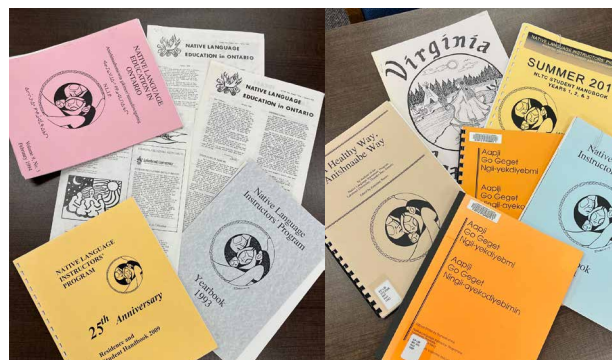


Tyler Armstrong and Gisella Scalese

make sure people are properly credited and that we have their permission to digitize and share their work."

The digital archival collection is expected to be available online in 2023.

Below: Some archival NLIP/ILIP program documents.



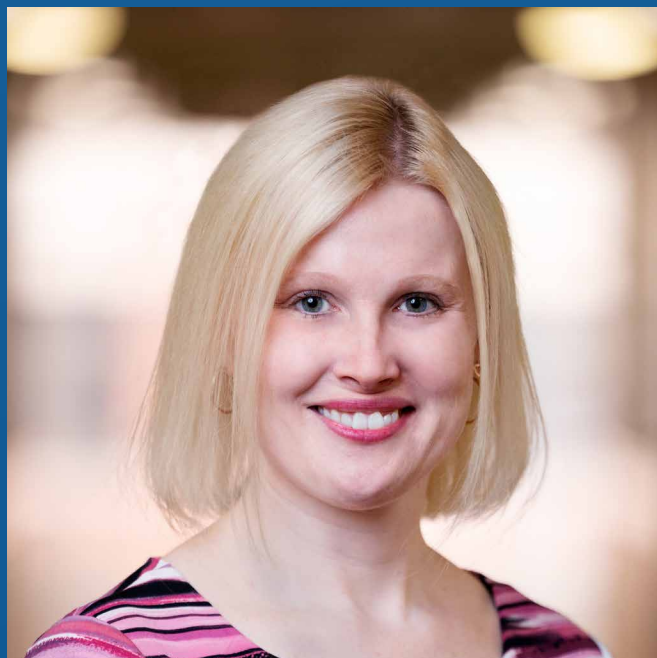
A Call to All Former Students, Staff, and Individuals Involved with Indigenous Language Programming at Lakehead's Faculty of Education, 1981-Present

The Faculty of Education's Anishinaabemowik – Indigenous Language Teachers' Program – is seeking permission to publish the stories and personal writing of individuals who were involved with the Native and Indigenous Language Instructors' Programs (NLIP & ILIP).

If you wrote something for NLIP and/or ILIP that may be part of our program documents (including student assignments, projects, and other written materials), or if you know of someone who has gone through the program and contributed writing to it, please contact Gisella Scalese, Education Librarian:

Email: gscalese@lakeheadu.ca
Phone 807-343-8010 Ext. 8719

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



Dr. Jennifer Holm

Assistant Professor, Faculty of Education, Wilfrid Laurier University

Graduated from the Master of Education program (2009); Joint PhD in Educational Studies program (2014) (Thunder Bay campus)

"If you had told me 15 years ago that I'd be where I am today, teaching mathematics education to preservice teachers, I would never have believed it. But my time at Lakehead—and especially my work with Dr. Ann Kajander—really changed my direction in life.

I was not always a math person. As a former elementary school teacher, math was my least favourite subject to teach. I began my teaching career in the United States over 20 years ago, working mainly with Grades 2-4 students, and my perception of math at the time was that it was very black and white, and focused on right and wrong.

After six years, I decided to pause my teaching career and move to Thunder Bay to pursue a Master's degree with a specialization in literacy. However, during a class with Dr. Ann Kajander—in which she gave us a task using manipulatives in algebra—a "click" moment happened for me, prompting me to rethink everything I had ever learned about math. This powerful moment led to me changing the direction of my studies and starting my journey in math education, with Ann as my supervisor. This led to my PhD and now my work at Wilfrid Laurier University, where I teach and research in the area of mathematics education.

Math for Understanding

A big part of my job is undoing what has been done to students: namely, a type of math education focused on speed drills, memorizing formulas, and right answers. I have certainly dealt with tears, stress, and lots of math trauma that students carry with them from their previous years, along with a belief that they *can't* learn math. However, when I introduce students to new ways of approaching math—math for understanding—they often have transformative experiences, much like I had myself. I want everyone to have that feeling of wow, *this* is what math can be!

There has been an enormous shift in mathematics teaching. We recognize now that there are multiple ways to come to answers, and multiple perspectives to consider. It's about giving students opportunities to model their understanding. We also recognize that mathematics is all around us, across all cultures. From the patterns at the bottom of a pine cone to the Fibonacci sequence, there is beauty and patterns in math—and it is everywhere.

For first-year students, I think the most important piece is that they learn a different mindset toward math. This requires teaching in new ways, since teaching the same way will not produce any new results in our thinking. One of my favourite activities is to give students practical problem-solving questions, like, how can we calculate how much time we need in the morning before we get to work? We also play dice games and other games that rely on math, focusing on the processes of how mathematics understanding helps us play the games well.

I want all of my students to be comfortable with math and to recognize its importance in our everyday lives. At the same time, we also need math in addressing the significant problems we face today, like climate change, as well as the great, unsolvable math problems that are still floating around the world.

Starting with Teachers

My research focuses on future teachers' beliefs and conceptions about mathematics. I started by exploring what beginning teachers were bringing to the BEd program, and then what they left with. But this wasn't giving me the full story, so lately I have been looking at what has caused their beliefs and conceptions of math in the past. What makes them happy, what do they enjoy, and what turns them off? Most importantly, how can we help future teachers understand their own stories, so they can be mindful of the relationship toward math that they are modelling in the classroom? For those who have had negative math experiences, I am looking to break the cycle of anxiousness around it.

I love my work, and what is most gratifying about it is seeing that I am making a difference, not just to my students, but to their future students, too. In that way, I hope that I am helping to facilitate new relationships with math, for people in generations to come."

Jennifer was awarded a 2022 Early Career Research Award and a 2002 Donald F. Morgenson Award for Teaching Excellence.

Kienan Wilson

Principal, Jousard School, Jousard, Alberta

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

“For the past three years, I have been Vice-Principal at Prairie River Junior High School in High Prairie, Alberta. I work closely with students to ensure they meet their academic and social goals at the start of each school year, and I am also an Instructional Coach to teachers, which is a role I thoroughly enjoy. In the 2022-2023 academic year, I will take on my first Principal position at Jousard Elementary School.

One of my passions is designing Coding and Robotics courses for secondary students—I have designed three courses that are now being used across the school division. Our students have found success competing in Skills Canada and Robo Rumble competitions, as well as designing their own video games that we house in an arcade cabinet for students to play. I’m also a practitioner of the “Emotional Culture Deck” card game/tool, which focuses on strengthening the emotional culture of an institution through structured conversations about workplace culture and employee experiences.

The Lakehead community I experienced in Thunder Bay was fantastic, with supportive professors and a



wonderful cohort, learning together in a beautiful location. Living in Alberta, I love that I’m able to participate in Land-based learning opportunities with community members from First Nations and Metis settlements, and work with Elders and Knowledge-Keepers to provide authentic learning experiences for our students.

I am a father to three beautiful children and husband to a wonderful wife, and I am currently completing a Master of Education degree at the University of Calgary.”



Brian Hyytiainen

**Special Education
Facilitator, Lakehead Public
Schools, Thunder Bay**

Graduated from the Bachelor of Education program (2005); Master of Education program with specialization in Indigenous Education (2021) (Thunder Bay campus)

“I am thankful for the opportunity to live and learn on the traditional territory of the people of Fort William First Nation, and to all Indigenous nations on Turtle Island to whom my ancestors and I will forever owe our present and future. It was on this land where I completed my education and MEd

portfolio, which was an autoethnography reflecting on my work in support of Indigenous Queer and Two-Spirit youth in northern Ontario. This led to the development of a workshop presentation for educators, to help them on their own journeys of creating culturally safer school spaces to support Indigenous Queer and Two-Spirit youth.

I’ve been fortunate in my career to work in different regions of the province, and in various positions to support students. The first several years of my teaching career, back in the early 2000s, were spent with Indigenous communities in Northern Ontario. I then taught in Brampton, Ontario, working with suspended/expelled

students, as well as working as a special education teacher, department head, and guidance counsellor.

I was a co-lead teacher for our school’s GSA (Genders & Sexualities Alliance) for many years. I am hopeful and optimistic about the future for our 2SLGBTQQIPAA students, as many more are comfortable expressing who they are at school, and are supported by staff, families, and friends. Myself, I grew up in Thunder Bay but moved away in my early 20s—eventually moving to the GTA allowed me to come out. When I reflect on my own school career, I wish I saw my hidden self reflected in the materials and programs in the schools and classrooms. I’m glad that many schools in Thunder Bay are starting to reflect all the students they serve. Hopefully, this will allow more students to be their true selves, without the need to move away.

I moved back to Thunder Bay to in my mid 30’s to complete my Masters and start a family with my partner, dogs, and cat. Currently, I am an elementary Special Education Facilitator with Lakehead Public Schools. This role is both exciting and challenging. I’ve really seen the impact of the pandemic and the challenge of access to early interventions on student learning outcomes, particularly for those whose histories have led to socio-economic challenges.

Returning to Thunder Bay, and Lakehead University after 15 years of teaching, was an incredible experience. Having so much time between the completion of my undergrad degree and graduate studies allowed me to dive into the program with life experiences that contributed to my learning in each and every course. The support of faculty, in particular Dr. Lisa Korteweg and Dr. Joan Chambers, really contributed to my overall success in the program.

I am a life-long learner, and I look forward to whatever new opportunities await.”



Ian MacRae

Former Director of Education, Lakehead Public Schools (retired August 2022)

Honours Bachelor of Physical and Health Education (1973);
Bachelor of Education program (1974);
Master of Education program (1991) (Thunder Bay campus)

After over 40 years of service to Lakehead Public Schools, Ian MacRae has retired. He began his career in education in 1975 as a Secondary School Teacher of physical education, general science, and chemistry, at Fort William Collegiate Institute. He later became a Vice Principal at Westgate Collegiate and Vocational Institute (1988-1993) and Hillcrest High School (1993-1995). In the 15 years that followed, he served as Secondary Principal at Port Arthur Collegiate Institute (1995-1998) and Westgate CVI (1998-2009). He was appointed Superintendent of

Education in 2009 and Director of Education in 2014. During his career, he also served for 12 years as a division and district president of the Ontario Secondary School Teachers' Federation (1986-1998).

An esteemed leader and revered friend to many, Ian says he is grateful for having had the opportunity to be an intrinsic part of the Lakehead Public Schools community for much of his life.

"Dedicating my career to students, colleagues, and schools has been a humbling experience. My years as a teacher-coach at FWCI stand out as the most rewarding time of my career. Walking the spirited halls of secondary schools, coaching competitive athletics, and encouraging students and colleagues to pursue their dreams has been tremendously gratifying," he explains.

Throughout his career, Ian championed the establishment of safe, inclusive, and welcoming school environments. During his tenure as Principal at Westgate, he established anti-bullying programs, home-school partnerships, inaugural school councils, and significant partnerships with community groups, including Magnus Theatre and Thunder Bay Police Service. He forcefully advocated for the Board's motto *You belong here*, and for the respect of all students.

In recent years, Ian focused the Board's initiatives on reconciliation, pride, and health and safety during the pandemic. The pandemic, he notes, presented unprecedented challenges for the education sector: "It's been a trying time. Although it was incredibly difficult territory for everyone, I am fiercely proud of the resilience, strength, and perseverance of our school communities and the unwavering efforts of students, families, and staff."

The trustees at Lakehead District School Board say they will miss Ian's stories of education, his one-line witticisms, and his knowledgeable experience in the field. As an integral influence on the leadership of the Board, he gained the admiration and support of myriad students, colleagues, and associates. He is, however, quick to attribute his successful career to the "talented and dedicated colleagues I have always had with me, and to whom I owe my achievements."

Reflecting on his upcoming retirement, Ian says it will be a definite change of pace for him and that he very much looks forward to following the fortunes of Lakehead Public Schools into the future.

The Faculty of Education wishes Ian all the best in his retirement! We also welcome Sherri-Lynne Pharand into her new role as Director of Education with the Lakehead District School Board.

**NEVER UNDERESTIMATE
YOUR ABILITY TO
MAKE A
DIFFERENCE**

**Anyone with assets should
have a Will to:**

- protect your family and your estate
- minimize taxes
- establish a legacy and safeguard future generations

**A gift in your Will to
Lakehead University can:**

- **CHANGE LIVES**
- remove barriers to a post-secondary education
- sustain important programs and initiatives

**A GIFT IN YOUR WILL.
SOMETHING YOUR FUTURE
SELF WILL BE PROUD OF.**

For more information contact **Jennifer McKeown**,
Development Officer, External Relations.
T: (807) 343-8010 Ext. 7792 | E: Jennifer.McKeown@lakeheadu.ca

“This scholarship meant more to me than ‘just money.’ It was an investment in my future. As a teacher, I hope to inspire my students with the knowledge that education is a powerful tool.”

STEPHANIE SALINAS, Recipient
Linda Strey Memorial Education Scholarship

*All requests
remain confidential
with no obligation.*

**Lakehead
UNIVERSITY**

Faculty News



Welcome Kahleed Miller, Administrative Assistant (Orillia campus)

Kahleed Miller has joined the Faculty as an Administrative Assistant at the Orillia campus.

"In my new role, I'm the first person everyone sees when they walk through the door," he says. "In this way, I'm a resource to everyone, including our new students starting this Fall. I'm there to help them, whether it is figuring out where they go for classes or what services and supports are available to them. I'm also here to support

the Chair and other office administrators, to keep everything running smoothly. By lending my support and skills to the office, my goal is to help keep everything coordinated and to make it successful.

I began this position in August and am excited about it. My colleagues have been great, and very supportive throughout my orientation.

I grew up in Etobicoke and my background work and certification is in Human Resources. I love to read, and I'm a huge Blue Jays fan. For me, it is family first, then Blue Jays second! I also love everything about education, which is why I pursued this role in the first place."

Welcome, Kahleed!

Dr. Lise Vaugeois Elected as Member of Provincial Parliament

The Faculty extends congratulations to Dr. Lise Vaugeois, former Contract Lecturer in the Faculty of Education, who was elected to the Legislative Assembly of Ontario in the June 2022 provincial election. Lise now represents the district of Thunder Bay-Superior North as a member of the Ontario New Democratic Party. She adds this role to an impressive list of accomplishments throughout her professional career, including her work as an educator and

academic researcher (engaged with Indigenous rights, women's rights, and anti-racist/anti-poverty initiatives), a musician and composer (she has composed music for film, theatre, full orchestra, small ensemble, and students performing together with professional musicians), and a small business owner.

As MPP, she says her top areas of priority include returning funding to healthcare and pushing back against the privatization of education in Ontario.

Congratulations, Lise!



Dr. Pauline Sameshima Receives "Aid to Scholarly Journals" Grant for JCACS

Dr. Pauline Sameshima (Professor and Canada Research Chair in Arts Integrated Research) is receiving a \$97,950 Aid to Scholarly Journals Grant over three years, which will go toward increasing dissemination, discoverability, and readership of the **Journal of the Canadian Association for Curriculum Studies (JCACS)**.

Pauline, who became the journal's editor-in-chief in 2015, explains that "this funding will be used to pay the managing editor, five bloggers, a communications coordinator, and for technology support." Lakehead alumna Dr. Holly Tsun Haggarty is the journal's managing editor.

JCACS publishes articles in English and in French that address curriculum issues of interest to Canadians and an international readership. This is the second Aid to Scholarly Journals Grant received by JCACS. In 2019, the journal received funding to develop innovations to build JCACS' community, support, and mentorship structures. Pauline notes that these innovations vastly boosted the number of registered users of the journal (which grew from 448 in 2015 to 2,544 in 2021) and the total number of PDF downloads (which grew from 4,031 in 2015 to 29,965 in 2021).

In recent years, the JCACS team has expanded to 24 people, including a French team. The journal has also developed a **Facebook** community, a **Twitter** account, a **YouTube** channel, and a **Medium** publication.

Dr. Holly Tsun Haggarty (left) and Dr. Pauline Sameshima (right). Both have been cultivating the journal since 2015.



Dr. Gary Pluim Receives Award to Support the Development of International Research Networks

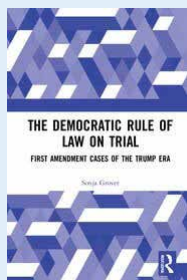
Dr. Gary Pluim (Assistant Professor, Orillia), has received an International Research Partnership Award from Lakehead University for his research project, “Enhancing international research networks in Malta and Southern Africa.” This VPRI (Vice-President, Research and Innovation) award supports research that promotes increased engagement with international partners to address global challenges and issues.

Gary’s research focuses on the transfer of educational curriculum between Commonwealth countries in the Caribbean, South Pacific, Eurasia, and sub-Saharan Africa. His work examines not just the challenges and opportunities with curriculum lending and borrowing, but also the cultural consequences of education transfer in post-colonial settings. The International Research Partnership Award will allow him to advance this research by formalizing agreements with institutions in Eurasia and South Africa. Previous partnerships from the project have been established with the University of the South Pacific and the Bahamas Technical and Vocational Institute; this funding will enable him to pursue prospective MoUs with organizations in Lesotho, Botswana, Eswatini, and South Africa.



“This award will assist in the development of sustainable research collaborations by deepening relations with potential partners in Southern Africa,” Gary explains. “Connecting with organizations directly will allow us to explore the viability of the project in these regions while enabling a greater understanding of the culture and contexts of our research. We will also look at the possibility of drafting collaborative funding proposals for research in which our interests might align.”

Having established relations with international partners in Malta and Cyprus this year, Gary is currently preparing for a field visit to Southern Africa later this year or early 2023. This trip is scheduled to begin in Johannesburg and Pretoria (South Africa), and continue to Gaborone (Botswana), Maseru (Lesotho), and Mbabane (Eswatini), with presentations, meetings, and tours scheduled at each location.



Dr. Sonja Grover Publishes New Book: *The Democratic Rule of Law on Trial: First Amendment Cases of the Trump Era*

The new book by Dr. Sonja Grover (Professor, Thunder Bay campus) examines selected high-profile U.S. First Amendment cases occurring during the Trump era, as a vehicle for exploring a possible fundamental commonality in understanding the democratic rule of law globally.

In each of these cases, the adjudicating body’s analytical legal strategy is discussed in terms of how it reinforces or detracts from the democratic rule of law. It was and continues to be highly internationally anticipated as to what legal examples are being set by this established democracy when confronted by legal contests between the former Trump administration and those alleging their rights were somehow violated by the executive of that time.

Thus, the book is instructive for an international audience on the essential role of the courts in protecting democracy through providing, where supported by the law and the facts, a remedy for the aggrieved comparatively powerless.

The book is described as essential reading for academics and researchers working in the areas of constitutional law, politics, and human rights. It was published by Routledge. Visit this [page](#) for more information.



Dr. Graham Passmore and Co-Author Publish New Book: *Using an ISA Mobile App for Professional Development*

A recently published book co-authored by Dr. Graham Passmore (Associate Professor, Thunder Bay campus) aims to provide readers with a deeper understanding of Identity Structure Analysis (ISA). The text uses patterns in theoretical data sets to create reports for different ISA identity variants. The patterns are then used to uncover guidance for mentorship sessions for the purposes of professional development. The text also introduces an ISA mobile app. The app was created to add to the capabilities of an extant analytic ISA software in that it will make data collection possible on a phone or other small-screen device.

The book was co-authored by Julie Prescott (University of Law, UK), and builds on a prior publication from 2019: *Identity Structure Analysis and Teacher Mentorship: Across the Context of Schools and the Individual*.

Award-Winning Alumni



Alumnus Chris Dube Wins “Natural Curiosity Edward Burtynsky Award” for Environmental Education Teaching

Chris Dube (BEd, 2005; MEd 2009 – Thunder Bay campus), and High School Science/Outdoor Environmental Education Teacher at Lake Superior High School in Terrace Bay, Ontario, has been named Grand Prize winner of the 2022 Natural Curiosity Edward Burtynsky Award for Teaching Excellence in Environmental Education. This annual, national award

honours three outstanding educators across Canada for their exemplary practices in environmental inquiry.

Chris explains that his philosophy of experiential, environmental education is that “students and the school should be an integral part of the community. I believe that local activism, and authentic project-based learning activities allow students to develop their critical thinking and global citizenry.”

He demonstrates this passion through various hands-on projects he coordinates with students, such as the sustainable trail development of the Casque Isles Hiking Trail. Together, Chris and his students developed a plan to create 11 permanent camp sites along a 53-kilometre trail on the North Shore of Lake Superior. Students received a Trillium grant to fund the purchase of bear boxes, fire rings, signage, and material to build thunder boxes. They also researched sensitive environmental features of the trail, such as the Arctic Alpine Disjunct plants, to determine appropriate locations for camp sites.

Chris has also developed a locally-focused, yet globally relevant multi-credit Outdoor Environmental Science program, based on Ontario Curriculum documents. The program consists entirely of hands-on, project-based learning activities, employing authentic and alternative assessment methods and Indigenous ways of teaching and learning.

“The majority of the course is spent on the land with First Nations members, local community members, peers, and local business and community organizations to learn beyond the walls of the school,” Chris explains.

Chris’ **MEd thesis** focused on assessment and evaluation of two secondary school outdoor, experiential environmental programs, under the supervision of Dr. Connie Russell.



Dr. Holly Tsun Haggarty Receives Canadian Philosophy of Education Society Dissertation Award

Dr. Holly Tsun Haggarty, graduate of the Joint PhD in Educational Studies program (Thunder Bay campus, 2021), has been awarded the 2022 Canadian Philosophy of Education Society (CPES) Dissertation Award. This award recognizes an outstanding dissertation that

addresses significant issues in the philosophy of education field.

Holly’s dissertation, titled ***Sky, Ground and In-Between: Metaphysical Belief Systems That Underpin Epistemologies of Arts-Integrating Research***, was described by her external reviewer as a “bold and creative dissertation, a work [that] uses a cogent research design that weaves multiple layers of meaning making into the inquiry and rendering ... [an inquiry that is] unique, looking at epistemological underpinnings of two arts-integrating methodologies ... [and one that] clearly demonstrates expertise, extensive study and attention to convening research to the audience.”

Both the form and content of Holly’s work comprise major strengths of her work. The arts-integrating form includes a vividly presented script (for a play), comic illustrations, and poetry. The depth of study and compelling arguments for why metaphysical orientations matter underpin the work’s extensive literary and philosophical overviews, focusing ultimately on Elliot Eisner’s arts based research and Rita Irwin et al.’s *a/r/tography*, and the enactment of philosophy in education settings.

The dissertation was nominated for the award by committee members Dr. Pauline Sameshima, Dr. Douglas Karrow, and Dr. Donald Kerr.

Holly previously won the CSEA/SCES (Canadian Society for Education through Art) Dissertation Award for her work.



Melissa Chumakov Wins Award for Thesis on Women in Mathematics Education

Melissa Chumakov, a recent graduate of the Master of Education program (Orillia campus, 2021) and current post-secondary instructor at Seneca College, has

received a Canadian Association for Teacher Education (CATE) Recognition Award for her thesis, *Women in Mathematics Education: Pathways to Participation*.

Melissa’s thesis focuses on improving women’s participation in mathematics education at the post-secondary level. As noted on the **CATE Awards website**, her work “highlights women’s experiences through storytelling, as a way of understanding how the complexities of gender identity influence the ways in which women orient themselves in various domains of academia.”

Using narrative inquiry, **her thesis** brings together critical feminist theory, psychoanalytical perspectives, and social constructivist theory to share five women’s personal pathways—including experiences, thoughts, and stories—to becoming a woman mathematics educator at the post-secondary level.

Melissa recently presented her work via a **poster presentation** at the Canadian Society for the Study of Education conference, as part of a panel featuring CATE Award winners’ research.



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