



EDUCATION EXCHANGE

NEWSLETTER

Message from the Dean

As the pandemic recedes into the rear-view mirror, there is an understandable desire by many to leave the misery, uncertainty, and disruption in the past. Lives were shattered, economic systems were upended, previously covered fissures in society were exposed, and institutions were forced to respond in ways that few believed were possible. At so many levels, the recovery from the pandemic will be long, painful, and in many cases, far from certain. And in some cases, a recovery to the status quo is not desirable, or is simply indefensible. Can we really claim a continued ignorance when social injustices have been so clearly exposed, and even now are being exacerbated by the climate crisis?

The 2022-2023 academic year was impacted by the transition out of the pandemic. We continue to work through the expectations about future programming that were raised with the change to online learning, the shift to working from home and subsequent return to offices, and the ongoing changes to visa regulations for our international students. Then there has been the emotional and physical impact of working through the many challenges we have faced, which have left many people drained.

Regardless of these impacts, the faculty has continued to make progress in a number of areas. The new Technology Education Program was approved and started in July 2023. The new consecutive STEM teachables were approved for Orillia and started in September. Staying in Orillia, June saw the first

Intermediate/Senior students graduate from that campus. Responding to **Flourishing as a Faculty**, new Advisory committees were established (Contract Lecturer committee; Environmental Sustainability committee; and Equity, Diversity, Inclusion and Decolonization committee) to achieve the goals we have set for ourselves. On a less positive note, the faculty has also had to deal with a difficult budget situation, precipitated by the ongoing parsimony of provincial funding, even as Education enrolments have surged.

Which brings us to 2023/2024. We have achieved much over the past few years, and established strong foundations for our future work. The new Anishnaabemowik Language Program and revised Indigenous teacher education programs will be moving towards accreditation. After being paused last year, we will be working on reviews of our undergraduate and graduate programs and associated policies such as assessment. We will also be looking to realign our administrative and governance structures, with the aim of providing more participatory and effective management of our faculty. And finally, we will begin to enact strategies to better respond to the recommendations of our advisory committees.

There is much to be done, but I am confident that we can work together over the coming year, as one faculty in two places, to achieve all that we believe is important.

-Dr. Wayne Melville, Dean, Faculty of Education



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Lakehead
UNIVERSITY

Faculty of
Education

Technological Education Program Welcomes Teacher Candidates from Diverse Trade Backgrounds

In July, the Faculty's new Technological Education diploma program launched, with 35 teacher candidates enrolled across two cohorts—one in Orillia and the other in Thunder Bay.

This new program enables students to achieve professional accreditation as certified Technological Education teachers in Ontario high schools. Students enter the program with a minimum of five years' work experience in one of 10 broad-based subject areas: Communication Technology, Computer Technology, Construction Technology, Green Industries, Hairstyling and Aesthetics, Health Care, Hospitality and Tourism, Manufacturing Technology, Technological Design, or Transportation Technology.

Theresa Watt (Orillia campus) and John Delorey (Thunder Bay campus) share the role as Tech Ed Program Coordinators. They bring a range of experience and expertise to the role, coming from the fields of Green Industries and Construction Technology. Theresa's background includes 21 years of teaching Science and Green Industries, and two years as a board-wide Technological Education Facilitator, supporting classroom teachers in all of the 10 Tech Ed subject areas. John is currently Chair of Technological Education at Superior Collegiate and Vocational Institute in Thunder Bay, and has been teaching Tech Ed with Lakehead Public Schools since 1998.

Both Theresa and John taught the first in-person course in the program—Curriculum & Instruction Part 1—which took place in Orillia (23 students) and Thunder Bay (12 students).

"It is a privilege to work with these teacher candidates, many of whom made significant sacrifices to broaden or change their career paths at various points in lives," says Theresa. "As instructors, we recognize the uniqueness of this program and the individuals within it."

John adds that the diversity in teacher candidates' backgrounds means that they can collaborate with each other as professionals, integrating cross-curricular learning while they focus on acquiring the knowledge and skills to be certified teachers.

Significant Demand for Tech Ed Teachers

Currently, there is shortage of Tech Ed teachers, and market projections identify that this shortage will become even more critical with a wave of upcoming retirements. There is also a recently announced **mandatory technological education graduation requirement**, beginning in September 2024, which compounds the demand for teachers in the field. This suggests the program will remain in demand in the years to come.

The Tech Ed program is designed to be 16-18 months in duration. It includes in-person courses during two consecutive summers, online courses in the Fall and Winter terms, and a two-part practicum (two blocks of 80 days each). Upon successful completion of the first summer, and a minimum of ten days completed of the first practicum block, candidates qualify for a Letter of Permission to apply to the Ontario College of Teachers for the new *Multi-Session Transitional Certificate of Qualification and Registration*, which will allow them to work while they continue in the program.

For further information about the new Technological Education program, please visit their [website](#) or follow them on social media: [Facebook](#), [Instagram](#), and [X](#).



The Thunder Bay cohort of 12 Technological Education teacher candidates. Their first course was held at Superior CVI High School.



Teacher candidate Craig gets a balloon ready for a shave.



Teacher candidate Eliza demonstrates hairstyling and aesthetics techniques during a mini-lesson.

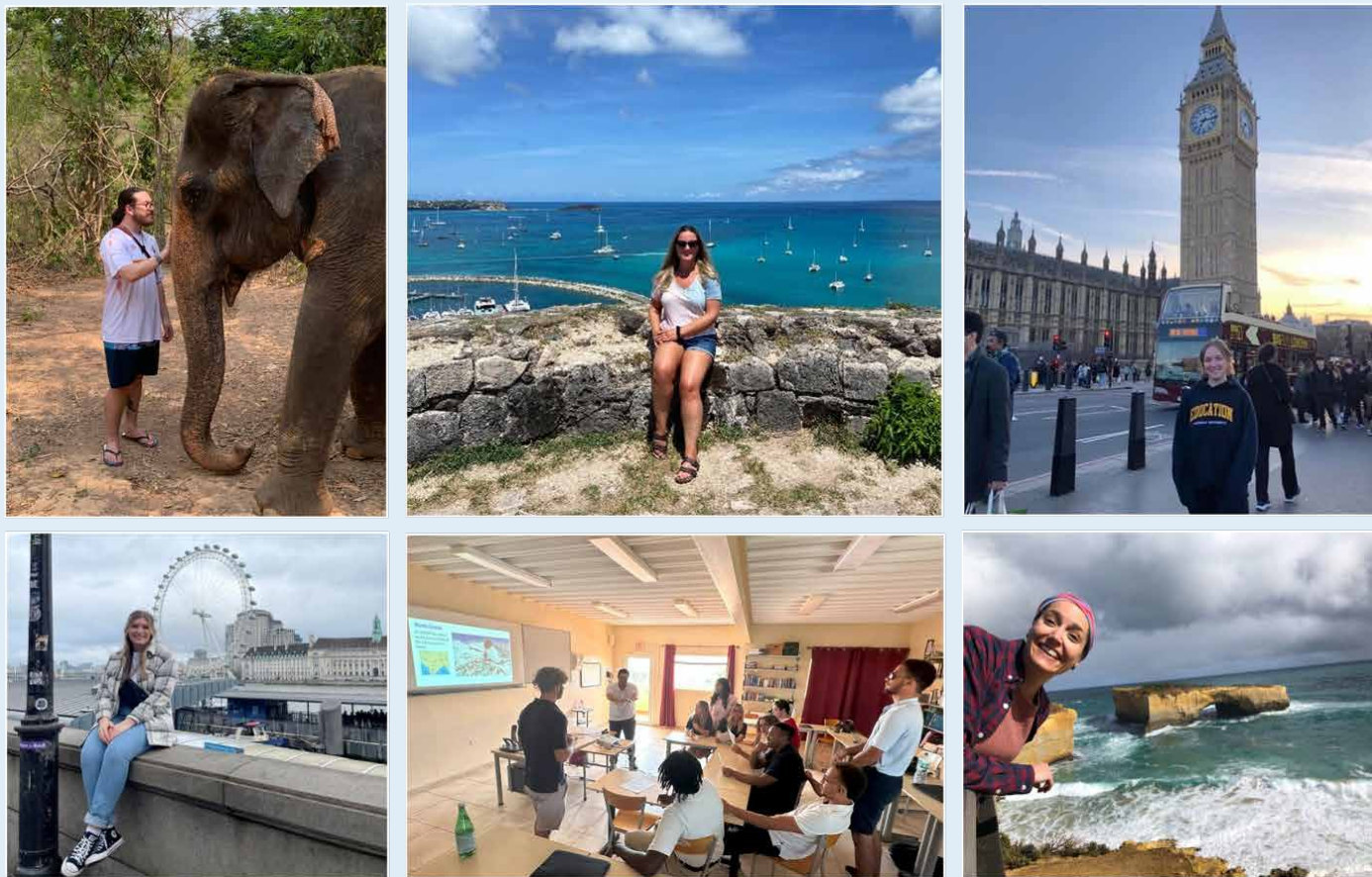


Teacher candidate Russ leads a small-group Transportation Technology lesson on techniques of auto body repair.



The Orillia cohort tours the newly renovated Communication Technology facility at Innisdale Secondary School (SCDSB).

International Teaching Placement Program Resumes, with New Partnerships in New Locations



Above: Six of the teacher candidates who completed international teaching placements in Spring 2023. Top row, left to right: Pollux Thain (Malaysia); Samantha Austin (Sint Maarten); Paige Szever (London). Bottom row, left to right: Rachel Rubin (London); Ignacio Estefanell and class (Sint Maarten); Alyssa Nebel (Australia).

In Spring 2023, 19 teacher candidates set off to international destinations—Australia, Sint Maarten, Malaysia and the United Kingdom—to complete their final teaching placement in the BEd program.

Their travels marked the return of the BEd international teaching placement program, which had been on hold since 2020 due to the pandemic and associated travel restrictions.

“With our resumed program, we doubled the number of international teaching placement locations and we were able to accommodate more than double the number of teacher candidates than we have in past years,” says Dr. Jan Oakley, International Placement Coordinator.

“Our new partnerships with schools in Australia (**Benowa State School**), Sint Maarten (**Caribbean International Academy**), and Malaysia (**Sunway International School-Iskandar Puteri Campus**), and a recruitment company in the UK that arranges teaching placements in the London area (**Uteach Recruitment**), offered 19 of our now-graduated BEd students a once-in-a-lifetime opportunity, living and teaching abroad.”

These partnerships will continue during the 2023-2024 academic year, meaning the opportunity to complete a five-week international teaching placement in Spring 2024 will be available to eligible teacher candidates in Year 2 of the Professional Program.

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Pedagogical and Personal Growth

Many of the teacher candidates who completed an international placement shared that they experienced significant pedagogical and personal growth during their time abroad. From learning a new curriculum to enacting new teaching styles to navigating a new country, their experiences challenged and inspired them.

Alyssa Nebel explains that completing a teaching placement in Queensland, Australia provided valuable practical experience in trying out new teaching methods.

“The extra challenges posed by teaching a different curriculum, while employing Australian pedagogical approaches, forced me to remain flexible and open-minded while testing out methods I may never have been exposed to at home in Ontario. Australian teachers are assessed according to 37 **Australian Professional Standards for Teachers**, and if a Lakehead teacher candidate is motivated, engaged, and eager to learn, these Professional Standards serve as a wonderful guide to steer their learning,” says Alyssa.

Pollux Thain, who completed a teaching placement in Iskandar, Malaysia, notes that he gained valuable insight in working with English language learners during his practicum.

“I taught Grades 3-5 students whose English language abilities ranged dramatically. Working with an Associate Teacher, I learned to differentiate my teaching as we tried various reading, writing, speaking, and listening activities. I learned that being conscious of my own use of language is very important ... being hyper-specific and unchanging in my words doesn't equate to the best English acquisition results in my students.”

Personal growth was also cited by many of the teacher candidates, as their travels pushed them out of their comfort zone to experience differences in cultural norms, customs, cuisine, and environment. Paige Szever, who completed a teaching placement in the London area, explains:

“The international teaching experience definitely gave me an opportunity to grow as an individual. As a shy and introverted person who has struggled with social anxiety, I never imagined I would travel and live far away from my family, but I did it for many weeks, including taking a train and travelling to Scotland (visiting Glasgow and Edinburgh) by myself. I have become more confident in speaking up and doing things on my own as a result of this placement. There were also so many highlights with travel and tourism, such as exploring Windsor Castle, witnessing the Changing of the Guard at Buckingham Palace and the King's Coronation, and seeing Big Ben and the London Eye at night. I would 100% recommend an international placement to other students ... it really is a once-in-a-lifetime opportunity.”

New Opportunities and New Careers

For some of the newly certified teachers, the possibility to start a teaching career abroad was too enticing to pass up. While teaching overseas is not the right fit for everyone, the international teaching placements gave some of the graduates—including Rachel Rubin and Stephanie Galanis—an early start to their work as international teachers. Stephanie is now teaching in Australia,

while Rachel is teaching in London following the completion of her teaching placement there.

Rachel explains that her time in the UK “was an amazing experience ... for me, it was the best way to end my six years at Lakehead. I learned to be adaptable and collaborate often with teachers, as lesson planning was done collaboratively and the timetable changed frequently to accommodate extra-curricular activities for the children such as chess, kickboxing, and swimming lessons. I had many unforgettable adventures—and this is only the beginning, as I accepted a teaching contract in London following my placement!”

Others, such as Ignacio Estefanell, discovered during his placement that international teaching was a good fit for him.

“My experience at Caribbean International Academy in Sint Maarten definitely made me a better educator, and it was a great end to my degree. Yes, there was the sand, surf, and all the enticements that come with the island, but beyond that, it was an opportunity to learn. It also helped clarify what I'm looking for out of my teaching career and confirmed that international teaching is in my future,” he explains.

Regardless of the career decisions made by the graduates following their teaching placements abroad, all agreed that completing an international placement was highly worthwhile. Many also shared that they would recommend the teaching placements to others. Samantha Austin, who completed a placement in Sint Maarten, captured the sentiment in saying: “To anyone considering an international placement: take the leap. It will be worth it, I promise!”



Online Testimonials about International Teaching Placements

To read about the experiences of some teacher candidates who completed international teaching placements in Spring 2023, see the following links:

[Australia Teaching Placements](#)

[Sint Maarten Teaching Placements](#)

[Malaysia Teaching Placements](#)

[United Kingdom Teaching Placements](#)

Further information about the placement program is available [here](#).

Alumni Profiles



Krystyna Villanueva-Gruszecka

Guidance Counselor and New Teacher Development Lead, Keewaytinook Internet High School

Graduate of the Bachelor of Education program (2016); Master of Education program with specialization in Women's Studies and Social Justice Education (2017), and various Additional Qualifications courses from Lakehead

"While finishing up my MEd degree, I started looking for work. I had a few

interviews with First Nations educational organizations in northern Ontario, and in May 2017 I was hired by **Keewaytinook Internet High School (KiHS)**. I've been with this school ever since, first working in Webequie First Nation as a teacher of family studies and music. During this time I developed the school's first fully-online asynchronous music program. After four amazing years in this northern community, I moved back to Thunder Bay and am now a guidance counsellor, online teacher, and new teacher development lead at the school.

KiHS is a unique school. It opened in 1999, created by the Keewaytinook Okimakanak chiefs to fulfill the immense need to keep youth safe in their communities while they complete high school. Students don't have to come to Thunder Bay or Sioux Lookout for school; they can stay in their community and complete

their schooling there. The students go to a physical classroom with an OCT-certified teacher, who acts as their mentor to help them with online lessons. The classrooms include students of varying grade levels, completing different courses. When I was in the classroom, I felt like my brain was on fire on busy days, and I loved it!

My time in Webequie First Nation was amazing. I met so many wonderful people and everyone treated me with immense kindness and respect. Thanks to my work, I get to visit Webequie FN and the other communities we serve a few times a year, and I consider it an absolute privilege. When I get the opportunity to visit, it's like a reunion—I look forward to every trip up there. To Education students: if you're considering going up north to teach, I personally recommend it, and I'm very willing to share about my experiences or answer questions. Please feel free to reach me at kmvillan@lakeheadu.ca.

Now that I'm back in Thunder Bay, I am no longer in a physical classroom but my job still involves teaching, in different ways. I now teach instrumental music, family studies, and food and nutrition online, while also doing administrative work as a guidance counsellor and training all of our new teachers on our learning management system.

The elective courses I took during my undergraduate and master's degrees at Lakehead opened my eyes to different ways of looking at the world. The professors chose such insightful readings that I often reference in my work and personal life, to this day. I also remain connected to Lakehead as KiHS places a strong emphasis on professional development—teachers are encouraged to complete at least one Additional Qualifications course per year (for which we are reimbursed). I have taken advantage of this every year, and have completed most of my AQ courses at Lakehead."



Ryan Branoff

Regional Elementary De-Streaming Coach, York Region DSB

Graduate of the Bachelor of Education (Junior/Intermediate) program (2008); completed Additional Qualifications courses in Reading, Visual Arts, & Mathematics, and Principal's Qualifications 1 & 2

"I am a Regional Elementary De-Streaming Coach for the York Region District School Board. Previously, I was an Elementary teacher for 15 years, and I've held several different positions in the school, as well as leadership opportunities outside of the school.

In my current role, I work with schools in creating environments and learning experiences that promote equity, inclusion, and access for all learners. Specifically, I work to disrupt streaming ideologies that present themselves in the classroom. My work is focused on Mathematics education, and how we can take

the assets of all of our learners to craft learning experiences that provide accessibility and success for all students. I also coach educators in High Impact Strategies for Learning, Differentiated Instruction, and Universal Design for Learning.

As an educator who is part of the 2SLGBTQ+ community, I champion human rights, and am passionate in working to disrupt oppressive ideologies present in the education system. Central to my beliefs as an educator is that every student is capable.

As an adoptive parent, I've learned a lot about the impacts of trauma on children. This has helped me build capacity with trauma-informed approaches to education. When working and responding to student needs, I follow the framework of: care, compassion, unity, trustworthiness, and empowerment.

For prospective educators, I encourage you to do the following:

- Take the time to truly know your students, and recognize that they are complex beings with varied lived experiences. These lived experiences should guide how we teach our students and learn from them.
- Don't be afraid to be creative! Some lessons might fail, but there will be many more that will thrive because of your creativity. Be reflective, revise, and lean into emerging resources to reach your students.

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- Focus on assets instead of deficits. When we are focusing on supporting our students, we sometimes emphasize what they lack. Work to disrupt this, and focus on how we can use their strengths to reach them.
- Building meaningful, trusting relationships with students, while trying to authentically reach and engage them, is more important than any expectation that's projected onto them. We need to provide learning experiences that are rooted in care, accessibility, and joy. Consider this quote from Dr. Gholdy Muhammad; 'What would it be like if teachers made it impossible for the students to fail?'

During my time at Lakehead, I took away a couple of key learnings that have been foundational to my journey. First, there was an emphasis on differentiated instruction, and the value of providing students with agency and autonomy over their learning. Another experience that had a lasting impact on me came from engaging with Indigenous communities. Learning about the effects of residential schools, the impact of Treaties, and Indigenous peoples' ongoing contributions to society helped me understand that equity-informed work does not have an endpoint."



Al McLean **Superintendent of Education, DSB** **Ontario North East**

Graduate of the Bachelor of Education program (1996; Lakehead); Master of Education program (2008; Nipissing University)

"As part of the Superintendent role, I am responsible for ensuring that school improvement plans—for all schools between Iroquois Falls and Hearst, Ontario—are aligned with our Board improvement plan and our strategic priorities of Equity, Culture, and Innovation.

I also oversee the Payroll, Health & Safety, and Human Resource departments, which includes negotiating collective agreements, staff retention and recruitment, working with our union partners, and ensuring the mental health and well-being of our staff (roughly 1,000 employees across the district).

I believe that everyone in education has the critical duty to create welcoming, inclusive, and safe student environments. Through high expectations for staff around identifying and removing barriers for all students, especially students who identify as Indigenous, transgender, LGBTQ2+, and students of colour, schools can become more transformative and influential than ever before. Teaching, now more than ever, is much more than imparting a curriculum.

I have been in Education for 26 years, and have been an administrator at a variety of K-6, 7-8, and 9-12 schools. Some words of wisdom that have guided my daily actions throughout my career came from a teacher in 1992, who told me: 'When you begin your career, aim to influence the life of one student per semester. That way, over the course of a 30+ year career, you will have changed the lives of more than 60 people.'

I have been fortunate to hear from former students about my influence on them and it truly is humbling. However, educators must keep in mind it is not a single event in time that determines your influence, but rather the persistent commitment to personal improvement each day that will allow you to be the type of educator students need.

My time at Lakehead's Faculty of Education had a significant impact on me, especially due to the Associate Teachers I worked with, who displayed a strong dedication to the profession. The time they spent to ensure my success was critical in shaping me into the educator I am today. The most memorable teachers in schools, and at the Faculty of Education, exhibited a passion for the profession, a commitment to students' success, and the ability to adapt and change.

On a personal note, I have been married for 19 years and have a daughter (who is starting at Lakehead in September 2023) and a son (in Grade 11). I enjoy hiking with my family, with our favourite trails located along Lake Superior. I also enjoy biking, hockey, and squash—a sport I started in my first year at Lakehead."



Faculty News

'Research Matters' Program Features Dr. Pauline Sameshima and Members of the HOPE Collaboratory

Dr. Pauline Sameshima (Professor, Thunder Bay) hosted a recent episode of Research Matters, a 30-minute community television program focused on research at Lakehead University. In this episode—titled **Dr. Pauline Sameshima and the HOPE Collaboratory**—Pauline spoke with three international researchers about their involvement in the HOPE Collaboratory.

The HOPE project is dedicated to developing a cure for HIV. HOPE, which stands for “HIV Obstruction by Programmed Epigenetics,” brings together scientists, researchers, artists, and community members. As noted on the [HOPE website](#), the project “purposefully brings together diverse communities and uses creativity propulsion strategies to generate HIV cure research knowledge from a grassroots level, integrated with rigorous science.” HOPE includes 16 institutions around the world, one pharmaceutical company, and various community partnerships.



In the Research Matters video, Pauline speaks with Patricia Defechereux (HOPE Community Engagement Coordinator), Pisci Bruja Garcia De Oliveira (Community Educator from Brazil), and Luis Gutierrez-Mock (HOPE Community Advisory Board member).

For further information about Pauline's involvement with the HOPE project, see [Research in Action: Arts Build HOPE and a Bridge between Science and Public](#). Recently, she was also involved in the creation of an animation video, [HIV Cure Strategy EXPLAINED via Animation](#).



Journal of Applied Self-Regulation Launched

Dr. Sonia Mastrangelo (Associate Professor; Acting Chair, Orillia Undergraduate Education Programs and

Assistant Dean—pictured left) and Dr. Anne Showalter (ASK Project Manager and The MEHRIT Centre, Quality Alignment—pictured right) are launching a new journal: the *Journal of Applied Self-Regulation*. The journal's purpose is to provide a platform for researchers and practitioners to share international research and knowledge about Shanker Self-Reg®.

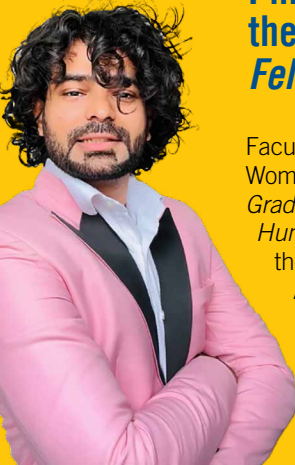
Shanker Self-Reg is based on decades of research by Dr. Stuart Shanker, distinguished research Professor Emeritus of Philosophy

and Psychology and Founder & Visionary of The MEHRIT Centre, Ltd. (TMC). Through TMC, the research continues and grows in its application through the work of CEO Dr. Susan Hopkins.

“Self-regulation is the ability to remain calmly focused and alert during times of stress, and this knowledge can be applied to a multitude of situations,” says Sonia.

The first issue of the journal, to be published in the Fall of 2023, includes a compilation of conference proceedings from the **Applied Self-Regulation Knowledge (ASK) Conference** that took place at Lakehead University Orillia in May of 2023 with the support of a SSHRC Connection Grant. The conference focused on improving the mental health and well-being of post-secondary students, and included contributions from faculty members, graduate students, and mental health professionals.

The *Journal of Applied Self-Regulation* will be part of the **ASK (Applied Self-Regulation Knowledge) website**.



PhD Student Mohit Dudeja Awarded the Henry Mandelbaum Graduate Fellowship for Excellence

Mohit Dudeja (PhD student and Contract Lecturer, Faculty of Education/Department of Gender and Women's Studies) has won the *Henry Mandelbaum Graduate Fellowship for Excellence in Social Sciences, Humanities, or Arts (Doctoral Student)*, awarded by the Ontario Confederation of University Faculty Associations (OCUFA).

Each year, OCUFA recognizes 10 members of the academic community, including one doctoral student who demonstrates academic excellence, provides significant community service, and shows exceptional academic promise in their university career.

Mohit's doctoral research investigates the experiences of Indian queer international students in small Canadian cities. Mohit plans to conduct in-depth interviews to explore the challenges faced by these students in navigating the intersections of their sexual and cultural identities in unfamiliar social contexts.

“International queer students face a double barrier, transitioning to studying and living in Canada within the nexus of both identities, being both queer and international,” says Mohit. “Even queer campus groups fail to address the diverse identities and experiences of international students, and their shifting sexual identity and liberation relative to their home countries may raise worries about returning home. Research identifies that queer international students' space in the Canadian social community is complex, frustrating, demoralizing, and frequently re-traumatizing. Building upon existing research, my doctoral study will investigate the lived experiences of queer Indian students in post-secondary programs. The findings will inform the development of inclusive policies and support systems for this population.”



PhD Candidate Holly Prince Receives a Canadian Equity and Inclusion Award

Holly Prince (PhD candidate, Joint PhD in Educational Studies Program) was selected to receive the Inclusion Vanguard Award at the annual Canadian Equity, Diversity, and Inclusion Award Ceremony in June.

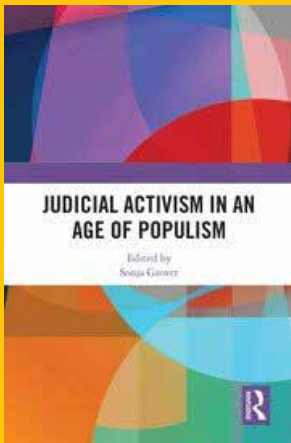
Holly is an Anishinaabekwe and a member of Opwaaganisiniing in Northwestern Ontario. She is the Lead for the Indigenous People's Health and Aging Division at the Centre for Education and Research on Aging and Health at Lakehead University, where she works as a Project Manager.

A part of her role involves planning, implementing, and evaluating palliative care education and research for Indigenous peoples across Canada.

"I am extremely excited to be part of a community of such impactful leaders whose contributions help make Canada more equitable, diverse, and inclusive," she says.

Holly's research focuses on decolonial and Indigenous education, Indigenous health, and community-based research. She has devoted the last 20 years to advancing the right of Indigenous peoples' access to culturally appropriate and equitable palliative care, and has mobilized her efforts as a national champion of human rights and dignity for people at the end of life.

"I feel humbled and extremely responsible as an Indigenous scholar, ensuring that my work responds to community needs and contributes to more equitable health care for Indigenous peoples."



Dr. Sonja Grover Releases New book: *Judicial Activism in an Age of Populism*

A new book edited by Dr. Sonja Grover (Professor, Thunder Bay) explores the range of meanings attributed to the terms 'judicial activism' and 'populism' in contemporary times, and examines the potential interplay between these two phenomena.

Drawing upon various political examples, the book discusses the implication of populist movements for democratic institutions, policies, and processes.

The chapters in this volume also examine the impact of populism on judicial decision-making in various socio-cultural contexts. The contributing authors explore the implications of populist beliefs, including those which promote anti-democratic perspectives, on the integrity, independence, and the role of the judiciary in a democratic society. This volume offers unique international perspectives on the concern that certain populist initiatives may be and continue to be a threat to democratic foundational values and principles.

Judicial Activism in an Age of Populism will be a beneficial read for students of Politics, Sociology, Public Administration and Management, Human Rights and Law and Society. For more information, please visit this [page](#).

Dr. Sharla Mskokii Peltier Appointed Co-President of the Canadian Association for the Study of Indigenous Education

Dr. Sharla Mskokii Peltier (Associate Professor, Orillia) was recently appointed as Co-President of the Canadian Association for the Study of Indigenous Education (CASIE).

As noted on the [CASIE](#) website, the Association's purpose is to promote the study and dialogue of professors, students, researchers, and practitioners in the field of Indigenous education. CASIE is a constituent association of the Canadian Society for the Study of Education (CSSE).

Sharla says she is excited by the opportunity to contribute to this work via a collaborative, Indigenous-informed approach.

"I am particularly involved in bringing Indigenous perspectives forward as CSSE and CASIE address EDID (Equity, Diversity, Inclusion,

and Decolonization) initiatives. I am excited by the transformative processes underway at the CASIE executive, such as the President position being a shared/collaborative role and our adoption of a consensus approach that resonates with Indigenous community governance traditions. I am Anishinaabe and share the President's work alongside Co-President Dr. Jennifer MacDonald, a dedicated non-Indigenous scholar and passionate ally," she says.

In addition to fostering the exchange of ideas about ongoing research and development in Indigenous education, CASIE aims to provide a forum for discussing Indigenous education studies in the Canadian context, encouraging publications, and maintaining a commitment to the research priorities of Indigenous peoples and communities.

As an Associate Professor in Lakehead's Faculty of Education, Sharla's research and teaching centers Indigenous teaching-learning practices including storytelling, community land-based pedagogy, and relational Teachings.





NIB Trust Fund Grant Renewed

Dr. Leisa Desmoulins (Associate Professor, Orillia—pictured left) and Dr. Don McCaskill (Professor Emeritus, Trent University) have had their NIB Trust Fund Grant renewed for their research project: *Infusion of Anishinaabe Cultural Ways of Knowing and Doing into Public School Classrooms*.

Their project involves the development of culturally based Anishinaabe pedagogy and curricula, created in partnership with Elders, Knowledge holders, and educators from the Simcoe County District School Board and Beausoleil First Nation.

The refunding of the project, from April 1, 2023 to March 31, 2024, allows for more teacher training workshops and supports, and the involvement of more teachers in the project.

The NIB Trust Fund grants support education programs aimed at healing, reconciliation, and knowledge building, to help First Nations and Métis people, organizations, and communities address the long-lasting impacts of the residential school system.

Faculty of Education Committee Updates

The *Flourishing as a Faculty* document, published in 2022, laid out the values the Faculty aspires to achieve. These include values that promote sustainability and human dignity, such as equity, diversity, inclusion, reconciliation, and empowerment, both within the Faculty and in our relationships with the wider world. Recognizing that action is needed to move toward flourishing in all these domains, various committees were established. Here are brief committee updates:

Environmental Sustainability Advisory Committee

Chair: Dr. Paul Berger (Associate Professor, Thunder Bay)

The Environmental Sustainability committee is tasked with creating a Faculty Climate Change and Environmental Action Plan that responds to the climate change and environmental parts of the *Flourishing as a Faculty* document. A guiding question is thus: what do we need to do to embody the aspirations we've agreed to?

In the past year, the committee considered relevant pieces from *Flourishing*, invited all to discuss their thoughts on what is important, and drafted a plan that includes concrete actions and rough timelines. For example, we would like to encourage all instructors to take their class outside at least once per term and to include an assignment or an assignment choice that engages in some way with climate change.

The committee's next step is to ask all members of the Faculty to consider the draft plan and to meet to discuss additions, deletions, and revisions. This is tentatively scheduled for the Fall 2023 term, so that the committee may make changes and then consider adopting the plan as a Faculty.



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Contract Lecturer Advisory Committee

Chair: Steven Secord (Contract Lecturer, Orillia)

Co-Chair: Dr. Jan Oakley (Contract Lecturer, Thunder Bay)

The Contract Lecturer Advisory Committee aims to strengthen the participation of contract lecturers in the governance of the faculty, respond to concerns of contract lecturers, and strengthen communications between contract lecturers and faculty administration. Contract lecturers are invited to contact the committee at any time with questions or concerns relating to their work.

In the past year, the committee developed the “Contract Lecturer Info Central (CLIC)” resource, a one-stop shop of online information for contract lecturers that includes relevant policies, processes, forms, handbooks, templates, bylaws, Academic Plans and Strategic Plans, calendars, and contacts. The committee also held an information session for Contract Lecturers, hosted by LUFA President Gautam Das, who reviewed key areas of the Collective Agreement and outlined some of the rights and obligations of contract lecturers. Plans are in place for the committee to hold a similar information session during the 2023-2024 academic year, along with a separate Q&A session.

Equity, Diversity, Inclusion and Decolonization (EDID) Advisory Committee

Chair: to be determined for 2023-2024 academic year

Working in tandem with the university’s Equity, Diversity, and Inclusion policy—with the vision of institutionalizing “equitable and inclusive principles and practices to realize a University where diversity thrives”—the EDID committee is working to shape a Faculty based on inclusion and respect for all people. The scope of this work is extensive, from ensuring that physical spaces are welcoming (such as the recent construction of gender-neutral washrooms in Thunder Bay’s Bora Laskin building) to ensuring the policies and practices of the Faculty reflect the principles of EDID.

Upcoming projects include working from the research results of the “Operation Happy to Be Here” research, a program improvement and research project that inquires into the experiences of Professional Program students, with a goal of strengthening the BEd program. Other objectives of the EDID committee include identifying barriers to particular individuals/groups flourishing, creating safe spaces where equity-seeking voices are heard and valued, and establishing spaces and processes that are accessible to all.

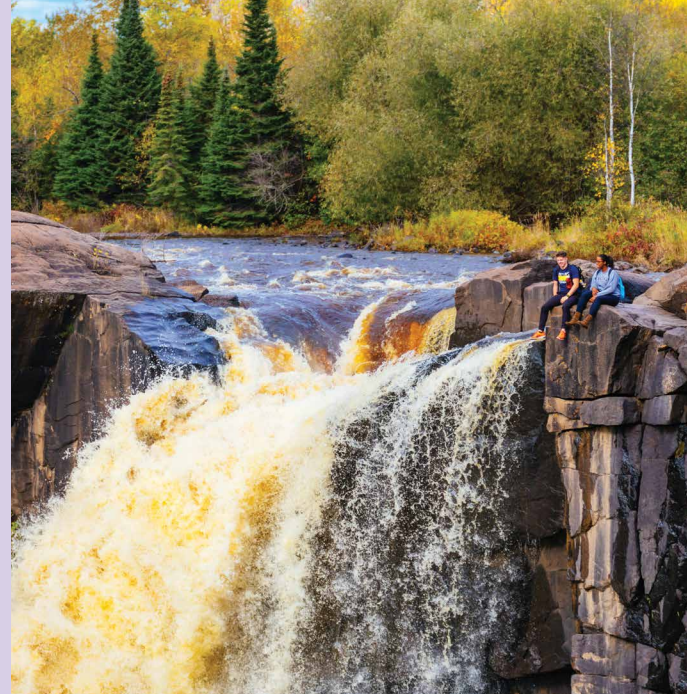
Lakehead University Education Graduate Student Association (LUEGSA)

President: Ariadne Jevnikar (PhD student, Graduate Assistant, and Contract Lecturer, Thunder Bay)

The Lakehead University Education Graduate Student Association was gently revived during the 2022-2023 academic year. The LUEGSA seeks to represent the interests and needs of Education graduate students. We aim to encourage and foster collaboration among graduate students (MEd and PhD) while facilitating networking, learning, and mentorship opportunities.

The LUEGSA hosted a Graduate Student Panel Discussion in February and a 2023 Cohort Joint PhD Welcome Event in June. The LUEGSA is exploring ways to strengthen inter-campus collaborations among graduate students, as well as with our Joint PhD in Educational Studies program classmates at Brock University and the University of Windsor.

Students are welcome to join the LUEGSA via the [LUSA Clubs and Societies platform](#).





Remembered: Brian Camlin (1939-2023)

A friend, teacher, and mentor to many, Brian Camlin was a Lakehead/Education alumnus (1964-1972) and a Student Advisor in the Faculty of Education in the 1990s.

As noted in his **obituary**, Brian “found his true calling when he became an elementary school teacher with the Lakehead District School Board. ‘Mr. C’ was always quoted as being someone’s favourite teacher. The parents in Current River always wanted their child in his classes at Black Bay School, and his family could not go to a mall or a hockey rink without him stopping to talk to someone he previously taught. He truly cared about his students and always looked out for their well-being.

Brian coached track and softball teams at the elementary school level. He was also President of the North End Recreation Centre for several years, acting as a coach of minor hockey and directing programs that impacted the community. When Brian retired from teaching, he went on to mentor student teachers at Lakehead University. ... To honor Brian’s love of people and teaching, we encourage you to take some time out of your busy day to reach out to a friend or loved one to share a story, a laugh, teach them something new, or treat them to a cup of Tim’s (double, double).”

Anishinaabemowin Phrases and Language Revitalization

Anishinaabemowin Boodawe means lighting the fire (*boodawe*) to keep the Ojibwe language (*Anishinaabemowin*) alive—and language revitalization is at the heart of the work of Anishinaabemowin Boodawe Committee, an educational group in partnership with Red Rock Indian Band, Kinoomaadziwin

Education Body, Superior Greenstone District School Board, Superior North Catholic District School Board, the Ministry of Education, and Lakehead University’s Keewatinase Indigenous Education (KIE) department. See below for some of the committee’s “Anishinaabemowin Phrases of the Week.”

For information on events, language revitalization initiatives happening in schools, and further “Phrases of the Week,” please see their **Facebook page**.



Anishinaabemowin Boodawe Committee

Anishinaabemowin Phrase of the Week

Animikii



Thunder!!



Anishinaabemowin Boodawe Committee

Anishinaabemowin Phrase of the Week

Gimiwan - Agwajjiing



Raining outside !!



Anishinaabemowin Boodawe Committee

Anishinaabemowin Phrase of the Week

Minogwaangozin



Be happy !



Anishinaabemowin Boodawe Committee

Anishinaabemowin Phrase of the Week

Bagizoodaa



Let’s swim!!



Anishinaabemowin Boodawe Committee

Anishinaabemowin Phrase of the Week

Niizaanozin



Be careful !



Anishinaabemowin Boodawe Committee

Anishinaabemowin Phrase of the Week

Kina gego nishin



Everything is good

New Instructors - Welcome

The Faculty of Education is welcoming many new instructors in Fall 2023. Welcome to the following instructors in Education!

Keith Ailey
Ghislaine Attema
Joanne Babalis
Corine Bannon
Angela Batsford-Mermans
Ralph Bekintis
Jeff Bell
Cathy Best
Sandra Bighead
Bruno Bilotta
Peter Bowman
Ellen Brown
Tram-Ahn Bui
Mike Carlin
Tom Carr
Trina Duggan
Homa Ebrahimikhonacha
Susan Fawcett
Lianne Fisher
Claudia Flores
Sherri-Lynn Garieri
Jennifer Gignac
Lora Grande
Kelly Green
Lori Johnson
Jacob Kearey-Moreland
Kate Kiernan
Jennifer LeClerc
Marcel Linklater

Jennifer Luoto
Seanagh MacDonald
David McCallum
Ann McClure
Julianne McCord
Peter McLean
Wendy Miller
Danielle Mior
Andrew Morrison
Genny Morrone
Trevor Neale
Sarah Ouellette
Pam Pasmore
Natalie Piergentili
Aileen Ross
Teri Rubinoff
Gino Russo
Sandra Schector
Lisa Schliach
Paul Sloan
Paula Smith
Nicole Sutherland
Wade Tower
Tamara Vernier
Ange-Aimee Waweia
Hanna Wickstrom
Jill Woods
Elanur Yilmaz Na



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
T: (807) 343-8010 Ext. 7792 | E: jennifer.mckeown@lakeheadu.ca

“The support I received through the estate of Florence Shuttleworth-Higgins has allowed me to focus more on my studies, bringing me closer to my career goals and dreams.”

MARINDA TRAN, Bachelor of Arts, Recipient of the Florence Higgins Music Scholarship



All requests remain confidential with no obligation.
lakeheadu.ca/legacy



We welcome your feedback, ideas, and content suggestions.
Email us at newsletter.education@lakeheadu.ca

