



EDUCATION EXCHANGE NEWSLETTER



Dean's Message

Welcome to the new 2024/2025 academic year, and all the promise that a new year brings with it.

The promise of this year builds on the work that we, as the Faculty of Education, have undertaken over the past five years. That work has been undertaken across both Orillia and Thunder Bay with a real sense of commitment by many, many people to the values that we outlined in **Flourishing as a Faculty**. Those values call us to cultivate a sense of critical hope and commitment to caring for each

other, the places we inhabit, and ultimately the planet. We promote a commitment to education that rejects the binary of social justice and academic rigour, and work to address injustices.

In the coming year, we will be looking to reify these values. In terms of programming, our proposal for the Keewatinase Indigenous Teacher Education Program continues towards Senate approval and Ontario College of Teachers accreditation, and our new BEd and MEd programs and assessment policies will start the approvals processes. Building on work we have already done, we will expand and refine collaborative structures to enact those new

programs and policies. The development of a more collaborative teaching and learning culture will take three to five years and be spearheaded by Dr. Sonia Mastrangelo, our Assistant Dean.

In terms of policy development, we will be looking to approve our new Environmental Sustainability and Equity, Diversity, Inclusion and Decolonization Strategies, which will then guide our work as a faculty. As with programming changes, policies such as these, and the shifts in thinking and action that they presage, will take years before their impact is fully visible, but we must take those first few steps.

In terms of organizational development and physical infrastructure, three projects will continue to dominate over the coming year. We will continue the work to realign our administrative structures to better reflect the current and projected demographics of the faculty, continue to push for a move from Heritage Place in our Orillia campus, and complete the *Kakina Nidinawe Maaganuk* teaching lodge in Thunder Bay.

In working to achieve these goals for this year and beyond, we are relying on the professionalism, sense of purpose, and care that people across the faculty bring to all aspects of their work. There is much to be done, but I can think of no better faculty to make our goals our reality.

-Dr. Wayne Melville, Dean, Faculty of Education

New Instructors - Welcome

The Faculty of Education is welcoming many new instructors in Fall 2024. Welcome to the following instructors in Education!

Lynne Angus
Jimmy Avoseh
Sherry Bar
Jennifer Baron
Elizabeth Beattie
Linda Blom
Ann Brand
Scott Bullock
Jennifer Casa-Todd
Paulyne Casselman
Malcolm Downie

Andrew Foulds
Francesco Franco
Nicole Francoeur
Sarah Gallah
April Girard-Gregori
Bill Gross
Kristine Hilden
Sidney Howlett
Brian Jackson
Thomas Joseph
Sara Karn

Ian McCallum
Karen McCarthy
Ross McIntyre
Julie Newburn
Jennifer Nieradka
Theresa Penney
Robert Perry
Andrea Pugliese
Allison Ramdial Ebanks
Wendy Reid-Purcell
Amanda Reilly

Rosemary Renton
Dwight Robbins
Michele Ruberto
Chris Samis
Bernard Tate
Wendy Thompson
Ramon Verardo
Charlene Weisflock
Kim Weishar
JoAnne Wilkins-Wilton



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



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Education

Culture Camp Kicks Off Keewatinase Indigenous Teacher Education Program

In July, Keewatinase (Indigenous Education Department) held a one-week “Culture Camp” course, created as part of the new Keewatinase Indigenous Teacher Education Program (KITEP), currently undergoing Senate approval and OCT accreditation.

The camp course brought 57 students together from various Indigenous communities across Ontario (from both Orillia and Thunder Bay regions), Manitoba, and Minnesota for a week of cultural immersion, grounded in Indigenous teaching practices and worldviews.

Guided by instructors Marlo Beaucage and Tina Armstrong, with support from helpers Audrey DeRoy, Freedom Nothing, and the department of Keewatinase, Culture Camp unfolded over five enriching days, with two days held at the Bora Laskin Education Faculty building and three days spent on the sacred mountain Animikii Wajiw (Thunder Mountain) in Fort William First Nation.

Culture Camp began with an opening ceremony, including a smudge, traditional songs, a prayer, and opening remarks, which set the tone for a week of deep learning and cultural connection. Students learned about asemaa (tobacco) teachings (understanding the cultural significance and ceremonial use of asemaa), Sacred Law teachings (gaining insights into the spiritual laws guiding Indigenous practices), two-eyed perspectives to incorporate traditional teaching into the Eurocentric education system, and self-care practices. They participated in a Medicine Walk; held ceremonies and fires to feast the drums, ancestors, and themselves; and prepared the traditional medicine of Makwa (bear) grease (depicted below).



As outlined in the course syllabus, the learning goals of Culture Camp included:

- understanding the importance of Indigenous worldviews and the relationships between traditional teachings and the contemporary classroom;
- experiencing Indigenous pedagogies and Indigenous ways of Knowing, Seeing, Doing and Being;
- gaining knowledge of how to provide a safe, supportive, inclusive and engaging classroom environment for all students;
- reflecting on one’s own professional judgment, problem solving, and learning through an Indigenous wholistic lens;
- learning and sharing to inform critical thinking, investigation, and inquiry, through Circle processes and other traditional Indigenous processes of personal reflection and growth.

While the weather was hot and humid, all students were highly engaged and participated fully in the week’s programming. Among the 57 students, 39 started in the transition year to the new program, and 18 were second-year students in the Indigenous Language Instructors’ Program.



Above: Students participated in traditional medicine making through the preparation of makwa (bear) grease. The process involved cutting away all meat from the bear fat and chopping the fat as finely as possible, then cooking it in small batches at a low temperature until just browned. It was then poured through cheesecloth into jars to store in the fridge or freezer. Bear fat has a multitude of traditional uses, including skin care, lip care, hair care, and healing cuts and burns. It can also be used in cooking or as a laxative.

Melissa Twance Named Canada Research Chair in Land Pedagogies and Indigenous Futurities

The Faculty of Education is delighted to announce that Melissa Twance will step into the role of Canada Research Chair (CRC) in Land Pedagogies and Indigenous Futurities, effective January 2025.

Melissa is an Anishinaabe scholar from Netmizaagamig Nishinaabeg (Pic Mobert First Nation) in northwestern Ontario. She currently works as a lecturer at the University of Winnipeg but completed all of her schooling at Lakehead, including an HBA in Indigenous Learning (2009) and a Master in Education with a specialization in Indigenous Education (2017). She is now in the final stage of completing Lakehead's PhD in Educational Studies program. As a whole, Melissa's work and research centres land as a way of knowing through experiential learning, Indigenous pedagogies, and collaborative Indigenous research.

The Transformative Potential of Land-Based Practices

Melissa's focus for the five-year CRC is to contribute to Indigenous resurgence through the support, documentation, and researching of land-based practices and Indigenous creative practices. She notes that while the need for an Indigenized, land-based curriculum is well-documented, barriers continue to exist between the theory and the actual practice of it.

"In Canada, most work in Indigenous education acknowledges the need for Indigenous knowledge and culture to be taken seriously, which has resulted in conversations around building culturally inclusive curriculum and culturally relevant pedagogies. However, research shows that many barriers remain to actually carrying out an Indigenization process in a meaningful way within the structure of schooling. These barriers include the power differentials between Western and Indigenous knowledges, the 'ghetto-ization' of Indigenization as a special initiative or a limited undertaking, and a general lack of knowledge about Indigenous peoples, knowledge, and culture," she explains.

"My aim as CRC is to address this rift between theory and practice, and contribute to the growing movement in Indigenous resurgence. My research program will focus on three main objectives: (a) investigating the transformative potential of resurgent land-based practices; (b) using arts-based methods to explore the intersection between Indigenous pedagogy and Indigenous creative practices; and (c) documenting, curating, and exhibiting Indigenous storyworks and creative outputs that consider how to develop and maintain good relations with land and with each other."

She adds that the development of land-based pedagogies as an emerging educational practice builds on the resurgence of Indigenous ways of knowing, teaching and learning—which also connects to her PhD research and its focus on beadwork.

Beadwork as a Resurgent Art Form

Melissa's PhD research, *Futurities in Anishinaabe Arts Practices: Beading as Decolonial Praxis*, examines Anishinaabe beadwork as both a futurity practice and space of 'fugitive learning,' exploring how Indigenous social thought and creative practice can be engaged to create more robust approaches to Indigenous education. Futurity, she explains, relates to building a future where Indigenous people, their knowledge, and their ways of being can thrive.

An established beadwork artist herself, Melissa explains that her doctoral research "explores what kinds of ways of knowing, being, and doing are made present and possible through Anishinaabe creative practice and the role and value of this process as a form of decolonial praxis. ... I want to trouble settler colonial framings of what constitutes *education* and *art* in order to open up new possibilities for decolonial thought and action in Indigenous education."

She ultimately sees her work through a lens of resurgence, which she calls "an optimistic movement."

"People are taking it up in so many different ways," she says. A lot of my work is focused on northwestern Ontario, where I'm from. I can see a lot of resurgence that's happening in the communities in this region, particularly with hide-tanning, wild ricing, and language revitalization. It's all tied to a larger resurgence movement happening all over Canada. I think pedagogies rooted in these resurgent practices can benefit us all."



Left: "For her/From mel/To them" (2024). This purse was beaded by Melissa and featured in a recent exhibition she curated at the Co.Lab. Gallery in Thunder Bay in 2024. The exhibition, titled *Anikoobidoon: Stringing Together Past, Present, and Future*, featured beadwork from artists in the region.

Alumni Profiles



Robert Horton, Rainy River First Nations

Anishinaabemowin Educator and Cultural Facilitator, Niizhwaaching Aanikoobijigeng Gikinoo'amaadiiwigamig (Seven Generations Education Institute)

Graduated from the Master of Arts program (Sociology), 2011; Bachelor of Education program, 2012; Master of Education program, 2013

“As an Anishinaabemowin educator of nearly 10 years, language is at the center of all of my work. I am following in the vision and legacy of my family members: my mother and grandmother were both language teachers, and my uncle founded *Niizhwaaching Aanikoobijigeng Gikinoo'amaadiiwigamig* (Seven Generations Education Institute).

Anishinaabemowin is deeply entwined with, and supports, all facets of Indigenous culture. Everything cultural sits on the back of language. I sometimes think of language like a table, and the top of the table holds culture, ceremony, our unique ways of seeing the world, and the ways we relate to each other and all other forms of life. If the table is strong, everything on it will grow. Conversely, if the language is diminished or disrupted, culture can come crashing down.

Our cultural perspectives and teachings are often embedded in language. For example, the Anishinaabemowin word for water is *nibi*. *Ni* means that which is within us, while *bi* means a fluid. *Nibi* is the fluid of life that is within us — we are water, and water is us. Whatever happens to water, happens to us too.

One of my main responsibilities at Seven Generations is to develop methods and teaching strategies for the Anishinaabemowin Revitalization Program. This is a full-time, three-year program where individuals from the ten First Nation communities in the Rainy River/Rainy Lake region learn how to speak, understand, read, and write Anishinaabemowin. My methods involve blending language acquisition skills with linguistics, marketing, music, and neurology, in order to activate long-term memory. I am also in the process of developing support materials, including an Anishinaabemowin textbook (in production), two Anishinaabemowin children's books, and a novel exploring language through stories and narratives. I really enjoy caring for the Grandfather Drum and the Grandmother Eagle Staff at Seven Generations as well.

In my own time, I maintain **Borderland Anishinaabemowin**, a daily-updated, social media clearinghouse of Anishinaabemowin resources (audio, written, and video) for anyone who wants to learn.



Above: Robert's artwork was selected as a winning submission in a visual arts contest relating to the spirit of reconciliation. The image's depiction of an embrace, with treaty pipes and a medal, along with fires, rivers, and the rising sun, all hold multiple meanings and connect to a message of *Gichi-apiitendaagoziwag akina abinoonjiiyag* (Every Child Matters). Robert explains, “This image was created as a reminder of the importance of relationships, the importance of the living treaty relationships, the concepts of the human family and the individual, and the myth of ‘our people’ versus ‘your people.’ It acknowledges balance and cooperation, and the reality that our destination is shared with one another.”

My time at Lakehead University was an amazing experience that I still hold close to my heart. There was an incredible sense of community, as well as true educators who supported the exploration of ideas. I have friendships from my time at Lakehead that remain to this day. I continue to work as a lecturer for the university's Indigenous Learning Department, and I am pursuing various education programs in diverse areas such as law, economic development, political economy, and trauma-informed training.

In my personal life, I recently put down roots and became a new homeowner. I also study music theory (via six and seven string guitar), am learning the Quebec French language, and I'm an avid concert goer and traveler.

My advice for others is that if there is a field or subject that interests you, don't hesitate to begin your learning journey. Explore ideas, philosophies, history, and connections between different fields. Create an inexhaustible fire for learning. Your future will be bright and the insights you'll gain about the world will be dynamic!”



Jennifer Pugh
Acting Principal, Sacred Heart School, Sioux Lookout

Graduated from the Bachelor of Education program, 2011; Master of Arts program (English/Gender and Women’s Studies), 2010

“I wanted to jump in and start teaching right away after I finished my BEd. I started looking around at some of the smaller towns in Ontario and found there were so many opportunities available. This led to me working as a teacher for 13 years, in both elementary and high schools, before I transitioned to administration in 2023.

I started as an occasional teacher for the Kenora-Patricia District School Board, and then taught at Obishikokaang Elementary School in Frenchman’s Head, and then at Pelican Falls First Nations High School. I taught all grades from K-12, gained great experience, and made connections that will last a lifetime.

I am proud to currently work at Sacred Heart School in Sioux Lookout — a Kindergarten to Grade 12 school with the Northwest Catholic District School Board. I began at Sacred Heart six years ago in the classroom, and then moved into Special Education. Last year, I was hired into the Vice Principal role and am now the current Acting Principal of our school.

What I love about my role is that I work with *everyone* in the school (and beyond): students, their families, teachers, counsellors, custodian staff, administrative assistants, outside agencies, community partners and more. As a school leader, my philosophy boils down to building relationships and having authentic connections with others. First comes relationships, and then comes trust.

For new teachers, my advice is that if you’re willing to take a risk and start teaching in a smaller town, you will find there are loads of opportunities there. It can be scary to take on a new role, in a new location, as there is always a big learning curve — but it is okay not to know everything! Be patient with yourself, stay flexible, and be willing to learn as you go.

Work-life balance can also be a huge struggle for teachers, as there is always more work to be done. Working in education is a labour of love and it is easy to go ‘all in.’ However, it is so important to take time for yourself, to avoid burnout! I try to be really productive while I am at work, and then disconnect and be present when I am at home with my family.

Finally, make a lifelong commitment to learn and grow each day. Myself, I am currently completing my PQP (Principal Qualification Program) journey.”

Toby Goodfellow
Director of Brand and Communications, Ducks Unlimited Canada

Graduated from the Bachelor of Education program, 2011; Master of Education program, 2015

“In 2010, my wife, two young children, and I came to Thunder Bay from Montreal so that she could take advantage of a fabulous job opportunity and I could earn a Bachelor of Education degree at Lakehead. While she enjoyed her new job and the kids picked up English, I dove into learning how to teach children in a classroom. I used those invaluable skills as a self-employed public relations consultant, to advise and teach executives in boardrooms about managing issues. Lakehead’s BEd, like virtually any postsecondary program, has so much to offer people in fields completely unrelated to academe. Never underestimate the power of knowing how to convey new knowledge to others. Teaching happens everywhere.

As my BEd came to an end, I was invited to complete the Master of Education program at Lakehead. A year into my MEd studies, I was hired as Lakehead’s Director of Media Relations: a role that wonderfully forced me to pivot from a corporate communications mindset to one of public service and duty. Serving Lakehead and its community of students, faculty, staff, and alumni was a life-changing experience, for which I’m forever grateful!

My roles at Lakehead eventually included Senior Advisor to the President and Chief of Staff. During those exceptional years, it was easy for me to see how the skills gained from my BEd and MEd helped me to help others communicate about, and negotiate through, matters and crises of all sizes.

Alas, the COVID years were hard on my parents and in-laws back in Quebec, and so in 2023, we returned to care for them. I miss Lakehead. I miss all the people I had the fortune of working with and considered a second family. I miss Thunder Bay. I miss Orillia. But all of this is still with me.

Today, I feel I’ve won a second lottery as Director of Brand and Communications for Ducks Unlimited Canada. The role demands that I bring all of my professional experience to bear, but I firmly believe I am only successful as a communicator because Lakehead taught me how to learn and how to teach — teach others to work together, learn and examine all sides of an issue objectively, and scaffold knowledge sharing for audiences of all kinds.

Thank you, Lakehead’s Faculty of Education, for proving time and again that one isn’t defined by their degree, and that an education in Education is far more versatile than meets the eye.”



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 the Anishinaabemowin Boodawe Committee, an educational group in partnership with Red Rock Indian Band, Kinooaadziwin Education Body, Superior Greenstone District School Board, Superior North Catholic District School Board, the Ministry of Education, and the faculty's Keewatinase (Department of Indigenous Education).

On the right are some of the committee's recent "Anishinaabemowin Phrases of the Week." For information on events and language revitalization initiatives happening in schools, please see their [Facebook page](#).



Anishinaabemowin Boodawe Committee

Anishinaabemowin Phrase of the Week

Aiii!

● ● ●

exclamation



Anishinaabemowin Boodawe Committee

Anishinaabemowin Phrase of the Week

Gizaagi'in nimaamaa

● ● ●

"I love you, Mom"



Anishinaabemowin Boodawe Committee

Anishinaabemowin Phrase of the Week

Ogidaaki

● ● ●

"Uphill"



Anishinaabemowin Boodawe Committee

Anishinaabemowin Phrase of the Week

Niisaaki

● ● ●

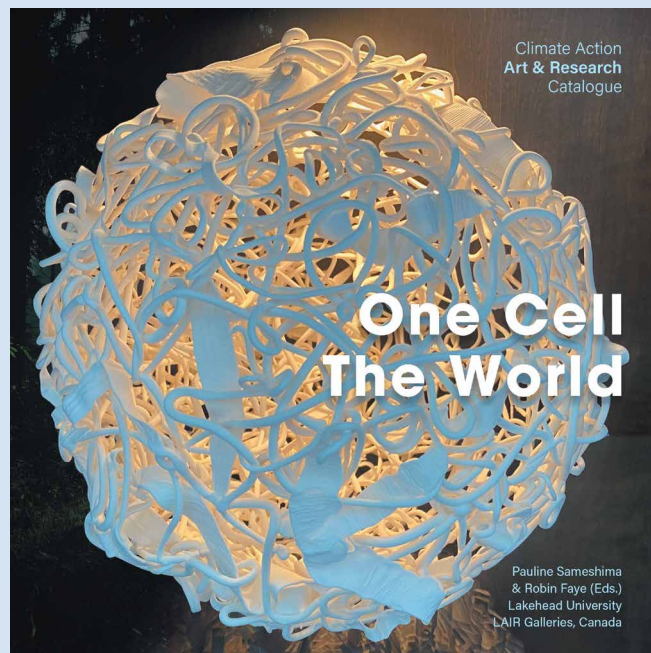
"Downhill"

Dr. Pauline Sameshima and Robin Faye Curate Research-Art Catalogue on Climate Action

Around the world, individuals and groups are rallying to draw attention to the climate emergency. The new publication *One Cell, The World*, curated by Dr. Pauline Sameshima (Professor, Faculty of Education) and Robin Faye (Bachelor of Fine Arts, 2018; Master of Education with specialization in Environmental and Sustainability Education, 2021), is a research-art catalogue on climate action that features essays, poetry, art, videos, music, and more, from diverse national and international communities.

The selected works demonstrate the possibilities for what climate action can look like. The book includes a keynote speech by Seth Klein on how we might mobilize climate action at a university level, a cello piece that was created using NASA global climate data, and essays examining diverse topics such as native species gardening and the role of salt in bio alcohols. Select artworks respond to the floods in British Columbia, water resources in Lake Superior, and ocean surges in Ayetoro, Nigeria. Collectively, the contributions offer insights and inspiration for climate activists, artists, educators, policy makers, and all those who care about the planet.

Reviewer Dr. Andrew Dean (Lakehead University Vice-President, Research and Innovation) says that "*One Cell, the World* highlights how arts through research can beautifully raise awareness of climate change and social justice," while Dr. David



Greenwood, former Canada Research Chair in Environmental Education (2010-2020) explains: "Curriculum specialists need ways to re-form the mind with the languages of the body and the heart. This book invites that work with mind-bending beauty. I just want to gaze more deeply into it."

For more information, visit the [FriesenPress](#) website.



Above: A gathering of colleagues and friends joined to celebrate David (pictured middle, front, in a white shirt) at the time of his retirement.

Retired: Dr. David Greenwood Named Professor Emeritus

The Faculty of Education wishes Dr. David Greenwood — who joined us from Washington State University in 2010 as a Canada Research Chair in Environmental Education — all the best in his retirement.

During David's time at Lakehead, his work took many forms, including research, teaching, writing, leading workshops, overseeing a campus-wide sustainability assessment, and creating the Office of Sustainability, the goal of which is to contribute to the well-being of people and places by supporting sustainability related research, education, and action initiatives.

One of David's enduring contributions to the Faculty was the development of a labyrinth near the Bora Laskin building in Thunder Bay. As he explained, the labyrinth offers a place to rest, wander, and ponder; a "space for reflection outside the regular classroom, where we can gain perspective on the relationship between what we learn and value, and how we actually live our lives. It is an example of a long-term, participatory action project

that weaves together some of the themes I care most about: it's outdoor, experiential, environmental, arts-based, holistic, and community engaged. Best of all, it creates a public 'place' on campus that is, in itself, an expression of transformative pedagogy."

At his retirement party, colleague and longtime friend Dr. Pauline Sameshima (Professor, Faculty of Education) shared some of her favourite memories of David, personal and scholarly alike. One of the memories she shared addressed a 'breakthrough paper' that David published. As Pauline noted:

"David's work was immensely significant. He got his PhD in 2001. Just two years later, in 2003, David had his breakthrough paper. In the acting world, a breakthrough role marks the point of critical recognition. David published 'The best of both worlds: A critical pedagogy of place' in *Educational Researcher*, a flagship journal for all American scholars. The article caused quite a stir ... articulating a space between

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Above: David (right) with MEd graduate Gavin Shields at the labyrinth (2023, Thunder Bay).

cultural and ecological analysis that continues to be mapped 20 years later. This one article has now been cited over 3,700 times!”

Professor Emeritus

In conjunction with his retirement, David was presented with the honorary title of Professor Emeritus. David was conferred the title at a Senate meeting, and part of the citation, delivered by VP (Academic), Dr. David Barnett, read:

“Through his work across the faculty, university, wider community and internationally, David has envisioned and created pathways toward improving relationships between people, places, and planet. His work has taken many forms, including his highly influential scholarship in place-based education, his devotion to creating new courses, and his activism in the university and the wider community. At Lakehead, David has played a crucial role in developing the Office of Sustainability as a vehicle for implementing changes that support social, environmental, and economic justice.”

David’s many important works and contributions from throughout his career, and his time at Lakehead’s Faculty of Education, will leave a lasting legacy for years to come. We will miss you, David, and wish you all the best.

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

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- **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.
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Faculty of Education Awards and Accolades

BEd Graduate Tianying (Sky) Li Receives Ontario Secondary School Teachers' Federation Faculty of Education Award

Congratulations to Tianying (Sky) Li (BEd graduate, 2024), who received the Ontario Secondary School Teachers' Federation (OSSTF) Faculty of Education Award. This award is granted to a graduating Intermediate/Senior Teacher Candidate who exemplifies the award criteria, including engaging in social activism to promote the professional nature of teaching and demonstrating leadership among Teacher Candidates.

Tianying (Sky) demonstrated dedication to social activism and leadership throughout his time in the BEd program. In course work and teaching placements, he advocated for equal opportunities for all students, including international students and those who speak English as a Second Language. He facilitated communications between parents, school boards, students, and teachers to promote an inclusive environment for students from diverse cultures, and those who identify as 2SLGBTQ+. He privileged Indigenous ways of learning in the classroom by inviting Indigenous guest speakers and holding sharing circles with his classes.

"Respect and dignity are values I hold dear," Tianying (Sky) explains. "In my classroom, I encourage students to reflect on social justice issues and political systems, express their voices, organize events, and think about their contributions to their local community. I strive to foster a sense of community and encourage students to advocate for themselves."

One of his Associate Teachers, who provided a reference letter to OSSTF, noted: "I am especially impressed with Mr. Li's



skill at promoting mental health, wellbeing and community building in our school. He has developed and implemented daily routines and practices of mindfulness, gratitude, reflection, and self-awareness that have improved the interconnectedness of our students and opened up conversations, in very professionally appropriate ways, that support well-being and personal balance."

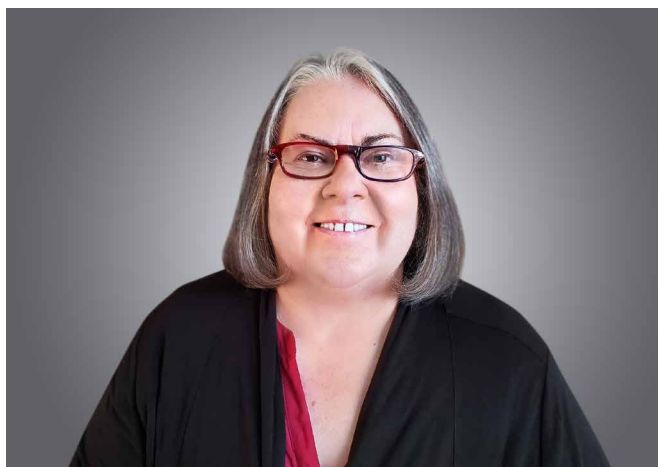
Congratulations Tianying (Sky) on this achievement!

Kit Luce Honoured by Ontario Association for Mathematics Education

The Ontario Association for Mathematics Education (OAME) recently announced that Kit Luce (Educator, Simcoe County District School Board and Contract Lecturer, Department of Professional Development in Education) is the recipient of the 2023-2024 Award for Leadership in Mathematics Education.

The Award for Leadership in Mathematics Education is presented annually to an educator who demonstrates leadership by contributing in a significant way to the development of mathematics educators, and the enhancement of mathematics education in Ontario, through innovation and/or research related activities.

Kit, who joined SCDSB in 2005, has been instrumental in developing mathematics instruction and assessment resources for both educators and students. She currently serves as the District School Effectiveness Math Facilitator for Kindergarten to Grade 9. She has also written and taught a number of Mathematics Additional Qualifications courses for Lakehead's Department of Professional Development in Education.



As of September 2024, Kit will assume the role of OAME President. She has previously held positions as President and Program Chair of the local OAME chapter, the Mathematics Association for Cottage Country.

MEd Graduate Tanya Thomas Leads Grade 8 Students in Fish Conservation Program

MEd graduate Tanya Thomas (2024; specialization in Environmental and Sustainability Education) is a teacher and Math and Science Learning Leader in the Calgary Board of Education's Arts Centred Learning at Willow Park School. She recently led her Grade 8 Science students in a five-month experiential learning and environment stewardship program where they nurtured rainbow trout from eggs to juvenile fish in a classroom aquarium — then released them at McLean Pond in Kananaskis Country.

Tanya explains that the program dovetailed with the Science curriculum's Fresh and Saltwater Systems unit. By examining trout habitat requirements and assessing suitable environments, students developed an understanding of ecological principles in action. In addition to gaining experience in raising the fish, they learned about ecosystems and water bodies in the province.

The endeavor was featured on **CTV News** as an example of one class's participation in Alberta's **Fish in Schools Program**. Every January, the program sends out eggs to approximately 95



schools across the province, and participating classes receive a license that allows them to raise trout and then release them into provincially approved waterbodies.

Tanya (pictured above at McLean Pond in Kananaskis Country) created a **video** documenting the fish's growth from the egg stage until five months old.

Mohit Dudeja Awarded CSSE Congress Graduate Merit Award

Congratulations to PhD student and Contract Lecturer Mohit Dudeja, who was selected as a recipient of the Canadian Society for the Study of Education's (CSSE) Congress Graduate Merit Award.

The Congress Graduate Merit Award is a merit-based award that serves to recognize and celebrate the academic excellence of deserving graduate students who present their work at Congress.

Mohit's 2024 conference presentation was focused on their doctoral research in progress, titled "Transglobal Queer Identities: Experiences of Queer International Students in Small Canadian Cities." During their presentation, Mohit discussed the study's rationale, findings from a preliminary literature review, and a snapshot of the proposed methodology and theoretical framework.



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Dr. Pauline Sameshima Recognized as Lakehead University's 2024 Distinguished Researcher

Dr. Pauline Sameshima (Professor, Faculty of Education) was recognized as one of Lakehead University's 2024 Distinguished Researchers, the highest honour conferred by the University for research and scholarly activity.

Pauline, who is a professor, editor, curator, curriculum theorist, and artist, was recognized for her commitment to mobilizing learning across diverse audiences and fostering innovative university-community learning collaborations.

"The dedicated love we put into our work, whether it's research for a scientific cure or a poem, goes through to the end product and is gifted to the receiver in a new form, like medicine or learning or emotion. In that way, research or anything we do affects the other," she said.

"I'm humbled by this honour. I see the award as a big happy high five — a thank you cheer that is a two-way celebration. I think about telling my parents about the award. Whenever anyone thanked my dad, who passed away a year ago, he always said, "My pleasure!" To this award, I say "My pleasure!" because working at Lakehead is a pleasure."

Pauline is a member of the College of the Royal Society of Canada. Her contributions in the field have garnered previous recognition, including the 2022 Ontario Art Education Association's Post-Secondary Teacher of the Year Award, a 2022 Lakehead Teaching Innovation Award, and Lakehead's 2020 Building Research Capacity Award.



Dr. Pauline Sameshima (left) with Dr. Florin Pendea (Chair, Lakehead University Senate Research Committee).



Welcome Jake White, Orillia Administrative and Scheduling Assistant

Jake White has joined the Faculty of Education as the Administrative and Scheduling Assistant, Orillia campus.

This new role marks a return to Lakehead for Jake, who worked as an Administrative Assistant in the Faculty in the summer of 2019 and who graduated from the BEd program in 2021.

"I'm really enjoying being back on campus and seeing all of the familiar faces," says Jake. "The faculty and staff at Lakehead Orillia played a big part in my personal and professional development, and a major role in my success during my undergraduate and BEd degrees. Now, I hope to carry the torch and play a positive and supportive role in students' educational journeys."

Outside of work, Jake says he is interested in 'all things tech.'

"For the past while, I've spent a lot of my free time programming for various personal projects and collaborating with other developers. I always enjoy learning new skills and information, and this has led to me picking up new hobbies every few months. I'm currently looking into animation workflow and tools, and hope to start tinkering soon."

Welcome, Jake!

Patricia Ningewance Conferred Honorary Doctorate Degree

Patricia Ningewance Nadeau (Waabibizhikiikwe — White Buffalo Woman) was conferred an honorary doctorate degree from Lakehead University in May, in celebration of her extraordinary achievements and remarkable service. She was one of five exceptional individuals honoured for their significant contributions to their fields and communities.

A member of the Bear Clan from Lac Seul First Nation in Northwestern Ontario and a residential school survivor, Patricia has been actively promoting and preserving the Ojibwe language for decades as a teacher, author, and translator. She taught Ojibwe at Lakehead University's Faculty of Education and at the University of Manitoba, and she currently teaches at Algoma University. She has worked tirelessly to build a community of Indigenous language protectors, fostering pride in thousands of students who gained further connections to culture, family, and identity through language learning.

Patricia was appointed to the Order of Canada in December 2022 in recognition of her work to preserve Indigenous languages. The Order of Canada is one of Canada's highest honours, recognizing people who have made extraordinary and sustained contributions to the country. Her nominator for the Order of Canada, Fiona Muldrew, called her a "national treasure" for her decades of work.

Language Books, a Reclamation Summit, and Star Wars

Patricia's publishing company, **Mazinaate Inc.**, has published Indigenous language books and resources since 1998. Her published works include textbooks, a workbook, and phrase books — a total of 15 titles in all. Her Ojibwe dictionary is published by Kwayaaciwiin. She has also published books in the Anishinaabemowin language, including *Gookom's Language: Learning Ojibwe and Becoming a Successful Ojibwe Eavesdropper*. Many of her books are available through the libraries at Lakehead University; see [this list](#) of books and other materials in Omni written by Patricia Ningewance.



Last year Patricia organized a highly successful First Language Reclamation Summit, hosted at the University of Manitoba with a goal of addressing traumas and language learning. Over 100 people attended to discuss and address the mental, emotional, and spiritual "blocks" that students can experience, due to past traumas, when learning their ancestral languages.

Recently, Patricia was the lead translator for the Anishinaabemowin version of the film "Star Wars (Anangong Miigaading), A New Hope." The film debuted in Winnipeg in August. Patricia became involved in the production with her son, Maeengan Linklater, who is the film's producer. A goal of the film's dubbed version is to make the Ojibwe language more accessible to younger generations.

Congratulations, Patricia!



Gi-ga-miinigoowiz Mamaandaawiziwin (May the Force be with you).

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Email us at newsletter.education@lakeheadu.ca



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