Classroom Arena

Dual leadership role gives young teacher a chance to see his students shine.

The Great War Project

Tiny forget-me-not pins represent transformative learning experience.
Our annual Community Report for 2015/16 is filled with great stories to share about the work and success of students, faculty, and staff. It’s work that has an impact on small and large communities across this province, as you might expect from a faculty on a mission to improve the human condition through education.
I invite you to explore the pages of our second annual Community Report which highlights just some of the great work and accomplishments of faculty, staff and students during the 2015/16 academic year.

Our core purpose as a faculty is to provide excellent teaching, research and community service as we prepare the next generation of teachers and leaders to take their place in communities across this province, country and globally. Sharing our success with you is a privilege and a way to help build that sense of community we so highly value.

We’ve had a busy and exciting year, as we look to renew and energize our undergraduate programs to ensure they meet the needs of our students and the larger society.

During the 2015/16 academic year we released our new Strategic Plan – *Strength through Collaboration* – which will guide us through to 2020. You can read our plan by going to our website at [www.mun.ca/ed](http://www.mun.ca/ed).

I was honoured last year to be elected as the incoming president of the Canadian Association of Deans of Education, a pan-Canadian organization that is steadfastly committed to improving education across the country. Among our work to date is development of national accords that deal with specific themes, including Aboriginal Education.

I think you will all agree that in this era of truth and reconciliation, educational institutions have a key role in addressing historic wrongs done to Indigenous peoples. Education has the power to heal, to inform, to enlighten and to empower.

You can read about the presentation that Inuit Bachelor of Education students and their professor gave to the university community during Aboriginal People’s Week last March. The theme on developing culturally relevant lesson plans resonated strongly with the audience and led to an invitation to attend the Inuit Studies Conference held at Memorial University this past fall.

You can also read about Dr. Anne Burke’s work to help teachers in elementary and junior high school classrooms present topics to students that deal with uncomfortable but important truths.

Of course the year was not all about good news. We lost some special members of our community last year, including Dr. Patricia Canning, whose contributions are immeasurable.

We hope you stay in touch with us this year and every year and thank you for supporting the Faculty of Education as we continue to improve the human condition through education.

Sincerely,

Dr. Kirk Anderson
Dean of Education
Dean Anderson with friends and MUN Education alumni Martin and Donna Genge (Rumbolt) at Nunatavut Treaty 250th anniversary celebrations in Mary’s Harbour Labrador, Summer 2015
Our Mission

We are committed to improving the human condition through education. The Faculty of Education is dedicated to leadership, and exemplary practice in teaching and learning, research and scholarship, and public engagement in local and global communities.

Our Vision

The Faculty of Education aspires to be a dynamic and caring teaching and learning community. Graduates of the Faculty will be recognized as exceptional educators who lead with integrity, passion, and purpose. Our graduates will be valued for their skills, knowledge, creativity, commitment to social justice, and overall professional competence in this province and beyond. Faculty and student research and scholarship will be valued locally, nationally, and internationally for their quality and relevance. We will engage in dialogue with local and global communities as we work together to shape ethical educational practices and public policy.

The Faculty of Education and the Newfoundland Teachers’ Association welcome students from the Class of 2016 to their teacher induction ceremony in May 2016.
Our Values

SERVICE TO OUR PROVINCE
We are proud to serve the province of Newfoundland and Labrador by graduating educational leaders who can meet the needs of our communities’ diverse classrooms.

SERVICE TO THE PUBLIC
We actively support communities by fostering new partnerships for collaborative research and academic program development. Our Faculty places great importance on teaching, research, and community engagement. We strive for excellence and innovation.

COLLABORATION
We are committed to true and meaningful collaboration, and we recognize and value the expertise of our partners.

COLLEGIALLY
We strive to create a sense of belonging in which faculty, staff, and students feel engaged, included, encouraged and supported in a safe and respectful environment.

LEARNER-CENTRED TEACHING
Our supportive and facilitative teaching strategies focus on the students, promoting experiential learning, encouraging them to actively participate in their learning process, accepting responsibility for their own learning, and supporting them to reach their full potential.

GLOBAL CITIZENRY
We strive to graduate adaptable and flexible students who have a commitment to social justice, ethical standards, an appreciation of cultural diversity, and an understanding of global issues.

DIVERSITY
We respect and value differences, embracing diversity in our faculty, staff, and students, and integrate Aboriginal worldviews in our curricula.

INTEGRITY AND ETHICS
We act ethically, with complete honesty and integrity in our work as teachers, researchers, mentors, and collaborators.
Undergraduate Programs

As a Faculty of Education that traces its origins back to 1921 when the Dominion of Newfoundland opened its first Normal School, we know that our roots are in teaching and learning.

Since becoming the Department of Teacher Training at Memorial University College in 1935, we’ve grown and evolved and added graduate programs at the master’s and PhD level.

As we continue to change and adapt to meet the needs of modern classroom and the wider world, we continue to draw students with a passion for learning who dream of fostering potential in their students.

Our undergraduate programs include:
- Bachelor of Education (primary/elementary) as a second degree
- Bachelor of Education (intermediate/secondary)
- Bachelor of Education (intermediate/secondary) conjoint with the Diploma in Technology Education
- Bachelor of Music conjoint with Bachelor of Music Education
- Bachelor of Music Education as a second degree
- Bachelor of Education (post-secondary) as a first degree
- Bachelor of Education (post-secondary) as a second degree
- Bachelor of Special Education
- Diploma in Adult Learning and Post-Secondary Education
SHARING CULTURALLY RELEVANT EDUCATION

For Aboriginal People’s Week at Memorial in March, 2016, students in the Inuit Bachelor of Education (IBED) program based at the Labrador Institute in Goose Bay, worked with their professor, Dr. Sylvia Moore, to develop culturally-relevant lesson plans. Their presentation illustrated the program’s four central strands of language, cultural resources, elder and local knowledge, and connections to land.

“The most significant thing to come out of this for us was the opportunity to share with the university community our understanding of culturally relevant education,” said Dr. Moore. “People were really interested and there was a lot of follow-up, including a lot of emails asking for information on those (four) strands.”

Faculty across the university want to include Indigenous knowledge and experience in their programming, a growing move across the country as Canada seeks to integrate learnings from the national Truth and Reconciliation Commission into everyday Canadian life.

Dr. Moore also pointed out that the presentation has had a ripple effect, including an invitation for students to present at the Inuit Studies Conference in the fall of 2016.

FIRST COHORT OF FI TEACHERS

This past summer, 2016, students in the first cohort of faculty’s French Immersion (FI) option, Primary/Elementary second degree program shared presentations with classmates, faculty, administrative staff, and FI educators from around the Avalon region of the province on a diverse range of topics related to helping struggling French Immersion learners.

The presentations were originally developed for their final class but Prof. Leslie Redmond was so impressed with the work she suggested a celebratory event! Students ended up sharing their work with a broader audience as a bit of a last hurrah before graduating.

Students in the first French Immersion (FI) cohort of the primary/elementary second degree program give final presentations about different aspects of teaching FI last summer to FI educators from the Eastern School District.
Graduate Programs

Students from across Canada and much further afield enroll in our master’s level programs including:

Counselling Psychology
Curriculum, Teaching and Learning Studies
Educational Leadership Studies
Information Technology
Post-secondary Studies

Some highlights from 2015/16:

• Several new faculty members joined us this past summer, including Dr. Alireza Moghaddam who teaches in our technology education program, Dr. Christine Arnold in our post-secondary education program, Dr. Darron Kelly in Educational Leadership Studies, and Leslie Redmond, who teaches in our French Immersion primary/elementary second degree program.

• Grenfell Campus in Corner Brook has a counseling psychology cohort nearing completion of their master’s in education and set to graduate in spring, 2017. It’s the first master’s cohort in counselling for Corner Brook in about 10 years.

• The Labrador Institute in Happy Valley/Goose Bay has a cohort of 14 students in its first Labrador-based M.Ed program in Curriculum, Teaching and Learning Studies (CTLS).

DID YOU KNOW THAT THE FACULTY OF EDUCATION HAS ONE OF THE LARGEST GRADUATE PROGRAMS AT MEMORIAL UNIVERSITY, WITH 943 STUDENTS ENROLLED IN COURSE AND THESIS-BASED PROGRAMS IN 2015/16?
Broadening His Perspective

Master’s graduate gains his M.Ed and a deeper respect for different cultures

By Marcia Porter

When it comes to education, quite often you learn that the more you know, the more there is to know.

That’s what led new master’s graduate Hailiang Zhao to Memorial University’s Faculty of Education from Hebei province in northern China. He’d spent the previous 10 years working in the field of international education at Hebei University of Science and Technology.

“The more intensive my connections with international partners became, the more I felt that I needed to update my knowledge about the international education,” he said.

Mr. Zhao studied cross-cultural communications for a year in the United States, and then began his quest to find a university that offered “the best value, with quality programs, cultural diversity, and reasonable cost.”

His search led him to Memorial’s Faculty of Education, where he applied to do his master’s in Educational Leadership Studies. He arrived in St. John’s in 2013.

“And my experience showed me I made the right decision,” said Mr. Zhao. “All the professors I studied with were knowledgeable, and they became my friends. The courses were well-designed with the perfect combination of theory and practical purposes.”

He also appreciated that faculty members were easily accessible, and encouraged students to ask questions.

But he was a little apprehensive at first about a couple of his online courses. Mr. Zhao wondered if he’d be able to communicate and interact well-enough to keep up.

“I worried about my online learning at the very beginning because the students did not sit in the class, and had no face-to-face interactions with the professors,” he said. “However, I was assured when I read the plentiful learning materials the professors posted. What’s more, the students were all active in discussing the questions raised by the professors. I never felt lonely or lost and the online courses made it possible for the students to study anytime and anywhere.”

He also enjoyed studying with students from different countries, including Africa, Europe, and other parts of Asia.

Then in 2014 he became vice-president of the International Students Society of Education (ISSE), and through his work gained a deeper understanding and respect for other cultures.

“The ISSE was a bridge between the international students and the faculty, through which the ideas of each side could be feedback to the other,” said Mr. Zhao. “It was a platform for the international students of the Faculty of Education too, where we helped each other with academic issues as well as daily life difficulties.”

Mr. Zhao won’t be at Convocation to receive his master’s, but is excited about the academic milestone in his life, and will miss life and study at Memorial. He’s hoping to visit his friends in the Faculty of Education in late August, on the way to the University of Western Ontario where he’s set to begin his PhD program.
Teaching & Learning

We know that excellent educators are catalysts for a better future for students, for their families, and for their communities. For Education students, the dream of influencing a new generation of learners is what motivates their studies, and also inspires our dedicated faculty and staff who work with them.

The following stories about three fine educators illustrate that our faculty members continuously use their skills to adapt and strengthen teacher preparation, ensuring it is relevant, accessible, and engaging.

Teachable Moments

Faculty member helps teachers channel discomfort into meaningful learning experiences

By Marcia Porter

Dr. Anne Burke is a fan of picture books and all forms of Canadian children’s literature. The associate professor of literacy and early learning at Memorial’s Faculty of Education was an avid reader as a child, gobbling up every book she could get her hands on, and years later she’s still bringing kids’ books to her classes.

She presented some of her favourites during her presentation for Aboriginal People’s Week, *A Chorus of Voice and Visuals: Responding to Indigenous Issues in Canadian Classrooms through Canadian Children’s Literature.*

Dr. Burke’s aim is to help people overcome their discomfort when talking about, or teaching about, difficult and emotionally-charged topics.

The presentation draws from her work on the national Social Sciences Research Council of Canada (SSHRC)-funded project *Developing a Pedagogy of Social Justice through Post-Colonial Literature* that involves scholars and researchers from universities across the country.

The SSHRC project began in 2014, with Dr. Burke and research colleagues from seven universities working directly with classroom teachers and administrators at eight sites across Canada.

“We wanted to help unpack that discomfort in talking about difficult issues such as residential schooling,” she said, recounting a teacher’s experience with her Grade 7 students in St. John’s.

Using the book entitled *Fatty Legs: A True Story* written by Christy Jordan Fenton, teacher Laura Butland read the text aloud to students. *Fatty Legs* is about the frightening residential school experience of Olemaun, a little girl and the real-life heroine of the story.

“When Olemaun refused to wear the scratchy red-wool socks, you could see in the children’s faces that they are cheering, and feeling empowered by her actions,” said Dr. Burke.

The SSHRC project research findings, teacher-experiences, recommendations, and a reading list of Canadian children’s books will be published in 2017 as a book, *Rediscovering Canadian Literature: Voices for Social Justice in the Classroom* by Canadian Scholar’s Press.
And the Walls Come a Tumblin’ Down…

Winter camping, hiking, and fossil hunting put the experiential in experiential education

By Marcia Porter

In spite of some challenging weather last spring, Dr. Jennifer Anderson and Education faculty organized and hosted a successful Experiential Education Institute for Education students from Memorial University and from Tromso University in Tromso, Norway.

She packed many adventures into two weeks of experiential learning, including winter camping, a hike and visit to Mistaken Point, and a visit to the Rooms and other important cultural sites. Under Dr. Anderson’s direction, students experienced how to design teaching to make learning come to life. “The focus is on helping students develop a holistic approach, so that classroom walls are impermeable,” said Dr. Anderson.

Insightful Monday Mornings

10 years of Monday Morning eMemos highlight common themes and timely challenges

By Marcia Porter

2016 was a big year for Dr. Jerome Delaney, an associate professor in the Faculty of Education. He celebrated two important milestones – the 10th anniversary of playing shinny hockey with an eclectic group of colleagues, and the 10th anniversary of publishing his Monday eMemo for students. Dr. Delaney created the Monday eMemo back in 2006 to help students in his Effective Teaching class stay connected to each other, and to the Faculty during their 12-week teaching internships in the winter semester.

Submissions are published without names or identifying schools included, and that encourages more sharing from students, who are careful about what they write.

The Monday eMemos have given Dr. Delaney 10 years’ worth of insight and research material into how teaching has changed over the decade, and the sorts of issues that new teachers face.

“These days many of them are concerned about the use of cell phones, and of course the whole issue of technology in the classroom,” he said, adding that in spite of the passage of time many common concerns and experiences remain.

“Students write about things like the amount of time it takes to prepare lessons, about involvement in extra-curricular activities, about how to manage a class, and about how much they care about their students’ well-being.”

Dr. Delaney spent the first 30 years of his career as a teacher, and then school principal, and counts himself fortunate that he still loves being an educator. It’s what he wishes for his students.

“It’s good for them to share their experiences, good for their self-confidence,” said Dr. Delaney, who still gets emotional when he reads some of their eMemo submissions. “It fosters cohesion among students, who are so busy and in so many different places. It helps them identify with their classmates, and starts conversations among them.”
Many of the themes in Memorial’s Strategic Research Framework focus on the human dimension, which is central to the Faculty of Education mission to improve the human experience through education.

Our faculty members’ research projects touch on many aspects of teaching and learning, administration, technology in schools, social justice issues, and more; they often work extensively with community partners throughout Newfoundland and Labrador.

The following story highlights strength through collaboration through a community/university research partnership that seeks to emphasize the positive:

Growing Community Power

Partnership emphasizes the strength of social housing community

By Marcia Porter

How can we increase the school success of our youth so more of our young people graduate high school?

Community Centre Alliance member and Rabbittown Community Centre executive director, Lilly Lush, brought that question to Dr. Morgan Gardner, an associate professor in the Faculty of Education with whom she’d previously worked.

The two women spearheaded a community-university research partnership of students, parents, youth workers, and other social housing community members in the Rabbittown community of St. John’s.

Focus groups, interviews, team meetings, and a whole lot of relationship-building and conversations later, the results ignite important conversations to bring to other social housing communities and educators, says the partnership team.

The research report Growing Community Power to Support Youth Success, co-written by Dr. Gardner and Dr. Kate Scarth of Dalhousie University, examines the myriad of ways that the social housing community helps students achieve success, contrasting some views that low-income communities and their members lack the necessary knowledge and skills to help their youth.

“Our research has a positive lens, it’s about strengths and more, specifically about strengths and how they energize, inspire and support social justice,” said Dr. Gardner, a participation-action researcher (PAR) who has worked for the past 11 years with youth facing educational barriers and inequities, and with educators and community groups working with them.

In participation-action research, the premise is that people who are experiencing educational challenges and inequities need to be central partners in both understanding and addressing issues of concern.

“Community members came to recognize ways they are educational leaders through their student-supporting views and actions. Our narrative of findings furthers the notion of community-based educational leadership because it serves to invite educational systems to become more democratic, relatable, relationship-centred, and connected to the lived experiences of youth and their communities,” said Dr. Gardner.

The Growing Community Power research team is working on getting their findings into the hands of educators and education leaders.

“It is our hope to extend this work by partnering with other social housing communities in Newfoundland and Labrador to hear and document their own stories in supporting the success of their youth in school,” said Dr. Gardner. “We believe others will be surprised and inspired by the results of our study’s findings.”
In late August, Professor Rob Kelly invited faculty to take part in a research café as part of their annual retreat. It was a great chance to let colleagues know about the many great research projects happening across the province and around the country.

“We had a great response,” said Prof. Kelly, who had first seen the round-table sharing initiative at a conference he attended. “We don’t often take the time to share what we are working on research wise, and this really gives us the chance to learn what our colleagues are engaged in.”

The 18 projects ranged from math education and children’s literacy, exploring immigrant and refugee student experiences of belonging through the Open Studio Project, to online peer assessment support, post-secondary student transition, and teaching technology education.

“Our work touches every village and community in the province,” he said.
Public Engagement

Public Engagement. It’s fundamental to Memorial University’s mandate and raison d’être. The Public Engagement Framework is one of three frameworks that guide our activities as an institution of higher learning.

It’s also foundational to our identity as the Faculty of Education. Our mission to improve the human condition through education means that we reach out to the people of this province in a myriad of ways.

The research we undertake connects us to our communities. Faculty members educate school children about, for example, difficult events in our past, such as the legacy of residential schools on Indigenous lives and cultures; the Open Studio project seeks to give refugee children a place and a means to express themselves through art.

Faculty and staff serve on boards and committees, advise governments at all levels, and serve as community leaders and builders themselves; not to mention the many thousands of teachers educated at Memorial who also take on important leadership roles in their communities.

Some highlights from 2015/16 include the following stories.

From Woodchips to Microchips

| Makerspace sessions hearken back to shop class |

By Marcia Porter

Miss the scent of sawdust and woodchips from your days in junior and senior high school industrial arts labs? Want to create something cool with a 3D printer?

The Faculty of Education’s makerspace sessions are for you. A makerspace is a collaborative work space, for making, learning, exploring and sharing, that uses high tech to no-tech tools.

Faculty of Education members Dr. Gerald Galway and Prof. David Gill are offering makerspace sessions in partnership with the Newfoundland and Labrador Teachers Association, the Newfoundland and Labrador English School Eastern School District, and the College of the North Atlantic, with support from a Memorial public engagement grant.

In generations past, the process of making things used to be an everyday activity in both school and at home. The practice is enjoying resurgence and has led to the establishment of makerspaces across a range of public spaces from schools and libraries to colleges and universities.

By “making things,” Dr. Galway and Prof. Gill mean pretty much anything that you can make in a modern day technology space with fabrication equipment such as 3D printers, electronics, and woodworking tools.

Prof. Gill, who teaches in the technology education program, sees the sessions as excellent field experience for his students. “We like to see our students engaging in experiential learning activities wherever we can create them,” he said.

“We also like the idea of getting people to spend time with us on campus where they can get reacquainted with the university and the college communities,” said Dr. Galway.
RELATIONSHIPS FIRST – RESTORATIVE JUSTICE IN EDUCATION HAS RIPPLE EFFECT IN SCHOOLS AND COMMUNITIES

Relationships First: Restorative Justice in Education Consortium in Newfoundland and Labrador works with teachers, students, and school communities to integrate and implement restorative justice concepts into schools as a way of creating and promoting relational cultures.

Led by Dr. Dorothy Vaandering, an associate professor in the Faculty of Education, it’s a collaboration of various organizations including Memorial University, the Government of Newfoundland and Labrador, the Newfoundland and Labrador English School District, the Community Youth Network and others.

“There’s an emphasis on moving from rules to relationships,” said Dr. Vaandering, whose PhD research is in restorative justice. “In Relationships First we are moving away from ideas of social control to social engagement.”

Restorative justice is rooted in spiritual and indigenous traditions of Aboriginal Peoples around the world. It’s a way of promoting the worth, well-being and interconnectedness of people, and is a customary approach for addressing community issues.

Emerging from the Faculty of Education EDGE 2013 conference in social justice, Relationships First was launched in 2015. Three schools have formerly adopted the restorative justice in education approach: Bishop Feild, Gonzaga, and St. Bonaventure’s College.

P IS FOR PICTURE BOOK, AND PANEL DISCUSSION

When Faculty of Education librarian Beth Maddigan was a child, she loved picture books. (She still loves them!) Her favourite was *Red Fish Blue Fish*, a book in a series that had so much impact on her she thought cats wore hats.

Until her sisters told her otherwise.

“I was obsessed with anything in the Dr. Seuss realm. The colour and the life that went into the illustrations were really inspirational to me as a kid,” said Ms. Maddigan, moderator for an interactive panel discussion on the power of picture books. The panel discussion was a public event, and part of a six week exhibition, *P is for Picture Book: Imagination through Illustration*, on display at the QEI Library.

“We wanted to get a conversation going about the impact of children’s picture books on people’s lives,” said Ms. Maddigan who heads up the faculty’s library for Education students, faculty, and staff. “When illustration met print in history, back in late 1800s, it really revolutionized children’s literature.”

*P is For Picture Book* features many titles from the Peattie Picture Book Collection, such as a first edition of A.A. Milne’s *Winnie-the-Pooh* (1926) and Randolph Caldecott’s toy books (1885-1887), as well as works by renowned illustrators Maurice Sendak, Kate Greenaway, and Walter Crane.
For Dr. Ketil Lenert Hansen, the hand-tinted photograph of a Sami family dressed in traditional furs and warm fabrics to protect against the Norwegian cold has more than historic value.

It’s his family photo, circa 1897.

“You can see my grandmother,” said Dr. Hansen, pointing to the youngest in the group, a fur-clad baby.

An associate professor of education at the Arctic University of Norway, Dr. Hansen dropped by Memorial’s Faculty of Education during a recent two-week visit to the province. He was here to present on the living conditions of the Sami, the only Indigenous Peoples of Northern Europe. The two universities have established growing exchanges and research partnerships.

Dr. Hansen’s grandmother as an infant is pictured second from the right.

RICH CULTURE
Dr. Hansen’s family photo was taken only four kilometres from his hometown in the Scandinavian country, where the traditional Sami occupation of reindeer husbandry is still practised, and where his own son learned to wield a lasso as a young child.
“Sami people experience 10 times more discrimination than other Norwegians.”

— DR. KETIL LENERT HANSEN

Proud of his Aboriginal heritage, the professor says his academic background means he is well-positioned to investigate how the Indigenous group is faring in modern Norway.

During his presentation, Dr. Hansen showed his audience of faculty, staff, and students a second family photo, taken just 35 years later in 1932. The adults and children are dressed in typical Norwegian- and Western-style clothing: shirts, sweaters, suits.

“The years from 1850-1959 were a period of forced assimilation,” said Dr. Hansen. “There were many boarding schools for Sami children in Norway and many rules about how Sami children should be treated. They were not permitted to wear Sami clothes or speak the Sami language.”

In Norway the issue of Sami discrimination has come under harsh scrutiny over the past few years, as researchers like Dr. Hansen share findings about the state of Sami health and well-being.

A HIDDEN STORY
“Sami people experience 10 times more discrimination than other Norwegians,” said Dr. Hansen, whose research has focused particularly on bullying, discrimination, and health among the Sami population. “Yet, when I was teaching my students about boarding schools, they didn’t know anything about them. It was a hidden story.”

It is a sadly familiar story to Aboriginal Peoples in Canada who shared their own horrific experiences of abuse and neglect at residential schools to the Truth and Reconciliation Commission.

HARSH REALITY
A pivotal moment for all Norwegians came four years ago, when a video of a young Sami girl being bullied went viral. The video caught school boys on camera trying to hurt the girl by setting her jacket on fire because she was speaking the Sami language.

“It was a big debate,” said Dr. Hansen. “No one in the country thought that we were being discriminated against and that we felt we were the lowest level of society. The prevalent feeling is that Norway is not a racist country.”

While Dr. Hansen says that Norwegian society has a long way to go in terms of addressing the historic discrimination of the Sami, many young Sami are taking steps to connect with their heritage: they’re attending schools where they can learn about their language and culture and are reaching out to other Indigenous cultures to discuss their shared experiences.

NORWEGIAN PARTNERSHIP
Dr. Hansen’s visit to Memorial and the Faculty of Education, in particular, reflects a growing partnership with the Arctic University of Norway. In addition to the presentation, he and six education interns from the institution joined their Memorial counterparts for a two-week eco-pedagogy institute, where the emphasis was on experiential education in the community.
Decisions…decisions…we are so proud of our faculty and staff and enjoy highlighting their many contributions that we’d love to share many more….here are just a few:

**DEAN’S AWARDS**
Our annual Dean’s Awards recognize and honour excellence in the Faculty of Education in the areas of teaching, research, engagement, and service. They’re modelled after the President’s Awards, which are also awarded annually.

Winners for 2015/2016 were:

- **Dr. Linda Coles**
  Dean’s Award of Excellence (non-tenured)

- **Ms. Tina Hunt**
  Dean’s Staff Award for Service Excellence

- **Dr. Greg Harris and the late Dr. Patricia Canning**
  Recipients of the Dean’s Award for Excellence in Research

- **Dr. Heather McLeod**
  Dean’s Award for Excellence in Teaching

- **Ms. Liza-Ann Tucker**
  Dean’s Staff Award for Service Excellence

- **Dr. Gabrielle Young**
  Dean’s Award for Excellence in Engagement and Service

Dr. Patricia Canning passed away in the fall of 2015. She was admired and respected for her ground-breaking research, and her strong sense of humanity.

The following is taken from her award citation:

**DR. PATRICIA CANNING:**
**DEAN’S AWARD FOR EXCELLENCE IN RESEARCH**
Dr. Patricia Canning had a long and distinguished career as an educator and researcher. Through her work, she made extensive contributions to our knowledge and understanding of many of the issues facing children and their families. These contributions span a wide range of areas including childhood obesity, supports for children with special needs, factors influencing childcare quality, and the improvement of education and community programs and services. For example, Dr. Canning was the first to publish a study that looked at the prevalence of being overweight or obese in pre-school aged children in Canada. Her data have provided researchers and practitioners with much-needed baselines for monitoring trends and evaluating the impact of prevention and early intervention initiatives in Canada. Dr. Canning’s extensive record of publication and research has had significant impact on the lives of children and families in Canada and other countries. In the last 25 years of her career, Dr. Canning had continuous funding for her research, reflecting the excellence of her work and the high esteem in which she was held by her peers.
DR. PHILLIP MCCANN

Though Dr. Phillip McCann retired back in 1990 and is now in his early 90s, he’s still researching and publishing. *Island in an Empire* is published by Boulder Publications and is about education, religion, and social life in Newfoundland from 1800-1855.

During the launch of his book in the McCann Centre (named after him) Dr. McCann said he hoped to finally put to rest the notion that Newfoundland was some “isolated, uncultured outpost” on a rocky outcrop! Along with friends, faculty, and staff, Dr. McCann was also joined by his family for the launch.

DR. TRUDI (WHITE) JOHNSON

Dr. Trudi (White) Johnson, associate professor in the Faculty of Education at Memorial, was inspired to write her novel *From a Good Home*, while researching Newfoundland and Labrador’s legal history for her doctoral research in the 1990s.

“\[I decided to write the book for two reasons: first, because I am amazed at the fortitude and faith of these young women at that time; secondly, I wanted to write a story about how much our past, particularly the people who came before us, have influenced who we are and what we believe.\]”

DR. URSULA KELLY

When friends, family, and colleagues got together over the summer, and chatted about their adventures and travels, Dr. Ursula Kelly could boast a little about her four weeks spent as a cast-a-way on an island in the remote north Atlantic.

The Faculty of Education professor found herself “tossed up” on the shores of Fogo Island after successfully applying for a coveted Fogo Island Research Fellowship that would give her the time, and the space, to write the introduction of *Songs and Stories of the Woodworkers of Newfoundland and Labrador*, a book manuscript due at ISER Books in summer 2016. “\[I love islands, and island studies, and the possibility of spending time in a writing retreat on another island – cast so far into the north Atlantic, was irresistible,\]” she said.

Dr. Kelly saw the Fellowship as a rare opportunity to focus exclusively on putting words to page, in a “community that offers opportunities for engagement, contemplation, and renewal. I wanted to complete the introduction of the manuscript,” she said. “\[And I fulfilled this objective in an extraordinary setting, a vista of the ocean and a rocky hillside and a daily parade of numerous icebergs.\]”
Student Awards & Recognition

We are proud of our talented students who excel in a variety of areas! Here are just a couple of stories to share:

**GRADUATE STUDENT Earns Teaching Award**
Nadeem Saqlain was awarded a GSU (Graduate Student Union) Award in Teaching Excellence this past year. The GSU Award in Teaching Excellence is presented annually to a graduate student who shows dedication to teaching undergraduate and graduate students as an instructor or teaching assistant.

Mr. Saqlain is an instructor with the faculty of Education and has been teaching two graduate courses since the winter semester of 2015: *Current Issues in Rural Education* and *Multiage Education: An Introduction*.

Nadeem Saqlain & Dr. Dennis Mulcahy

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Margaret Alison McHugh, a Corner Brook music teacher and current master’s in music education student, won first place in the Canadian Music Educators’ Association’s (CMEA) 2016 Dr. Franklin Churchley Graduate Essay Competition for Motivational Needs in the Private Music Studio.
Classroom Arena

Dual leadership role gives young teacher a chance to see his students shine

By Marcia Porter

Ryan O’Connor, Class of ’11 Faculty of Education graduate and current Memorial master’s student, has found a winning way to connect with his students in the classroom.

Not only is he the Grade 5 teacher in the small northern community of Arivat, Nunavut; he’s also his students’ hockey coach.

“The connections I’ve made with players at the arena have allowed me to better connect with them as students in the classroom,” said Mr. O’Connor, who moved to Arivat in 2011 to teach and co-ordinate the elementary science program.

“Students begin to realize that there is not a lot of difference between learning at the arena and learning in the classroom. They both require hard work, determination and most importantly, respect. They start to understand that both solving a math problem and scoring a goal take effort and teamwork.”

Mr. O’Connor channeled his love of sport into his new home almost immediately upon arrival in Arivat, a mostly Inuit hamlet located on the western shore of Hudson Bay in the Kivalliq region of Nunavut. Arivat translates into English as “bowhead whale.”

He started out coaching soccer; when renovations to the community ice arena were complete, he set his sights on hockey. Like so many Canadian kids, the Nova Scotian grew up on the ice. While completing his bachelor of education degree at Memorial, he played in the Avalon East Senior Hockey League for the Northeast Eagles.

“Remembering all of the great opportunities afforded to me by my family, teachers and past coaches, I wanted to give those same opportunities back to the youth of Arviat,” he said.

With the help of other teachers and the community, Mr. O’Connor helped create the Amaqqut Minor Hockey Association. Winters in the area dip to -50 C, and there is often little to do, so the organization is thriving.

Since 2012 the association has hosted two territorial tournaments and sent numerous teams to compete in tournaments in both Manitoba and other parts of Nunavut. Community administrators report an increase in the number of local coaches and parents getting involved, and hope the trend continues.

“What I love most about both teaching and coaching is that you get to see all students in a positive light,” said Mr. O’Connor. “Not all students excel academically and often we make a judgment on their abilities without digging deeper; myself included. Some are excellent athletes, but struggle in the classroom; others prefer to stick to academics. At the end of the day your students just want you to be proud of them, and they are most proud of themselves when they can demonstrate for you who they are and what they are best at.”

Ryan’s and the Arviat Girls’ Team
“Belles” of the Ball

Memorial alumnae and current graduate student pick up Juno

By Mandy Cook

The members of The Swinging Belles will have to find some more space on their mantles.

The popular swing band for children took home a Juno Award for Children’s Album of the Year in Calgary, AB, April 3.

The “Belles” of The Swinging Belles are Memorial alumnae Erin Power (BA’05, B.Ed.’08, M.Ed.’15) and Laura Winter (BA’99, MA’15), both primary school teachers and significant contributors to music education locally. The front women of the band, Ms. Power provides vocals and plays mandolin and tenor ukulele; Ms. Winter provides vocals and plays banjo and soprano ukulele.

Well-known local musician Duane Andrews, a current master of music in instrumental conducting candidate in the School of Music, is the guitarist in the group.

The trio also nabbed the Canadian Folk Music Award for Children’s Album of the Year at a ceremony in Edmonton in November.

Their album, More Sheep, Less Sleep, beat out other children’s groups Big Block Singsong, Bobs and LoLo and Ginalina.

The Juno Awards are presented annually to Canadian musical artists and bands to acknowledge their artistic and technical achievements in all aspects of music.
La Loche, Saskatchewan

By Diane Crocker, The Western Star

The predominantly Aboriginal community of La Loche, Sask., is not without its problems, but Dayna Fewer has seen the other side to that news.

Fewer spent three years teaching at La Loche Community School, from 2005 to 2008. It’s the same school where a 17-year-old student is alleged to have shot and killed two teachers and injured seven others. He’s also accused of killing two brothers, 13 and 17, in their home before going to the school. Fresh out of university, Fewer and her twin sister Denise Francis, went to La Loche for the teaching experience, to learn about another culture, and to travel. Fewer taught science to the junior high students and Francis, physical education. During their third year there Fewer’s husband, Patrick Fewer, joined them and taught nutrition.

She describes the community as “very raw.” There were no paved roads and the setting was very natural.

“It’s like a giant campground,” she said. “With the dirt roads and the smell of campfires burning all the time you were really in a good mood because it was so natural to smell the trees and to hear the birds and the water.”

The people of La Loche were also very welcoming, excited that someone new was coming. She said teachers are placed on a high pedestal by the community.

“They’re always looking to see what we had to offer for them.” The local teachers were accepting of the newcomers, and supportive.

“They included us in their cultural activities and we therefore gained a greater understanding of their beautiful culture, their unique language and their greater sense of community.” These were experiences that she believes have made her a better teacher.

While in La Loche the two sisters coached basketball, volleyball, and soccer, and started a dance club. In her final year there Fewer also organized the community’s first Christmas parade, an event that still continues.

And while they left the community to come home – Fewer now teaches at Corner Brook Intermediate and Francis at Corner Brook Regional High – La Loche has not left them. When Fewer heard about the shootings she was devastated. “The people that work in that school, it’s full of love,” she said. “They’re there for the kids 100 per cent.”

Of those shot the only one she didn’t know was the new teacher. All the others she had worked with and even taught the assistant that died. Her sister taught the other assistant. They didn’t know the boys involved as they had all been in the elementary level when they were there.

Since the shootings occurred, she’s been offering her support to her former community.

“I wanted to let them know that they were not forgotten about, and they weren’t alone,” she said.

She and Francis have also put up a Facebook page for some of their La Loche friends, which Francis fills with ridiculous videos to make them laugh.

She’s also been talking about the shootings with her students and taking pictures of them showing hand signals of love that the sisters will put in a video they are making to show the people in La Loche that people here are thinking about them. What happened in La Loche could happen anywhere.

Fewer said the issues teens in La Loche experience and lash out over are the same as the ones teens here experience. Through a wellness course she teaches, Fewer instills the message of being kind to everyone. She said no one knows what someone else is going through.

She’d also like students to know that it is OK to talk about the things that bother them.
The Great War Project

Tiny forget-me-not pins represent transformative learning experience

By Marcia Porter

Along with their report cards, Grade 5 students at Rennie’s River Elementary in St. John’s, Grade 6 students at St. Edwards Elementary in Kelligrews, and intermediate students at Victoria Academy in Gaultois received something extra special on the last day of their school year this past June.

Memorial Faculty of Education professors Fred Hawksley and Alex Hickey presented the classes with forget-me-not pins, hand-sewn by Florence Morgan of Port de Grave, NL. As part of their participation in a year-long lesson plan titled The Great War Project, the students had learned about the little blue wildflower’s significance as Newfoundland and Labrador’s flower of remembrance.

TEACHING AND LEARNING
The Great War Project: Mystery of the Arvensis Myosotis, was devised and written by Prof. Hawksley and approaches teaching and learning about the First World War through a combination of drama-in-education and creative inquiry.

The Great War Project draws on the real-life experience of Arthur William Hill, a botanist who catalogued flora in a Somme battlefield in 1917, just one year after the Battle of Beaumont-Hamel. His field notes become the central learning resource for the project.

“How do you talk about something that is 100 years in the past? You have to go to the imagination,” said Prof. Hawksley, who teaches aspiring teachers how to use drama in the classroom. “You have to engage students in this way. Set up the imagination and dialogue and wondering and seeking as legitimate ways of learning. The story and the engagement in the story drive the learning.”

Participating students form a botanical science “company” and then receive a mysterious and weathered field notebook from a “client,” who has stumbled upon it and wants to know more – more about its origins, the meaning of the text, the original owner, and so on.
“The story and the engagement in the story drive the learning.”

— PROF. FRED HAWKSLLEY

The story and the engagement in the story drive the learning.

— PROF. FRED HAWKSLLEY

Presenting the forget-me-nots to students at the close of the school year was more than a gesture of time spent together; for the professors it represented the very heart of the project: reaching out to the community and improving lives through the power of education.

“It’s interesting to see how the university can take something directly to where it matters most – to children in the classroom,” said Prof. Hawksley, who created the project with Prof. Hickey and a number of other Memorial colleagues as part of Memorial’s First World War Commemoration Program. “There’s no buffer now between what people know in this institution and what these students know now. We’ve gone directly to the students 100 years later after Beaumont-Hamel and they came on board with no hesitation.”

“What this project has done is fulfil that mandate in spades, with students learning about something that fuelled the establishment of this institution,” said Prof. Hickey.

**COMMEMORATIVE CURRICULUM**

Profs. Hawksley and Hickey were able to complete The Great War Project with funding from Canadian Heritage, the provincial government’s commemoration program Honour 100, Memorial University’s Living Memorial Commemoration Fund, and the Faculty of Education.

“The idea that education was the memorial for the future, that we should now be reaching out to young people and engaging them instead of asking them to come in, that’s a strong image for us,” said Prof. Hawksley.

One teacher was so thrilled with how students responded to the project she stopped for a quick chat with Prof. Hickey on her way to work, anxious to share her experiences.

“She was amazed at the depth of learning, the depth of students’ emotional responses and how students responded to the material,” said Prof. Hickey. “It was a transformative experience for the students and for the teachers.”

The project was piloted this year at four schools – the fourth being St. Bonaventure’s College in St. John’s – with all four preparing to implement it once again in this fall.

The two faculty members were astounded by feedback received, and results achieved during the past year.
Multi-Campus Faculty

While our main offices are located on the St. John’s Campus in the G.A. Hickman Building, the Faculty of Education offers multi-campus programming at Grenfell Campus and at the Labrador Institute in Happy Valley-Goose Bay.

Professor Sharon Langer heads up the Bachelor of Education (primary/secondary) program at Grenfell Campus. Dr. Sylvia Moore is the director of the Inuit Bachelor of Education program at the Labrador Institute.

Grenfell Education students enjoy adventures in learning at the Outdoor/Indigenous Education program
HAPPY VALLEY-GOOSE BAY – THE INUIT
BACHELOR OF EDUCATION PROGRAM

After completing their First Year Success Program, last September 2015 marked the “official” beginning of the Inuit Bachelor of Education (IBED) program. Students are now well into their courses in this partnership initiative between Memorial’s Faculty of Education and the Nunatsiavut Government. Specially designed for the Labrador Inuit context, the degree program includes a parallel Inuktitut language component. There’s also emphasis on the four strands of language, cultural resources, elder and local knowledge, and connections to land. The IBED program is receiving much positive feedback from the local community and across the province as educators seek to bring culturally-relevant lessons and learning into the classroom.

As the 14 students were beginning the first year of the IBED program, they discussed Inuit values from the National Inuit Education Strategy. Dr. Sylvia Moore challenged the students to reflect on how these values could be expressed and represented in everyday life.

Students worked in small groups, each choosing one value to represent visually through art. Ultimately, they came up with a unique four-foot-long textile piece of art that hangs in their classroom.

MASTER OF EDUCATION COHORT

A Labrador-based Master of Education (M.Ed) program began in September, 2015. The M.Ed in curriculum studies offers a blend of face-to-face and online courses to 14 educators across Labrador.

MODEL LEARNING

As part of the Department of Education’s full-day kindergarten initiative, Students at Grenfell Campus designed a model kindergarten classroom for the Western Region; it was one of four set up across the province. The classroom became a hub for in-servicing kindergarten teachers and administrators. Designing the model teaching and learning space proved to be a valuable learning experience, helping pre-service teachers determine essential elements of classroom design.

NATURAL CLASSROOM

Last spring 41 Education students and five of their instructors headed out for an adventure at Killdevil camp in Gros Morne National Park. It’s a long-standing Grade 5 Outdoor/Indigenous Education program offered through combined efforts of the Western School District of Newfoundland and Labrador and the Qalipu First Nations Band. For two jam-packed days students were immersed in nature, with the integration of outdoor activities and curriculum courses.
A Year in Photos

The Great War Project had students from St. Edward’s School in Kelligrews “digging” into learning last year with staff from Memorial University’s Botanical Gardens.

Recent graduate Marc Lafrenière launched Motivators of Tomorrow, a book of photos and profiles about his classmates.

Dr. Jerome Delaney suited up in his favourite hockey jersey.

BFFs (l-r) Eileen Ryan, Carolyn Lono, and Laura Walsh shared a few smiles at Laura’s retirement party last year.
Learning reached new heights for Education students.

Faculty of Education staff members (L–R) Ed Wade and Hayward Blake sent best wishes for success to our new grads.

Dr. Kirk Anderson, fifth from left, was named president-elect of the Association of Canadian Deans of Education.

Mr. David Gill, who teaches in the faculty’s technology education program, created a little 3D magic when he visited students at Holy Family Elementary in Paradise.