

# Learning From Practice

— An Exchange of —  
Teacher Knowledge and Research

## Keynote Presentation

Corey O'Soup - Saskatchewan's Advocate for Children and Youth

Saskatchewan Teachers' Federation  
2317 Arlington Avenue  
Saskatoon, Saskatchewan

February 2  
2018



McDowell  
FOUNDATION

# Agenda

8:00 - 8:45 a.m.

Registration and Breakfast (Eamer Auditorium)

8:45 - 9:00 a.m.

Introduction and Greetings (Eamer Auditorium)

- President (McDowell) – Sean Lockwood
- STF President – Patrick Maze
- Vice-President (McDowell) – Diana Jemieff-Hayes

9:00 - 10:15 a.m.

**Keynote** – Corey O'Soup – Saskatchewan's Advocate for Children and Youth

(Eamer Auditorium)

10:15 - 10:30 a.m.

Break

10:30 a.m. - 12:00 p.m.

**Concurrent Sessions**

**30-minute presentation on each project**

(30 minutes question/discussion at the end of both presentations)

12:00 - 1:00 p.m.

Lunch

1:00 - 2:30 p.m.

Second Session - Breakouts

2:30 - 2:45 p.m.

Break

2:45 - 3:00 p.m.

Joan Elliott, Manager, Stewart Resources Centre (Eamer Auditorium)

3:00 - 3:15 p.m.

McDowell Research Award Presentation

Final comments and wrap up (Eamer Auditorium)

## Keynote Speaker

9:00 - 10:15 a.m.

**Corey O'Soup**

Corey O'Soup currently serves as Saskatchewan's Advocate for Children and Youth. Born and raised in Saskatchewan, Corey is a member of the Key



First Nation and is the province's first, First Nations advocate. Corey and his wife Jacinda have five kids and he has an extensive career working on behalf of children and youth in his role as a teacher and as the First Nations

and Métis advisor at the Ministry of Education. His priorities as Saskatchewan's Advocate for Children and Youth are to find ways to reduce the number of First Nations and Métis youth in care and to improve mental health services in Saskatchewan, especially the north.



Find out more about our ongoing work by following @STFmcdowell on Twitter.

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For information about the McDowell Foundation, visit our website at [www.mcdowellfoundation.ca](http://www.mcdowellfoundation.ca).

# Breakout Sessions

10:30 a.m. - 12:00 p.m.

## McDowell Room

### Teachers Leading Teachers: SPDU's Facilitator Community

Pamela Osmund-Johnson

This project explores the impact of SPDU's Facilitator Community on the development of professional capital within the teaching profession. Results indicated that participant's social, human, and decisional capital were positively impacted by the program. Those in formal leadership roles did report stronger growth in some areas when compared to those in informal leadership roles.

### Time, Pace, Place: Using Flexible Design and Delivery to Support Learners

Ramona Stiller and team

This project examines teacher experiences with adjusting the time, pace or place of learning required to support students at a central Saskatchewan high school collegiate. The goal was to understand the individual and collective experiences of teachers and to determine how best to provide support, now and in the future.

1:00 - 2:30 p.m.

## McDowell Room

### Using Video Analysis as Formative Assessment in the Physical Education Classroom

Russell Munkler

To determine the effectiveness of video feedback in physical education, researchers helped teachers conduct pre-assessments of specific student skills. Teachers then used iPads to provide students with feedback on ways to improve motor skills. Post-assessments were conducted to determine improvements. Students and teachers were also surveyed on their perceptions of effectiveness.

### Exploring Experiences of Educators of Students With Bipolar Diagnoses

Erin Richard

This study explores supports needed to enhance educator knowledge of bipolar disorders and strategies for helping affected students. Teachers do not diagnose students with medical conditions but are required to educate all students to the best of their abilities. By exploring and understanding the physical environment needs of students, teachers can discuss strategies for approaching successful learning opportunities.

## Eamer Auditorium

### Teachers Walking Together for Truth and Reconciliation

Tana Mitchell, Jennifer Tupper and Heather Findlay

Grounded in anti-colonial theory and critical discourse analysis, this project and its findings provide valuable insights into teaching about the Indian residential school system and colonialism in Canada. In light of ongoing colonial inequities and the Truth and Reconciliation Commission Calls to Action, this project explored how seven teachers instructed students about colonialism: the history and legacy of the Indian residential school system, how secondary students see themselves as Canadians as they learn about colonialism, the challenges and successes of teaching this history and how classrooms can become sites for reconciliation.

### The Journey to Cree Language Reclamation Through Oral Tradition

Diane Peekeekoot

Reclamation through oral tradition is a continuation of the best practice of incorporating Elder knowledge when developing Cree language and cultural programs and resources. Elder inclusion is an integral part of understanding and supporting Cree language learning.

## Eamer Auditorium

### The Wuchusk/Muskrat Project: The Practices

Renée Carrière and Leda Corrigan

This project builds on a recently completed project related to "learning from the land." It continues to examine ways to connect curriculum content and Ministry outcomes in secondary science courses with Indigenous science and ways of knowing.

### Papal Encyclical Laudato si' and Critical Pedagogy of Place

Mel Sysing

This project seeks to understand how the pedagogical practices of teachers at Greater Saskatoon Catholic Schools draw on ideas of anti-racist, anti-oppressive education and how this affects the current papal encyclical Laudato si' (Praise be to you – On Care for our Common Home). The goal is to connect, strengthen and educate students and staff about Indigenous land-based pedagogies, worldviews and spirituality. It aims to disrupt settler/colonial education and explore ways of working together to create "world leading" pedagogies.

## McDowell Foundation Research Award

The McDowell Foundation Award was introduced in 1998 to celebrate the work of individuals who have made outstanding contributions to educational research. In 2013 the Board of Directors restructured the McDowell Foundation Award to celebrate the outstanding contributions to educational research from a contributing research team.

### 2017-18 Award Recipients

#### Time, Pace, Place: Using Flexible Design and Delivery to Support Learners

Ramona Stillar (Lead Researcher and Project Coordinator)

Frazer Donahue (Research Lead/Teacher Participant)

Cheryl Dunits (Research Lead/Teacher Participant)

Jean Fauchon (Research Lead/Teacher Participant)

Carlo Hansen (Research Lead/Teacher Participant)

Shalen Fox (Research Lead/Teacher Participant)

Shelly Fransoo (Teacher Participant)

Tracie Harty (Teacher Participant)

Nate Jurgens (Teacher Participant)

Roxanne Stynsky (Teacher Participant)

Janet Benoit (Teacher Participant)

Anne Crozier (Teacher Participant)

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The success of the McDowell Foundation depends on numerous individuals who voluntarily contribute their time and expertise to help govern the organization.

We would like to take this opportunity to thank the following members of the Foundation's Board of Directors and Project Review Committee:

### 2016-17 Board of Directors

Martin Berg, Superannuate

Darren Bird, Oskayak High School

Elaine Broughton, Superannuate

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Diana Jemieff-Hayes, Pike Lake School

Sean Lockwood, Blaine Lake Composite School

Tish Karpa, Senior Administrative Staff, STF

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THANK YOU to the Saskatchewan Teachers' Federation for your continued support of the McDowell Foundation and Learning From Practice 2018.

