

Learning From Practice

— An Exchange of —
Teacher Knowledge and Research

Keynote Panel

The Role of Research in Public Education

Saskatchewan Teachers' Federation
2317 Arlington Avenue
Saskatoon, Saskatchewan

February 1
2019



McDowell
FOUNDATION

Agenda

8:15 - 8:45 a.m. Registration and Breakfast

8:45 - 9:00 a.m. Welcome and Greetings

- Sean Lockwood
- Patrick Maze

9:00 - 10:30 a.m.

Keynote Panel - The Role of Research in Public Education

Patricia Prowse, Saskatchewan Educational Leadership Unit

Jeff Perry, Regina Public Local Association President

Diana Jemieff Hayes, Vice President, McDowell Foundation

The three panelists will share the importance of public consultation in public education from their own perspectives. Patricia Prowse was involved in the Student First consultations; Jeff Perry organized and led Re-Imagine Education events in his local; and Diana Jemieff Hayes has both served as Vice-President of the McDowell Foundation and is a former McDowell researcher.

10:30 - 10:45 a.m. Break

10:45 a.m. - 12:15 p.m. Research Session 1

12:15 - 1:00 p.m. Lunch (provided)

1:00 - 2:30 p.m. Research Session 2

2:30 - 2:45 p.m. McDowell Research Award Presentation

2:45 - 3:00 p.m. Closing Remarks



Find out more about our ongoing work by following [@STFmcdowell](https://twitter.com/STFmcdowell) on Twitter.

For information about the McDowell Foundation, visit our website at www.mcdowellfoundation.ca.

Research Session 1

Leaders of Change – Climate Justice Education and Connecting Students to the Systems of Power

Michael Prebble, Jocelyn Dupuis, Dianne Miller

Our research aimed at connecting students to the physical environment and to leaders of environmental and social sustainability in the community. By introducing students to these areas of study and giving them a hands-on experience, we encouraged future leadership for these sectors.

Papal Encyclical Laudato Si and Critical Pedagogy of Place

Mel Sysing

This project seeks to understand how the pedagogical practices of Greater Saskatoon Catholic teachers in Saskatoon draw on ideas of anti-racist and anti-oppressive education to strengthen their understanding of critical pedagogy of place and commitment to the current Papal encyclical Laudato si' (Praise be to you - On Care For Our Common Home). Moreover, this project/program seeks to connect, strengthen, and educate both student and staff concerning Indigenous land-based pedagogies, worldviews, and spirituality. In addition to also disrupt settler/colonial education and move forward together in "world-leading" pedagogies.

Revitalizing Nêhiyawewin: Our Language, Stories, and Perspectives

Gail MacKay

This research project aims to explore the development of storytelling curricula grounded in Nêhiyaw language and knowledge at a school in Saskatoon. Working with visiting Elders who are story keepers, Cree immersion speakers in grades 1-3 will listen to Elder stories and participate in a number of oral language storytelling activities. Indigenous storytelling for young learners is a pedagogical springboard for holistic learning, concept building, and experiential learning. The research will explore the impact on both students and their teachers.

Research Session 2

Saskatchewan French Immersion School: A Case Study in Best Practices for Aboriginal Student Success

Michael Cottrell, Suzanne Bronkhorst, Ted View

This study is premised on the assumption that Saskatchewan French Immersion School represents an appropriate and innovative exemplar for 'promising practices' in Aboriginal student success as the majority of Aboriginal students currently attending the school perform at or above grade level on in-school assessments. Using case study methods, our research documents and analyzes the various teaching, learning, administrative, and parent-engagement practices and strategies contributing to the exceptional success of Aboriginal students at this school, so that these might be better understood and transferred for system-wide benefit.

Parent Voices: Experiences and Perspectives of Parents of Children with Exceptionalities

Krista McMillen, Parent Participants

I spoke to parents about what it's like being the parent of a child with exceptionalities. They shared the challenges they face as well as the joys. They explained what they need from schools in order for their child to succeed and reach their potential. Some of the 17 participants will be in attendance.

Smooth Transitions: Integrating a High School and Pre-Service Teacher Education Program

Twyla Salm

Many teacher education programs have initiated anti-oppressive courses and supported paradigmatic shifts intended to transform teacher education programs to focus on social justice issues, yet early childhood teacher education programs continue to be populated with white, middle-class, almost entirely female students. The purpose of this research was to develop a deeper understanding of the challenges and opportunities of a collaborative and integrative program to support high school student's transition into teacher education in university settings. This presentation will highlight the experience of faculty, teachers, and students in this integrated program.

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.

2018-19 Award Recipients

Papal Encyclical Laudato Si and Critical Pedagogy of Place

Mel Sysing

Leaders of Change – Climate Justice Education and Connecting Students to the Systems of Power

Michael Prebble
Jocelyn Dupuis
Dianne Miller



THANK YOU to the Saskatchewan Teachers' Federation for your continued support of the McDowell Foundation and Learning From Practice 2019.

Learning From Practice

— An Exchange of —
Teacher Knowledge and Research

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:

2018-19 Board of Directors

Martin Berg
Superannuate

Darren Bird
Oskayak High School

Carlo Hansen
John Paul II Collegiate

Jane Isinger
Superannuate

Diana Jemieff Hayes
Pike Lake School

Callie Lewry
Ecole W.S. Hawrylak School

Sean Lockwood
Blaine Lake Composite School

John Schultz
Senior Administrative Staff, STF

2018-19 Project Review Committee

Jennifer Dorval
Paul McTavish
Brandon Needham
Twyla Salm
Terry Wotherspoon

