

McDowell Board Appointments and Elections

The Dr. Stirling McDowell Foundation for Research Into Teaching Inc. Annual General Meeting was held November 30, 2018. The 2017-18 annual report was presented to the Saskatchewan Teachers' Federation Executive.

In addition to receiving the report, the STF Executive, as the sole member of the Foundation, heard updates on the work of the Foundation and appointed Diana Jemieff-Hayes, Martin Berg, John Schultz, Ramona Stillar, Renée Carrière, and Russ Mirasty to three-year terms on the Foundation's Board of Directors.

Russ Mirasty has been appointed to fill the newly developed public position on the Board. He is a fluent Cree speaker from La Ronge who has been involved in numerous initiatives including the Student First consultations undertaken by the Ministry of Education that he co-chaired with Patricia Prowse. Prior to that, he served as the first Indigenous officer to lead an RCMP division, a position he was appointed to in 2011 right here in Saskatchewan. He brings to the Board a passion for education and significant experience living and working in northern Saskatchewan.

The Foundation Board is also pleased to announce the election of Sean Lockwood as President and Diana Jemieff-Hayes as Vice-President. We look forward to Sean and Diana's ongoing leadership.

We would also like to thank outgoing board members Carlo Hansen, Jade Bloor, and Tish Karpa for their leadership and commitment to the Foundation.



Research Application Process Underway for 2019-20 Funding

The application process for the 2019-20 grants is underway. The Foundation is pleased to see a range of applications from across the province and looks forward to supporting these research teams as they develop final applications.

This year, a directed call for applications focused on middle years research has resulted in several applications targeting this exciting and challenging area. This directed call was made possible through a generous donation from an individual with a passion for middle years education.

McDowell Salon Series Conversations – Dreaming Bigger: Personalizing Pace, Place & Time¹

When the school division challenged teachers at John Paul II Collegiate to improve graduation rates in North Battleford a couple of years ago, staff wondered if technology and flexible learning could help.

“In Saskatchewan, our grad rates are about 80 percent,” says Carlo Hansen, principal of the Grade 8 to 12 Catholic school, which serves close to 700 students. “From that, you can conclude that what we’re doing is working for about 80 percent of students. For those kids that it’s not working for, we need to give them something different. Part of that includes more flexibility.”

Hansen is part of a 12-member research team of teachers, led by Ramona Stillar, who applied for a McDowell Foundation research grant. The group wanted to explore the impact of developing interactive, online courses that provide students with more control over when, where, and how they learn. On November 21, the team shared their research findings at a community Salon Series conversation entitled Dreaming Bigger: Personalizing Pace, Place & Time.

“This is kind of like differentiation on steroids,” says Stillar. “Technology allows for alternatives in terms of kids’ pace and where they learn.”

Although staff at John Paul II Collegiate had previously dabbled in the world of online content, with mixed results, Hansen was curious what would happen if flexible learning became a school-wide priority for an entire year. The only rule: technology was there to support teachers, not replace them.

“We aren’t advocating for students to stay home and do all their classes online,” says Hansen. “We believe in building relationships. Technology can enhance that, but the most important part of education will always be those face-to-face connections with the kids.”

Even more importantly, flexible learning is especially beneficial for students who need to work or care for children or other family members during the day; newcomers; students living with physical, emotional or mental health challenges; high-performance athletes who have to travel a lot; transient students; or others struggling to acquire the credits needed to graduate.

To learn more about flexible learning at John Paul II Collegiate, check out the full project at www.mcdowellfoundation.ca/research/time-pace-place-using-flexible-design-and-delivery-to-support-learners/.

The next salon conversation will take place in the spring of 2019. Twice a year, Salon Series conversations are hosted in different communities across Saskatchewan with the goal of supporting researchers in sharing their findings within their own communities.

To donate to the McDowell Foundation, go to:

www.canadahelps.org/en/charities/dr-stirling-mcdowell-foundation-for-research-into-teaching-i/
for online donations,
www.mcdowellfoundation.ca/donations/ for other ways to help.

¹ A version of this article by Lisa Squires appeared in the December 2018 edition of the *Saskatchewan Bulletin*.



Carlo Hansen, Lindell Gateley, Ashaun Pusey and Jean Fauchon

“In Jamaica, you have books, a pencil and a chalkboard . . . that’s all we get. So when I come here and they’re like, ‘You can go online.’ I was like, ‘Technology has advanced.’ I can go online with my phone, go into the Learning Management System and pop open my courses. It’s like I can’t fail. If it wasn’t for the online courses, I wouldn’t have been able to graduate.”

Ashaun Pusey - Former Student

Learning From Practice - February 1, 2019

Learning From Practice — An Exchange of — Teacher Knowledge and Research

The Learning From Practice conference is the McDowell Foundation's opportunity for teachers to share research that impacts teaching and learning. The conference ensures Foundation-funded researchers have the opportunity to share their project experiences and outcomes with their colleagues across the province. This year's conference will be held February 1, 2019. The keynote address will be shared by a panel of educators including Patricia Prowse, Jeff Perry, and Diana Jemieff-Hayes, who will explore the importance of public consultation and research in education.

In addition, research teams will present on their work in a number of areas including: environmental justice, French immersion, parent voice in inclusive education, the inclusion of story keepers in Cree immersion, and more. Additional information about Learning From Practice, including how to register, is available at www.mcdowellfoundation.ca. Everyone is welcome to attend!



Seasons Greetings from the McDowell Foundation to all of our donors, researchers, and other supporters. The work of the Foundation is made possible through your generosity.

Legacy for Learning Society

This year, the Foundation is working to formalize and honour our planned giving program through the development of the Legacy for Learning Society.

Our McDowell Foundation Legacy for Learning Society honours teachers and a group of supporters who strengthen the next generations of teachers by providing future support to ensure research is teacher-centred and relevant to successful instruction in today's classrooms.

Those arranging for a legacy gift are eligible for recognition through the McDowell Foundation Legacy for Learning Society by informing the Foundation that you have included us in your estate plans.

Individuals may choose to have their name listed in the roster of McDowell Foundation Legacy for Learning Society members or may choose to be an anonymous member. To commemorate those joining now as Founding members and to acknowledge their lasting mark on the teaching profession, donors will receive a Founder donor lapel pin, as well as other benefits.

For more information on the Legacy for Learning Society, contact the Foundation or complete our survey at www.surveymonkey.com/r/McDowell_Foundation_Survey.

McDowell Foundation **NEWS**

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