

McDowell Board of Directors Approves Over \$79,000 in Research Funding

The end of the school year signals the start of seven new professionally led research projects funded by the McDowell Foundation. In early June, the Foundation Board approved \$79,161 in new research money for the 2019-20 school year.

Land-based education, student mental health and sense of belonging and leadership are three of the key areas of successful grants.

The projects approved for funding for 2019-20 are:

- Student Voice Project to Improve Sense of Belonging in Middle Years' Classrooms
- Developing Sense of Belonging (through land based-education)
- How Does a Teacher Incorporate Place-Based "First Nations Way of Living in Nature" Into the Classroom to Teach High School Sciences in a Northern Reserve School?
- The Development of Teacher Self-Efficacy to Promote Student Mental Health Through the Support of the School Psychologist
- How Do School Leaders Narrate Their Stories of Practicing Anti-Racist Education?
- Female Leaders and Their Impact on School Cultures in Saskatchewan
- Breaking Out of the "Textbox" – Increasing Land-Based Learning
- A Relationship of Harmony and Success: Improving Engagement

The scope of the research projects the Foundation is able to fund is exciting. We look forward to the benefits to students and teachers that will occur because of our dedicated research teams and the hard work they do each year.

The Foundation would like to thank all of the teachers and other educators that applied for funding in this year's competition. Projects focused on teacher leadership, reconciliation, intensive needs, and many others were identified as fundable through the review process, but they were not funded due to budgetary constraints.

Thank Your Child's Teacher Campaign



As the school year draws to a close and parents and caregivers across the province are looking for a way to thank their child's teacher, consider a gift to the McDowell Foundation in the teacher's name. For more information go to <http://mcdowellfoundation.ca/donations/> or contact the Foundation. Donating to the Foundation in your teacher's name is one way to recognize the professionalism teachers across the province bring to classrooms everyday.

Classroom Inclusion for Children with Exceptionalities Proves Beneficial

By Kate Lardner, Communications Officer

After spending years as an educator and witnessing first hand how inclusion worked or didn't work in a school, there was little question for Krista McMillen when it came time for her to choose a topic for her master's thesis. With help from a research grant from the McDowell Foundation, McMillen was able to expand this into a research project that gave her the opportunity to talk to parents and caregivers of children with exceptionalities.

"As a classroom teacher you have one, maybe two years to have an impact on these kids," said McMillen. "As a learning resources teacher or a student support teacher, which is what I'm doing right now, I might have a few more years because I kind of carry over with them as they go through schooling. But for parents, they have these kids for a lifetime. So for me that means that they have the potential to be the biggest impact on these kids and their education and how they can contribute to the workforce and society."

Joined by a panel that included representatives from Inclusion Saskatchewan and the Saskatchewan Teachers' Federation, as well as parents who took part in the research, McMillen spoke to an audience on May 15 at a McDowell Research Salon Series conversation about her project's findings.

Jennifer Walter, whose child was diagnosed with autism spectrum disorder, spent a large part of the evening talking about the difference that one teacher in particular made to her and her child's lives. "The worry and fear that Ben would be removed from a classroom or asked to leave, or possibly his education put at risk to a certain degree, had changed."

After struggling to find ways for her son to fit into his Grade 1 classroom, it was evident how grateful Walter was for the effort made by her son's teacher in his Grade 2 year to ensure that he was included in the classroom. "It finally felt like he was being accepted, and we were being accepted."

Walter's son graduated from high school shortly after the Salon Series event took place. "I always believed in my heart that he would see that day, but I also knew that there would need to be a lot of extra support," Walter said. "When he was in Grade 1, the goal for the year was for him to be in the classroom 50 percent of the time. I honestly didn't know if I was ever going to see that [graduation] day."

A common theme that came from the Salon Series conversation was the benefit of inclusion to not only children with exceptionalities and their families, but also their peers. Speaking of the roots of where the project came from, McMillen stated, "Ultimately, this really comes from my passion for diversity and making space for everyone. We are so much richer when we have that kind of diversity."

Reflecting on the impact her son has had on the other students in his classrooms, Walter said, "There's some of Ben's peers, and I think too of his sister, who have become advocates in their own right, and I see these young people as hopeful leaders that will advocate for the importance of inclusion and what it can bring to making a classroom fuller and more diverse, and full of all opinions and ways of doing things."

The Salon Series was developed by the McDowell Foundation to create opportunities for conversations about timely topics in education to occur in the communities where the research took place. "We need opportunities to talk to each other and to share the amazing work these teachers are doing with their McDowell Foundation grants," said Ellen Whiteman, manager of the McDowell Foundation. "It always amazes me the impact these projects have not only on those directly involved, but on the communities where they happen."

To learn more about experiences of parents, guardians and caregivers of children with exceptionalities, visit the Salon Series page on the McDowell Foundation website at www.mcdowellfoundation.ca.

Harold Schultz and Shirley Humphries Pinned as Founding Members of the Legacy for Learning Society



McDowell Legacy donors – L-R: Ellen Whiteman, McDowell Foundation, Harold Schultz, Shirley Humphries, Diana Jemieff Hayes, McDowell Foundation.

On May 14, 2019, at the Superannuated Teachers of Saskatchewan Annual General Meeting, the Foundation was pleased to welcome Harold Schultz and Shirley Humphries as our first two founding members to the Legacy for Learning Society.

The McDowell Foundation Legacy for Learning Society honours teachers and other supporters who have made a decision to strengthen the next generations of teachers through a pledge of a legacy gift. The members know the importance of ensuring research that supports teaching and learning in our province is developed right here in the province by dedicated and passionate teachers who understand the needs of their students and

the needs of the profession. These future gifts ensure the Foundation can continue to support the teachers and students of tomorrow.

Harold Schultz and Shirley Humphries received a standing ovation from their peers and attending family members as they accepted pins and certificates of appreciation. The Foundation is grateful for their continued support of teacher-led research in the province.

We look forward to seeing the society grow as others identify the desire to leave a gift for the teachers and students of tomorrow. For more information about the Legacy for Learning Society, please contact the Foundation.

Superannuated Teachers of Saskatchewan Annual Raffle

A now familiar presence at the Superannuated Teachers of Saskatchewan Annual General Meeting in May is the McDowell Foundation table where \$2 buys you a chance at a number of prizes donated by local chapters and individuals from across western Canada.

The raffle originated with Elaine Broughton and Judy Buzowetsky eight years ago, who developed the idea during a car trip to a meeting. While Judy has passed on, Elaine can be seen behind the table at the meeting offering tickets at \$2 each or 50 for \$100.

Thank you to the Superannuated Teachers of Saskatchewan for your unwavering support of the Foundation and to this year's donors:

- Stanford Fisher painting – STS Yorkton Chapter
- Acrylic landscapes paintings - Estate of Carol Roberts
- Table runner - STS Melville Chapter
- Indigenous jewelry - STS Okanagan Chapter

Congratulations to this year's winners!



L-R: Kelly Schneider (The Battlefords and District Chapter) – Indigenous jewellery by Catherine Blackburn

Rhetta Ludba (Assiniboine Chapter) – Sanford Fisher painting

Doug Still (Regina Chapter) – Carol Robert's paintings and table runner

Photo credit: Superannuated Teachers of Saskatchewan

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

Save the Date

Learning from Practice is set for January 31, 2020 at the Saskatchewan Teachers Federation. Join us to hear about teacher-led research projects from across the province!

McDowell Foundation **NEWS**

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