

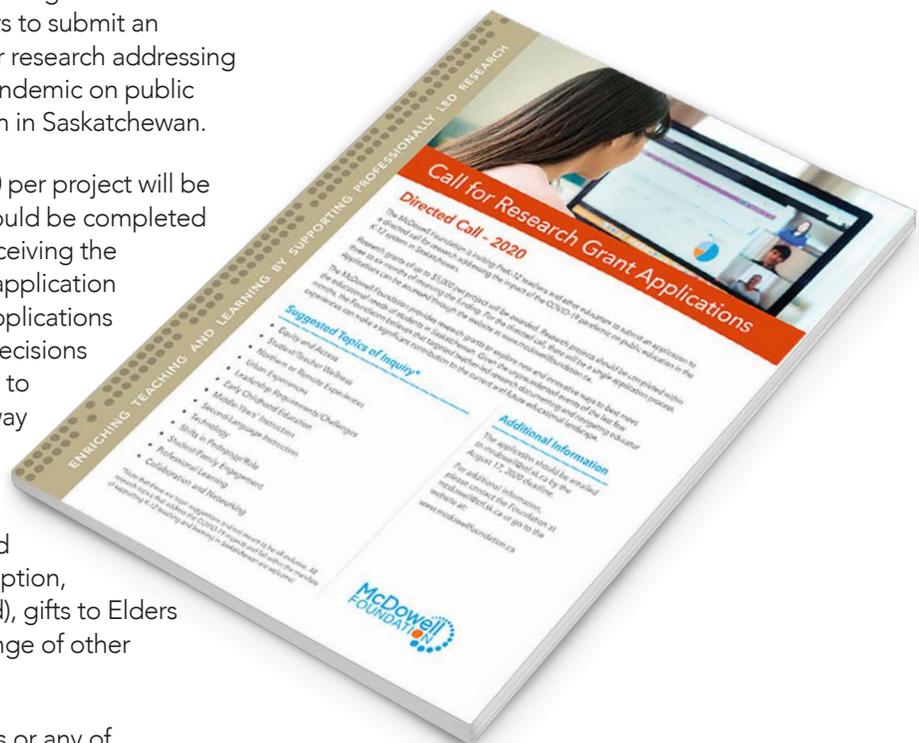
McDowell Foundation Issues Special Directed Call for Research Projects Addressing COVID-19

The McDowell Foundation is inviting PreK-12 teachers and other educators to submit an application to a directed call for research addressing the impact of the COVID-19 pandemic on public education in the PreK-12 system in Saskatchewan.

Research grants of up to \$5,000 per project will be awarded. Research projects should be completed within three to six months of receiving the funding. There will be a single application process for the directed call. Applications are due August 17, 2020, and decisions will be made in late September to ensure projects can get underway immediately.

Research funds can be used to cover research expenses related to teacher release time, transcription, materials or technology (limited), gifts to Elders or Knowledge Keepers, or a range of other research-related expenses.

For more information about this or any of our Foundation initiatives, please visit <http://mcdowellfoundation.ca/> or email mcdowell@stf.sk.ca.



Special Thanks to:

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Research Profile: The Carrot River Math Reconciliation Experience

By Lisa Squires – STF Senior Communications Officer

Grade 6 teacher Danielle Vankoughnett was excited to be invited to participate in a one-year research project to explore how rural teachers can incorporate Indigenous culture into the existing Saskatchewan mathematics curriculum.

Initially, she thought her team would be testing existing culture-based lesson plans. When she found out there weren't many out there and that they would be creating their own, her excitement momentarily morphed into fear.

"At the start of this journey, I was very scared because it's a huge project for a first-year teacher to take on," recalls Vankoughnett. "I didn't want to make a mistake, and I didn't feel comfortable integrating this into a mathematics class."

But Vankoughnett is not alone. She is part of a team of four educators who teach Grades 5 to 12 at Carrot River Jr. Sr. High School in the North East School Division. The *Culture-Based School Mathematics for Reconciliation and Professional Development* project was funded by the McDowell Foundation and was led by researchers Sharon Meyer, Glen Aikenhead, and Danny Sylvestre. Together with local Elders and Knowledge Keepers, they guided the teachers on their professional development journey to build their cultural knowledge and competence.

Admittedly, when you think of learning, unlearning isn't the first thing that comes to mind; however, in order to create space to learn new perspectives and worldviews, teachers must first unlearn European-Canadian ways of knowing.

"This approach benefits all students," says Grade 5 teacher Serena Palmer, who has been teaching for 12 years. "In Western mathematics, the thinking is right or wrong. Students need to know math problems don't have just one answer or only one approach to find the answer. Adding Indigenous thinking to a math lesson is one way to do this."

The learning journey began on August 31, 2018 with a professional development day at the Carrot River Jr. Sr. High School, followed by small group work with

Meyer and Dr. Aikenhead in September. In October, the group participated in two days of intense cultural immersion with Elder Albert Scott where they learned about the medicine wheel, Indigenous culture, spirituality, ceremonies, and protocol.

"It was awesome," says Kevin Duchscherer, who has been teaching Grades 7, 8, 9, and 10 math for the last 20 years. "It gave us the opportunity to become more comfortable with looking at Indigenous worldviews. The activities we did had a lot to do with collaboration and sharing. The Western culture of education is very competitive, but this collaborative approach provides for deeper and more meaningful learning."

After developing lesson plans, the teachers would test them with students while Aikenhead would observe. The group would then discuss and refine their plans.

In the beginning, some of Vankoughnett's students did ask why they were learning about Indigenous culture in math instead of social studies.

"I told the students that the world is a lot bigger than Carrot River," says Vankoughnett. "As cool as we think our culture is, it's also cool to learn about other cultures and people."

For principal Sari Carson, the best part of the experience has been the level of student engagement she's witnessed.

"I was able to chat with Danielle's students," shares Carson. "Although the lesson was about math, the students were making connections to their own lives and cultures. So cool!"

All participating teachers agree this was more than a project, it was a life-changing experience. They now plan to build on what they've learned and hope others will join them on the road to reconciliation.

In total, the group created seven math lesson plans that can be found on the McDowell Foundation website www.mcdowellfoundation.ca.

In Memory of A. S. Raymond Mynett

During the global pandemic, the McDowell Foundation was fortunate to have many of its donors and supporters remain a constant champion to the Foundation. Last December 2019, the passing of one of our loyal donors and members of the Saskatchewan Teachers' Federation and Superannuated Teachers of Saskatchewan, A. S. Raymond Mynett, saddened us.

Raymond attended the Moose Jaw Teachers College completing the one-year program. Later he earned a bachelor of education and a bachelor of arts degree from the University of Saskatchewan. He taught for 35 years at Harptree, McCord, Wilkie, and the Kyle Hutterite Colony.

Raymond was passionate about teaching, community activities, and landscaping. He was active in the Monarchist League of Canada, was an Anglican lay reader and warden, and was a cantor with the local Orthodox and Roman Catholic Churches, being devoted to Christ and His Church.

Raymond was active in the Saskatchewan Teachers' Federation and the Superannuated Teachers of Saskatchewan. He served as secretary for the South Central Chapter of the STS from 2002 until his passing. Also, he served on the provincial executive of the STS for seven years. In 2007 he was presented with a life membership of the STS.

Raymond was a friend and colleague of Stirling McDowell and a long-time supporter of the Foundation. With his passing, Raymond wanted to continue to support education by choosing to support the Dr. Stirling McDowell Foundation for Research Into Teaching Inc. with his final legacy gift in his will.



Through the generosity of donors like Raymond, the Foundation can continue to strive to support research to benefit students and teachers in the province.
Thank you to A. S. Raymond Mynett's family as they honour Raymond's bequest to the McDowell Foundation.

This time of self-isolation makes us all take a step back and really think about our personal legacies. The Foundation gratefully accepts gifts in honour of a loved one. If you would like to designate the Foundation as a charity of choice in honour of a loved one, or if you are interested in knowing more about legacy giving, visit our link for our promise for those who leave a legacy gift: http://mcdowellfoundation.ca/isl/uploads/2019/03/mcdowell_legacy_giving_brochure.pdf.

The work of the McDowell Foundation is made possible by the generosity of many people. We are grateful for our donors. Thank you, and a special thank you to Raymond Mynett's estate.

McDowell Board of Directors Approves Over \$81,000 in Research Funding

The end of the school year signals the start of six new professionally led research projects funded by the McDowell Foundation. In late June, the Foundation Board approved \$81,382 in new research money for the 2020-21 school year.

The projects approved for funding for 2020-21 are:

- The Effect of a Community of Teachers Doing the Unsettling Work of Treaty Education in Rural Saskatchewan Classrooms
- Learning Ecosystems: Connecting Social Constructivism and Distance Learning
- Partnerships of Change: Transforming Language in Three-Way Conferences for English as an Additional Language (EAL) Student Success
- Fostering a Maker Mindset: Supporting Teaching and Learning in the 21st Century Classroom

- A Narrative Inquiry Into the Experiences of Indigenous High School Students Enrolled Within a Youth Leadership Pathway
- Francophone Women School Principals' Well-Becoming

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. This year, the pandemic added additional complications to the process, and we are grateful to all of the applicants who participated in the application process.

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, or www.mcdowellfoundation.ca/donations/ for other ways to help.

McDowell Foundation **NEWS**

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