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Master of Education Newsletter

Spring 2015 VOL 4 NO 2



Faculty of Education

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Have you registered for summer session?

Summer Calendar:

http://sites.stfx.ca/continuingeducation/sites/sites.stfx.ca/continuingeducation/files/Spring%20Summer%20Calendar%202015_16.pdf

Register early to avoid course cancellation.

SUMMER INSTITUTE

JULY 2 & 3

Early Elementary Pedagogy

<http://sites.stfx.ca/continuingeducation/sites/sites.stfx.ca/continuingeducation/files/April%20%20EEP%20Summer%20Institute.pdf>

Registration Form

<http://sites.stfx.ca/continuingeducation/sites/sites.stfx.ca/continuingeducation/files/EEP%20Registration%20Form%202015.pdf>

Who knew that the sound of melting snow could be so sweet? If there was ever a winter where online learning made sense it would have to be this year in Nova Scotia! But just when we think it will never end, it will never melt, the snow will be here till spring convocation...suddenly the sun and rain do their magic and we find ourselves turning to spring activities. For us at Xavier Hall that means gearing up for Summer School!

Please note that we have several new cohorts proposed for a summer/fall start. We have constructed these cohorts based on feedback from educators who are looking for deep professional learning in a focused area of study. Information on each cohort can be found on our website

<http://sites.stfx.ca/continuingeducation/master>

We would appreciate you passing this along to colleagues. Please be sure to sign up early for summer courses as several are filling up!

Feedback is important in any learning institution. Please be sure to fill out online evaluations for your online courses as they help us as instructors shape and improve our practice. Also please feel free to contact me if you have issues that you wish to discuss about how our program can better support your learning needs. Recently we had some feedback about changes to courses dates and times and we are taking steps to avoid this from happening in the future. We know as educators that formative assessment helps us do our job better! So please know that we do take your opinions as graduate students seriously.

Thanks and happy spring ... Joanne

Summer 2015 Course Availability

EDUC 507.66 (CRN 14940) - Qualitative Research Methods in Education

July 2, 3, 6, 8, 10, 13, 15; 9:30 am - 2:30pm (AST)

EDUC 532.66 (CRN 14934) - Curriculum Theory

July 6, 7, 8, 9, 13, 14, 15, 16; 9:30 am - 2:30 pm (AST)

Register online or call 1-877-867-3906
for registration assistance

EDUC 533.66 (CRN 14935) - Dynamics of Change

July 20, 21, 22, 23, 27, 28, 29, 30; 9:30 am - 2:30 pm (AST)

Important Information

- **Summer School 2015** will be held in July. Please refer to the summer calendar for course dates. http://sites.stfx.ca/continuingeducation/sites/sites.stfx.ca/continuingeducation/files/Spring%20Summer%20Calendar%202015_20.pdf
- **New Students** beginning their program this summer will be registered by the program office for their required courses.
- **X-Ring Eligibility:** http://www.stfx.ca/sites/default/files/pages/x-ring_policy_2014_.pdf
For more information please contact Mary Jessie MacLellan at mjmaclel@stfx.ca.
- **Dropping a course** within 2 weeks of its start date will result in an automatic charge of \$100.00.
- **All official letters regarding student standing** must come from the Registrar's Office. To request a letter from the Registrar's Office you can log into MesAmis and fill out the online form. This form allows you to indicate to the Registrar's Office exactly what you need and where they can send the letter. (<https://mesamis.stfx.ca/reports/login.asp>).
If you have any questions, please contact the Registrar's Office at: registr@stfx.ca / Toll Free: (888) 734-7839 / Phone: (902) 867-2160
- **EDUC 569 Selected Topics:** Students may register for as many as their elective requirements allow, provided the course title for each is different.
- **STUDENT STATUS:** If your student status changes for any reason, please notify the program office at med@stfx.ca

Recent Research

Congratulations to the following students who have recently completed theses!

Heather Michael: *Some of the most meaningful learning students do is between the bells and after school: An exploration of the leadership experiences of four high school females involved in a service learning engagement.* (Supervisor: Jennifer Mitton)

Abstract: This qualitative case study explores the experiences of four adolescent females, ages 15 – 18, who assumed leadership roles in extra-curricular service learning projects during the spring of 2014. The research stems from my observations as the co-facilitator of an extra-curricular service learning program at my school. In this capacity, I have observed adolescent females develop leadership skills working with their peers in the school and community. What follows is an exploration into the experiences of the four leaders, Jane, Siobhan, Ella, and Katherine.

The three central ideas that frame this study are service learning, adolescent leadership and adolescent female leadership. Drawing upon constructivism and critical theory, I wanted to create an opportunity for participants to construct their experiences as leaders while, at the same time, enable them to develop confidence in their leadership abilities. Their experiences are represented as found poetry, as I felt it best captured the intent and spirit of participants' voices and learning.

The conclusions of this work suggest that that adolescent leadership is a realm different than adult leadership and that service learning is a fertile ground for encouraging leadership among adolescents. The four females who took part in this study illustrate that being an adolescent female leader warrants special attention and that adults who engage with adolescents in conversations about leadership play a significant role in fostering and encouraging leadership among adolescent females.

Gillian Marks: *Secondary students who struggle: Looking beyond behaviors to identify support systems.* (Supervisor: Joanne Tompkins)

Abstract: Schools are a place where teenagers spend a great deal of time. Adolescents who feel a sense of belonging and acceptance in school are likely to be better students. This qualitative case study explored how two secondary students, Dylan and Sarah, experienced high school and examines their thoughts about how teachers and schools could help all students achieve greater success. Dylan and Sarah had previously struggled in secondary school but had been able to become reengaged and were interviewed about their schooling careers. Common themes that arose from the interviews were understandings of the purpose of education, parental support, teacher roles, the impact of drugs and alcohol on their lives, and the role of peer pressure. Both students were asked to suggest changes that could potentially be made to help all students become more successful. The students discussed the importance of teachers showing genuine caring for their students and how essential the support of family or other adults was in their educational journeys. The students highlighted that access mental health services like counselling could be life changing. Their stories also underscored the need for hands-on work experience and co-op programs for students to experience different jobs opportunities.

Their insights and recommendations resonated with much of the current literature and research on creating success for secondary students. The study has implications for how secondary schools can be restructured to allow teachers to develop deeper, more authentic relationships with their students and how the supports can be placed around both teachers and students to provide a full range of academic, physical and social emotional supports needed to educate adolescents well.

Congratulations Spring 2015 Graduates

Baker, Craig Sidney James
Holland, Nicole Susanne
Lamoureux, Lea Genevieve
MacLean, Lisa Marie
Marks, Gillian Frances
Michael, Heather Elizabeth
Penney, Neil Patrick
Read, Alison Helene
Simpson, Patricia Ann
Toner, Kristen Ryan



Upcoming Cohorts

- Master of Education in Leadership with a concentration in Teaching Indigenous Students (Summer 2015 – Summer 2017). Application Deadline: Will consider applications until May 15th
- Master of Education in Curriculum and Instruction with a concentration in Early Elementary Pedagogy (Summer 2015 – Summer 2017). Application Deadline: May 15, 2015
- Master of Education in Curriculum and Instruction with a concentration in Instructional Practices for Secondary Area Content Teachers (HRSB/SSRSB/CCRSB) (Summer 2015 – Summer 2017). Application Deadline: May 10, 2015
- Master of Education in Leadership with a concentration on Mental Health Education (Summer 2-15 – Summer 2017). Application Deadline: May 23, 2015
- Master of Education in Curriculum and Instruction with a concentration in Transforming Learning with Technology and Digital Resources (Fall 2015 – Winter 2018). Application Deadline: June 1, 2015

<http://www.sites.stfx.ca/continuingeducation/master>