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Master of Education Newsletter

Summer 2016 VOL 5 NO 3

Welcome to Summer School 2016

We are pleased to welcome 120 new Master of Education students to Summer School 2016. There are 40 students in the open cohorts and we have 4 new cohorts – Masters of Education in Leadership in Physical and Health Education, Masters of Leadership in Mental Health Education, Masters of Curriculum and Instruction in Early Elementary Pedagogy (Halifax based) and Masters of Curriculum and Instruction in Culturally Responsive Pedagogy (Chignecto Central Regional School Board). Over 200 Masters students joined us online as they continued their program of study. So little wonder I am frustrated by the question "you must enjoy being off for the summer". I try to educate our colleagues outside of Xavier Hall about how full and active our summer program is. That leads me to think why so many busy educators make the time and space to engage in graduate education. Here are a couple of examples I can draw upon.

This week I witnessed presentations made by graduating students as they presented their final capstone experiences to their colleagues. These Masters students were sharing teacher inquiry investigations they had engaged in inside their classrooms and schools. Many of the questions they investigated were sparked by their very first two courses of the program- in 534 and 505. These educators have taken the lenses of equity, social justice and research and inquired into their own practices in their own school context. A high degree of teacher agency was evident as educators confidently and passionately shared how their understanding of their practice had deepened and how, as a result, student and teacher engagement increased. What I was able to witness as was the level of *learning leadership* these educators demonstrated. Graduate education has the ability for deep learning because it happens in an open, safe and hospitable learning environment (Palmer, 1999) and it occurs over a significant amount of time.

Across Canada the report of the Truth and Reconciliation Commission (2015) and within Nova Scotia the focus on identifying ways to support research and learning aimed to reduce the achievement gap have clearly spoken to the need for us to come to terms with our colonial and racist history. Dr. Laura-Lee Kearns and Jane Meader, Membertou Mi'kmaw community, made a powerful presentation to the 534 community on campus about the 'truth' of schooling for FNMI students in Canada. It was a presentation that exposed us to, and reminded us of, the painful and assimilative efforts to assimilate FNMI children. Acknowledging that truth (and there is much to unlearn and relearn) allows us to think about what it is to create reconciliation. And Chief Justice Murray Sinclair, head of the TRC, reminds us that education is the best form of reconciliation. Robert Upshaw, noted African Nova educator, used humour, research and personal stories from his own timeline to share with us the miseducation that occurred/occurs for so many African Nova Scotian learners. The powerful film, *Little Black Schoolhouse*, showed us that the segregated schools of Ontario and Nova Scotia were not single stories. Clearly they were unequally funded and resourced, but they were also staffed by African Canadian educators who held high expectations for the learners in their care. Both presentations greatly enriched our summer school experience and the thread of redressing and addressing inequity ran through each presentation. What was most heartening is the many things a single teacher can do to 'level the playing field', the changes that can happen when many teachers work collectively on this agenda and the radical transformations that occur system-wide when such initiatives are led and supported by board and the ministries of education.

Wela'lioq, Merci, Thanks and enjoy August

Joanne

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**IF YOU HAVEN'T YET, IT'S
TIME TO REGISTER!**

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

FALL

CONVOCATION

December 4, 2016

REGISTER NOW IF

YOU PLAN TO

GRADUATE

Important Information

- **FREQUENTLY ASKED QUESTIONS:** has been added to the Continuing & Distance Education website for Master of Education students. <http://sites.stfx.ca/continuingeducation/FAQ>
 - [How do I register for a course?](#)
 - [How do I request a transcript?](#)
 - [How do I request an official receipt for tuition?](#)
 - [How do I request official letters of enrollment?](#)
 - [How do I know how many courses to take?](#)
 - [Can I use mobile devices to access my course in Bb Collaborate?](#)

- **X-RING ELLIGIBILITY:** 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.

- **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

- **ASYNCHRONOUS:** We have developed several asynchronous courses. Asynchronous e-learning is an interactive, student-centered approach to learning that is not bounded by geography or time.

Recent Research

Tera Dorrington –

An Inquiry into the Cultural and Racial Impacts of the African Nova Scotian Literacy Program: Exploring Racial Identity and Pride (Joanne Tompkins, Thesis Supervisor)

Ryan Fox –

Early Career Teachers and Professionalism: Gauging the Tug of War Between Autonomy and Accountability (Elizabeth Munroe, Thesis Supervisor)

In the News

- New book by StFX education professor provides insights into physics education initiatives <http://www.stfx.ca/news/view/21131/>
- New book by StFX education professor helping map a better way forward in physical and health education <http://www.stfx.ca/news/view/21161/>
- StFX Mental Health Library Guide provides great resource for educators <http://www.stfx.ca/news/view/21081/>

Cohort News

Congratulations to the following cohorts who have completed their Master of Education degree and are eligible to graduate at Fall Convocation:

- Master of Education in Leadership & Administration, Algonquin Cohort
- Master of Education in Leadership & Administration with a focus on Mental Health Education (Cohort 1)
- Master of Education in Leadership & Administration with a focus on Teaching Indigenous Students (Cohort 1)
- Master of Education in Curriculum & Instruction with a focus on Early Elementary Pedagogy (Cohort 1)



Algonquin Leadership Cohort during their EDUC 593: Capping Experience day

Technology Tips & Tricks

Tips & Tricks for Your Presentations on Collaborate

- ✓ **Trick:** Keep the web links for your presentation in a separate document. Web links embedded in slides are not “clickable” in Collaborate. You must cut and paste the web links from your document into the chat box as needed during your presentation.
- ✓ **Trick:** Provide web links to video or audio files in the chat box (see above) and set a timer (found under Tools à Time à Start Timer) so that your classmates will know when to return to the main room.
- ✓ **Tip:** Make sure your PowerPoint is under 20 MB in size. Large files may not load or work properly. If your PowerPoint has many images, it is a good idea to compress it. [Click here for more information.](#)

2016 Summer School

**Early Elementary Pedagogy
Cohort 3 in Halifax**



**Culturally Responsive
Pedagogy Cohort 1
(CCRSB)**

**Physical Education
and Health
Leadership Cohort**





Two sections of Open Cohort students



There was some “play” time too! Students hiked the Skyline Trail in Cape Breton (above), walked the beach (left), got together for dinner at Boy’s Seafood Galley (below), and even got some help from furry friends (Shannon Black – left)

