



Queen's
UNIVERSITY

Queen's Faculty of Education
Dean's Review
2017-18



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Dean's Message

Welcome to the first edition of the *Queen's Faculty of Education Dean's Review*. This annual publication aims to engage and inform alumni and the education community about the activities, goals, and accomplishments at our Faculty.

2017-2018 has been an exciting and productive year. Our faculty renewal is in full swing with the arrival of three new faculty members in 2017-18 and another four who joined us summer 2018. We have a new smudging space in our ATEP lounge and renovations are completed for our ever-growing Professional Studies and School of English units.

Our students continue to impress us with their enthusiasm and dedication to education. Among the many student accomplishments this year, PhD student Jackson Pind received a Government of Canada History Award, M.Ed. students Sawyer Hogenkamp and Voila David made it to the final in the #Queens3MT Competition, and 13 teacher candidates went to Ghana and Côte d'Ivoire as part of the 1 Million Teachers project.

Keeping true to our goal of fostering progressive, ethical leaders in education, a new research group SHARE was established to bring together scholars in social justice, Indigenous education, and curriculum studies to develop projects that critically examine historical practices in education that are exclusionary and to

recommend and develop pedagogies of reconciliation. Our partnerships with the National Centre for Truth and Reconciliation (NCTR) and Sistema Kingston offer further opportunities to support our community locally and nationally while providing important learning experiences for our students.

We were thrilled to welcome the Faculty's first Elder-in-Residence, B.Ed. alumna Deb St. Amant (Bezhig Waabshke Ma'iingan Gewetigaabo) in October 2017. Her role supports our WISE (World Indigenous Studies in Education)

students and our Faculty as we work to meet the recommendations made in *Queen's Truth and Reconciliation Commission Task Force Final Report*, "*Yakwanastahentéha: Aankenjigemi/ Extending the Rafters.*"

As we celebrate our 50th year at Duncan McArthur Hall, we look forward to building on these successes in the year to come. We hope that you stay in touch and see what is happening through our website, social media, the Alumni eBulletin, *The Knowledge Forum*, and *Popular Pedagogy*.



Dean Rebecca
Luce-Kapler

Our Faculty

Queen's University Faculty of Education embraces diverse perspectives on education, fostering multidisciplinary expertise and a collaborative learning and research community.



2000+
students

140+
online additional
qualification courses

120+
faculty members
and instructors

33,000+
alumni
around the world

Practicum
placements at
275+
schools in Canada
and internationally



2018 marks 50 years of the B.Ed. and Dip.Ed. programs. We are marking this anniversary with a conference, "Teachers as Change Leaders," during 2018's homecoming and the release of a book, *50 Moments of Queen's Education*, with an introduction by our Associate Dean Graduate Studies and Research, Dr. Theodore Christou, and contributions from Queen's University's official historian Dr. Duncan McDowall. To read more about our homecoming events and publications visit our website: <http://educ.queensu.ca/Education50th>.

Student Engagement

The unique nature of our B.Ed. program continues to attract high-caliber applicants. Our graduates complete their degrees sooner than other Faculties in the province and bring their research concentration and alternative practica experiences to a competitive job market. We continue to exceed our enrolment targets for the concurrent and consecutive B.Ed. programs.

We are continually strengthening our programs to meet student needs. An annual survey for B.Ed./Dip.Ed.

graduates tracks their career paths. We leverage the data from this survey to build programs and services that meet the needs of teacher candidates entering an evolving workforce.

All our faculty members are committed to student engagement and excellence in their teaching. Many of our professors received awards for their teaching this year. Dr. Holly Ogden was recipient of the Faculty's Teaching Excellence Award, given annually to a faculty member who demonstrates

outstanding teaching, creates innovative learning environments, and supports student success. The Golden Apple, presented by the Education Student Society for outstanding commitment to the education of pre-service teachers, was shared this year between Stephen Harberer and Dr. Derek Berg. Dr. Lindsay Morcom was the recipient of Queen's 2017 Teaching Award for Promoting Student Inquiry which recognizes innovative instructional design that enables active student engagement in learning.

The Faculty is lucky to have multiple in-house avenues to share student research.

The Rosa Bruno-Jofré Symposium in Education (RBJSE) hosted another successful graduate symposium. This year was the largest external graduate student attendance.

The graduate student-run publication *Research in a Nutshell* brings together graduate student and faculty research in a concise and accessible format.

The recently launched podcast, *Popular Pedagogy*, engages researchers and instructors in education, including the research and experiences of our students.

The final issue of the Faculty's research publication, the *Education Letter*, was released in summer 2017. In fall 2018 we launched *The Knowledge Forum*

Dr. Holly Ogden leads a
B.Ed. class in winter 2018



to continue discussion of the major issues in education. This primarily online publication brings together faculty, alumni, and students to share ideas and research.

This year, the Barbara Crook Fund was used to bring filmmaker Jay Middaugh to the Artist in Community Education (ACE) classes. Jay is a Kingston-based filmmaker who runs a local music school and has made feature films, including *LIVE in Kingston*, which featured live local music in the city.

Outdoor and Experiential Education

(OEE) students again had the opportunity to participate at the Canadian Student Outdoor Education Conference in February. Hosted every year at the Faculty, the conference is named in honour of Bert Horwood, a retired Queen's professor whose work has had a significant impact on outdoor and experiential education.

The Education Student Society (ESS) continues to be an active presence at Duncan McArthur Hall organizing professional development workshops, equity awareness campaigns, and

Every year the Practicum Office awards the Associate School of the Year and the Associate Teacher of the Year. Over 1000 teachers at approximately 200 associate schools are essential to the successful education of our teacher candidates. This year's winners are:

Associate School of the Year

Secondary School: John McCrae High School

Elementary School: Woburn Junior Public School

Associate Teacher of the Year

Monika Sklepowics, Fellowes High School

Megan Ransom, Weston Collegiate

Lori Drawetz, Moraine Hills Public School

Chris Alfano, LaSalle Secondary School

Luisa Italiano, King Edward Public School

**Teacher education
Orientation activity
"marshmallow
challenge"**



multiple social events. Our Education Graduate Student Society (EGSS) is an advice, academic, and social group that organizes many events for graduate students. EGSS hosted a lunch connection program to connect students and professors, launched the Works in Progress initiative to support students with proposals, paper and analyses, continued to host ScholarShare and FacultyShare, and held a number of social events for graduate students.

Truth and Reconciliation

The Faculty supports Indigenous knowledge and students through a number of initiatives, including the newly established Elder-in-Residence, the renovated ATEP lounge, a medicine garden in Paul Park, and a smudging space.

A series of posters by Oji-Cree artist Bruce Beardy was recently installed in Duncan McArthur Hall. The original series of paintings was commissioned by the OCT and are Indigenous depictions of the Standards of Practice.

This year we established an ongoing series of Indigenous Professional Development Workshops for faculty and staff on issues such as cultural safety, Indigenous 101, and integrating Indigenous knowledge into curriculum to ensure that our classrooms and student services reflect the recommendations in the *Yakwanastahentéha: Aankenjigemi*

Extending the Rafters: Truth and Reconciliation Commission Task Force Report.

The Faculty is very excited about a new partnership with the National Centre for Truth and Reconciliation (NCTR) based at the University of Manitoba. Through this partnership the Faculty is supporting Imagine a Canada, a national art and essay competition that asks young people to share their vision of what the future of Canada will look like through the lens of truth and reconciliation. You can learn more about the NCTR and the Imagine a Canada project on their website: www.education.nctr.ca.

The Faculty of Education launched a service to support Ontario Imagine a Canada projects in 2017-18. Teachers, schools, and students seeking information, advice, or guidance in developing Imagine a Canada projects can contact us by phone or email. You can learn more here:

<http://educ.queensu.ca/imagineacanada>.

Donations to the Aboriginal Initiatives Fund help support our Imagine a Canada work and other programs and initiatives that support truth and reconciliation and Indigenous education.

The community-based Aboriginal Teacher Education program (ATEP) has been offered at sites across the province since 1991. We recently revised the community-based ATEP on Manitoulin

Island to include an additional emphasis on Indigenous language teacher preparation and Northern teacher preparation. An extended summer term (one month) on-campus strengthens connections between Queen's and the Indigenous communities represented by our ATEP students from across the province.

Another unique aspect of this program is the mandatory alternative practicum, a flexible 90-hour Anishinaabe Aadizwin cultural engagement which requires community-based ATEP students to complete an Elder-approved and driven program, with cultural activities ranging from ceremonies and traditional teachings to Anishinaabemowin language instruction.

Community-based ATEP students can now apply for the OCT Transitional Certificate of Qualification and Registration at the end of the first session and several courses are now blended, offered online and on site at M'Chigeeng First Nation.

The Elder-in-Residence position was established in October 2017 to provide the necessary support for the WISE students. Our Elder, Deb St. Amant (Bezbig Waabshke Ma'iingan Gewetiigaabo), is a B.Ed. alumna. She describes the largest part of her role as a "cyber elder" as she virtually connects and provides guidance to WISE students across Ontario.

The logo for the
Aboriginal Teacher
Education Program
(ATEP)





Mashkodewashk, sage fills my senses.
Renews my heart and cleanses my mind.
I am welcomed to a place where I do not belong.
An eagle feather, migizi-migwan ushers me into fellowship
With those whose people
Have been oppressed by my people.
I commit to see, speak, and hear
Only good things.
Guilt is not needed here.
I pull the smoke closer, greedy for its healing.
The outside world has been washed away.
Makiki, medicine smoke encircles us.
In sacred peace and tradition.
Hate cannot live here.
Migwech.

intergenerational
LOVE

Medicine is land.
Land is medicine.

Deeds are not accomplished
in a few days, or in a few hours.
A century is only a spoke in the
everlasting wheel of time.
- Louis Riel

Not broken
but purple!

Aboriginal Teacher
Education Program
students in the
ATEP lounge

Diversity and Inclusion

The Faculty is actively promoting intercultural and equity training for all faculty, staff, and students. We have added accessible and gender neutral washrooms to Duncan McArthur Hall; delivered workshops for teacher candidates on intercultural competence, safe and accepting schools, and teaching LGBTQ; and developed workshops for faculty and staff on Indigenous knowledge, cultural safety, and diversity and equity issues.

Many of our faculty members, such as Dr. Lee Airton, undertake research to support diversity and inclusion in our schools.

Dr. Lee Airton,
Assistant Professor
and founder of the
No Big Deal
campaign



From left to right:
Dr. Peter Chin, Associate Dean, Undergraduate Studies; Mrs. Muhammed, Director, Inspire Academy; Halimo Wali, 1MT Chief Learning Officer; Hakeem Subair, CEO of 1 Million Teachers

Dr. Airton's teaching, research, and advocacy work focus on enabling individuals and institutions to welcome gender and sexual diversity. Their research explores the micropolitics of gender and sexual diversity accommodation in K-12 and teacher education, with emphasis on issues facing transgender/non-binary people.

Learn more about Dr. Airton's work on gender-neutral pronoun usage and their No Big Deal campaign here: <https://www.nbdcampaign.ca>.

Our Faculty has partnered with 1 Million Teachers (1MT). Founded by Hakeem Subair, 1MT's goal is to attract,

train, and retain 1 million teachers, and develop the capacity to train more, in developing countries through its online platform. Utilizing reward-based, accessible training, 1MT supports teachers as engaged and motivated life-long learners. In the past year, the Faculty produced ten modules on topics ranging from types of learning exceptionalities to inquiry-based teaching. A group of teacher candidates and Dr. Jane Chin travelled to Ghana and the Côte d'Ivoire to support teachers in using 1MT. For further information on the project, please visit <https://www.1millionteachers.com>.

Research Excellence

The Faculty's research initiatives are closely aligned with Queen's University's Strategic Research Plan. We are expanding the Faculty's research expertise in current and emerging educational fields while ensuring our previous strengths continue to thrive.

Dr. Liying Cheng was among five recipients of the Queen's 2017 Prize for Excellence in Research. Dr. Cheng's research into how effective assessment practices can lead to enhanced language teaching and learning outcomes for second-language students has influenced education policy, curriculum, pedagogy, and language assessment practices. She is highly respected for her research into "washback," or the impact of language assessment practices on language learning and teaching.

Multiple faculty members received SSHRC grants over the past year.

Dr. Ben Bolden, along with co-applicant Dr. Christopher DeLuca, received a 2017 Insight Development Grant for their project titled *Building Creative Capacity through Assessment for Learning in the Arts*.

Dr. Chris DeLuca received a three-year Partnership Development Grant for a project he is working on with Bronwen Cowie (The University of Waikato), Christine Harrison (King's College London), and Jill Willis (Queensland University of Technology) titled *Preparing Teachers for the Age of Accountability: An*

International Partnership for Enhancing Teacher Education in Assessment.

Dr. Pamela Beach and Dr. Gail Henderson (Queen's Faculty of Law) have received a 2017 Insight Development Grant for their project titled *This Little Piggy Went Banking: Examining Potential Conflicts of Interest in Financial Literacy Education Resources for Elementary School Teachers*.

Dr. Kristy Timmons received a SSHRC Explore Grant for her project, *What is Self-Regulation Anyway?* which examines the ways in which self-regulation is defined and promoted in early years practice and policy in Ontario.

Celebration of Scholarly Activity

On February 22, 2018, we celebrated some of the achievements of our faculty members. The second annual Celebration of Scholarly Activity recognized four faculty members for their research, awards, and publications.

Dr. Rosa Bruno-Jofré

Dr. Bruno-Jofré published two books: *Catholic Education in the Wake of Vatican II* (with a SSHRC Connection Grant) and *Vatican II and Beyond: The Changing Mission and Identity of Canadian Women Religious*. She also received a SSHRC Connection



**Dr. Liying Cheng
receiving the 2017
Excellence in
Research Prize**

Participants at MSTE's 25th anniversary working on a George Hart mathematical sculpture



Grant to organize a symposium on educationalization of social and moral problems and received TD Bank's award for 10 most influential Hispanic Canadians.

Dr. Chris DeLuca

Dr. DeLuca received the American Educational Research Association (AERA) Outstanding Paper Award in Classroom Assessment for his paper "Changing Approaches to Classroom Assessment: An empirical study across teacher career stages." He also received a SSHRC Partnership Development Grant for the project *Preparing Teachers for the Age of Accountability: An International Partnership for Enhancing Teacher Education in Assessment* and a SSHRC Insight Development Grant for *Building Creative Capacity through Assessment for Learning in the Arts*.

Dr. Ben Kutsyuruba

Dr. Kutsyuruba co-edited a book, *The Bliss and Blisters of Early Career Teaching: A Pan-Canadian Perspective*.

Dr. Tom Russell

Dr. Russell received the ISATT Award from the International Study Association on Teachers and Teaching for significant and exemplary contributions through research, teaching, and professional service in the international field of teaching and teacher education.

Our PhD candidates are pursuing excellent research in a diversity of disciplines. Four graduate students were awarded CGS and SSHRC grants this year: Trevor Strong, Rebecca Stroud-Stasel, Eleftherios Soleas, and Michael Pitblado. Their work is wide-ranging and reflects the diversity and experience in our Faculty. Trevor Strong is exploring creativity in the classroom; Rebecca Stroud-Stasel is looking at how community, citizenry, and agency are created in an experimental cross-cultural high school theatre project; Eleftherios Soleas is examining how expectancies and values can overcome innovation's costs; and Michael Pitblado is undertaking an exploration of secondary history educators' approach to teaching about the perpetrators of the Holocaust.

Our graduate students were widely recognized and awarded this year. Their accomplishments are too many to name here and are highlighted throughout the year on our website and social media.

Graduate Student Awards Highlights

Tri-Agency Recipient Recognition Award (Queen's University)

Andrew Coombs

Ontario Secondary Art Educator of the Year Award (Ontario Art Education Association)

Agnieszka Chalas

Joan Kamps Bursary (Ontario English Catholic Teachers Association)

Jenna-Leigh Di Nardo

Cynthia Chambers Master's Thesis Award Honourable Mention

(Canadian Association for Curriculum Studies)

Lalai Muhammad Abbas

Huntley Macdonald Sinclair Travelling Scholarship (Queen's University)

Nasreen Sultana

Ontario Graduate Scholarship (OGS) Recipients

Rebecca Stroud-Stasel; Eleftherios Soleas; Leena Yahia; Joseph Stafford; Alice Johnston; Hasan Kettaneh; Kyle Robinson; Clarissa de Leon

2017-2018 Faculty Research

7 multi-author books
2 sole authored books
3 edited books
29 chapters
82 peer-reviewed articles

30 books/chapters
62 technical reports
36 articles
174 papers presented at conferences

Our research groups continue to foster a supportive and innovative research community at the Faculty.

Assessment and Evaluation Group (AEG)

The Assessment and Evaluation Group (AEG) brings together faculty members and graduate students to undertake collaborative research in assessment and evaluation, including regular roundtables for graduate students throughout the year. This year AEG hosted two visiting scholars, Grace Scoppio, Associate Professor, Royal Military College of Canada and Tao Xiong, Guangdong University of Foreign Studies, School of English and Education.

Focus on Research

What's in a Grade? A multiple perspective validity study on grading policies, practices, values, and consequences

Funded by a SSHRC Insight Grant, Dr. Liying Cheng (principal investigator), together with Dr. Christopher DeLuca (co-investigator), are investigating the a of grades by examining the policies, practices, values, and consequences of teacher constructed grades in Canada and China.

Mathematics, Science and Technology Education Group (MSTE)

The Mathematics, Science and Technology Education Group (MSTE) is a research and development team dedicated to improving teaching and learning in mathematics, science, and technology in schools and in teacher education. The Group promotes greater awareness of the links between mathematics, science, and technology; the advancement of accessibility to these fields; and, education for social responsibility. MSTE supports and hosts a number of events every year, including the MathOlympics, a Science Fair, and a number of workshops and lectures.

Social Healing and Reconciliatory Education (SHARE)

Our new research group SHARE brings together scholars in social justice, Indigenous education, and curriculum studies to develop projects that critically examine historical practices in education that are exclusionary and to recommend and develop pedagogies of reconciliation. Faculty members, Dr. Lee Airton, Dr. Alana Butler, Dr. Jennifer Davis, Dr. Rebecca Luce-Kapler, and Dr. Lindsay Morcom are the founding members of this group. The energy and innovation of

this group of scholars brings a new strategic research direction to the Faculty.

Social Program Evaluation Group (SPEG)

The main focus of SPEG is the social development of disadvantaged groups for the optimal achievement of their opportunities and capacities. Undertaking a range of applied research, development, and evaluation projects, SPEG has been a pillar of the Faculty since 1980. SPEG continues to conduct many research projects, including the Health Behaviour in School-Age Children (HSBC) study.

Theory and History of Education

International Research Group (THEIR)

This international group of scholars represents members from Spain, Austria, the USA, Chile, and Canada. The goals of THEIR are to conduct interdisciplinary research in the history and philosophy of education, encourage interdisciplinary dialogue, participate in public discourse, and promote collaboration. The group edits *Encounters in Theory and History of Education / Rencontres en Théorie et Histoire de l'Éducation* and recently launched a Monograph Open Series, *Theory and History of Education*, hosted by the Queen's University Library Journal Hosting Service and Scholars Portal. Dr. Rosa Bruno-Jofré and her collaborators in THEIR were awarded a SSHRC Connection Grant in 2017 "Educationalization of Social and Moral Issues in the Western World."

Student Success and At-Risk Youth

The Faculty embarked on a new partnership with Sistema Kingston in 2018. Based on *El Sistema* in Venezuela, Sistema Kingston is an after-school music program for under-served students, focusing on building teamwork, creativity, responsibility, and social growth through the pursuit of musical excellence. Sistema Kingston currently offers free group instruction at Molly Brant School in Kingston. The Faculty will be working to support this important initiative in a number of ways, including connecting our teacher candidates with the program for their alternative practicum.

Donations to our Teaching Excellence Fund will be used towards supporting Sistema Kingston.

Many of our faculty participate in research and outreach that helps develop tools, resources, and support for at-risk students.

Dr. Alana Butler's research focuses on at-risk children and their families in elementary and secondary school settings and the implications of equity, diversity, and inclusion policies and practices from K-12 and in higher education. Her most recent publication, "Nothing, or Almost Nothing, to Report: Early Childhood Educators and Discursive Constructions of Colorblindness" confronts constructions of colour-blindness in early childhood education.



**Dr. Alana Butler,
Assistant Professor
of At-Risk Learners
and Student Success**

Focus on Research

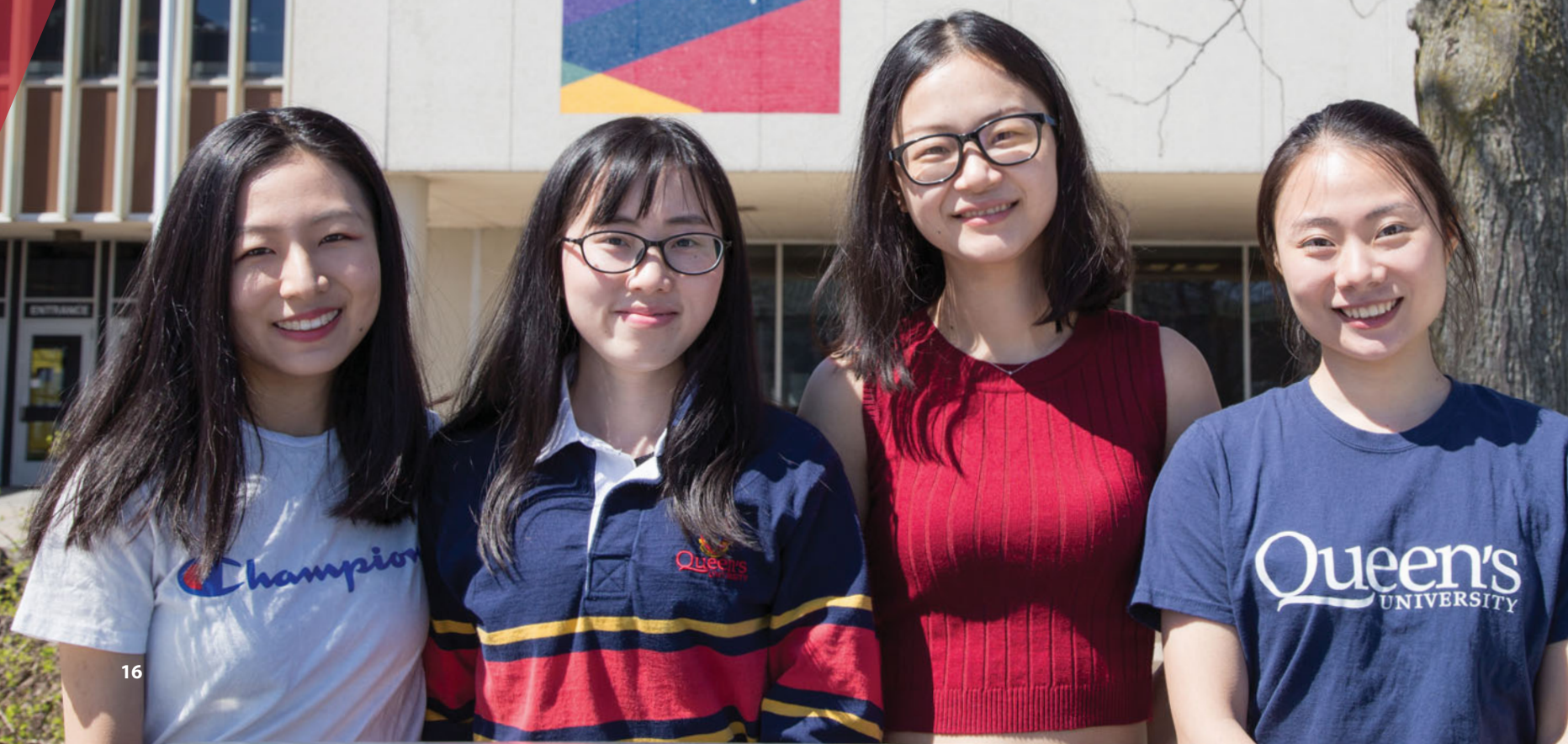
Collaborative Design Research to Support Space, Material, and Technology-Use in Flexible-Use School Spaces

School consolidation, new school construction, a renewed focus on science, technology, engineering and mathematics (STEM), and interest in the "maker movement" have given rise to concerns about how flexible spaces in schools can be leveraged for maximum instructional value by teachers. Funded through a seed-grant from the Mathematics, Science and Technology Education group (MSTE) Dr. Reeve, Dr. Vanessa Svihla (University of New Mexico), and graduate student Allison McMillan (M.Ed.) are working with the recently opened St. Francis of Assisi Catholic School on a project to optimize the use of space in two rooms at the school: the Da Vinci and Makerspace rooms.

The researchers engaged school staff in a collaborative design process to

develop optimal use for these flexible spaces which are presently being used as traditional classrooms. Initial findings indicate behaviour management, challenges providing hands-on learning opportunities, a need for teacher autonomy, and the relationship between structure and freedom are prominent factors influencing the use of these spaces. The next phase of the study will investigate teachers' instructional practices in flexible-use spaces, their approach towards STEM subjects, and will consider how teachers' instruction evolves as they take part in designing these new spaces at their school. This research seeks to inform how teachers can use flexible maker-spaces to meet the needs of their students and local community.

Our first incoming
dual degree students
from South China
Normal University



International

Our diverse and inclusive community is strengthened by our international partnerships and the development of new initiatives. We provide our students with valuable cross-cultural learning opportunities through the international alternative practicum placements, international exchange, study abroad opportunities, and our growing international program offering such as the new dual degree in Master of Education with South China Normal University.

The Faculty continues to explore new partnerships and program opportunities. In 2016, we developed a new pathway with the Bader International Study Centre (BISC) in East Sussex, England, allowing concurrent education students to enroll there for their first year of studies. This unique study abroad experience offers new and exciting international learning opportunities to our teacher candidates. We have also developed an **International Strategic Plan** to increase international student mobility and collaborations, including teaching practica and careers abroad.

Last year, 24 percent (121 students) participated in an international alternative practicum in 38 countries. Many students share their “alt prac” stories with us after they return to Duncan McArthur Hall. Laura Schindel, an ACE student, travelled to Cork, Ireland

to intern at the Crawford Art Gallery, Maggie Chan worked with International Education (IE) in Hong Kong, and 10 teacher candidates travelled to Kenya to help out at Living Positive Kenya. You can read about these, and other adventurous students on our website: educ.queensu.ca/studentexperience

The Faculty is developing additional international collaborations on the B.Ed. and graduate levels, as well as developing partnerships to offer online Post-Graduate Certificates to international schools that work with our Teaching Overseas Placement Services.

The **Teaching Overseas Recruitment Fair (TORF)** continues to serve the Queen's community and international schools around the world. In 2018, 45 international schools representing over 30 countries, and over 190 candidates participated in the recruitment fair.

The Faculty of Education has been home to the **Queen's School of English (QSoE)** since 2013. QSoE welcomes over 600 students annually from around the world with an average of 15 or more countries of origin represented every term. QSoE offers non-credit language programming through a variety of intensive short-term and full-term courses supplemented with a supportive student life program of extra-curricular activities and trips.

QSoE brings over 75 years of expertise in teaching English as a Second Language to international students, allowing the Faculty to extend our teacher development outside of Canada. We hosted teachers from Panama and Spain in 2018, and continue to develop new international partnerships that will provide development programs to teachers across the globe.

Our **Continuing Teacher Education (CTE)** department continues to expand internationally, growing beyond its online additional qualifications (AQ) course offerings to Ontario teachers. Starting in 2018, CTE is offering online teacher development courses to teachers in New York. CTE has begun to offer its online courses to teachers in other countries, starting in 2017 with a group of teachers in Ukraine.

Our international connections create new opportunities for us to share, celebrate, and showcase the rich cultures that we have at the Faculty. Our international partnerships are a valuable resource as we work towards enhancing international mobility for our graduates and the international reputation of the Faculty's innovative research program.

Digitalization and Online Courses

The Faculty of Education has embraced digitalization through streamlining administrative practices and moving towards a paperless office in many of our units. We have expanded our online additional qualification (AQ) courses and our post-graduate offerings online. Education is a lifelong pursuit, and these flexible, online programs offer high-calibre, flexible, relevant courses for teachers and other professionals.

Continuing Teacher Education

Continuing Teacher Education (CTE) has expanded from 50 course offerings when it moved online in 2001 to over 150 online course offerings today. CTE

continues to increase its course offering for teachers in Ontario, British Columbia, and the United States. Fifteen new AQ courses were launched in 2017-18, as well as a new BC Certificate Program in Mathematics Education. Visit CTE's website for details: coursesforteachers.ca/home.

In order to share its expertise in teaching and learning, CTE opened a unit for professionals across multiple disciplines, Professional Studies, in 2017, offering online professional development courses for working professionals such as early childhood educators, educational assistants, international education administrators, and editors. Courses are

written and taught by experts in the field, and are offered in a flexible, online environment, where students have opportunities to network with international colleagues while working on real-world tasks.

Graduate Diploma in Professional Inquiry (Online) GDPI and Professional Master of Education (PME)

The GDPI and PME are online graduate programs established by the Faculty in 2015. The Graduate Diploma in Professional Inquiry (GDPI) is an online, part-time program designed for educators and other professionals. Professional inquiry is the intentional examination of practices or programs to understand more about them, solve problems, or effect change.

The Professional Master of Education (PME) consists of ten online courses with concentrations including Aboriginal Education, Assessment and Evaluation, Classroom Specialist, Literacy, and Teaching Abroad. Additional fields are being developed for the PME to meet the growing demand and interest in the program.



Advancement

Our advancement efforts support students, teachers, and the community through a wide range of programming and services.

The **Teaching Excellence Fund** receives the most donations from individual contributors every year. This fund brings speakers to the Faculty, as well as various other activities to support education, including Sistema Kingston. The **Aboriginal Initiatives Fund** supports the design and innovation of Indigenous teaching and learning programs. The first priority for this fund was to establish an

Elder-in-Residence to support students in our WISE program. This fund also supports our Imagine a Canada initiatives and workshops on Indigenous knowledge.

Priority Funds

The Faculty's priority funds are our Teaching Excellence, Aboriginal Initiatives, and Community Initiatives Funds. These funds help support our Indigenous initiatives, Sistema Kingston, and many other projects and impact our students and the wider education community.

**\$18,796 in total giving
to these three funds**

The Faculty sincerely thanks all of our donors. Your generosity supports a diversity of programs and opportunities, and helps us bring our students and research to communities and classrooms in Ontario, Canada, and internationally.

Visit www.givetoqueensu.ca/education to donate.



The Faculty's first
Elder-in-Residence,
alumna Deb St. Amant

2017-2018 Donations

OUR ALUMNI AS DONORS
622 unique donations from
Education alumni

Gifts, Pledges and Matching Gifts to the Faculty of Education

Major Giving \$300,000

Gift Planning \$12,840

Annual Giving \$31,720

Loyal Alumni Donors to the Faculty

5 years of giving consecutively – 163 alumni

10 years of giving consecutively – 81 alumni

32 years of giving consecutively – 3 alumni



FACULTY OF
EDUCATION

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