

A Message from the Editorial Team

Welcome to the winter edition of RiaN! We are happy to celebrate researchers in our Faculty of Education. In this issue, Alice explored Indigenous perspectives on STEM, François examined teachers' beliefs about French Immersion, Emma investigated the replacement of Extended French with French Immersion, Colleen introduced the Faceless Doll project as a traditional teaching tool, and Beck discussed gender stereotyping and inclusion in music education.

Sincerely, Ikeoluwapo Baruwa, Maryna Stoliar, Kavya Jidugu, Nicole Leach, Uvini Colonne Appuhamilage, and Jianing Lv

How does land-based education contribute to decolonizing STEM learning in Ontario?

Alice Johnston, Ph.D.

Why is this topic important?

- Historically, there has been an underrepresentation of Indigenous perspectives in STEM (Science, Technology, Engineering, and Math) related to teaching, learning, and research (Kimmerer, 2013).

What did the research uncover?

- Indigenous ways of knowing and being (holistic teaching and learning, land education, and re-establishing relationships of reciprocity with each other and the earth) can guide us towards engaging all learners in STEM and applying the tools of Western science in heart-centered ways.
- Through intentional and ongoing work done by diverse stakeholders, subtle shifts and movements toward institutional decolonization can be sparked.

Why does this matter?

- Elevating multiple perspectives in STEM, including Indigenous, can aid us in addressing complex environmental issues impacting society, including global climate change, loss of biodiversity, invasive species, and contaminants in the environment.

Johnston, A. (2023). Decolonizing STEM learning through Land-Based Education in Ontario: The generation of guiding principles and discovery of unanticipated outcomes. [Thesis, Queen's University]. Queen's Graduate Theses and Dissertations. <https://hdl.handle.net/1974/32729>

What are Ontario French Immersion teachers' beliefs about French Immersion?

François-Daniel Portelance, M.Ed., OCT

Why is this topic important?

- School boards in Canada face challenges in hiring qualified French as a Second Language (FSL), including French Immersion teachers.
- Several provinces and territories are experiencing growth in French Immersion student enrolment.
- FSL teachers face complex realities that require a better understanding of their linguistic identities, the complexities of teaching French Immersion, and an examination of their professional well-being.

What did the research uncover?

- Teachers perceive the overall intent of the French Immersion program as beneficial.
- Tensions and challenges identified include equity issues, resource accessibility, professional development, and inconsistent expectations.

Why does this matter?

- The findings about the realities that French Immersion teachers face will help researchers, educators, policy-makers, and teacher preparation programs meet their needs.
- Decision-makers at various levels can do better regarding future French Immersion design and implementation.

Portelance, F-D. (2023). The French Connection: French Immersion teachers' perspectives on identity and teaching French Immersion. [Thesis, Queen's University]. Queen's Graduate Theses and Dissertations. <https://hdl.handle.net/1974/32730>

Why is Extended French (EF) being replaced with French Immersion (FI)?

Emma Turola, M.Ed., B.A.

Why is this important?

- There is little pre-existing research on EF programs in Canada.
- There is also a Canada-wide French as a second language (FSL) teacher shortage.
- The replacement of EF with FI, a program that requires more instruction in French, and therefore more qualified French instructors, will be a challenge given this teacher shortage.

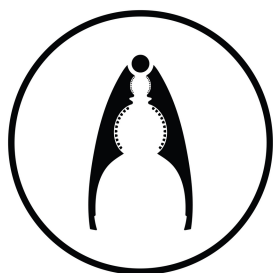
What did this research uncover?

- This paper found that the replacement of Extended French with French Immersion in the research site impacted French teaching and learning.
- Although the FI program is less accessible to students in the research site, participants of this study believe that the program change is a good thing and will, overall, positively impact FSL teaching and learning.
- Participants believe that the program change could even act as a retention factor for French teachers if they are properly supported during the transition.

Why do these findings matter?

- These findings are important given the context of the French as a second language teacher shortage in Ontario.
- Participants of this study made it clear that they are in dire need of qualified FSL teachers in order to be able to make this program change work.

Buckley, K. (2023). *Avenues of agricultural literacy: A grounded theory model to increase agricultural literacy effectiveness*. [Dissertation, Queen's University]. Queen's Graduate Theses and Dissertations. <https://qspace.library.queensu.ca/handle/1974/31425>



How can curriculum development incorporate traditional teaching tools and methods to enhance student learning?

Colleen M. Toulouse, M.Ed., B.Ed., OCT

Why is this important?

- This project is one approach to creating curriculum content that is relevant and meaningful for Indigenous students, which correlates to a First Nation community's learning outcomes.
- Understanding the significance of the traditional and contemporary use of the faceless doll in the classroom supports a connection to the land and strengthens self-identity and purpose.
- Using the faceless doll in the classroom can begin to address social realities that significantly inform student identity, such as confronting complex issues such as the color of our skin.

What did this research uncover?

- The faceless doll has many teachable concepts. Traditional dolls existed as teaching tools before European contact and continue to be of cultural value and significance.
- Possibly the most symbolic use of traditional dolls as teaching tools today would be the Native Women's Association of Canada (NWAC) Faceless Doll project launched on June 21, 2013.
- The Faceless Doll project created an opportunity to educate people on the tragedy of missing and murdered Aboriginal women and girls (NWAC, p. 3).

Why do these findings matter?

- Providing teachers and educators with curriculum and resources assists with incorporating the cultural identities of Indigenous students.
- The approach to pedagogy using the traditional faceless doll is intended to support learning outcomes for children to develop a strong understanding of Anishinaabe culture with Ontario curriculum expectations.

Toulouse, C. M. (2023). *Faceless dolls: Teaching to the spirit of the child*. [Master's Project, Queen's University]. QSpace, <https://hdl.handle.net/1974/6132>

What new possibilities does an all transgender and/or gender non-conforming (TGNC) ensemble reveal about gender in Western instrumental music?

Beck Watt, M.Ed., B.Ed., B.Mus.

Why is this important?

- Western music classes (e.g., choir and band) have a longstanding history of rigid binary gender stereotyping and expectations, making these spaces challenging for TGNC students.
- This research highlights the experiences TGNC instrumentalists face while negotiating rigid binary instrument gendering (e.g., flutes are for girls) and the subsequent gendered expectations placed upon instrumentalists (e.g., flute players are normatively recognizable 'girly' girls) in formal Western instrumental music learning and performing.

What did this research uncover?

- TGNC instrumentalists represented in this research (with the exception of the researcher) enacted instruments that were deemed "less gendered" and notably absent from prior literature in this field.
- TGNC instrumentalists have a dynamic relationship between their own gender identity and gender expression and the ways they can explore and play with gender through their music making.
- Disrupting gendered expectations within music making is made possible through conscious reflection on the ways gender is operating within the space, which can be enlivened in smaller group settings.

Why do these findings matter?

- These findings fill a gap in the literature on gendered instrument stereotyping, TGNC experiences, and inclusion in music education.
- Findings also offer music educators insights into the unique ways gender expectations can be disrupted and experimented with through this auditory medium.

Watt, B. (2023). Balancing the Band: Exploring transgender and/or gender non-conforming musicians' experiences negotiating the gender binary in Western instrumental music. [Master's thesis, Queen's University]. QSpace. <http://hdl.handle.net/1974/32682>

Contributing Researchers



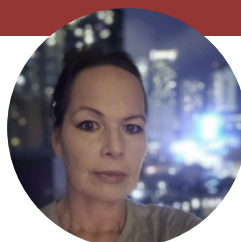
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