

# Faculty of Education Strategic Plan 2016-2021

## **Vision Statement:**

The Faculty of Education aspires to be a leader in innovative and anti-oppressive undergraduate and graduate research, scholarship, teaching, learning and service.

## **Mission Statement:**

The Faculty of Education serves society by educating classroom teachers, other educators, the wider community, and the public, preparing educational leaders and lifelong learners, providing leadership and support for ongoing education, training and development, conducting innovative educational research, practices and methods in pedagogy, and by initiating and engaging in local, national and international programs and projects in French, English and Indigenous languages. The Faculty of Education is committed to enacting social and ecological justice, indigenization, sustainability, cultural and linguistic diversity, life-long learning, service, outreach and the collaborative processes that flourish in a community of caring and mutual respect. The Faculty's mission embodies commitments to student success, research impact, and community engagement as articulated in the University of Regina Strategic Plan "peyak aski kikawinaw" (One with Mother Earth/Together we are stronger) [www.uregina.ca/strategic-plan/](http://www.uregina.ca/strategic-plan/).

## **Values:**

- Innovative and transformative teaching, learning, research, and service.
- Research that informs teaching, learning, practice and theory.
- Accessible, equitable, and inclusive curricular, classroom and community practices.
- Our individual and collective achievements and expertise.
- Positive well-being, collegiality, and mutual respect.
- Development of successful, adaptive, responsive and flexible citizens, teachers and leaders in education.
- Development of critical consciousness concerning the lives of marginalized colleagues, students, and their families and communities
- Standing in solidarity with those marginalized by race, gender, sexual orientation, religion, ability, language and other forms of systemic discrimination
- Respect for and commitment to academic freedom and public engagement.

**Priorities:**

- Creating opportunities to reach full potential of faculty, staff and students.
- Opening access to multiple modes of learning.
- Indigenizing processes, practices, and curricula.
- Preparing pre-service teachers to teach well in increasingly complex classrooms.
- Working collaboratively with faculty, staff, students and community as well as with our partners locally, nationally and internationally.
- Responding to, and engaging with, community.
- Ensuring sustainability: longevity of programming; financial, environmental/ecological and personal.
- Exploring and investigating new pathways for teaching and learning placing primacy on experiential, relational and holistic approaches.
- Developing a cohesive and comprehensive digital/social media presence for the Faculty.
- Resisting hegemonic education practices that work to marginalize students, communities and ourselves.

**Implementation Framework:**

While it is expected that some of the work of implementation will require broad action, it is also expected that each program group and area as identified in the Faculty of Education *Structure Document* will develop a collaborative approach to implementation of the Strategic Plan priorities that takes into account the distinctive needs and challenges of the program group / area. As such, each group/area will identify and communicate priority actions, timelines and anticipated outcomes. On an annual basis, Faculty priorities will be identified for action and successes communicated.

**1. Commitment to Student Success:**

*The Faculty of Education is committed to the success of all students in undergraduate and graduate programs and is attentive to the ways in which diverse and intersecting identities shape institutional experiences and life-long learning. Commitment to student success necessarily requires attention to how the overall health and wellness of students is being supported within the Faculty.*

*Supporting Actions for 2016-2021:*

- Creating an integrated student support centre.
- Reviewing and expanding existing mentorship programs for first year students.
- Maintaining and improving flexibility, accessibility and quality of all programs offered in the Faculty of Education.

- Providing professional learning opportunities for faculty and staff focussing on student success.
- Performing culturally responsive and anti-oppressive teaching practices.
- Including multidimensional / holistic supports for students.
- Commitment to indigenization in undergraduate and graduate contexts
- Supporting physical and linguistic diversities of students.
- Supporting optimal and inclusive learning experiences for students.
- Supporting alternate and flexible pathways for degree entry and completion.
- Supporting innovative and responsive pedagogies.
- Ensuring best practices in assessment and evaluation.
- Broadening the base of experiential learning opportunities available to students.
- Strengthening French language teacher education program offerings.
- Expanding and advancing innovations in graduate programs.
- Preparing students to participate, teach, and learn in a networked and digital world.
- Preparing students to respond to mental health issues and challenges.
- Sharing student success stories and work more closely with the Education Students' Society to partner on student success initiatives.
- Engaging in ongoing review and renewal of programs, policies and practices.

## **2. Commitment to Research:**

*The Faculty of Education is committed to reflective, innovative and impactful research that transcends narrow understandings of what constitutes research and that does not privilege one form of research over another. It supports and recognizes sustainability goals, community-based research, collaborations within and beyond the Faculty, the role of undergraduate and graduate students in research, and national and international dissemination of research work in various forms.*

*Supporting Actions for 2016-2021:*

- Creating and supporting research mentorships.
- Disseminating faculty research in intentional and sustained ways (e.g., newsletter; website; conferences; social media; and presentation/exchange events).
- Expanding networked, participatory scholarship and research. Supporting the use of technologies that enhance research.
- Supporting research, including writing grant applications.
- Creating knowledge and constructing theories.
- Engaging with and supporting Indigenous research methodologies.

- Engaging with and supporting anti-oppressive, social and ecological justice practices in research.
- Engaging with Indigenous language revitalization initiatives.
- Creating an annual research showcase event focusing on the investigation of practices (faculty, students and teachers in the field).
- Supporting bold practices that lead to unexpected directions in scholarship.

### **3. Commitment to Communities:**

*The Faculty is deeply committed to community partnerships locally and globally and to enhancing and expanding our work in and with communities in ethical and thoughtful ways. The Faculty of Education has, from its beginning, been closely associated with various educational partners in Saskatchewan and beyond, including but not limited to SUNTEP, NORTEP, YNTEP, NTEP and FNUC, with the intent of enhancing the formal, non-formal and informal educational experiences for diverse learners and citizens.*

*Supporting Actions for 2016-2021:*

- Exploring possibilities to expand existing partnerships and initiate new partnerships with local, provincial, national, and international.
- Integrating and expanding service learning opportunities for students in undergraduate and graduate programs.
- Expanding opportunities for intercultural learning and dialogue with community partners.
- Acknowledging, in more intentional ways, organizations that support service learning and research experiences for students.
- Reviewing joint field experience opportunities in collaboration with school divisions.
- Exploring the possibilities of a combined volunteer and internship model.
- Exploring possibilities for place-based learning experiences in community.
- Exploring possibilities for international learning experiences.
- Providing institutional and community leadership in digital futures – access, citizenship and fluency.
- Exploring collaborations with school divisions to support new teachers.
- Supporting opportunities for partnerships with Fransaskois communities throughout the province.
- Working with communities in relational, inclusive, and equitable ways.
- Responding to the academic needs of indigenous communities.

#### **4. Commitment to Indigenization (Teaching, Learning, Researching, Service):**

*Given our shared histories and the effects of ongoing colonial structures for First Nations, Métis and Inuit peoples in Canada, and in light of our ongoing partnerships with the TEPS and FNUC, the Faculty of Education is committed to indigenization efforts that include careful consideration of our spaces, practices, and curricula.*

*Supporting Actions for 2016-2021:*

- Developing a detailed understanding of indigenization with integrated strategies for curricular, pedagogic and programmatic application.
- Inviting all program / subject areas to articulate scope and sequence objectives for indigenization and indigenous content / knowledge / perspectives.
- Assessing current supports for indigenization and determine gaps.
- Continuing and building upon indigenization of spaces within the Faculty of Education.
- Providing opportunities for faculty, staff and students to learn with elders, knowledge keepers and artists.
- Providing institutional and provincial leadership in treaty education.
- Expanding collaborations and engagement with Indigenous communities.
- Supporting Indigenous language revitalization.
- Responding to the Truth and Reconciliation calls to action

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Members of the Ad Hoc Strategic Planning Committee who participated in the creation of this plan which was unanimously passed at Faculty Council in December 2015:

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