



## **CASEA ANNUAL GENERAL MEETING**

**Regina, Saskatchewan – May 27, 2018**

### **MARGARET HAUGHEY MASTER'S THESIS AWARD COMMITTEE REPORT**

The Margaret Haughey Master's Thesis Award is presently annually by CASEA to the author of the best master's thesis, report, project, or graduating paper completed in the area of educational administration and leadership completed at a Canadian university during the previous year. The purpose of the award is to recognize superior research and writing by master's degree students working in the area of educational administration and leadership.

#### **Committee Members**

Dr. Donald Scott, University of Calgary (Chairperson)

Dr. Shelleyann Scott, University of Calgary

Dr. Marlon Simmons, University of Calgary

#### **Review Process**

The call for submissions was made on the CASEA Listserv in December, 2017 and the Awards section of the CASEA website was updated. Two nominations were received by the January 12th deadline. All three committee members reviewed each of the nominations on the basis of five criteria: significance of the topic to the field, methodological design, quality and articulation of the theoretical or conceptual framework, significance and coherence of the conclusions, as well as writing quality and organization of the work. The Committee met on March 10<sup>th</sup>, 2018 to make a decision on the award.

#### **Award Recipient**

The Committee's selection for this year was a complicated process as where one thesis was strong the other was lacking and vice versa. Ultimately it was decided that the Margaret Haughey Master's Thesis Award was to be shared by both applicants due to the superior quality of both theses.

The first thesis was produced by Ebenezer Duncan-Williams from Brandon University. Ebenezer was nominated by Dr. Jacqueline Kirk. The thesis title: *Making Inclusion Work for Young People in Manitoba: Developing a Flourishing Framework for the Education of Marginalized Offenders*.

The second thesis was produced by Mr Daniel New from the University of Lethbridge. The nomination came from his supervisors, Dr. Pamela Adams and Dr. Carmen Mombourquette. The thesis title: *Student experiences with high school redesign: Investigating the perspectives of diverse students in a personalized learning environment.*

On behalf of CASEA, I would like to acknowledge Dr. Shelleyann Scott and Dr. Marlon Simmons for their careful work in reviewing the two nominations and helping to select the 2017 Margaret Haughey Master's Thesis Award winners.

Respectfully submitted on behalf of the committee.



Donald E Scott (PhD)  
Chair, Margaret Haughey Award Committee

### **Ebenezer Duncan-Williams**

Supervisor: Dr. Jacqueline Kirk

#### *Abstract*

The purpose of this qualitative framework analysis study was to examine issues of inclusion in Manitoba. I specifically focused on exploring the conditions that are required to develop an inclusive education framework within which marginalized youth, who are involved with, or at risk of involvement with the justice system, can flourish. This study extends the common definition of inclusive education to include education that satisfies the needs of all children and youth, specifically those that are marginalized by their tendencies to participate in criminal behaviours. Data was collected through semi-structured interviews with six research participants, who had extensive experience working with these marginalized young people. My analysis of participants' interview responses yielded fourteen themes that I grouped into four main categories: 1) interpersonal qualities: relationship, respect, trust, authenticity, advocacy, and self-esteem, 2) emotional capacities: love, compassion, empathy, belonging, and caring, 3) enabling pedagogies: critical pedagogy and assessment, and 4) intended outcomes included flourishing. The framework shows participants' views about what is needed to improve the educational outcomes for young people. From my analysis of the data, I concluded that interpersonal qualities are opportunities to improve engagement in the learning process as these qualities improve how teachers and students treat each other. The respondents also showed that although it is challenging, educators and students can use their emotions to develop sensitivities to personal stories that lead to motivation and inspiration to seek alternative ways of improving educational outcomes. In addition, teaching practice presents opportunities for teachers and students to examine educational structures and provisions, and find ways of improving access and removing barriers. Flourishing was found to be an end goal that starts from the beginning and motivate teachers to be persistent and wavering about how they communicate love to youth.

**Mr Daniel New**

Supervisors: Dr. Pamela Adams and Dr. Carmen Mombourquette

*Abstract*

Highly specialized workforces, technological advancements, and increased global competition have prompted 21st Century high school reform characterized by personalized learning environments. This reform has spurred the implementation of the High School Redesign Project across the province of Alberta. The Redesign Project is designed to increase student engagement, improve student achievement, and enhance teacher practice through the development of flexible and student-centered learning environments. This study explores how High School Redesign has impacted student learning within three Alberta high schools. Qualitative data was collected by interviewing school principals and conducting focus groups with students from three experienced High School Redesign schools. This data describes how Redesigned schools have impacted students' academic success, relationships, and goals within and beyond high school. The findings of this research illustrate how flexible and personalized learning environments are providing students with improved relationships in school, which ultimately lead to improved student outcomes.