

**CASEA ANNUAL GENERAL MEETING/  
ACEAS ASSEMBLEE GENERALE ANNUELLE 2012  
Wilfred Laurier University/University of Waterloo  
May 29, 2012**

**Margaret Haughey Master's Award Committee: Final Report  
Paul Newton**

**Committee Members**

**Dr. Jim Brandon, University of Calgary  
Dr. Heather Duncan, University of Wyoming  
Dr. Cindy Rottmann, University of Manitoba  
Dr. William Smale, Trent University  
Dr. Paul Newton (Chair), University of Alberta**

**2012 Submissions (for work completed by December 2011)**

**Review Process**

Each fall, a call for submissions is made on the CASEA Listserv and the Awards section of the CASEA website is updated. This year, the deadline for submissions was February 6, 2012. Each submission was accompanied by a letter of nomination. Once again this year, only electronic submissions were accepted. The Chair established a review committee, ensuring diversity with respect to previous experience with the committee, geography, gender, career stage, methodological orientation, etc. This year we received 7 theses for review. To reduce workload and avoid conflict of interest, the theses were divided into 2 groups and one thesis from each group was nominated for a final round of adjudication by the entire committee. Near the end of April, the Chair collected all reviews and submissions, compiled the results, consulted with the committee, and made a recommendation to the committee. The recipient and other nominators were contacted and informed of the decision. The entire review process took approximately 3 months. I would like to take this opportunity to publicly thank Dr. Jim Brandon, Dr. Heather Duncan, Dr. Cindy Rottmann, and Dr. William Smale for their thoughtful and diligent work on this committee.

This year's Margaret Haughey Master's Award is given to Mr. John Dickson. The title of his MEd thesis is *Tracking Superintendent' Experiences as They Create and Build a Learning Community*. This work was nominated by Mr. Dickson's supervisor, Dr. Coral Mitchell in the Faculty of Education at Brock University.

Mr. Dickson used an interpretive qualitative approach to track the experiences of superintendents as they created and built their own learning community. Reviewers commented that this study adds to our understanding of the dynamics associated with the establishment and development of a community of practice. At the same time as it broadens our understanding of processes involved in establishing learning communities, it deepens our understanding of the possibilities of this approach to learning and capacity building through modelling and leader engagement. It is an important and relatively unexplored area of inquiry.

Further, the reviewers commented that Mr. Dickson's work is relevant to educational administration, not because it is driven by learning communities, but rather because it emphasizes the role of dialogue and critical reflection on the praxis of educational leaders. The concluding section is one of the study's most effective elements. The lessons drawn reflect a considered view of what can reasonably be learned from a well-grounded qualitative inquiry such as this.

Respectfully submitted on behalf of the committee,

Paul Newton, University of Alberta