



Volume 49 (2023-2024 – 50 Years of Scholarship) Fall 2023

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Senior Editor: Dr. Kirk Anderson, Faculty of Education, Memorial University

Associate Editors (2019-2024): Dr. Noel Hurley, Dr. Jan Buley, Prof. Rob Kelly. And Dr. Jennifer Godfrey Anderson (2019-2022).

Founding Co-editors: Dr. Ishmael Baksh (retired) and Dr. Amarjit Singh (retired)

The Morning Watch was first published by the Faculty of Education at Memorial in the fall of 1973, with Dr. William J. Gushue, Dr. Ishmael J. Baksh, and Dr. Amarjit Singh serving as editors. Gushue noted, “The birth of The Morning Watch is explained by the somewhat rapid awakening of the Newfoundland consciousness. Indeed, that fact is reflected in the title of the journal, in that it is the morning watch that precedes a new day -- a new and better era for Newfoundland and its people.” (Society, Culture and Schooling, ed. Amarjit Singh and Ishmael Baksh)

The Morning Watch has a broad scope, addressing questions relating to such matters as curriculum, pedagogy, educational administration, equity, decolonization, Indigenous reconciliation, and educational reform. Contributions come from members of the Faculty of Education, faculty in other units of the university, and an increasing number of national and international sources. In time, The Morning Watch became an important medium for the discussion of educational and social issues and for the dissemination of the results of research conducted in the province.

In the general excitement that marked the approach of the 25th Anniversary of Confederation, Newfoundland culture became more and more the focus of attention in the province. Not surprisingly, The Morning Watch first dealt extensively with issues of Newfoundland culture and education, and its articles reflected a variety of disciplines. As we near the Morning Watch’s 50th Anniversary (1973-1974 to 2023-2024), this excitement continues as we continue as a new editorial team (since 2019) to share the founding editors’ legacy.

From the Senior Editor regarding The Morning Watch Journal (MW): Educational and Social Analysis and ‘Peer Review’:

Since its first publication in 1973, the Morning Watch (MW) has had a long and distinguished history. For nearly 50 years we have strived to promote scholarship and research consistent with Memorial University’s mission to support local research and development in education. As such, our focus is on being formative and informative as we support writing-scholarship linked to important issues in the scholarship of the educational community in this province and country, as well as internationally.

Over the years there have been many discussions about the nature of our publication, in particular whether or not we are peer reviewed. As we move forward with a new editorial team (since 2019) a clarification of the nature of peer review in the MW is in order. So, let’s try and set this straight by answering the same question twice.

First: What does peer review mean? Merriam-Webster Learner's defines peer review as “a process by which a scholarly work (such as a paper or a research proposal) is checked by a group of experts in the same field to make sure it meets the necessary standards before it is published or accepted”. Elsevier (2020) argues that the peer review process is essential to “uphold the quality and validity of individual articles and the journals that publish them”.

Second: What does peer review mean? The question is repeated but the answer is different. As the reader will know, there are different types of peer review, so the second question really asks what type, or types, best fit the MW? Often one type of review will be preferred by a subject community. Quite common in education-focused journals is the double blind peer review, but other types are also valid and widely used. Elsevier (2020) relates that peer review comes in different flavours, and that each system has its own advantages and disadvantages. A key point Elsevier makes is to consult the journal editorial team for clarification of any questions you might have.

I once submitted an article to a journal that had seven blind reviewers. Less extreme and most common types are the single blind review, double-blind review, and open review. Wiley (2020) distinguishes “variations” of the first three: transferable, collaborative, and post publication. The most pertinent for MW purposes, taken from Wiley (2020), are outlined below:

Single Blind Review: In this type of peer review the author does not know who the reviewers are. This is a common form of peer review.

Double Blind Review: In this type of peer review neither the author nor the reviewers know the other’s identity. This is also a common form of peer review.

Open peer review: The identity of the author and the reviewers are known by all participants. There is a growing minority of journals using this form of peer review, but popularity among reviewers is yet to be proven.

Collaborative review: This covers a broad variety of approaches in which a team of people work together to undertake the review. One format is to have two or more reviewers work together to review the paper, discuss their opinions and submit a unified report. Another approach is to have one or more reviewers collaborate with the author to improve the paper until it reaches a publishable standard.

Using these definitions, we are comfortable stating that this particular edition of the MW is an open and collaborative peer-review publication. Added to this discussion is the point that the MW is not the intellectual property of any institution or corporate entity, nor does it claim copyright (copyright remains with the contributor), commercial connection, or our cost for usage. It is an open-source journal. We will never state rejection rates as we do not see a link between rigor and high rejection rates. This way, we strive to support the highest quality and rigorous peer review dissemination research and scholarship through peer-to-peer engagement and support. It is peer-to-peer collaboration that drives quality, and that is our mission.

Yours in scholarship, Kirk Anderson, PhD.
Senior Editor- The Morning Watch

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We would also like to thank Patrick Gamsby for his consultation and technical support.

A note from Dr. Pamela Osmond, Dean, Faculty of Education

It was fifty years ago that our esteemed colleagues, Dr. Ishmael Baksh and Dr. Amarjit Singh first envisioned the need for a scholarly repository dedicated to celebrating the rich tapestry that is education in Newfoundland and Labrador.

Since that time, *The Morning Watch* has been a steadfast companion of the Faculty of Education. From pioneering research on rural and multi-age schooling to the evolution of distance education in the province and everything in between, *The Morning Watch* has shaped our understandings of the unique challenges facing our schools and communities and showcased our resilience and ingenuity.

In celebrating five decades of publication, we honor the many visionaries, educators, researchers, and practitioners who have contributed to *The Morning Watch* and its enduring legacy. It is their commitment to scholarly inquiry that has been the driving force behind the journal's remarkable permanence.

In commemorating this significant milestone, however, we must also look forward to the future. Debates around issues such as artificial intelligence and class size and composition are complex and multifaceted, but they are also ripe with opportunity for what I hope will become the next fifty years of scholarship featured in *The Morning Watch*.

In closing, please join me in celebrating 50 years of inspiration and impact from *The Morning Watch*. As we embark on the next chapter of this remarkable journal, may we all be inspired to continue pushing the boundaries of scholarly dissemination and innovation in education for years to come.

With heartfelt congratulations,
Dr. Pamela Osmond-Johnson
Dean, Faculty of Education

From the Editors - Opening comments from Dr. Noel Hurley

One of the biggest challenges facing new scholars is getting their research published in a refereed journal. This edition of the *Morning Watch* provides a platform for our present and recent graduate students to demonstrate their research and writing skills. Our graduate program has a large component of international students who bring their personal experiences and lived realities to the written articles. The edition also features the work of our Canadian students.

Khatereh Bahmanpour introduces the journal with her poetic lead-in to the Kelly and Wine article on sustainability in education. She, Jan Buley, and Kirk Anderson have thoughtful poetic interludes interspersed between the research articles. The wealth of experience of the graduate contributors to this edition of the journal is evident from how their professional practice informs their research and analysis throughout the articles. Collaboration, empathy, and social justice are recurring themes that pervade several of the articles in this edition. Dr. Jan Buley and her husband, Dr. David Buley, have demonstrated these attributes consistently ever since joining the Faculty of Education through their work with disadvantaged members of our communities. Their work and the work of other faculty members inspire some of the research undertaken and reported here.

Bukola Boluwade uses her knowledge of restorative justice practices to design a novel approach to enhance its effectiveness in a learning circle setting. While her case study cannot be generalized, it provides a description of her successful application of the approach. She thoughtfully recounts the establishment of the learning circle strategy in a restorative justice framework and details the problems and advantages of the approach.

Jessica Fancy-Landry uses her rural education experience to design an effective study of achievement among her rural Nova Scotia study participants. She explored factors of success and their key components as perceived by school practitioners in the rural area of her province. She described the importance of community support, student well-being, teacher and student retention and policy implications going forward. She recommends policy development to enhance quality and equitable education for rural Canadian schools.

Nevra Ozeren Sener provides a review of restorative justice practices and its socio-cultural relationship to classroom assessment. Her study explored the relationship between classroom assessment and restorative justice practices among teachers in rural Newfoundland and Labrador.

Omorieg Abiemwense Edokpayi examines terrorism in Nigeria and offers a proactive approach that emphasizes the use of “soft power” to address the root cause of terrorism. He encourages an approach to disrupt the cycle of violence by direct interventions that attempt to disrupt the underlying causes.

Richmond Kwashie explores the role of non-governmental organizations (NGOs) in the promotion of educational equity in rural Ghanaian communities. His qualitative inquiry investigated the effectiveness of NGOs in achieving educational equality.

Nicole Gandossi explores how school administrators and leaders can better promote school climates that embraces and supports diversity. She includes concepts of leadership, diversity, culturally responsive teaching, and culturally responsive leadership. Nicole concludes that increasingly diverse in regard to: culture, race, ethnicity, religious beliefs, abilities, sexual orientation, gender identity, socio-economic status and behavioral and social-emotional functioning. She encourages educators to be responsive to their students' social-emotional, academic and behavioral needs.

It is our hope that this edition marks the end of the first 50 years of the Morning Watch and the beginning of the next 50 years. We hope to continue the legacy begun by Ismael, Amarjit, and Bill a half century ago.