Faculty of Education
The University of Western Ontario
B.Ed. Course Outline

Aboriginal Education: Toward a Decolonizing Pedagogy for Teachers 5423 Q/S

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Fall Term Course Coordinator: Erica Neeganagwedgin
Winter Term Course Coordinator: Brent Debassige
Course Description:

This course will examine the social, political, and historical contexts in which Aboriginal students receive schooling. Pedagogical strategies, program innovations, and learning contexts that provide promise for healing the ruptures in educational opportunities for Aboriginal students in the public and band-operated school systems in Canada will receive critical attention—Two hours per week (.25 credits).

Learning Outcomes:

This course is informed by the Ontario College of Teachers Standards of Practice for the Teaching Profession and is designed to help teacher candidates in the following ways:

- Appreciate and understand the implications of the historical context in Canada for First Nations, Métis and Inuit (Aboriginal) learners.
- Critically engage and examine issues facing Aboriginal students and communities.
- Explore ways to include Aboriginal content and pedagogical strategies based on the learning needs of Aboriginal students across the disciplines.
- Collaboratively and critically assess suitable and accurate resources for teaching Aboriginal learners.
- Recognize the diverse and complex nature of Aboriginal cultures, Aboriginal families, Aboriginal communities, and Aboriginal learners.
- Gain basic knowledge and strategies for a safe, nurturing, and positive learning environment for students and teachers.

Course Text/Materials:

* All course materials can be accessed online, on OWL, or will be distributed in class.

** Students are expected to be familiar with all aspects of the Ontario Ministry of Education’s Aboriginal Education Strategy, especially the Ontario First Nation, Métis, and Inuit Education Policy Framework (2009) available online at the following web link (also posted on OWL): found at http://www.edu.gov.on.ca/eng/aboriginal/.

Assignments and Other Course Requirements:
The American Psychological Association Style Manual (6th edition) is the official reference manual for the Faculty of Education. Please refer to this manual when formatting and referencing all your written work.

1) Participation 15% (due: ongoing)
2) Autobiography and pedagogy in (de-)colonial context (two parts 50%) (due: Part 1 is due in week 3 & part 2 is due in week 6)
3) Seminar Presentations (35%) presentations begin in week four (due: Presentation sign-up in week two – a report is due the week following the in-class seminar presentation)
Policy Statements:
Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf

Attendance: The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line: http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf

EXCUSED ABSENCES: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, all teacher candidates must demonstrate the ability to write clearly and correctly. Work which shows a lack of proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to the teacher candidate for revision to a literate level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (for which a doctor’s statement may be required) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more than 7 days after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf

Plagiarism: Plagiarism means presenting someone else’s words or ideas as one’s own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, teacher candidates may consult their instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found on the Preservice website: http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_PlagiarismPolicy.pdf

Plagiarism-Checking: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference
Use of Laptops & Notebooks in Class: As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor please engage in personal networking and non-course communication only outside class time—before or after class.

SUPPORT SERVICES

A variety of support services are available at Western.
If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1131

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1131

Additional Information:

The University of Western Ontario and the Faculty of Education interpret letter grades as follows. All assignments in this course are marked on this basis.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
<td>Outstanding work which can hardly be bettered.</td>
</tr>
<tr>
<td>A</td>
<td>80-89%</td>
<td>Superior work which is clearly above average.</td>
</tr>
<tr>
<td>B</td>
<td>70-79%</td>
<td>Good work, meeting all the requirements, and eminently satisfactory.</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Competent work but not of the standard normally expected in the Faculty.</td>
</tr>
<tr>
<td>D</td>
<td>50-59%</td>
<td>Inferior work which is clearly deficient but minimally acceptable.</td>
</tr>
<tr>
<td>E</td>
<td>40-49%</td>
<td>Work that is not acceptable but which qualifies for a supplementary examination to achieve a passing grade of 50%.</td>
</tr>
<tr>
<td>F</td>
<td>Below 40%</td>
<td>Work which is below minimally acceptable standards and which, while it is subject to the normal rights of appeal, does not automatically qualify for supplementary examination privileges.</td>
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**Topical Outline:**

**Week 1-Introduction**

Welcome and course introduction.

**Week 2-“Let us begin at the beginning”: Whose traditional land are we on? (Seminar presentation sign-up)**

**Required Reading:**


**Supplementary Reading:**


**Week 3-Aboriginal Peoples: An Historical Context (part one of Autobiography and Pedagogy in (de-) Colonial Context is due)**

**Required Reading:**


**Supplementary Reading:**


**Week 4-A Short History of Aboriginal Education and Early Policies Regarding Indian Education (Group presentations begin)**

**Required Readings:**


*Note: Students are not required to read the entire TRC report. Please focus your reading on the sections titled “Introduction” (pp. 1-22) and “Calls to Action” (pp. 319-337)
Week 5-Situating Self and Issues of Indigenous Identity

Required Readings:

Lawrence, B. (2004). From sovereign nations to a Vanishing Race. In Real Indians and Others: Mixed-blood urban Native peoples and Indigenous nationhood (pp. 25-44). Lincoln, NE: University of Nebraska Press.


Week 6-Contextualizing the Significance of Indigenous Languages (Autobiography and pedagogy in (de-)colonial context part two is due).

Required Readings:


Week 7-Decolonizing Approaches to Teaching and Learning and Respectfully Infusing Culturally Relevant Content

Required Readings:


Week 8-Aboriginal Models of Respectful Pedagogy

Required Readings:


Week 9-Conclusion
Complete course evaluations and closing remarks.

* * * P r a c t i c u m * * *

Enjoy practicum!

**Criteria for Assignments:**

*Note: All assignments are to be typed, double-spaced, and in 12 point Times New Roman or Arial font and conform to APA formatting.*

1) Participation

**DUE:** Ongoing.

Full attendance and regular participation in all classes is vital to building a successful teaching and learning community. In order to demonstrate respectful courtesy to all members of the class, students are expected to be punctual and come prepared (i.e., complete assigned readings and assignments) to actively participate in class activities and discussions. Your participation mark will be determined by the quality of your contributions to class and group discussions, peer and self-evaluations, and a variety of short in-class assignments and tasks.

2) Autobiography and pedagogy in (de-)colonial context (two parts)

**DUE:** Part one is due at the start of class in week three. Part two is due at the start of class in week six.

This assignment contains two parts. In the first part, you are expected to complete an autobiography in (de-)colonial context. This section will allow the instructor to learn about your personal and education history and provide a glimpse into how you understand your lived experience in relation to colonialism in Canada. In the second part of the assignment, you will use course materials, including Heather E. McGregor’s (2012) *Decolonizing pedagogies teacher reference booklet*, to draft a response paper that outlines your understanding of decolonizing education and pedagogy in Canada. Through an examination of how each of us is in-relation to colonialism we increase the potential of facilitating respectful relations in classrooms among all people. Further details for each part is provided below.

a) Part 1 (20 marks—4 pages maximum, double spaced, 12-point font), due in week 3:

Students will prepare an autobiography while considering their lived relationship to colonialism. Part one contains two segments: a brief personal history and a brief education history. Listed below are some suggested questions to guide your thinking. Everyone must respond to the underlined questions.

i. **Personal history:** Who am I? Who is my family? What is my ancestry? Where am I from/where have I lived? Whose Traditional territory have I resided on in my lifetime? What is my connection to land and place? Have I used or benefitted from treaty rights? How do I characterize my worldview? Has colonialism ever benefitted or hindered me in my life (if so, how)?

ii. **Education history:** What are the fundamental social, cultural, political, religious/spiritual, and historical forces and events that have shaped the nature of my experience of schooling and classrooms over the course of my lifetime? How do these influences play out in my conceptions of education (and Aboriginal education)? Has any school I attended acknowledged the territory
of Indigenous peoples on which it operates (if applicable, name the school/s)? Has education been a colonizing experience for me, why or why not? What role has my education played in learning, not learning or miseducation about Indigenous peoples?

b) Part 2 (30 marks—6 pages maximum, excluding reference list, double spaced, 12-point font), due in week 6: In part two, students will read Heather E. McGregor’s (2012) Decolonizing pedagogies teacher reference booklet (supplementary reading in week 2) and use what you have learned in the course to draft a response that considers what decolonizing education and pedagogy means to you as an educator. You are expected to use at least five references from the required or supplementary course reading list in drafting the assignment. McGregor’s article should be included as one of the references and you are permitted to use the selected reading from your seminar presentation to count as one of the five references (see Seminar Presentation assignment for details). Listed below is further instruction and suggested questions to guide your thinking in the completion of the two segments of this part of the assignment.

i. Revisiting your personal and education history: review your original draft from part one of this assignment, especially the responses to the above underlined questions. In reflecting on your personal and education history, draft a short response (1 or 2 paragraphs maximum) describing whether anything has changed in your interpretation of what you wrote. Be sure to state why it has changed or why not.

ii. Decolonizing education and pedagogy: at this midpoint of the course, the reading list should have provided you with a good introduction to the historical and contemporary formations of colonization in Canada. It is now important for you to give some thoughtful attention to what decolonizing education and pedagogy means to you. In this segment of the assignment, consider the following guiding questions in your written response: Why is it significant for all people to understand the colonial history of education in relation to Indigenous peoples in Canada? What does decolonizing education mean to you and why is it important for all K-12 teachers and students to know? How could you incorporate decolonizing principles and practices in your classroom? What are the challenges of taking up decolonizing pedagogies in public education systems?

3) Group Presentation

DUE: Sign-up sheet in class during Week 2—one of the two required readings from week’s four to eight (written report due the week following the group presentation)

Working in small groups, each team will lead a twenty-five minute in-class group presentation based on one of the required weekly readings. Presentations begin in week four and end in week eight. A sign-up sheet for groups will be presented during the second class. Group members are expected to work together to plan the group presentation before the selected presentation week. On the day of the presentation, the presentation team will provide an introduction to the topic and present the content from the reading to the class based on what team members have gleaned from the B.Ed. program, from the course materials and from other inquiries. The objective is to critically elucidate, analyze, discuss, and/or exemplify the material from the week’s required reading in an original and interesting way. This assignment provides students with a safe teaching and learning environment to practice teaching and become familiar with the course material. Group members should create a carefully designed lesson plan to guide the instruction in-class but members are invited to take risks.

Each seminar team will prepare a written submission that is due the week following the in-class seminar. The written report will be five pages maximum (excluding references) and include the following:

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a) A summary of the key issues in the required weekly reading (no more than one page).
b) A completed lesson plan used to guide the learning in class, including copies of any handouts (handouts are excluded from the page limit).
c) A summary outlining what went well in the presentation and what needs improvement.
d) A project team work plan outlining each group member’s contribution to the group presentation and written assignment.
e) A bibliography listing any additional materials used (reference list is excluded from the page limit).

Select Bibliography


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