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

Instructors:

Brent Debassige
Office: Room 1089
519-661-2111 ext.
bdebessag@uwo.ca
Office Hours: by appointment

Gabriel Haythornthwaite
519-661-2111 ext. 88762
ghaythor@uwo.ca
Office Hours: by appointment

Erica Neeganagwedgin
Office: Room 1081
519-661-2111 ext. 87971
eneegana@uwo.ca
Office Hours: by appointment

Kaitlyn Watson
519-661-2111 ext. 80205
kwatso63@uwo.ca
Office Hours: by appointment

Course Coordinators:
Fall Term Erica Neeganagwedgin
Winter Term Brent Debassige
Calendar Copy:

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 Content and Activities:

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 class 3 & part 2 is due in class 6)
3) Seminar Presentations (35%) presentations begin in class four (due: Presentation sign-up in class two – a report is due the week following the in-class seminar presentation)
Course 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/.

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 at 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, you must demonstrate the ability to write clearly and correctly. Work which lacks 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 you for revision to an acceptable level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) 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](http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf)

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

**Plagiarism-Checking:**

1. 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 database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).

2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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**Western SUPPORT SERVICES**

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

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

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

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

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

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

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

**EMOTIONAL or MENTAL DISTRESS:** [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/)
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.

A+ 90-100%  Outstanding work which can hardly be bettered.
A  80-89%  Superior work which is clearly above average.
B  70-79%  Good work, meeting all the requirements, and eminently satisfactory.
C  60-69%  Competent work but not of the standard normally expected in the Faculty.
D  50-59%  Inferior work which is clearly deficient but minimally acceptable.
E  40-49%  Work that is not acceptable, but which qualifies for a supplementary examination to achieve a passing grade of 50%.
F  Below 40%  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.