EDUC 5423S
Indigenous Education: Toward a Decolonizing Pedagogy for Teachers

Instructors:
- David Barillas Chon (001)
  E: david.barillaschon@uwo.ca
  Office Hours: by appointment
- Melissa Schnarr (006)
  E: mschnar2@uwo.ca
  Office Hours: by appointment
- Robyn Michaud Turgeon (002, 003, 004, 005)
  E: robyn.michaud@uwo.ca
  Office Hours: by appointment

Schedule:
- Section 001: Monday, 10:30am-12:30pm (Room 2042)
- Section 002: Monday, 12:30pm-2:30pm (Room 2042)
- Section 003: Wednesday, 8:30am-10:30am (Room 2042)
- Section 004: Tuesday, 10:30am-12:30pm (Room 1114)
- Section 005: Wednesday, 12:30pm-2:30pm (Room 2035)
- Section 006: Wednesday, 2:30pm-4:30pm (Room 2036)

Program Context:
This is a Common Course taken by Teacher Candidates during Year 1, Term 2 of the Bachelor of Education.
**Course Description:**
This course will examine the social, political, and historical contexts in which Indigenous students receive schooling. Pedagogical strategies, program innovations, and learning contexts that provide promise for healing the ruptures in educational opportunities for Indigenous students in the public and band-operated school systems in Canada will receive critical attention - Two hours per week (.25 credits).

**Course Credits:**
0.25

**Number of Weeks: 9**

**Week 1:**
**Introduction**

Course introduction and class protocols.

Candidates explore important terminology, including the words "Indigenous", "pedagogy" and the term "decolonization" as it relates to themselves.

<table>
<thead>
<tr>
<th><strong>Learning Activities</strong></th>
<th><strong>Type</strong></th>
<th><strong>Name</strong></th>
<th><strong>Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discussion</td>
<td>Week 1 Discussion</td>
<td>Students participate and/or reflect in class discussion regarding the week's topics.</td>
</tr>
</tbody>
</table>


**Week 2:**
**Traditions & Land**

Candidates are introduced to the concept of land as it relates to Indigenous peoples.

Candidates are introduced to Indigenous pedagogy as it relates people to the land.
<table>
<thead>
<tr>
<th>Learning Activities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Name</td>
<td>Description</td>
</tr>
</tbody>
</table>
_Suggested additional readings:_  
| Discussion | Week 2 Discussion | Students participate and/or reflect in class discussion regarding the week’s topics. |

<table>
<thead>
<tr>
<th>Assessment Activities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Name</td>
<td>Description</td>
</tr>
<tr>
<td>Assignment</td>
<td>Paper #1- Self-Awareness Diagnostic (Due Week 2)</td>
<td>Candidates will write a 2-3 page reflection paper in which they identify and describe their initial attitudes, beliefs, perspectives and knowledge about Indigenous Peoples in what is known today as Canada.</td>
</tr>
</tbody>
</table>

**Week 3:**  
**First Nations, Métis and Inuit Peoples**

Candidates explore their understanding of colonialism in a Canadian context.  
Candidates engage in class discussion.

Discussion | Week 3 Discussion | Students participate and/or reflect in class discussion regarding the week's topics.

**Week 4:**
A Short History of Indigenous Education

Candidates engage in small-group interactive presentations and whole-class discussions.

Candidates can explain the history of Indigenous education in Canada.

Candidates explore early policies regarding Indigenous peoples.

### Learning Activities

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>

Discussion

Week 4 Discussion
Students participate and/or reflect in class discussion regarding the week's topics.

Assessment Activities

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Weeks 4-8: Student Presentations</td>
<td>Each week, from Weeks 4-8, one candidate from each table group will be responsible for creating a visual representation of their understanding of the week's readings. They will also lead a small-group discussion with their table around the ideas and themes explored.</td>
</tr>
</tbody>
</table>

Week 5:
Identity

Candidates engage in small-group interactive presentations and whole-class discussions.

Candidates can explain how government policies impact Indigenous identity.

Candidates examine the intersectional identities and lived experiences of Indigenous peoples and how colonial understandings of these intersecting identities impact self-determination.

Learning Activities

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
### Suggested additional readings:

<table>
<thead>
<tr>
<th>Assessment Activities</th>
<th>Type</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Each week, from Weeks 4-8, one candidate from each table group will be responsible for creating a visual representation of their understanding of the week's readings. They will also lead a small-group discussion with their table around the ideas and themes explored.</td>
</tr>
</tbody>
</table>

**Week 6: Language & Culture**

Candidates engage in small-group interactive presentations and whole-class discussions.

Candidates explore the prevalence and significance of Indigenous languages in Canada.

### Learning Activities

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>Week 6 Discussion</td>
<td>Students participate and/or reflect in class discussion regarding the week's topics.</td>
</tr>
</tbody>
</table>

*Suggested additional reading:*

**Assessment Activities**

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Weeks 4-8: Student Presentations</td>
<td>Each week, from Weeks 4-8, one candidate from each table group will be responsible for creating a visual representation of their understanding of the week's readings. They will also lead a small-group discussion with their table around the ideas and themes explored.</td>
</tr>
<tr>
<td>Assignment</td>
<td>Paper #2= Critical Reflection Paper (Due Week 6)</td>
<td>Candidates will write a 2-3 page critique in which they reflect more deeply on their attitudes, beliefs, perspectives, knowledge and thoughts about Indigenous Peoples that they started in their Self-Awareness essay. This essay should demonstrate that previously held beliefs are being challenged and thinking is transforming.</td>
</tr>
</tbody>
</table>

**Week 7:**
**Decolonizing Pedagogy**

Candidates engage in small-group interactive presentations and whole-class discussions.

Candidates explore how to include culturally-relevant content into their teaching practice.

**Learning Activities**

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Week 7 Readings</strong></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Suggested additional reading:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Discussion</strong></th>
<th><strong>Week 7 Discussion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students participate and/or reflect in class discussion regarding the week's topics.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
</tr>
<tr>
<td>Presentation</td>
</tr>
</tbody>
</table>
Week 8: Respectful Pedagogy

Candidates engage in small-group interactive presentations and whole-class discussions.

Candidates explore some Indigenous models of respectful pedagogy.

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
<td><strong>Name</strong></td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td>Week 8 Discussion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Activities</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
<td><strong>Name</strong></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Weeks 4-8: Student Presentations</td>
</tr>
</tbody>
</table>

Week 9: Conclusion
Conclusion of course.

Candidates engage in small-group and/or whole class discussion.

Candidates are able to explain, and expand upon, their earlier understandings of what Indigenous, pedagogy and decolonization mean to them in education.

<table>
<thead>
<tr>
<th>Assessment Activities</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Paper #3- Critical Analysis Essay (Due Week 9)</td>
<td>Candidates will write a 5-6 page critical analysis of the issues they identified in their Critical Reflection Paper. This essay should demonstrate how new understandings will impact their educational and pedagogical decisions moving forward.</td>
</tr>
</tbody>
</table>

**Course Outcomes**

**Pedagogy & Traditional Ways of Knowing**

**Historical Narratives & Policy**

**Strategy & Implementation**

**Language, Discourse, Culture**
How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty polices throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit:  edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.
Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one’s prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

**Ontario Curriculum & Supplementary Resources:**

- **Curriculum & Resources**
  dcp.edu.gov.on.ca/en

**Campus Services & Resources:**

- **Health and Wellness**
  uwo.ca/health
- **Peer Support**
  westernusc.ca
- **Learning Skills**
  uwo.ca/sdc/learning
- **Indigenous Services**
  Indigenous.uwo.ca
- **Student Accessibility Services**
  sdc/uwo.ca/ssl
- **Writing Support**
  writing.uwo.ca
- **Financial Assistance**
  registrar.uwo.ca
- **Not sure who to ask?**
  Contact the Teacher Education Office at eduwo@uwo.ca