

EDUC 5423Q

Aboriginal Education: Toward a Decolonizing Pedagogy for Teachers (first term)

Instructor:

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Schedule:

Section 001: Mon 10:30AM-12:30PM,
Room: 2042

Section 002: Mon 12:30PM-2:30PM,
Room: 2042

Section 003: Wed 10:30AM-12:30PM,
Room: 2035

Section 004: Mon 2:30PM-4:30PM,
Room: 2042

Section 005: Tues 10:30AM-12:30PM,
Room: 2042

Section 006: Wed 12:30PM-2:30PM,
Room: 2035

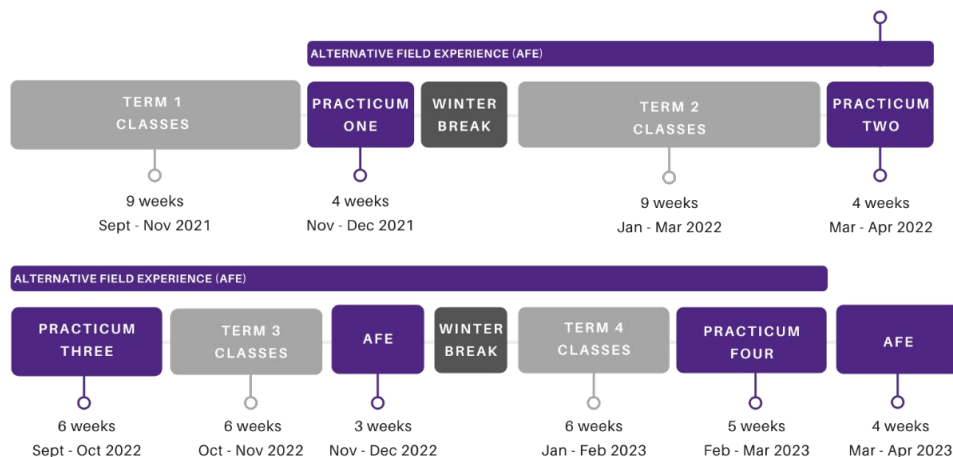
Program Context:

This is a **Common Course** taken by Teacher Candidates during **Year 1, Term 1 or 2** of the Bachelor of Education.

BACHELOR OF EDUCATION

Program Overview - Class of 2023

ongoing



Indigenous Education: Toward a Decolonizing Pedagogy for Teachers (EDUC 5423Q/S)

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).

Number of Credits : 0.25

Number of Weeks: 9

Week 1: Class 1-Introduction

- Course Introduction and class protocol
- Candidates explore the words Indigenous, pedagogy and decolonization as it relates to themselves

Learning Activities

Type	Name	Description
Discussion	Week 1 Discussion	Students participate and/or reflect in class discussion regarding the week's topics.
Reading	Week 1 Readings	1. United Nations. Who are Indigenous Peoples? Indigenous Peoples, Indigenous Voices: Factsheet. United Nations, Permanent Forum on Indigenous Issues. https://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf 2. Library and Archives Canada. (2021). Terminology Guide: Research on Aboriginal Heritage. Government of Canada. Government of Canada. https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/Documents/Terminology%20Guide%20%20Aboriginal%20Heritage.pdf

Week 2: Class 2 Traditions & Land

- Candidates understand the concept of land ownership as it relates to Indigenous persons.
- Candidates are introduced to Indigenous pedagogy as it relates people to the land

Learning Activities

Type	Name	Description
Discussion	Week 2 Discussion	Students participate and/or reflect in class discussion regarding the week's topics.
Reading	Week 2 Readings	<p>Leanne. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: Indigeneity, Education & Society</i>. 3 (3), 1-25. https://jps.library.utoronto.ca/index.php/des/article/view/22170</p> <p>2. Hansen, J. (2018). Cree Elders' Perspectives on Land-Based Education: A Case Study. <i>Brock Education Journal</i>. 28 (1), 74-91.</p> <p>SUPPLEMENTARY READING MATERIALS (For the Auto-ethnography and Pedagogy Assignment): Heather E. McGregor's (2012) <i>Decolonizing Pedagogies Teacher Reference Booklet</i>: http://blogs.ubc.ca/edst591/files/2012/03/Decolonizing_Pedagogies_Booklet.pdf</p>

Week 3: Class 3-First Nations, Métis and Inuit Peoples

- Candidates explore their understanding of colonialism in a Canadian Context
- Candidates engage in Class discussion

Learning Activities		
Type	Name	Description
Discussion	Week 3 Discussion	Students participate and/or reflect in class discussion regarding the week's topics.
Reading	Week 3 Readings	<p>1. Frideres, James S. (2011). Who Are You? First Nations in the Twenty-First Century. (pp. 24-40). Don Mills, ON: Oxford University Press,.</p> <p>2. Lawrence, Bonita (Et al). (2012). Survivance, Identity, and the Indian Act, In Burnett, Kristin, and Geoff Read (Eds.). <i>Aboriginal History: A Reader</i>, 2nd Edition. (pp. 215-241). Don Mills, ON: Oxford University Press.</p>

Week 4: Class 4-A Short History of Indigenous Education

- Candidates engage in presentation and discussion
- Candidates can explain the history of Indigenous education in Canada
- Candidates explore early policies regarding Indigenous peoples

Learning Activities		
Type	Name	Description
Discussion	Week 4 Discussion	Students participate and/or reflect in class discussion regarding the week's topics.

Learning Activities

Type	Name	Description
Reading	Week 4 Readings	1. White, J. P. & Peters, J. (2009). A short history of Aboriginal Education in Canada. In J. P. White, J. Peters, D. Beavon, & N. Spence (Eds.), <i>Aboriginal education: Current crises and future alternatives</i> (pp. 13-31). Toronto, ON: Thompson Educational Publishing.
		2. Celia Haig Brown (Et al). (2012). Residential Schools. In Burnett, Kristin, and Geoff Read (Eds.). <i>Aboriginal History: A Reader</i> , 2nd Edition. Don Mills, ON: Oxford University Press.

Week 5: Class 5-Identity

- Candidates engage in presentation and discussion
- Candidates explore how we situate ourselves in relation to Indigenous people?
- Candidates can explain how government policies impact Indigenous identity?
- Candidates examine the intersectional identities and lived experiences of Indigenous peoples
- Candidates examine Indigenous understanding of disability and its impact on self-determination.

Learning Activities

Type	Name	Description
Discussion	Week 5 Discussion	Students participate and/or reflect in class discussion regarding the week's topics.
Reading	Week 5 Readings	1. Ineese-Nash, Nicole. (2020). Disability as a Colonial Construct: The Missing Discourse of Culture in Conceptualizations of Disabled Indigenous Children. <i>Canadian Journal of Disability Studies</i> . 9 (3): 28-51. https://cjds.uwaterloo.ca/index.php/cjds/article/view/645
		2. Depelteau, Julie & Giroux, Dalie. (2015). LGBTQ Issues as Indigenous Politics: Two-Spirits Mobilization. In <i>Queer Mobilizations. Social Movement Activism and Canadian Public Policy</i> (pp. 64-84). Manon Tremblay (ed.), Vancouver: UBC Press.

Week 6: Class 6-Language & Culture

- Candidates engage in presentation and discussion
- Candidates explore the prevalence and the significance of Indigenous language in Canada?

Learning Activities

Type	Name	Description
Discussion	Week 6 Discussion	Students participate and/or reflect in class discussion regarding the week's topics.

Learning Activities

Type	Name	Description
Reading	Week 6 Readings	1. Graveline, Fyre Jean. (2001). Smudge Teaches Wholistic Lessons. Canadian Journal of Education. 25 (1), 6-18.
		2. Morcom, L. (2017). Self-esteem and Cultural Identity in Aboriginal Language Immersion Kindergarteners, Journal of Language, Identity & Education, 16(6), 365-380.

Week 7: Class 7- Decolonizing Pedagogy

- Candidates engage in presentations and discussion
- How do we include culturally relevant content in our teaching practice?

Learning Activities

Type	Name	Description
Discussion	Week 7 Discussion	Students participate and/or reflect in class discussion regarding the week's topics.
Reading	Week 7 Readings	1. Burleigh, D. (2020). Understanding Roles and Relationships: Teachers' Work in a Northern Ontario Remote First Nations Community. Canadian Journal of Education, 43 (3), 689-714. https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4085 .
		2. Donald, Dwayne. (2011). Forts, Colonial Frontier Logics, and Aboriginal-Canadian Relations: Imagining Decolonizing Educational Philosophies in Canadian Contexts. In Ali A. Abdi (ed). Decolonizing Philosophies of Education (pp. 91-111). Rotterdam, The Netherlands: SensePublishers.

Week 8: Class 8- Respectful Pedagogy

- Candidates engage in presentation and discussion
- Candidates explore some Indigenous models of respectful pedagogy?

Learning Activities

Type	Name	Description
Discussion	Week 8 Discussion	Students participate and/or reflect in class discussion regarding the week's topics.
Reading	Week 8 Readings	1. Styres, Sandra, Haig-Brown, Celia, & Blimkie, M. (2013), Towards a Pedagogy of Land: The Urban Context. Canadian Journal of Education, 36 (2), 34-67.
		2. Hare, J. & Pidgeon, M. (2011). The Way of the Warrior: Indigenous Youth Navigating the Challenges of Schooling. Canadian Journal of Education. 34 (2), 93-111.

Week 9: Class 9-Conclusion

- Course closing
- Presentations and discussion
- Candidates are able to expand and explain what Indigenous, pedagogy and decolonization mean to themselves an education

Assessment Activities

Type	Name	Description
Paper	Due Wk 3: De-Colonizing Autobiography & Pedagogy	Students write an autobiography in a decolonial context that explains their understanding of their lived experience in relation to colonialism.
Paper	Due Wk 6: Decolonizing AutoBiography & Pedagogy Part 2	Revisit first draft handing in Week 3. What is important to you in decolonizing education and why is it significant for students to understand education from a decolonizing perspective.
Presentation	Wk 4-9 Student Presentations	

This course meets the following 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 policies 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 online) 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.

Support 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/ssd



Writing Support
writing.uwo.ca



Financial Assistance
registrar.uwo.ca



Not sure who to ask?
Contact the Teacher Education Office at eduwo@uwo.ca