EDUC 5423Q
Aboriginal Education: Toward a Decolonizing Pedagogy for Teachers (first term)

Instructor:
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Office Hours: by appointment

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Office Hours: by appointment

Melissa Schnarr 006
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Office Hours: by appointment

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.
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

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<th>Learning Activities</th>
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<td>Discussion</td>
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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 |
**Week 2:**

Students participate and/or reflect in class discussion regarding the week’s topics.

*Reading*


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**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**

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<td><strong>Discussion</strong></td>
<td><strong>Week 3 Discussion</strong></td>
<td>Students participate and/or reflect in class discussion regarding the week's topics.</td>
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**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**

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<tr>
<td><strong>Discussion</strong></td>
<td><strong>Week 4 Discussion</strong></td>
<td>Students participate and/or reflect in class discussion regarding the week's topics.</td>
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### 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

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<td>Discussion</td>
<td>Week 5 Discussion</td>
<td>Students participate and/or reflect in class discussion regarding the week's topics.</td>
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### 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

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<tr>
<td>Discussion</td>
<td>Week 6 Discussion</td>
<td>Students participate and/or reflect in class discussion regarding the week's topics.</td>
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## Learning Activities

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**Week 7: Class 7- Decolonizing Pedagogy**

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

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<td><strong>Discussion</strong></td>
<td><strong>Week 7 Discussion</strong></td>
<td>Students participate and/or reflect in class discussion regarding the week's topics.</td>
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**Week 8: Class 8- Respectful Pedagogy**

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

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<td><strong>Discussion</strong></td>
<td><strong>Week 8 Discussion</strong></td>
<td>Students participate and/or reflect in class discussion regarding the week's topics.</td>
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**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

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<tr>
<td>Paper</td>
<td>Due Wk 3: De-Colonizing Autobiography &amp; Pedagogy</td>
<td>Students write an autobiography in a decolonial context that explains their understanding of their lived experience in relation to colonialism.</td>
</tr>
<tr>
<td>Paper</td>
<td>Due Wk 6: Decolonizing AutoBiography &amp; Pedagogy Part 2</td>
<td>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.</td>
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<tr>
<td>Presentation</td>
<td>Wk 4-9 Student Presentations</td>
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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 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 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