

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta Battle River Territory (Districts 5 and 6).

*Erin Spring***EDUC 530: Indigenous
Education Fall 2025****Term Dates:** Sept. 2 – Oct. 24, 2025**Truth and Reconciliation Day:** September 30,**2025 Holidays:** Oct. 13, 2025**Community-based/TAB Zoom Dates:**

Zoom sessions for sections 26-32 will take place every Wednesday at the time above.

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Email: Students are required to use their University of Calgary (@ucalgary.ca) email for all email course communications.

Course Description

This course represents an educational response to Calls 62-65 of the Truth and Reconciliation Commission Calls to Action (2015) and adherence to Alberta Education's Teacher Quality Standard (2018, *amended* 2023) with its focus on the historical, social, economic and political implications of: treaties and agreements with First Nations; legislation and agreements negotiated with Métis; residential schools and their legacy; and educational policy, pedagogy and practices related to Indigenous peoples, specific to Alberta (wherever possible).

Students will develop knowledge, understanding of, and respect for the histories, cultures, languages, contributions, perspectives, experiences, and contemporary contexts of First Nations, Métis, and Inuit peoples by using resources that accurately reflect and demonstrate their strength and diversity. This learning is to be brought into programs of study for the benefit of all students (TQS, 2023). Scholarship and activities introduced in this course will allow students to examine their own responsibilities and perspectives as future educators, foster appreciation for the variety of educational perspectives and voices that comprise the field of Indigenous education, and to engage in authentic learning experiences.

Primary course themes include:

- The histories and diversity of First Nations, Métis, and Inuit peoples of Canada;
- Indigenous epistemologies (what is believed about knowledge and why) and ontologies (beliefs about humankind and the nature of being) and how they influence educational practices;
- Decolonizing frameworks for understanding the widespread impacts of colonial violence, that include the Indian Residential School system and other colonial schooling systems, on Indigenous learners and strategies for fostering Indigenous survivance, resilience, and wellness;
- The current educational landscape, including current Alberta Education curriculum, with a special focus on Indigenous students in reserve, settlement, rural, remote, and urban settings;
- The teacher and school leadership required to act on knowledge, initiate and implement the changes necessary to promote and support Indigenous perspectives for the benefit of all learners.

Learner Outcomes

1. Students will be able to discuss/represent local, regional, national and international experiences and advances in education as related to Indigenous peoples.
2. Students, given the historical and contemporary contexts of education of Indigenous peoples, will be able to discuss/represent the personal and professional implications of these experiences for education and leadership.
3. Students will engage in decolonizing personal and professional perspectives, theories, approaches, and practices.
4. Students will demonstrate their personal insights and understanding of course content through their creative and written assignments, applying a depth of analysis that reflects the gravity of the educational concepts and issues explored in the course.
5. Students will engage with significant and/or compelling issues through readings, class discussions, and activities.

Course Design and Delivery

This course is designed to support students to understand the history of Indigenous education, their professional role within this work, and help equip future teachers with the tools to take on decolonizing and Indigenizing education. Each course instructor has freedom to approach the topics and resources through their own pedagogical framework. There is an intentional design to use Indigenous and anti-oppressive approaches to assignments and assessment in this course, most notably through the witnessing assignment.

Students will require access to a computer to download course readings from their section's dedicated D2L course shell and to submit learning tasks through the Dropbox in D2L.

Please note: The course schedule may change to meet the emerging needs and dynamics of the participants in the course. Course delivery will vary between instructors. Learning will be facilitated in unique, relationally situated ways. Specific texts or approaches may vary in the online version of this course.

Learning Task Overview

Learning Tasks (LT) – see detailed rubrics in D2L course shell	Weight	Learning Outcomes	Due Date
LT1 - Resource Evaluation activity (Individual/group) –	20%	1, 3, 5	Varies
LT2 – Indigenous Engagement (Individual)	35%	1, 2, 3, 4, 5	October 3, 2025
LT3 - Witnessing – A Collective Responsibility (Group)	45%	1, 2, 3, 4, 5	Week of October 20-24, 2025

Required Readings (in preparation for fall term start-up):

- Alberta Education. (2023). *Teaching Quality Standard* – specific focus on competency 5
<https://open.alberta.ca/publications/teaching-quality-standard>
- Truth and Reconciliation Commission. (2015). *Truth and Reconciliation Commission of Canada*. www.trc.ca
- Truth and Reconciliation Commission. (2015). *Calls to Action*. <https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1223287/truth-and-reconciliation-commission-of-canada/1776364/>

Weekly Course Schedule (readings are available through the Leganto listing in the D2L area)

Timing	Theme/Topic	Required Readings and Resources
Week 1	Course Introduction and Foundations	<p><i>Pre-reading:</i> DiAngelo, R. & Sensoy, O. (2014). Learning in: A student's guide to engaging constructively with social justice content. <i>Radical Pedagogy</i>, 11(1), 1-15.</p> <p>Vowel, C. (2016). Chapter 1: Just don't call us late for supper: Names for Indigenous peoples. In <i>Indigenous writes: a guide to First Nations, Métis & Inuit issues in Canada</i>, (pp 7-13). HighWater Press.</p> <p>Louie, D. & Poitras Pratt, Y. (2025). Witnessing as pedagogy: Translating Indigenous knowledges into practice. <i>McGill Journal of Education</i>.</p>
Week 2	Indigenous Knowledge Systems	<p>Little Bear, L. (2000a). Jagged worldviews colliding. In M. Battiste (Ed.), <i>Reclaiming Indigenous voice and vision</i>, (pp. 77-85). UBC Press.</p> <p>Simpson, L. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: Indigeneity, Education & Society</i>, 3(3), 1-25.</p>
Week 3		Williams, A. (Director). (2015). <i>The Pass System</i> [Film]. Tamarack Productions.

	Indigenous Histories	Treaty 7, Elders Treaty 7. (1996). Chapter 1 – Elders’ Narrative of the Making of Treaty 7. In <i>True spirit and original intent of treaty 7</i> , (pp. 67-82). McGill-Queen's University Press.
Week 4	Indian Residential Schools, including Métis experiences in colonial schooling	<p>Video[s] on residential school experience (selection at instructor’s discretion):</p> <ul style="list-style-type: none"> • Wolochatiuk, T. (Director). (2012). <i>We Were Children</i> [Film]. Eagle Vision. https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/we_were_children/ • Campanelli, S. (Director). <i>Indian Horse</i> [Film]. (2017). Devonshire Productions. https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?t=110015E <p>Political response :</p> <ul style="list-style-type: none"> • Government of Canada. (2008). <i>Federal apology to residential school survivors by former Prime Minister Harper</i> [Video]. YouTube. https://www.youtube.com/watch?v=aQjnbK6d3oQ <p>Poitras Pratt, Y. & Daniels, L. (2014). Métis Remembrances of Education: Bridging History with Memory. In P. Preciado Babb (Ed.). <i>Proceedings of the IDEAS: Rising to Challenge Conference</i> (pp. 179-187).</p> <p>Online teaching resource: Métis Memories of Residential Schools: https://www.muralmosaic.com/metis-memories/</p>
Week 5	Contemporary Educational Approaches	<p>Battiste, M. (2013). Chapter 10: Possibilities of Educational Transformations. In <i>Decolonizing Education: Nourishing the Learning Spirit</i>. Purich.</p> <p>Poitras Pratt, Y. (2021). Resisting symbolic violence: Métis community engagement in lifelong learning. <i>International Journal of Lifelong Education</i>, 40(4), 382–394. https://doi.org/10.1080/02601370.2021.1958017</p> <p>Anoe, N. (2015). Learning through <i>tunnganarniq</i>. In F. Walton & D. O’Leary (Eds.), <i>Sivumut</i>, Towards the future together: Inuit women educational leaders in Nunavut and Nunavik (pp. 89-102). Women’s Press / Canadian Scholars’ Press.</p>

Week 6	Storytelling; Instructor's Relationship with Indigenous Education	<p>King, T. (2003). What is it about us that you don't like? In <i>The truth about stories: A Native narrative</i>. University of Minnesota Press. (also available as audio in CBC Massey Lectures)</p> <p>Half of the instruction time this week will focus on one of the following topics, depending on your instructor:</p> <ul style="list-style-type: none"> • your instructor's personal approach to Indigenous knowledge(s) and/or research, community traditions; and/or role of allies in Indigenous education; or • an inquiry project for the instructor and class to learn about Indigenous knowledge together (may require additional readings)
Week 7	Contemporary Community Activism and Engagement	<p>Pruden, H. (2016). <i>UBC TEFA Talks Two Spirit with Harlan Pruden</i> [Video]. https://www.youtube.com/watch?v=1Tb07GDNpow</p> <p>Exploration of contemporary topics and movements, including:</p> <ul style="list-style-type: none"> • Residential school burial sites • Murdered and Missing Indigenous Women, Girls, and Two-Spirit People • Pretendians • Wetsuwet'en Pipeline Resistance • Shannen's Dream • N'we Jinan • Idle No More • Other (at instructor's discretion)
Week 8	Initiatives and Resources Making a Claim	<p>Share existing initiatives, practices, and resources in Indigenous education relevant to your future practice, as guided by instructor</p> <p>Group presentations for Witnessing - A Collective Responsibility</p>

Additional readings / resources:

- Adichie, C. (2009). *The Danger of a Single Story*. [Ted Talk] http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- Alberta Education. (2011). *Walking together. First Nations, Metis and Inuit perspectives in curriculum*. <http://www.learnalberta.ca/content/aswt/>
- Alberta Education. (2012). *Successful practices in First Nations, Metis, and Inuit FNMI education: Collaborative frameworks building relationships companion resource*. <https://education.alberta.ca/media/482147/collaborative-frameworks-building-relationships.pdf>
- Asch, M. (2014). *On Being Here to Stay: Treaties and Aboriginal Rights in Canada*. University of Toronto Press.

- Association of Canadian Deans of Education. (2010). *Accord on Indigenous Education*. <http://csse-scee.ca/acde/wp-content/uploads/sites/7/2017/08/Accord-on-Indigenous-Education.pdf>
- Brunette, P. (2017). *An annotated bibliography of books, DVDs, and internet resources on LGBTQ/Two-Spirit Native Americans and First Nations people*. <https://alair.ala.org/items/11abb684-6494-4631-bdcc-85daa3e19e92>
- Bryce, P.H. (1922). *The story of a national crime: being an appeal for justice to the Indians of Canada; the wards of the nation, our allies in the Revolutionary War, our brothers-in-arms in the Great War*. James Hope & Sons, Limited.
<https://archive.org/details/storyofnationalc00brycuoft/page/n5/mode/2up>
- Cajete, G. (2011). *Rebuilding sustainable Indigenous communities: Applying Native science* [Video]. YouTube. <http://www.youtube.com/watch?v=wg5h7Fd0Bio>
- Canadian Council on Learning. (2007). *Redefining how success is measured in First Nations, Inuit and Métis learning*. <https://canadacommons-ca.ezproxy.lib.ualgary.ca/artifacts/1185913/redefining-how-success-is-measured-in-first-nations-inuit-and-metis-learning/1739037/>
- Carr-Stewart, S. (2019). "One School For Every Reserve:" Chief Thunderchild's Defence of Treaty Rights and Resistance to Separate Schools, 1880-1925. Purich Books, pp. 25-52.
- Ermine, Willie. (1995). Aboriginal epistemology. In J. Barman & M. Battiste (Eds.), *First Nations Education in Canada: The circle unfolds*. UBC Press.
- Gehl, L. (n/d). Ally Bill of Responsibilities. <http://www.lynngehl.com/my-ally-bill-of-responsibilities.html>
- Goulet, L. M., & Goulet, K. (2014). Weechihtowin, helping and supporting relationships: The foundation. In, *Teaching each other: Nehinuw concepts & Indigenous pedagogies* (pp. 98-112). UBC Press.
- Hayden-Taylor, D. *Pretendians*. CBC Gem: <https://gem.cbc.ca/the-passionate-eye>
- McIntosh, P. (1989). *White privilege: Unpacking the invisible backpack*.
- Rupertsland Centre for Teaching and Learning: <https://www.rupertsland.org/teaching-learning/>
- St. Denis, V. (2007). Aboriginal education and anti-racist education: Building alliances across cultural and racial identity. *Canadian Journal of Education*, 30(4), 1068-1092.
- Toulouse, P. (2008). *Integrating Aboriginal teaching and values into the classroom*.
- Western and Northern Canadian Protocol (2013). *Our way is a valid way: Professional educator resource*. <https://open.alberta.ca/publications/our-way-is-a-valid-way-professional-educator-resource>

EDUC 530 LEARNING TASKS

(see D2L course shell for extended learning task descriptions and rubrics for each learning task)

*Please note that all assignments are expected to be the original work of the student and students are not to employ text generation software (for example, ChatGPT or AI) for completion of learning tasks. For responsible use of these technologies within a learning environment, see link: <https://taylorinstitute.ualgary.ca/first-response-assessment-and-chatgpt>

First Nations, Métis, and Inuit Resource Evaluation – 20%

The resource evaluation activity is designed to equip students with the tools necessary to critically evaluate the classroom suitability of a resource with Indigenous content. This activity involves selecting a text (e.g. book or film) and applying the critical framework provided by your instructor in order to develop an informed analysis of the resource.

Your instructor will engage you in activities and/or provide materials that will help you to develop your knowledge and skills related to assessing the suitability of resources.

Due date: **varies with individual instructors**

Engaging in Indigenous Events and Experiences - 35%

This learning task asks you to move your learning from scholarly resources into the realm of praxis. You will be asked to attend and/or support an Indigenous event with the aim of respectfully walking alongside or giving back guided by the Indigenous values introduced by your instructor and/or in readings.

A 500-1000 word reflection on this experience should take into account your positionality, life experiences, in-class discussions, and course themes drawing on scholarship introduced in class. Please engage with at least three scholarly references to bolster your reflections and include examples of how this active engagement can inform your future teaching practice.

Due date: **October 3, 2025**

Witnessing - A Collective Responsibility to Indigenous Education - 45%

This group learning task is intended to facilitate students' ongoing learning, reflection, collaboration, and commitment to Indigenous education through its relational and dialogic format. Students will engage in reflections on their own positionality as well as personal and professional responsibilities to Indigenous education facilitated by small-group weekly discussions. These discussions will draw inspiration from Indigenous protocols of witnessing as understood by a variety of Indigenous scholars and/or communities (see Louie & Poitras Pratt, 2025).

Students will be asked to serve in the role of a witness at least once during the term and to post their witnessing to a designated group area. At the end of term, each group will create a collective story of their learning journey, along with an artefact, that represents their future and ongoing responsibility to Indigenous education to present to their peers.

Assignment due date: presentations to be scheduled **October 20-24, 2025**

University of Calgary Grading Scale

<https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

Grade	GPA	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good – clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory – basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal Pass – marginal performance; generally insufficient preparation for subsequent courses in the same subject
D	1.0	50-51	
F	0.0	≤ 49	Fail – unsatisfactory performance or failure to meet course requirements

EXPECTATION OF EXCELLENCE IN PROFESSIONAL PROGRAM

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay careful attention to details and descriptions in the following topic areas:

The Importance of Attendance and Participation in Every Class

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As a member of a learning community, your contribution is vital and highly valued just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

Engagement in Class Discussion and Inquiry

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for

scholarly inquiry in assignments. If you find that you are experiencing difficulties collaborating as a group, please inform the instructor.

Course Assignments and Due Dates

Unless otherwise indicated, all assignments should be in 12 point Times New Roman font with one inch margins, double-spaced. The paper should be formatted using the Publication Manual of the American Psychological Association – 7th Edition (APA, 7th ed.). Student name, ID number, course name and section number, and instructor name to be clearly visible on the first page.

Missing or Late Submissions

All late submissions of assignments must be discussed with the instructor prior to the due date. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence. <https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1> **A penalty of 20% per day will apply for unexcused late submissions of assignments.**

Expectations for Writing

All written assignments will be assessed in part on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, consult the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:

<https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>

Issues in Collaborative Group Tasks

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively and/or discuss course materials in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies
<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <http://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Tracy Dinh, esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.