

**EDUC 530: Indigenous Education**
*AB*

Fall 2021

Section	Instructor	Mode	Time	Location	
S01	Sulyn Bodnaresko	Online	TR 11:00 – 12:20	Zoom	sulyn.bodnaresko1@ucalgary.ca
S02	Gabrielle Lindstrom	Online	TR 12:30 – 13:50	Zoom	gabrielle.lindstrom@ucalgary.ca
S03	Aubrey Hanson	On-campus	TR 14:00 – 15:20	EDC 170D	ajhanson@ucalgary.ca
S04	Yvonne Poitras Pratt	Online	TR 11:00 – 12:20	Zoom	yppratt@ucalgary.ca
S05	Sandra Manyfeathers	On-campus	TR 11:00 – 12:20	EDT 146	scrazybu@ucalgary.ca
S06	Jennifer Markides	On-Campus	TR 12:30 – 13:50	EDT 146	jmmarkid@ucalgary.ca
S07	Jennifer MacDonald	On-Campus	TR 12:30 – 13:50	EDC 171	jennifer.macdonald2@ucalgary.ca
S08	Shelly Eli	On-Campus	TR 14:00 – 15:20	EDC 171	shelly.eli@ucalgary.ca
S09	Sulyn Bodnaresko	On-Campus	TR 14:00 – 15:20	EDC 370A	sulyn.bodnaresko1@ucalgary.ca
S10	Jaime Fiddler	Online	TR 14:00 – 15:20	Zoom	jaime.beck@ucalgary.ca
S12	Chelsea Jackson	On-Campus	TR 12:30 – 13:50	EDT 01	chelsea.jackson@ucalgary.ca
S20	Ryan Koelwyn	Online	18:00 – 19:30	Zoom	TBA
S21	Patricia Danyluk	Online	16:30 – 18:00	Zoom	patricia.danyluk@ucalgary.ca
S30	Patricia Danyluk	Online	18:00 – 19:30	Zoom	patricia.danyluk@ucalgary.ca
S32	Jaime Fiddler	Online	16:30 – 18:00	Zoom	jaime.beck@ucalgary.ca
S33	Jaime Fiddler	Online	18:00 – 19:30	Zoom	jaime.beck@ucalgary.ca

**\*Zoom classes for sections 01, 02, 04, & 10 will take place each Tuesday and Thursday at the appointed time.**

**\*Zoom classes for sections 20, 21, 30, 32 and 33 will take place on September 9, September 23, October 7 & October 21 at the appointed time.**

**Office Hours:** By appointment

**Term Dates:** September 7 – October 29, 2021

**Holidays:** September 30, October 11, 2021

**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.

### Course Description

This course explores historical and contemporary legislation, educational policy, pedagogy and practices related to Indigenous peoples, with a focus on First Nations, Métis and Inuit (FNMI) peoples in Canada. Students will learn about the past in order to better understand the current educational landscape as well as the social relations that have contributed to educational inequality for Indigenous communities and students.

The intent of this course is to prepare students to develop relationships/partnerships, lessons, programs, pedagogies, practices, and policies that support Indigenous perspectives as future educators. The course encompasses current and emerging policies, initiatives and resources - many based on Indigenous ways of knowing and being – including case studies and innovative research-based practices that challenge the status quo. Throughout the course, current research and literature from various Indigenous educational perspectives and fields will aid students in examining their own perspectives and students will be introduced to Indigenous ways. This course meets the requirements around Indigenous education as

mandated by Alberta Education (specifically Teacher Quality Standard 5), the Association of Canadian Deans of Education's Accord on Indigenous Education (2010), as well as the Truth and Reconciliation Commission's Calls to Action specific to education.

Course themes include:

- The histories and diversity of First Nations, Métis and Inuit (FNMI) 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 Indigenous survivance and resilience, as well as the impacts of colonial violence, including the Indian Residential School System;
- The current educational landscape for Indigenous students in reserve, rural, remote, and urban settings;
- Historical, emerging and creative decolonizing educational practices, models, initiatives and programming that positively impact FNMI student learning and wellness, and;
- The teacher and school leadership required to act on knowledge, initiate and implement the change that is necessary to promote and support FNMI student learning and wellness, and consequently 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, approaches, practices, and theories.
4. Students will demonstrate their personal insights and understanding of course content through their creative and written assignments, applying a depth of analysis in keeping with the gravity of the educational concepts and issues explored in the course.
5. Students will engage with significant and/or provocative 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 position within this work, and help equip future teachers with the tools to take on decolonizing and Indigenizing education. Each instructor has significant freedom to approach the topics and resources through their own pedagogical framework. There has been an intentional design to use anti-oppressive and Indigenous approaches to assignments and assessment, most notably through the visual essay and witnessing assignments.

**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	Weight	Grading Tool	Due Date
Resource Evaluation activity	25%	Rubric	Varies
Visual Essay (Individual)	30%	Rubric	October 8
Looking Back, Looking Forward (Group)	45%	Rubric	October 28

**Class schedule with required readings / resources / dedicated class activity days**

The majority of readings are available online: either through the library or posted on D2L.

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

- Alberta Education. (2018). *Teaching Quality Standard*. [\*Focus on standard 5.]  
<https://open.alberta.ca/publications/teaching-quality-standard-2020>
- Truth and Reconciliation Commission. (2015). *Truth and Reconciliation Commission of Canada*.  
[www.trc.ca](http://www.trc.ca)
- Truth and Reconciliation Commission. (2015). *Calls to Action*.  
[http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)  
 PDF will be posted in D2L and is public domain

**Weekly Course Schedule (please refer to your associated D2L course for access to readings):**

Timing	Theme/Topic	Readings and Related Resources
<b>Week #1</b> Sept. 7 – 10	Course Introductions and Foundations	<p>DiAngelo, R. &amp; Sensoy, O. (2014). Leaning in: A student's guide to engaging constructively with social justice content. <i>Radical Pedagogy</i>, 11(1), 1-15.  <a href="http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=94334248&amp;site=ehost-live">http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=94334248&amp;site=ehost-live</a></p> <p>Poitras Pratt, Y., Louie, D.W., Hanson, A.J., &amp; Ottmann, J. (2018). Indigenous education and decolonization. <i>Oxford Research Encyclopedia of Education</i>. Oxford University Press. doi: 10.1093/acrefore/9780190264093.013.240      PDF will be posted in D2L</p>
<b>Week #2</b> Sept. 13 – 17	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.  <a href="https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/404356">https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/404356</a></p> <p><a href="https://www.learnalberta.ca/content/aswt/worldviews/documents/jagged_worldviews_colliding.pdf">https://www.learnalberta.ca/content/aswt/worldviews/documents/jagged_worldviews_colliding.pdf</a></p> <p>Simpson, L. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: Indigeneity, Education &amp; Society</i>, 3(3), 1-25. <a href="https://jps.library.utoronto.ca/index.php/des/article/view/22170">https://jps.library.utoronto.ca/index.php/des/article/view/22170</a></p>

<b>Week #3</b> Sept. 20 – 24	Indigenous Histories	<p>Video on Indigenous histories (selection at instructor’s discretion), e.g.,</p> <ul style="list-style-type: none"> <li>Williams, A. (Director). (2015). <i>The Pass System</i> [Film]. Tamarack Productions. <a href="https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51756179990004336">https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51756179990004336</a></li> </ul> <p>Dickason, O. with McNab, D. (2008). Introduction. In <i>Canada’s First Nations: A History of Founding Peoples from Earliest Times</i> (pp. x-xvii). Oxford University Press.</p> <p>PDF will be posted in D2L</p>
<b>Week #4</b> Sept. 27–Oct.1	Indian Residential Schools (including Métis experiences in colonial schooling)	<p>Videos on residential school experience (selection at instructor’s discretion):</p> <ul style="list-style-type: none"> <li>Wolochatiuk, T. (Director). (2012). <i>We Were Children</i> [Film]. Eagle Vision. <a href="https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/we_were_children/">https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/we_were_children/</a></li> <li>Campanelli, S. (Director). <i>Indian Horse</i> [Film]. (2017). Devonshire Productions. <a href="https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?t=110015E">https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?t=110015E</a></li> <li>Pittman, B. (Director). <i>Where the Spirit Lives</i> [Film]. (1989). Amazing Spirit Productions. <a href="https://www.youtube.com/watch?v=7aW4tzkITLQ">https://www.youtube.com/watch?v=7aW4tzkITLQ</a></li> <li>McLaren, N. (Director). <i>Muffins for Granny</i> [Film]. (2006). Mongrel Media. <a href="https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/display/006?t=MON1671">https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/display/006?t=MON1671</a></li> </ul> <p>Government of Canada. (2008, June 12). <i>Federal apology to residential school survivors by former Prime Minister Harper</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=aQjnbK6d3oQ">https://www.youtube.com/watch?v=aQjnbK6d3oQ</a></p> <p>Poitras Pratt, Y. &amp; 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). <a href="http://hdl.handle.net/1880/50603">http://hdl.handle.net/1880/50603</a></p>
<b>Week #5</b> Oct. 4 – 8	Contemporary Educational Approaches	<p>Battiste, M. (2013). Chapter 10: Possibilities of Educational Transformations. In <i>Decolonizing Education: Nourishing the Learning Spirit</i>. Purich. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5652479&amp;ppg=176">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5652479&amp;ppg=176</a></p> <p><i>*E-book licence permits only three (3) simultaneous online users; per day, a user may print to PDF up to 68 pages</i></p> <p>Presentation from Rupertsland Centre for Teaching and Learning / Alberta Métis Education Council: <a href="https://www.rupertsland.org/teaching-learning/">https://www.rupertsland.org/teaching-learning/</a></p> <p>Anoee, N. (2015). Learning through <i>tunnganarniq</i>. In F. Walton &amp; D. O’Leary (Eds.), <i>Sivumut, Towards the future together: Inuit women educational leaders in Nunavut and Nunavik</i> (pp. 89-102). Women’s Press / Canadian Scholars’ Press. PDF will be posted in D2L</p>

<p><b>Week #6</b> Oct. 11 – 15</p>	<p>Storytelling; Instructor’s Relationship with Indigenous Education</p>	<p>McKeough, A., et al. (2008). Storytelling as a foundation to literacy development for Aboriginal children: Culturally and developmentally appropriate practices. <i>Canadian Psychology</i> 49(2), 148–154. doi: 10.1037/0708-5591.49.2.148148 <a href="https://www-proquest-com.ezproxy.lib.ucalgary.ca/docview/220806413/fulltextPDF/6BC429CFBE234749PQ/1?accountid=9838">https://www-proquest-com.ezproxy.lib.ucalgary.ca/docview/220806413/fulltextPDF/6BC429CFBE234749PQ/1?accountid=9838</a></p> <p><a href="https://ezproxy.lib.ucalgary.ca/login?url=http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&amp;CSC=Y&amp;NEWS=N&amp;PAGE=fulltext&amp;AN=00011346-200805000-00011&amp;LSLINK=80&amp;D=ovft">https://ezproxy.lib.ucalgary.ca/login?url=http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&amp;CSC=Y&amp;NEWS=N&amp;PAGE=fulltext&amp;AN=00011346-200805000-00011&amp;LSLINK=80&amp;D=ovft</a></p> <p>Half our time this week will focus on one of the following topics, depending on your instructor:</p> <ul style="list-style-type: none"> <li>• your instructor’s personal approach to Indigenous knowledge and/or research;</li> <li>• community traditions;</li> <li>• or an inquiry project for the instructor and class to learn about Indigenous knowledge together.</li> </ul> <p><i>Additional readings may be assigned for Individual classes based on the topic selected.</i></p>
<p><b>Week #7</b> Oct. 18 – 22</p>	<p>Contemporary Community Activism and Engagement</p>	<p>Pruden, H. (2016). <i>UBC TEFA Talks Two Spirit with Harlan Pruden</i> [Video]. <a href="https://www.youtube.com/watch?v=1Tb07GDNpow">https://www.youtube.com/watch?v=1Tb07GDNpow</a></p> <p>Exploration of contemporary topics and movements, including:</p> <ul style="list-style-type: none"> <li>• Residential school burial sites</li> <li>• Impact of COVID-19 on Indigenous communities</li> <li>• Murdered and Missing Indigenous Women, Girls, and Two-Spirit People</li> <li>• Wetsuwet’ en Pipeline Resistance</li> <li>• Shannen’s Dream</li> <li>• N’we Jinan</li> <li>• Idle No More</li> <li>• Choice, at instructor’s discretion</li> </ul>
<p><b>Week #8</b> Oct. 25 – 29</p>	<p>Initiatives and Resources</p> <p>Making a Claim</p>	<p>Explore existing initiatives, practices, and resources in Indigenous education relevant to your future practice, as guided by instructor</p> <p>Group presentations for Collective Responsibility: Looking Back, Looking Forward</p>

**Additional Media Resources for Asynchronous Viewing:**

- Arnaquq-Baril, A. (Director). (2016, May). *Angry Inuk* [Film]. NFB of Canada. [https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/angry\\_inuk/](https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/angry_inuk/)
- Blow, P. (Director). (1999, May). *Village of widows* [Film]. Lindum Films. DVD: [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG\\_ALMA21551807500004336](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21551807500004336)  
Copyright approval pending. Excerpts: <https://vimeo.com/12397293>
- Calgary United Way. (2019, June). *The #UNIGNORABLE issue of intergenerational trauma | Truth and Reconciliation* [Video]. YouTube. <https://www.youtube.com/watch?v=-mLe6BQ3pDo>
- CBC News. (2018a, March). *Residential school survivor explains the impact on her family* [Video]. YouTube. <https://www.youtube.com/watch?v=nJ64DtIstlO>
- CBC News. (2018b, December). *Sixties Scoop survivor finds sister, only to lose her again* [Video]. YouTube. <https://www.youtube.com/watch?v=w7s78ishGyQ>
- CBC News. (2019, May). *Inuit break silence on skin graft experiments* [Video]. YouTube. [https://www.youtube.com/watch?v=E-vh85X8VSc&list=PLeyJPHbRnGaZFu8\\_xxuXPIYG-j-9cogsx&index=72](https://www.youtube.com/watch?v=E-vh85X8VSc&list=PLeyJPHbRnGaZFu8_xxuXPIYG-j-9cogsx&index=72)
- CBC News: The National. (2018, April). *Finding Cleo: How a CBC podcast solved the mystery of a missing Indigenous girl* [Video]. YouTube. <https://www.youtube.com/watch?v=neprXCgOkjg>
- Democracy Now. (2014, March). "A slow genocide of the people": Uranium mining leaves toxic nuclear legacy on Indigenous land [Video]. Democracy Now: Independent Global News. [https://www.democracynow.org/2014/3/14/a\\_slow\\_genocide\\_of\\_the\\_people](https://www.democracynow.org/2014/3/14/a_slow_genocide_of_the_people)
- Divided Films. (2016, November). *Mni Wiconi: The stand at Standing Rock* [Video]. YouTube. <https://www.youtube.com/watch?v=4FDuqYld8C8>
- Fortier, H. (Director). (2019, September). *A mother's voice* [Video]. Telus Storyhive. <https://www.youtube.com/watch?v=Ip3yGEKGCX4>
- Haptic Pictures. (2019, October). *Sisters rising | Official trailer* [Video]. Vimeo. <https://vimeo.com/367084420>
- Henningson, D. (Director). (2013, February). *Somba Ke - The money place* [Film; Sundance version]. YouTube. <https://www.youtube.com/watch?v=hzhQBnmlXzA>
- Little, J., & Little, K. (Directors). (2017, August). *More than a word* [Film]. Media Education Foundation. Streams on CPL Kanopy: <https://calgarypl.kanopy.com/product/more-word> Copyright approval pending.
- Morin, B. (2017, September 21). Residential school runaway remembers harrowing journey that killed his two friends. CBC News. <https://www.cbc.ca/news/indigenous/bernard-andreason-tuktoyaktuk-journey-1.4297798>
- O'Feral, W., & Heck, B. (Directors). (2020, TBD). *Sisters rising* [Film]. Haptic Pictures. Link will be provided in advance of viewing. Copyright approval pending.
- Obomsawin, A. (Director). (1993, January). *Kanehsatake: 270 years of resistance* [Film]. NFB of Canada. [https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/kanehsatake\\_270\\_years\\_of\\_resistance/](https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/kanehsatake_270_years_of_resistance/)  
[https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG\\_ALMA51751481500004336](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51751481500004336)
- Orui, T. (Director). (2010). *The scars of mercury* [Film]. Produced independently. <https://www.cultureunplugged.com/documentary/watch-online/play/6412/The-Scars-Of-Mercury>
- Pélouquin, F. (Director). (2016, June). *The story of grassy narrows* [Video]. PSAC-AFPC. <https://www.youtube.com/watch?v=9E06pWtCHlg>



- Sivers, D. (2010, February). *Derek Sivers: How to start a movement* [Video]. TED. [https://www.ted.com/talks/derek\\_sivers\\_how\\_to\\_start\\_a\\_movement?language=en](https://www.ted.com/talks/derek_sivers_how_to_start_a_movement?language=en)
- Smiley, M. (Director). (2015, March). *Highway of tears* [Film]. Finesse Films. DVD: [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG\\_ALMA21684829280004336](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21684829280004336) Copyright approval pending. Official trailer: <https://www.youtube.com/watch?v=66bL7b7Vyy4>
- Wolochatiuk, T. (Director). (2012). *We were children* [Film]. NFB of Canada. [https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/we\\_were\\_children/](https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/we_were_children/)
- Williams, A. (Director). (2015). *The pass system* [Film]. Tamarack Productions. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG\\_ALMA51756179990004336](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51756179990004336)

#### 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](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)
- Alberta Education. (2005). *Our Words, Our Ways: Teaching First Nations, Metis, Inuit Learners*. <https://education.alberta.ca/media/307199/words.pdf>
- 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 FNMI education: Collaborative frameworks building relationships companion resource*. <https://education.alberta.ca/media/482147/collaborative-frameworks-building-relationships.pdf>
- Assembly of First Nations (2002). *Top misconceptions about Aboriginal people*. AFN Communications. [http://reconciliationcanada.ca/wp-content/uploads/2014/09/ReconciliationCanada\\_Dialogue\\_workshop\\_guide.pdf](http://reconciliationcanada.ca/wp-content/uploads/2014/09/ReconciliationCanada_Dialogue_workshop_guide.pdf) (scroll down to page 13)
- 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>
- Bell, D., et al. (2004). *Sharing our success: Ten case studies in Aboriginal schooling*. Society for the Advancement of Education. <http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/227730>
- Brunette, P. (2017). *An annotated bibliography of books, DVDs, and internet resources on LGBTQ/Two-Spirit Native Americans and First Nations people*. [http://www.ala.org/rt/sites/ala.org/rt/files/content/professionaltools/LGBTQ2S%20Resource\\_march18\\_2017.pdf](http://www.ala.org/rt/sites/ala.org/rt/files/content/professionaltools/LGBTQ2S%20Resource_march18_2017.pdf)
- 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://www.afn.ca/uploads/files/education/5\\_2007\\_redefining\\_how\\_success\\_is\\_measured\\_en.pdf](https://www.afn.ca/uploads/files/education/5_2007_redefining_how_success_is_measured_en.pdf)
- Ermine, Willie. (1995). Aboriginal epistemology. In J. Barman & M. Battiste (Eds.), *First Nations Education in Canada: The circle unfolds*. UBC Press. <http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=122&docID=3412224&tm=1503510739016>  
*\*E-book license permits only six (6) simultaneous online users; per day, a user may print to PDF up to 114 pages*  
<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/404195>
- 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.

[http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=768313&site=ehost-live&ebv=EB&ppid=pp\\_98](http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=768313&site=ehost-live&ebv=EB&ppid=pp_98)

*\*E-book license permits only three (3) simultaneous online users; per day, a user may print to PDF up to 100 pages*

- Howe, E. (2013). *Bridging the Aboriginal education gap in Alberta*. [https://www.rupertsland.org/wp-content/uploads/2017/08/Bridging the Aboriginal Education Gap in Alberta.pdf](https://www.rupertsland.org/wp-content/uploads/2017/08/Bridging_the_Aboriginal_Education_Gap_in_Alberta.pdf)
- Linklater, R. (2014). Colonialism, Indigenous trauma and healing. In *Decolonizing trauma work: Indigenous stories and strategies* (pp. 19-50). Fernwood. **PDF will be posted in D2L**
- McIntosh, P. (1989). *White privilege: Unpacking the invisible backpack*. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9604164115&site=ehost-live>
- Schissel, B. & Wotherspoon, T. (2003). *The Legacy of School for Aboriginal People*. Oxford. <http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/432095>
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### EDUC 530 LEARNING TASKS

#### First Nations, Métis and Inuit Resource Evaluation – 25%

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. The rubric associated with this learning task can be found in the D2L shell associated with your section of EDUC 530.

Assignment due date: **due date varies**

#### Visual Essay - 30%

A visual essay allows for an aesthetic expression of your learning to date. The inclusion of original photos, along with accompanying text, holds great potential to stimulate deeper and more meaningful exploration of course themes. However, students must also enter into this assignment with caution and care, reflexively conscious of the ethical and sociocultural nuances underpinning such an investigation. Your instructor will provide guidance on their preferred approach to the visual themes you will be asked to explore.

In this assignment, students will work individually to create:

- An image or short series of images that represent(s) concepts relevant to course themes
  - images must be original, and not taken from the internet or elsewhere



- images may not include living people, with or without permission

Along with an individually written 500-1000 word critical reflection in relation to personal experiences, course themes, in-class discussions, and relevant literature.

- Reflections should include scholarly references and examples as to how their learning might inform their future teaching practice.

Assignments are to be submitted electronically through D2L. The rubric associated with this learning task can be found in the D2L shell associated with your section of EDUC 530.

Assignment due date: **October 8, 2021**

### **Collective Responsibility: Looking back, looking forward - 45%**

This learning task is intended to facilitate and assess students' ongoing learning, reflection, collaboration, and responsibility to Indigenous education. Honouring the relational, interconnected nature of Indigenous ways of knowing, being, and doing, this work is intentionally collective. Through small-group discussion, students will engage in a collaborative process of reflection, positioning, and coming to terms with personal and professional responsibilities. At the end of the term, groups will look back on their collective process and then make a claim about their commitment to Indigenous education looking forward.

Students will be placed into small groups (+/- 5 students) and will work with their assigned learning team throughout the semester. Each week, each group will:

- Meet as a group (if online, in a dedicated Zoom session) as set out by your
- instructor
- Select an alternating member each week to serve as witness
  - The witness will listen to the group conversation and will share a synopsis of that week's process (process of deep listening rather than sharing own perspectives)
  - This synopsis will be digitally recorded (audio or visual), approx. 3 minutes in length, and posted in D2L before the next class
- Represent and share their learning by making a claim to their colleagues (*via an oral presentation*), looking back at the weekly discussions to articulate growth/transformation/learning/relationship to (or continuing barriers with) course themes, and responsibility to Indigenous education
  - Claims will be presented orally during the last week(s) of class (approximately 10 minutes' duration). Instructor will specify online format: for instance, presentations might be pre-recorded and posted in D2L for peer engagement or shared during a Zoom session.
- Alongside the final presentation, and looking forward to their future professional practice, students will create an artefact (one per group) that will support their future work in schools
  - For instance, lesson plan(s), website, resource list, community network, manifesto, list of ways to create change, practical teaching/learning toolkit, letter to parents/guardians, scripts for dialogues with educational stakeholders
  - This document/resource must be submitted to D2L dropbox for evaluation.

Students will be asked to submit peer feedback on group members' contributions to this learning task. Students will also be asked to provide qualitative feedback on other groups' work. Instructor will consider peer feedback in generating grades for this learning task. Instructor may choose to give grade and feedback orally rather than in writing, in keeping with Indigenous traditions.

The rubric associated with this learning task can be found in the D2L shell associated with your section of EDUC 530.

Assignment due date: **October 28, 2021**

**University of Calgary Grading Scale**

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

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

**EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK**

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 you are 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, 7<sup>th</sup> ed.). Student name, ID number, course name and section number, and instructor name to be clearly visible on the first page.

***Late Submissions***

All late submissions of assignments must be discussed with the instructor prior to the due date. Students may be required to provide written documentation of extenuating circumstances (may include: medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration, etc.). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence. A penalty of 20% per day will apply for unexcused late submissions of assignments.

**Expectations for Writing**

All written assignments will be assessed at least partly 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: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

**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 Accommodation**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

**Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

**Attendance/ Prolonged Absence**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a

statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

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 Kyle Corry, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Dwani Joshi, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).