

EDUC 5423Q

Indigenous Education: Toward a Decolonizing Pedagogy for Teachers

Instructors:

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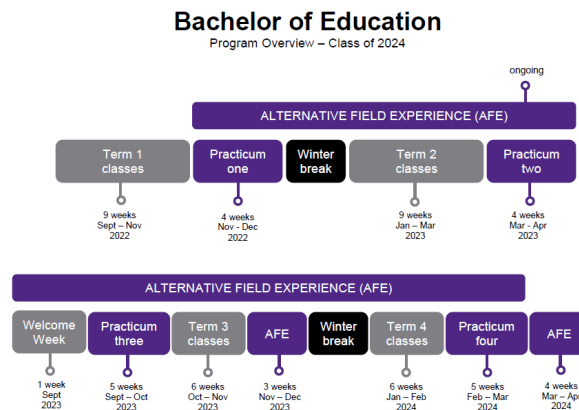
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Schedule:

- Section 001:** Monday, 10:30am-12:30pm (Room 2042)
- Section 002:** Tuesday, 3:30-5:30pm (Room 2042)
- Section 003:** Wednesday, 10:30am-12:30pm (Room 2035)
- Section 004:** Monday, 2:30-4:30pm (Room 2042)
- Section 005:** Tuesday, 10:30am-12:30pm (Room 2042)
- Section 006:** Wednesday, 12:30-2:30pm (Room 2035)

Program Context:

This is a **Common Course** taken by Teacher Candidates during **Year 1, Term 1** 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.

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	<p>1. United Nations. <i>Who are Indigenous Peoples, Indigenous Peoples, Indigenous Voices: Factsheet</i>. United Nations, Permanent Forum on Indigenous Issues. https://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf</p> <p>2. Library and Archives Canada. (2021). <i>Terminology Guide: Research on Aboriginal Heritage</i>. Government of Canada. Government of Canada. https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/Documents/Terminology%20Guide%20%20Aboriginal%20Heritage.pdf</p>

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.

Learning Activities		
Type	Name	Description
Reading	Week 2 Readings	<p>1. Simpson, Leanne. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: Indigeniety, Education & Society</i>. 3 (3), 1-25. https://jps.library.utoronto.ca/index.php/des/article/view/22170</p> <p>2. Calderon, D. (2014). Speaking back to manifest destinies: a land education-based approach to critical curriculum inquiry. <i>Environmental Education Research</i>, 20(1), 24-36.</p> <p>Suggested additional readings: Hansen, J. (2018). Cree Elders' Perspectives on Land-Based Education: A Case Study. <i>Brock Education Journal</i>. 28 (1), 74-91.</p>
Discussion	Week 2 Discussion	Students participate and/or reflect in class discussion regarding the week's topics.

Assessment Activities		
Type	Name	Description
Assignment	Paper #1- Self-Awareness Diagnostic (Due Week 2)	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.

Week 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

Reading	Week 3 Readings	<p>1. Frideres, James S. (2011). <i>Who Are You? First Nations in the Twenty-First Century</i>. (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, 2nd Edition</i>. (pp. 215-241). Don Mills, ON: Oxford University Press.</p>
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		
Type	Name	Description
Reading	Week 4 Readings	<p>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.</p> <p>2. Haig-Brown, C. (Et al) (2012). Residential Schools. In Burnett, K & Read, G. (Eds.). <i>Aboriginal History: A Reader, 2nd Edition</i>. Don Mills, ON: Oxford University Press.</p> <p>Suggested additional reading: Neegan, E. (2005). Excuse me: who are the First Peoples of Canada? A historical analysis of Aboriginal education in Canada then and now. <i>International</i></p>

		<i>Journal of Inclusive Education</i> , 9(1), 3-15. https://doi.org/10.1080/1360311042000299757
Discussion	Week 4 Discussion	Students participate and/or reflect in class discussion regarding the week's topics.

Assessment Activities		
Type	Name	Description
Presentation	Weeks 4-8: Student Presentations	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.

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		
Type	Name	Description
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</i>

		Policy (pp. 64-84). Manon Tremblay (ed.), Vancouver: UBC Press. Suggested additional readings: Weaver, H. (2001). Indigenous Identity. <i>American Indian Quarterly</i> , 25(2), 240-255.
Discussion	Week 5 Discussion	Students participate and/or reflect in class discussion regarding the week's topics.

Assessment Activities		
Type	Name	Description
Presentation	Weeks 4-8: Student Presentations	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.

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		
Type	Name	Description
Discussion	Week 6 Discussion	Students participate and/or reflect in class discussion regarding the week's topics.
Reading	Week 6 Readings	1. Graveline, Fyre Jean. (2001). Smudge Teaches Wholistic Lessons. <i>Canadian Journal of Education</i> . 25 (1), 6-18. 2. Nicholas, S. (2009). "I live Hopi, I just don't speak it."- The

		<p>critical intersection of language, culture and identity in the lives of contemporary Hopi youth. <i>Journal of Language, Identity, and Education</i>, 85(5), 321-334. https://doi.org/10.1080/15348450903305114</p> <p>Suggested additional reading: Morcom, L. (2017). Self-esteem and Cultural Identity in Aboriginal Language Immersion Kindergartners, <i>Journal of Language, Identity & Education</i>, 16(6), 365-380.</p>
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Assessment Activities		
Type	Name	Description
Presentation	Weeks 4-8: Student Presentations	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.
Assignment	Paper #2= Critical Reflection Paper (Due Week 6)	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.

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		
Type	Name	Description

<p>Reading</p>	<p>Week 7 Readings</p>	<p>1. Burleigh, D. (2020). Understanding Roles and Relationships: Teachers' Work in a Northern Ontario Remote First Nations Community. <i>Canadian Journal of Education</i>, 43 (3), 689-714. https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4085.</p> <p>2. Toulouse, P.R. (2016). <i>What matters in Indigenous Education: Implementing a vision committed to holism, diversity and engagement</i>. Toronto: Measuring What Matters, People for Education. https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf</p> <p>Suggested additional reading:</p> <p>Donald, Dwayne. (2011). Forts, Colonial Frontier Logics, and Aboriginal-Canadian Relations: Imagining Decolonizing Educational Philosophies in Canadian Contexts. In Ali A. Abdi (ed). <i>Decolonizing Philosophies of Education</i> (pp. 91-111). Rotterdam, The Netherlands: SensePublishers.</p> <p>McGregor, H.E. (2012) <i>Decolonizing Pedagogies Teacher Reference Booklet</i> http://blogs.ubc.ca/edst591/files/2012/03/Decolonizing_Pedagogies_Booklet.pdf</p>
<p>Discussion</p>	<p>Week 7 Discussion</p>	<p>Students participate and/or reflect in class discussion regarding the week's topics.</p>

<p>Assessment Activities</p>		
<p>Type</p>	<p>Name</p>	<p>Description</p>
<p>Presentation</p>	<p>Weeks 4-8: Student Presentations</p>	<p>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</p>

		small-group discussion with their table around the ideas and themes explored.
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Week 8: Respectful Pedagogy

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

Candidates explore some Indigenous models of respectful pedagogy.

Learning Activities		
Type	Name	Description
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.
Discussion	Week 8 Discussion	Students participate and/or reflect in class discussion regarding the week's topics.

Assessment Activities		
Type	Name	Description
Presentation	Weeks 4-8: Student Presentations	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.

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.

Assessment Activities		
Type	Name	Description
Assignment	Paper #3- Critical Analysis Essay (Due Week 9)	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.

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 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/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