

SCHOOL OF EDUCATION

EDUC 346 Syllabus (Final)

Updated on September 16, 2017

UNBC Northwest Regional (Terrace) Campus

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Title: EDUC 346 – Introduction to Aboriginal/Indigenous Education Syllabus

Credits: 2.00

Term: 2017 Fall

Dates: September 6, 2017 – November 29, 2017

Times: Wednesdays, 10:00 am – 12:00 pm (13 weeks)

Location: Room 147

Faculty: Marian Kotowich-Laval, Instructor

Email: Marian.Kotowich-Laval@unbc.ca

Blog: <http://blogs.unbc.ca/educ346/>

Office Hours: Please contact me immediately if you have any questions or difficulties.

Appointments are available from Mon – Fri. Please call or email to arrange an appointment.

EDUC 346 introduces the diverse meanings of the term Aboriginal Education. The concepts surrounding power, control, and culture will help the students analyze contemporary issues, aboriginal / indigenous education and western education. Topics will include: Historical analysis, current models, defining aboriginal education, and contemporary issues. Students will build their knowledge and understanding of aboriginal approaches to education.

Overarching Course Goals

- Explore the relevancy of the concepts of power, control, and culture in past and present day educational settings.
- Explore the issues that impact aboriginal peoples, mainstream education, and trauma-informed tenets.
- Review current available data on aboriginal education
- Provide opportunities to research, reflect, and apply aboriginal educational concepts.
- Explore what cultural competency means and how this applies to educators and schools.

How the goals of this course will be achieved

- By engaging students in self-reflection, readings, writings, oral discourse, and the exchange of ideas, experiences, and knowledges with colleagues and the wider aboriginal community.
- Through the exploration and development of various personal, professional, and community encounters that are designed to help shape the teacher-candidates' cultural awareness, professional competencies, and the establishment of an Aboriginal educational philosophy.
- Participate in experiential learning modalities that are reflective of aboriginal pedagogy.

Teacher Regulation Branch (TRB) Teaching Standards

The TRB Standards are a mainstay topic of discussion in this course and are integrated into the learning outcomes of this course (See: Overview below). An emphasis on Standards 1, 3, 4, 5, 6, & 8 in conjunction with Aboriginal educational principles and competencies.

(Source: https://www.bcteacherregulation.ca/documents/AboutUs/Standards/edu_stds.pdf)

1. Educators value and care for all students and act in their best interests.

Educators are responsible for fostering the emotional, esthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students. Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

2. Educators are role models who act ethically and honestly.

Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it relates to their duties.

3. Educators understand and apply knowledge of student growth and development.

Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management.

4. Educators value the involvement and support of parents, guardians, families and communities in schools.

Educators understand, respect and support the role of parents and the community in the education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children.

5. Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.

Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.

6. Educators have a broad knowledge base and understand the subject areas they teach.

Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach. Educators must be able to communicate effectively in English or French. Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.

7. Educators engage in career-long learning.

Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time. Educators develop and refine personal philosophies of education, teaching and learning that are informed by theory and practice. Educators identify their professional needs and work to meet those needs individually and collaboratively.

8. Educators contribute to the profession.

Educators support, mentor or encourage other educators and those preparing to enter the profession. Educators contribute their expertise to activities offered by their schools, districts, professional organizations, post-secondary institutions or contribute in other ways.

Overview TRB Standards and Grading Distribution (*Subject to Change [*STC])

Activities/Assignments/Engagement/Competencies	TRB Standards	%
<p>1. EDUC 346 is an introduction to Aboriginal Education. It is experientially-based and academically-based. It pivots on weekly assignments, readings, in-class presentations, and community engagement. These include: Weekly class activities, weekly assignments, written and oral assignments, sharing (dialogue) circles, group-work, article reviews, blogging, peer-feedback, and so on. EDUC346 is a safe place to explore, analyze, and contextualize Aboriginal Education and its meaning. The goals are to introduce the teacher-candidates (TCs) to the historical, present, and future issues of Aboriginal Education; as well as, building professional and cultural competencies.</p> <p>Learning and incorporating the professional Teaching Regulation Board Standards in EDUC 346 are vital to demonstrating TCs awareness, understanding and engagement. Please refer to them regularly in class and in assignments.</p>	<p>2, 3, 5, 6, 8</p> <p>2, 3, 5, 6, 7</p> <p>All - 1 thru 8</p>	<p>40</p>
<p>2. Building cultural competency and awareness by participating in ONE NEW P1. <i>Aboriginal Community Cultural Engagement (ACCE)</i> event outside-of-classroom hours. Deliver a 10-15 minute class-presentation on your experience, findings, and how you might apply this to your teaching philosophy and praxis. The ACCE is designed to build new community networks, give exposure to new cultural contexts, and enhance cultural awareness and teacher competencies.</p>	<p>1, 2, 3, 4, 6, 7</p>	<p>30</p>
<p>3. Resource Recommendation & Review</p>	<p>1, 2, 3, 4, 6, 7</p>	<p>5</p>
<p>4. Incorporating P2. Aboriginal Cultural Mindfulness' (ACM) Tabletop Display Community Event. The purpose is to increase your cultural competency, learn about local indigenous resources, and have a formative experience in cultural lesson planning. This will be an open community event to display your exploration. * N.B. You are NOT REQUIRED to develop a "formal" Lesson Plan! This is a formative experience.</p>	<p>2, 3, 5, 6, 8</p>	<p>10</p>
<p>5. Reflections of My Aboriginal Cultural Competency and Growth Plan (MACCGP): The MACCGP will serve as a starting point document to record your own journey toward cultural-competency over the next 4 semesters in the B.Ed. You will have an opportunity in the final Sharing-Circle on Nov 29 to share some highlights from your MACCGP. This will be a reflective expose featuring highlights from in-class and outside-class of class experiences. The MACCGP should reflect your commitment to your growth as a culturally-informed educator.</p>	<p>1, 4, 6, 7</p>	<p>10</p>
<p>6. The instructor reserves 5 marks to reward exemplary effort and performance, e.g., demonstrations of leadership, classroom engagement, professionalism, collegiality, and cultural competency.</p>	<p>1, 4, 6, 7</p>	<p>5</p>
	<p>Total</p>	<p>100</p>

EDUC 346 Summary of Course Themes and Activities (Subject to change [*STC])

Wk	2017 Dates & Times	Class Activities (Subject to change [*STC])
1	Wed, Sep 6 10:00 am – Noon	<i>Theme: What is the course about?</i> <ul style="list-style-type: none"> • Sharing Circle • Intro to P1. Aboriginal Community Cultural Engagement (ACCE) and P2. Aboriginal Cultural Mindfulness (ACM), formative Lesson Planning.
2	Wed, Sep 13 10:00 am – Noon	<i>Theme: How will we accomplish cultural competency?</i> <ul style="list-style-type: none"> • Review Syllabus and Addendum • Aboriginal Educational Article Review
3	Wed, Sep 20 10:00 am – Noon	<i>Theme: Wealth of Aboriginal Educational Resources</i> <ul style="list-style-type: none"> • FIELDTRIP to SD 82 First Nations Centre @ 10:15 am • FIELDTRIP to Terrace Public Library @ 10:45 am • Prep for ACM Tabletop display
4	Wed, Sep 27 10:00 am – Noon	<i>Theme: Indian Residential School Trauma</i> <ul style="list-style-type: none"> • ORANGE T-SHIRT or ITEM; Honouring Residential School Survivors Day (Class Photo) • ACCE Review • IRSS Guest-speaker [*STC]
5	Wed, Oct 4 10:00 am – Noon	<i>Theme: Trauma-Informed Education relative to Aboriginal students, family, & peoples</i> [*STC] <ul style="list-style-type: none"> • Aboriginal Educational Resources sharing
6	Wed, Oct 11 10:00 am – Noon	<i>Theme: Truth & Reconciliation</i> [*STC] <ul style="list-style-type: none"> • #A. Aboriginal Community Cultural Engagement (ACCE) Presentations START!
7	Wed, Oct 18 10:00 am – Noon	<i>Theme: Honouring Ourselves and the Ways</i> [*STC] <ul style="list-style-type: none"> • #B. ACCE Presentations (3 spaces)
8	Wed, Oct 25 10:00 am – Noon	<i>Theme: Aboriginal Educational History and Modern Constructs</i> [*STC] <ul style="list-style-type: none"> • #C. ACCE Presentations! (3 spaces) • Activity: Introduce My Aboriginal Cultural Competency & Growth Plan (MCCGP)
9	Wed, Nov 1 10:00 am – Noon	<i>Theme: What is working?</i> [*STC] <ul style="list-style-type: none"> • B.Ed.'s Aboriginal Cultural Mindful (ACM) Lesson Display Community Event
10	Wed, Nov 8 10:00 am – Noon	<i>Theme: Focus on Aboriginal Children & Families</i> [*STC] <ul style="list-style-type: none"> • #D. ACCE Presentations! (3 spaces)
11	Wed, Nov 15 10:00 am – Noon	<i>Theme: Reflection on the Journey</i> [*STC] <ul style="list-style-type: none"> • #E. ACCE Presentations (3 spaces) • MACCGP progress.
12	Wed, Nov 22 10:00 am – Noon	<i>Theme: Completion through Giving</i> [*STC] <ul style="list-style-type: none"> • #F. ACCE Presentations (2 spaces)
13	Wed, Nov 29 10:00 am – Noon	<i>Theme: Closing the Circle</i> <ul style="list-style-type: none"> • Final Sharing-Circle

Presentations, Assignments, Submissions, and Due Dates

(Updated this section on Oct 28, 2017 to reflect title changes to #07 & #09)

#	Assignment Names and In-class Presentations (P1 & P2) Due Dates: Tues. @ 11:59 pm before each class, unless otherwise listed.	Submit by:	Due Dates: Tue, @ 11:59 pm
P1	Aboriginal Community Cultural Engagement (ACCE) Presentation: RESERVE date & *space: Oct 11 (*2), Oct 18 (*3), Oct 25 (*3), Nov 8(*3), Nov 15(*3), Nov 22(*2)	Presentation	Choose your timeslot
P2	Aboriginal Cultural Mindfulness' (ACM) Community Event in Room 103 on Nov 1. (Solo or Pairs)	Presentation	Wed, Nov 1
#01	Course Reflection	Email	Tue, Sep 12
	Tue, Sep 20: Please work on P1 ACCE, P2 ACM, #2, #3, #4		NONE: Catch-up
#02	Article Read and Review – 2 Highlights and rationale	Email	Tue, Sep 26
#03	Aboriginal Educational Resource Recommendation	Email -> Blog	Tue, Sep 26
#04	Aboriginal Community Cultural Engagement (ACCE) Think Paper	Email	Tue, Sep 26
#05	IRSS Guest-speaker Reflection *Submission options: Written or Oral	Email	Tue, TBA
#06	Write a short blog entry for Aboriginal Resource Recommendation	Email -> Blog	Tue, Oct 10
#07	ACM Indigenous Pillars (TRCC, UNDRIP, FPPL)	Email	Tue, Oct 24
#08	First DRAFT Summary of ACM Tabletop Display		Tue, Oct 24
#09	ACM Final Summary (Adapted Indigenous Lesson Plan format)	Email	Tue, Nov 7
#10	ORAL "Call-in" ACM Tabletop Reflection to Marian @ 250-615-3328	Oral	Tue, Nov 7
#11	Give-Away item for a colleague (Final Sharing Circle)	\$0 cost Item	Wed, Nov 29
#12	My Aboriginal Cultural Competency and Growth Plan (MACCGP)	Email	Tue, Nov 21
#13	Letter-to-Self about being a culturally competent Aboriginal Educator (Final Sharing Circle)	Envelope	Tue, Nov 29
#14	Short summary of your EDUC 346 Learning Journey Highlights (Final Sharing Circle)	Email	Tue, Nov 29

School of Education's UNIQUE Grading Scale:

All assignments and performance will be assessed to reflect this scale. "To be eligible for a Bachelor of Education degree the candidate must normally have earned: a grade of C+ or better in all Education courses; and, a minimum GPA of 2.33 (C+)."

Grade Distribution for Bachelor of Education Program

Grade	% range	Description
A+	95.5 – 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectations, goes beyond stated criteria and has an insightful grasp of the subject matter.
A	89.5 – 95.49	
A-	84.5 – 89.49	
B+	79.5 – 84.49	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a student who meets expectations or stated criteria and shows a good grasp of the subject matter or an excellent grasp in one area balanced with a satisfactory grasp in another area.
B	74.5 – 79.49	
B-	69.5 – 74.49	
C+	64.50 – 69.49	Satisfactory performance. This grade indicates a student who minimally meets expectations or stated criteria and has a satisfactory grasp and knowledge of the subject matter.
F	<64.50	Unsatisfactory performance. This grade indicates a student has failed to minimally meet expectations or stated criteria and demonstrates only a superficial grasp of the subject matter.
All students must receive a "pass" (C+ or better) to obtain credit for this course.		

Sources: <http://www.unbc.ca/calendar/undergraduate/education>