



UNIVERSITY OF SASKATCHEWAN

College of Education

USASK.CA/EDUCATION

Department of Educational Administration

EADM 203.3

Summer Term

July 3rd – August 7th (Monday – Thursday) No class August 5

9:00 – 11:15

Room: 2060

Instructor: Greg McJannet B.Ed., M.Ed

306-966-7633

greg.mcjannet@usask.ca

The Professional and Organizational Context of Saskatchewan Schools

Course Description

This course examines the professional and organizational context of schooling in Saskatchewan. Students learn about the design and delivery of primary and secondary education at the local and provincial levels, with an emphasis on the professional bodies engaged in the governance and operation of schools; how schools are financed, and; legal/policy issues that guide teaching and learning. Also emphasized are considerations of teacher professionalism, ethical conduct, and the rights and responsibilities of Saskatchewan teachers in and outside of the classroom.

Pre-requisites

This course is open only to students in the Internationally Educated Teachers Certificate program.

Students with credit for EADM 321, EADM 425, EDUC 303 or EADM 303 will not receive credit for this course.

The College of Education acknowledges that it resides on Treaty Six territory and the homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you may spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Objectives

There is little that is inevitable (the only possible way) about the ways in which education is currently organized in Saskatchewan and across Canada. Indeed, there is considerable variation across the provinces and First Nations communities, and all types of school systems are currently in the midst of significant changes and “reform.”

This course will attempt to:

- describe existing educational systems in Saskatchewan and Canada;
- describe the work and professional expectations of teachers in Saskatchewan education systems;
- discuss why things are this way and how they might be otherwise, and;
- look at current changes in educational systems.

Always an attempt will be made to bring these organizational matters back to their significances for the lives of students and teachers in schools.

Four basic tensions provide themes for much of the course content:

- ***Jurisdictional issues*** that provide challenges for the design and delivery of education
- The relationship between ***public and professional*** authority in education;
- The balances between ***centralized and decentralized*** authority;
- The recognition and celebration of ***diversity*** within a context of equity and ***inclusion***.

Public school teachers work in a highly complex web of organizational, social and political relationships. The general objective of this course is to explore the ways in which public schooling and teachers’ work is constructed within particular administrative, political, legal and professional frameworks and expectations.

Primary objectives include:

1. To investigate historical, political, economic, constitutional and Charter bases of education.
2. To acquire a basic understanding and knowledge of the governance of provincial and federal education systems in Saskatchewan and Canada.
3. To study organizational and structural aspects relating to the delivery of education in federal and provincial systems in Saskatchewan and Canada.
4. To become familiar with the governmental and professional bodies involved in the governance and delivery of education in Saskatchewan and Canada.
5. To develop an understanding of the nature of educational finance as it impacts the operation of schools.
6. To examine current issues in educational law and to relate these to the work of teachers.
7. To reflect upon notions of teacher professionalism and ethics as they relate to the work of teachers in Saskatchewan schools.

8. To appreciate the relationship between schools, parents, and community in Saskatchewan
9. To demonstrate an ability to research and report upon, collaboratively and in a critical and scholarly manner, important issues in the administration of public education.

The instructor will assign required readings and supplemental reading as the course unfolds.

Required Readings

Young, J., Levin, B., & Wallin, D. (2014). *Understanding Canadian schools: An introduction to educational administration* (5th ed.). Available at <http://home.cc.umanitoba.ca/~wallind/understandingcanadianschools5.html>

Supplementary Material

- Beynon, J., Ilieva, R. & Dchupa, M. (2014). Re-credentialing experiences of immigrant teachers: Negotiating institutional structures, professional identities and pedagogy. *Teacher and Teaching: Theory and practice*, 10 (4), 429-444.
- Dufour, R. (2004). What is a “professional learning community”? *Educational Leadership*, 61(8), 6–11.
- Hoy, W. K., & Miskel, C. G. (2008). Structure in schools. In W. K. Hoy & C. G. Miskel (Eds.), *Educational administration: Theory, research, and practice* (pp. 89–131). New York: McGraw-Hill.
- Murray, J. C., Cross, J. L. & Cruikshank, K. (2014). Stakeholder perceptions of IELTS as a gateway to the professional workplace: The case of employers of overseas trained teachers. *IELTS Research Reports Online Series*, retrieved from https://www.ielts.org/pdf/IELTS_Online_RR_2014.1.pdf
- Niyubahwe, A., Mukamurera, J. & Jutras, F. (2013). Professional integration of immigrant teachers in the school system: A literature review. *McGill Journal of Education*, 48(2), 279-296.
- Oloo, J. A. (2012). Immigrant teachers in Saskatchewan schools: A human resource perspective. *KEDI Journal of Educational Policy*, 9(2), 219-237.
- Schein, E. (1993/2005). Defining organizational culture. In J. M. Shafritz, J. S. Ott, & Y. S. Jang (Eds.), *Classics of organization theory* (6th ed., pp. 360–367). Belmont, CA: Wadsworth.
- Schmidt, C., Young, J. & Mandzuk, D. (2010). The integration of immigrant teachers in Manitoba, Canada: Critical issues and perspectives. *International Migration & Integration*, 11, 439–452.

Websites:

Saskatchewan Ministry of Education <

<https://www.saskatchewan.ca/government/government-structure/ministries/education>>

Council of Ministers of Education, Canada www.cmec.ca

Saskatchewan Teachers Federation <https://www.stf.sk.ca/>

Canadian Teachers Federation <http://www.ctf-fce.ca/en/Pages/default.aspx>>

Canadian Education Association <http://www.cea-ace.ca/>

Saskatchewan School Boards Association <https://saskschoolboards.ca/>

Saskatchewan Indigenous Cultural Centre <http://www.sicc.sk.ca/> >

Saskatchewan Professional Teachers Regulatory Board <http://www.sptrb.ca/web/sptrb/>

Office of the Treaty Commissioner <http://www.otc.ca/>

Gabriel Dumont Institute <https://gdins.org/>

Truth and Reconciliation Commission of Canada

<http://www.trc.ca/websites/trcinstitution/index.php?p=3>

MANY other websites for individual public, Catholic and First Nations education authorities as found in the course materials

Note: If you are experiencing difficulties with your studies or assignments, or have a disability or an illness which may affect your course of study, please discuss these issues with me, and/or one of the following Student Affairs offices as soon as possible:

Disability Services for Students

E1 Administration Building

<https://students.usask.ca/health/centres/disability-services-for-students.php>

Ph: 966-7273

8:30 am - 4:30 pm Monday - Friday

Drop in Hours: Monday and Thursday 9:30 am - 12:30 pm
 Tuesday and Wednesday 2:00 pm - 4:30 pm

Student Wellness Centre

3rd Floor and 4th Floor, Place Riel

<https://students.usask.ca/health/centres/wellness-centre.php>

Ph: 966-5768

8:30 am - 4:30 pm Monday – Friday

student.wellness@usask.ca

Undergraduate Programs Office

Room 3350, Education Building

(306) 966-7654

advising.education@usask.ca

Note: All unclaimed assignments at the end of the course will become the property of the College of Education and will be subject to destruction after four months.

Evaluation

	Percentage of Grade	Due Dates
Weekly Discussion Board	10%	5 Posts due weekly Total 30 posts
Assignments	50%	Option A: 25% options complete(2) Option B: 50% options complete (1)
Classroom Project	40%	Group project presentation

Grading System

Percentages	Letter	GPA	Explanation
95-100	A+	4.5	Exceptional
90-94	A	4.0	Excellent
85-89	B+	3.5	Very Good
80-84	B	3.0	Good
75-79	C+	2.5	Satisfactory
70-74	C	2.0	Adequate
60-69	D+	1.0	Marginal
00-59	D	0.0	Failure

Plagiarism

Plagiarism is described as taking credit for another's work. In an environment based upon academic integrity, plagiarism exemplifies completely unethical behavior. If it is discovered that any student has plagiarized material, the student will automatically fail the class. If you are unsure about what constitutes plagiarism, or do not know how to adequately reference material, please ask for help and consult the newest edition (6th) of the American Psychological Association (APA) reference manual.

Schedule Adjustments and Late Submissions

Very occasionally, adjustments to the proposed schedule are required for a host of different reasons. For adjustments proposed by the professor, it is the professor's responsibility to bring these proposed adjustments forward for discussion in a timely manner. For adjustments proposed by students, it is the student's responsibility to bring these forward for discussion in a timely manner.

Assignments submitted to the professor after the deadlines as amended through mutual agreement in advance, will only be accepted within seven calendar days of any initially amended date. All submissions after the deadline must be accompanied by a brief written statement from the student outlining the consequence they deem appropriate for the late submission. Late work not accompanied by a note outlining consequences will not be read and the assignment will receive a grade of F. Work received more than seven calendar days after a deadline stated herein, or the date mutually agreed upon, will not be read and the assignment will receive a grade of F.

Selected University of Saskatchewan Policies

No person may gain the benefit of instruction in a course without being duly registered in the course either as a credit or audit student.

If a student is not registered in a course, he or she will not receive credit for attending or completing assignments.

Reminder: This class convenes TBA

Date	Topic	Resources	Evaluation
July 3/4	The Structure of Canadian Education: Provincial and Federal Responsibilities for Education	Provincial Jurisdiction Young et al (2014) Chapters One and Two Burgess et al (2014), Chapter One, Six, Seven, Eight, Nine, Twelve, Thirteen Hoy & Miskel (2008) The Constitution Act 1867 The British North America Act 1867 The Manitoba Act 1870 Charter of Rights and Freedoms 1982 Declaration on the Rights of Indigenous Peoples (2007) The Indian Act, 1985 The Education Act, 1995 The Education Regulations (2015) Home-based Education Program Regulations (2015) Independent Schools Regulations Lipman (2003)	Discussion Board Weekly Topic #1

		School Division Boundaries Map (All) School Division Boundaries Map (public, separate, conseil des ecoles fransaskoises) Historical Treaties of Canada Map First Nations Map of Saskatchewan Perrins Report (2016) Multimedia sources (on Blackboard)	
July 8/9	First Nations Education: Jurisdiction, Colonialism and Resistance	Burgess et al (2014), Chapter 11 Statement of the Government of Canada on Indian Policy (1969) (White Paper) Wahbung: Our Tomorrows, 1971 Indian Control of Indian Education (1972) (Red Paper) Royal Commission on Aboriginal Peoples (1996) Assembly of First Nations (2010) Assembly of Manitoba Chiefs Women of Wahbung (2012) TRC 2015 Aquash (2013) Courchene, 2012 Gillespie & Murdock, 2001 Grant et al, 2001 Kirkness, 2008 Fallon & Paquette (2012) Multimedia sources (on Blackboard)	Discussion Board Weekly Topic #1 Identify Assignment Choices
July 10/11	Schools Boards Policy and Politics	Young et al (2014) Chapter Two/Three/Five Burgess et al (2014) SSBA By-laws SSBA (2015a) SSBA (2015b) SSBA (2016a) SSBA (2016b) SSBA (2016c)	Discussion Board Weekly Topic #2

		Links to school division websites Role of a school board member 2016 CBC News (Oct, 2016) Perrins (2016) Multimedia sources (on Blackboard)	
July 15/16	Teaching as a Profession: Professional Ethics and Practice	Young et al (2014) Chapter Six/Chapter Seven/Chapter Nine Burgess, Chapter Three Benyon et al (2014) Dufour (2004) The Education Act, 1995 The Education Regulations (2015) The Registered Teachers Act (2015) STF (n.d.) STF Governance Handbook (2016) Stout & Peters (2011) Multimedia sources (on Blackboard)	Discussion Board Weekly Topic #2
July 17/18	Teaching as a Profession: Continuous Learning, Evaluation, and Appraisal	The Education Act, 1995 The Education Regulations (2015) Registered Teachers Act (2015) STF Policy 2.1 Teacher Success (2016) STF Policy 2.2 Principal Success (2016) Buttram & Farley-Ripple (2016) Lambersky (2016) Maharaj (2014) Viseu et al (2016)	Discussion Board Weekly Topic #3
July 22/23	Teaching as a Profession: Culturally Responsive Teaching in Diverse Contexts	TRC 2012 Gagne et al (2017) Hare & Pigeon (2012) Hatchfeld et al (2015) Murdock, 2001 Oskineegish (2015)	Discussion Board Weekly Topic #3 Option A: Assignment #1 due

		Ottman (2009) Wallin & Peden (2014) Canadian Council on Learning (2009)	
July 24	Teaching and the Law: Rights, Responsibilities, and Repercussions	Young et al (2014) Chapter Four Burgess et al (2014), Chapters Seven, Eleven and Fourteen Burgess et al (2014) Niyubahwe (2013) Schmidt (2010) Charter of Rights and Freedoms 1982 Youth Criminal Justice Act 2002 Criminal Code of Canada (1985) Saskatchewan Human Rights Code (1979) The Education Act, 1995 The Education Regulations (2015)	Discussion Board Weekly Topic #4
July 25/29	Teaching and the Law: Safety and Negligence	Young et al (2014) Chapter Four Burgess et al (2014), Chapter One and Fourteen Charter of Rights and Freedoms 1982 Youth Criminal Justice Act 2002 Criminal Code of Canada (1985) Saskatchewan Human Rights Code (1979) The Education Act, 1995 The Education Regulations (2015)	Discussion Board Weekly Topic #4
July 30	Teaching and the Law: Child Protection	Saskatchewan Child and Family Services Act (1989) Saskatchewan CFS: Duty to Report Brochure Saskatchewan CFS: 2014 Child Abuse Protocol Saskatchewan CFS: Online Course for Duty to Report	Discussion Board Weekly Topic #5

		Multimedia sources: (on Blackboard)	
July 31	Parents, Families, Communities and Schools	<p>Young et al (2014) Chapter Eight</p> <p>Burgess et al (2014)</p> <p>Prytula et al (2011)</p> <p>Schein (1993/2005)</p> <p>The Education Act, 1995</p> <p>The Education Regulations (2015)</p> <p>Anuik & Bellehumeur-Kearns (2014)</p> <p>Clarke et al (2010)</p> <p>Pushor (2014)</p> <p>Pushor (2012)</p> <p>Pushor & Murphy (2010)</p> <p>Standing (1999)</p>	<p>Discussion Board</p> <p>Weekly Topic #5</p>
August 1/6	Online Group Research Presentations and Class Feedback		<p>Discussion Board</p> <p>Complete all Posts by August 1st</p> <p>Group Presentations August 1st and August 6th</p> <p>Option A: Assignment #2 Due</p> <p>Option B: Assignment Due</p>
August 7	Hiring and Selection Processes	<p>Cranston (2014)</p> <p>Hellsten et al (2013)</p> <p>Murray et al (2014)</p> <p>Oloo (2012)</p>	<p>TBD if time permits</p> <p>Option A: Assignment #2 Due</p> <p>Option B: Assignment Due</p>

Evaluation

Group Research / Presentation Project: (no more than 4 per group) – 40 %

Each group must choose a relevant topic that school systems in Saskatchewan are facing and present on the nature of the topic, the issues schools face as they deal with the topic, and the ways in which schools are addressing the topic. Multimedia displays are encouraged. Each presentation must be uploaded to the class site and a group presentation/feedback session will occur the second last week of class.

Topics to consider:

- Language rights
- Religion in school
- Historical and/or contemporary issues in First Nations, Metis and Inuit education
- Sex education
- Canadian Charter of Human Rights issues
- Violence in schools
- Substance abuse
- Youth Criminal Justice Act
- Sexual harassment
- Parental involvement
- Legal issues (focus on a particular topic)
- Contracts
- Professional ethics
- School planning
- Dress code
- Student leadership
- Education funding
- Sexual orientation
- Truancy
- Corporal punishment
- Newcomer education
- Diversity issues in education
- Health and safety
- Urban/rural education
- Gender issues
- Teacher dismissal
- Hiring processes
- New teacher induction
- Teacher evaluation
- Other topics as discussed with instructor

Requirements:

1. A pamphlet or handout that provides a synopsis of the topic should be made available to all students.
2. Conduct some background research on your topic—read up on the subject and talk to people who currently work/deal with/are affected by the issue. Be able to outline the highlights of the subject in terms of:
 - a) Its significance. Why do you think this is an important issue in the first place? (Personal opinion as well as research-supported ideas/statistics please!)
 - b) The issues that need to be considered (ethical, legal, political, logistical, media). Think about how the issue has been defined. Whose definition of the issue appears to be uppermost? What other definitions or views of the issue might exist that are not being expressed? Why aren't they?
 - c) What Saskatchewan or Canadian educational policy/law directs in relation to the topic;
 - d) How school systems in Saskatchewan currently manage the issue;
 - e) How the topic directly affects the ways in which Saskatchewan teachers work.
3. Possible inclusions in the display:
 - Pamphlets
 - Infographic
 - Video
 - Case studies
 - Representative art forms of expression
 - Legal documents
 - Policy documents and/or current literature
 - Media articles
 - Lists of resources
 - Others as discussed

Discussion Board – 10%

Each student is required to participate in the Discussion Board that will be included as part of the course as the topics progress. Participation will include responses to questions posted on the Discussion Board, as well as interaction with other student comments.

Criteria:

1. The individual communicates that he/she has read/viewed the course material and is prepared to discuss the course content and respond to in class discussions.
2. The individual participates in the group discussion and provides an understanding of how the topics operate in a school/division by articulating connections between course content and personal experience.

3. The individual must complete at least **5** discussion board postings / week of class. For a total of **30** discussion board posts.
4. For each week, the individual must reply to the instructors questions once and reply to other students responses four times
5. The individual must complete his/her response **before the following week of class**

Independent Assignments

Each student must choose a number of independent assignments to complete. The choice of assignments is optional, as long as the value of the assignments adds up to 50% of the grade. Students must choose their assignments within the first week (by July 9th) of class, and submit a form indicating their choice by the third week of class. It is recommended that each student discuss the nature of the assignments with the instructor to become aware of the requirements of each assignment as well as become comfortable with the due dates.

Option A. Should a student choose to complete two independent assignments, the due dates will fall on the following:

Option B. Should a student choose to complete one independent assignment, the due date will fall on

Possible Independent Assignments (student choice—must add up to **50%**)

NOTE: SEE THE COURSE MATERIALS IN WEBCT FOR AN EXEMPLAR OF APA SINCE THIS WILL BE A CRITERIA OF GRADING.

Notes:

- ALL assignments must use proper APA referencing
- ALL assignments must be written in ESSAY format, NOT BULLET FORMAT. This is professional work!
- ALL assignments need to have a proper introduction, body, and conclusion

OPTION A – (Choose 2) = 50%

Assignments worth 25% (4 – 7 pages)

- **Reflective Journal.** Complete a reflective journal of your teaching experiences as they relate to particular topics discussed in class. What questions arise in your mind when you consider your own practice? What thoughts come to mind when you combine the issues dealt with in this class with the experiences you have had in the past? What do you still need to learn? All material in the journal will be kept strictly confidential.
- **Structure of Schooling.** Describe the structure of the educational system that you attended. Include in your description information about how the school

- system is organized and who the key stakeholders are. Briefly describe who determines the curriculum, how assessment is structured, and what the responsibilities of the teacher are. At the end, comment on one idea that you learned on the first day of class regarding Canada's educational context. How is that the same or different from your context?
- **Role of the Principal.** Based on material covered in class, summarize the role and the responsibilities of the principal. In the paper, please include how the role relates to the minister of education and the director of the school division. Please explain the critical nature of the role of the principal in the success of the school and the success of the students.
 - **Website Review.** Create a review of a Saskatchewan or Canadian educational website. Your review needs to consist of a general outline of the information available on the website, as well as your perceptions about the comprehensiveness of the site. What is the target audience of the site, and what particular "slant" of educational thought does it support? What recommendations could you make to improve the quality of the site, either technically or in terms of the types, kinds and perspectives of information available on it? How well supported is the site's information by argument or evidence? Would you recommend the site to others as one that provides justified, objective, and fair information to "cyber surfers"?
 - **PD Session Outline.** You have been asked by the professional development committee to provide a PD session for teachers on a particular topic of interest to them. Develop a one-hour PD session about the topic, which includes the materials you would provide to teachers as well as an outline of the process you would use to facilitate the session. Provide a two page summary of the key ideas you would be sure to highlight in the PD session.
 - **Annotated Bibliography.** Prepare an annotated bibliography on the current literature and research that surrounds an educational issue. The bibliography should contain at least 20 reputable sources, and each reference must be annotated so that the primary ideas of each reference are clearly outlined. You must also include a three page report that discusses the educational significance of the topic you chose, how the references you have chosen reflect differing perspectives on the topic at hand, and how they have influenced your own opinion on the issue.
 - **Professional Conversation.** Engage in conversations with two educational representatives from Saskatchewan (director, superintendent, board or educational authority member, STF representative, principal). Discuss questions related to their roles and responsibilities, their educational philosophy and their professional commitments. Then discuss with the individuals the extent to which community and/or political perceptions shape the expectations of the role and influence their professional and personal life. Finally, apply your findings to your own life, and justify whether or not you would be interested in assuming these roles in the future.

- **Article Analysis.** Review two scholarly journal articles from reputable education journals that deal with a particular topic of interest related to a topic in this course. What are the key ideas that underlie the articles? What ideas and/or perspectives do the articles share in common, and in what ways are they different? Are there alternate perspectives that may be missing from them? Do you support or reject the ideas, and why?
- **Case Study Creation and Analysis.** Develop a case study (it may be one you have experienced in your practicum), on an educational topic of interest. Your case study may be written, or it may be a video-taped simulation. Then complete a “study package” for the case, which includes study questions for other teachers, as well as a framework of analysis that includes the legal, ethical, policy, and research-based information on what teachers need to know in order to deal with the situation.
- **International Comparison.** Choose a topic that was discussed during one week of the class, and compare the information shared about the Saskatchewan context with how the same phenomena is understood/enacted in your home country. What similarities exist? What differences exist? What effects does this comparative understanding have on your own professional identity and how you would teach in the Saskatchewan context?

OPTION B – (Choose 1) 50 %

Assignments worth 50% (10-12 pages)

- **Individual Paper.** Conduct background research based on 3 articles and complete two professional conversations—from a teacher, and an in-school administrator in Saskatchewan—on their views of a topic of current educational interest. Be able to outline the findings of how the issue is managed from a teacher’s perspective and from an administrator’s perspective. Be sure to ask the interviewees about their perceptions regarding the ethical, legal, political and logistical issues involved with the issue. Then present the top five findings/beliefs/understandings and/or suggestions you have gathered about the topic because of the research on theory (articles) and practice (interviews) as a means of solving the problem at hand (along with some of your own personal experiences and suggestions).
- **Proposal Presentation.** Assume that you have been hired by a school division or education authority to prepare a proposal to be presented to the school board/education authority on a particular issue being faced by the school division/education authority. Members have asked that you provide the information they need and the direction they should take when dealing with the issue. What form would your proposal take? What would it include? How would you persuade the board/education authority to take direction from you, and what would that direction be? Include all the materials you would use to

make your proposal, as well as a “lesson plan” on the process you would use and a script of what you would say when presenting your proposal to the board.

- **Statistics Canada Profile.** Obtain Statistics Canada demographic, economic and social data on a community in Saskatchewan in which you might be interested in working. Use the data from the 2011 and the 2006 census community profiles. What are the key features of the community? How have these features changed over the past five years? After completing the profile, discuss the impact these changes may have had on schools. Then do a projection of how these influences may impact schools in the future if they were to continue. Use research, visual data, and written report formats to present your findings. If you use large or numerous amounts of tables, place them in an appendix and refer to them in your text. If you use only a few small tables (4 or less), you may embed them within the document.
- **History of Education in a Saskatchewan Community.** For this project, find out about the historical development of a school, a school division, or an educational authority in a Saskatchewan community. Find out about the history by using historical data sources (text, community newspapers, historical artifacts), and/or by speaking to people who have an understanding of the history of the area. You might focus on: the general sequence of events that lead up to the development and growth of the educational system in the area, the organization of the school day, primary events and celebrations, the nature and focus of the curriculum, the lives of the teachers who worked in those schools, and some of the “stories” that are remembered about the lives of students, teachers, and community members. Then do an analysis between that historical perspective and your understanding of schools today. How are they similar, and how are they different? What were the benefits and drawbacks of either time? And what can we learn about the development of education over time as a result of this knowledge?

Independent Assignments

- Research is evident. The students have reviewed literature that is relevant, current and useful in understanding the topic.
- Sources of information are acknowledged in an acceptable manner (APA 6th edition).
- The project says something substantive about the topic that is of value to the reader.
- The writer's own input is evident. The ideas taken from the literature are utilized to make observations, discuss implications, develop generalizations and draw conclusions.
- The project is characterized by clarity, simplicity, parsimony and good English. It can be easily read and understood by a colleague.
- The project has overall quality. The writer's understand the topic and display an ability to organize, to analyze, to synthesize, to evaluate ideas and to express thoughts fluently.

GRADING CATEGORIES	
90-100	<p>Superior assignment in all respects, and in addition, contains original, creative thought with consistent evidence of:</p> <ul style="list-style-type: none"> • a comprehensive, incisive grasp of the subject matter; • an ability to make insightful critical evaluation of the material given; • an exceptional capacity for original, creative and/or logical thinking; • an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.
80-89	<p>Excellent assignment with respect to most or all criteria, with strong evidence of:</p> <ul style="list-style-type: none"> • a comprehensive grasp of the subject matter; • an ability to make sound critical evaluation of the material given; • a very good capacity for original, creative and/or logical thinking; • a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.
70-79	<p>Good assignment that meets most of the criteria very well with evidence of:</p> <ul style="list-style-type: none"> • a substantial knowledge of the subject matter; • a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques; • some capacity for original, creative and/or logical thinking; • a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.
60-69	<p>Satisfactory assignment that meets some of the criteria very well, and the remaining adequately with evidence of:</p> <ul style="list-style-type: none"> • an acceptable basic grasp of the subject material; • a fair understanding of the relevant issues; • a general familiarity with the relevant literature and techniques; • an ability to develop solutions to moderately difficult problems related to the subject material; • a moderate ability to examine the material in a critical and analytical manner.
50-59	<p>Marginally acceptable assignment. Lacks originality in that it imitates references too closely, or it is deficient on three or more of the criteria. A barely acceptable performance with evidence of:</p> <ul style="list-style-type: none"> • a familiarity with the subject material; • some evidence that analytical skills have been developed; • some understanding of relevant issues; • some familiarity with the relevant literature and techniques; • attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.
<50	<p>Unacceptable. An assignment that is deficient on most of the listed criteria. Does not meet the standards required at this level of study.</p>

Evaluation Criteria: Online Peer Evaluation of Group Presentation

Course: _____ Term: _____ Group: _____

Group Members:

		1=weak; 5=excellent
C	The significance of the topic was clearly expressed.	1 2 3 4 5
	The project addressed most of the issues that are involved with the particular topic.	1 2 3 4 5
	The content of the project was well organized .	1 2 3 4 5
	The project incorporated adequate and relevant theoretical, legal and policy sources.	1 2 3 4 5
	Current school practices were clearly delineated.	1 2 3 4 5
	The pamphlet provided a good synopsis of the content.	1 2 3 4 5
	Group members treated the content realistically —the suggestions that were made were “ do-able .”	1 2 3 4 5
	The project provided examples where appropriate.	1 2 3 4 5
	If I were the teacher in that situation I would seriously consider using this project’s suggestions.	1 2 3 4 5
P	The presentation was clear and coherent .	1 2 3 4 5
	The presentation demonstrated a balanced representation of group members.	1 2 3 4 5
	Group members showed an in-depth understanding of the project topic.	1 2 3 4 5
	Presenters moderated questions professionally.	1 2 3 4 5

1. What are the major strengths exhibited by this group project?
2. What suggestions would you make in order to improve this project?
3. What overall letter grade would you give this project?

A⁺ A A⁻ B⁺ B B⁻ C⁺ C C⁻ D⁺ DD⁻

References

- Anuik, J., & Bellehumeur-Kearns, L. (2014). Metis student self-identification in Ontario's K-12 schools: Education policy and parents, families, and communities. *Canadian Journal of Educational Administration and Policy*, Issue #153. Available at http://www.umanitoba.ca/publications/cjeap/pdf_files/anuik_kearns.pdf
- Aquash, (2013). First Nations in Canada: Decolonization and Self-Determination. *In Education*, 19(2), 120-137. Available at <http://ineducation.ca/ineducation/article/view/142/618>
- Assembly of First Nations (2010). *First Nations control of First Nations education: It's our vision, it's our time*. Ottawa: AFN. Available at http://www.afn.ca/uploads/files/education/3.2010_july_afn_first_nations_control_of_first_nations_education_final_eng.pdf
- Assembly of Manitoba Chiefs. (2012). *Women of Wahbung: The role of women in the development of the 1971 document of the Manitoba Indian Brotherhood's Wahbung: Our Tomorrows*. Available at <http://amc.manitobachiefs.com/images/pdf/women%20of%20wahbung.pdf>
- Beynon, J., Ilieva, R. & Dchupa, M. (2014). Re-credentialing experiences of immigrant teachers: Negotiating institutional structures, professional identities and pedagogy. *Teacher and Teaching: Theory and practice*, 10 (4), 429-444.
- Burgess, D., Walker, K., Chomos, J., & Donlevy, J. K. (2014). *A guide to Saskatchewan school law* (3rd edition). Saskatoon, SK: Turning Point Global.
- Buttram, J., & Farley-Ripple, E. (2016). The role of principals in professional learning communities. *Leadership and Policy in Schools*, 15(2), 192-220.
- Clarke, P., Heavin, H., & Walker, K. (2010, Aug). Racist parenting and the best interests of the child: A legal and ethical analysis. *Canadian Journal of Educational Administration and Policy*, 109. Available at http://www.umanitoba.ca/publications/cjeap/pdf_files/clarke-heavin-walker.pdf
- Courchene, D. (2012). *Wahbung position paper: A return to the beginning for our tomorrows*. Available at <http://amc.manitobachiefs.com/images/pdf/wahbung%20-%20position%20paper%20-%20a%20return%20to%20the%20beginning%20for%20our%20tomorrows.pdf>
- Cranston, J. (2014). Seeking the elusive fit: What do educational leaders look for when hiring new teachers for First Nations schools? *In Education*, 19(3), 69-88. Available at <http://ineducation.ca/ineducation/issue/view/20/showToc>
- Dufour, R. (2004). What is a "professional learning community"? *Educational Leadership*, 61(8), 6-11.
- Fallon, G., & Paquette, J. (2012, Apr). A critical analysis of self-governance agreements addressing First Nations control of education in Canada. *Canadian Journal of Educational Administration and Policy*, 132. Available at http://www.umanitoba.ca/publications/cjeap/pdf_files/fallon_paquette2.pdf
- Gagne, A., Schmidt, C., & Markus, P. (2017). Teaching about refugees: Developing culturally responsive educators in contexts of politicized transnationalism. *Intercultural Education*, 25, 1-18.

- Gillespie, L., & Murdock, N. (2001). The search for an Aboriginal education foundation. In L. Gillespie, & A. Grant, (Eds.), *A school on each reserve: Aboriginal education in Canada* (pp. 81-100). Brandon, MB: Brandon University Northern Teacher Education Program (BUNTEP).
- Government of Canada. (1867). *The British North America Act*. Available at <http://www.justice.gc.ca/eng/rp-pr/csj-sjc/constitution/lawreg-loireg/p1t11.html>
- Government of Canada. (1867). *The Constitution Act*. Available at <http://laws-lois.justice.gc.ca/eng/Const/page-1.html>
- Government of Canada. (1870). *The Manitoba Act*. Available at <http://www.justice.gc.ca/eng/rp-pr/csj-sjc/constitution/lawreg-loireg/p1t21.html>
- Government of Canada. (1969). *Statement of the Government of Canada on Indian Policy*. Available at <http://www.aadnc-aandc.gc.ca/eng/1100100010189/1100100010191>
- Government of Canada. (1982). *Canadian Charter of Rights and Freedoms*. Available at <http://laws-lois.justice.gc.ca/eng/const/page-15.html>
- Government of Canada. (1985). *Criminal Code of Canada*. Available at <http://laws-lois.justice.gc.ca/eng/acts/C-46/>
- Government of Canada. (1985). *The Indian Act*. Available at <http://laws-lois.justice.gc.ca/eng/acts/I-5/>
- Government of Canada. (2002). *Youth Criminal Justice Act*. Available at <http://laws-lois.justice.gc.ca/eng/acts/y-1.5/>
- Government of Saskatchewan. (1979). *The Saskatchewan Human Rights Code*. Available at <http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/S24-1.pdf>
- Government of Saskatchewan. (19889). *Child and Family Services Act*. Available at <http://www.qp.gov.sk.ca/documents/english/statutes/statutes/C7-2.PDF>
- Government of Saskatchewan. (1995). *The Education Act*. Available at <http://www.qp.gov.sk.ca/documents/PIT/Statutes/E/E0-2-2009-06-30.pdf>
- Government of Saskatchewan. (2015). *The Education Regulations*. Available at <http://www.qp.gov.sk.ca/documents/English/Regulations/Regulations/E0-2r24.pdf>
- Government of Saskatchewan. (2015). The Registered Teachers Act. Available at <http://www.qp.gov.sk.ca/documents/english/Statutes/Statutes/R15-1.pdf>
- Grant, A. with Waywayseecappo band members. (2001). Integration of Aboriginal children into provincial schools. In L. Gillespie, & A. Grant, (Eds.), *A school on each reserve: Aboriginal education in Canada* (pp. 23-42). Brandon, MB: Brandon University Northern Teacher Education Program (BUNTEP).
- Guy, A. (n.d.). *The emergence of Canadian education*. Unpublished paper.
- 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. Available at <http://journals.sfu.ca/cje/index.php/cje-rce/article/view/908/998>
- Hatchfeld, A., Hahn, A., Schroeder, S., Anders, Y., & Kunter, M. (2015). Should teachers be colorblind? How multicultural and egalitarian beliefs differentially relate to aspects of teachers' professional competence for teaching in diverse classrooms. *Teaching and Teacher Education*, 48, 44-55.

- Hellsten, L., Preston, J., Prytula, M., & Jeancart, D.P. (2013). Exploring the experience of a small group of Saskatchewan neophyte Aboriginal teachers. *In Education, 19(2)*, 3-29. Available at <http://ineducation.ca/ineducation/article/view/138/609>
- Hoy, W. K., & Miskel, C. G. (2008). Structure in schools. In W. K. Hoy & C. G. Miskel (Eds.), *Educational administration: Theory, research, and practice* (pp. 89–131). New York: McGraw-Hill.
- Kirkness, V. (2008). *Wahbung: Our tomorrows—37 years later*. Address given at the Manitoba Education Resource Center Lighting the Fire Conference, May 21, 2008. Available at <https://open.library.ubc.ca/cIRcle/collections/ubclibraryandarchives/43962/items/1.0103056>
- Lambersky, J. (2016). Understanding the human side of school leadership: Principals' impact on teachers' morale, self-efficacy, stress and commitment. *Leadership and Policy in Schools, 15(4)*, 379-405.
- Lipman, M. (2003). The reflective model of educational practice. *Thinking in education* (pp. 1-27). Cambridge: Cambridge University Press.
- Maharaj, S. (2014). Administrators' views on teacher evaluation: Examining Ontario's teacher performance appraisal. *Canadian Journal of Educational Administration and Policy, 152*. Available at <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/42859>
- Manitoba Indian Brotherhood. (1971). *Wahbung: Our Tomorrows*. Available at <http://www.trcm.ca/wp-content/uploads/Wabung-Our-Tomorrows-1971.pdf>
- Murdock, N. (2001). The impact of residential schools on Aboriginal education today. In L. Gillespie, & A. Grant, (Eds.), *A school on each reserve: Aboriginal education in Canada* (pp. 13-21). Brandon, MB: Brandon University Northern Teacher Education Program (BUNTEP).
- Murray, J. C., Cross, J. L. & Cruikshank, K. (2014). Stakeholder perceptions of IELTS as a gateway to the professional workplace: The case of employers of overseas trained teachers. *IELTS Research Reports Online Series*, retrieved from https://www.ielts.org/pdf/IELTS_Online_RR_2014.1.pdf
- National Indian Brotherhood. (1972). *Indian Control of Indian Education*. Available at <http://www.oneca.com/IndianControlofIndianEducation.pdf>
- Niyubahwe, A., Mukamurera, J. & Jutras, F. (2013). Professional integration of immigrant teachers in the school system: A literature review. *McGill Journal of Education, 48(2)*, 279-296.
- O'Conner, K. (2016, Oct. 25). School board elections: How much do trustees get paid? *CBC News*. Available at <http://www.cbc.ca/news/canada/saskatchewan/school-board-elections-trustee-compensation-1.3820342>
- Oloo, J. A. (2012). Immigrant teachers in Saskatchewan schools: A human resource perspective. *KEDI Journal of Educational Policy, 9(2)*, 219-237.
- Oskineegish, M. (2015). Are you providing an education that is worth caring about? Advice to non-Native teachers in northern First Nations communities. *Canadian Journal of Education, 38(3)*, 1-25.

- Ottman, J. (2009). Leadership for social justice: A Canadian perspective. *Journal of Research on Leadership Education*, 4 (1), 1-9. Available at <http://files.eric.ed.gov/fulltext/EJ875407.pdf>
- Pushor, D. (2012). Tracing my research on parent engagement: Working to interrupt the story of school as protectorate. *Action in Teacher Education*, 34(5-6), 464-479.
- Pushor, D. (2014). Teachers' narrative understandings of parents: Living and reliving "possible lives" as professionals. *Journal of Family Diversity in Education*, 1(1), 40-57.
- Pushor, D. & Murphy, B. (2010, December 2). Schools as protectorates: Stories of two Mi'kmaq mothers. *Canadian Journal of Educational Administration and Policy*, 114.
- Saskatchewan School Boards Association. (2015a). *Employee engagement in Saskatchewan school divisions: Literature review, conceptualization and policy analysis*. Available at <http://saskschoolboards.ca/wp-content/uploads/Employee-Engagement-Review-Report-2015.pdf>
- Saskatchewan School Boards Association. (2015b). *Policy advisory: Managing life-threatening conditions: Guidelines for Saskatchewan school divisions*. Available at <http://saskschoolboards.ca/wp-content/uploads/Life-Threatening-Conditions-Policy-Advisory-2015.pdf>
- Saskatchewan School Boards Association. (2016a). *SSBA Position Paper: Mandatory curriculum, history of First Nations and Metis people*. Available at <http://saskschoolboards.ca/wp-content/uploads/SSBA-Position-Paper-Mandatory-Curriculum-FNM.pdf>
- Saskatchewan School Boards Association. (2016b). *Task force on teacher time: Final report*. Available at http://saskschoolboards.ca/wp-content/uploads/task_force_teacher_time_final_report.pdf
- Saskatchewan School Boards Association. (2016c). *Voting in school board elections*. Available at http://saskschoolboards.ca/wp-content/uploads/62-1198_SSBA_Election_Package_web_full.pdf
- Saskatchewan Teachers Federation. (n.d.). *Teacher professionalism: A public trust*. Available at https://www.stf.sk.ca/sites/default/files/teacher_professionalism_public_trust.pdf
- Saskatchewan Teachers Federation. (2016). Policy 2.1: Teacher Success. In *STF Governance Handbook*, pp. 77-78. Available at https://www.stf.sk.ca/sites/default/files/governance_handbook_policy_2_1.pdf
- Saskatchewan Teachers Federation. (2016). Policy 2.2: Principal Success. In *STF Governance Handbook*, p. 79. Available at https://www.stf.sk.ca/sites/default/files/governance_handbook_policy_2_2.pdf
- Saskatchewan Teachers Federation. (2016). *STF Governance Handbook*. Available at https://www.stf.sk.ca/sites/default/files/governance_handbook_2016.pdf
- Schein, E. (1993/2005). Defining organizational culture. In J. M. Shafritz, J. S. Ott, & Y. S. Jang (Eds.), *Classics of organization theory* (6th ed., pp. 360–367). Belmont, CA: Wadsworth.
- Schmidt, C., Young, J. & Mandzuk, D. (2010). The integration of immigrant teachers in Manitoba, Canada: Critical issues and perspectives. *International Migration &*

- Integration*, 11, 439–452.
- Standing, K. (1999). Lone mothers and 'parental' involvement: A contradiction in policy? *Journal of Social Policy*, 28(03), 479-495.
- Stout, R., & Peters, S. (2011, August). Kiskinohamatotapanask: Inter-generational effects on professional First Nations women whose mothers are residential school survivors. Report written for the Prairie Women's Health Centre of Excellence. Available at http://www.trc.ca/websites/trcinstitution/File/pdfs/kiskino_Intergenerational_Effect_of_IRS_on_Prof_Women.pdf
- Treaty Story with Eric Tootosis at Treaty 4*. (2006). Time: 48:39. Youtube clip available at <https://www.youtube.com/watch?v=d62sp4AXNNg>
- Truth and Reconciliation Commission of Canada. (2012). *They came for the children*. Winnipeg, MB: TRCC. Available at http://www.myrobust.com/websites/trcinstitution/File/2039_T&R_eng_web%5B1%5D.pdf
- Truth and Reconciliation Commission of Canada. (2015). *Final report*. Winnipeg, MB: TRCC. Available at <http://www.trc.ca/websites/trcinstitution/index.php?p=890>
- United Nations. (2007). *United Nations Declaration on the Rights of Indigenous Peoples*. Available at http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf
- Viseu, J., Jesus, S., Rus, C., Canavarro, J., Pereira, J. (2016). Relationship between teacher motivation and organizational variables: A literature review. *Teaching and Teacher Education*, 24(7), 1919-1934.
- Wallin, D., & Peden, S. (2014, Spring). Touring Turtle Island: Fostering leadership capacity to support First Nations, Metis and Inuit learners. *In Education*, 19(3), 47-68. Available at <http://ineducation.ca/ineducation/article/view/150/633>



INTEGRITY defined

Integrity is expected of all students in their academic work –class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well.

What academic integrity means for students

Perform your own work unless specifically instructed otherwise. Check with your instructor about whether collaboration or assistance from others is permitted.

Use your own work to complete assignments and exams.

Cite the source when quoting or paraphrasing someone else's work. Discuss with your professor if you have any questions about whether sources require citation.

Follow examination rules.

Discuss with your professor if you are using the same material for assignments in two different courses.

Be truthful on all university forms.

Use the same standard of honesty with fellow students, lab instructors, teaching assistants, sessional instructors and administrative staff as you do with faculty.

Integrity in non-academic activities

Misconduct that disrupts the activities of the university or harms the legitimate interests of the university community could be the cause for non-academic disciplinary action.

GUIDING PRINCIPLES

The university documents that lay out our rules and procedures are the **Student Academic Misconduct Regulations** (University Council) and the **Standard of Student Conduct in Non-Academic Matters** (University Senate). Both documents are based on the same Guiding Principles from the Policy on Student Discipline.

- Freedom of Expression
- Mutual Respect and Diversity
- Commitment to Non-violence
- Commitment to Justice and Fairness
- Security and Safety
- Integrity

ACADEMIC MISCONDUCT PROCEDURES

"Academic Misconduct" is the term the University uses to describe cheating. Types of cheating are listed in the **Student Academic Misconduct Regulations** of University Council. There is an onus on every student to become informed about academic misconduct.

When an instructor believes a student is guilty of academic misconduct, the following procedures are used:

Informal procedure:

Sometimes misconduct is the result of carelessness, misunderstanding of the rules, or miscommunication. In such cases, the instructor may discuss the matter with the student informally.

If the student concedes the misconduct, the instructor has the authority to impose one or more of the following penalties:

- reduce the grade on the assignment or exam, to as low as zero
- require the student to rewrite the assignment or exam

A penalty imposed by an instructor is not reported to the student's college and does not become part of the student's record.

A student who disagrees with the allegation of cheating or with the penalty imposed may request a formal hearing.

Formal procedure:

For more serious misconduct, or in cases where the student disputes the allegation or the penalty, a college hearing board will hear the matter. Procedures for hearings are described in the Regulations.

The hearing board has the authority to impose one or more of the following penalties:

- reprimand or censure the student
- reduce the grade on the assignment, exam, or entire course, to as low as zero
- require the student to rewrite the assignment or exam
- require the student to submit an essay or a presentation on academic misconduct
- suspend or expel the student
- postpone, deny or revoke the student degree, diploma or certificate

A penalty imposed by a Hearing Board is reported to the student's college and to the university, and becomes part of the student's record. A finding of misconduct in research funded by an external agency is reported to that agency.

Further appeal of a hearing board decision or penalty is permitted only on grounds of unfair procedure or new evidence.

FOR MORE INFORMATION

Student Conduct and Appeals website: www.usask.ca/university_secretary/honesty/

Date: Effective May 9, 2012

Academic Misconduct Defined

The following constitute academic misconduct that may be the subject-matter of an allegation under the **Student Academic Misconduct Regulations**:

- (a) Providing false or misleading information or documentation to gain admission to the university or any university program;
- (b) Theft of lecture notes, research work, computer files, or other academic or research materials prepared by another student or an instructor or staff member;
- (c) Using work done in one course in fulfillment of any requirement of another course unless approval is obtained from the instructor by whom the material is being evaluated;
- (d) Presenting the work of someone else as one's own;
- (e) The supply of materials prepared by the student to another student for use by that student as the work or materials of that student;
- (f) Alteration or falsification of records, computer files, or any document relating to a student's academic performance;
- (g) Violation of the university's policy on misconduct in scholarly work as outlined at www.usask.ca/university_secretary/policies/research/8_25.php
- (h) Fabrication or invention of sources;
- (i) Failure to observe any stated rule with regard to the procedure used in an examination (or an activity undertaken for academic credit) where such a failure could result in the student gaining relatively greater credit;

- (j) Altering answers on a returned examination;
- (k) When prohibited, removing an examination from the examination room;
- (l) Seeking to acquire or acquiring prior knowledge of the contents of any examination question or paper with the intention of gaining an unfair advantage;
- (m) Possessing or using notes or other sources of information or devices not permitted by the course instructor in an examination;
- (n) Consulting or seeking the assistance of others when writing a "take home" examination unless permitted by the course instructor;
- (o) Providing false or misleading information with the intent to avoid or delay writing an examination or fulfilling any other academic requirement;
- (p) Failing to observe the terms of any agreement not to disclose the contents of an examination;
- (q) Misrepresenting or conspiring with another person to misrepresent the identity of a student writing an examination or engaging in any other form of assessment;
- (r) Knowingly doing anything designed to interfere with the opportunities of another person to have his or her contribution fully recognized or to participate in the academic program;
- (s) Preventing others from fair and equal access to University facilities or resources, including library resources ;

- (t) Using or attempting to use personal relationships, bribes, threats or other illegal conduct to gain unearned grades or academic advantages;
- (u) Knowingly assisting another person engaged in actions that amount to academic misconduct;
- (v) **Plagiarism**: the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

Examples of plagiarism are:

- (i) The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized].
- (ii) The verbatim use of oral or written material without adequate attribution.
- (iii) The paraphrasing of oral or written material of other persons without adequate attribution
- (w) Unprofessional conduct or behaviours that occur in academic or clinical settings or other work placements, or that are related to the student's area of professional practice.



Office of the University Secretary