

Curriculum Studies 265.3
Teaching for Reconciliation in the K-12 Curricula
Summer 2019



University of Saskatchewan
College of Education

Instructor: Mika Lafond

Phone: (306) 966-7596

Email: mika.lafond@usask.ca

Office: Education 1259

Office Hours: Mon-Fri 9:30-4:30

Time & Location: Mon-Thurs 1:00-3:15 Rm 2060

Course Description:

Drawing on the Truth and Reconciliation Report's *Calls to Action*, this course guides students to frame a personal orientation to Indigenous education and plan to teach for reconciliation. Through readings, lectures, group activities, interactions with elders and knowledge keepers, research, and writing, students will link their learning on historical and cultural foundations of First Nations, Métis, and Inuit education to community and cultural contexts. Teacher candidates will learn to respectfully include Indigenous ways of knowing in the K-12 curriculum to build relationships of mutual understanding.

Learning Outcomes:

In this course students will be introduced to the following learning objectives that align with program outcomes and the Teacher Certification Competencies that teacher candidates must demonstrate in order to receive professional certification. By the completion of this course students will be able to:

1. demonstrate factual knowledge of historical processes that have contributed to social, economic, and educational gaps for First Nations, Inuit and Metis peoples (SPTRB 2.1, 2.3)
2. describe the history and legacy of residential schools (SPTRB 1.3, 2.3)
3. model intercultural competency in communicating respectful willingness to learn about another's spiritual beliefs, values, communication style (SPTRB 1.1, 1.2)
4. evaluate lesson plans for meeting Saskatchewan curricular outcomes, and age appropriate activities engaging K-12 students in reconciliation (SPTRB 4.1, 4.2, 4.3)
5. design activities to facilitate K-12 students' knowledge of topics or issues relevant to FNIM communities, peoples, language, or culture with an emphasis on establishing and maintaining respectful relationships (SPTRB 2.3, 2.5, 2.6, 3.2, 4.2, 4.3)

Course Textbook

There is no text for this course. Readings and online videos will be provided in class or on the course webpage. Guest speakers will also visit our class.

Course Requirements

Assignment	Grade	Due Dates
Participation	10%	ongoing
Reconciliation Journals (3)	15%	July 11, 18, 25
Lesson Plan & Presentation	35%	Lesson Plan July 29, Pres. August 1
Reconciliation Portfolio	40%	August 6

Participation (10%): Students will be assessed on their readiness for class and participation in class discussion and activities using the rubric below.

Participation Rubric					
0	1 – 2	3 – 4	5 – 6	7 – 8	9 – 10
Never prepared Never participates Demonstrates a noticeable lack of interest in the material	Rarely prepared Rarely participates Comments are generally vague or drawn from outside of the assigned material	Preparation, and therefore level of participation, are both inconsistent When prepared, participates constructively in discussions and makes relevant comments based on the assigned material	Arrives mostly, if not fully, prepared Participates constructively in discussions Makes relevant comments based on the assigned material	Arrives fully prepared at almost every session Plays an active role in discussions Comments occasionally advance the level and depth of the dialogue	Arrives fully prepared at every session Plays an active role in discussions Comments consistently advance the level and depth of the dialogue

Reconciliation Journals (3) (15%): Journals provide an opportunity for you to reflect on what you have learned about reconciliation in relation to your personal understanding of who you are (e.g., worldview and identity). You may contribute entries to your journal in a variety of forms (prose (750 words max), poetry, visual art, etc.). Journal topics will be given in class a week before due dates. **Journal entries should be submitted as an attachment via e-mail or in a print version on July 11th, 18th, 25th.** If you choose to express yourself in a non-prose format please include a small amount of text to guide the instructor's interpretation of your entry. **(5% each entry).** Please only share what you are comfortable with. Journal entries will not be shared with others without your permission.

Reconciliation Lesson Plan & Presentation (35%): Students will create a lesson plan that respectfully includes Indigenous knowledges and ways of knowing, is connected to the SK curriculum, and works toward reconciliation (**25%, due July 29th**). Students will also have an opportunity to share their lesson in class with their peers (**10%, August 1**).

Reconciliation Portfolio (40%): The Reconciliation Portfolio is the culminating assignment for our course (i.e., no final exam) and is due on **August 6th**. A rubric will be provided. There are three parts to this assignment:

1. **Statement of Positionality and Commitment to Reconciliation (20%)** – each student will write a statement describing their own positioning (e.g., acknowledgement of privilege, as a settler ally, an Indigenous person, etc.), their commitment to reconciliation, and what that will look like in their professional teaching practice. The Statement of Positionality and Commitment to Reconciliation should be between 1000-1500 words long.
2. **Statement of Protocol (10%)** – each student will write a statement that could be recited orally (at important events, beginning of the school year, etc.) that acknowledges the territory, provides a brief self-introduction, and positions you with regard to your role in fostering reconciliation. This statement should be between 250-500 words long.
3. **Indigenous Word Bundle (10%)** – each student will learn at least five words from local Indigenous languages that you will be able to use in your teaching to work toward reconciliation. Each word should be accompanied by a short explanation (i.e., more than just a definition) of what the word means (2-3 sentences) and details on how you will use it to teach toward reconciliation (4-5 sentences).

Saskatchewan Teacher Certification Competencies (SPTRB, 2011)

1. Professional (Personal) Competencies
<i>1.1 the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities</i>
<i>1.2 ethical behaviour and the ability to work in a collaborative manner for the good of all learners</i>
<i>1.3 a commitment to social justice and the capacity to nurture an inclusive and equitable environment for the empowerment of all learners</i>
<i>1.4 a commitment to service and the capacity to be a reflective, lifelong learner and inquirer</i>

2. Knowledge Competencies
<i>2.1 knowledge of Canadian history, especially in reference to Saskatchewan and Western Canada</i>
<i>2.2 proficiency in the Language of Instruction</i>
<i>2.3 knowledge of First Nations, Métis, and Inuit culture and history (e.g., Treaties, Residential School, Scrip and Worldview)</i>
<i>2.4 ability to use technologies readily, strategically and appropriately</i>
<i>2.5 knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge)</i>
<i>2.6 ability to strive for/pursue new knowledge</i>

3. Instructional Competencies
<i>3.1 the ability to utilize meaningful, equitable, and holistic approaches to assessment and evaluation</i>
<i>3.2 the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings</i>

4. Curricular Competencies
<i>4.1 knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education</i>
<i>4.2 the ability to incorporate First Nations, Métis, and Inuit knowledge, content and perspective into all teaching areas</i>
<i>4.3 the capacity to engage in program planning to shape 'lived curriculum' that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive and meaningful ways</i>

Class Attendance

University Council guidelines indicate that regular and punctual attendance is expected of students in all their classes.

University Learning Centre

The University Learning Centre offers students help in writing and learning strategies. Please visit <http://www.usask.ca/ulc/> for more information on the services provided.

Academic Integrity

All students should familiarize themselves with University Council policies and guidelines concerning academic integrity. For further information please consult: http://www.usask.ca/university_secretary/honesty/.

Plagiarism

At the University of Saskatchewan, plagiarism is understood as the presentation of the work or idea of another person in such a way as to give others the impression that it is the work or idea of the presenter. There is an onus on every student to become informed as to what does or does not constitute plagiarism. Ignorance of applicable standards of ethical writing is not an acceptable excuse.

Examples of Plagiarism

- 1) 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 authorized.]
- 2) The verbatim use of oral or written material without adequate attribution.
- 3) The paraphrasing of oral or written material of other persons without adequate attribution.

Late Assignments

Late assignments will be penalized 10% per day and will not be accepted if more than four days late unless other arrangements are made.

Access and Equity Services

Students who have disabilities (learning, medical, physical, or mental health) or require other forms of accommodation are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, see <https://students.usask.ca/health/centres/access-equity-services.php> or contact AES at (306) 966-7273 or aes@usask.ca

Reconsideration of Assessments

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures as set out by the University Secretary's Office. For more info, please visit: http://www.usask.ca/university_secretary/honesty/Student_Academic_Appeals.php.

Deferred Exams

It is the student's responsibility to apply for a deferred exam. All applications must be made in writing and accompanied by supporting documentation. Applications for a deferment of an exam must be submitted to the College in which you are registered within three days of the exam in question. For additional information on deferred examinations, visit: <http://www.usask.ca/calendar/arts&science/policies/examregs/>.